Year 8





Revision

Guide

2024

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About this booklet



This booklet has been made to help you get ready for your End of Year Assessments.

These assessments are important as all assessments are. The assessments are not made to catch you out but rather to give you the opportunity to show off everything that you have learnt throughout this year.

Below you will find everything you need that will support you in making this assessment period a positive experience.

Contents:

- 1. How to prepare an effective environment for studying or revising
- 2. How to manage your time effectively
- 3. Learning and memory tools tips for revision
- 4. Assessment day checklist
- 5. What to do during the exams
- 6. Assessment timetable
- 7. Subject revision lists
 - 7.1 Art 7.2 Computing 7.3 Drama 7.4 DT
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 - 7.7 Geography
 - 7.8 History
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 - 7.10 Music
 - 7.11 RE
 - 7.12 Science
 - 7.13 Spanish

End Of Year Assessment start date

> Week beginning 6th May 2024

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How to prepare an effective environment for revising



TOP TIPS

- Find a place which is quiet and airy so you can concentrate properly.
- Have a bottle of water
- Have all equipment ready
- Have textbooks, revision guides, school exercise books and access to internet for online resources
- Place your phone in a different room when revising
- TV will be distracting, so switch this of during your revision



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When should I start revising?

Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Summer assessments a few weeks before they take place.

Assessment timetables and details of what to revise for the Summer assessments are in this booklet, but will also be on the school website just before the Easter holidays. Many subjects will do some revision in lessons prior to the assessment but it is important to do your own revision as well.

How much time should I spend revising?

You will probably want to spend more time on subjects you find more difficult. 1-2 hours per evening in the build-up to assessments is recommended though the amount will vary from subject to subject. Follow your teachers' advice.

Do I need a revision schedule?

It is a good idea to plan a revision schedule to ensure you are ready for each assessment. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute.

Some pupils will put a copy of their revision schedule on their bedroom wall. Whilst it is important to do plenty of revision you can't revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

The next couple of pages are revision schedule templates that you can use to organise yourself.

School Week Revision timetable template:

Sunday														
Saturday														
Friday														
Thursday														
Wednesday														
Tuesday														
Monday														
	8.00am	9.00am	10.00am	11.00am	12.00pm	1.00pm	2.00pm	3.00pm	4.00pm	5.00pm	6.00pm	7.00pm	8.00pm	9.00pm

Holiday Revision timetable template:

Learning and memory tools



What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information in this guide. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure, ask your teachers!

Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post-it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn.

For example:



Negative numbers Multiplying and dividing sovers Insher the signs are different the answer is - mean -4=24

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Use memory techniques

A variety of memory techniques can be used such as

• *Making up rhymes/songs* e.g to learn the formula for the area and circumference of a circle use this::

Cherry Pie delicious, Apple Pies are too $C = \pi d$, $A = \pi r^2$

• *Mnemonics* e.g. to memorise the names of the planets, use the planetary mnemonic:

My Very Excellent Mother Just Served Us Noodles

where each of the initial letters matches the name of the planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

- Look, Cover, Write and Check This is a really good method for learning spellings, facts and rules.
- Invent a memory game with a friend or sibling
- Draw pictures that help you remember things or make associations between a picture or image and a topic or fact you need to learn.

Draw mind maps

Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise information you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject.

Example::



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Reading Around

Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

Get Tested

Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information.

You can also ask your parents or older siblings to test you. Alternatively you could explain what you have learnt to a friend.

Do practice questions

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent to do so for you.

Hint:

Use techniques that you have found effective in the past. Different people learn best (and revise best) in different ways.

Over time you will find out which ways are most effective for you!





Assessment day (night before) checklist

To do	√ if done
Get a good night's sleep	
Pack your bag with the correct equipment	
Check the time of your exam so there are no last minute surprises	
Eat a healthy breakfast	
Have plenty to drink (water is best)	
Leave home in plenty of time so you are not rushed and are as	
calm as possible	
Read through any revision notes, revision cards and mind maps	
you have made the night before the exam or in the morning	

What to do during an assessment

- Try to relax and not to worry
- Read the instructions on the front of the exam paper
- Read the questions carefully
- Highlight any key words/command words to help you understand the question
- Complete all the questions you are asked to
- Keep an eye on the clock don't spend all your time on one question and then run out of time to answer others
- If you get stuck, move on to the next question and come back to it later
- Leave time at the end to check through your answers carefully
- If you are really unsure what the question is asking you then have a guess. You might be right. You won't get any marks if you leave a question blank!

Assessment Timetable



WEEK 1	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Monday 06/05/24	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY
Tuesday 07/05/24			English 1 Hour (Locations: Exams Room, Gym, S10,S12)	English 1 Hour (Locations: Exams Room, Gym, S10,S12)		
Wednesday 08/05/24	<i>Maths 1 Hour</i> (Locations: Exams room, Gym, S10,S12)	<i>Maths 1 Hour</i> (Locations: Exams room, Gym, S10,S12)				
Thursday 09/05/24						
Friday 10/05/24	<u></u>		French Paper 1 (8B1 Ms Vicenzi, 8B2 Ms Belben, 8B3 Ms Fauriel)			
WEEK 2						
					Science 1 Hour (Locations: Exams room, Gym S10, S12)	Science 1 Hour (Locations: Exams room, Gym, \$10, \$12)
Monday 13/05/24	Drama	Drama			Gym, 310, 312)	310, 312)
	Birch (Mr Lyndham) Music RPA (Ms Neville) Art	Fiz (Mr Lyndham) Art Wilde (Ms Hudspith)				
Tuesday 14/05/24	Hend (Ms Hudspith)					
		Drama RPA(Mr Vafidis) HEND(Ms Manchester)	DT B band	DT B Band Art RPA(Ms May) Music		
Wednesday 15/05/24	DT D hand	DT D hand	Music	Birch (Mr Francisco)		
Thursday 16/05/24	DT R band	DT R band	Music Fiz (Mr Cooke) Art Miro(Ms May)	(8R1 Ms Fauriel, 8R2 Ms Vicenzi, 8R3Ms Belmonte),		
Friday 17/05/24		Drama Miro(Mr Lyndham) Music Wilde(Mr Cooke) Art Fiz (Ms Hudspith)		Music Hend (Mr Cooke) Art Birch (Ms Hudspith)	RE (8R1Ms Paterson)	Drama Wilde (Ms Manchester) Music Miro(Ms Neville)
WEEK 3						
Monday 20/05/24			History (881 Ms Bras), Geography (882 Mr Keefe, 883 Mr Hall)		History (882 Ms Kettel) Geography (8B1 Mr Jones.)	Spanish (BR1 Ms Fauriel, 8R2 Ms Vicenzi, 8R3 Ms Belmonte), Computing (8B1 Mr Blakley, 8B3 Mr Bonehill)
				Computing (8R3 Mr Bonehill)	History (8B3 Ms Bras, 8R1 Ms Kettel), Geography (8R2 Mr Keefe, 8R3 Mr Hall) RE (8B1Ms Paterson,	History (8R2 Ms Lowery, 8R3 Ms Kettel), Geography (8R1 Ms Zeba), Computing (8B2 Mr Francisco)
Tuesday 21/05/24			D 7		8B2 Mr Case)	O ammuting
Wednesday 22/05/24			K⊑ (8R2 Mr Case, 8R3 Ms Paterson)			(8R1 Mr Bonehill, 8R2 Mr Blakley)
Thursday 23/05/24				RE (8B3 Mr Case)		
Friday 24/05/24			French (8B1 Ms Vicenzi, 8B2 Ms Belben, 8B3 Ms Fauriel)		ROA	ROA

For better resolution to this timetable click here

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Subject Revision Lists



<u>Art</u>

You are not required to revise for your Art exam as it will be a design/drawing task. You can practise your drawing and colouring skills if you wish. Please ensure you have the correct equipment for your exam - pencil, rubber, sharpener, ruler.

Computing

Topics to revise:

BBC MicroBit:

- Reading and writing Code
- Sequence
- Selection
- Iteration

Spreadsheet Modelling:

- Formula
- Cell Referencing
- Conditional Formatting
- If Statements

Python:

- Basic functions
- Reading and Writing Code
- Error Detection

eSafety:

- Cyberbullying
- Social Networking

Revision Resources:

- Google Classroom
- BBC Bitesize <u>https://www.bbc.com/bitesize/subjects/zvc9q6f?authuser=0</u>
- Advanced ICT https://www.advanced-ict.info/theory/NC/index.html?authuser=0
- BBC MicroBit https://makecode.microbit.org/?authuser=0
- Hour Of Code <u>https://hourofcode.com/uk/learn?authuser=0</u>

- Seneca https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/sectio n/59c7511b-96c6-4df5-9463-d1e2c04d582b/session?authuser=0

- Bebras https://www.bebras.uk/index.php?action=user_competitions&authuser=0
- Snakify https://snakify.org/teacher/
- Codecademy <u>https://www.codecademy.com/</u>
- SoloLearn https://www.sololearn.com/en/

<u>Drama</u>

Contact information: Marianne O'Shea, Deputy Headteacher: moshea@hollyfield.kingston.sch.uk

Exam board (if needed): Pearson/Edexcel

The KS3 paper will consist of an assessed practical workshop in class. Your teacher will give you a performance task to prepare and share in groups. You will be assessed on your ideas and development, as well as your performance. You will also be asked to reflect on your own and other people's performance work.

Topics to Revise: The E KS3 Drama Glossary has lots of great key terms and phrases on it. You might be able to use some of these in class when talking about performance work.

<u>DT</u>

Design and Technology students will be completing a design task. Students might practise their drawing and shading skills in preparation for the assessment.

English

When and what will the assessment be focused on?

The Year 8 summer assessment will take place on **7th May** and will require students to analyse how Shakespeare presents Hamlet from their studies in class. They will be required to write a two paragraph analytical response explores the way in which Hamlet has been presented.

Which text should I revise?

The assessment question itself will explore the play Hamlet by William Shakespeare.

Which key skills are being assessed?

- -The ability to analyse quotes.
- -The ability to reflect on the effect on the audience/writer's intention.
- -The ability to make a clear point.
- -The ability to choose quotations that relate to the theme of the question.
- -The ability to understand the impact of different contexts and Shakespeare's intention.

What do I need to understand for this assessment?

You can start by ensuring you are able to answer these questions and can fill out the table below:

- □ Who is Hamlet? What is his relationship to the other characters?
- □ What are his thoughts or feelings towards Gertrude? Why does he feel this way?
- How does Hamlet speak? Where/who does he learn this way of speaking and language from? Find quote(s) to support your answer.
- □ What themes and ideas does Shakespeare explore through the character of Hamlet and how?
- How do the language choices affect the reader in different ways?

Year 8 Summer – Shakespeare

Assessment: How does Shakespeare present character/theme in Hamlet?

Greater	Analysis:	Terminology I can
Depth	My answer is fully focused on the question throughout	use correctly:
	 I can identify a range of tragic features and conventions, commenting on how these affect the story I can identify specific points from across the text to support my answer I can identify more than one accurate method used by the writer with correct terminology 	 Soliloquy Iambic Pentameter Blank Verse Catharsis
	 I can make points in my paragraphs that focus clearly on what the writer is trying to do 	
	I can identify deliberate choices being made by the writer	
	□ I can use accurate, short quotations and embed it within my sentences	
	I can make more than one inference and deduction based on the writer's choice of words or phrases - these are usually accurate	
	I have a clear understanding of the effect on the reader and can offer some explanation.	
	□ I can offer some comment about how the features together create an overall effect on the reader	
	□ I can make a clear comment about the context of the writing, and how this might affect the reader (eg: Due to the Jacobean belief of the audience would)	

Working	Analysis:	Terminology I can
At	My answer is fully focused on the question	use correctly:
	I can identify some tragic features and conventions accurately, with a brief	 audience
	comment on why the writer uses these	 playwright
	□ I can identify accurate methods used by the writer with correct terminology	tragic hero
	I can make relevant points in my paragraphs	Protagonist
	I can identify some deliberate choices being made by the writer	 Jacobean
	I can use a quotation and embed it within my sentences	
	I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases.	
	I have some understanding of the effect on the reader and can offer some explanation.	
	□ I can make some comment about the context of the writing, and how this might affect the reader (eg: because the Jacobean audience thought the audience would have)	
Working	Analysis:	Terminology I can
Towards	My answer is mostly focused on the question	use correctly:
	I can identify one or two obvious tragic features and conventions,	 Shakespeare
	I try to explain why these features might have been used	Author
	I can identify the writer's methods eg: simile, metaphor	Writer
	□ I can choose and use an accurate quotation from the text that fits the question	 Tragedy
	I can explain what the quotation means literally	
	□ I attempt to make some inference (read between the lines) based on the writer's	
	choices	
	I can identify the overall effect the writer's choices might have on the reader	
	I can use simple subject terminology, (eg: writer, evidence, audience) accurately	
	□ I can make some comment about the context of the writing - this might not	
	always be clear or specific enough (eg: back then, people thought)	

What should I include in my analytical paragraph(s)?

- Comparison Vocabulary
- □ Paragraph focus (topic sentence)
- Evidence
- Analysis
- □ Terminology
- □ The writer's intention
- $\hfill\square$ The effect on the audience

<u>French</u>

Contact information:

- Ms Opie <u>aopie@hollyfield.kingston.sch.uk</u>
- Ms Belben <u>ebelben@hollyfield.kingston.sch.uk</u>

The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

Topics to Revise:

l can	Topics
	 Vive les vacances - Holidays Talk about school holidays Say where I am and what it's like Say which place I have visited Say what it was like Say what I have done during the holidays Describe a visit to a theme park Use the verb avoir - to have Use the verb etre - to be Form the perfect tense of visiter - to visit Form the perfect tense of regular -er verbs Form the perfect tense of aller - to go
	J'adore les fetes - Celebrations - Say when festivals are - Say what I think of different festivals - Give reasons for my opinions - Say what I do at a festival - Talk about a music festival - Ask for quantities of food - Buy food at a market - Understand prices - Say what I am going to eat on a special day - Say what I am going to do on a trip - Use <i>-er verbs</i> - Recognise and translate <i>-ir</i> and <i>-re verbs</i> - Use the near future
	Le monde est petit - It's a small world - Say what type of place I live in - Say where it is - Say what the weather is like - Say what the place I live in is like

 Say what you can do in a place Describe a place in more detail Say what I must do to help at home Tal about daily routine Talk about the time Talk about moving house Talk about life in my home area Use the verb <i>pouvoir - can</i> Use the verb <i>devoir - to have to</i> Use the perfect tense
 A loisirs - Free time activities Say what types of TV programmes I like and dislike Say who my favourite actor/actress is and why Talk about using digital technology Arrange to go to the cinema Accept or turn down invitations Say when and where to meet Talk about leisure activities Use the near future Use different negatives Use the perfect tense
Le sport en direct - Sport - Talk about what sports you can do - Say how often I do sport - Give opinions about sports - Ask the way - Give directions - Understand the qualities of a champion - Talk about injuries and illness - Understand basic remedies - Talk about sport - Use jouer a - to play and faire de - to do - Use the comparative - Use il faut - you must + infinitive

Websites useful for revision:

- Quizlet
- <u>Vive les vacances</u>
- <u>J'adore les fetes</u>
- Le monde est petit
- <u>A loisirs</u>
- <u>Le sport en direct</u>
- Google Classroom to find vocabulary lists

Geography

PERSONAL LEARNING CHECKLIST: GEOGRAPHY Global Development

ASSESSMENT CATEGORY	SUB-TOPIC	STUDENT'S CONFIDENCE
Keywords	To Define coast	
Knowledge	To understand why it is important to study coasts	
Keywords	To define swash and backwash	
Explanation	To explain the formation of waves	
Comparison	To compare the characteristics of constructive and destructive waves	
Explanation	To explain processes of weathering at the coast	
Explanation	To explain processes of erosion at the coast	
Comparison	To understand the difference between a Headland and a Bay	
Explanation	To explain the formation of caves, arches, stacks and stumps	
Explanation	To explain the process of Longshore Drift	
Explanation	To explain the formation of a Spit	
Knowledge	To identify the difference between hard engineering and soft engineering methods of coastal management	
Explanation	To explain at least 3 hard engineering management strategies	
Explanation	To explain at least 3 soft engineering management strategies	
Knowledge	To understand the issues impacting the Holderness Coast	
Decision Making	To decide which management strategy would be most effective at protecting the Holderness Coast	

History

Contact information: Miss Lowery(rlowery@hollyfield.kingston.sch.uk)

The paper will consist of:

You will answer a few short fact-based questions about Henry VIII and the church and then complete a short essay on the factors that led to the Break with Rome. You will be assessed on your ability to:

-write an essay to answer the question
-agree and disagree with the statement (show both sides)
-use precise evidence to back up your ideas
-make and support a judgement on the statement
You will have a preparation lesson in class beforehand.

Topics to Revise:

Henry VIII and the Church in England

-The church in England before the Reformation (Break with Rome)

-The main events of the Break with Rome (this is when Henry broke with the Pope and made himself head of the church)

-The reasons why Henry Broke with Rome (look at money, family and power)

-The Dissolution of the Monasteries

Websites/links useful for revision:

The best place to start your revision is with your exercise book. You might also find the following websites of use:

History Learning Site webpage on the Break with Rome

BBC website covering the key events of the Break with Rome

<u>TV timelines clip</u> explaining the events leading to the Break with Rome

<u>Clip</u> summarising changes to church under Henry

60 Second History explaining reasons Henry broke with Rome

-extend your knowledge - look at this GCSE history clip on factors leading to the Break with Rome

<u>Maths</u>

Topics highlighted are for set 1&2 only

The paper will consist of: One hour long paper

Equipment you will need: Pen, pencil, ruler, protractor, compass, Scientific calculator

<u>Contact information</u>: Miss Janse van Rensburg (Head of Department) and Miss Wellstead (KS3 Maths Coordinator)

Autumn term						
Block	Topic video	Worksheet	Answers			
Ratio	Dividing into a ratio	Dividing into a ratio	Answers			
	Writing a ratio	Ratio	Answers			
	Simplifying ratio	Simplifying ratio	Answers			
	<u>Writing ratio as n:1 or 1n</u>	Ratio as 1:n or n:1	Answers			
Multiplicative change	Direct proportion	Proportion	Answers			
change	Proportion - recipes	<u>Recipes</u>	<u>Answers</u>			
	Converting currency	Converting currency	Answers			
	Conversion graphs	Conversion graphs	<u>Answers</u>			
	Similar shapes	<mark>Similar shapes</mark>	Answers			
	Scale drawings	<u>Scales</u>				
Multiplying and	Multiplying fractions	Multiplying fractions	Answers			
fractions	Representing fractions	Representing fractions	<u>Answers</u>			
	Dividing fractions	Dividing fractions	Answers			
	Adding fractions	Adding fractions	Answers			

	<u>Converting between</u> <u>fractions and ratio</u>	Fractions and ratio	<u>Answers</u>
	Mixed numbers/ improper fractions	Mixed numbers	<u>Answers</u>
Working in the cartesian plane	<u>Coordinates</u>	<u>Coordinates</u>	<u>Answers</u>
	Lines parallel to y axis Lines parallel to x axis	Questions	<u>Answers</u>
	Drawing straight line graphs from a table of values	Drawing graphs	<u>Answers</u>
	Midpoint of a line	Midpoint of a line	Answers
	<u>Gradient</u>	<u>Gradient</u>	Answers
Representing data	Scatter graphs	Scatter graphs	<u>Answers</u>
	Line of best fit	Scatter graphs	<u>Answers</u>
	Tally charts and frequency tables	Tally charts and frequency tables	<u>Answers</u>
	Two-way tables	Two-way tables	<u>Answers</u>
Tables and probability	Sample spaces	Sample spaces	<u>Answers</u>
	Probability from two-way tables	Two-way tables	<u>Answers</u>
	Probability from Venn diagrams	<u>Venn diagrams</u>	Answers
	·	Spring term	
Brackets, equations and	Algebra: collecting like terms	Algebra: collecting like terms	<u>Answers</u>
inequalities	Negatives: addition/subtractions	Negatives: addition/subtractions	<u>Answers</u>
	Negatives: multiplying and dividing	Negatives: multiplying and dividing	<u>Answers</u>
	Algebra: expanding brackets	Algebra: expanding brackets	<u>Answers</u>
	Expanding double brackets	Expanding double brackets	<u>Answers</u>
	Factorisation	Factorisation	Answers
	<u>Algebra: expressions –</u> forming	Algebra: expressions – forming	Answers
	Solving equations	Solving equations	Answers

	<u>Solving equations with</u> unknowns on both sides	<u>Solving equations with</u> unknowns on both sides	<u>Answers</u>
	Solving inequalities	Solving inequalities	<u>Answers</u>
Sequences	Sequences - describing rules	<u>Sequences - describing rules</u> and finding missing terms	Answers
	Sequences - patterns	Sequences - patterns	Answers
	Sequences- nth term	Sequences- nth term	Answers
Index laws	Indices	Indices	Answers
	Algebra: collecting like terms	Algebra: collecting like terms	Answers
	Index laws	Index laws	Answers
	Negative indices	negative indices	Answers
Fractions and	Percentage of an amount	Percentage of an amount	Answers
percentages	Percentage increase/decrease	Percentage increase/decrease	Answers
	Reverse percentages	Reverse percentages	Answers
	Fractions of amounts	Fractions of amounts	Answers
	Fractions: equivalent	Fractions: equivalent	Answers
	FDP: fractions to percentages	FDP: fractions to percentages	Answers
	Percentage change	Percentage change	Answers
Standard form	Standard form	Standard form	Answers
Number sense	Rounding to decimal places	Rounding to decimal places	<u>Answers</u>
	Su	mmer term	
Angles in parallel lines and	Angles at a point		
polygons	Angles on a straight line	Angle rules	Answers
	Vertically opposite angles	1	
	Angles in triangles	Angles in triangles	<u>Answers</u>

<u>Music</u>

Revise Key Elements:

Dynamics, Melody, Rhythm, Tempo, Texture, Instruments, Harmony, Tonality

Complete 'Focus on Sound' tests on Key Elements: SOUND WORDS - BASICS - 1. Pitch, Speed & Volume

Revise Keyboard notes:

https://www.musicca.com/piano

Revise Rhythms, Signs & Dynamics

'Focus on Sound' - Basic Theory - left hand list: Note length and Rests, Dynamics and Signs

Revise 12 Bar Blues Chord Progression & Blues Scale and how to perform this (go back to resources on Google Classroom.

<u>RE</u>

Contact information: Mr Case (lcase@hollyfield.kingston.sch.uk)

The paper will consist of:

1 mark multiple choice question

2 mark short question

4 mark explanation question

6 mark short essay question on reincarnation

You will be assessed on your ability to:

-write a short essay to answer the question
-use evidence to back up your ideas
-extend your reasoning so as to develop a thoughtful response
-arrive at a conclusion

You will have a preparation lesson in class beforehand.

Topics to Revise:

<u>Hinduism</u>

-The trimurti -Polytheism / Monotheism -Reincarnation -Rig Veda -Festivals: Holi

Websites/links useful for revision:

The best place to start your revision is with your exercise book. All the PowerPoint slides with the discussions and key terms will be on your Google Classroom too. You might also find the following website of use:

https://www.bbc.co.uk/bitesize/topics/zrfj382

<u>Science</u>

The paper will consist of: a 1 hour exam

Equipment you will need:

- Black pens
- Pencils
- Rubber
- Ruler
- Calculator

Below are the topics that will be assessed and relevant resources. The textbook, AQA Activate 2, can be accessed electronically through Kerboodle. Login details were sent out earlier in the year. If your child has forgotten their login details, they can come to see Ms Cunningham who will help them.

The following topics will be examined:

Торіс	Relevant pages of the textbook (on kerboodle)	GAT Checklists for the topic	Additional resources - exam questions and BBC bitesize
10 Genes (carried over from year 7)	Pages 200-217	<u>10 Genes GAT</u>	Textbook answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Variation BBC Bitesize Reproduction
5 Matter	Pages 68-87	5.3 Elements GAT 5.4 Periodic Table GAT	<u>Textbook answers</u> <u>End of topic test foundation</u> <u>Foundation mark scheme</u> <u>End of topic test higher</u> <u>Higher mark scheme</u> <u>BBC Bitesize Elements</u> <u>BBC Bitesize Periodic Table</u>
1 Forces	Pages 20-33	<u>1 Forces GAT</u>	<u>Textbook Answers</u> <u>End of topic test foundation</u> <u>Foundation mark scheme</u> <u>End of topic test higher</u> <u>Higher mark scheme</u> <u>BBC Bitesize Forces</u>

8 Organisms	Pages 122-143	<u>8 Breathing GAT</u> <u>8 Digestion GAT</u>	Textbook answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Breathing BBC Bitesize Digestion
2 Electroma gnets	Pages 36-43	<u>2 Electromagnets</u> <u>GAT</u>	<u>Textbook answers</u> <u>End of topic test foundation</u> <u>Foundation mark scheme</u> <u>End of topic test higher</u> <u>Higher mark scheme</u> <u>BBC Bitesize Magnetism</u> <u>BBC Bitesize</u> <u>Electromagnets</u>
3 Energy	Pages 46-55	<u>3 Energy GAT</u>	<u>Textbook answers</u> <u>End of topic test foundation</u> <u>Foundation mark scheme</u> <u>End of topic test higher</u> <u>Higher mark scheme</u> <u>BBC Bitesize Energy</u>
6 Reactions	Pages 90-105	<u>6 Reactions</u> <u>GAT</u>	Textbook questionsEnd of topic test foundationFoundation mark schemeEnd of topic test higherHigher mark schemeBBC Bitesize Reactions

<u>Spanish</u>

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The paper will consist of: Listening, reading, translation in to English and Writing in Spanish

Topics to Revise: Module 1 - Mis vacaciones (My holidays) Say where I went on holiday and when Say who I went with Say how I travelled Use the preterite of IR Use exclamations Ask someone what they did on holiday Say what I did on holiday Use the preterite of regular -ar, -er and -ir verbs Use no with the preterite Use sequencers Say what I did on the last day Ask someone what their holiday was like Say what my holiday was like Give a reason Use the preterite of ser

Module 2 - Todo sobre mi vida (All about my life)

Ask someone what they use their phone for Say what I use my phone for Use the present tense of regular verbs Ask someone what type of music they like Say what type of music I like and dislike Say what type of music I listen to Give a range of opinions Give reasons Ask someone what type of TV programmes they like Say what type of TV programmes I like Use articles correctly Use the comparative Agree or disagree Ask someone what they did yesterday Say what I did yesterday Use the preterite of HACER Use the present and the preterite Use time expressions

Module 3 - A comer (Let's eat!)

Ask someone what they like to eat and drink Say what food i like Ask someone what they don't like to eat Say what food I don't like Use a wider range of opinions Agree/disagree with someone Use exclamations Ask what someone has for different meals Ask someone at what time they eat Say what I have for different meals Use negatives Understand a menu Order a meal in a restaurant Say i am hungry or thirsty Ask for the bill Use usted/ustedes Understand dishes and ingredients Say what i am going to bring to a party Say what ingredients I am going to buy Use the near future tense Give an account of a party Use the three tenses together Use direct pronouns

Module 4 - ¿Qué hacemos? (What do we do?)

Ask someone if they would like to go out Ask when ad where to meet Say where and when to meet Give a positive or a negative reaction Use me/te gustaría+infinitive Ask someone if they want to go out Say "sorry, I can't" Make excuses Use guerer and poder Use exclamations Say what do I do to get ready Use reflexive verbs Use sequencers and frequency words Say what i normally wear Say what i am going to wear Use adjectives of colour Say "this" and "these" Use the near future tense Talk about spotting events

Refer to the present, past and future Use structures with two verbs Give and ask for opinions

Module 5 - Operación verano (Mission: summer!)

Describe a holiday home Say why I prefer a house Describe its location Use the comparative Ask what you can do in a holiday location Say what activities you can do Use the superlative Ask for directions Understand and give directions Use the imperative (tú form) Understand summer camp information Discuss summer camps Use three tenses together Use fillers to play for time Understand information about holiday destinations Discuss holiday destinations Use mejor and peor

Websites useful for revision: Quizlet Google classroom Classcharts



<u>Good communication | Organisation | Bouncebackability | Initiative | Gratitude</u>