

Year 8 – Revision List

Assessment Window 2: Monday 19th March – 30th March

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. You will use the results from these tests to help inform which subjects you would like to choose at GCSE when you are in Year 9.

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	What marks are awarded for	Marks Available
Q1: Students will have to read a focussed 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 12 minutes summarising the similarities and differences between the texts.	<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 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 lesson. The suggested timing for this question is around 18 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 ie 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 the previous Q2 and Q3 sections. Students should use PEEL or PEECEEL to compare the writer's use of language. Again a skill they have used in lesson. Recently by comparing poetry. This is the same skill just looking at a different text type. The suggested timing for this	<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

question is around 30 minutes		
<p>Q5: Students will be asked to respond to an unseen poem. Students should use PEEL to answer this question.</p> <p>Students are advised to spend 30 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 -comment on the structure and tone of the poem -explain the impact on the reader 	24
<p>Q6: Students will be asked to respond to an extract from Macbeth looking at characterisation. Students should use PEEL to answer this question.</p> <p>Students are advised to spend 30 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

During this test you will be able to use calculator.

Topics	Resources
<ul style="list-style-type: none"> • Calculator skills • Fractions, Decimals and Percentages • Angles • Substitution • Area and Circumference of Circles • Percentages Increase and Decrease • Quadrilaterals • Negative Numbers • Percentages of amounts • Fractions 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>

- Ratio
- Factors
- Multiples
- Sequences
- Pie Charts
- Construction of Triangles

School Shared Area:

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!



Angles



Pie Charts



Substitution



Ratio



Decimals



nth Term



Quadrilaterals



Circles



FDP



Calculator



Percentage of an Amount



Fractions of an Amount

Science

Biology

Food

Digestion

The gut

Plants

Biodiversity

Reproduction in plants

Respiration

Breathing

Chemistry

Combustion

Air Pollution

Acid Rain

Greenhouse effect

Atomic Theory

Elements Metals

The Periodic Table

Changes of State

Physics

Changes of state

Density

Floating

Light

Eyes

History

Henry VIII and the Reformation

Richard III

Black Death

Segregation and education (USA)

Racist films and the KKK

Religious Studies

Pilgrimage

The life of Jesus

The main beliefs of Islam, Christianity and Hinduism

What is a religion?

Hindu Gods

Argument from Design

Sangha and Dharma

The Middle Way

Geography

Geographical Skills

Africa

Weather and Climate

China

Deserts

Design and Technology

Length of Test 1 hour

Content	What marks are awarded for	Marks available
Q1a: Students will need to explain why joints are used in the construction of wooden boxes.	<ul style="list-style-type: none">- Marks will be awarded for identify the aesthetic and structural advantages.	2
Q1b: Students will need to draw a particular wood joining method	<ul style="list-style-type: none">- Marks will be awarded for accurately drawn wood joint	2
Q1c: Students will be asked complete a flowchart to explain the construction of a wooden box	<ul style="list-style-type: none">- Marks will be awarded for identifying the 6 stages of the process- Placing the stages in the correct order- Naming and explaining the use of equipment and materials used	5
Q1d: Students will be asked to explain what key words used in Design and Technology mean and to give 2 examples	<ul style="list-style-type: none">- marks will be awarded for each, one for identifying what the word means in a Design & Technology context and one for giving and example	4
Q2a: Students will be asked to name 2 materials, their source and sustainability.	<ul style="list-style-type: none">- 1 mark will be awarded for correctly naming the material, giving the source of the material and whether the material can be recycled.	6
Q2b: Students will be asked to name a material and to explain 2 of its properties	<ul style="list-style-type: none">- 1 mark will be awarded for naming the material, one for its property and two marks for explaining the property.	7
Q3a Students will be asked to name 2 materials and explain their choice suitable for packaging	<ul style="list-style-type: none">- 1 mark will be awarded for naming the material and 1 mark for explaining the choice.	4
Q3b: Students will be asked to design a packaging for a perfume bottle.	<ul style="list-style-type: none">- a creative packaging solution- explain how the packaging would be constructed- surface decoration including the use of colour- Notes to explain how the packaging performs the functions.	20

Spanish

	No idea	Some idea	Great
Know and understand - Scratch terms - stage, sprite, script, costumes, blocks, Functions Variables			
Know and understand - Simple features - movement, turning, point in direction, rotation stop, play, wait, costumes, changing looks using sound, repeat sprite - new, open, surprise, grow, shrink start commands			
Advanced features - using if, using Boolean Operators, sensing, using looping, changing a background, using coordinates, using variables, importing images, testing Scoring Broadcasting Using timers			

Assessment Window 2 Year 8 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
- Past tense
- Future
- Time phrases (past/present)
- Tener que + verb
- Adjectives
- Opinions
- Intensifiers
- Connectives

Content

Food & drink
Places in the town
Free time activities
Types of TV programmes
Types of music
Technology
Personal information
Weather
Making excuses