

# Revision Booklet



## Year 8 High Stakes 2 Assessments Starting: 25<sup>th</sup> April 2022

We are what we repeatedly do. Excellence, therefore, is not an act but a habit.

*Aristotle*

Name	
Form	

# Contents Page

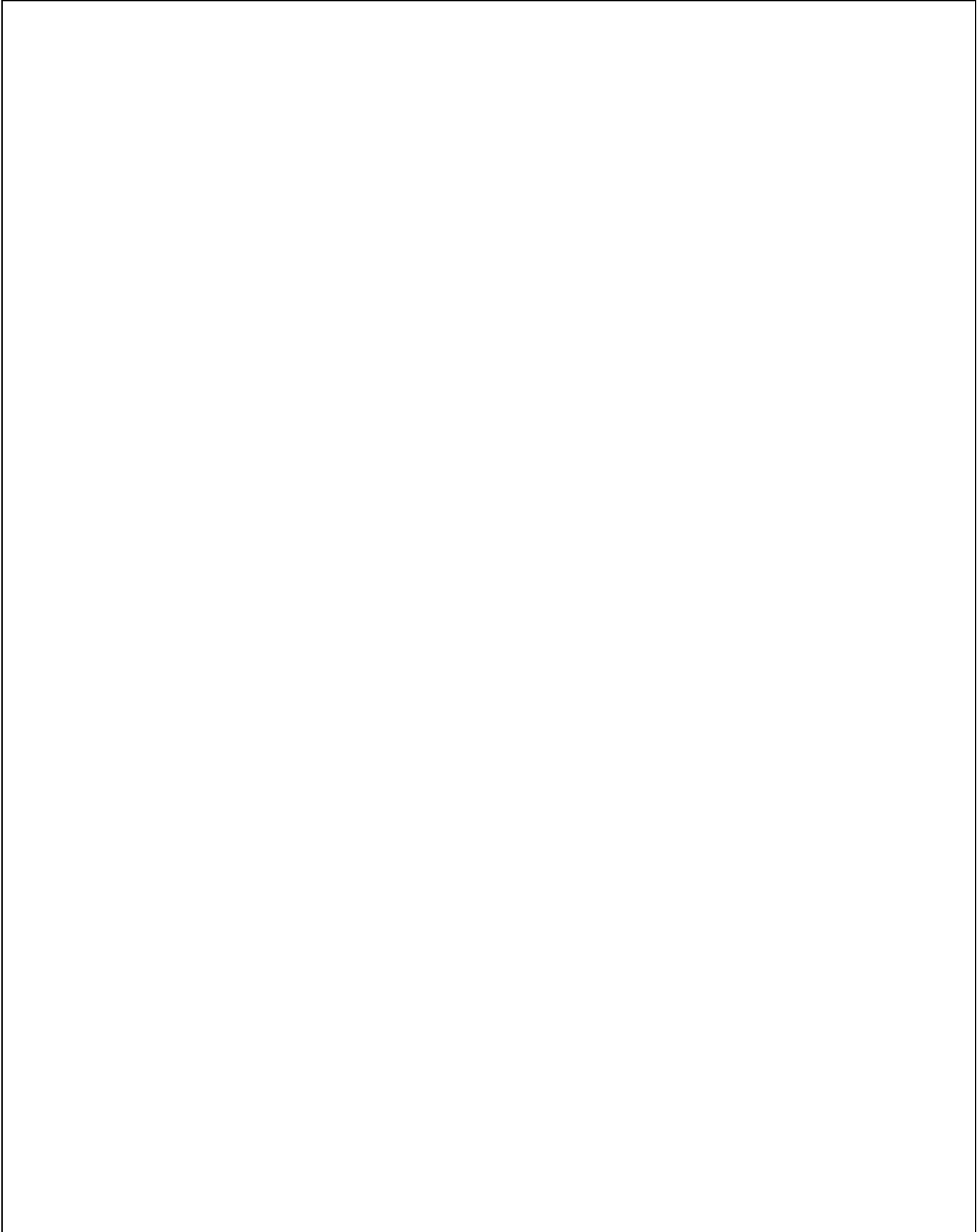
<b>Maths.....</b>	<b>Page 3</b>
<b>English .....</b>	<b>Page 6</b>
<b>Science.....</b>	<b>Page 10</b>
<b>History .....</b>	<b>Page 11</b>
<b>Geography .....</b>	<b>Page 15</b>
<b>Spanish .....</b>	<b>Page 17</b>
<b>French.....</b>	<b>Page 19</b>
<b>Computing .....</b>	<b>Page 21</b>
<b>Religion, Philosophy, Ethics (RPE).....</b>	<b>Page 23</b>
<b>Design Technology - Textiles .....</b>	<b>Page 25</b>
<b>Design Technology – Food .....</b>	<b>Page 27</b>
<b>Music .....</b>	<b>Page 29</b>
<b>Performing Arts .....</b>	<b>Page 31</b>
<b>Art .....</b>	<b>Page 32</b>
<b>Physical Education .....</b>	<b>Page 33</b>
<b>Reflection Page.....</b>	<b>Page 34</b>
<b>Revision timetable.....</b>	<b>Page 35</b>
<b>Exam timetable.....</b>	<b>Page 40</b>



# Mathematics

Assessment Overview				
Duration of Assessment	Core Paper: 60 minutes			
Total Marks	80			
What does the assessment look like?	The assessment will involve students answering a mixture of types of questions from each of the units covered this year. They will consist various types of exam questions. Some will require short answers and some will require workings.			
Topics Within the Assessment				
	Flash cards	Notes	Questions	RAG
Unit 1 – Ratio and Scale				
Unit 2 – Multiplicative change				
Unit 3 – Multiplying and dividing fractions				
Unit 4 – Working in the Cartesian plan				
Unit 5 – Representing data				
Unit 6 – Tables and Probability				
Unit 7 – Brackets, equations and inequalities				
Unit 8 – Sequences				
Unit 9 - Indices				
Unit 10 – Fractions and Percentages				
Unit 11 – Standard Index Form				
Unit 12 – Number Sense				
Revision Resources				
<ul style="list-style-type: none"> <li>✓ Create flashcards of the main topics / key words that we have studied from your exercise book, knowledge organisers or from watching the Hegarty or Corbett videos. You may want to use the flashcards to write typical questions with the worked solutions on the other side.</li> <li>✓ Use your flashcards to test yourself of the key formulas that you need to remember.</li> <li>✓ Create mind-maps of key topics that we have studied from your exercise book, knowledge organisers or from watching the Hegarty or Corbett videos.</li> <li>✓ Use your mind-maps to test yourself – can you reproduce them from memory? Then check what information you forgot!</li> <li>✓ Focus on topics that you were less successful with on your Low Stakes assessments.</li> </ul>				
Hegarty and Corbett support				
Hegarty Maths: <a href="http://www.hegartymaths.com">www.hegartymaths.com</a> Corbett Maths: <a href="http://www.corbettmaths.com">www.corbettmaths.com</a>				

<b>Unit 1: Ratio and Scale</b>	<b>Hegarty</b>	<b>Corbett</b>	<b>Unit 7: Brackets, equations and inequalities</b>	<b>Hegarty</b>	<b>Corbett</b>
Compare quantities using ratios	328	-	Expand single brackets	160, 161	13
Write ratios as fractions	330	269	Factorising into single brackets	168, 169	117
Write ratios in the form 1:n or n:1	331	269a	Form equations	176	115
Share in a given ratio	332, 333, 334	270	Solve equations <del>incl</del> brackets	178-183	110
Harder problems involving ratio	335 - 338	271, 271a, 271e	Solve equations with unknowns on both sides	185, 186	113
<b>Unit 2: Multiplicative Change</b>	<b>Hegarty</b>	<b>Corbett</b>	Solve inequalities	267, 269, 270	176, 178, 179
Direct Proportion	339	255a	<b>Unit 8: Sequences</b>	<b>Hegarty</b>	<b>Corbett</b>
Conversion rates	340, 341	-	Sequences in pictures	196	190
Recipe Problems	739, 740	256	Term to term rules	197	286
Conversion Graphs	-	151, 152	nth term rules	198	288
Similar Shapes	609	292	<b>Unit 9: Indices</b>	<b>Hegarty</b>	<b>Corbett</b>
Scale Diagrams	864, 865	283	Indices	102	172
<b>Unit 3: Multiply &amp; Divide Fractions</b>	<b>Hegarty</b>	<b>Corbett</b>	Multiply and divide with indices	105, 106	17
<del>Multiplying</del> fractions	68, 69	142	Powers of powers	107	17
Multiply fractions by integers	67	-	<b>Unit 10: Fractions and Percentages</b>	<b>Hegarty</b>	<b>Corbett</b>
Dividing Fractions	70	134	Convert between fractions, decimals and %	149	130
Reciprocal of a fraction	71	145	Increase and decrease by a percentage	90	239
<b>Unit 4: Working in the Cartesian Plane</b>	<b>Hegarty</b>	<b>Corbett</b>	Percentage change	97	233
Coordinates in 4 quadrants	199	84	<b>Unit 11: Standard Index Form</b>	<b>Hegarty</b>	<b>Corbett</b>
Horizontal and vertical lines	205	192, 193	Standard form to ordinary form	123	30
Plotting graphs	206	186	Ordinary form to standard form	122	300
<b>Unit 5: Representing Data</b>	<b>Hegarty</b>	<b>Corbett</b>	Multiply and divide in standard form	125, 126	302, 303
Scatter graphs	453, 454	165-168	<b>Unit 12: Number sense</b>	<b>Hegarty</b>	<b>Corbett</b>
Types of data	392, 393	342, 343	Rounding to decimal places	56	278
Grouped data	402, 403	-	Rounding to significant figures	130	279a
Two-way tables	422-424	319	Estimation	131	215
<b>Unit 6: Tables and Probabilities</b>	<b>Hegarty</b>	<b>Corbett</b>			
Probabilities from sample spaces	359	246			
Probabilities from Venn diagrams	383, 384	380			
Probabilities from two way tables	422-424	319			





# English

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	60
What does the assessment look like?	You will be assessed on both your reading and writing skills: Section A - essay question on Poetry from Different Cultures (30 marks) Section B – Write an article (30 marks)
Topics Within the Assessment	
<b>Poetry from Different Cultures –</b> For this question you will be expected to write an essay about one of the poems. In this essay you will be expected to show your understanding of the following: <ul style="list-style-type: none"><li>• Your understanding of the poem.</li><li>• Your ability to identify and use quotations.</li><li>• Your ability to identify and analyse methods used by the poet including metaphors, similes, adjectives and verbs.</li><li>• Your ability to make inferences about the writer’s message and the context (real life events) that influenced it.</li></ul>	
<b>Non-fiction Writing –</b> In this section of the assessment you will be expected to write an article on the theme of inequality. Within your article you will be expected to do the following: <ul style="list-style-type: none"><li>• Write in the form of an article. You will need to include the following conventions: headings and subheadings, an engaging opening, well-structured argument, a strong opinion, rhetorical devices, formal vocabulary and a clear conclusion summarising your ideas.</li><li>• Use paragraphs accurately.</li><li>• Use both accurate and ambitious punctuation.</li><li>• Use a range of rhetorical devices (repetition, emotive language, hyperbole, facts and statistics).</li><li>• Develop and sustain an argument.</li></ul>	
Revision Resources	
<b>Poetry from Different Cultures</b> The best way to revise for this section is to know the poems really well. You will be asked to write an essay about one of the poems that you have studied so it is important that you know them all because you could be asked about any of the poems.  We suggest the following activities:	

- ✓ Create a fact file for each poem in the anthology. This should include: what it is about, writer's message, context and key quotations.
- ✓ Learn the killer quotes (these are listed below).
- ✓ Explode each quote by annotating it in your book (you have examples in your exercise book).
- ✓ Create flashcards of the 10 quotations.
- ✓ Mind map the key themes in each of the poems and how they are shown.

**The Poems:**

The poems that you have studied are:

*Island Man* (Grace Nichols)

*Presents from my Aunts in Pakistan* (Moniza Alvi)

*Search for my Tongue* (Sujata Bhatt)

*Nothing's Changed* (Tatamkhulu Afrika)

*Not my Business* (Niyi Osundare).

**Quotations to Revise:**

		Flash cards	RAG
Search for my Tongue	'I have lost my tongue.' 'if you had two tongues in your mouth, and lost the first one, the mother tongue'		
Nothing's Changed	'whites only inn' 'Hands burn for a stone, a bomb, to shiver down the glass.		
Not my Business	'Beat him soft like clay' 'Stuffed him down the belly of a waiting jeep.'		
Presents from my Aunts in Pakistan	'I tried each satin-silken top - was alien in the sitting-room.' 'My costume clung to me and I was aflame, I couldn't rise up out of its fire.'		
Island Man	'to dull North Circular roar' 'the steady breaking and wombing'		

**Electronic Versions of the Poems:**

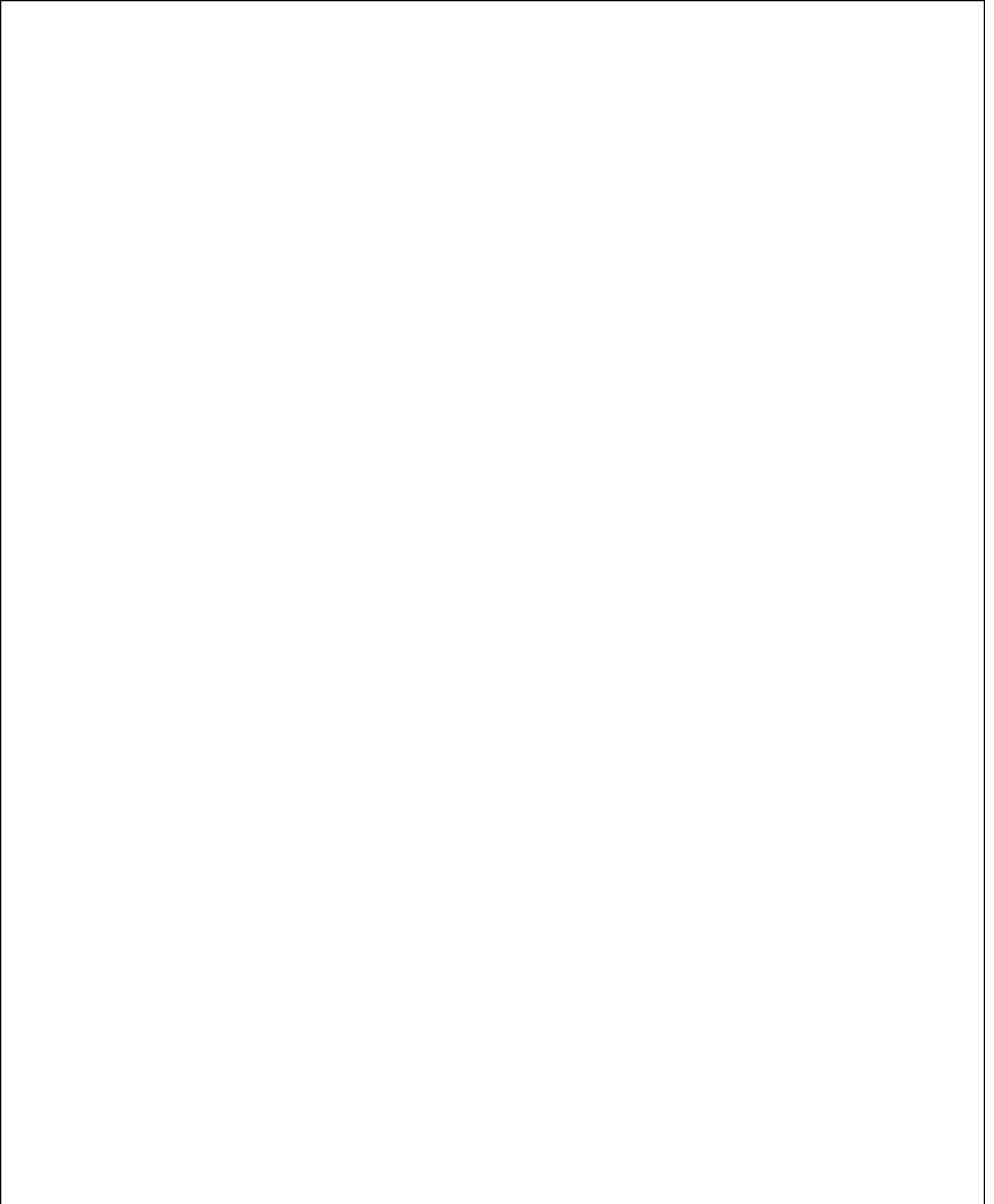
Search for my Tongue	<a href="https://genius.com/Sujata-bhatt-search-for-my-tongue-annotated">https://genius.com/Sujata-bhatt-search-for-my-tongue-annotated</a>
Nothing's Changed	<a href="https://genius.com/Tatamkhulu-afrika-nothings-changed-annotated">https://genius.com/Tatamkhulu-afrika-nothings-changed-annotated</a>
Not my Business	<a href="https://genius.com/Niyi-osundare-not-my-business-annotated">https://genius.com/Niyi-osundare-not-my-business-annotated</a>
Presents from my Aunts in Pakistan	<a href="https://genius.com/Moniza-alvi-presents-from-my-aunts-in-pakistan-annotated">https://genius.com/Moniza-alvi-presents-from-my-aunts-in-pakistan-annotated</a>
Island Man	<a href="https://genius.com/Grace-nichols-island-man-annotated">https://genius.com/Grace-nichols-island-man-annotated</a>

### Non-Fiction Writing:

The best way to revise for this section is to practise non-fiction writing. We suggest the following activities:

- ✓ Read through each of the statements below and plan an article you could write in response to them. Once you have completed your plan you should have a go at writing the opening of your article.
- 1. 'In the news we see people from other countries suffering greatly. It is our responsibility to help them.' Write an article expressing your opinion in response to the statement.
- 2. People from wealthier backgrounds have more opportunities in life. This is wrong because everyone should have the same opportunities in life.' Write an article expressing your opinion in response to the statement.
- 3. 'In countries like ours we do not understand the challenges faced by those living in war zones.' We need to be more aware of the challenges faced by others in the world. Write an article expressing your opinion in response to the statement.
- ✓ Practise writing an opening paragraph of an article – you could read it out at home and get ideas!
- ✓ Visit BBC Bitesize and read through the tips on how to form an argument.  
<https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z6n6gwx>. There is a quiz at the end to test you on what you have learnt from it.



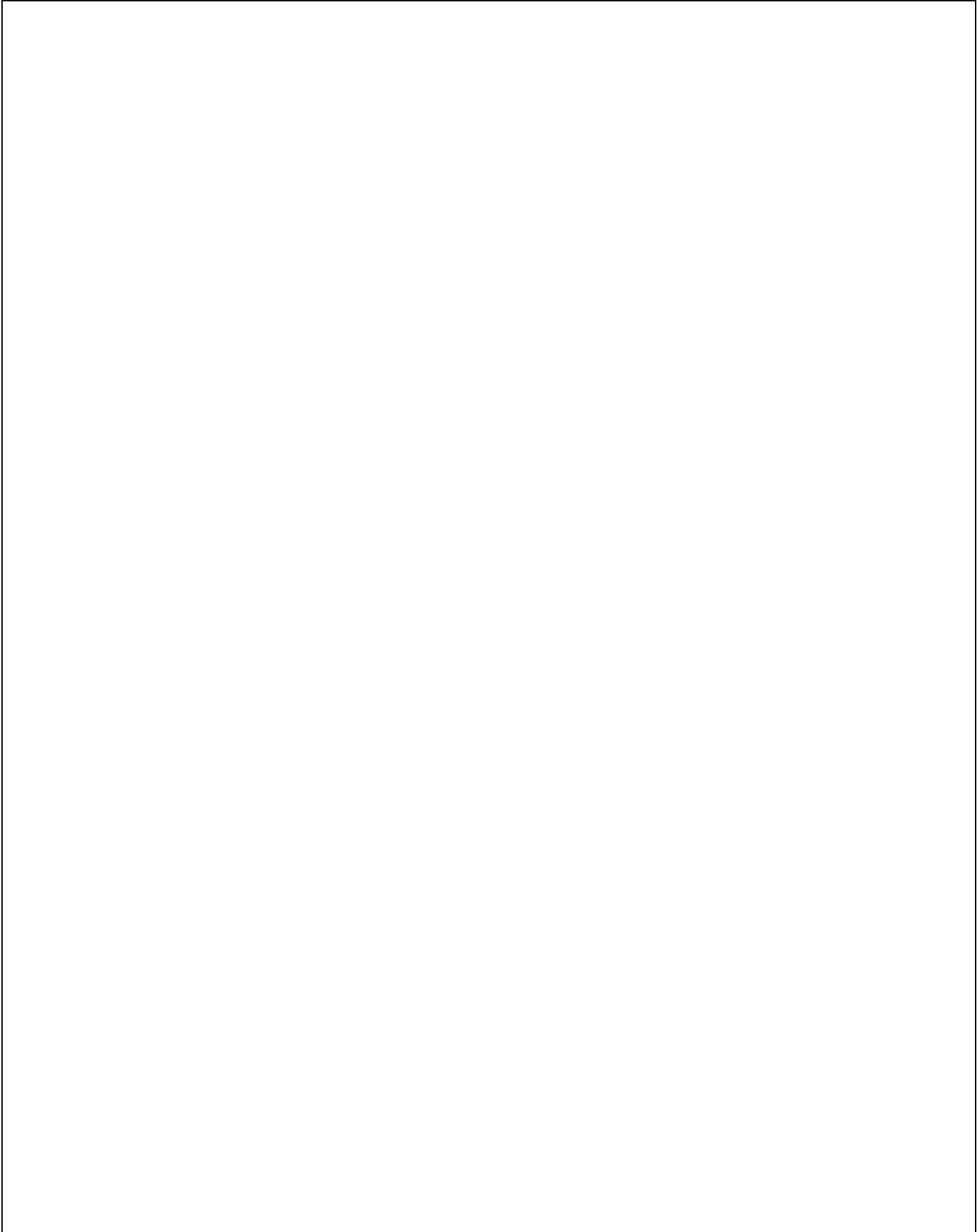




# Science

Assessment Overview					
Duration of Assessment		60 minutes			
Total Marks		60			
What does the assessment look like?		The assessment will involve students answering a mixture of short answer, multiple-choice, calculations and extended writing questions. These questions will be split into four sections.			
Topics Within the Assessment					
Content covered in your assessment	Title of EDUCAKE homework	Score achieved	Reflection task completed	Revision resource made	
Content Topic 1: Recall of previous high stakes to include: Health & Lifestyle, the Periodic Table and Electricity and Magnetism	Recall of HS1				
Content Topic 2: Motion and pressure	Motion and pressure revision				
Content Topic 3: Metals and acids	Metal and acids revision				
Content Topic 4: Ecosystem Processes	Ecosystem processes revision				
<p><b>Your test will be comprised of :</b></p> <p><b>Section 1</b> – Recall of previous content: Short answer questions on Health &amp; Lifestyle, the Periodic Table and Electricity and Magnetism (17 marks in total)</p> <p><b>Section 2</b> – Recall of new content: Short answer questions on: Motion and Pressure, Metals and Acids and Ecosystem processes. (16 marks in total)</p> <p><b>Section 3</b> – Long answer question: How predators are adapted to kill prey (One long answer question worth 6 marks)</p> <p><b>Section 4</b> – Experimental write up : Investigating metal and acid reactivity (5 questions worth 11 marks, including graph drawing)</p> <p><b>Section 5</b>– Application: Pressure in gases and photosynthesis (Two exam style questions worth 7 and 3 marks respectively)</p>					
Revision Resources					
<ul style="list-style-type: none"> <li>✓ Create flashcards of the key facts/key words that we have studied from your exercise book and knowledge organiser. For example: <i>What process do producers use to make their own food? Photosynthesis.</i></li> <li>✓ Use your flashcards to test yourself of the knowledge on the other side!</li> <li>✓ Create mind-maps of key topics that we have studied from your exercise book and knowledge organiser. For example: <i>Create a mind map that shows how metals react with water, acid and oxygen.</i></li> <li>✓ Use your mind-maps to test yourself – can you reproduce them from memory? Then check what information you forgot!</li> <li>✓ Use BBC Bitesize to complete the quizzes and consolidate your knowledge, using the four links below:               <ul style="list-style-type: none"> <li>- Ecosystem Processes - <a href="https://www.bbc.co.uk/bitesize/topics/zf339j6">https://www.bbc.co.uk/bitesize/topics/zf339j6</a></li> <li>- The periodic table - <a href="https://www.bbc.co.uk/bitesize/guides/z84wjxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z84wjxs/revision/1</a></li> <li>- Electricity and Magnetism - <a href="https://www.bbc.co.uk/bitesize/topics/zrvbkqt">https://www.bbc.co.uk/bitesize/topics/zrvbkqt</a></li> <li>- Metals and Acids - <a href="https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/zvfxxbk">https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/zvfxxbk</a></li> <li>- Ecosystem Processes - <a href="https://www.bbc.co.uk/bitesize/topics/zxhhvcw">https://www.bbc.co.uk/bitesize/topics/zxhhvcw</a></li> <li>- Motion and Pressure - <a href="https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/z6dvgdm">https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/z6dvgdm</a></li> </ul> </li> </ul> <p>Make sure you have caught up on any lessons that you have missed this semester and ask your teacher if you need any help finding the lessons on Class Charts.</p>					

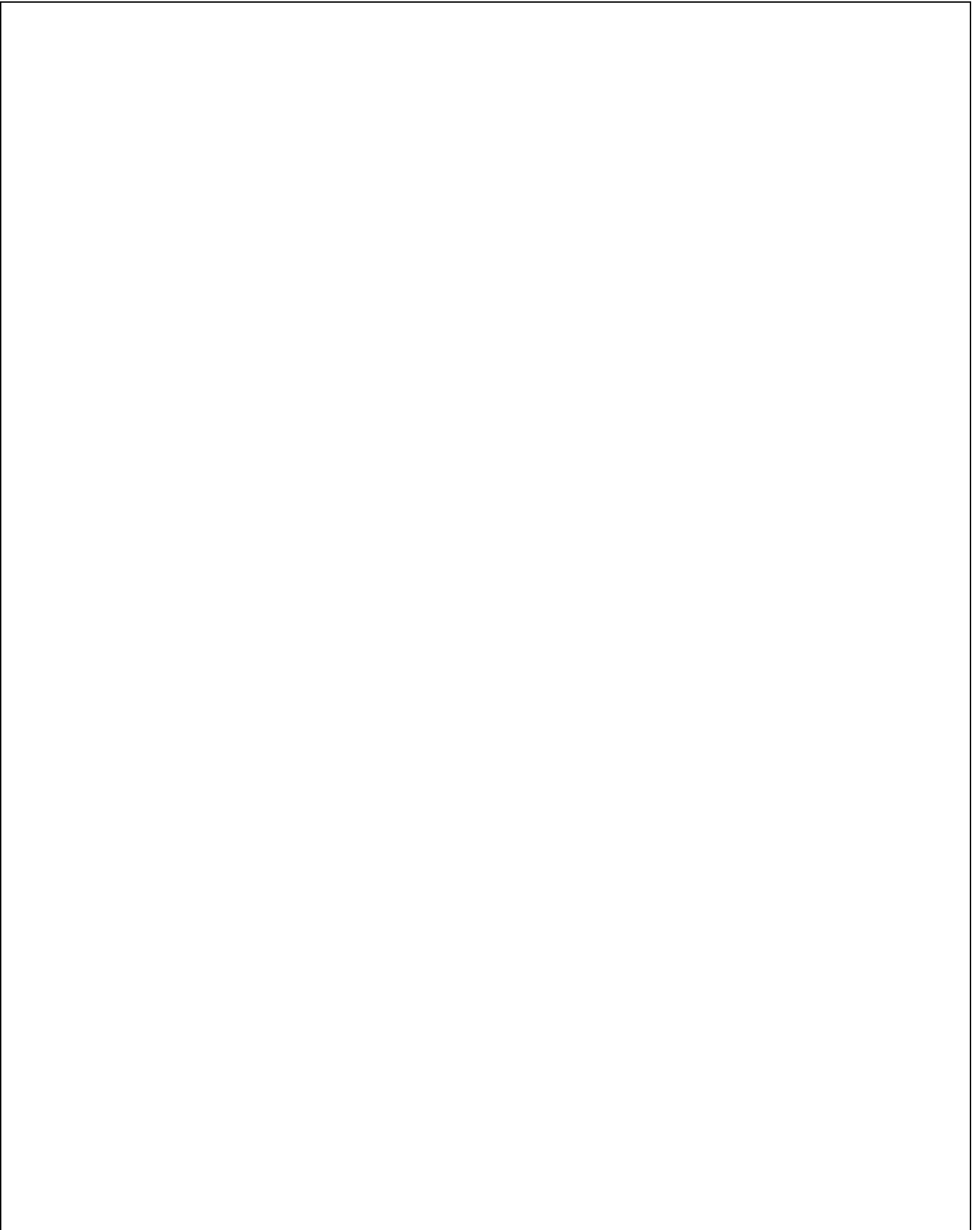
<p style="text-align: center;">Reflection task Homework 1: Recall of HS1</p> <p>Key terms you struggled to remember in your homework</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Write down what those keyterms mean here.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Now you can make flash cards using these key terms. Write the keyword on one side of your flash card and then the description of it on the other.</p>	<p style="text-align: center;">Reflection task Homework 2: Motion and pressure revision</p> <p>Write down all of the main headings / sub topics covered in this unit.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> <p>Now write down key terms linked to each of these sub headings. Try to think of at least 3 key terms for each heading.</p> <p>This is now the basis for a mind map, try making a larger mind map using the all of the sub headings within the topic motion and pressure. Your knowledge organiser can help with this. Then add key terms to all of the sub headings.</p>
<p style="text-align: center;">Reflection task Homework 3: Metals and acids revision</p> <p>Identify 5 key terms and 5 descriptions for this unit from your homework. Now turn them into flash cards.</p> <p>You will now commit these to memory with a friend or someone else, ask them to question you on the 5 questions. Every time you get a question wrong ask them to read you the correct answer.</p> <p>Keep testing yourself until you have committed all of the key terms and their descriptions to memory.</p>	<p style="text-align: center;">Reflection task Homework 4: Ecosystem processes revision</p> <p>From your homework these are the subheadings you should be able to link to some key terms. Using the sub headings below try and think of over 5 key terms for each sub heading.</p> <ol style="list-style-type: none"> <li>1- Photosynthesis</li> <li>2- Food chains</li> <li>3- Predator/Prey</li> <li>4- Respiration</li> <li>5- Leaves</li> </ol> <p>Once you have thought of your keywords, build a mind map using the sub headings as your main branches and then key terms as smaller branches.</p>
<p style="text-align: center;">Once you have completed all of your home works, go through and try doing more of the style of revision you like. This could be more flash cards, more mind maps etc.</p>	
<p>What type of revision did you enjoy most and why?</p>	<p>Try using the BBC Bitesize website and watch the videos linked on each website and complete any activity they suggest. This is another type of revision.</p>





# History

Assessment Overview				
<b>Duration of Assessment</b>	50 minutes			
<b>Total Marks</b>	50 marks			
<b>What does the assessment look like?</b>	Basic 20 Questions, Extended Writing Questions on Sources and Explanation.			
Topics Within the Assessment				
	Flash cards	Mind-maps	Basic 10 Questions	RAG
<b>What was the impact of the Transatlantic Slave Trade?</b> <ul style="list-style-type: none"> <li>- Why was the slave trade created?</li> <li>- Why was the slave trade abolished?</li> <li>- How did African Americans campaign for Civil Rights?</li> </ul>				
<b>How did people's lives change during the Industrial Revolution?</b> <ul style="list-style-type: none"> <li>- What caused the Industrial Revolution?</li> <li>- How did the Industrial Revolution affect people's lives in a negative way?</li> <li>- How did the Industrial Revolution affect people's lives in a positive way?</li> </ul>				
<b>How did the Allies win the 1<sup>st</sup> World War?</b> <ul style="list-style-type: none"> <li>- How did the 1<sup>st</sup> World War begin?</li> <li>- Why did so many men die in the trenches?</li> <li>- How did the Allies win the 1<sup>st</sup> World War?</li> </ul>				
Revision Resources				
<ul style="list-style-type: none"> <li>✓ Create flashcards of the main events / key words that we have studied from your exercise book and knowledge organiser.</li> <li>✓ <b>Use</b> your flashcards to test yourself of the knowledge on the other side!</li> <li>✓ Create mind-maps of key topics that we have studied from your exercise book and knowledge organiser.</li> <li>✓ <b>Use</b> your mind-maps to test yourself – can you reproduce them from memory? Then check what information you forgot!</li> <li>✓ <b>Learn</b> your Basic 10 questions from each semester</li> </ul> <p>Make sure you have caught up on any lessons that you have missed this semester and ask your teacher if you need any help finding the lessons on Class Charts.</p>				



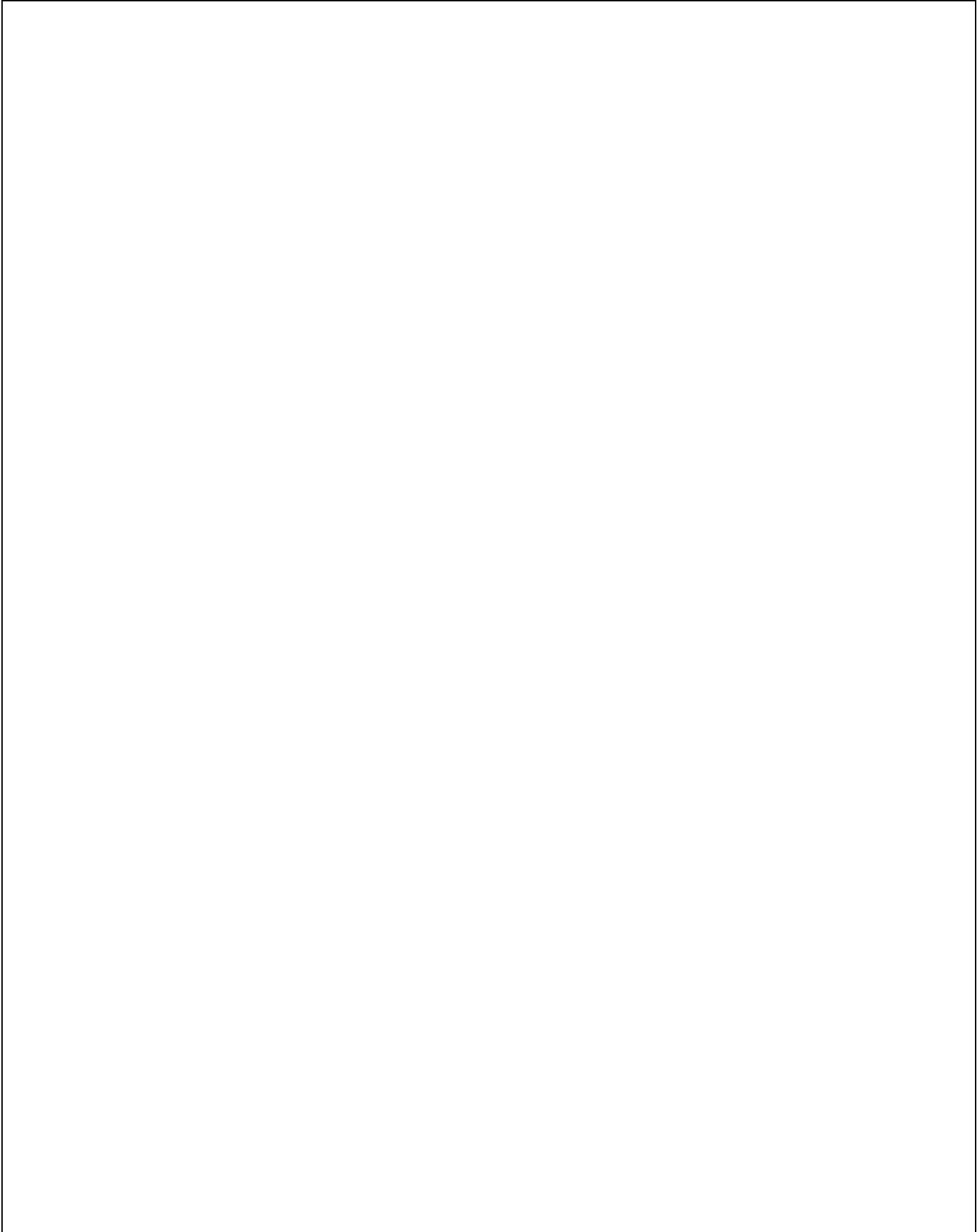


# Geography

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	58 marks
What does the assessment look like?	The assessment will involve students answering a mixture of multiple choice, short answer questions and several extended writing questions

TOPICS WITHIN ASSESSMENT
<b>Amazing Places</b> Grand Canyon Skywalk, Dubai, Las Vegas, Canna, Cornwall
<b>Tectonic Hazards</b> Earth Structure, Plate Boundaries, Causes and Effects of Earthquakes, Comparing Earthquakes, Volcanoes, why do people live in Volcano zone?
<b>Climate</b> UK Climate, Climate Graphs, Extreme Weather, Climate Zones, Tropical Storms, Climate Change

Revision Resources
<ul style="list-style-type: none"><li>✓ Create flashcards of the key words and processes that we have studied. Use your exercise book and knowledge organiser. Test yourself using your flashcards.</li><li>✓ Create mind-maps of key topics that we have studied. Use your exercise book and knowledge organiser. Use your mind-maps to test yourself – can you reproduce them from memory? Then check what information you have forgotten.</li><li>✓ Use the lessons on Google Classroom to support you with your revision.</li><li>✓ Use the following links to help you with revision.<ul style="list-style-type: none"><li>○ <a href="https://www.bbc.co.uk/bitesize/topics/zx38q6f">https://www.bbc.co.uk/bitesize/topics/zx38q6f</a></li><li>○ <a href="https://www.bbc.co.uk/bitesize/topics/zn476sg">https://www.bbc.co.uk/bitesize/topics/zn476sg</a></li><li>○ <a href="https://www.geographyinthenews.org.uk/issues/issue-35/plate-tectonics-overview/ks3/">https://www.geographyinthenews.org.uk/issues/issue-35/plate-tectonics-overview/ks3/</a></li><li>○ <a href="https://www.bbc.co.uk/bitesize/guides/zrvb9j6/revision/3">https://www.bbc.co.uk/bitesize/guides/zrvb9j6/revision/3</a></li></ul></li></ul>







# Spanish

Assessment Overview	
<b>Duration of Assessment</b>	60 minutes
<b>Total Marks</b>	130 marks
<b>What does the assessment look like?</b>	Section 1 listening – 42 marks Section 2 reading - 46 marks Section 3 writing – 42 marks
Topics Within the Assessment	
<b>Content and Skills assessed:</b> listening, reading and writing skills.	
Topics to revise	Where to find resources for my revision
How to say what you like/dislike to eat	Sentence builder – unit 11 – in your exercise book Quizlet – Unit 11
Justifying your opinions using an adjective	Sentence builder – unit 12 – in your exercise book / Quizlet – Unit 12
Naming items of clothing and colours	Sentence builder – unit 13 – in your exercise book Linguascope: (mi familia y yo) la ropa 1 & 2 & (las bases) los colores. Quizlet Unit 13
Talking about activities you do	Sentence builder – unit 14 – in your exercise book Quizlet – Unit 14 Linguascope: (el ocio) los deportes de interior/al aire libre, los pasatiempos
Using the verbs HACER / JUGAR / IR	Sentence builder – grammar time 12 – in your exercise book
Naming types weather	Sentence builder – unit 15 – in your exercise book Quizlet – Unit 15 Linguascope: (mi mundo) el tiempo
Talking about daily routine, including times	Sentence builder – unit 16 – in your exercise book Quizlet – Unit 16 Linguascope: (La vida cotidiana) mi día típico, la hora
Revision Resources	
<ul style="list-style-type: none"> <li>✓ Work on all of these topics can also be found in your exercise book.</li> <li>✓ You can use the website <a href="http://www.quizlet.com">www.quizlet.com</a>. Your teacher has already helped you to set up an account and join your online class.</li> <li>✓ You can use <a href="https://www.sentencebuilders.com">https://www.sentencebuilders.com</a>. Your teacher has given you the login.</li> <li>✓ You can also use linguascope: <a href="http://www.linguascope.com">www.linguascope.com</a> Username: camborne Password: france2021 Beginner section, then select the Spanish flag</li> </ul>	

✓ Revision tasks:

- Make a mind map / flash cards for unit 11
- Make a mind map / flash cards for unit 12
- Make a mind map / flash cards for unit 13
- Make a mind map / flash cards for unit 14
- Make a mind map / flash cards for your grammar sentence builder
- Make a mind map / flash cards for unit 15



# French

Assessment Overview	
<b>Duration of Assessment</b>	60 minutes
<b>Total Marks</b>	130 marks
<b>What does the assessment look like?</b>	Section 1 listening – 42 marks Section 2 reading - 46 marks Section 3 writing – 42 marks
Topics Within the Assessment	
<b>Content and Skills assessed:</b> listening, reading and writing skills.	
Topics to revise	Where to find resources for my revision
How to say what you like/dislike to eat	Sentence builder – unit 11 – in your exercise book Quizlet – Unit 11
Justifying your opinions using an adjective	Sentence builder – unit 12 – in your exercise book / Quizlet – Unit 12
Naming items of clothing and colours	Sentence builder – unit 13 – in your exercise book Linguascope: (moi et ma famille) les vêtements 1 & 2 & (les bases) les couleurs Quizlet Unit 13
Talking about activities you do	Sentence builder – unit 14 – in your exercise book Quizlet – Unit 14 Linguascope: (les loisirs) les sports, les passe-temps
Using the verbs FAIRE / JOUER / ALLER	Sentence builder – grammar time 12 – in your exercise book
Naming types weather	Sentence builder – unit 15 – in your exercise book Quizlet – Unit 15 Linguascope: (mon environnement) la météo
Talking about daily routine, including times	Sentence builder – unit 16 – in your exercise book Quizlet – Unit 16 Linguascope: (La vie qu quotidien) ma journée, l'heure
Revision Resources	
<ul style="list-style-type: none"> <li>✓ Work on all of these topics can also be found in your exercise book.</li> <li>✓ You can use the website <a href="http://www.quizlet.com">www.quizlet.com</a>. Your teacher has already helped you to set up an account and join your online class.</li> <li>✓ You can use <a href="https://www.sentencebuilders.com">https://www.sentencebuilders.com</a>. Your teacher has given you the login.</li> <li>✓ You can also use linguascope: <a href="http://www.linguascope.com">www.linguascope.com</a> Username: camborne Password: france2021 Beginner section, then select the French flag</li> </ul>	

✓ Revision tasks:

- Make a mind map / flash cards for unit 11
- Make a mind map / flash cards for unit 12
- Make a mind map / flash cards for unit 13
- Make a mind map / flash cards for unit 14
- Make a mind map / flash cards for your grammar sentence builder
- Make a mind map / flash cards for unit 15



# Computing

Assessment Overview	
Duration of Assessment	Paper: 45 minutes
Total Marks	70 marks
What does the assessment look like?	The assessment will involve students answering a mixture of types of questions from each of the units covered this year. They will consist various types of exam questions. Some will require short answers and some will require workings.
Topics Within the Assessment	
Section 1 – Pre-production Documents	10 marks – (Semester 1 - 14% of Paper)
Section 2 – Python Turtle Programming	10 marks – (Semester 2 - 14% of Paper)
Section 3 – Denary to Binary number conversions	10 marks
Section 4 – Binary to Denary number conversions	10 marks
Section 5 – Text to ASCII Conversions & Vice Versa	10 marks
Section 6 – Binary Addition / Logic Gate Symbols	10 marks
Revision Resources	
<ul style="list-style-type: none"><li>✓ Year 8 Semester 1 Knowledge Organiser</li><li>✓ Year 8 Semester 2 Knowledge Organiser</li> <li>✓ BBC Bitesize HTML and Online Safety:<ul style="list-style-type: none"><li>○ <a href="https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4">https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4</a></li><li>○ <a href="https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1">https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1</a></li></ul></li></ul>	
Make sure you have caught up on any lessons that you have missed this semester and ask your teacher if you need any help finding the lessons on Class Charts.	



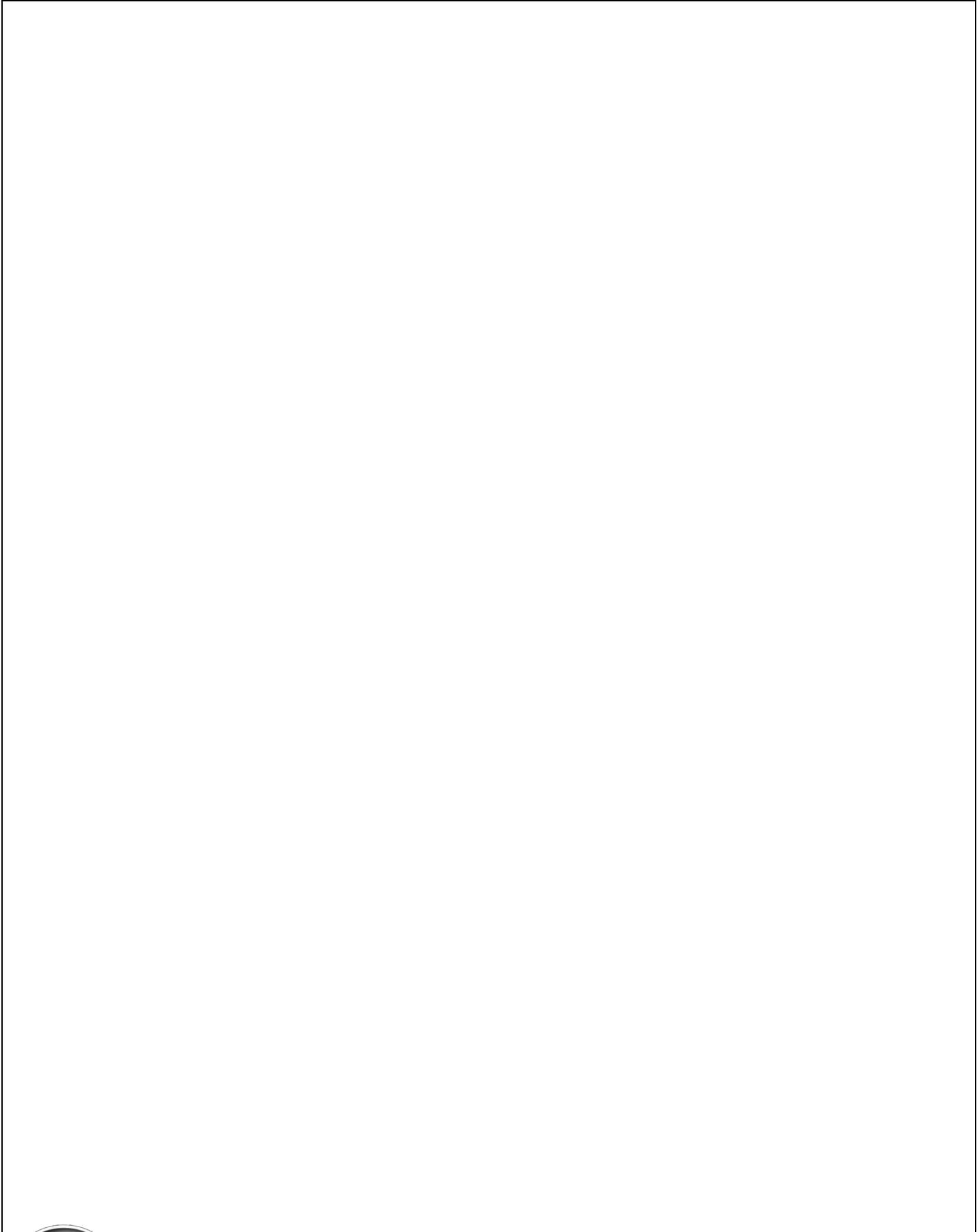


# RPE

Assessment Overview	
Duration of Assessment	60 minutes
Total Marks	60 marks
What does the assessment look like?	The assessment will involve students answering a mixture of key word questions, secure questions and an extended response

TOPICS WITHIN ASSESSMENT	
Ancient Civilisations	Faith into Action
Christianity and The Fall	Christology

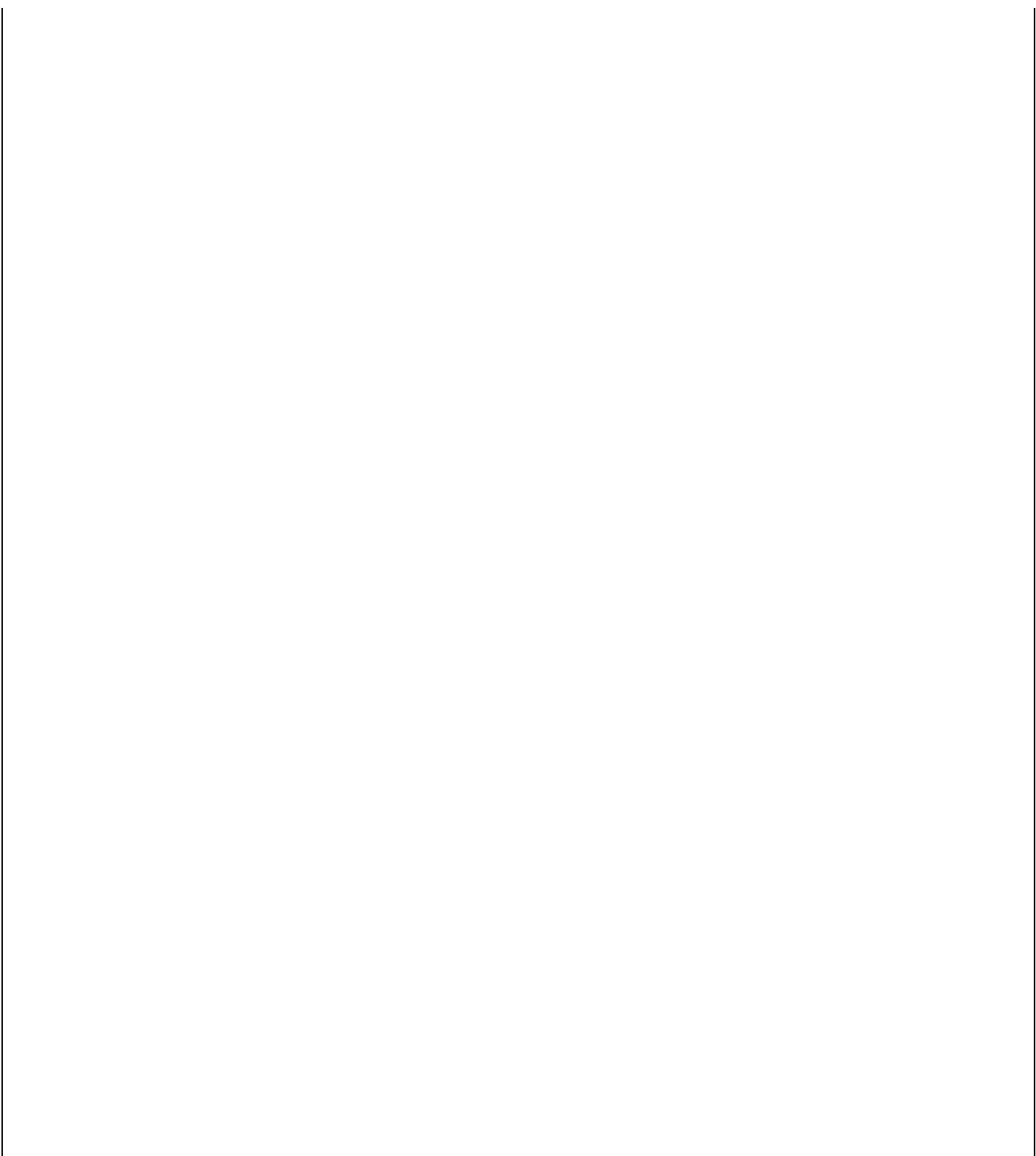
Revision Resources
<ul style="list-style-type: none"><li>✓ Create and use flashcards of the key words that we have studied from your exercise book and knowledge organiser.</li><li>✓ Write down the key characteristics shown by different people we have studied and what makes them great leaders that have put their beliefs into action.</li><li>✓ Create mind-maps of key topics and events that we have studied from your exercise book and knowledge organiser.</li><li>✓ Use your mind-maps to test yourself – can you reproduce them from memory? Then check what information you forgot!</li><li>✓ Make sure you have revised different elements of the life of Jesus and their significance. You could create a timeline of events and comment on the significance of each event to the Christian faith.</li></ul> <p>Make sure you have caught up on any lessons that you have missed this semester and ask your teacher if you need any help finding the lessons on Class Charts.</p>





# Design and Technology: Textiles

Assessment Overview				
<b>Duration of Assessment</b>	50 minutes			
<b>Total Marks</b>	50 marks			
<b>What does the assessment look like?</b>	A mixture of short and long answer questions similar to those we have completed in class. There are also maths related questions and a drawing question.			
Topics Within the Assessment				
	Flash cards	Notes	Questions	RAG
Natural and blended fibres				
Properties of textiles materials				
Marking out efficiently				
Identifying different stitches				
Tie-dye techniques				
Calculating ratio, percentage and cost				
Advantages and disadvantages of CAD CAM				
Researching target markets				
Analysing products				
Completing a drawing				
Reasons for choosing polycotton as a material				
Sustainability and ethics				
Revision Resources				
<ul style="list-style-type: none"> <li>• Use the information on your knowledge organiser.</li> <li>• Read through the information and complete the quiz on Bitesize. <a href="https://www.bbc.co.uk/bitesize/guides/z6t26yc/revision/1">https://www.bbc.co.uk/bitesize/guides/z6t26yc/revision/1</a></li> <li>• Look at a textiles based item in your house, analyse what the material it is made from and why it suitable for that purpose.</li> <li>• Reflect on your designing and making work so far this year, identify the steps you made to ensure it was high quality.</li> </ul>				



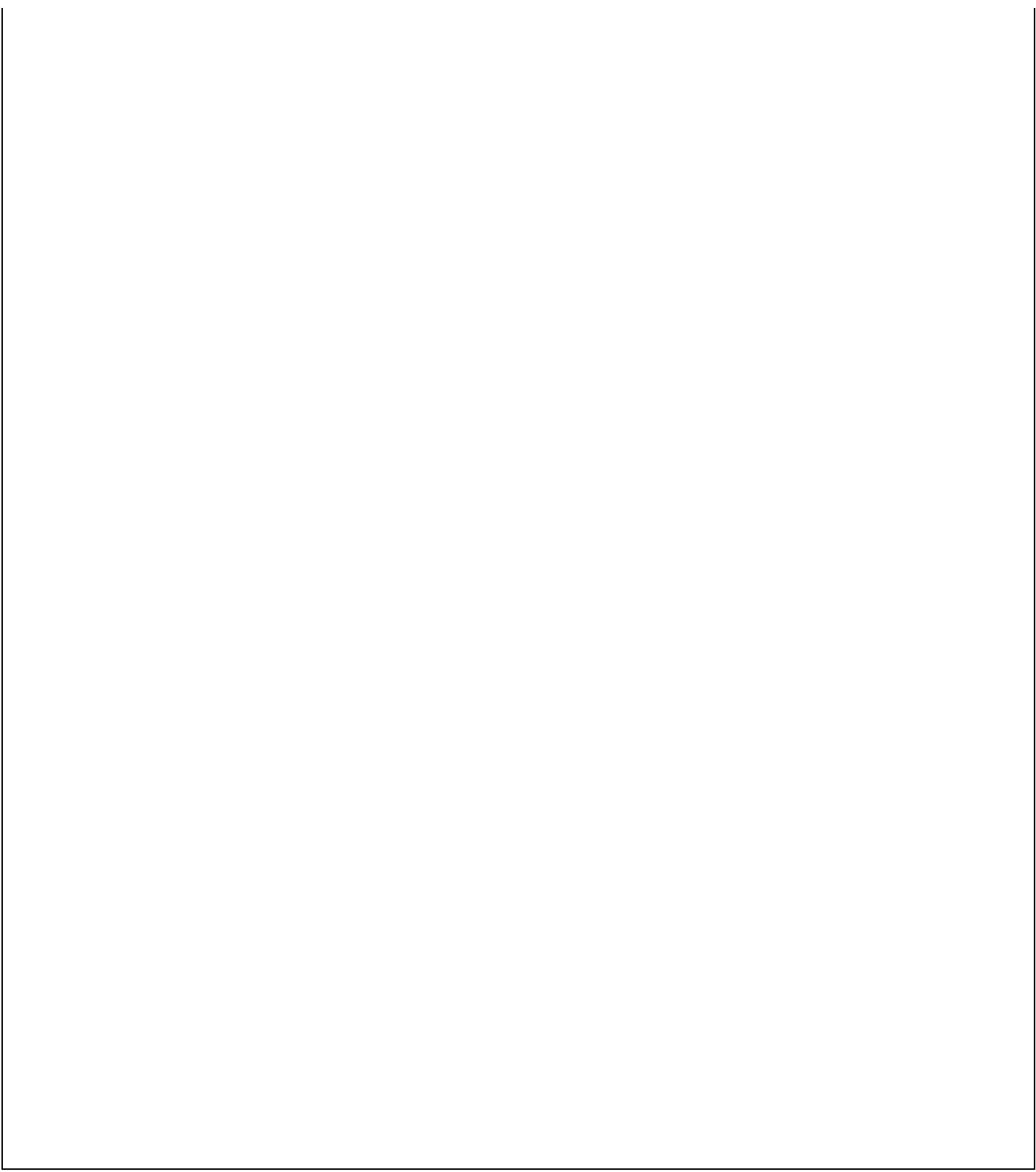
## **Food and Nutrition**

Assessment Overview				
Duration of Assessment	25 minutes			
Total Marks	20 marks			
What does the assessment look like?	A mixture of short and long answer questions similar to those we have completed in class.			
Topics Within the Assessment				
	Flash cards	Notes	Questions	RAG
The 14 Allergens				
Intolerances				
Diabetes				
Lactose intolerant				
Coeliac				
Vegan				
Revision Resources				
<p>Use your knowledge organiser for the Specific Diets topics.</p> <p>Reflect on the practical's you have made this year.</p> <p>Visit the BBC Bitesize website for more information about Food Choices and Needs:  <a href="https://www.bbc.co.uk/bitesize/topics/zfmpb9q/articles/zn6j96f">https://www.bbc.co.uk/bitesize/topics/zfmpb9q/articles/zn6j96f</a></p> <p>To revise the 14 Allergens, visit:  <a href="https://www.food.gov.uk/sites/default/files/media/document/top-allergy-types.pdf">https://www.food.gov.uk/sites/default/files/media/document/top-allergy-types.pdf</a></p>				



## MUSIC


Assessment Overview	
<b>Duration of Assessment</b>	Sat across 2 lessons
<b>Total Marks</b>	50 marks
<b>What does the assessment look like?</b>	Part 1 - 18 Marks: Assess knowledge and understanding of Semester 3 key vocabulary and theory. Part 2 - 32 Marks: Practical assessment of Semester 3 project. Total Assessment - 50 Marks
Topics Within the Assessment	
<b>Part 1</b> Assessing knowledge of the key terms – Classical Period, Romantic Period, composer, Beethoven, Haydn, Mozart, symphony, concerto. Assessing understanding of musical notation and note lengths.	<b>Part 2</b> Assessing performance of Beethoven's, Fur Elise, focusing on accuracy, fluency, timing, communication and technical control.
Revision Resources	
<ul style="list-style-type: none"> <li>✓ Learn the key vocabulary (spellings and definitions) from your Semester 3 knowledge organiser.</li> <li>✓ Use your Semester 3 knowledge organiser to create flashcards, a mind map, or revision poster. Use these to test yourself – can you reproduce them from memory? Then check what information you forgot!</li> <li>✓ Use BBC Bitesize and <a href="http://www.musictheory.net">http://www.musictheory.net</a> to develop your knowledge and understanding of music theory and how to read notation:  <a href="https://www.bbc.co.uk/bitesize/guides/zp9wk2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zp9wk2p/revision/1</a></li> <li>✓ If you have an instrument at home use the worksheets on ClassCharts to practice performing the piece.</li> </ul>	



# Performing Arts

Assessment Overview	
<b>Duration of Assessment</b>	30 minutes (knowledge test and reflection) 30 minutes (practice and perform)
<b>Total Marks</b>	85
<b>What does the assessment look like?</b>	Written knowledge test and practical performance
Topics Within the Assessment	
<p>Dance key words – canon, unison, relationships, actions, dynamics, space, formations, levels, mirroring, pathways, choreographic devices, accumulation, inversion, retrograde, levels, motif, mirroring, repetition.</p> <p>Drama key words – body language, gesture, tone, pitch, pace, pause, stimulus, freeze frames, dual scene, monologue.</p> <p>Reflection on your practical skills</p> <p>Reflection on your personal skills (communication, leadership)</p>	
Revision Resources	
<p>Knowledge organisers for all topics</p> <p>Lesson worksheets</p> <p>High Stakes Assessment 1 DIT</p>	

**Art**

Assessment Overview	
<b>Duration of Assessment</b>	1 Hour
<b>Total Marks</b>	50 marks
<b>What does the assessment look like?</b>  	<p>The assessment will involve students demonstrating their understanding of Landscapes composition. Students will have to demonstrate their understanding of where the foreground, middle ground, and background is placed in a landscape. Students will have to produce an observational drawing. Students will answer questions related to their latest topic which will conclude in a design task based on patterned landscapes. The assessment is conducted in the lesson time and is a timed assessment taking one hour. The assessment contains practical and written elements, asking students to demonstrate their understanding of shading and mark making techniques along with a small design question to complete, with an example provided for inspiration.</p>

**Topics Within the Assessment**

Landscape Project
<ol style="list-style-type: none"> <li>1. Landscape composition such as: Foreground, Middle ground, Background.</li> <li>2. Observational drawing</li> <li>3. Questions about the artist studied David Hockney</li> <li>4. Questions about the artwork produced by David Hockney</li> <li>5. Design task inspired by abstract landscapes</li> </ol>

**Revision Resources**

<ul style="list-style-type: none"> <li>✓ Create flashcards of the main events / key words that we have studied from your exercise book and review the details concerning the artist David Hockney</li> <li>✓ Use your flashcards to test yourself of the knowledge on the other side!</li> <li>✓ Create mind-maps of important information about landscape composition.</li> <li>✓ Use your mind-maps to test yourself – can you reproduce them from memory? Then check what information you forgot!</li> <li>✓ Draw from observation the landscape around you to practice your drawing and observational skills.</li> </ul> <p>Make sure you have caught up on any lessons that you have missed this semester and ask your teacher if you need any help finding the lessons on Class Charts.</p>
---



**Physical Education**



Assessment Overview	
Duration of Assessment	Ongoing
Total Marks	50 marks
What does the assessment look like?	Every time you perform in PE you are being assessed. Your grade will be assessed through each component listed below and is inclusive of fitness tests.
Topics Within the Assessment	
<p>3 sports assessed on:</p> <ul style="list-style-type: none"> <li>• Skill,</li> <li>• Sporting Conduct</li> <li>• Performance</li> <li>• Fitness</li> </ul> <p>If students have done more than 3 sports we assess them based on their highest 3 sports and take an average. If they have done less we base it on the number of sports already assessed and divide by the number of sports. Therefore as we move through the year there is a good chance students grades will improve.</p>	
Revision Resources	
<ul style="list-style-type: none"> <li>✓ Ensure you keep yourself as fit as possible both within and outside school to help achieve the best grade possible</li> <li>✓ Revisit fitness tests independently through talking to your PE teacher if you want to better your score.</li> <li>✓ Attending extra-curricular sporting activities gives you the best chance of achieving a higher grade as it will improve your performance and skill level.</li> <li>✓ Try to consider and implement character values and sporting attributes into your sport such as leadership, communication and sportsmanship</li> </ul> <p>We expect all of our students to have correct kit for PE.</p>	



## REFLECTION PAGE

Answer these questions and then complete the reflection boxes.

Do you know your ClassCharts login code?	YES / NO
Do you know your Educake login?	YES / NO
Do you know your Hegarty login?	YES / NO
Do you have somewhere quiet to work at home?	YES / NO
Are you able to complete work on a computer at home?	YES / NO
Do you keep your school materials organised? Can you find what you need?	YES / NO
Do you have you Knowledge organisers for all subjects?	YES / NO

If you are missing any login codes, please make sure that you ask your teachers for these and write them on the inside cover of this planner.

To help me successfully complete my revision I need to make the following changes: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
The subjects I am <b>most confident</b> about when completing revision are: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
The subjects I am <b>least confident</b> about when completing revision are: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
To help me with these subjects I will do the following: <ul style="list-style-type: none"><li>•</li><li>•</li></ul>

**WEEK BEGINNING 21<sup>st</sup> March**

	3.00pm	3.30pm	4.00pm	4.30pm	5.00pm	5.30pm	6.00pm	6.30pm	7.00pm	7.30pm
<b>MONDAY</b>										
<b>TUESDAY</b>										
<b>WEDNESDAY</b>										
<b>THURSDAY</b>										
<b>FRIDAY</b>										
<b>SATURDAY</b>	AM			PM			EVENING			
<b>SUNDAY</b>	AM			PM			EVENING			

**WEEK BEGINNING 28<sup>th</sup> March**

	3.00pm	3.30pm	4.00pm	4.30pm	5.00pm	5.30pm	6.00pm	6.30pm	7.00pm	7.30pm
<b>MONDAY</b>										
<b>TUESDAY</b>										
<b>WEDNESDAY</b>										
<b>THURSDAY</b>										
<b>FRIDAY</b>										
<b>SATURDAY</b>	AM			PM			EVENING			
<b>SUNDAY</b>	AM			PM			EVENING			

**WEEK BEGINNING 4<sup>th</sup> April**

	3.00pm	3.30pm	4.00pm	4.30pm	5.00pm	5.30pm	6.00pm	6.30pm	7.00pm	7.30pm
<b>MONDAY</b>										
<b>TUESDAY</b>										
<b>WEDNESDAY</b>										
<b>THURSDAY</b>										
<b>FRIDAY</b>										
<b>SATURDAY</b>	AM			PM			EVENING			
<b>SUNDAY</b>	AM			PM			EVENING			

**WEEK BEGINNING 11<sup>th</sup> April**

---

<b>Week A</b>	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			

**WEEK BEGINNING 18<sup>th</sup> April**

---

<b>Week A</b>	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			

**Monday 25<sup>th</sup> April EXAM WEEK**

<b>Week A</b>	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			



# Monday EXAM WEEK

Week A	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			