



The Rudheath  
Senior Academy

“Opening Children’s Eyes to the Wonderful World of Possibility”

Yr 9

End of Year Examination

Information Booklet

2023/24

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## Introduction

Our mission is to "open children's eyes to the wonderful world of possibilities" and we are relentlessly ambitious for our students to go out and make their mark in the world.

We constantly encourage a daily routine of aiming to be "1% better every day" and this, we believe, will enable you to succeed.

This revision booklet has been made to help you understand when your end of year assessments will be and what will be on your assessments. There are also helpful revision tips so you can make the most of the time you have. You will also find a blank revision timetable to help you plan your revision at the back of the booklet.

It is vital that you are well prepared for these assessments so that you can perform your very best. You will find out how well you have performed in class and the results will be printed on your end of year reports. These will also help inform sets for September.

If you are having any difficulties with anything in a particular subject, you can speak to your teacher in school. If you have overall concerns or questions, you can speak to your form tutor or your Head of Year.

### **Form Tutors:**

Ms A Walker	<a href="mailto:awalker@rudheathsenioracademy.org.uk">awalker@rudheathsenioracademy.org.uk</a>
Miss G Bailey	<a href="mailto:gbailey@rudheathsenioracademy.org.uk">gbailey@rudheathsenioracademy.org.uk</a>
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Miss J Wilson	<a href="mailto:jwilson1@rudheathsenioracademy.org.uk">jwilson1@rudheathsenioracademy.org.uk</a>

### **Head of Year:**

Mr P Brown	<a href="mailto:pbrown@rudheathsenioracademy.org.uk">pbrown@rudheathsenioracademy.org.uk</a>
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## Dates of Assessments

The end of year assessments will be sat in classrooms during normal lesson times in exam conditions. Here is an overview of the exam timetable:

Year 9	End of year Assessments					
Class Code:	9A (1)	9B (2)	9C (3)	9D (4)	9E (5)	
English paper 1	Mon 10/6 P2	Tues 11/6 P3	Mon 10/06 P2	Thurs 13/06 P2	Mon 25/06 P3	
English paper 2	Tue 11/6 P3	Weds 12/6 P5	Tue 11/06 P3	Thurs 13/06 P4	Tues 26/06/ P2	
Geography	Fri 14/6 P4	Mon17/6 P3	Mon 17/6 P3	Weds 12/6 P1	Thurs 13/6 P4	
History	Tues 11/6 P2	Tues 18/6 P2	Wed 12/6 P1	Mon 17/6 P2	Tues 18/6 P3	
Class code:	9X1	9x3	9y1	9y2	9y3	
Maths	Fri 28/06 P2	Fri 28/06 P2	Fri 28/06 P3	Fri 28/06 P3	Fri 28/06 P3	
Science	Mon 1/07 P5	Mon 1/07 P5	Mon 1/07 P4	Mon 1/07 P4	Mon 1/07 P4	
Art	Wed 12/06	Thur 13/6 p5	Mon 10/06 p1	Wed 12/6 p3	Mon 10/06 P5	
Music	Thur 27/06 P5	Weds 26/06 P2	Fri 28/06 P2	Mon 24/06 P	Weds 26/06 P3	
Drama	Tue 25/06 P1	Fri 28/06 p3	Wed 26/06 P3	Fri 28/06 p3	Fri 28/06 p2	
Class code:	9X1	9X2	9X3	9Y1	9Y2	9Y3
Technology	Wed 22/05 P3	Wed 22/05 P3	Wed 22/05 P3	Wed 22/05 P4	Wed 22/05 P4	Wed 22/05 P4

Ensure you know when your assessments are and use the information provided to plan your weekly revision times. There are template pages at the back of this booklet you can use.



## Revision Guidance

### **How can parents support their children:**

- Help your child create a revision timetable including regular breaks and time for hobbies
- Help them make revision materials such as flash cards and mind maps
- Test them – ask them to recall key knowledge or explain a concept
- Provide incentives for completing work to a good standard
- Provide a suitable place to study away from distraction and encourage mobile phones to be left in a separate room during revision time

### **Revision strategies:**

- Start revising early
- The most effective revision involves active learning not merely reading notes. Examples of active learning include:
  - Making summary notes
  - Completing past exam papers
  - Cover up work and test yourself
  - Mind mapping and then hiding parts to test recall
  - Annotating blank diagrams to check for understanding
  - Playing Pictionary with key terms
  - Playing visual memory games – adding pictures to link to content that are easy to recall

[Booklet for parents on Revision Support](#)

# Recommended Revision Strategies

## Rudheath Revision Strategies

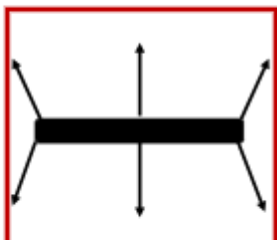
### Strategy 1: Brain Dump

1 2 3 4 5



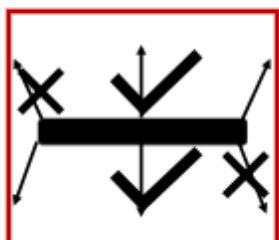
#### 1 CHOOSE YOUR TOPIC

Pick an area to revise that you currently feel under-confident with. It is no use choosing a topic where your knowledge is secure, you need to think hard.



#### 2 EVERYTHING YOU REMEMBER

On a blank piece of paper (A4) write down everything you can remember about that specific topic. Then try and break it down further into sub-topics.



#### 3 CHECK WHAT YOU MISSED OUT

Use your notes or a revision guide/video to check what you have missed out.

Use a different colour to:

- o Tick what you got right
- o Correct/edit what you got wrong
- o Add what you missed out



#### 4 WORK ON AREAS THAT NEED IT

Use step 3 to identify the areas that you need to go over. Use strategies that mean you *have to* "think hard" about what you didn't remember, such as:

- o Turning notes into a diagram
- o Explaining ideas/concepts to another person.
- o Cover/write/ check to test yourself.



#### 5 WAIT AND THEN REPEAT

Wait at least a day and then repeat this process.

You should remember more this time, this will then help narrow down where you need to focus your revision. Follow the same 5 steps again on a subsequent day.

## Revision Strategies

### Strategy 2: Self-Quizzing

1 2 3 4 5



#### 1 IDENTIFY KNOWLEDGE

Identify knowledge you wish to cover.



#### 2 REVIEW AND CREATE

Spend about 5-10 minutes reviewing content (knowledge/class notes/ text book)

Create x10 questions on the content.



#### 3 COVER AND ANSWER

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



#### 4 SELF MARK AND REFLECT

Go back to the content and self mark your answers in green pen.



#### 5 NEXT TIME

Re-visit the area where there were gaps in your knowledge and include these same questions next time.

## Revision Strategies

### Strategy 3: Flash-Cards

1 2 3 4 5



#### 1 IDENTIFY KNOWLEDGE

*What are you creating flashcards on?*

*Do you have a knowledge organiser?*



#### 2 COLOUR CODING

*Use different coloured flashcards for different topics/ subjects- this helps with organisation- not with retrieval.*



#### 3 DESIGNING

*1 question per flashcard.*

*Making them concise and clear.*

*Use a one-word prompt so that you can recall as much as possible.*



#### 4 USING

*Write your answers down or say them out loud. This clearly shows your gaps in knowledge.*

*Do not copy and just re-read.*

*Shuffle your cards each time you use them.*



#### 5 FEEDBACK

*How have you performed when you look back on your answers?*

*Is there anything you need to re-visit?*

## Revision Strategies

### Strategy 4: Past Papers

1 2 3 4 5



#### 1 ASK YOUR TEACHER FOR PRACTICE QUESTIONS OR EXAM PAPERS

*Practice papers are one of the most effective modes of revision. Ask your teacher for practice questions.*



#### 2 COMPLETE WITHOUT NOTES

*It's important to complete without notes to ensure you are accurately testing your long-term memory.*



#### 3 COMPLETE IN TIMED CONDITIONS

*Completing in timed conditions will allow you to refine your exam technique and face the demands of the question.*



#### 4 ASK TEACHER FOR FEEDBACK

*Teachers can then provide feedback to progress you further.*



#### 5 IDENTIFY GAPS IN KNOWLEDGE SO REVISION CAN BE TARGETTED

*Use the feedback form your teacher to prioritise areas for revision.*



<b>Year 9 English</b>	
<b>Length of assessment</b>	1 hour 30 mins
<b>Title of assessment</b>	DNA and morality writing
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall and use T3 vocabulary</li> <li><input type="checkbox"/> Recall and identify reading and writing techniques</li> <li><input type="checkbox"/> Demonstrate techniques in written response.</li> <li><input type="checkbox"/> Consciously crafted structure of writing</li> </ul>	<p><b><u>Topics/Content</u></b></p> <p><b>Section1: DNA</b></p> <ul style="list-style-type: none"> <li>-Defining T3 vocabulary from the text</li> <li>- Defining and identifying techniques from the play.</li> <li>- Being able to recall key events and characters from the play 'DNA'</li> <li>- -Being able to comment on writer's intentions'</li> <li>- Defining key vocabulary from the topic</li> <li>- Being able to use SEIZE to structure a written response</li> <li>- Being able to comment on the effect of language and the connotations of words and phrases</li> <li>- Understanding how the context of a text can influence the writer’s choices</li> </ul> <p><b>Section 2: Moral Dilemmas Writing</b></p> <ul style="list-style-type: none"> <li>- Defining key vocabulary from the topic</li> <li>- Defining and identifying subject specific techniques</li> <li>- Using a range of language features for effect</li> <li>- A crafted response with structure and vocabulary deliberately chosen for effect throughout</li> <li>- Accurate use of a range of punctuation chosen for effect</li> <li>- Accurate spelling of all words including some ambitious vocabulary</li> <li>- Paragraphs used to create an engaging and interesting structure</li> </ul>
<p><b>Revision resources</b></p> <p>Curriculum entitlement booklets            Knowledge organisers            Copy of the play DNA            Flash cards created in revision lessons</p>	





<b>Year 9 Maths</b>	
<b>Length of assessment</b>	50 Minutes
<b>Title of assessment</b>	End of Year Maths
<p><b><u>Success Criteria</u></b></p> <p>Students will be assessed on the content they have covered since September.</p> <p>To be successful revise using the independent learning section on Sparx. The codes for each topic have been provided. Work through the quizzes on each topic.</p> <p>Students require a calculator for the assessment.</p> <p>The number of marks for each question will be shown on the exam paper, students must ensure they show full working out to gain each mark available.</p>	<p><b><u>Topics (Sparx Code)</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing and simplifying ratios – M885</li> <li><input type="checkbox"/> Finding the volumes of cubes and cuboids – M765</li> <li><input type="checkbox"/> Percentage change with a calculator - M533</li> <li><input type="checkbox"/> Finding the original amount, percentages - M528</li> <li><input type="checkbox"/> Enlargement - M178</li> <li><input type="checkbox"/> Plotting horizontal, vertical and diagonal lines - M797</li> <li><input type="checkbox"/> Rotation - M910</li> <li><input type="checkbox"/> Solving single inequalities - M118</li> <li><input type="checkbox"/> Reading and plotting inequalities on number lines - M384</li> <li><input type="checkbox"/> Using Pythagoras in 2D - M677</li> <li><input type="checkbox"/> Finding missing sides in similar shapes - M324</li> <li><input type="checkbox"/> Plotting straight line graphs - M932</li> <li><input type="checkbox"/> Angles on parallel lines - M606</li> <li><input type="checkbox"/> Translations - M139</li> <li><input type="checkbox"/> Angles in polygons - M653</li> <li><input type="checkbox"/> Solving equations involving fractions - M647</li> </ul>
<p><b>Revision resources</b></p> <p>Every student has a log in for Sparx and can complete revision quizzes in the independent learning section searching for the topics above using the codes provided. Students can also take their exercise books home to use their notes for support. If you need support with log in details for Sparx please email: <a href="mailto:awright@rudheathsenioracademy.org.uk">awright@rudheathsenioracademy.org.uk</a></p> <p><a href="#">White Rose Maths Practice Assessment</a> here you will find a practice paper &amp; mark scheme</p>	



## Year 9 Subject Science

<b>Length of assessment</b>	60 minutes
<b>Title of assessment</b>	Year 9 Mid – year Science Assessment
<p><b><u>Success Criteria</u></b></p> <p>This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.</p> <p>Marks for each question range from 1-6.</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.</li> <li>• AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.</li> <li>• AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.</li> </ul>	<p><b><u>Topics</u></b></p> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cells</li> <li><input type="checkbox"/> Food Chains</li> <li><input type="checkbox"/> Adaptations</li> </ul> <p><b><u>Chemistry</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acids &amp; Alkalis</li> <li><input type="checkbox"/> The History of the periodic table</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forces</li> <li><input type="checkbox"/> Electricity</li> </ul>
<p><b><u>Resources required to revise</u></b></p> <p>Revision guides, knowledge organiser books, Seneca quizzes, Revision booklets, past paper questions. Revision timetable.</p> <p><a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/z4882hv">https://www.bbc.co.uk/bitesize/subjects/z4882hv</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/znxtyrd">https://www.bbc.co.uk/bitesize/subjects/znxtyrd</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zh2xsbk">https://www.bbc.co.uk/bitesize/subjects/zh2xsbk</a></p>	



## Year 9 Art & Design

<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	<b>Practical and Theory assessment – Sealife unit – Previous GCSE title</b>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Practical exam to complete unit = based on work and leading from work in books to complete a final individual piece.</li> <li>- - include shading techniques and refinement of skills learnt in unit.</li> <li>- - use artists learnt about to influence final piece.</li> <li>- Theory element – multiple choice test – incorporating everything learnt in terms of colour theory, shading techniques and artist research this year.</li> </ul>	<p><b><u>Topics/Content</u></b></p> <p>Theory</p> <ul style="list-style-type: none"> <li>• Colour Theory/Colour elements of art</li> <li>• Shading techniques</li> <li>• How to shade 2D- 3D</li> <li>• Artists explored so far – techniques/art mediums</li> <li>• Art terminology – Key word lists</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Shading and drawing activity linked to ‘Sea Life’ Topic</li> </ul>
<p><b>Revision resources</b></p> <p>Key words on Teams Sketchbook work on class</p>	



## Year 9 Subject: Design and Technology

<b>Length of assessment</b>	50 minutes
<b>Title of assessment</b>	Graphics and workshop skills
<p><u>Success Criteria</u>                  This paper will contain 5 multiple choice questions as well as structured, closed, short answer and open response questions.</p> <p>Marks on this paper will range from 1 to 15 marks.</p> <p>This assessment will measure how students have recalled information taught during the graphics and modelling module.</p> <p>Students will require the following for this assessment:</p> <p>Pen, pencil, ruler (300mm), compass, coloured pencils and a calculator.</p>	<p><u>Topics/Content</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One-point perspective</li> <li><input type="checkbox"/> Two-point perspective</li> <li><input type="checkbox"/> Measuring</li> <li><input type="checkbox"/> Rendering</li> <li><input type="checkbox"/> Scale</li> <li><input type="checkbox"/> 3D printing</li> <li><input type="checkbox"/> Cutting and finishing acrylic</li> <li><input type="checkbox"/> Cutting and finishing metal</li> <li><input type="checkbox"/> Wood joints including Finger/comb joints, dovetail joints and dowel joints</li> <li><input type="checkbox"/> Categories of metals</li> <li><input type="checkbox"/> Categories of plastics</li> <li><input type="checkbox"/> Categories of timbers</li> </ul>

**Revision resources**

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](http://technologystudent.com)

[Physical and working properties - Material categories and properties - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize](#)



<b>Year 9 Drama</b>	
<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Page to stage- Game Over
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Practical assessment (30Marks) of creating and performance/design skills.</li> <li>- Students will perform or design for an extract from the play ‘Game Over’ showing understanding of the plot, characters and style.</li> <li>- Students will use a range of performance or design skills and drama techniques to communicate meaning to the audience.</li> <li>- Theory (20 marks)</li> <li>- Questions to show understanding of the keywords, text and drama skills developed.</li> </ul>	<p><b><u>Topics/Content</u></b></p> <p><b>Game Over by Mark Wheeler</b></p> <ul style="list-style-type: none"> <li>• Themes, character and plot and style</li> <li>• Drama skills used within the play including; verbatim, still image, facial expressions, voice, body language, multi-role, Theatre in Education</li> <li>• Design elements of theatre: Lighting, sound, set and costume.</li> <li>• Stage directions and rehearsal techniques</li> <li>• Key terminology</li> </ul>
<p><b>Revision resources</b></p> <p>Knowledge organiser and script on Y9 Drama Teams page</p>	



## Year 9 Food

<b>Length of assessment</b>	50 mins
<b>Title of assessment</b>	Food Rotation 2 – High risk foods and Multicultural foods
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>• This paper will contain 5 multiple choice questions as well as structured, closed, short answer and open response questions.</li> <li>• Marks on this paper will range from 1 to 15 marks.</li> <li>• This assessment will measure how students have recalled information taught during the food rotation</li> <li>• Students will require the following for this assessment:</li> <li>• Pen, pencil.</li> </ul>	<p><b><u>Topics/Content</u></b></p> <ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Nutrients</li> <li>• Protein</li> <li>• Fats</li> <li>• Carbohydrates</li> <li>• Multicultural food</li> <li>• Cross contamination</li> <li>• Temperature probe</li> <li>• Key temperatures for cooking</li> </ul>

**Revision resources**

Workbook book  
[BBC Bitesize](#)



## Year 9 Geography

<b>Length of assessment</b>	1 Hour
<b>Title of assessment</b>	Year 9 End of Year Assessment
<p><b><u>Success Criteria</u></b> Students will be assessed on the content they have covered in term 1 (Sept – Dec).</p> <p>To be successful revise using your knowledge organisers, revision sheet and SENECA</p> <p>Students require:, black pen, pencil, and a ruler for the assessment.</p> <p>The number of marks for each question will be shown on the exam paper. Remember to use the double-develop strategy in your extended writing.</p>	<p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>• Landforms –Headland and bay formation</li> <li>• Coastal protection Hard and Soft engineering</li> </ul> <p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>• Advantages and Disadvantages</li> <li>• Human and Physical Tourist Attractions</li> </ul> <p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Primary and Secondary Effects of Earthquakes</li> </ul> <p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Location of Earthquakes</li> </ul>
<p><b>Resources required to revise</b> Students can use their knowledge organiser from the start of each topic as well as their Revision notes. Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.</p>	



<b>Year 9 History</b>	
<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Year 9 End of Year Assessment
<p><b><u>Success Criteria</u></b>            Students will be assessed on the content they have covered in term 1 (Sept – Apr).</p> <p>To be successful revise using your knowledge organisers, revision sheet and SENECA</p> <p>Students require:, black pen, pencil, and a ruler for the assessment.</p> <p>The number of marks for each question will be shown on the exam paper.</p>	<p><b>Long Term Causes of World War One</b></p> <ul style="list-style-type: none"> <li>• Militarism</li> <li>• Alliances – Triple Entente and Triple Alliance</li> <li>• Imperialism</li> <li>• Nationalism</li> </ul> <p><b>Was Dunkirk a Success or Failure?</b></p> <p><b>Why did Britain win the Battle of Britain?</b></p> <p><b>What was the impact of the Blitz?</b></p> <p><b>What was the impact of the Treaty of Versailles?</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Army</li> <li>• Money</li> <li>• Blame</li> </ul>
<p><b>Resources required to revise</b>            Students can use their knowledge organiser from the start of each topic as well as their Revision notes.            Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.</p>	





<b>Year 9 Music</b>	
<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Performance Assessment – Jig (Keyboards)
<p><b><u>Success Criteria</u></b></p> <p>Students must successfully rehearse and then perform a section from a Jig (Irish Dance music).</p> <ul style="list-style-type: none"> <li>• Correct pitches used showing that the students is in tune</li> <li>• Correct rhythms used</li> <li>• Steady tempo</li> <li>• Use of staccato or legato</li> <li>• Stylistic</li> <li>• Correct finger positions</li> </ul>	<p><b><u>Topics/Content</u></b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>• Pitch using the Treble Clef Lines – E G B D F (Every Good Boy Deserves Football) Spaces – FACE in the Space</li> <li>• Rhythm including rests Semibreve, Minims, Crotchets, Quavers, Semiquavers</li> <li>• Dynamics Forte (Loud) and Piano (Quiet)</li> <li>• Staccato (short and detached notes)</li> <li>• Finger position</li> <li>• Dance Music (Irish jig)</li> </ul>
<p><b>Revision resources</b></p> <p>All Knowledge organiser are on class charts and teams. Please use this information to remind yourself on the correct finger positions when playing the keyboard.</p> <p>Youtube offers fantastic musical examples of how to do this.</p>	



**Revision Plan**

Week Commencing 29<sup>th</sup> April

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 6<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 13<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 20<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 27<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 3<sup>rd</sup> June

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			