



Aspire | Achieve | Thrive

Revision List Year 8

Assessment 2

Top 10 tips to support your child with revision

- **Being a role model** - Help support them with revision by asking them questions, reading their notes and listening to them
- **Help them set goals** - Encourage them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall. Help focus them and talk to them about their goals regularly
- **Keep them active** - Encourage them to keep active on a daily basis
- **Healthy eating** - Encourage them to eat breakfast everyday Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams
- **Time out** - Encourage them to build in opportunities to take some time out every week, away from study
- **Sleep patterns** - Young people need between 8 – 9 hours sleep per night
- **Unplugging** - Encourage them to unplug from technology everyday. Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- **Staying cool & calm** - Promote a balance of their academic studies & other activities during the week
- **Belief** - Give them positive reinforcement
- **Be supportive**

English

Type of assessment

Year 8 will complete an on-line Quest assessment which will measure their progress for the year.

Length of assessment

Three separate lessons

Maths

Type of assessment

60 Mark Assessment, including fundamental topics and content from the full year

Length of assessment

One lesson

- Working with proportion
- Working with ratio
- Finding percentages of amounts
- Finding fractions of amounts
- Using index laws
- Working with Standard Index Form
- Finding the area of 2D shapes
- Finding the circumference of circles
- Finding the volume and surface area of prisms
- Finding missing angles in a quadrilateral
- Finding missing angles in parallel lines
- Finding interior and exterior angles in polygons
- Finding the coordinates of midpoints
- Reflecting shapes in a mirror line
- Identifying properties of 3D shapes
- Solving equations
- Working with linear sequences
- Plotting linear graphs
- Factorising expressions

- Drawing venn diagrams
- Drawing line graphs

Science

Type of assessment

45 mark recall assessment and a 20 mark application assessment made up of a mixture of 1 to 6 mark questions. The assessments contain sections on Biology, Chemistry, Physics and some questions about skills in science.

Length of assessment

Over two lessons - 40 minutes and 20 minutes

- Identify variation in organisms from images
- Define variation
- Identify inherited traits through images
- Define fertilisation
- Define a recessive allele
- Complete punnett squares to predict offspring characteristics
- State probability based on punnett squares in terms of a percentage
- Identify acidic, alkaline and neutral values of pH
- Identify colours and pHs using universal indicator results
- Explain why acids are dangerous
- Identify elements, groups and periods on the periodic table
- State how the modern periodic table is arranged
- Describe the structure of an atom
- Identify magnetic materials
- Label forces on diagrams showing objects accelerating as they fall
- Describe the effect of increasing speed on air resistance
- Identify the directions of different forces

- Identify balanced and unbalanced forces
- Describe energy transfers
- Identify factors affecting stopping distance
- Label the male and female reproductive system
- Describe the menstrual cycle
- Use the reactivity series to predict if reactions will happen
- Identify combustion, precipitation, displacement and thermal decomposition reactions
- Identify contact and non-contact forces

History

Type of assessment

50 Question recall test and a skills assessments

Length of assessment

50 minutes

- Diversity in Britain / war
- Windrush
- 1958 Riots
- Political Responses
- Sports and civil rights
- USA -background to racism
- Little Rock 9
- Case Study - Emmet Till
- Transport
- Campaigners
- Fun through time

Geography

Type of assessment

50 mark recall test and one extended writing question

Length of assessment

50 minutes

- What is the development?
- Development indicators
- Ghana poverty / development
- Fairtrade
- Ocean ecosystems
- Oceans importance
- Marine National Park
- Seagrass and the Sound
- Overfishing / Sustainable fishing
- Plastic oceans / sustainable solutions
- Coral Reefs
- Urbanisation
- Megacities
- Migration (Push/pull factors)
- India - Rural to Urban migration
- Dharavi
- Improving quality of life in slums
- Siberia characteristics
- Siberia animal adaptations

- **Glaciation processes (Freeze-thaw / plucking / abrasion)**
- **Glacial landforms (Corries / Aretes / Pyramidal Peaks / Moraine / Drumlins)**

French

Type of assessment

Listening / Reading / Speaking / Writing tasks

Length of assessment

2 lessons

- Half-term 3: What music I like listening to and why
- Half-term 4: Using the past tense to describe a music event I have been to
- Half-term 5: Talking about what foods and drinks, expressing opinions and ordering in a restaurant

Spanish

Type of assessment

Listening / Reading / Speaking / Writing tasks

Length of assessment

2 lessons

- Half-term 3: What music I like listening to and why
- Half-term 4: Using the past tense to describe a music event I have been to
- Half-term 5: Talking about what foods and drinks, expressing opinions and ordering in a restaurant

Art

Type of assessment

Multiple choice questions and practical task in lesson, plus marking of practical work.

Length of assessment

20 minutes + 20 minutes

- Colour theory
- Methods of recording
- Mark making techniques
- Ceramic techniques

Computing

Type of assessment

Multiple choice knowledge recall (approx 50 questions)

Application of knowledge assessment that required a written response which students can use their knowledge organiser(s) to support with.

Length of assessment

One lesson

- I can understand that a computer system is a device that is used to execute computer programs.
- I can recognise that a computer program is a set of instructions that can be performed by a computer system.
- I can understand that computer programs which are written in a programming language like Scratch or Python must be translated into machine code (binary) so that a computer can execute them.
- I can understand that all computer systems can input, process and output data.
- I can describe the roles of the processor (CPU), memory and storage in a computing system.
- I can describe an operating system as a set of computer programs that controls the operation of a computing system.
- I can describe the 3 main logical operations carried out by a computing system: AND, OR and NOT.
- I can discuss a range of ethical, cultural, environmental and legal issues associated with the use of computer technologies.
- I can describe the difference between open-source and proprietary software licenses.
- I understand decomposing and problem and using event-driven programming

- I understand the importance of success criteria
I understand the use of debugging to test programs and identify errors in code
- I can describe syntax errors and logic errors.
- I can use subroutines in programming
- I can use variables in programming
- I can use selection in programming, including the use of comparison operators (>, <=, ==, etc)

Drama

Type of assessment

A recall quiz and practical tasks in lessons.

Length of assessment

One lesson

- I can rehearse with others
- I can share my own ideas
- I can stay in-role
- I project my voice in performance
- I use facial expressions
- I use body language
- I can create an engaging character
- I can effectively use stage space
- I can narrate
- I can develop dialogue for my character
- I can use hot-seating
- I can identify strengths and how to improve a performance
- I can perform from script
- I can plan my use of stage space
- I can alter my tone of voice
- I can evaluate the work of others

Modern Britain

Type of assessment

50 recall questions/LSQ type and extended writing task on Christianity as a religion in modern Britain.

Length of assessment

One lesson

- I can identify the different types of worship
- I can understand the importance of prayer
- I can understand the importance of sacraments
- I can understand the importance of festivals to Christians
- I can investigate the growth of the church
- I can recall the nature of God
- I can understand the Trinity
- I can recall the different creation stories
- I can investigate the role of incarnation
- I can understand the crucifixion
- I can understand the role of the resurrection for Christians
- I can understand the role of the ascension for Christians
- I can explain the justice system in modern Britain
- I can explain the religious response to terrorism

Music

Type of assessment

50 Recall questions/LSQ and a listening assessment

Length of assessment

One lesson

- I can name three Scandinavian composers
- I can name some rock performers and identify the instruments used in this genre
- I can recall where the djembe came from and some facts about what the drum is made up from
- I can recall some information about the classical pieces Peter and the Wolf and the music for the ballet Romeo and Juliet
- I can recall some information about the musical West Side Story
- I can name parts of a drum kit
- I know what the terms dynamic and tempo mean
- I can name an instrument from each musical family
- I can identify instruments from each musical family
- I can use my listening skills to identify instruments by ear
- I can apply my listening skills to identify tempo
- I can apply my listening skills to identify Dynamics

