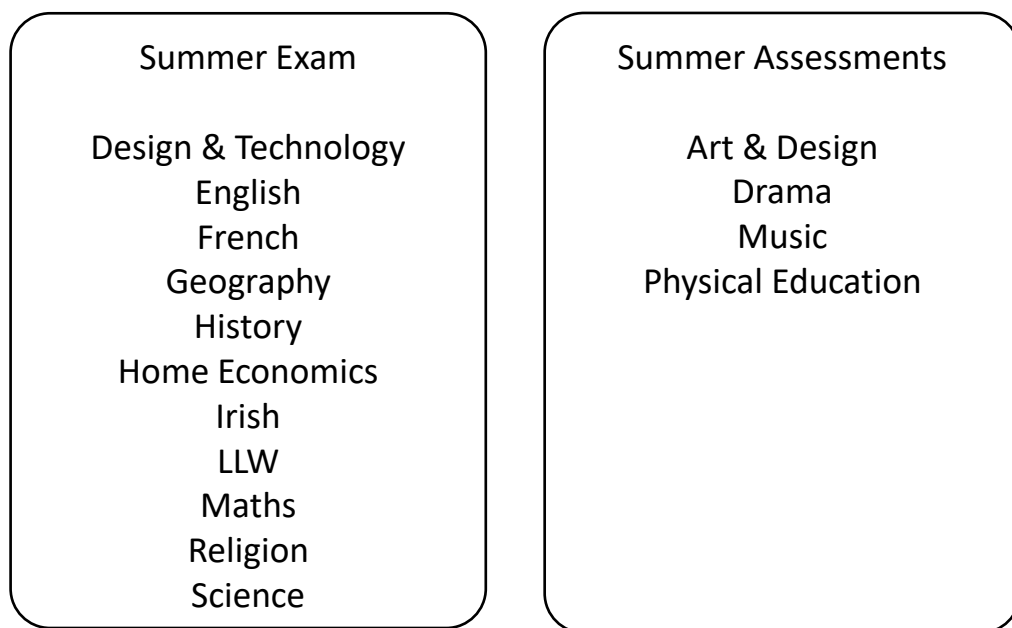


# Revision Booklet

Year 9

## Summer 2023

Welcome to the Edmund Rice College Summer Revision Guide. The assessment window will open on Thursday 8<sup>th</sup> June for subjects who do not complete Christmas Exams. Exam week however will begin on Wednesday 15<sup>th</sup> – Wednesday 21<sup>st</sup> June. In the exam window students will follow their exam timetable instead of attending normal classes. Details of which subjects have Summer assessments and which subjects have Summer exams is detailed in the diagram below.



This booklet not only contains the Summer revision lists for all subjects but it also contains some revision techniques to help students prepare for examinations. QR codes will also direct you to the ERC Assessment website for more information on each subject.

It is very important that all students are fully prepared for the examinations and we would encourage them to come fully equipped with stationery including black pens, pencils, rubbers, rulers, colouring pencils and calculators where required.

All that remains is for us to wish our students the best of luck in the forthcoming exams and for further information please access the ERC assessment website using the QR codes provided.

*All examinations in form rooms.*

|     | Thursday<br>15 <sup>th</sup> June | Friday 16 <sup>th</sup><br>June | Monday 19 <sup>th</sup><br>June | Tuesday<br>20 <sup>th</sup> June | Wednesday 21 <sup>st</sup><br>June |
|-----|-----------------------------------|---------------------------------|---------------------------------|----------------------------------|------------------------------------|
| 1-2 | Technology                        | Home Study                      | French                          | ICT                              | English                            |
| 3-4 | Maths                             |                                 | Science                         | Geography                        | Religion                           |
| 6-7 | Home<br>Economics                 |                                 | LLW                             | History                          | Irish                              |

# Revision - Dos and Don'ts



People struggle with revision because there is not one set of instructions that work for everyone. There are revision techniques that can be used as a guide but some techniques will work for you and some won't. There are some common things that you should think about before you set out to revise.



DO'S

- Get in a routine of revising at a particular point everyday.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.

- Depend on when you want to revise (you may never want to!)
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



DON'TS



DON'TS

**THINK  
ABOUT IT**

- Do you have music playing? (is it distracting?)
- Where is your mobile phone? (Is it beside you?)

**THINK  
ABOUT IT**

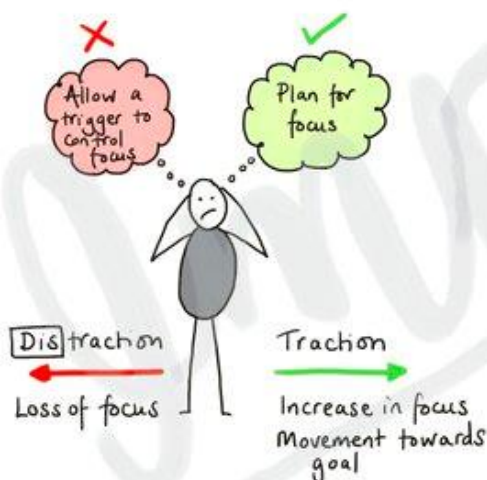
From: Eyal & Li (2019)  
'Indistractable'

## How To RESIST DISTRACTION & increase cognitive control

@Impact Wales

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www.impact.wales

Cognitive control is the ability to monitor, reflect on & govern our thoughts & actions. It is linked to attention, working memory & goal management.



### 5 STRATEGIES to increase cognitive control

- 1 Identify & acknowledge potential distractions e.g. tv, music, social media, games, chatter
- 2 Limit access to the distraction - turn phone off, work in a separate room to tv.
- 3 Work & reward in chunks - set a specific time limit on work time, e.g. work for 20 mins, Follow this with 10 mins reward time watching tv, playing outside, on social media.
- 4 Engage other's help - be transparent about the behaviour change. Tell others when you will be unavailable
- 5 Set your own goals. Don't just work to the teacher's deadline, decide how to break up that goal into manageable chunks.

# When should I revise?



In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when you find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

## Managing your time when revising

To help you with we are going to try the Pomo techniques. The pomo technique can help you manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. The technique is designed to combat multitasking and improve concentration. For example an hour of revision could look like this:

Step 1



Pick a task

Step 2



Set a 15 min timer

Step 3



Work on your task

Step 4



Take a 5 min break

Step 5



Every 3 pomos take a 30 min break



In preparation for your Christmas exams you will have to think about a lot of different things which you will have to juggle. You need to revise independently so you can close specific gaps which you have in your knowledge.

However, because you have to plan your own independent revision, it's easy to forget revision or to only do it in large bursts right before an assessment.

Prioritise your subjects

- List all your subjects
- Rank your subjects from 1 - 12 (1 being the strongest)
- Also consider the order your exams come in during exam week.
- Then rewrite your list in the order you have numbered the subjects.

## Christmas Exam

Design & Technology

English

French

Geography

History

Home Economics

Irish

LLW

Maths

Religion

Science

Your list:



# Writing your timetable



1. Write in everything you have planned prior to creating your revision timetable (Going out for tea, playing sport, Christmas shopping etc).
2. Write in upcoming exams and deadlines.
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely to choose – but they are the highest priority,
5. Write in the subjects you are going to cover and when, Be specific around what you will cover each time you sit down to revise.

## WEEKLY REVISION PLANNER

| TIME         | MONDAY               | TUESDAY                    | WEDNESDAY          | THURSDAY                   | FRIDAY             | TIME        | SATURDAY               | SUNDAY                 |
|--------------|----------------------|----------------------------|--------------------|----------------------------|--------------------|-------------|------------------------|------------------------|
| 8:30AM – 4PM | SCHOOL               | SCHOOL                     | SCHOOL             | SCHOOL                     | SCHOOL             | 9AM – 10AM  | BREAKFAST / SHOWER     | BREAKFAST / SHOWER     |
| 4PM – 5PM    | HOMEWORK             | TV / GAMING / SOCIAL MEDIA | HOMEWORK           | TV / GAMING / SOCIAL MEDIA | HOMEWORK           | 10AM – 11AM | REVISION – ENGLISH     | REVISION – SCIENCE     |
| 5PM – 6PM    | DINNER               | DINNER                     | DINNER             | DINNER                     | DINNER             | 11AM – 1PM  | SEEING FRIENDS / LUNCH | SPORT / LUNCH          |
| 6PM – 7PM    | REVISION – GEOGRAPHY | HOMEWORK                   | REVISION – HISTORY | REVISION – FRENCH          | REVISION – SCIENCE | 1PM – 3PM   | REVISION – MATHS       | REVISION – FLASH CARDS |
| 7PM – 8PM    | REVISION – MATHS     | REVISION – ENGLISH         | FREE TIME          | HOMEWORK                   | FREE TIME          | 3PM – 5PM   | OUT WITH FAMILY        | SPORT / TV / GAMING    |
| 8PM – 9PM    | FREE TIME / SHOWER   | FREE TIME / SHOWER         | FREE TIME / SHOWER | FREE TIME / SHOWER         | FREE TIME / SHOWER | 6PM – 8PM   | DINNER / FREE TIME     | DINNER / FREE TIME     |



## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|------|--------|---------|-----------|----------|--------|------|----------|--------|
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |





## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|------|--------|---------|-----------|----------|--------|------|----------|--------|
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |



## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|------|--------|---------|-----------|----------|--------|------|----------|--------|
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
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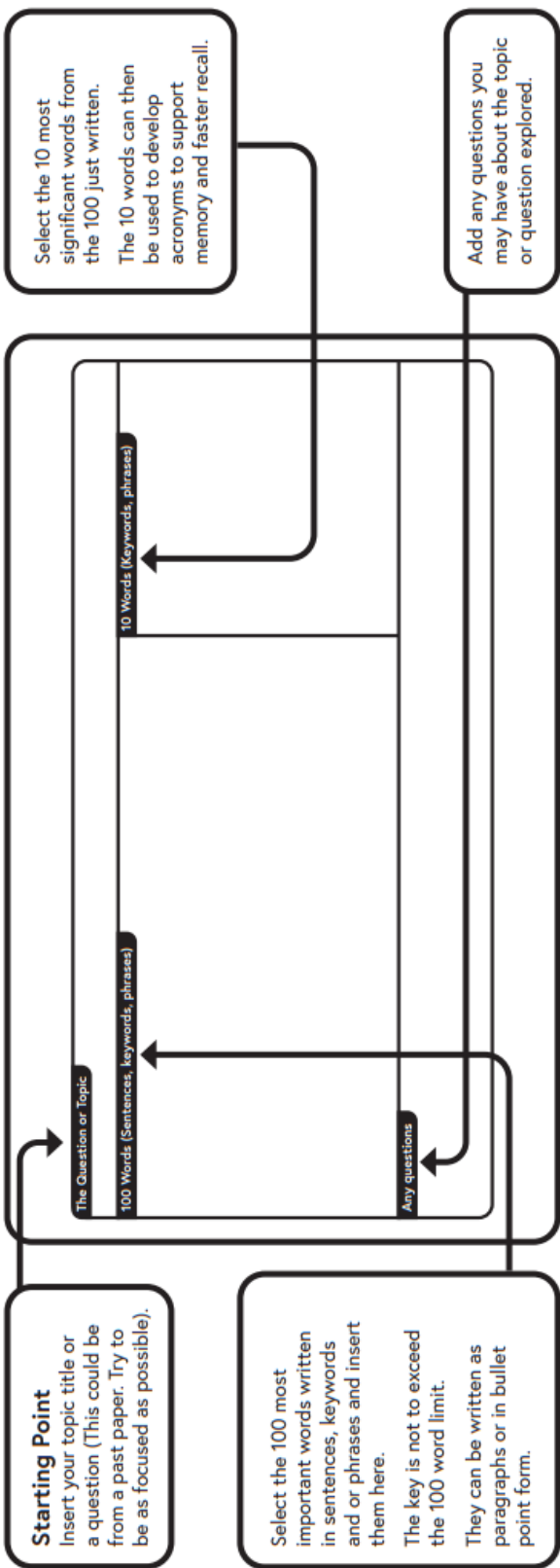
## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|------|--------|---------|-----------|----------|--------|------|----------|--------|
|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |
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|      |        |         |           |          |        |      |          |        |
|      |        |         |           |          |        |      |          |        |



LEARN SPARK RECOMMENDED STUDY TOOLS

TARGET 100 TO 10



**PURPOSE**  
This method can be used by students to condense important notes, by narrowing down on what is really important. By targeting 100 words students can develop understanding and by targeting 10 words students can strengthen their recall of key information.

**QUICK TIP**  
When targeting the 100 key words or phrases, try initially recalling them from memory. Read the notes (Text book or teacher handout), engage in some limited highlighting, underlining and/or marginal note taking, and then try to recall the 100 words. See how much was retained and understood. If less than 100 can be recalled go back and read the notes again.

# Target 100 to 10 – Get Started

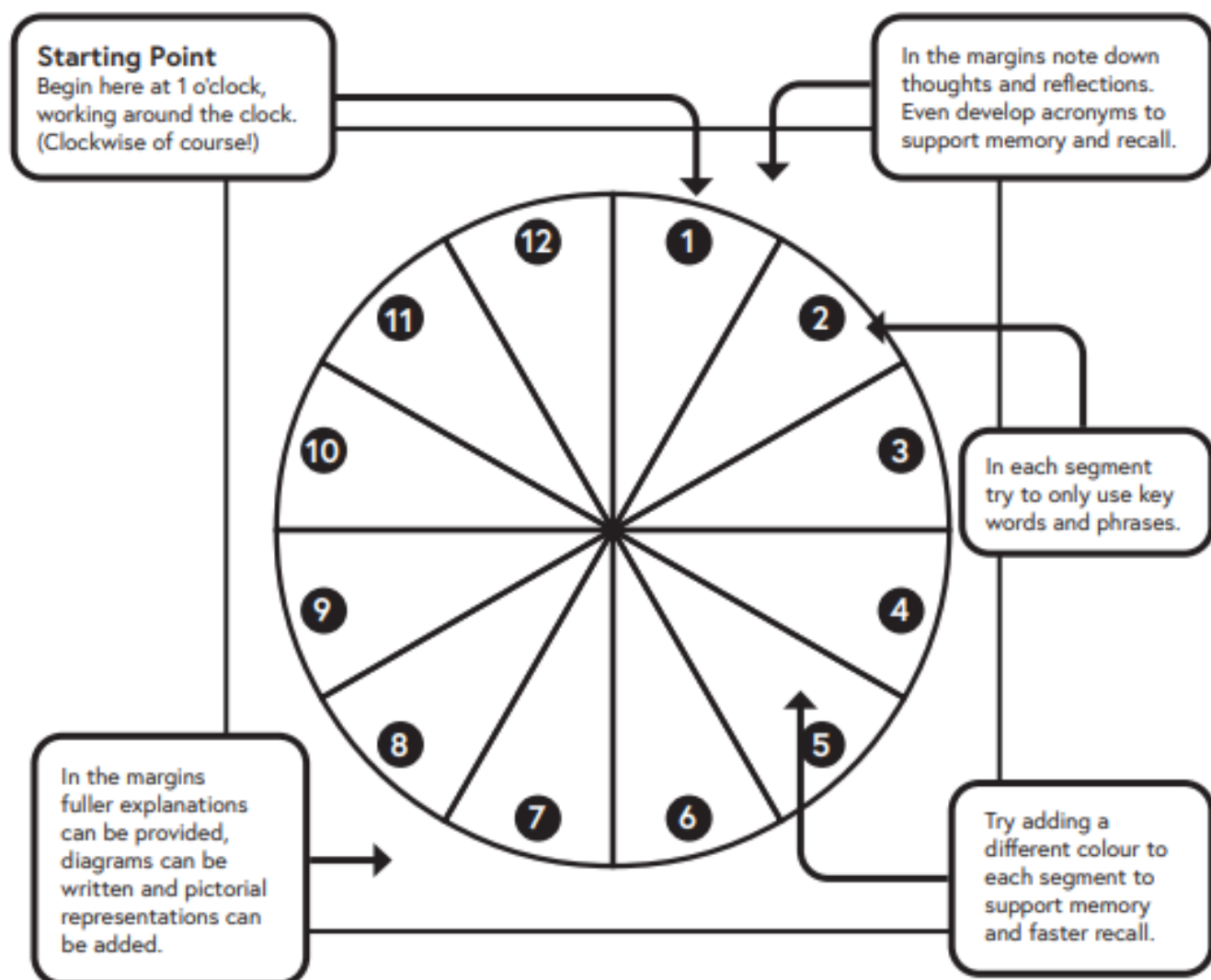


|  |                              |
|--|------------------------------|
| The Question or Topic                    |                              |
| 100 Words (Sentences, keywords, phrases) | 10 Words (Keywords, phrases) |
|  |                              |

|  |                              |
|--|------------------------------|
| The Question or Topic                    |                              |
| 100 Words (Sentences, keywords, phrases) | 10 Words (Keywords, phrases) |
|  |                              |



## THE CLOCK



### PURPOSE

This method can be used by students to develop their understanding of cyclical processes.

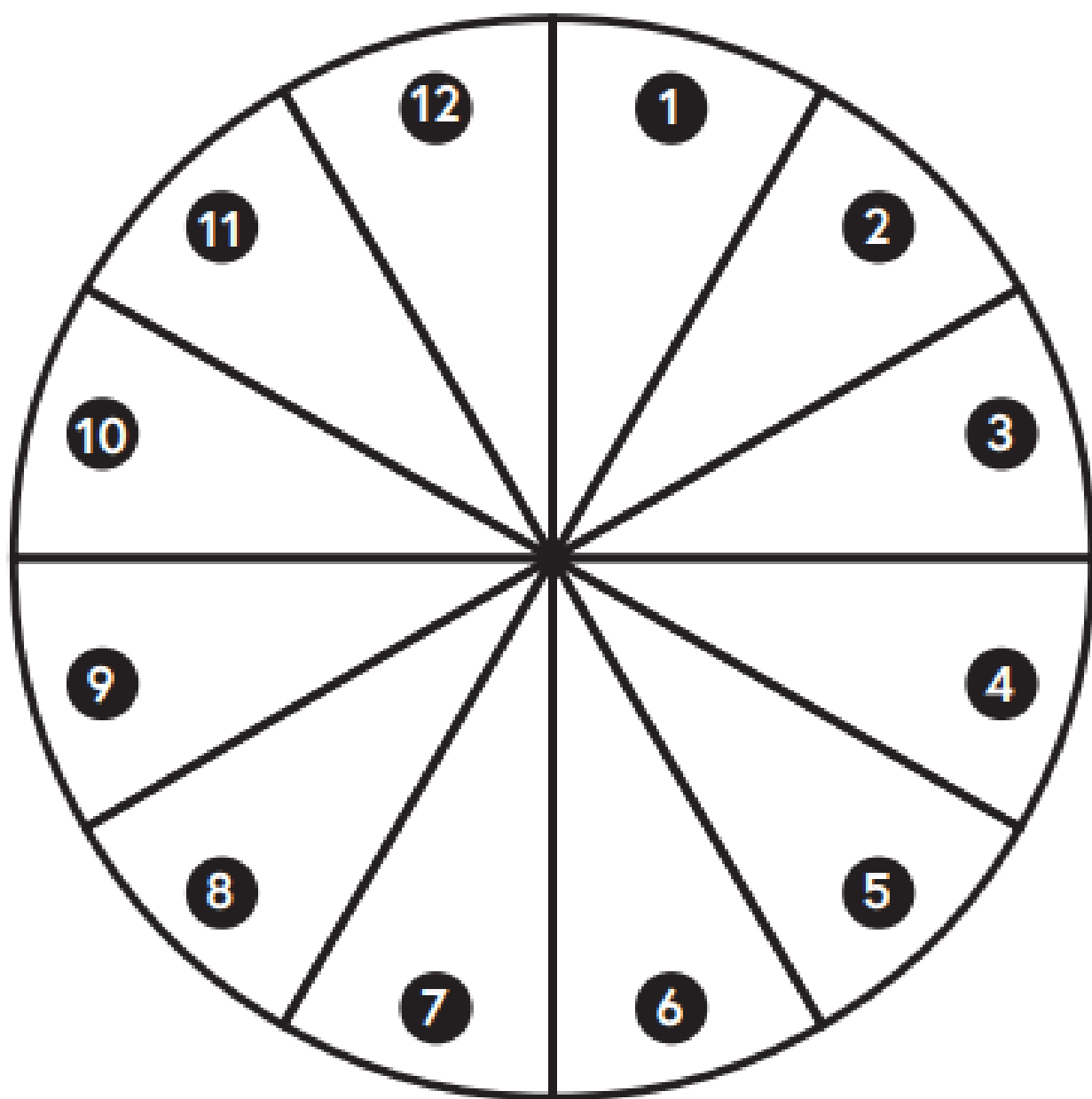
By filling in each segment of the clock with a part of the process in the order that it occurred, working from 1 to 12, the student develops their understanding and strengthens their ability to recall the key information.

### QUICK TIP

Some processes will only have a few stages, e.g. 3 or 4. However to really develop your understanding, why not try to get the whole way around the clock by breaking down the process into smaller and smaller steps.



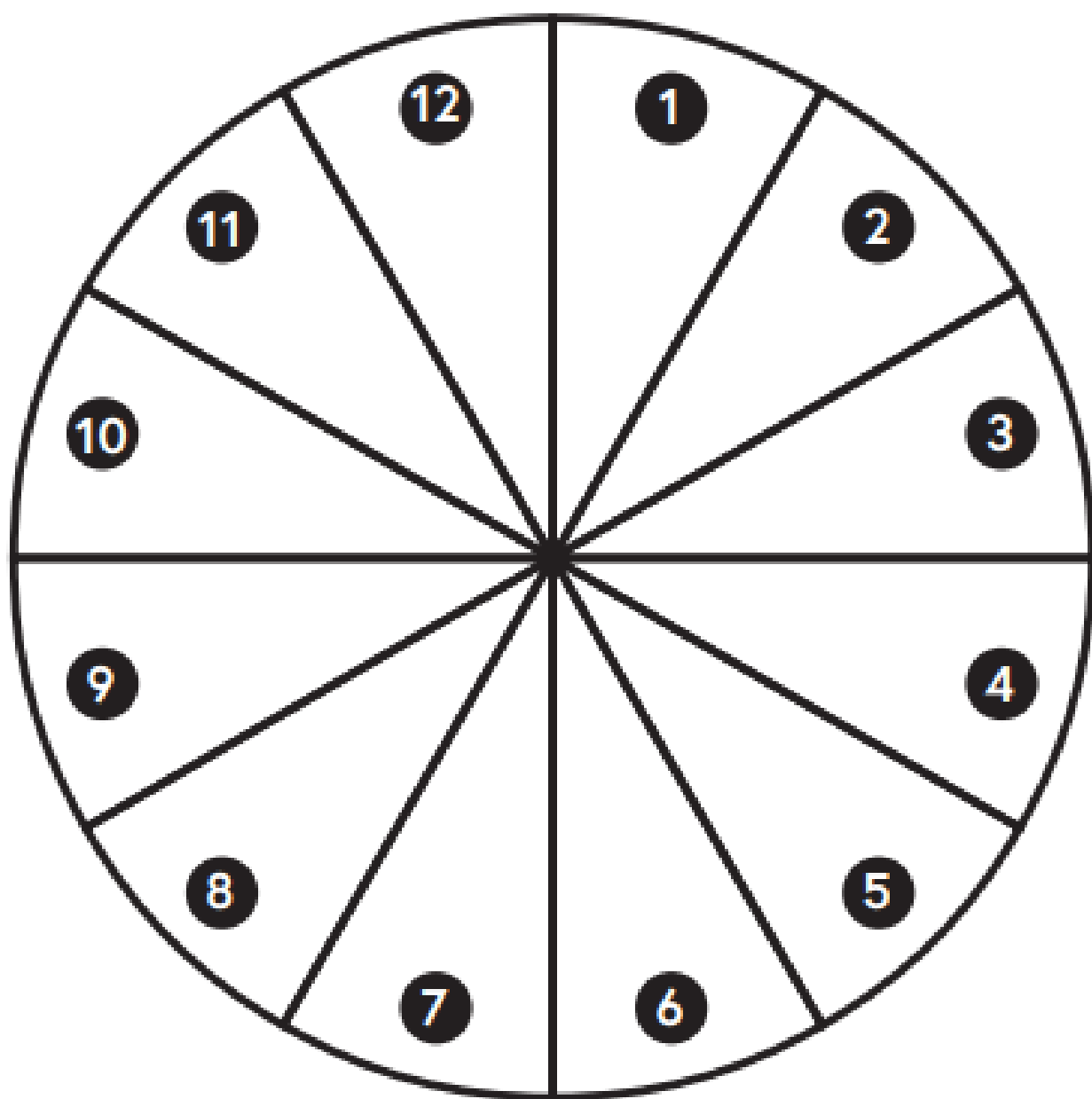
Topic: \_\_\_\_\_







Topic: \_\_\_\_\_

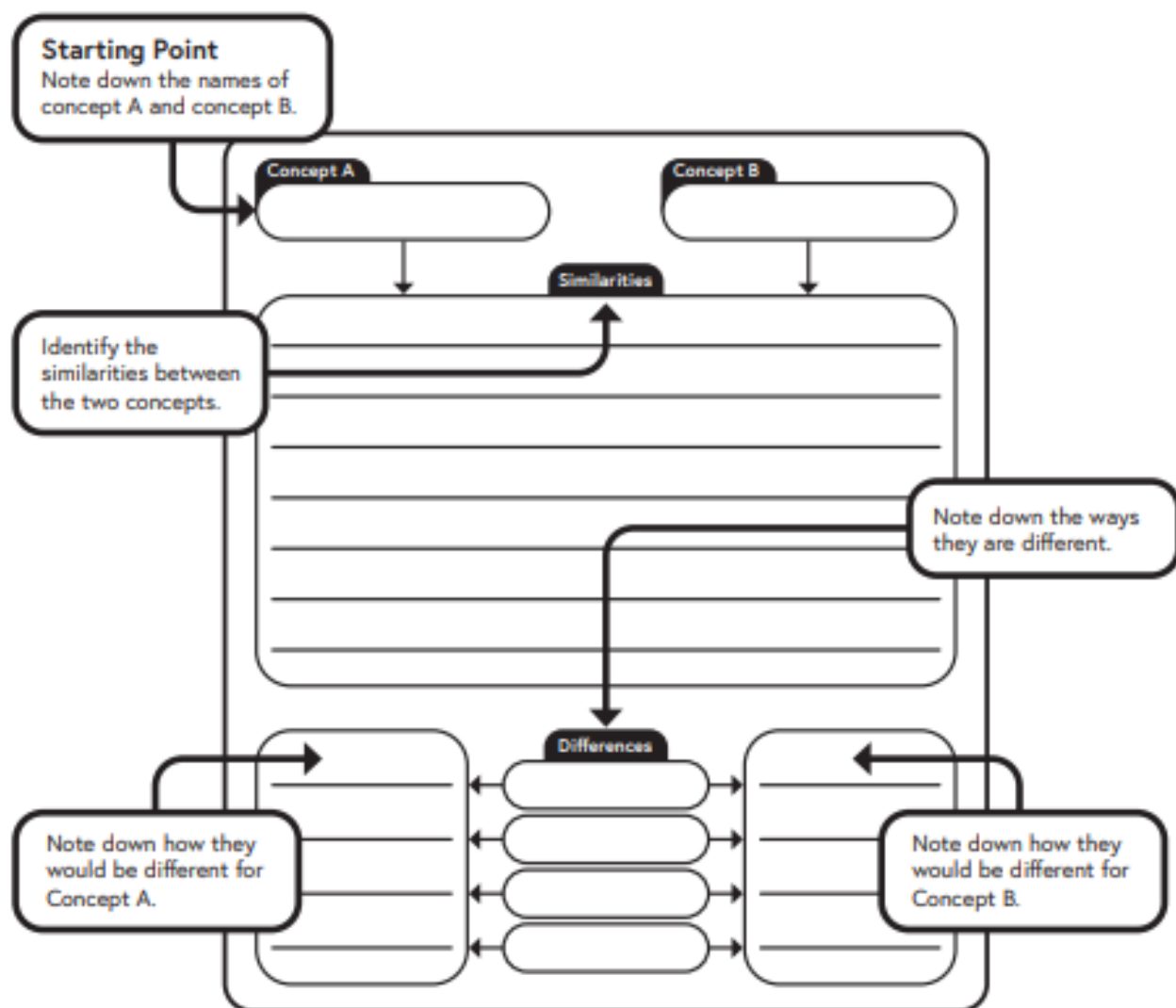


# Compare & Contrast Diagram



## LEARN SPARK RECOMMENDED STUDY TOOLS

### COMPARE & CONTRAST DIAGRAM



#### PURPOSE

This method can be used by students to explore the similarities and differences between two concepts or issues.

This lined approach can suit some learners who don't like the unstructured approach offered by the traditional circle based Venn Diagram.

#### QUICK TIP

Try to use key words and phrases. Avoid large amounts of text, i.e. simply rewriting your notes onto this structure.



## COMPARE & CONTRAST DIAGRAM

Topic: \_\_\_\_\_

Concept A

Concept B

Similarities

Differences

Topic: \_\_\_\_\_





## LEARN SPARK RECOMMENDED STUDY TOOLS

### SQ3R – Survey, Question, Read, Recite & Review

#### Starting Point

Choose the text you will be reading. It could be a source, or a chapter from a novel or text book.

In the **Survey** section, just get an overview of the text by **skimming** and **scanning** the text.

In the **Question** section, make sure you have ones that will focus your reading. Think about what you know and what you want to know.

1. **Survey** – answer the following questions before fully reading the text:  
What is the topic of the text?  
.....  
What is the title of the text?  
.....  
How is the text organised? Take note of headings, subheadings, diagrams etc.

2. **Question** – before reading the text, jot down questions you have.

3. **Read** – look for the answers to your questions as you actively read the text. It is important that you re-read any parts that you find confusing or unclear.

4. **Recite** – write a short summary of what you have read in your own words and say it aloud as you do.

5. **Review** – Write down the answers you found to the questions you generated before reading the text.

**TOP TIP:** For parts of your text that you find unclear or confusing, generate additional questions.

Make sure when reading your chosen text, you read **closely** and **reflect** carefully and **reflect** in order to answer the questions you generated.

Look away from the text and try to **recall** what you read by **reciting** it aloud and writing a **summary** in your own words.

In the **Review** section, make sure you write your answers to the questions you generated. Make sure you **re-read** to find any answers you didn't get.

#### PURPOSE

This method can be used by students to ensure they are actively reading their subject materials and remaining focused. It allows them to reflect on their own learning and think critically about what they are reading.

#### QUICK TIP

To really focus and not become overwhelmed, students may wish to focus on answering **three** main questions as a maximum.

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# Effective Reading Tool – Try It!



Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Text: \_\_\_\_\_

1. Survey – answer the following questions before fully reading the text:

What is the topic of the text?

.....

What is the title of the text?

.....

How is the text organised? Take note of headings, subheadings, diagrams etc.

.....

2. Question – before reading the text, jot down questions you have:

.....

3. Read – look for the answers to your questions as you actively read the text. It is important that you re-read any parts that you find confusing or unclear.

.....

4. Recite – write a short summary of what you have read in your own words and say it aloud as you do.

.....

5. Review – Write down the answers you found to the questions you generated before reading the text:

.....



Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Text: \_\_\_\_\_

1. Survey – answer the following questions before fully reading the text:

What is the topic of the text?

.....

What is the title of the text?

.....

How is the text organised? Take note of headings, subheadings, diagrams etc.

.....

2. Question – before reading the text, jot down questions you have:

.....

3. Read – look for the answers to your questions as you actively read the text. It is important that you re-read any parts that you find confusing or unclear.

.....

4. Recite – write a short summary of what you have read in your own words and say it aloud as you do.

.....

5. Review – Write down the answers you found to the questions you generated before reading the text:

.....



✓ or ✗

Any additional notes...

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal blue lines that run across the entire width of the page. The lines are uniform in thickness and color, providing a guide for letter height and placement. There are no margins, text, or other markings on the page.

Topic : Advertising

- Any additional notes...

|                |  |
|----------------|--|
| Part-time jobs | Types of jobs  |
|                | Days of the week   |
|                | Opinions on jobs   |
|                | Revision of positive and negative adjectives   |
| Future Jobs    | Jobs and Places of work  |
|                | Advantages/Disadvantages of different jobs   |
| Future plans   | More generic future plans  |
|                | Je vais + travailler, habiter, être, voyager, acheter, étudier, aller, avoir, gagner, visiter, continuer |

Any additional notes...

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



I am able to: ✓ or ✗

|   |  |  |
|---|--|--|
| State the definition of coast and explain reasons why people go to the coast as tourists.   |  |  |
| Describe the 3 coastal processes – erosion, transportation and deposition.  |  |  |
| Draw and label coastal landforms (arch, cave, stack and stump)  |  |  |
| Coastal management – know the difference in hard and soft engineering. Be able to describe examples of all and how it protects the coast. |  |  |
| State the definition of population, birth rate, and death rate.   |  |  |
| Identify reasons which may cause the birth and death rates to increase and decrease.  |  |  |
| State the definition of over population and problems that are associated with it.   |  |  |
| Population pyramids – what do they show and describe the population pyramid.  |  |  |
| State the definition of the term tourist.   |  |  |
| Name examples of tourist attractions.   |  |  |
| Examples of jobs in the tourism industry.   |  |  |
| Explain reasons what the numbers of tourists have increased.  |  |  |
| Explain the benefits and problems of tourism ‘My Paradise Home.’  |  |  |
| State the definition of development.  |  |  |
| Know the difference in MEDC’s and LEDC’s  |  |  |
| Explain the inequalities around the world, and reason for the development gap between MEDC’s and LEDC’s.                                  |  |  |

Any additional notes...

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Any additional notes...



I am able to: ✓ or ✗

|   |  |  |
|---|--|--|
| List the 5 groups of nutrients  |  |  |
| Explain the function of the 5 groups of nutrients                     |  |  |
| List 2 food sources of each nutrient                                  |  |  |
| Explain the difference between fat soluble and water soluble vitamins |  |  |
| Explain the function of vitamin A, B, C and D                         |  |  |
| Explain the difference between macro nutrients and micro nutrients    |  |  |
| List 2 reasons why food labels are important                          |  |  |
| List 3 examples of mandatory information found on a food label        |  |  |
| List 3 examples of voluntary information found on a food label        |  |  |
| Explain the meaning of traffic light labelling                        |  |  |
| Explain the meaning of lactose intolerant                             |  |  |
| Explain the meaning of coeliac disease                                |  |  |
| Explain the difference between a food allergy and a food intolerance  |  |  |
| List 3 foods that can cause an allergic reaction                      |  |  |
| List 3 symptoms of food allergies                                     |  |  |
| List 2 symptoms of a food intolerance                                 |  |  |
| List 2 examples of products and 2 examples of services                |  |  |
| 3 rights of consumers   |  |  |
| 4 factors that influence consumers choice                             |  |  |

Any additional notes...

**E-safety** – social networking, keeping data safe.

**Web design** - uses of websites, features of websites, web design good practice, building web pages in google sites.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



- Any additional notes...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



You will be given a written test on. You will be asked to complete **six sections**.

The questions will be asked from the **six topics** below (we have covered these in class).

Once you are confident that you know each topic really well, place a tick in the end column.

| Topic 1 - Exclusion  | ✓ |
|--|---|
| The term used to describe when someone is left out   |   |
| How might a person feel if they are left out?  |   |
| Explain groups of people who may be excluded   |   |
| Topic 2 - Equality   |   |
| What is prejudice?   |   |
| Explain what discrimination means  |   |
| What are the different types of discrimination and how these can be resolved?  |   |
| Topic 3 - Human Rights   |   |
| What does UDHR stand for?  |   |
| Name and explain one right that a child has today  |   |
| Explain two human rights in the UDHR document  |   |
| Topic 4 - Non-Governmental Organisations (NGO's)   |   |
| Name one NGO   |   |
| Describe social inequality that a person may face  |   |
| Explain ways how people can support an NGO   |   |
| Topic 5 – Source Question  |   |
| In this question you will asked to read information about the work of an NGO (Save the Children) and how they help to improve a child's life. You will also be asked to include your own information |   |
| Topic 6 – Evaluation Question  |   |
| In this question you will asked to:  |   |
| <ul style="list-style-type: none"> <li>know the advantages of the work of Save the Children</li> <li>know the disadvantages of the work of Save the Children</li> </ul>                              |   |



|   |   |
|---|---|
| Topic 1 – Enterprise  | ✓ |
| Identify characteristics of an enterprising person              |   |
| Explain ways people can be enterprising                         |   |
| Explain “goals” pupils might set in schools                     |   |
| Topic 2 – Entrepreneurs   |   |
| Explain the term “entrepreneur”                                 |   |
| Explain what makes someone a successful entrepreneur            |   |
| Complete a fact file on an entrepreneur of your choice          |   |
| Topic 3 – Health & Safety                                       |   |
| List ways people can stay safe in the work place.               |   |
| Draw two “Health & Safety” symbols and explain their meaning.   |   |
| Explain why Health & Safety” is important in the workplace.     |   |
| Topic 4 – SME’s   |   |
| Explain what SME stands for.                                    |   |
| Name one SME.   |   |
| Explain why most businesses are now SME’s                       |   |
| Identify the advantages and disadvantages of working in an SME. |   |

Any additional notes...



All of the following learning outcomes will be assessed in your end of year exam in June. To revise at home, you should complete the HegartyMaths Skills listed beside the topic. Be sure to watch the videos! Tick them off as you work through them. If you need any extra help or work please ask your Maths teacher. (To select a skill to practise, log in to HegartyMaths and on your home screen click 'choose lesson' and enter the number of the required skill).

| Learning Outcome   | HegartyMaths Skill | Date completed |
|--|--------------------|----------------|
| Multiply and divide proper and improper fractions and mixed numbers both positive and negative   | 63, 68 & 70        |                |
| Solve problems involving fractions   | 77 & 80            |                |
| Interpret diagrams as percentages  | 81                 |                |
| Interpret percentages as a fraction or as a decimal  | 82 & 83            |                |
| Calculate a percentage of an amount without a calculator   | 84 & 85            |                |
| Solve problems involving simple interest in financial mathematics  | 93                 |                |
| Change freely between related standard units (e.g. time, length, currency)   | 692, 707 & 709     |                |
| Use ratio notation, including reduction to simplest form   | 329                |                |
| Divide a given quantity into two or more parts   | 332                |                |
| Use and interpret algebraic notation, including: <ul style="list-style-type: none"> <li>• <math>ab</math> in place of <math>a \times b</math>; <math>3y</math> in place of <math>y + y + y</math> and <math>3 \times y</math></li> <li>• <math>a^2</math> in place of <math>a \times a</math>, <math>a^3</math> in place of <math>a \times a \times a</math>; <math>\frac{b}{a}</math> in place of <math>b \div a</math></li> <li>• Coefficients written as fractions rather than as decimals</li> <li>• Brackets</li> </ul> | 160                |                |
| Substitute numerical values into formulae and expression   | 155                |                |
| Simplify algebraic expressions by collecting like terms  | 156 & 158          |                |
| Solve equations where the unknown appears on one side of the equation  | 178                |                |
| Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles  | 477, 479 & 480     |                |
| Understand and use alternate and corresponding angles on parallel lines  | 481 & 483          |                |
| Use the sum of angles in a triangle and a quadrilateral  | 485 & 560          |                |
| Draw and interpret bar charts, pictograms and pie charts   | 425, 426 & 427     |                |
| Construct and analyse stem and leaf diagrams, including back to back   | 430                |                |



| Topic   | What to Learn?   | Revision Complete |
|---|--|-------------------|
| The Christian Church                              | Explain the split between Christian and Orthodox Church                    |                   |
|   | Understand what Orthodox Christians believe and how they worship.          |                   |
|   | Know where to find Orthodox Christians today.                              |                   |
| The Reformation                                   | Know key facts about Martin Luther and Indulgences                         |                   |
|   | Recall the history and traditions of the Anglican Church                   |                   |
| Luke’s Gospel                                     | Know key facts about Luke’s Gospel   |                   |
|   | Explain the different types of miracles in Luke’s Gospel with examples.    |                   |
|   | Know the key events of Holy week.  |                   |
| The Empty Tomb and Post Resurrection Appearances. | Describe the story of Easter Sunday morning.                               |                   |
|   | Retell the stories of Emmaus and Jesus’ final appearance to the disciples. |                   |
|   | Describe the events of the Pentecost.                                      |                   |

Any additional notes...

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I am able to:

✓ or ✗

|   |  |  |
|---|--|--|
| List metals in the <b>Reactivity Series</b>   |  |  |
| Select best method to prevent <b>Rusting</b>  |  |  |
| Recall that <b>Vibrations</b> produce <b>Sound Waves</b>  |  |  |
| Define the term <b>Pitch</b>  |  |  |
| Define the term <b>Loudness / Amplitude</b>   |  |  |
| Recall that <b>sound travels at different speeds</b> through different materials                          |  |  |
| Recall that sound cannot travel through a <b>vacuum</b>   |  |  |
| Recall that the Heart is part of the <b>Double Circulatory System</b>                                     |  |  |
| Recall the main gas in the blood <b>Entering the Heart</b>  |  |  |
| Recall the main gas in the blood <b>Leaving the Heart</b>   |  |  |
| Label the <b>Heart</b>  |  |  |
| Recall the <b>conditions</b> needed for <b>Rusting</b> to occur   |  |  |
| Recall the observation when <b>Sodium</b> metal reacts with <b>water</b> and its <b>chemical equation</b> |  |  |
| Recall why reactive metals are stored in <b>Oil</b>   |  |  |
| Recall <b>safety precautions</b> when using reactive metals   |  |  |
| Explain the <b>shapes of sound waves</b>  |  |  |
| Recall the <b>roles</b> of RBCs / WBCs / Plasma and Platelets in the <b>blood</b>                         |  |  |
| Explain the difference between a <b>Vein</b> and an <b>Artery</b>   |  |  |
| Label the <b>Chambers</b> of the <b>Heart</b>   |  |  |
| Recall that the blockage of the <b>Coronary Artery</b> causes a <b>heart attack</b>                       |  |  |
| Fully explain how <b>Potassium</b> metal reacts with <b>water</b> and any <b>observations</b>             |  |  |
| Explain the <b>safety</b> procedures involved in using alkali metals                                      |  |  |



AIM FOR THE  
MOON  
IF YOU FALL,  
YOU WILL FALL AMONG THE  
STARS

Excellence  
Respect  
Care