STOKE DAMEREL

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

Y8 will complete a skills based assessment consisting of 25 questions that will then be multiplied by 4 to give them their percentage. Additionally, the students will complete a speech.

Length of assessment

One lesson

- Prepare for the Spoken Language assessment
- To evaluative non-fiction devices in an unseen speech
- To make use of the most appropriate synonyms to shape meaning.
- To use punctuation appropriately.
- To use punctuation for an effect.
- To identify language devices.
- To make sophisticated inferences from a chosen text.
- To write up the first draft of the Spoken Language speech ready for assessment.

Maths

Type of assessment

50 Mark Recall Assessment, including vocab, fundamental topics and content from the full year

Length of assessment

One lesson

- I can confidently apply the four operations including with decimals
- I can plot single and double inequalities on a number line
- I can confidently work with negative numbers
- I can multiply and divide by powers of 10
- I can order/ convert integers, fractions, percentages and decimals
- I understand and can find LCMs and HCFs by listing
- I can perform prime factor decomposition
- I understand and can find LCMs and HCFs using a venn diagram
- I can divide an amount into a given ratio, given entire quantity or partial amounts
- I can relate a ratio to a proportion as a fraction and solve problems
- I can solve unitary and best-value problems
- I can use multipliers to find percentage of amounts
- I can find percentage increases and decrease
- I can apply all four operations to fractions and solve problems
- I can calculate expected outcomes
- I can compare relative frequencies with theoretical probability
- I can list outcomes and use appropriate sample spaces
- I can construct frequency tables, two-way tables and frequency trees

- I can find mode, median and mean from a list of numbers and know the advantages and disadvantages of them
- I can find the mean, median and mode from a frequency table (not grouped)
- I can construct and interpret pie charts, stem and leaf and scatter graphs
- I can simplify expressions involving sums, products, powers (including using basic index laws)
- I can expand single brackets
- I can factorise into single brackets
- I can expand double brackets
- I can substitute numerical values into formulae and expressions
- I can solve two step and multiple step equations
- I can write an expression for the nth term of a sequence
- I can plot and draw linear graphs
- I can find the area and perimeter of compound shapes
- I can understand key circle terms and calculate the circumference and area of a circle
- I can use the formula for volume of a cuboid, cylinder and triangular prism
- I can understand and use vertically opposite, alternate, corresponding and co-interior angles on parallel lines

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
- Causes of crime - religion
- Causes of crime - power / authority
- Causes of crime - poverty / wealth
- Causes of crime - industrialisation
- Causes of crime - social attitudes
- Causes of crime - technology

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 and climate change
- Plymouth Marine National Park
- Seagrass
- Overfishing
- Plastic oceans
- 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
- Glacial landforms

French

Type of assessment

Listening / Reading / Speaking / Writing tasks

Length of assessment

Two 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: What school subjects I study and what I will study in the future + opinions

Spanish

Type of assessment

Listening / Reading / Speaking / Writing tasks

Length of assessment

Two 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: What school subjects I study and what I will study in the future + opinions

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

PE

Type of assessment
Practical test

Length of assessment
One lesson

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 understand the features of Operating Systems and the difference between Graphical User Interface (GUI) and Command-Line Interfaces (CLI)
- 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.
- Understand the features of Operating Systems and the difference between Graphical User Interface (GUI) and Command-Line Interfaces (CLI)
- Decomposing and problem and using event-driven programming
- Understanding the importance of success criteria
  The use of debugging to test programs and identify errors in code
- Describe syntax errors and logic errors.
- Subroutines in programming
- Variables in programming
- 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

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 makeup 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

Revision