



Monday 12<sup>th</sup> January

Dear Parent/Carer,

I hope this message finds you well. I would like to inform you that our upcoming year 9 student assessments will take place during a two-week assessment window from **26<sup>th</sup> January to 6<sup>th</sup> February**.

These assessments are an important part of our academic program, as they help us evaluate each student's progress and understanding of the material covered since September. All students will complete assessments in all subject areas, and these will be carried out during regular lesson times. The assessments are designed to review and evaluate students' understanding of the material taught since the start of the school year in September.

Students will be assessed on the following topics for each subject area:

Subject	Assessment
<b>Art</b>	Students will be assessed on their knowledge of drawing techniques. Students will be given a practical task to demonstrate their ability to apply a variety of tone, colour and perspective techniques.
<b>Computing</b>	<p>The upcoming assessment will test students on the key computer skills and knowledge they have developed over the last two term. It is designed to check their understanding of how to use software, computer networks, and work safely and effectively online.</p> <ul style="list-style-type: none"><li>• Code Breaking</li><li>• Software</li><li>• The use of Teams</li><li>• Wired and Wireless network</li><li>• Online safety</li></ul>



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<b>Design Technology</b>	Assessment based on the following current class rotations:			
9A.1, 9B.2, 9C.2, 9D.2	9A.2, 9C.3, 9D.3	9A.3, 9B.2, 9C.1, 9D.1	9B.3	
<u>Food Technology</u> <ul style="list-style-type: none"><li>Contamination and food poisoning</li><li>Surface area</li><li>Role of ingredients within bread</li><li>Nutrition</li></ul>	<u>Timber</u> <ul style="list-style-type: none"><li>Timber sources, categories, stock forms</li><li>Timber joinery</li><li>Practical tools and equipment</li></ul>	<u>Coursework</u> <ul style="list-style-type: none"><li>Redesigning ideas</li><li>development</li><li>Research sources</li><li>client information</li></ul>	<u>Polymers and Electronics</u> <ul style="list-style-type: none"><li>Thermoforming and thermosetting polymers</li><li>Environmental impact of plastics</li><li>Sustainability</li><li>Electronic systems</li><li>Circuit symbols and flow maps</li></ul>	
<b>English</b>	A two-part assessment.  1. Students will write a creative piece, taking inspiration from ‘ <i>The Red Ribbon.</i> ’ This section will be looking at their use of semicolons, varied sentence structures, similes, metaphors and personification.  2. The second part is a reading assessment (they will answer a question based on the text). This will focus on their ability to write analytical paragraphs by forming a point related to the question, supporting it with evidence from the text and analysing the effect on the reader. Both sections will have a prep lesson to help students with their understanding.			
<b>Geography</b>	Students will be assessed on the following topics: <ul style="list-style-type: none"><li>Development: the key terminology, how it is measured and causes of unequal development.</li><li>Coasts: Coastal processes, coastal hazards and coastal management.</li><li>Ecosystems: characteristics of the Tropical Rainforest and Tundra.</li></ul>			
<b>History</b>	Students will be assessed on the following topics: <ul style="list-style-type: none"><li>First World War</li><li>Impact of First World War (Armsitice, medical developments and Treaty of Versailles)</li><li>Holocaust and treatment of Jewish people in German territories.</li></ul>			
<b>Mathematics</b>	The assessment will be focused on:			



	<ul style="list-style-type: none"> <li>• Money problems</li> <li>• Gradient</li> <li>• Graphs and straight-line graphs</li> <li>• Ratio and proportion</li> <li>• Rearranging formulas</li> <li>• Algebraic expressions</li> <li>• Equations</li> </ul>
<b>Modern Foreign Language</b>	<p><b><u>French</u></b> Students will complete three assessments as follows:</p> <ul style="list-style-type: none"> <li>• <b><u>Speaking Task</u></b> Students will be tested on the topic of Holidays and will prepare a small group presentation of between 2 - 4 students in which they ask and answer questions about a past holiday they have been on (real or imaginary) in French and discuss where they went, who they went with, how they got there, where they stayed and what they did when they were there.</li> <li>• <b><u>Translation Task</u></b> Students need to translate a set of sentences from English to French on the topics of Holidays and School Study.</li> <li>• <b><u>Writing Task</u></b> Students produce a 50-word blog in French about what they would like and not like to study next year, including opinions and reasons.</li> </ul> <p><b><u>Spanish</u></b> Students will complete three assessments as follows:</p> <ul style="list-style-type: none"> <li>• <b><u>Listening Task</u></b> Students will listen to a text spoken in Spanish about how people use Technology and complete the missing words in Spanish</li> <li>• <b><u>Translation Task</u></b> Students translate a set of sentences from Spanish to English on the topics of Technology and School Life</li> <li>• <b><u>Reading Task</u></b> Students read a set of texts in Spanish on the topics of Technology and School Life and respond to questions in English.</li> </ul>
<b>Dance</b>	<p>Students will be assessed on 2 different dance practitioners- Matthew Bourne &amp; Kate Prince, their skills and techniques and the productions they have created. This will be assessed through practical performances the students have created.</p> <p>Students will also be assessed on keyword and practitioner knowledge:</p> <ul style="list-style-type: none"> <li>• Pirouette, Plie, Jete, Conflict, unity, Ballet, Characterisation, Musicality.</li> </ul>
<b>Drama</b>	<p>Students will be assessed on their ability to create and perform an original verbatim theatre piece, demonstrating accurate use of real-life testimony, clear communication of meaning, and effective use of drama techniques. Assessment also</p>



	<p>considers how well students show understanding of verbatim theatre conventions, including authenticity, characterisation, and the ethical representation of real events and voices.</p> <p>Students will also be assessed on keyword and practitioner knowledge:</p> <ul style="list-style-type: none"><li>Authenticity, Testimony, Real-life events, Transcription, Representation.</li></ul>																																				
Music	<p>Students will be assessed on their ability to accurately perform the 12-bar blues and 'Three Little Birds', demonstrating secure rhythmic control, appropriate stylistic features, and ensemble awareness. Assessment also evaluates their understanding of blues and reggae through their ability to identify key musical characteristics, cultural context, and genre conventions.</p> <p>Students will also be assessed on keyword and practitioner knowledge:</p> <ul style="list-style-type: none"><li>Call &amp; Response, Syncopation, Improvisation, Fluency, Accuracy, Staccato, Riff</li></ul>																																				
Physical Education	<p>Assessment is ongoing throughout the term, with teachers monitoring pupil progress during lessons. Pupils use their PE assessment booklet to record their progress, reflect on their own performance, and identify areas for improvement. This process encourages pupils to take ownership of their learning and understand how to make progress in future units.</p> <table><tr><th>Group</th><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th></tr><tr><td>8A B</td><td>FOOTBALL / RUGBY</td><td>BADMINTON / PICKLEBALL</td><td>FITNESS</td></tr><tr><td>8A G</td><td>NETBALL / FOOTBALL</td><td>FITNESS</td><td>BASKETBALL / NETBALL</td></tr><tr><td>8B B</td><td>FITNESS</td><td>FOOTBALL / RUGBY</td><td>BADMINTON / PICKLEBALL</td></tr><tr><td>8B G</td><td>BADMINTON / PICKLEBALL</td><td>FITNESS</td><td>NETBALL / FOOTBALL</td></tr><tr><td>8C B</td><td>FITNESS</td><td>FOOTBALL / RUGBY</td><td>BADMINTON / PICKLEBALL</td></tr><tr><td>8C G</td><td>BADMINTON / PICKLEBALL</td><td>BASKETBALL / NETBALL</td><td>FOOTBALL / NETBALL</td></tr><tr><td>8D B</td><td>FOOTBALL / RUGBY</td><td>FITNESS</td><td>BASKETBALL / FOOTBALL</td></tr><tr><td>8D G</td><td>NETBALL / FOOTBALL</td><td>BADMINTON / PICKLEBALL</td><td>FITNESS</td></tr></table>	Group	TERM 1	TERM 2	TERM 3	8A B	FOOTBALL / RUGBY	BADMINTON / PICKLEBALL	FITNESS	8A G	NETBALL / FOOTBALL	FITNESS	BASKETBALL / NETBALL	8B B	FITNESS	FOOTBALL / RUGBY	BADMINTON / PICKLEBALL	8B G	BADMINTON / PICKLEBALL	FITNESS	NETBALL / FOOTBALL	8C B	FITNESS	FOOTBALL / RUGBY	BADMINTON / PICKLEBALL	8C G	BADMINTON / PICKLEBALL	BASKETBALL / NETBALL	FOOTBALL / NETBALL	8D B	FOOTBALL / RUGBY	FITNESS	BASKETBALL / FOOTBALL	8D G	NETBALL / FOOTBALL	BADMINTON / PICKLEBALL	FITNESS
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Religious Educational	<p><b>VC:</b> Students will be assessed on how different influences can affect young people's choices and safety. This includes understanding peer pressure and friendship groups,</p>																																				

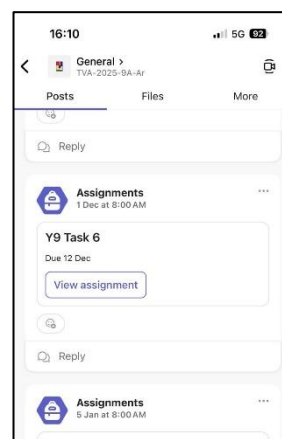
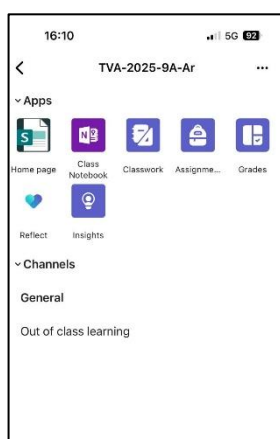
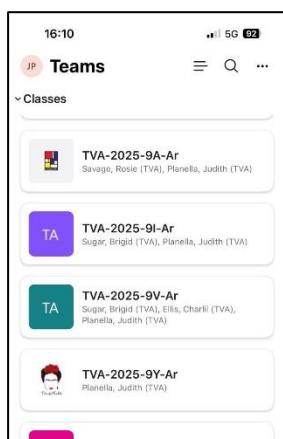


<b>/ Victory Citizenship</b>	the risks linked to youth crime, gangs and county lines (what it is, who may be targeted, warning signs, and how to avoid involvement and seek support). They will also cover respect and tolerance, what extremism and terrorism mean, how people can be drawn into harmful beliefs (including through online subcultures and algorithms), the radicalisation process, and how counterterrorism works.  <b>RE:</b> Students will be assessed on key ethical questions (how we decide right and wrong, making moral choices in dilemmas, and issues like AI) as well as basic knowledge of Islam (what it is and how it began).		
<b>Science</b>	Students will be assessed on their understanding of key content covered this term. The assessment will test knowledge, understanding, and application of ideas from Biology, Chemistry, and Physics. The topics included are:		
<b><u>Biology</u></b> <ul style="list-style-type: none"><li>• Cell structure and transport</li><li>• Cell division</li><li>• Organisation and the digestive system</li></ul>	<b><u>Chemistry</u></b> <ul style="list-style-type: none"><li>• Atomic structure</li></ul>	<b><u>Physics</u></b> <ul style="list-style-type: none"><li>• Conservation and dissipation of energy</li></ul>	

These assessments provide valuable insight into each student's progress and help teachers plan future learning activities to best support needs. Please ensure to support independent learning at home. Students are encouraged to complete revision activities and get adequate rest during this period.

### Please help your child prepare by:

- Ensuring they have a quiet and comfortable place to study.
- Making sure they arrive at school on time each day.
- Providing a healthy breakfast before school.
- Encouraging regular study habits and good time management.
- Discussing revision techniques – our Victory Drive Team will be posting revision technique videos on social media over the coming weeks to support.
- Directing your child to the revision resources for each subject on Teams. Students can find subject revision resources in each of their class teams. Below are screen shoots to show an example of how your child can access these resources.

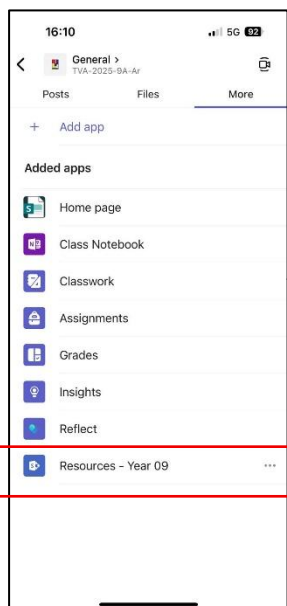




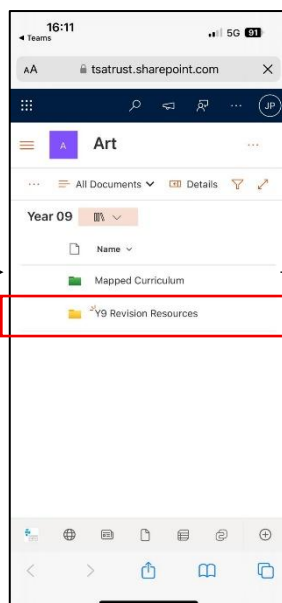
Select the subject class group.

Select General

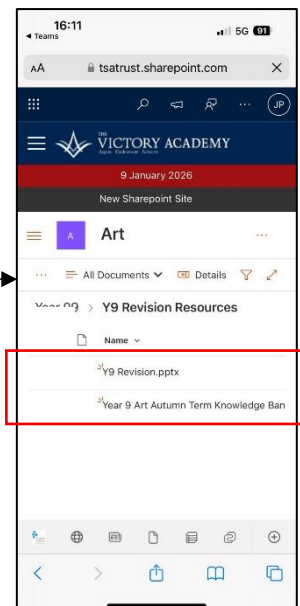
Select More (this could also say Apps)



Select Resources – Year 09



Select Y9 Revision Resources



Open the revision resources.



We appreciate your continued support in helping your child succeed. If you have any queries please do not hesitate to contact me by emailing [office@thevictoryacademy.org.uk](mailto:office@thevictoryacademy.org.uk).

Kind regards

A handwritten signature in black ink, appearing to be 'Miss Dawkins'.

**Miss Dawkins**  
**Assistant Headteacher**