

# Year 7 – Revision List 2

Assessment window 2: Monday 19<sup>th</sup> April – 20<sup>th</sup> April 2018

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
- 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

Dr S D Beach

Assistant 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 of Assessment  | 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"><li>- One mark is awarded for each correct statement taken from the correct section of the text</li></ul>   | 4               |
| Q2: Students will read two extracts that are on a similar topic and will be asked to write for about 12 minutes comparing the two extracts   | <ul style="list-style-type: none"><li>-Making statements that highlight the similarities and differences between the two texts</li><li>- Bringing to and comparing relevant information from each text.</li><li>-Using quotations that prove the comparisons that you are making.</li><li>-explaining how these quotes show the similarities and differences.</li></ul>   | 8               |
| Q3: Students will be asked to focus on one of the extracts 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.<br>The suggested timing for this question is around 18 minutes | <ul style="list-style-type: none"><li>-Making a point that answers the question-providing quotations from the text to support and prove the point that you have made.</li><li>-Explaining why that quote proves your point</li><li>-Explaining the effect of that quotation on the reader using subject terminology ie verb, simile, adjective, etc</li><li>-Where appropriate selecting individual words from the text and explaining the additional impact.</li></ul> | 12              |
| <b>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 30 minutes</b>                      | <ul style="list-style-type: none"><li>-Making statements that highlight the two differences between the two texts</li><li>-Bringing together and comparing relevant information from each text</li><li>-Using quotations that prove the comparisons that you are making</li><li>-Explaining how these quotes show the similarities and differences</li></ul>  | 24              |
| <b>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.</b>   | <ul style="list-style-type: none"><li>-Making a point that answers the question</li><li>-Providing quotations from the text to support and prove the point that you have made.</li><li>-Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, metaphor, etc</li><li>-Where appropriate selecting individual words from the text</li></ul>   | 24              |

|   |  |    |
|---|--|----|
|   | -Comment on the structure and tone of the poem<br>-Explain the impact on the reader  |    |
| <b>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 30 minutes on this question.</b> | -Making a point that answers the question<br>-Providing quotations from the text to support and prove the point that you have made<br>-Explaining why that quote proves your point<br>-Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, metaphor, etc<br>-Where appropriate selecting individual words from the text<br>-Relate the text to context | 30 |

### Maths

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

## Maths 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! 😊

Science

Length of Test 1.5 hours

| Science subject  | Content  | Keywords and skills needed   |
|------------------|--|--|
| <b>Biology</b>   | Cells, tissues, organs and organ systems.<br>Reproduction<br>Pregnancy in mammals<br>Birth in mammals<br>Growing up  | <b>Organisms</b><br><b>seven life processes</b><br><b>cells</b><br><b>microscope</b><br><b>objective lens, eyepiece lens</b><br><b>reproduction</b><br><b>sexual reproduction</b><br><b>sexual intercourse</b><br><b>fertilization</b><br><b>implantation</b><br><b>gestation</b><br><b>placenta</b><br><b>Adolescence</b><br><b>menopause</b> |
| <b>Chemistry</b> | Mixtures<br>Solutions<br>Interpreting a chromatogram<br>Evaporation and boiling<br>Heating with a Bunsen burner<br>Hazards and risks<br>Neutralisation<br>Salts<br>Neutralisation in everyday life | <b>Suspension</b><br><b>Colloid</b><br><b>Solution</b><br><b>Dissolve</b><br><b>Solute</b><br><b>Solvent</b><br><b>Insoluble</b><br><b>Saturated</b><br><b>Solubility</b><br><b>Chromatography</b><br><b>Evaporation</b><br><b>Hazard</b><br><b>risk</b>   |

|   |  |   |
|---|--|---|
| <b>Physics</b>  | Energy from food<br>Energy transfers and stores<br>Fuels<br>Renewable energy resources<br>Energy from the Sun<br>Electrical circuits | <b>Joule</b><br><b>law of conservation of energy</b><br><b>Fossil fuels</b><br><b>Nuclear fuel</b><br><b>Charges</b><br><b>Conductors</b><br><b>Insulators</b><br><b>resistance</b> |
| <p style="text-align: center;">Science revision – “Learning Lounge” – Every Wednesday in D-Corridor</p> <div style="text-align: center;">  <p>3:30-4:30pm</p> </div> |  |   |

### 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 |
|--|--|-----------------|
| <b>Q1: Students will need put the stages of the design process into the correct order</b>                | - Marks will be awarded for each stage in the correct order  | 7               |
| <b>Q2a: Students will need define what each point of ACCESSFMM is when carrying out product analysis</b> | - Marks will be awarded for each point correctly defined   | 7               |
| <b>Q1b: Students will be asked complete a product analysis of a product</b>                              | - Marks will be awarded for each correctly analysed point of the product   | 7               |
| <b>Q3a: Students will be asked how we communicate design ideas</b>                                       | - Marks will be awarded for a correct explanation  | 1               |
| <b>Q3b: Students will be asked to how to annotate a design idea</b>                                      | - 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               |
| <b>Q3c: Students will be asked to design a product and annotate to meet a set of design criteria</b>     | - Marks will be awarded for quality of drawing (using isometric drawing, use of colour, rendering and thick and thin lines)<br>- Quality of annotation explaining how the design meets the design criteria | 8               |
| <b>Q4a: Students will be asked identify requirements of labelling on food packaging</b>                  | - 1 mark will be awarded for each correctly identified requirement   | 5               |
| <b>Q4b: Students will be asked to design packaging for a food product.</b>                               | - Marks will be awarded for quality of drawing (using isometric drawing and rendering)<br>- Quality of annotation to explain features of the packaging   | 6               |
| <b>Q4c: Students will be asked to carry out an evaluation</b>  | - Marks will be awarded for positive evaluation points and possible improvements to the design   | 4               |



## 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