



*Hinchingsbrooke School*

*Inspiring excellence Fulfilling potential*



Academic Review Days  
Year 9 Study at Home Tasks

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*March 2019*



## Instructions for Students

During the Academic Review Day (ARD), you will spend some time in school speaking with your form tutor about academic targets to work at over the next few weeks. For the remainder of the day, you will undertake tasks at home to prepare you for future assessments or learning.

### What will I have to do?

1. Complete work equating to four hours work.
2. There will be a 'menu' to choose from and **you only need to complete one task** but may choose to do a variety of tasks.
3. Produce the work in a format that your tutor can access for checking.

Your study at home tasks can be found on the school website here:

<http://www.hinchingsbrookeschool.net/ard>

### Why are these tasks important to me?

Your Study at Home Tasks have been developed to reinforce important skills that are required for future employment, education and training. These skills include:

- Independent Learning
- Organisation
- Effective Planning
- Time Management
- Resilience

Each of the tasks will be split into one of three categories:

- 🌐 **Research** – finding out something new, linked to a topic you have studied
- 📖 **Reinforcement** – practising skills that you have been learning in lessons
- 🔍 **Revision** – looking back over previous work and presenting it in a new, reusable format

### How will my work be checked?

Your form tutor will check this work following the ARD for:

1. **Quality** - is your work of a high standard, is it your own work and not copied?
2. **Quantity** - does your work represent 4 hours of work, does it fully answer the task(s)?
3. **Challenge** - have you selected tasks that will stretch you, have you pushed yourself?

### What if I get stuck?

Your 'menu' offers a range of tasks specific to your year group that you can complete at different difficulty levels. You are welcome to complete more than one task and should always aim to challenge yourself with the work you select (remember your tutor will be checking for this).

There are three help sheets for each of the three categories: research, reinforcement and revision. These will give you an idea on how to complete each of the three tasks.

Finally, good preparation will help you. Have a look at the tasks ahead of time and speak to teachers of the subjects you want to focus on before the ARD so you are comfortable with what is expected of you.



## Researching

When you are looking into something for the first time, it is important to remember what you are hoping to find out first. To do this, plan the areas that you want to research beforehand. When you are clear on what you are aiming to achieve think about where you are going to get your information from. Inevitably this may involve the use of Google as an internet searching tool so make sure you are careful with the websites that you choose to use. As a guide, use the below tips when looking at sources of information online.

1. **Bias:** is the website biased in any way? This means that it will present one side of an opinion or favour a particular view. When researching, make sure you balance out biased views with opinions from 'the other side'.
2. **Relevance:** is the website going to help your research? Websites are created for a range of reasons and this may not help you find the answer you are looking for. Refer back to your plan to see if the information is useful to you or irrelevant.
3. **Reliability:** is the website going to give you accurate information? Because anybody can create a website, information you look at should always be treated with caution. Always check the validity of the source: can you trust the author or not? Wikipedia is not a reliable source of information as it is open source (anyone can edit it) – click on the links at the bottom of the article to check sources.

### Plagiarism of Work

When producing your final piece of work it is important to make sure it is a true representation of **your work**. This means you haven't just copied and pasted information. If you do this then you have **plagiarised** someone else's work which may be protected by **copyright law**. If you are quoting information directly, you should always **acknowledge the source** in your work. To do this, add a note to say where the information was taken from – use a bibliography or apply footnotes.

To help you avoid this, try to add some extra information to the text:

- **Point** – this will be your perspective or opinion about something
- **Evidence** – this can be a quote from your researched work
- **Explain** – answer the questions 'so what' and 'what does this mean'
- **Explore** – develop ideas further link to other points or opinions



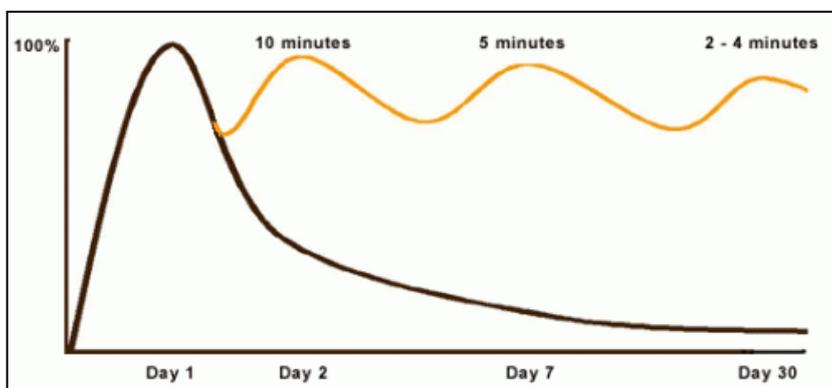


## Reinforcement

When you are learning new information and skills, it is important to remember that 'practise makes perfect'. Often your teachers will set you homework which is needed to help you remember key information and skills.

### Why is Reinforcement Important?

Your brain works by making neural connections between different brain cells holding information. This 'bridge' starts off with a very delicate connection that is easily broken which can be seen when you forget something. To ensure that you don't forget that vital information, you need to keep thinking about it. Each time to practise a skill or recall information, the stronger the neural connection becomes. If you recall information or repeat a skill six times, you are likely to remember it for life. It is important to use **reinforcement** over set time periods or increasing duration: go back to something a few hours later, then a few days, weeks, months etc to ensure it stays 'stuck in your brain'.



Another way of looking at this is with the 'Curve of Forgetting'. As you can see, coming back to information periodically, keeps it fresh in your mind and enables you to remember it better. The good news is that each time you repeat this, less time is needed. This is important to remember when you are preparing for assessments as well as examinations so it is good to get into the right habits from

Year 7.

Your teachers will offer a range of different ways in which you can reinforce knowledge and skills. Some will work for you and others may not. Some may work for a given task or subject and some may not. The trick is to work out which reinforcement skills suit you for a given subject.

### Reinforcement Techniques

- **Exam questions:** often teachers will give you examination practise questions to help with this. This is useful for two reasons: to help you recall information and to improve your examination skills.
- **Vocab practise:** this helps you to remember what key words look like and what they mean so you can apply them later. Your brain remembers words as pictures so physically looking at them helps. Saying them aloud also triggers other parts of your brain, improving recall. This is used for English and Languages.
- **Problem solving:** in subjects such as Maths and Science, your teachers may give you problem solving. This enables learners to apply a particular skill to different scenarios for example expanding brackets or determining chemical equations and reactions.





## Revising / Reviewing

When you are creating your revision resources, there are a range of different ways you can do this. Your teacher may have suggested some to you already but below are some examples of what you can create at home.

- 4. Summary Document:** try to get the information on to a small number of PowerPoint slides and enhance this with images/graphs/maps/research. Alternatively you could create a 'one page summary' on Word in a similar way.
- 5. Flashcards:** On small cards, summarise a case study/important event/definitions into one (or both) sides of the cards and refer to it regularly. Make sure that you include key facts and number as you condense the case study to fit the card.
- 6. Colour coding:** Colour code large pieces of text into sections. For example, it could be positives/negatives, point/evidence.
- 7. Concept Maps (mind maps):** Write a key theme in the centre of an A3 piece of paper. Write the sub-themes around it with important ideas evidence to back them up. Stick your finished spider diagram somewhere visible where you will be able to refer to it often (e.g. fridge door, bedroom wall).
- 8. Summarising:** Condense a section of text into a set number of bullet points, a table or create an image.
- 9. Personal podcasts:** For subjects where you need to remember a lot of detail, why not record it onto your phone in small, 1 minute podcasts. These are very versatile as you can share them with your friends. Your brain likes to hear its own voice so this technique will serve to increase your recall of information from 10% to 40%. They are good for on the go – you can play them back on the bus ride to school (no one will know you're not listening to music!).

There are many more techniques for revision/reviewing. This is an ideal opportunity for you to try out new ideas and approaches to see what works for you. Depending on the style of learning you have, you may prefer one technique over another. Typically students learn in one of three ways:

- **Visual** – learners who prefer images/pictorial ways of looking at information. You may like to have information presented in graphs or using colours to help you remember information.
- **Auditory** – learners who prefer sounds to help them remember information. Our brains particularly like the sound of our own voice which is why podcasts are a great way to learn for auditory learners.
- **Kinaesthetic** – learners who like to learn through movement or actions. This is particularly used when revising physical skills for subject such as PE but can also be used in other revision tasks.



# Year 9 Menu



**Extra Hot**



<p><b>Fine Art</b></p>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.</p> <p><b>OR</b></p> <p>Continue your independent 'Where You Live Project. Research and working through a final outcome. The powerpoint is on Doodle to help.</p>	<p>Reinforcement</p>
<p><b>Business - Cambridge National Students</b></p>	<p>Focusing on your coursework (hats) please ensure that you have completed the design of your hat and amended it in response to any market research you have carried out.</p>	<p>Reinforcement</p>
<p><b>Business - GCSE Students:</b></p>	<p>Find five different job adverts. Analyse each one, explaining:</p> <ul style="list-style-type: none"> <li>what the job is</li> <li>what qualifications / experience are needed</li> <li>what wages / salary the job pays</li> <li>what would motivate someone to do this job</li> </ul>	<p>Reinforcement</p>
<p><b>Creative Textiles</b></p>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.</p> <p><b>OR</b></p> <p>Continue your independent 'Where You Live Project. Research and working through a final outcome. The powerpoint is on Doodle to help.</p>	<p>Reinforcement</p>
<p><b>Drama</b></p>	<p>Individual tasks set on Doodle</p>	<p>Research</p>
<p><b>DT</b></p>	<p><b>Design a product to help someone with a difficult job</b></p> <ul style="list-style-type: none"> <li>• Think of a job that you or someone else finds difficult and explain who and what the problem is.</li> <li>• Design an <b>original product</b> which makes this difficult job easier for the user.</li> <li>• Design a <b>point of sale display</b> for it which outlines the products' U.S.Ps. The display must be able to be flat packed and easily assembled without the use of tools or glue in a store.</li> </ul>	<p>Research</p>
<p><b>English</b></p>	<p>Select an extract from a fictional piece of text (about a page). Annotate the extract for language use and write a response to the following question: How does the writer use language to interest the reader?</p>	<p>Reinforcement</p>
<p><b>Food</b></p>	<p>Eating around the eatwell plate project - Details and support at <a href="http://www.hinchingbrookeschool.co.uk/food_textiles/foodandtextiles_home.html">http://www.hinchingbrookeschool.co.uk/food_textiles/foodandtextiles_home.html</a></p>	<p>Reinforcement</p>
<p><b>French</b></p>	<p>Personalised Doodle tasks to be assigned.</p>	<p>Reinforcement</p>
<p><b>Geography</b></p>	<p>Geographical Skills work set on Doodle.</p>	<p>Reinforcement</p>
<p><b>German ICT</b></p>	<p>Personalised doodle tasks to be assigned. In preparation for your exam, investigate how legislation applies to creative imedia production. (data protection, privacy, defamation, certification and classification, use of copyright material and intellectual property.) Produce a page of revision notes.</p>	<p>Reinforcement Revision</p>

<p><b>Extra Hot</b></p> 	<b>Maths</b>	Complete the set of revision questions set on PIXL maths (under "homework") and create your own questions with answers to test your knowledge on the upcoming exam content (exam content list on doddle)	Reinforcement
	<b>Mixed Media</b>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doddle.</p>	Reinforcement
	<b>Music</b>	<p><i>If you already know your key signatures:</i> Go to: <a href="http://www.musictheory.net/lessons">http://www.musictheory.net/lessons</a> and scroll down to the lessons on 'Intervals'. Work your way through each lesson then have a go at this exercise: <a href="http://www.musictheory.net/exercises/keyboard-interval">http://www.musictheory.net/exercises/keyboard-interval</a> and then, to aid your aural training, this exercise: <a href="http://www.musictheory.net/exercises/ear-interval">http://www.musictheory.net/exercises/ear-interval</a> <i>Then practice your instrument for 20 minutes, and create a practise diary to explain what you have done in those 20 minutes.</i></p>	
	<b>RPE</b>	Create 3 of your own 12-mark exam questions to complete based on the Christianity Beliefs or Existence of God topic.	Reinforcement
	<b>Science</b>	<p>Biology – Doddle work set on Animal transport Chemistry – Chemical Changes work on Doddle Physics – Doddle work on Energy Resources and Generating Electricity.</p>	Reinforcement
	<b>Spanish</b>	Log on to Active Learn and complete Listening and Reading activities for Modules 2,3 and 5. Test yourself using all units.	Reinforcement
	<b>3D Design</b>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doddle.</p>	Reinforcement

<h1 style="font-size: 2em;">Hot</h1> 	<b>Art</b>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.</p> <p><b>OR</b></p> <p>Continue your independent 'Where You Live Project. Research and working through a final outcome. The powerpoint is on Doodle to help.</p>	Research
	<b>Creative Textiles</b>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.</p> <p><b>OR</b></p> <p>Continue your independent 'Where You Live Project. Research and working through a final outcome. The powerpoint is on Doodle to help.</p>	Reinforcement
	<b>Drama</b>	Individual tasks set on Doodle	Research
	<b>DT</b>	<p><b>Design a product to help someone with a difficult job</b></p> <ul style="list-style-type: none"> <li>• Think of a job that you find difficult and explain what the problem is.</li> <li>• Design an original product which makes this difficult job easier for the user.</li> <li>• Design a point of sale display for it which outlines the products' U.S.Ps.</li> </ul>	Reinforcement
	<b>English</b>	Create a revision page of language techniques, with definitions and examples: simile, metaphor, hyperbole, pathetic fallacy, personification, emotive language, alliteration, sibilance.	Revision
	<b>Food</b>	Eating around the eatwell plate project - Details and support at <a href="http://www.hinchingbrookeschool.co.uk/food_textiles/foodandtextiles_home.html">http://www.hinchingbrookeschool.co.uk/food_textiles/foodandtextiles_home.html</a>	Reinforcement
	<b>French</b>	Personalised Doodle tasks to be assigned.	Reinforcement
	<b>Geography</b>	Geographical Skills work set on Doodle.	Reinforcement
	<b>German</b>	Personalised doodle tasks to be assigned.	Reinforcement
	<b>History</b>	<p>HIA - Create a concept map for the periods you have studied in so far in Warfare. Place the Period in the centre of an A3 piece of paper. Then write the key sub-themes around it (such as Weapons/Recruitment/Leadership/Training/Key battles etc. ) with important ideas evidence to back them up. Stick your finished spider diagram somewhere visible where you will be able to refer to it often (e.g. fridge door, bedroom wall).</p> <p>HiB - Create a concept map for the periods you have studied in so far in Medicine. Place the Period in the centre of an A3 piece of paper. Then write the key sub-themes around it (such as key developments in medicine and surgery/key events/key ideas etc) with important ideas evidence to back them up. Stick your finished spider diagram somewhere visible where you will be able to refer to it often (e.g. fridge door, bedroom wall).</p>	Revision
<b>ICT</b>	In preparation for your exam, investigate how legislation applies to creative imedia production. (data protection, privacy, defamation, certification and classification, use of copyright material and intellectual property.) Find an example film DVD case or poster and highlight the examples of where they have had to meet legislation in its production (e.g. film classification code...)	Revision	

	<b>Maths</b>	Complete the set of revision questions set on PIXL maths (under "homework") and reduce your notes from your exercise book into a one page mind map	Reinforcement
	<b>Mixed Media</b>	In your Contextual Book: <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> Then select one work from each artist to compare and analyse through annotation and labelling.	Reinforcement
	<b>Music</b>	See example and help sheet on Doodle. Go to: <a href="http://www.musictheory.net/lessons/21">http://www.musictheory.net/lessons/21</a> and work your way through the lesson. Then work out and write down (on manuscript/ a stave) the scales for the following keys: C major; G major; D major; A major; E major; B major; F# major; C# major F major; Bb major; Eb major; Ab major; Db major; Gb major; Cb major	Reinforcement
	<b>RPE</b>	Research and create a PowerPoint on Christianity Practices. Include: evangelism, Christians who are persecuted and Christian charities.	Research
	<b>PSHE</b>	How did we get in this mess?" creative writing task. Please log onto doodle and choose from a menu of scenarios and write a story/comic strip explaining the antecedent events.	Reinforcement
	<b>Science</b>	Astronomy - Make flashcards, a poster or a mind map on either 'The Moon' or 'The Earth-Moon-Sun system' Biology – Doodle work set on Animal transport Chemistry – Chemical Changes work on Doodle Physics – Doodle work on Energy Resources and Generating Electricity	Reinforcement
	<b>Spanish</b>	Log on to Active Learn and complete Listening and Reading activities for Modules 2,3 and 5. Focus on the units we have studied.	Reinforcement
	<b>3D Design</b>	In your Contextual Book: <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.	

<p style="text-align: center; font-size: 2em; font-weight: bold;">Mild</p> 	<p><b>Fine Art</b></p>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.</p> <p><b>OR</b></p> <p>Continue your independent 'Where You Live Project. Research and working through a final outcome. The powerpoint is on Doodle to help.</p>	<p>Reinforcement</p>
	<p><b>Creative Textiles</b></p>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.</p> <p><b>OR</b></p> <p>Continue your independent 'Where You Live Project. Research and working through a final outcome. The powerpoint is on Doodle to help.</p>	
	<p><b>Dance</b></p>	<p>Our next piece will be Bollywood with Mrs Trewin and Contemporary with Miss Phillips. Do some YouTube research into these styles.</p>	<p><b>Research</b></p>
	<p><b>Drama</b></p>	<p>Individual tasks set on Doodle</p>	<p>Research</p>
	<p><b>DT</b></p>	<p><b>Design a product to help someone with a difficult job</b></p> <ul style="list-style-type: none"> <li>• What do we mean by a U.S.P. when we talk about marketing a product?</li> <li>• Think of a problem you have with a pet and explain what it is.</li> <li>• Design an <b>original product</b> to solve your pet problem. Identify the <b>product's U.S.Ps.</b></li> <li>• Design a poster to the market the product effectively.</li> </ul>	<p><b>Research</b></p>
	<p><b>English</b></p>	<p>Create a revision page of word classes and their definitions, including: proper noun, common noun, adverb, adjective, verb, connective, preposition</p>	<p>Revision</p>
	<p><b>Food</b></p>	<p>Eating around the eatwell plate project - Details and support at <a href="http://www.hinchingbrookeschool.co.uk/food_textiles/foodandtextiles_home.html">http://www.hinchingbrookeschool.co.uk/food_textiles/foodandtextiles_home.html</a></p>	<p>Reinforcement</p>
	<p><b>French</b></p>	<p>Personalised Doodle tasks to be assigned.</p>	<p>Reinforcement</p>
	<p><b>Geography</b></p>	<p>Geographical Skills work set on Doodle.</p>	<p>Reinforcement</p>
	<p><b>German</b></p>	<p>Personalised doodle tasks to be assigned.</p>	<p>Reinforcement</p>
	<p><b>ICT</b></p>	<p>In preparation for your exam, investigate how legislation applies to creative imedia production. (data protection, privacy, defamation, certification and classification, use of copyright material and intellectual property.) Produce a poster to highlight the key features of each item of legislation.</p>	<p>Revision</p>
	<p><b>Maths</b></p>	<p>Complete the set of revision questions set on PIXL maths (under "homework")</p>	<p>Reinforcement</p>
	<p><b>Mixed Media</b></p>	<p>In your Contextual Book:</p> <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> <p>Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.</p>	

	<b>Music</b>	Go to: <a href="http://www.musictheory.net/lessons/21">http://www.musictheory.net/lessons/21</a> and work your way through the lesson. Then work out and write down (on manuscript/a stave) the scales for the following keys: C major; G major; D major; A major; F major; Bb major; Eb major; Ab major	Reinforcement
	<b>RPE</b>	Create your own Kahoot quiz on the Christianity Beliefs topic.	Revision
	<b>Science</b>	Biology – Doodle work set on Animal transport Chemistry – Chemistry – Chemical Changes work on Doodle Physics – Doodle work on Energy Resources and Generating Electricity.	Reinforcement
	<b>Spanish</b>	Log on to Active Learn and complete Listening and Reading activities for Modules 2,3 or 5.	Reinforcement
	<b>3D Design</b>	In your Contextual Book: <ul style="list-style-type: none"> <li>- Research two relevant artists/ designers whose work fits the theme of Recycling/ Upcycling.</li> <li>- Include three images from each artist/ designer. Include: the name of the pieces, the materials made from, what date they were made. Print out (or email them to me for printing).</li> </ul> Then select one work from each artist to compare and analyse through annotation and labelling. See example and help sheet on Doodle.	