

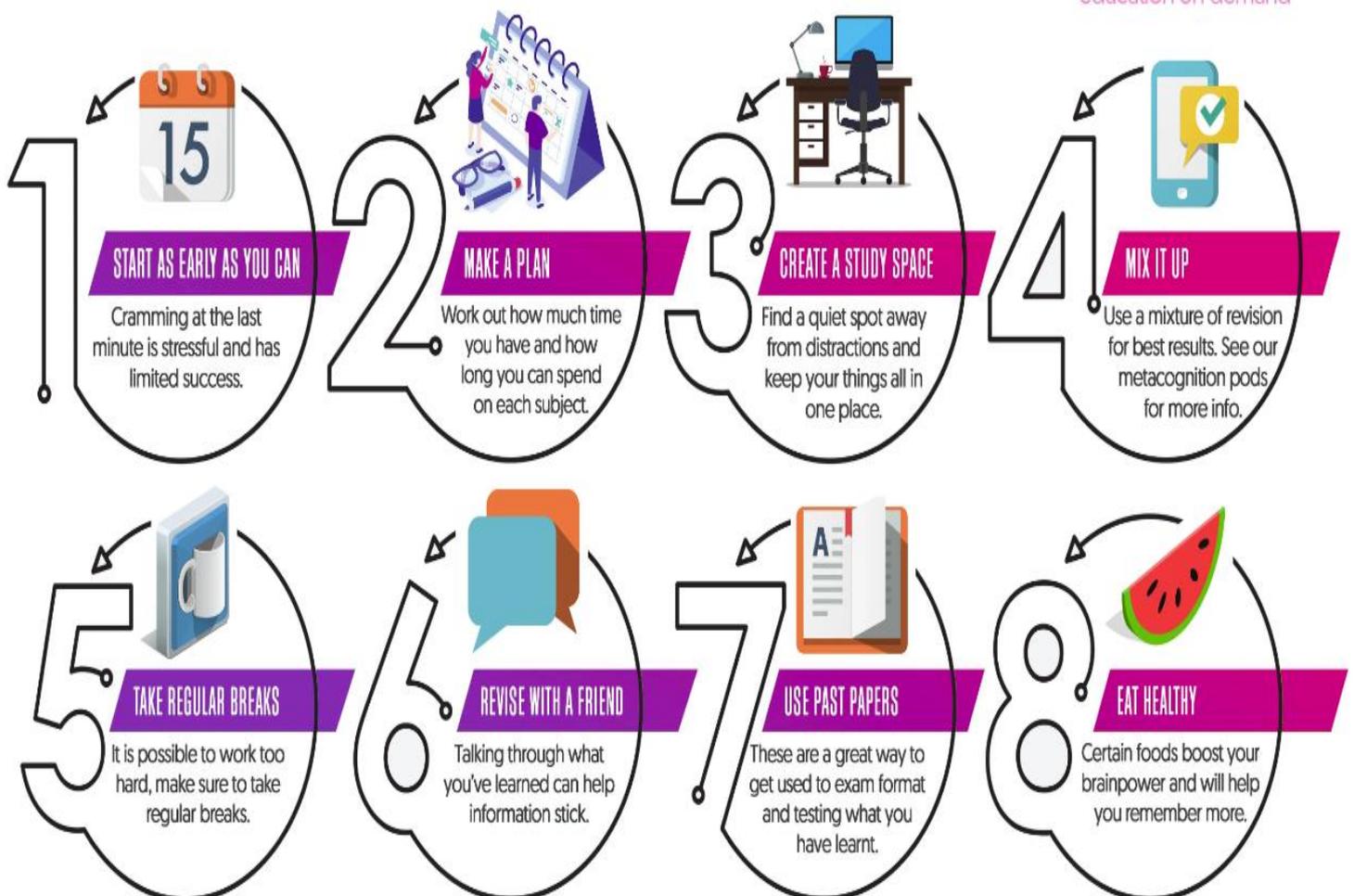
# Year 8 Exam Week

## 13<sup>th</sup> – 17<sup>th</sup> June

### Revision Overview



education on demand



## Subject: English

Head of Department / Head of Key Stage: Ms Cobb / Mrs Clark

Class Teachers: Mr Fox / Miss Robinson / Miss Ryan / Mr Fisher / Ms Cobb / Mrs Clark

### Overview of assessment:

Your assessment will be on the following components:

- World Journeys
- Cultural Contexts
- Terminology and Key vocabulary for this term

<u>Knowledge questions</u>	<u>Written response question</u>
Vocabulary Knowledge Retrieval Context	Compare two extracts from stories you have studied in class

### What to study for English:

#### Descriptive Techniques

Simile  
Metaphor  
Verb  
Adverbs  
Noun  
Adjective  
Alliteration  
Pathetic fallacy  
Semantic field  
Personification

#### World Journey Vocabulary

Commonwealth  
Contemporary  
Foreign  
Oppression  
Obligation  
Inherited  
Migration  
Feminism  
Eccentricity  
Plurality  
Endeavour  
Expedition  
Moral  
Tolerance  
Wellbeing  
Representation  
Restrictions  
Equality  
Diversity

#### World Journeys Context

I Used to Live Here Once  
The Flowers  
Wild Swans  
Journey to Jo' Berg  
Crongton Knights  
The Ultimate Safari  
How to Build a Fire

### How to study for English:

- Read your English vocabulary list (given to you at the start of the term and on Google Classroom)
- Use the third 'Example' column on your vocabulary sheet to come up with sentences of the word in context
- Reread the stories in your anthology
- Look over the feedback given from your teacher on your comparative practise
- Make sure you understand what the key descriptive techniques are – could you explain them to someone else?
- Use the internet to research the authors of the stories you have covered in lesson
- Create revision cards for the stories you have studied – What happens? What language and structural techniques are there? What is the background and context to the story? What did the story make you think, feel or understand?
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms

**Subject: Science**  
**Class Teacher/Head of Department: Miss Evans/Mr Charles**  
**Exam board: AQA**

**Overview of assessment:**

Your assessment will be made up of the following topics: Organisation; Ecosystem Processes; Inheritance & Variation; The Periodic Table; Chemical Reactions of Metals; Separation Techniques; Waves; Motion & Pressure; Electricity; Magnetism.

For each section you will be asked a range of questions from 1 – 4 marks.

You will be asked either closed or open questions:

**Closed** – multiple choice, link boxes, sentence completing, labelling diagrams;

**Open** – labelling/drawing diagrams, short answer, calculation, extended response.

These assessment will measure how well you have achieved:

a) Understanding scientific ideas eg all matter is made of particles and scientific techniques eg writing a method, carrying out a practical

b) Applying knowledge about scientific ideas to unfamiliar contexts and scientific techniques

c) Analyse information and ideas to: interpret; evaluate; make judgements; draw conclusions; develop experiments and improve experiments

**What to study for Science:**

**Biology**

**Organisation** – Cells, Tissues & Organs, The Lungs, Breathing, Gas Exchange, The Skeleton, Movement – Muscles & Joints

**Ecosystem Processes** – Living Things, Classification, Food Chains & Webs, Competition, Respiration – Aerobic & Anaerobic, Exercise & Respiration, Photosynthesis, Leaf Adaptations for Gas Exchange, Transpiration & Translocation

**Inheritance & Variation** – Genetic Variation, Adaptations, Natural Selection, Extinction, Biodiversity

**Chemistry**

**The Periodic Table** – History of the Periodic Table, Metals & Non-Metals, Reactivity of Group 1, 7 & 0, Naming Compounds, Writing Formulae

**Chemical Reactions of Metals** – Metals & Oxygen, Metals & Acids, Acids & Hydroxides/Carbonates, Conservation of Mass, Word & Symbol Equations, Reactivity Series

**Separation Techniques** – Solubility, Rates of Dissolving, Filtration, Crystallisation, Chromatography, Distillation

**Physics**

**Waves** – Transverse & Longitudinal Waves, Producing & Hearing Sounds, Light & Sound Waves, Reflection, Refraction, Electromagnetic Spectrum

**Motion & Pressure** – Speed, Distance-Time Graphs, Velocity-Time Graphs, Pressure

**Electricity** – Atomic Structure, Conductors & Insulators, Static Electricity, Circuits, Current, Voltage, Resistance, Power

**Magnetism** – Magnets, Magnetic Fields, Electromagnets & their Uses

**How to study for Science:**

- Use KS3 CGP Science Revision Guides
- Create revision cards for each topic of learning
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic such as euthanasia or verbally practice answering example questions
- Create key pieces of information as summary sheets
- Complete Seneca quizzes – you then get to see exactly what you know and can formulate a revision plan of action!
- BBC Bitesize KS3 Science – this has key information, video clips and mini tests to assess your understanding
- Make sure you know the Science specific vocabulary
- Practice key Maths skills used in Science such as – drawing graphs, rearranging equations, algebra.
- Plan a simple Scientific experiment – write a hypothesis, method, results table, draw a graph, write a conclusion, evaluation and identify the variables (Independent, Dependent & Control)

**Subject: ART KS3**  
**Head of Department: D.Glenister**

**Overview of assessment:**

The assessment criteria are equally weighted for each four parts and indicate the different stages to be assessed.

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**What to study for Art:**

**Pupils develop and apply the skills listed below to realise intentions relevant to the KS3 project.**

- Develop their ideas through investigations informed by selecting and critically analysing sources
- Apply an understanding of relevant practices in the creative and cultural industries to their work
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use drawing skills for different needs and purposes, appropriate to context
- Realise intentions through sustained application of the creative process.

**Drawing**

Pupils must provide evidence of drawing. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Pupils are continuously working on refining their skills and learning to document their ideas through many different drawing methods. Therefore pupils must remember success criteria when thinking about appropriate drawing methods and in practical terms apply with skill and sensitivity.

**How to study for Art:**

Pupils must practise as much as possible.

Skills are refined when techniques are repeated again and again.

Extending Knowledge of the project theme is focused on homework's to deepen understanding for classwork.

**Subject: Citizenship**  
**Head of Department: Mrs Morrison**

**Class Teacher: Mr Edwards, Miss Rockey, Mr Wass,**

**Overview of assessment:**

You will be assessed on all content you have covered this year in the topics 'Crime' and 'Politics'. Your assessment will have short mark exam questions, and longer debate style questions like the ones you have been completing in lesson time all year. This is an opportunity to bring all this practice together, demonstrating your knowledge and skills!

**What to study for (your subject):**

Age of criminal responsibility

Age of criminal responsibility debate

Young offenders

Sentencing & punishment

Purpose of prison

The court system

Democracy

Parliament

Role of the monarchy

Political parties

General elections

Making change

Campaign methods

**How to study for (your subject):**

- Revision cards with key words
- Key information content (on google classroom)
- Mind maps of subtopics
- Practice with somebody – ask them to quiz you on key words or what you know about a topic
- Support your knowledge by watching Newsround

## Year 8 German

Class Teachers/Head of Department: Mrs Harrison, Mrs Martin

### Overview of assessment:

Your assessment will be on the following topics

Phonics	Free time	Time phrases
Adjectives to describe house and town, films and books	Holidays in the past	Saying what you will do- ich werde
Media- TV Films and books		Weather
		Giving opinions
<b><u>Listening Test 1/3</u></b>	<b><u>Reading Test 1/3</u></b>	<b><u>Writing test 1/3</u></b>
Multiple choice and short answers	Multiple choice and short answers Translation into English	Label pictures Translation into German 60 word writing task

### Structures and functions required:

#### Conjunctions

e.g. Und aber da  
Weil

#### Opinions

e.g. Ich mag mag nicht, ich liebe,  
ich hasse, gern, nicht gern, liebe,  
am Liebsten

#### Word order

e.g. After weil verb at end.  
Verb second idea- flip flop rule

#### Present tense

correct endings- e.g ich spiele, du  
spielst, er/sie spielt, wir spielen

#### Imperfect tense

Ich war, / es war

#### Perfect Tense

Ich habe .....gespielt,  
Ich bin .....gefahren

#### Modal verbs

Ich kann .....schwimmen  
Er darf ....singen  
Er soll ....spielen

#### Conditional

Ich möchte

#### Future Tense

e.g. Ich werde....spielen  
Ich werde.....gehen

### How to study for German:

- Use the vocab lists on Google classroom to check your vocab knowledge.
- Use quizlet for any vocab you are not sure of. Type in the topic e.g. German free time or make your own quizzes using the vocab lists on google classroom.
- Get a group of friends and challenge each other on Blooket. All the topics have quizzes so just type what you are looking for into "Discover".
- Test yourselves; ask a parent/sibling/career/friend to test you on your vocab.
- Create revision cards.
- Create content posters in your bedroom to visualise your revision.
- If there's a topic or question you are struggling on ask in lesson.
- Practice writing about each different topic. Always include at least one example of each of the structures and functions listed above. COW PIP MCF Can you think of a better acronym to help you remember what to include.
- Use language gym to practice grammar, learn vocab and sentence building.

## Year 8 Spanish

**Class Teachers/Head of Department: Mr. Papper, Mrs Harrison**

### **Overview of assessment:**

Your assessment will be on the following topics

<b>Revising year 7</b> What you want/give Numbers/Days of the week Myself family and emotions What I and others do/are doing make/are making Places in town Grammar/Phonics/Vocabulary		<b>Revising Year 8</b> Describing events in the past, present and future tense Saying how people feel Directions/prepositions Idiomatic Expressions with Tener/Dar Grammar/Phonics/Vocabulary Possession mi/mis – tu/tus – de Using accents correctly to demote syllable stress
<b><u>Listening Test 25%</u></b> <b>Multiple choice</b> Vocabulary/grammar <b>Phonics:</b> Transcription	<b><u>Reading Test 25%</u></b> <b>Multiple choice</b> Word association, vocabulary, tenses, verb conjugation (past, present, future)	<b><u>Writing test 25%</u></b> <b>Short written answers</b> Vocabulary, grammar (word order, 3 tenses, verb conjugation, word patterns, pronouns)

### **Structures and functions required:**

#### **Prepositions**

de, delante, detrás, fuera, dentro,  
 a, al, a la, cerca, lejos, y

#### **Sound Spelling links**

Que – “ke”, ll - “y”, cue – “kwe”,  
 ñ – “ny”, ce/ci – “thi/the”

#### **Word order**

**Adjective** AFTER noun

El perro **blanco** – the white dog

#### **Adjective agreement**

**La** entrevista aburrida

**Un** jugador famoso

#### **Tenses**

**Present tense** correct endings-

e.g AR: o, as, a, amos, an

ER/IR o, e, es, emos/imos, en

#### **Future Tense**

Voy a / va a/ vamos a /van a

**+infinitive**

#### **Past tense (preterite)**

**AR** verbs – **é/aste** –

compré/compraste

**ER/IR** verbs: **í/iste** –

compartí/compartiste

#### **Modal verbs + infinitive**

Poder/puedo, querer/quiero

Deber – debo

Eg: debemos hacer un esfuerzo

#### **Para/para**

Para – for/in order to

Por – for/around/through/by

#### **Articles**

El/la/los/las

Un/una/unos/unas

#### **Ser/Estar – to be**

Ser – (Trait - permanent)

Estar – (State/location -  
 temporary)

### **How to study for Spanish:**

- Use the vocab lists posted on google classroom
- Use your revision booklet to revise up to page 30.
- Phonics – Practice reading out the words from the revision guide – use the “sounds of the languages” notes at the front of the book to remind you of letters that are not the same in English.
- Use the QR codes in the booklet to take you to the Quizlet page. Here you can hear the words and play games to practice them.
- Test yourselves, ask a parent/sibling/career/friend to test you on your vocab.
- Make word associations posters – For example – **hacer** – la cama – una entrevista – las tareas – unas actividades – mis deberes – ruido – un viaje
- If there’s a topic or question you’re struggling on ask in lesson.
- Practice writing about each different topic. Always include at least one example of each of the structures and functions listed above.

**Subject: DRAMA**  
**Class Teacher/Head of Department: S.FRITH**

**Overview of assessment:**

**Pupils will be assessed on their performance of a scene from Ernie's Incredible Illucinations.**

**You will be marked on your use of vocal skills and physical skills. Also make sure that you use the space appropriately. We will perform End On.**

**What to study for Drama:**

- **Learn lines thoroughly**

**Tips for learning lines**

- **Cover up the lines and learn a section at time. Don't move on until you are confident.**
- **Record yourself speaking the lines. Play it back to yourself regularly.**
- **Ask someone to read the script with you and make sure that you are accurate.**

**WORK HARD & GOOD LUCK!!!**

**Subject: Food**  
**Head of Department: S McCabe**

**Overview of assessment:**

- Summative written assessment will be based on terms 1 and 3 in Food.
- Practical End of year assessment

**What to study for Food:**

**Pupils develop and apply the skills listed below to realise intentions relevant to the KS3 National Curriculum for Food with Level ½ Hospitality and Catering at KS4.**

The written assessment will be based on:

From term 1: Hygiene and health and safety in the kitchen looking specifically at:

- Food poisoning bacteria
- legislation
- environmental health officer

From term 3: Nutrition and Healthy Eating

- Complex and simple carbohydrates, HBV/LBV protein, saturated and unsaturated fat, Vitamins A and C, Minerals iron and calcium, fibre and water
- 8 tips to healthy eating

Practical assessment:

- will be based on knife skills, safe use of the hob and oven, weighing and measuring, bread making and shaping, glazing, sauce making, presentation skills

**How to study for Food:**

- Use google classroom to access all resources
- go onto food a fact of life (11-14) and try the interactive activities
- practice cooking at home!



**Subject: Music**  
**Head of Department: Mr Sholes**



**Overview of assessment:**

<p><b>8.5 Music for Film</b></p> <p><b>Key Assessment Pieces</b>          Program Notes          Performance</p> <p><b>Analyse</b>          You need to aim to perform more difficult pieces with reasonable accuracy of pitch, intonation and rhythm.</p> <p><b>Style</b>          You need to aim to perform with a sense of artistic interpretation and idiomatic style suitable for challenging pieces.</p> <p><b>Comp elements</b>          You need to aim to successfully use more complex rhythms and pitch, appropriate tempo and changes in tempo for an intended effect.</p>	<p><b>8.6 Pop Composition</b></p> <p><b>Key Assessment Pieces</b>          Written Score          Performance</p> <p><b>Identify</b>          You need to aim to accurately Identify when and where musical terms occur in music and give accurate definitions of some more advanced musical terms (the polar opposites within each element, 'staccato/legato', unison, bass line)</p> <p><b>Analyse</b>          You need to aim to perform more difficult pieces with reasonable accuracy of pitch, intonation and rhythm (equivalent to exam board grade 2)</p> <p><b>Organise</b>          You need to aim to use repetition, development and contrast to produce effective compositions with a simple and recognisable structural framework.</p>
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**What to study for Music:**

**Listening**

Unfamiliar music - Students must be able to listen attentively to unfamiliar music and accurately describe musical elements, musical contexts and use musical language where appropriate.

You need to know and understand all music vocabulary covered in homework and available on google classroom.

**Composing/ Performing**

**Practice your performances at home if possible otherwise come along at lunch times to access equipment.**

- Be Accurate
- Be Expressive
- Play all dynamics

Pupils are continuously working on refining their skills and learning to document their ideas through many different notation methods. Therefore pupils must remember the success criteria when thinking about appropriate composing methods and in practical terms apply with skill and sensitivity.

**How to study for Music:**

<b><u>Listening</u></b>	<b><u>Performing</u></b>	<b><u>Composing</u></b>
<ul style="list-style-type: none"> <li>• Revision of key words (materials on google classroom)</li> <li>• Practice of key word identification in any musical example.</li> <li>• Practice writing a detailed analysis of music</li> </ul>	<p>Practice your performances at home if possible otherwise come along at lunch times to access equipment.</p> <ul style="list-style-type: none"> <li>• Be Accurate</li> <li>• Be Expressive</li> <li>• Play all dynamics</li> <li>•#</li> </ul>	<p>Know and understand key elements of music below.          Be clear on musical ideas.          Experiment!</p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Development of parts.</li> <li>• Music idea experimenting</li> <li>• Lunch / afterschool Sibelius time.</li> </ul>

**Subject: Religion, ethics & morality**

**Head of Department: Mrs Morrison**

**Class Teacher: Mr Edwards, Miss Rockey, Mr Wass, Miss Loynds**

### **Overview of assessment:**

You will be assessed on all content you have covered this year in the topics 'Religion & morals', 'Suffering' and 'Life after Death'. Your assessment will have short mark exam questions, and longer debate style questions like the ones you have been completing in lesson time all year. This is an opportunity to bring all this practice together, demonstrating your knowledge and skills!

### **What to study for (your subject):**

*Where do moral principles come from?  
Religious rules: Sawa & The Eightfold Path  
Religious charity work  
Does religion help people to be good?*

*Moral vs. Natural evil Why does God allow suffering?  
Christianity: The Fall  
Story of Job & footprints in the sand*

*Creation – religion vs. science  
Funerals  
Religious views on life after death  
The Soul  
Heaven & Hell*

### **How to study for (your subject):**

- Revision cards with key words
- Key information content (on google classroom)
- Mind maps of subtopics
- Practice with somebody – ask them to quiz you on key words or what you know about a topic
- Support your knowledge by watching Newsround

## Subject: Maths Head of Department: Mr. Shave Exam board: AQA

### Overview of assessment:

For your assessment you will sit one paper. This paper will be scored out of 50 marks. You will not use a calculator for this paper.

The paper is intended to cover key learning from all the years you have studied maths at secondary school. As such there will be a section on maths you learnt in year 7 and year 8.

This exam may help to inform the class that you are put in in year 9.

**What to study for maths:** There are a number of topics to revise for maths; these topics are listed below.

Prior learning: Year 7 topics	Prior learning: Year 8 topics
To know how to round to decimal places and significant figures	To be able to share in a ratio
To be able to multiply and divide decimals by 10, 100 and 1000	To be able to convert between percentages, decimals and fractions
To be able to approximate the answers to calculations using 1 significant figure rounding	To be able to find a percentage of an amount
To understand bounds and the limits of accuracy	To be able to calculate percentage increase and decrease
To be able to use algebraic substitution	To be able to expand single brackets
To be able to simplify expressions by collecting like terms	To be able to expand double brackets
To be able to calculate with negative numbers	To be able to factorise single brackets
To be able to use the order of operations (BIDMAS)	To be able to factorise double brackets
To understand finding the highest common factor and the lowest common multiple of pairs of numbers	To be able to solve 2-step equations
To be able to multiply and divide integers	To be able to list the solutions to inequalities
To be able to add, subtract, multiply and divide fractions	To understand the link between co-ordinates and formulae
	To be able to understand and solve inequalities

### **How to study for Maths:**

1. Ensure you are in a quiet space where you can revise
2. Ensure you have a pen and paper; working out makes it stick
3. Log in to mathswatch – your teacher will tell you your login details. This will be:  
Username: (yourschoolusername)@reddish, for example John Smith would be 20jsmit@reddish  
Password: circle  
Contact: [t.shave@reddish.stockport.sch.uk](mailto:t.shave@reddish.stockport.sch.uk) or your teacher if your username and password do not work
4. Find the task titled “Year 8 End of Year Assessment Revision 2022”
5. Work through the questions, ensuring that you watch videos and practice any questions you get wrong. Your teacher will show you how to do this
6. If you are really stuck on anything, ask your teacher in lesson and they will help you

**Subject: Geography**  
**Class Teacher/Head of Department:**

**Overview of assessment:**

End of year summative assessment worth 80 marks, this assessment will cover skills and knowledge questions from the units on Brazil, Globalisation, Natural Hazards and Coasts.

**What to study for (your subject):**

- What is extreme weather including examples
- Location and formation of tropical storms
- Hurricane Katrina case study
- Tornado formation
- Air pressure
- Structure of the earth
- Theory of continental drift and convection currents
- Distribution of tectonic hazards using GSE
- Identifying tectonic hazards
- Push and pull factors affecting migration
- Wave formation and fetch
- Uses of the Amazon Rainforest
- Effects of deforestation
- Definition of key globalisation terms HIC, LIC, TNC, WTO etc...
- What is globalisation
- Factors influencing globalisation
- Advantages and disadvantages of TNC's in lower income countries

**How to study for (your subject):**

- Create quote banks and case study banks for each unit
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topics or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Dual coding
- Flow diagrams
- Knowledge organisers
- Pay attention and attend the in class revision lesson.

