HELSTON COMMUNITY COLLEGE

ASPIRATION • AMBITION • ACHIEVEMENT

Year 9 Checkpoint Assessments

Contents

What to do

Each page has a list of topics or concepts which will be assessed in the Year 9 assessments. There are also links to revision resources on various websites. Use this alongside the revision tips on the first few pages from tutor time to get ready for your Year 9 assessments.

Why Revise?

1. **Boost Your Memory and Beat Forgetting**

Imagine learning something in class, only to forget it a few days later. This happens to everyone, and it's called the "forgetting curve," discovered by psychologist Hermann Ebbinghaus. Without regular review, your brain naturally starts to forget things over time. However, when you go over what you've learned, you strengthen your memory and ensure all that effort doesn't go to waste. Revising for your
Year 9 assessments is the key to keeping what you've learned fresh in your mind, helping you remember it for the long term.

2. **Make Learning New Information Easier**

Reviewing things you've already learned gives your brain a solid base for picking up new information more quickly. When you come to class already confident with the basics, it's easier to understand new topics instead of feeling like you're catching up. Think of revision as building a strong foundation—without it, everything else becomes harder!

3. **Gain Confidence and Control**

Sometimes nerves or stress get in the way of doing your best. By revising for your Year 9 assessments, you're not only preparing for the material but also boosting your confidence. When you know your stuff, you can go into the exam room feeling more in control, less anxious, and more focused on doing your best. Confidence from good revision will help you stay calm, do well, and handle any pressure.

4. **Stay Ahead of the Competition**

Whether we like it or not, grades can be competitive. By revising well for your Year 9 assessments, you give yourself an edge over other students who might not be as prepared. Think of it like training for a big sports event—the more you practice, the better you'll perform when it really counts.

5. **Perfect Your Exam Technique**

Assessments aren't just about showing what you know—they're a chance to improve your exam technique. Revising helps you become familiar with the types of questions you'll face and the best ways to answer them. The more you revise, the better you'll get at managing your time and structuring your answers. This practice will give you a huge advantage when future exams come around because you'll know exactly what to do under pressure.

Revising for your Year 9 assessments isn't just about passing a test—it's about building memory, boosting confidence, staying ahead, and preparing yourself for the future. Make the most of this opportunity!

Summary: How to use flash cards

1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: Self Quizzing

1.

Identify knowledge

Identify knowledge/content you wish to cover.

2.

Review and create

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

Create x10 questions on the content (If your teacher has not provided you with questions)

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 & reflect

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

5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

English: Tuesday 4th Nov

Year 9 Revision: Small Things Like These by Claire Keegan

What You'll Be Tested On:

- ☑ Plot
- ☑ Characters
- ☑ Context
- ☑ Themes
- ☑ Setting
- ☑ Linguistic devices
- ☑ Word classes

1. Plot Revision

Quick Summary:

In 1985, in a small Irish town at Christmas, coal merchant Bill Furlong discovers a young woman imprisoned in a convent laundry. The discovery makes him question his community's silence and his own conscience.

Activity 1: Order the Plot

Number these events 1–5:

- Bill visits the convent and discovers a girl locked in the coal shed.
- Bill reflects on being raised by Mrs Wilson.
- The townspeople prepare for Christmas.
- Bill decides to act, even though it risks his reputation.
- Bill continues his daily deliveries, noticing people's struggles.

Activity 2: Plot Mind Map

🧠 Create a mind map showing the beginning, middle, and end of the story.

In each section, note:

- Key events
- Key emotions
- 1–2 quotations that show change or tension

(Example centre bubble: 'Bill Furlong's moral journey')

2. Character Revision

Main Characters:

- Bill Furlong – Kind, moral, compassionate, brave.
- Eileen Furlong – Practical, cautious, wants security.
- Mrs Wilson – Wealthy Protestant widow who raised Bill.
- Mother Superior – Cold, powerful, controlling.

Activity 1: Character Grid

Character	What they represent	Key quotation	Your comment
Bill Furlong	Moral courage	"He could feel the danger of speaking out."	
Bill Furlong			

Eileen Furlong			
Eileen Furlong			
Mrs Wilson			
Mrs Wilson			
Mother Superior			
Mother Superior			

Activity 2: Character Mind Map

Draw a character mind map with Bill Furlong in the centre. Around him, add:
- His relationships (Eileen, daughters, Mrs Wilson)
- His values and inner conflict
- How he changes
- Quotes that show his morality and courage

Extension: Add colour-coding – e.g. blue for emotions, red for actions, green for quotations.

3. Context Revision

Context Notes:
- 1980s Ireland – the Catholic Church had strong control over education, family, and morality.
- Magdalene Laundries were real institutions where unmarried mothers were forced to work.
- Keegan exposes how ordinary people ignored cruelty to keep peace and reputation.

Activity: Match the context to the message.

Context Fact	What it shows
The Church's power	People feared speaking out
Economic hardship	Families valued security
Magdalene Laundries	Hidden cruelty and shame
Christmas setting	Hope, redemption, and light

4. Themes Revision

Key Themes:
- ✨ Compassion vs. silence
- ✨ Power and corruption
- ✨ Guilt and redemption
- ✨ Moral courage

Activity:
Choose one theme and complete:
1. What is Keegan saying about this theme?
2. Which moment best shows it?
3. Which quotation supports it?

Challenge: Write one sentence explaining how this theme links to real-world issues.

5. Setting Revision

Notes:
- Small Irish town = everyone knows each other, gossip and silence.
- Winter and cold weather = emotional coldness and moral numbness.
- Convent = secrecy, power, religion.
- Furlong home = warmth and compassion.

Setting	Symbolises	Evidence
Cold weather	Lack of compassion	"The snow lay thick and still."
Small Irish town		
Convent		
Furlong home		

6. Linguistic Devices

Key devices to look for:
- Symbolism – coal, cold, and light = moral struggle.
- Imagery – sensory detail to create mood.
- Contrast – warm vs. cold, silence vs. truth.
- Repetition – emphasises guilt or hesitation.

Activity:
Find one quotation showing symbolism, imagery, and contrast.
Explain how each device helps create meaning or mood.

7. Word Classes

Quick Recap:
- Noun – name (coal, yard, silence)
- Adjective – describes a noun (cold, dark, gentle)
- Verb – action or state (to deliver, to fear, to choose)
- Adverb – describes a verb (quietly, slowly)

Activity:
Underline and label the word classes in this sentence:
"He stood in the cold yard, uncertain of what he could or should do."

Final Challenge

Answer one of these in a short paragraph:
1. How does Keegan present moral courage in Small Things Like These?
2. How does the setting reflect the themes of compassion and silence?
3. How is Bill Furlong shown as a hero in an ordinary world?

Maths: 5th Nov: (9M.k, 9M.l , 9M.n, 9M.p, 9M.q, 9M.r, 9M.s), 6th Nov: (9M.m, 9M.t)

You will have 1 exam paper lasting 60 minutes; you can use a calculator in this assessment.

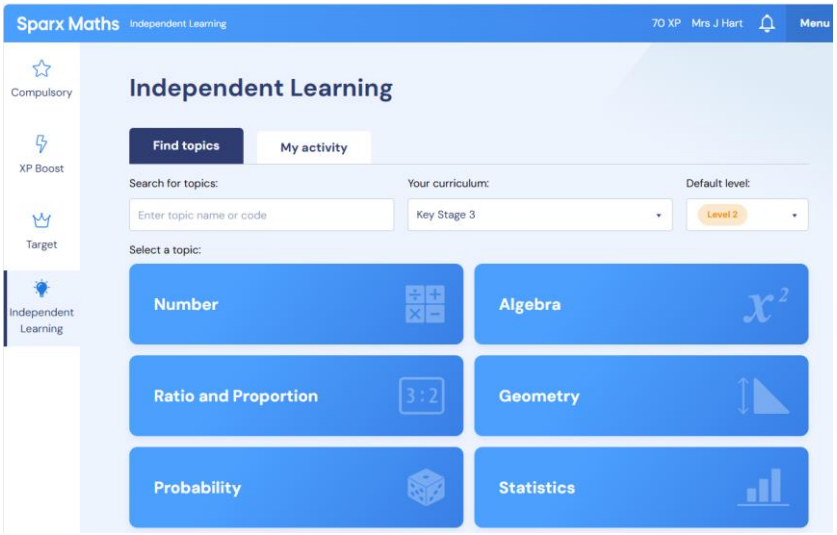
You will need to bring the correct equipment (pen, ruler, pencil, protractor, pair of compasses and calculator) to be able to answer all the questions on the assessment.

Topics to revise:

The exam will cover topics that you have studied so far during Year 9. The table below summarises the units which will be assessed.

Year 9	
1	Straight line graphs
2	Forming and solving equations
3	Testing conjectures

Revision resources:

Sparx Maths Independent Learning	• Use the QR code or go to www.sparxmaths.com and log in using the log-in details you created in class with your teacher. • Click on the 'Independent Learning' tab on the panel on the left of the screen. • Make sure to select your curriculum as 'Key Stage 3'. Here is a screenshot of the main independent learning page:  You can enter topic code numbers (e.g. M797) or key words into the topic search bar. Sparx topic code numbers are listed below for all the units of work which are included in the assessment. Each topic has practice questions; the questions are split into 'introduce', 'strengthen' and 'deepen'. You should work your way through each of the

	sections. A video is attached to every question to help explain the skill required if needed. You can adjust the difficulty of the questions, as necessary. There are 4 levels to choose from with level 1 being the easiest and level 4 being the hardest.
Maths Watch Login Details Print worksheets, what video clips or complete interactive questions from MathsWatch	To work out your MathsWatch username, you use the following: *[Year you started at HCC][First name].[Surname]@helston* e.g. James Smith-Jones in Year 9 who started at Helston in Sept 2023 would have this username: *23james.smith-jones@helston* **Write your login here:** Everyone's password is '*hexagon*' • Use the QR code or go to www.mathswatch.co.uk/vle • Log in using your username and password • Click 'Videos' • Under 'Find a Clip', select 'KS3' as the qualification • In 'Search' type in the topic you are looking for • In the 'Choose Clip' box, select the clip you are looking for – this will bring up the video in the 'Video' box Now that you have the correct clip, look at the top right-hand corner of the video box: • **Worksheet** – if you click this, it will bring up a pdf that you can print off to complete • **Interactive questions** – if you click this, it will bring up some questions you can complete online and will be marked automatically when you click 'Submit Answer'
Showbie	Your teachers have uploaded many resources onto your maths Showbie classes. Review these resources again to help revise the work you have covered this year.

Topic	Sparx code	MathsWatch video clips
<u>Straight line graphs</u>		
Lines parallel to the axes, $y = x$ and $y = -x$	M797	A5
Using tables of values	M932	A14a
Compare gradients & intercepts	M888	A14b
Understand and use $y = mx + c$	M544	A14c
Find the equation of a line from a graph	M843	A21b
Interpret gradient and intercepts of real-life graphs	M771	
<u>Forming and solving equations</u>		
Solve one- and two-step equations and inequalities	M707, M634	A3
Solve one- and two-step equations and inequalities with brackets	M647, M855 M401, M902	A4 A12
Solve equations with unknowns on both sides	M509, M554	A13a
Inequalities with negative numbers	M957, M384	A13b
Solve inequalities with unknowns on both sides	M118, M732	A17
Solving equations and inequalities in context	M417, M327	A18
Substituting into formulae and equations	M208, M979	A19a
Rearrange formulae (one-step)	M242, M983	A19b
Rearrange formulae (two-step)		A20a A20b
<u>Testing conjectures</u>		
Factors & HCF	M823	N10
Multiples & LCM	M322	N11
Prime factors	M108	N30a N30b N31a N31b

Knowledge Organisers

You can use the Knowledge Organisers included in this booklet to help you to revise the units of work covered by the assessment.

YEAR 9 – REASONING WITH ALGEBRA...

Straight Line Graphs

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Compare gradients
- Compare intercepts
- Understand and use y= mx + c
- Find the equation of a line from a graph
- Interpret gradient and intercepts of real-life graphs

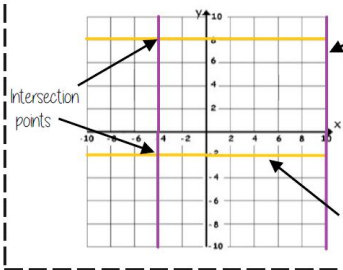
Keywords

Gradient: the steepness of a line
Intercept: where two lines cross. The y-intercept: where the line meets the y-axis.
Parallel: two lines that never meet with the same gradient
Co-ordinate: a set of values that show an exact position on a graph.
Linear: linear graphs (straight line) – linear common difference by addition/ subtraction
Asymptote: a straight line that a graph will never meet
Reciprocal: a pair of numbers that multiply together to give 1
Perpendicular: two lines that meet at a right angle.

Lines parallel to the axes (R)

All the points on this line have a x coordinate of 10

'a' can be ANY positive or negative value including 0



Lines parallel to the **y axis** take the form **x = a** and are **vertical**

Lines parallel to the **x axis** take the form **y = a** and are **horizontal**

All the points on this line have a y coordinate of -2

e.g (3, -2) (7, -2) (-2, -2) all lay on this line because the y coordinate is -2

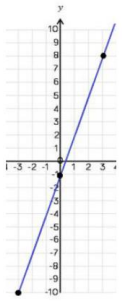
Plotting y = mx + c graphs (R)

$y = 3x - 1$ → 3 x the x coordinate then – 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)



You only need two points to form a straight line

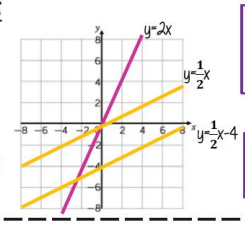
Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

Compare Gradients

$y = mx + c$

The **coefficient** of x (the number in front of x) tells us the gradient of the line



The **greater** the gradient – the **steeper** the line

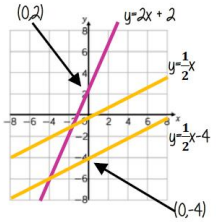
Parallel lines have the **same** gradient

Positive gradients

Negative gradients

Compare Intercepts

$y = mx + c$ ← The value of c is the point at which the line crosses the y-axis. Y intercept



The coordinate of a y intercept will always be (0,c)

Lines with the **same** y-intercept cross in the **same** place

y = mx + c

The **coefficient** of x (the number in front of x) tells us the gradient of the line

$y = mx + c$ ← The value of c is the point at which the line crosses the y-axis. Y intercept

y and x are **coordinates**

The equation of a line can be rearranged. E.g.

$y = c + mx$

$c = y - mx$

Identify which coefficient you are identifying or comparing

Real life graphs

A plumber charges a £25 callout fee, and then £12.50 for every hour. Complete the table of values to show the cost of hiring the plumber.

Time (h)	0	1	2	3	8
Cost (£)	£25				£125

The y-intercept shows the minimum charge. The gradient represents the price per mile

In real life graphs like this values will always be positive because they measure distances or objects which cannot be negative.

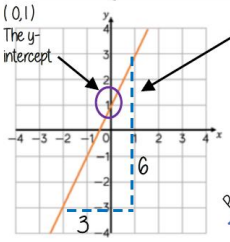
Direct Proportion graphs To represent direct proportion the graph must start at the origin.

When you have 0 pens this has 0 cost. The gradient shows the price per pen

A box of pens costs £2.30
Complete the table of values to show the cost of buying boxes of pens.

Boxes	0	1	2	3	8
Cost (£)		£2.30			

Find the equation from a graph



$\frac{6}{3} = 2$

$y = 2x + 1$

The direction of the line indicates a positive gradient

Positive gradients

Negative gradients

YEAR 9 – REASONING WITH ALGEBRA...

Forming and Solving Equations

@whisto_maths

What do I need to be able to do?

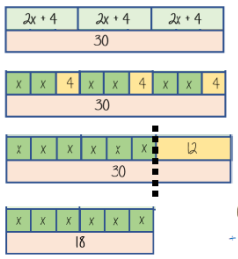
By the end of this unit you should be able to:

- Solve inequalities with negative numbers
- Solve equations with unknowns on both sides
- Solve inequalities with unknowns on both sides
- Substitute into formulae and equations
- Rearrange formulae

Keywords

Inequality: an inequality compares who values showing if one is greater than, less than or equal to another
Variable: a quantity that may change within the context of the problem
Rearrange: Change the order
Inverse operation: the operation that reverses the action
Substitute: replace a variable with a numerical value
Solve: find a numerical value that satisfies an equation

Solve equations with brackets (R)



$3(2x + 4) = 30$

Expand the brackets

$6x + 12 = 30$

$-12 \quad -12$

$6x = 18$

$\div 6 \quad \div 6$

$x = 3$

Form and solve inequalities (R)

Two more than treble my number is greater than 11

Find the possible range of values

$3x + 2 > 11$

Solve

$x \leftarrow -3 \leftarrow -2 \leftarrow 11$

$x > 3$

Inequalities with negatives

Method 1 Make x positive first

$2 - 3x > 17$

$+3x \quad +3x$

$2 > 17 + 3x$

$-17 \quad -17$

$-15 > 3x$

$\div 3 \quad \div 3$

$-5 > x$

x is true for any value smaller than -5

Smaller ... Bigger

-7 -5 -3

✓ CHECK IT!
$2 - 3(-6) = 20$
TRUE/ CORRECT

Method 2 Keep the negative x

$2 - 3x > 17$

$-2 \quad -2$

$-3x > 15$

$\div -3 \quad \div -3$

$x > -5$

x is true for any value bigger than -5

This cannot be true...

$x < -5$

When you multiply or divide x by a negative you need to reverse the inequality

Equations with unknown on both sides

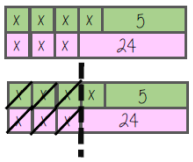
$4x + 5 = 3x + 24$

$-3x \quad -3x$

$x + 5 = 24$

$-5 \quad -5$

$x = 19$



Inequalities with unknown on both sides

Solving inequalities has the same method as equations

$5(x + 4) < 3(x + 2)$

$5x + 20 < 3x + 6$

$2x + 20 < 6$

$2x < -14$

$x < -7$

Check it!

$5(-8 + 4) < 3(-8 + 2)$

$5(-4) < 3(-6)$

$-20 < -18$

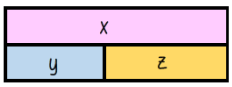
✓ -20 IS smaller than -18

Formulae and Equations

Substitute in values

Formulae – all expressed in symbols → Equations – include numbers and can be solved

Rearranging Formulae (one step)



$x = y + z$

Rearrange to make y the subject

$y = x - z$

$y \rightarrow +z \rightarrow x$

$y \leftarrow -z \leftarrow x$

Using inverse operations or fact families will guide you through rearranging formulae

Rearranging can also be checked by substitution

Language of rearranging...

Make XXX the subject

Change the subject

Rearrange

Rearranging Formulae (two step)

In an equation (find x)

$4x - 3 = 9$

$+3 \quad +3$

$4x = 12$

$\div 4 \quad \div 4$

$x = 3$

In a formula (make x the subject)

$xy - s = a$

$+s \quad +s$

$xy = a + s$

$\div y \quad \div y$

$x = \frac{a + s}{y}$

The steps are the same for solving and rearranging

Rearranging is often needed when using $y = mx + c$

e.g. Find the gradient of the line $2y - 4x = 9$

Make y the subject first $y = \frac{4x + 9}{2}$

Gradient $= \frac{4}{2} = 2$

YEAR 9 – REASONING WITH ALGEBRA...

Testing conjectures

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Use factors, multiples and primes
- Reason True or False
- Reason Always, sometimes never true
- Show that reasoning
- Make conjectures about number
- Expand binomials
- Make conjectures with algebra
- Explore the 100 grid

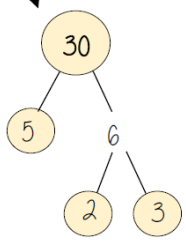
Keywords

Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Prime: an integer with only 2 factors.
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)
Verify: the process of making sure a solution is correct
Proof: logical mathematical arguments used to show the truth of a statement
Binomial: a polynomial with two terms
Quadratic: a polynomial with four terms (often simplified to three terms)

Factors, Multiples and Primes

R

Multiplication part-whole models



All three prime factor trees represent the same decomposition

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, **6**, 9, 18

30: 1, 2, 3, 5, **6**, 10, 15, 30

Common factors are factors two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, **36**, 45, 54

12: 12, 24, **36**, 48, 60

Common multiples are multiples two or more numbers share

True or False?

Conjecture

A pattern that is noticed for many cases

1, 2, 4....
The numbers in the sequence are doubling each time.

Counterexamples

This sequence isn't doubling it is adding 2 each time

Only <u>one</u> counterexample is needed to disprove a conjecture

Always, Sometimes, Never true.

Always – Every value always supports the statement

Sometimes – Examples show the statement being true and counter examples to show when it is false.

Never – No example supports the statement

Examples to try
- 0 and 1
- Fractions
- Negative numbers

Science: 4th Nov: (9Sc.p, 9Sc.q, 9Sc.r, 9Sc.s, 9Sc.t), 5th Nov: (9Sc.k, 9Sc.l, 9Sc.m, 9Sc.n)

Topics to revise:

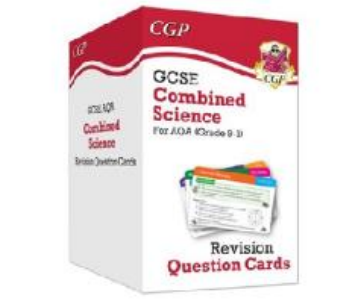
Physics – P1 **Energy**	**Assessment covers the topics of:** • Energy stores and transfers • Sankey diagrams Energy and work • Gravitational energy • Kinetic energy • Conservation of energy • Conduction and Convection • Radiation	**One 60 min assessment will cover both topics taught so far, this academic year.** **Students in 9Sc.p, 9Sc.q, 9Sc.r, 9Sc.s or 9Sc.t your assessment date is Thurs 4th November** **Students in 9Sc.k, 9Sc.l, 9Sc.m or 9Sc.n your assessment date is Fri 5th November.**
Chemistry – C1 **Atomic structure**	**Assessment covers the topics of:** • States of matter • Atoms, elements and compounds • Separation of mixtures • Atomic structure • Electronic structure • The periodic table • Metals and non-metals	

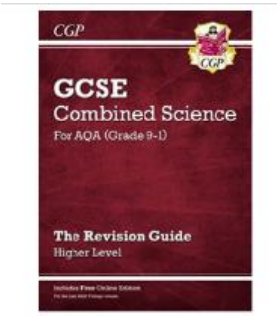
- Knowledge organiser, checklists and a revision map have been allocated to you via your Showbie science classroom.
- A set of exam questions has also been allocated for you to complete as part of your revision.
- A Showbie Science revision room for you to join with additional revision resources **Code: E2GCCE**

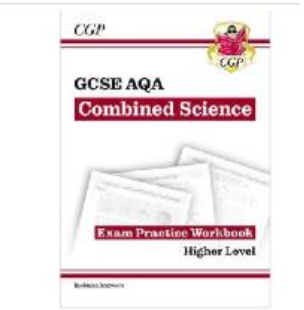
Good resources for revision

- Revision guide, workbooks, revision card packs can be ordered from the school shop.
- Cognito videos with linked worksheets for each small topic/key concept Cognito - YouTube
- Seneca learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
- SPARX SCIENCE Has a great number of independent practice questions which you can complete and earn additional XP for completing.

Resources available from Cognito	Hyper link to main page	
Video Lessons Lesson by lesson topic material Exam questions Interactive flash cards	Physics Lessons | GCSE Physics AQA Foundation Triple | Cognito Chemistry Lessons | GCSE Chemistry AQA Foundation Triple | Cognito	

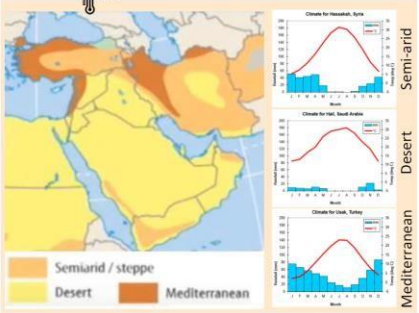






Geography: 3rd Nov (9G.D, 9G.C), 4th Nov (9G.H, 9G.F, 9G.B, 9G.J), 7th Nov (9G.A, 9G.E), 10th Nov (9G.G)

Climate



Where is the Middle East?

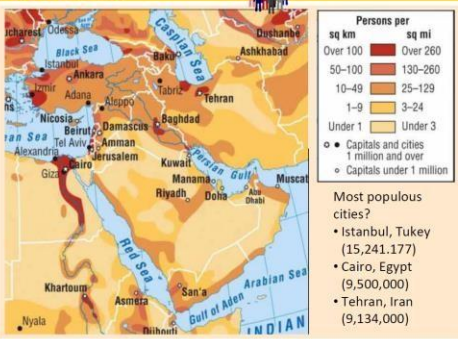
The Middle East is a transcontinental region in Afro-Eurasia which includes parts of Western Asia (Iran and the Arabian peninsula), Egypt and Turkey.

Biggest country?
- Saudi Arabia (2,149,690 km²)

Smallest Country?
- Bahrain (765 km²)

Total population?
- 419,116,760

Population density



Most populous cities?
- Istanbul, Tukey (15,241.177)
- Cairo, Egypt (9,500,000)
- Tehran, Iran (9,134,000)

Inhabitants of hot deserts

- People often live in large open tents to keep cool.
- Food is often cooked slowly in the warm sandy soil.
- Head scarves are worn by men to provide protection from the Sun.

Adaptations to hot deserts

Cactus	• Large roots to absorb water soon after rainfall and stems that can store water. • Needles instead of leaves to reduce surface area and therefore transpiration.
Camels	• Hump for storing fat (NOT water). • Wide feet for walking on sand. • Long eyelashes to protect from sand.

The Middle East

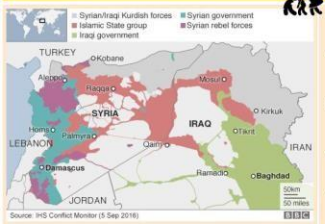
Climate of hot deserts

- Very little rainfall with less than 250 mm per year.
- It might only rain once every two to three years.
- Temperate are hot in the day (45 °C) but are cold at night due to little cloud cover (5 °C).
- In winter, deserts can sometimes receive occasional frost and snow.

Causes of urbanisation

Push	Pull
• Natural disasters • War and Conflict • Mechanisation • Drought • Lack of employment	• More Jobs • Better education & healthcare • Increased quality of life. • Following family members.

Syrian conflict



- More than half of all Syrians have been forced to flee their homes.
- Most Syrian refugees have fled to neighbouring countries like Turkey and Jordan.
- Syrian refugees live in extreme poverty in makeshift houses and tents in huge refuges camps.
- Syrian children are missing out on even a basic education.
- The Syrian conflict has lasted longer than World War II

Dubai: A sustainable city in the sand?

Sustainable development can be defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Driving force of development: Oil!

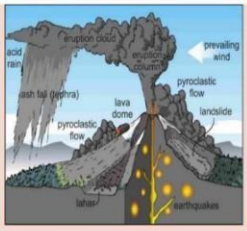
Fact File:
- OPEC is the Organization of the Petroleum Exporting Countries.
- The Middle East is the biggest exporter of oil in the world.
- Saudi Arabia is the biggest producer of oil (12 million barrels a day).

The structure of the Earth

The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Volcanic Hazards

Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Earthquake Management

PREDICTING

Methods include:
- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:
- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

Convection Currents

The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2	When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
3	As they move towards the top they cool down, become **more dense** and **slowly sink**.
4	These **circular movements** of semi-molten rock are **convection currents**
5	Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

Types of Plate Margins

Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its ways up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.

Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.

Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

Earth Story

What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	**These are hazards caused by weather and climate.**

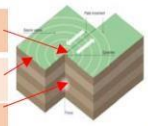
Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

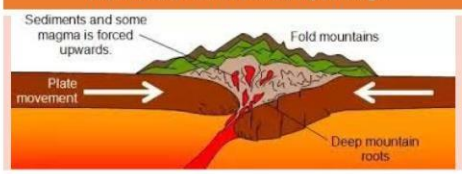
The point directly above the focus, where the seismic waves reach first, is called the EPICENTRE.

SEISMIC WAVES (energy waves) travel out from the focus.

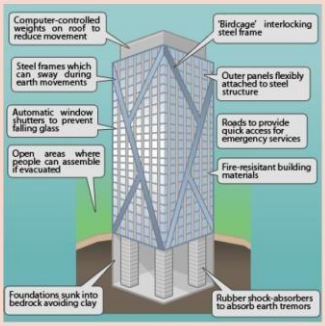
The point at which pressure is released is called the FOCUS.



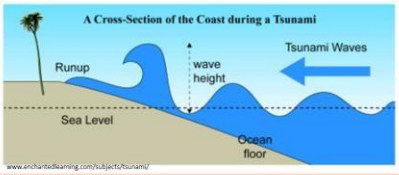
Fold Mountains – form at destructive plate margins



Earthquake design proof building



Tsunami



History: 04th Nov: (9A, 9C, 9G, 9H), 05th Nov: (9B, 9D, 9J, 9N), 07th Nov: (9F), 12th Nov: (9E)

Topics to revise:

Students have studied a unit of work that has looked at how Hitler rose to power and what life was like living under Nazi rule.

This specific assessment will focus on the Hitler Youth Movement. Students studied what life was like in the youth groups, what life at school was like and also youth groups that opposed Hitler and the Nazis. This assessment will draw upon this knowledge.

This assessment will assess the skills of:

- **Source Analysis:** You will be given **two sources** and you will have to **explain why these 2 posters were produced at the time**
- **Contextual Knowledge:** You will also be required to support your answer with your **own detailed knowledge** of the youth in Nazi Germany

Revision resources:

To help students revise they can use the following website;

BBC Bitesize - Nazi aims and policies towards the young - Life in Nazi Germany, 1933-1939 - OCR B - GCSE History Revision - OCR B - BBC Bitesize

Showbie Code: Join his Showbie group **EHDW8F** to find more resources to support your revision

Topic: The rise of Adolf Hitler and life in Nazi Germany (1919-1939)

The First World War was considered unfinished business by many Germans and Adolf Hitler swore that, if he got into power, he would overturn the terms of the hated Treaty of Versailles. We begin this fascinating unit by exploring Hitler's early years and the events that propelled him into politics before evaluating the factors that saw him rise to become Chancellor of Germany. Hitler went on to build a dictatorship that ruled over its citizens using fear, persecuted Jews and, ultimately, caused the Second World War. 'Living Under Nazi Rule' is a popular component in GCSE History and we teach this course now as a 'taster' before students make their options choices in the new year.

1889	Adolf Hitler is born in Braunau-Am-Inn in Austria to Klara & Alois	**Wilhelm Frick**	Minister of the Interior in Hitler's government (January 1933)
1913	Hitler rejected from Art School and becomes a 'down and out' in Vienna	**Joseph Goebbels**	Powerful orator and Minister of Propaganda in Hitler's Government
1914-18	Hitler joins the German Bavarian Regiment at the outbreak of WW1	**Hermann Goering**	Minister Without Portfolio, created Gestapo, Head of *Luftwaffe*
Jun 1919	Germany signs the Treaty of Versailles at the Paris Peace Conference	**Rudolf Hess**	Hitler's secretary, Deputy Fuhrer, flew to Scotland in May 1941
1920/21	Hitler takes-over German Workers Party and calls it the NSDAP (*Nazis*)	**Reinhard Heydrich**	Himmler's deputy & architect of the Holocaust – 'blond beast'
1923	French invasion of the Ruhr triggers an economic crisis & hyperinflation	**Heinrich Himmler**	*Reichsfuhrer SS* – most powerful man in Germany under Hitler
Nov 1923	Hitler's armed 'Beer Hall Putsch' fails to overthrow Munich Government	**President Hindenburg**	Popular General and hero of WW1 – became President in 1925
1923/4	Hitler sent to *Landsberg* Jail for one year where he writes *Mein Kampf*	**Klara & Alois Hitler**	Adolf Hitler's father and mother - both died when he was young
29 Oct 1929	Wall Street Crash (USA) triggers the worldwide "Great Depression"	**ADOLF HITLER**	Austrian born evil German dictator & *Fuhrer* of the 'Third Reich'
Jan 1933	Hitler is made the Chancellor of Germany by President Hindenburg	**Gertrude Scholtz-Klink**	Leader of the 'National Socialist Women's League' in Germany
Spring 1933	Nazi consolidation of power – Reichstag Fire, Elections, Enabling Law,	**Henry Mettelmann**	Former member of the Hitler Youth who regretted his actions
Nov 1933	'Strength Through Joy' (KDF) set up to reward workers, e.g. subsidized holidays	**Ernst Rohm**	Leader of SA, Hitler's rival, murdered on the Night of the Long Knives
Jun 1934	Night of the Long Knives – Hitler orders murder of SA leader Ernst Rohm	**Hans & Sophie Scholl**	Leaders of anti-Nazi 'White Rose' student resistance movement
1936	Law on the Hitler Youth is passed & the Berlin Olympics (Jesse Owens)	**Marinus Van Der Lubbe**	Dutch Communist executed for burning down the *Reichstag*
1943	Hans and Sophie Scholl are executed for distributing anti-Nazi leaflets	**Franz Von Papen**	Deputy Chancellor to Hitler and friend of President Hindenburg
July 1944	The Army Bomb Plot – Col. Von Stauffenberg tries to assassinate Hitler	**Col. Von Stauffenberg**	Tried to blow-up Hitler with a briefcase bomb on 20th July 1944

Communists	People who believe in classless society based on equality	***Mein Kampf***	Hitler's autobiography 'My Struggle' written while in prison (1924)
Concentration camp	Centre for holding political prisoners, e.g. see Dachau	**Munich Putsch**	Nazi armed uprising sometimes called the 'Beer Hall Putsch' (1923)
Democracy	System of government based on the peoples' right to vote	**NSDAP**	National Socialist German Workers Party or the ***NAZIS*** for short!
Dictatorship	System of government where one person has total power	**Propaganda**	Material, e.g. posters and speeches, used to mislead the public
Denunciation	To inform on somebody, or tell on them, to the Gestapo	***Reichstag***	The German Parliament – like the House of Commons in London
***Edelweiss* Pirates**	Teenage resistance movement (see also Swing Youth)	**SA (*Sturmabteilung*)**	Nazi Party thugs, sometimes called Brownshirts, led by Ernst Rohm
Fuhrer	German word for 'supreme leader' used to address Hitler	**SS (*Schutzstaffel*)**	Nazi Party 'enforcers' who ran the camps, led by Heinrich Himmler
Gestapo	*Geheime Staatspolizei*: Nazi Germany secret state police	**Strength Through Joy**	KDF (*Kraft durch Freude*) rewards for workers and cheap deals
Great Depression	Worldwide economic depression from 1929 to mid-1930s	**Treaty of Versailles**	International agreement signed after WW1 hated by all Germans
Heil Hitler!	The *Hitlergrusse* or Hitler greeting, meaning 'Hail Hitler'	***Volkswagen* (Beetle)**	Literally: 'peoples' car' – developed as a cheap family run-about
Hyperinflation	When prices rise very rapidly and money loses all value	**Wall Street Crash**	Collapse of New York Stock Exchange triggered a worldwide depression
Kinder Kuche Kirche	Literally: 'children, kitchen, church' slogan of NZ women's group	**White Rose**	Student group led by Hans & Sophie School who printed anti-Nazi leaflets

French: 10th Nov (9F.m & n), 13th Nov (9F.s & t)

Topics to revise:

My town and region: saying what there is where I live and what you can do. Talking about the weather and seasons in my area. Saying what I did last weekend where I live.

ASSESSMENT SKILLS:

Writing and listening

GRAMMAR:

On peut + infinitive

The past (perfect tense)

Adjectives and agreement/position

Revision resources:

www.languagesonline.org.uk **: French/ grammar/ modal verbs and past perfect tense**

Make mind maps of the main grammar points

TOP TIPS FOR VOCAB LEARNING:

Look,write,cover,check

Revise the vocab from your knowledge organiser. The on line version is in your Showbie classroom (you can make cards to play games with English/French or log into Quizlet and make sets) Get

someone to test you on your vocab

Complete a draft piece of writing for the extended writing and try to learn key phrases by

heart!

Spanish: 10th Nov (9Sp.k, 9Sp.l), 13th Nov (9Sp.p, 9Sp.q, 9Sp.r)

Topics to revise:

The skills being tested in this assessment will be listening and writing.

For the listening part of the assessment students will need to know the meaning of key vocabulary that we have been studying in lessons. There will be some 3 multiple choice questions, and one will require short answers in English question.

For the writing assessment students will need to be able to produce key vocabulary studied in Spanish from memory to complete 3 writing tasks. There will be a vocab gap fill, sentence level translation with some prompts and a longer writing task. This task will require students to write a Spanish text of a minimum of 50 words which covers 5 bullet points that will be given in English. You will be assessed on your spelling accuracy, your grammatical accuracy, the variety of vocabulary you use and the content of your work.

The key themes for both tests will be:

Talking about family members jobs and their opinions on them.

Saying how much pocket money you receive and how you spend it.

Talking about how you earn money and specific tasks you do for your job and giving opinions.

Revision resources:
Focus on Sentence builders 1-4 from your knowledge organiser.

You could use the following techniques:

Look, cover, write, check.

Create a mind map of vocabulary for each of the 4 sentence builders to revise from.

https://www.youtube.com/watch?v=wLWV0XN7K1g

Create flashcards of key vocabulary and test yourself using the Leitner technique.
https://www.youtube.com/watch?v=C20EvKtdJwQ

Try to recreate the original sentence builders – copy the headings from each column and try to fill the key vocab into your blank grid column at a time – review what you have struggled to recall and create flashcards or a Look, cover, write check grid of these words to revise them more.

Look at the English on your sentence builder and create some sentences in English.

Work to see if you can translate them into Spanish and check your answers against your sentence builders.

Practise writing an extended paragraph based on the themes you have been asked to study. You could look at the model paragraph on the first page for ideas, although there are additional themes in that paragraph that you won't be expected to produce in the test.

Technology: 05th Nov: (9Ty.AB1, 9Ty.CD1, 9Ty.CD2, 9Ty.HJ1, 9Ty.HJ2), 06th Nov: (9Ty.EFG2, 9Ty.EFG3)

A broad coverage of topics covered during the KS3 projects.

- The assessment will be made up of a range of multiple choice, True/ False answer questions where each question is worth 1 mark.

Coverage associated with selected processes & materials.

Topics of Study:

- Manufacturing Processes;
- Materials Properties & Characteristics;
- Mechanisms & Motion;
- Design Cycle;
- Sustainability;
- Tools & Equipment
- Presentation Techniques

Revision resources:

Link to Knowledge Organisers associated with course content & each project topic, delivered throughout KS3: KS3 Knowledge Organisers

- These will be shared via Showbie

Pupils will also have access to the KS3 D&T SENECA platform.

Other useful resources include:

Seneca – Up to GCSE only	BBC Bitesize	D&T/ Engineering Student
https://app.senecalearning.com/	GCSE Design and Technology - AQA - BBC Bitesize	The Design and Technology Site - ENGINEERING

Drama: 10th Nov (9Dr.G, 9DR.E) 11th Nov (9Dr.H, 9Dr.D, 9Dr.J), 12th Nov (9Dr.B, 9Dr.C), 14th Nov (9Dr.F) 17th Nov (9Dr.A)

Assessments will take place in the lessons between the 10th and the 17th of November.

The test will be on their current topic of Farce (creating their own farcical comedy pieces).

Students will be assessed on:

- Their teamwork skills
- Creativity
- Their acting or design skills

Resources:

BBC Bitesize - GCSE Drama - AQA - BBC Bitesize

RE: 14th Nov: (9A, 9D, 9H, 9J), 18th Nov: (9C, 9E, 9G), 19th Nov: (9B, 9F)

Topics to revise:

Students have studied a unit of work from the Eduqas exam specification of Religious Studies. This unit looks at Christian Beliefs and the skills of:

- **Making sense of belief:** this explores the key beliefs of Christianity. Such as, creation, trinity and Jesus.
- **Making connections:** this gives students the opportunity to evaluate and reflect on beliefs. For example, understanding how a Christian beliefs link together. For example, a belief in the trinity and Jesus as God on earth and the Father as the creator.
- **Understanding the impact:** this explores how people put their beliefs into action within their everyday lives. For example, how a belief in the trinity might affect the way a Christian lives out their life.

This assessment will assess GCSE examination the skills of:

- **Knowledge recall** – *through several short answer (2-mark) questions*
- **Description** – *through two written paragraphs describing a belief (5-mark)*
- **Explanation –** *through writing an answer which explains differences in belief (8-mark)*

Students will need to revise the following:

- *Nature of God*
- *Trinity and oneness of God*
- *Problem of evil*
- *Creation*
- *The word*
- *The different ideas about creation in Genesis and John*

Revision resources:

For General Christianity

- The knowledge Organiser – See below

For Specific areas:

- Key beliefs about the Nature of God: https://www.bbc.co.uk/bitesize/guides/zrpqmsg/revision/1
- The Trinity: https://www.bbc.co.uk/bitesize/guides/zrpqmsg/revision/2
- Christian beliefs about the trinity: https://www.bbc.co.uk/bitesize/guides/zrpqmsg/revision/3
- The Problem of Evil: https://www.bbc.co.uk/bitesize/guides/zv93rwx/revision/5
- Creation: https://www.bbc.co.uk/bitesize/guides/z683rwx/revision/1
- The Word: https://www.bbc.co.uk/bitesize/guides/z683rwx/revision/2
- Different interpretations of creation: https://www.bbc.co.uk/bitesize/guides/zg3vxfr/revision/2

Helston College Revision:

- In students' showbie group they will have been set a set of revision tasks to complete which covers everything they need to know for the assessment

Knowledge Organiser: Christianity Beliefs

Key Words

Monotheistic: A religion which believes in one God
Holy: Separate and set apart for a special purpose by God
Omnipotent: Almighty – unlimited power
Benevolent: all-loving
Justice: what is right and fair
Trinity: God the father, Son and Holy Spirit
Holy Spirit: Gods presence in the world
God the Son: Jesus – enables humans to have a special relationship with God
Creation: God bringing the universe into being
The Word: Jesus – as described in the book of John
Genesis: The first book in the bible which has the creation story in it
Incarnation: God in human form – Jesus.
Resurrection: coming back from the dead
Blasphemy: saying or doing something which goes against God
Crucifixion: Roman method of execution where a person is nailed to a cross
Ascension: 40 days after the resurrection when Jesus returned to God in heaven
Afterlife: What happens when you die
Day of Judgement: God will judge all souls at the end of time
Heaven: Eternal happiness, being in the presence of God
Hell: Eternal suffering, absence of God
Purgatory: Catholic belief in which souls are cleansed in order to enter heaven
Sin: Any action against God
Original Sin: first sin in the world committed by Adam and Eve which means all humans are born with this in them
Salvation: saving the soul from sin and going to heaven thanks to Jesus' sacrifice
Grace: A quality of God which shows to humans that God loves them which they don't need to earn
Forgiveness: pardoning someone for their wrong doing
Atonement: restoring the relationship between people and God through the life, death and resurrection of Jesus
Mass: Ceremony, also called Eucharist, in which the death and resurrection of Jesus is celebrated using bread and wine

God as omnipotent, loving and just

Christians believe **God is all-powerful**. He has unlimited power and can do anything.
"Nothing is impossible with God"
God is all-loving he loves humans so wants what is best for them. Guidelines are given for us to live the best lives we can. Christians should love each other treating everyone with care and respect. *"God so loved the world he gave his one and only Son..."* God has unlimited power and authority with complete love and therefore gives justice is a fair way. Christians should try and bring about fairness in the world.

Different Christian beliefs about Creation

Creation in Genesis 1:1-3 - God created the world in 6 days and rested on day 7. *"In the beginning God created the heavens and the earth"* God created the perfect world in the beginning. *"it was good"*
Creation in John 1:1-3 – *"In the beginning was the word....through him all things were made..."*. The word refers to Jesus and therefore he was present at the beginning of the world and involved in the creation of the world. This also shows the importance of the trinity being involved in the whole creation.

The Incarnation of Jesus – The Son of God

The Christmas story is the account of Jesus' birth. Some belief that this story shows Jesus had an ordinary birth as someone who was fully human, however was fully God as it says in the bible he was born through the immaculate conception. *"before they came together, she was found to be pregnant through the Holy Spirit"*. This is proof to Christians that Jesus was incarnate. Through the incarnation God showed himself as a human.
"The word became flesh and made his dwelling among us". God in human form makes it easier for some to understand his actions, including miracles and resurrection. Jesus is known as the Messiah or special leader. When Jesus was baptised God said, *"You are my son"*. Jesus was asked whether he was the Son of God, he replied, *"I am"*

The Oneness of God and the Trinity

Christians believe that the Trinity is made up of God the father, the son and the holy spirit. They believe God is three in one. There are not three Gods, but different forms of the same thing.

The inconsistent Triad

Some people believe that you cannot have an all-loving God, who is all-powerful who allows evil and suffering to exist. Christians believe that God is transcendent (beyond our understanding) and therefore they can trust God when things in the world are not right.

The Crucifixion

It is believed that Jesus was arrested, tortured and then put to death by Pontius Pilate through crucifixion. As Jesus was fully human he suffered pain as an ordinary human did. *"Father, into your hands I command my spirit"* Jesus forgave the guards who crucified him and one of the criminals who was crucified next to him, *"You will be in paradise with me this day"*. One of the Roman centurions said, "Surely this is the Son of God".
The crucifixion influences Christians today by accepting Jesus sacrifice they can be forgiven for sin and go to heaven. They can acknowledge that suffering is a part of life and God can understand what it is like for someone to suffer.

Heaven and Hell

Based on judgement Christians believe that people will go to heaven or hell depending on how they behave and whether they have a belief in Jesus. Heaven is seen as being with God and eternal happiness where there is no suffering. Hell is seen as eternal torment or suffering and being absent from God and where the Devil is.
Some Christians believe that Heaven is a literal, real place you will go. Other Christians believe it is just being with God, in the same way hell may not be actually real but an absence of God. In the book of revelation it mentions people who go to hell will burn in a lake of fire.
Catholics believe in a place called purgatory in which your soul goes to be cleansed as no-one is ready yet to go to heaven as as humans we are all imperfect.

The Resurrection and ascension

Jesus was buried in a tomb and left there until Easter Sunday because it was the Sabbath no-one could touch the body until after this. When Mary Magdalene returned to the tomb it was open and empty. An angel appeared and said Jesus had risen from the dead. The resurrection is one of the most important parts of Christianity as it proves Jesus was divine and not just a human. For the next few days and weeks Jesus appeared to several people including his disciples to tell them to spread the news that he had risen and that they should continue his message. The ascension happened 40 days after the resurrection when Jesus went up to heaven. *"He left them and was taken up into heaven."* He told his disciples to carry on his teachings, *"Go and make disciples of many nations, baptising them in the name of the father, Son and Holy Spirit"*. The significance for Christians today is it shows the power of good over evil and that they can be resurrected and therefore shouldn't fear death. God will forgive sins and they can become closer to God. The holy spirit will be there to guide and comfort. The resurrection gives the point to the Christian faith.

The afterlife and judgement

Christians believe there is another life. Christians believe that they have eternal life but what happens to them depends on their belief in God. Judgement will happen at death or at the day of judgement. The Apostles creed says, *"...he will come to judge the living and the dead..."* The parable of the sheep and Goats shows how people will be judged by God. The sheep are the good and the goats the bad, going to heaven and hell. Jesus also said, *"I am the way the truth and the life, no-one comes to the Father expect through me."* Treating others well and believing in God is important to guarantee a good afterlife.

Sin and Salvation

Sin separates humans from God, this can be anything that goes against God or his laws. As humans are not perfect it is impossible not to sin. Christians believe that all are born with sin in them known as Original sin. This is due to Adam an Eve disobeying God and eating the fruit from the tree of knowledge. This action separated humans from God and brought about death into the world. They were tempted by the serpent (devil) and Christians believe that Christians are tempted in life to do bad things. Christians have freewill however they should use this to make the right choices using God and Jesus' teachings to guide them, e.g. The Ten Commandments. Salvation means to be saved from Sin and its consequences, e.g. going to hell. Sin separates us from God and salvation saves us from this. This salvation comes through faith in God and Grace through faith in Jesus.

The role of Christ in Salvation

Salvation is offered through Jesus, *"For the wages of sin is death, but the gift of God is eternal life in Christ Jesus"*. Jesus' death makes up for original sin. Humans can receive forgiveness for their sins because of Jesus' death and then receive eternal life. His sacrifice provides atonement, which means our relationship with God is restored. This removes the effects of sin and allows humans to get back to God. *"He is the atoning sacrifice for our sins and for the sins of the whole world"*. Jesus paid the price for the sin of all mankind through his death and Christians believe if you put your trust in him you can receive eternal life with God. Salvation is a gift you must choose through belief in Jesus and following his teachings.

Computing: 3rd Nov: (9Cp.t, 9Cp.r – P1; 9Cp.s – P3; 9Cp.l – P4), 4th Nov: (9Cp.k – P3), 5th Nov: (9Cp.m – P2), 10th Nov: (9Cp.n – P3; 9Cp.q – P4)

Topics to revise:

Algorithms and programs	-Describe what algorithms and programs are and how they differ - Locate and correct common syntax errors - Recall that a program written in a programming language needs to be translated in order to be executed by a machine - Write simple Python programs that display messages, assign values to variables, and receive keyboard input
Arithmetic expressions	-Describe the semantics of assignment statements - Receive input from the keyboard and convert it to a numerical value - Use simple arithmetic expressions in assignment statements to calculate values
If, else statements	-Generate and use random integers - Use binary selection (if, else statements) to control the flow of program execution - Use relational operators to form logical expressions
While statements	-Describe how iteration (while statements) controls the flow of program execution - Use multi-branch selection (if, elif, else statements) to control the flow of program execution
Iteration and conditions	-Use iteration (while loops) to control the flow of program execution - Use variables as counters in iterative programs
Boolean	-Combine iteration and selection to control the flow of program execution - Use Boolean variables as flags

Resources:

Learning graph – Intro to Python programming

Y9 Python Introduction to Programming - Knowledge Organiser

Seneca Coding: Introduction to Python

Google Classrooms for each class share all lesson material as well as links to the above resources.

Suggested timings and good habits

Suggested revision session timings

25 minutes on a topic
5 minutes break
25 minutes on a different topic
5 minutes break
25 minutes on a different topic
5 minutes break
25 minutes on a different topic.

This means you can revise four different topics in two hours. If you want to revise for a longer period, stick with the 25 minute sessions and do more of them (with 5 minute breaks in between).

In your breaks, make sure that you move around, drink water, eat something.

If you are planning to revise a topic for the first time, you may want to produce a mind map or make flash cards.

If you are revisiting a topic, then it would be sensible to focus on retrieving the mind map or the flash card from memory (then checking how successful you were in remembering the key information), or complete some past paper questions.

Reward yourself at the end of each productive revision session.

Avoid all distractions:

- ⇨ Be honest and strict with yourself;
- ⇨ Keep your TV, computer, laptop, iPad, phone, WhatsApp, Instagram, Snapchat and any games **away;**
- ⇨ Music can interfere with your thinking – switch it off until you have your break;
- ⇨ Do not waste time or delay starting.