

Year 7 – Revision List

Assessment Window 2: Monday 24 April – Friday 5 May 2017

In this assessment window you will take tests, under examination conditions, in your learning sessions. These tests will be used to work out a GCSE grade you are working at now and what we anticipate you will get at the end of Year 11. This will form a tracking report that goes home to your parents and carers.

To help you prepare for these tests, each subject has provided a revision list. You will take assessments in

- English
- Maths
- Science
- History
- Geography
- Religious Studies
- Technology
- ICT
- Spanish

Each subject area will give you more revision material in session time as well as this revision list.

You will also have assessments ongoing in Performing Arts, PE and Art, but not necessarily under formal examination conditions.

How can you prepare for these assessments?

- Use the revision skills you learned in gathering this term
- Use your 40 minute daily tutor time wisely
- Revise up to three subjects an evening, for 30 minutes each
- Use 'Sam Learning' to revise important topic areas
- Get your friends/parents to test you
- Write revision notes and key terms
- Create a revision map for each subject area

Good Luck

Mrs C Robson
Vice Principal

English

To help you revise please use the information below- and don't forget to speak to your Learning Tutor if you feel like you need some help!

Content	What marks are awarded for:	Marks available
Q1: Students Will have to read a focused extract and based on that extract, select 4 statements out of 8 that are true.	<ul style="list-style-type: none">- One mark is awarded for each correct statement taken from the correct section of the text	4
Q2: Students will read two extracts that are on a similar topic and will be asked to write for about 8 minutes comparing the two extracts	<ul style="list-style-type: none">-Making statements that highlight the similarities and differences between the two texts- Bringing together and comparing relevant information from each text.-Using quotations that prove the comparisons that you are making.-explaining how these quotes show the similarities and differences.	8
Q3: Students will be asked to focus on one of the texts and will be asked a question around how language is used for effect. – This is using the PEEL skill that students are very familiar with in lessons. The suggested timing for this question is around 12 minutes	<ul style="list-style-type: none">-Making a point that answers the question-providing quotations from the text to support and prove the point that you have made.-Explaining why that quote proves your point-Explaining the effect of that quotation on the reader using subject terminology i.e. verb, simile, adjective, etc.-Where appropriate selecting individual words from the text and explaining the additional impact.	12
Q4: Students will be asked to compare the two extracts fully, bringing together the skills from Q2 and Q3: Students should use PEEL or PEECEEL to compare the writer's use of language. The suggested timing for this question is about 20 minutes	<ul style="list-style-type: none">-Making statements that highlight the two differences between the two texts-Bringing together and comparing relevant information from each text-Using quotations that prove the comparisons that you are making-Explaining how these quotes show the similarities and differences	16
Q5: Students will be asked to respond to an unseen poem. Students should use PEEL to answer this question. Students are advised to spend 30 minutes on this question.	<ul style="list-style-type: none">-Making a point that answers the question-Providing quotations from the text to support and prove the point that you have made.-Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, metaphor, etc	24

	<ul style="list-style-type: none"> -Where appropriate selecting individual words from the text -Comment on the structure and tone of the poem -Explain the impact on the reader 	
<p>Q6: Students will be asked to respond to an extract from A Midsummer Night's Dream looking at characterisation. Students should use PEEL to answer this question. Students are advised to spend 45 minutes on this question.</p>	<ul style="list-style-type: none"> -Making a point that answers the question -Providing quotations from the text to support and prove the point that you have made -Explaining why that quote proves your point -Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, metaphor, etc -Where appropriate selecting individual words from the text -Relate the text to context 	30

Maths

Topics	Resources
<ul style="list-style-type: none">• Angles• Powers (Squares, Cubes,...)• Averages• Probability• Rounding• Sequences• Pictograms• Tessellations• Reflection• Fractions, Decimals and Percentages• Worded arithmetic problems• Properties of shapes• Factors• Multiples• Substitution• Fractions of amounts• Percentages of amounts	<p><u>Useful websites:</u></p> <p>http://corbettmaths.com/</p> <p>https://www.samlearning.com/</p> <p>http://keshmaths.com/</p> <p>http://prethomework.weebly.com/</p> <p><u>School Shared Area:</u></p> <p><u>W:\Mathematics\Maths Watch\Key Stage 3</u></p>

QR Codes

Download the app **QR Reader**, with the icon shown above.

This will allow you to scan the QR codes below to access helpful revision videos on your phone in seconds!



Angles



Squares, Cubes, Roots



Substitution



Averages



Rounding



FDP



Quadrilaterals



nth Term



Pictograms

Happy Revising! 😊

Subject: Science Year 7 Tracking 2

Length of Test 1 hour

Science subject	Content	Keywords and skills needed
Biology	<p>Interactions and interdependencies</p> <ul style="list-style-type: none"> • Relationships in an ecosystem <p>Genetics and evolution</p> <ul style="list-style-type: none"> • Inheritance, chromosomes, DNA and genes <p>Website for revision: http://www.bbc.co.uk/education/subjects/z4882hv</p>	<p><u>Keywords</u></p> <p>Foetal development Predator Prey Classification Food chain Food web Characteristics Environmental Inherited Genetic Genes</p>
Chemistry	<p>The particulate nature of matter</p> <ul style="list-style-type: none"> • Particles in solids, liquids and gases. <p>Changes of state</p> <p>Atoms, elements and compounds</p> <p>Pure and impure substances</p> <ul style="list-style-type: none"> • Dissolving • Diffusion • Chromatography <p>Website for revision: http://www.bbc.co.uk/education/subjects/znxtyrd</p>	<p>Filtration Evaporation Filtration Melting Boiling Condensation Freezing</p> <p>Writing word and simple symbol equations</p> <p>Using experimental results to make conclusions</p> <p>Analysis of graphs to form conclusions</p> <p>Plotting data onto a bar chart or line graph</p> <p>Variables Independent(what is changed) Dependent (What is measured) Control (What is kept the same)</p>

Physics	<p>Matter</p> <ul style="list-style-type: none"> • Physical changes • Particle model • Energy in matter <p>Space physics</p> <ul style="list-style-type: none"> • Gravity as a force • The solar system <p>Website for revision: http://www.bbc.co.uk/education/subjects/zh2xsbk</p> <p><u>Additional resources and activities on Sam learning will also be available. These will also form part of year 7's extended learning for Science which will help with their exam preparation</u></p> <p><u>Students are also welcome to have a go at the practice exam paper to help them to prepare. Students can then use the mark scheme to check their answers and help to identify where they need to revise.</u></p>	<p><u>Keywords</u></p> <p>Electromagnets Light year Galaxies Stars Planets</p> <p>Using experimental results to make conclusions</p> <p>Analysis of graphs to form conclusions</p> <p>Plotting data onto a bar chart or line graph</p>
<p>Science revision – “Learning Lounge” – Every Wednesday in D-Corridor</p> <div data-bbox="641 1084 903 1330" data-label="Image"> A cartoon illustration of a boy with blonde hair, wearing a blue jacket over a yellow shirt, giving a thumbs up gesture. </div> <p>3:30-4:30pm</p>		

History

The assessment will be 50 minutes in length and have the same numbers and style of questions as the previous assessment.

The revision topics are:

- The Battle of Hastings
- Norman castles
- Medieval medicine
- Trial by ordeal
- Henry II and Becket

Religious Studies

Why is religion important?

Birth ceremonies in different religions – Islam, Hinduism, Christianity

The Sikh Birth ceremony

Religious laws – 10 Commandments, Golden rule, 8 Fold Path

Characteristics of a festival

The Story of Moses

Passover

The Life of Muhammad

What Did Jesus Look Like?

Evidence that Jesus Exists.

Geography

Geographical Skills

Africa

Weather and Climate

Subject: Design & Technology Year 7 Tracking 2

Length of Test 1 hour

Content	What marks are awarded for	Marks available
Q1: Students will need put the stages of the design process into the correct order	- Marks will be awarded for each stage in the correct order	7
Q2a: Students will need define what each point of ACCESSFMM is when carrying out product analysis	- Marks will be awarded for each point correctly defined	7
Q1b: Students will be asked complete a product analysis of a product	- Marks will be awarded for each correctly analysed point of the product	7
Q3a: Students will be asked how we communicate design ideas	- Marks will be awarded for a correct explanation	1
Q3b: Students will be asked to how to annotate a design idea	- Marks will be awarded for each correct annotation point identified. These should be general points which could refer to any product not the products pictured	5
Q3c: Students will be asked to design a product and annotate to meet a set of design criteria	- Marks will be awarded for quality of drawing (using isometric drawing, use of colour, rendering and thick and thin lines) - Quality of annotation explaining how the design meets the design criteria	8
Q4a: Students will be asked identify requirements of labelling on food packaging	- 1 mark will be awarded for each correctly identified requirement	5
Q4b: Students will be asked to design packaging for a food product.	- Marks will be awarded for quality of drawing (using isometric drawing and rendering) - Quality of annotation to explain features of the packaging	6
Q4c: Students will be asked to carry out an evaluation	- Marks will be awarded for positive evaluation points and possible improvements to the design	4

ICT

Scratch revision

Know and understand - Scratch terms –
stage, sprite, script, costumes, blocks
Know and understand - Simple features –
movement, turning, point in direction, stop, play, wait, costumes, changing looks using sound,
Advanced features –
using if, using Boolean Operators, sensing, using looping, changing a background, using coordinates, using variables, importing images, testing Scoring Broadcasting

Spanish

Assessment Window 2 Year 7 Independent Revision

How can I achieve my target grade?

To be successful in this assessment you will need knowledge of the following skills (all of which we have been practising since Year 7!) Traffic light your target setting sheets to highlight any gaps in your knowledge in each of the four key skills *listening, speaking, reading and writing*. You must also write an example in Spanish which will be checked by your learning tutor.

Skills

- Present tense
- Future tense
- Time phrases
- Adjectives
- Opinions
- Intensifiers
- Connectives

Content

Free time activities
Weather
School subjects
Physical description of yourself
and best friend
Where you live
Types of accommodation (casa
/ piso)