Year 8 – Revision List

Assessment Window 1: Monday 25 September – Friday 6 October

In this assessment window you will take tests, under examination conditions, in your learning sessions. These tests will be used to work out a 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. You will use the results from these tests to help inform which subjects you would like to choose at GCSE.

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

- English
- Maths
- Science
- History
- Geography
- ICT
- Religious Studies
- Technology
- 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, Business Studies, PE and Art, but not necessarily under formal examination conditions.

How can you prepare for these assessments?

- Use your 40 minute daily tutor time wisely
- Revise for 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

Dr S D Beach
Assistant Principal

English

Due to the nature of your Linear Assessments you will be tested on things that you might not have done in lessons for a while; this is to help you prepare for GCSE Examinations where you are tested in a similar way!

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
Q1: Students will have to read a focussed extract and select relevant information from the text	-One mark is awarded for each correct statement taken from the correct section of the text	4
Q2: Students will be asked to focus on an extract 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 lesson. The suggested timing for this question is around 15 minutes.	-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, adjective -Where appropriate selecting individual words from the text and explaining the additional impact.	8
Q3: Pupils will be asked to focus on the whole of the extract and will be asked a question about how the text is structured. The suggested timing for this question is about 15 minutes	-Make a point that answers the question -Provide quotations from the text to support and prove the point that you have made -Explain the writer's intentions in structuring the text in this way	8
Q4: Pupils will be asked to read a focused extract and will be asked a question about the characters in the text Students should allow approximately 25 minutes to answer this question.	-Comment on the characters and your impression of the characters -Provide quotations from the text to support the comments that you have made -Evaluate how the writer has created these impressions	20
Q5: Students will be asked to focus on an extract and will be asked a question about how language is used for effect. Students will need to use the PEEL skill which they are familiar with. Pupils should spending approximately 15 minutes on this question.	-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, etc -Where appropriate selecting individual words from the text and explaining the additional impact	12
Q6: Students will be asked to complete a piece of descriptive writing based on either a photograph or a given scenario	-Communicate their ideas clearly, effectively and imaginatively -Adapt the correct tone, style and register - Use a range of vocabulary for effect -Use a range of sentence structures effectively -Use accurate spelling	24 Content 16 Technical Accuracy

Pupils should spent approximately 45 minutes on this question.	-Use a range of punctuation for effect	

Mathematics

During this test you will <u>NOT</u> be able to use <u>calculator</u>.

Topics	Revision Resources
- Pictograms - Fractions, Decimals and Percentages - Forming Algebraic Expressions - Operating with fractions - Operating with decimals - Area and Perimeter - Collecting Like Terms - Solving Linear Equations - Pie Charts - Percentages: Increase & Decrease - Substitution - Ratio - Angles in Parallel Lines - Volume of Cuboids - Two-way Tables	<u>Useful websites:</u> http://corbettmaths.com/ https://www.samlearning.com/ http://keshmaths.com/ http://prethomework.weebly.com/ <u>School Shared Area:</u> W:\Mathematics\Maths Watch\Key Stage 3

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!

Forming and Solving	Pie Charts	Substitution	Ratio
Decimals	nth Term	Perimeter	Solving Equations
FDP	Calculator	Percentage of an Amount	Expand Single Bracket
Two Way Tables	Collect Like Terms	Parallel Lines	Volume
Fraction Calculations	Decimals	Pictograms	

Science

Biology

Movement
Reproduction and Pregnancy
Variation
Nutrition
Biodiversity
Respiration and Breathing

Chemistry

Chemistry
Elements, Compounds and Mixtures
Properties of materials
Simple chemical reactions
Testing for simple gases

Physics

Energy Resources
Basic Electricity
Basic Forces
Hookes Law
Pressure
Sound
Basic Particle model

Geography

- Map skills
- Africa
- Weather and climate
- China
- Coasts

Spanish

¡RESUMEN! I can...

¡1!
- say where I went on holiday and when — El año pasado fui a Irlanda.
- say who I went with — Fui con mi familia.
- say how I travelled — Fuimos en barco.
- use the preterite of **ir** — Fui de vacaciones con mi familia. Fuimos en avión.
- S use exclamations — ¡Qué divertido! ¡Qué aburrido!

¡2!
- ask someone what they did on holiday — ¿Qué hiciste en tus vacaciones?
- say what I did on holiday — Visité monumentos y saqué fotos.
- use the preterite of regular **-ar** verbs — Monté en bicicleta.
- use **no** with the preterite — No mandé SMS.
- S use sequencers — El primer día nadé en el mar y luego tomé el sol.

¡3!
- say what I did on the last day — El último día de mis vacaciones comí paella.
- Use the preterite of **-er** and **-ir** verbs — Bebí una limonada. Escribí SMS.

4
- ask someone what their holiday was like — ¿Cómo te fue?
- say what my holiday was like — Fue divertido.
- give a reason — porque conocí a un chico guapo
- use the preterite of **ser** — Fue fenomenal.

5
- S use a mind map to structure my ideas for giving a presentation
- S make my sentences more interesting by using:
  - connectives and time expressions — pero, el primer día
  - verbs in the I and we forms — fui, salimos
  - opinions with reasons — Fue genial porque...
  - exclamations — ¡Qué guay!

E
- use time expressions to recognise time frames — normalmente, el verano pasado
- use verb endings to recognise tenses — escucho, escuché, veo, vi
- write a story using two tenses — Normalmente voy... Pero el verano pasado fui...
- S use cognates and logic to work out new words — delfín, moto de agua

History
- 1066 and rebellions
- Spanish Armada
- Gunpowder Plot 1605
- English Civil war
- Bloody Mary

RE
- Pilgrimage
- The life of Jesus
- The main beliefs of Islam, Christianity and Hinduism
- What is a religion?

DT

Length of Test 1 hour

Content	What marks are awarded for	Marks available
Q1a: Students will need to identify health and hygiene hazards and provide solutions to them	- Marks will be awarded for each hazard identified and each solution provided	6
Q2: Students will need to discuss the term food miles	- Marks will be awarded for a detailed response displaying their knowledge of the term food miles	3
Q3a: Students will be asked to analyse a star profile for a identified food	- Marks will be awarded for correctly identifying information from the profile and their analysis of the information	4
Q3b: Students will be asked to use the analysis from 3a to suggest improvements to the food	- marks will be awarded for each suggestion which links to the analysis in 3a	2
Q4a: Students will be asked to identify which material is most sustainable	- 1 mark will be awarded for a correct response	1
Q4b: Students will be asked explain their answer to 4a	- A correct detailed explanation of their choice in 4a	2
Q5 Students will be asked to name tools and explain their uses	- 1 mark will be awarded for naming the tool and 1 mark for explaining the choice.	8
Q6a: Students will be asked to write a set of design criteria for a particular product and explain why these are important	- 1 mark for each correct design criteria and 1 mark for each explanation	6
Q6b: Students will be asked create a design idea for a product which meets the design criteria from 6a	- Marks will be awarded for communication using sketches and notes to explain how the design meets the criteria from 6a	12
Q6c: Students will be asked to evaluate their design idea from 6b against the design criteria from 6a	- Marks will be awarded for detailed descriptions of how the design does or doesn't meet the design criteria in 6a	6

ICT

Know and understand – database general terms –
What is a database?
Examples of databases – register etc
Advantages and disadvantages of databases
Paper based and computerised databases
Uses of databases
data capture,
Data entry
Searching the database
Preparing lists to print
Flat file and relational databases – advantages disadvantages and differences

Know and understand – database terms –
Table
Field, field name
record,
Form - buttons
Data types – text, number, date/time etc
Primary key
Foreign key
Query – simple/advanced, criteria
Reports

Advanced features –
Changing views – design, datasheet, form, query
relationships,
Validation and examples
Verification and examples