

Year 8 T1 Assessments
Monday 30th January 2023 – Friday 17th February 2023

Subject	Summary of Exam (Type/length)	Teaching Group/ Time & Date	Topic content
English	<p>Writing 1 hour</p> <p>Reading 1 hour</p>	<p>Writing W/B Monday 6th February</p> <p>Reading W/B Monday 13th February</p>	<p>Reading A skills-based test with an unseen passage, assessing ability to retrieve information, inference, select quotations, explain words in context, identify language techniques and support an opinion.</p> <p>Writing write a short narrative story based on a picture stimulus, including describing setting, a character and an event. This will assess use of paragraphing, vocabulary, imagery, sentence structures, punctuation, and spelling.</p>
Maths	<p>Paper 1 50 Minutes</p> <p>Paper 2 50 Minutes</p> <p>Paper 3 50 Minutes</p>	<p>1 paper in each Math lesson from Monday 13th February – Friday 17th February</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Factors, multiples and primes • Powers and roots • Operations with fractions and decimals • Negative numbers and BIDMAS <p>Paper 2</p> <ul style="list-style-type: none"> • Algebraic manipulation • Rearranging formulae • Solving Equations • Area and perimeter <p>Paper 3</p> <ul style="list-style-type: none"> • Percentages • Ratio and proportion • Pie charts • Averages
Science	<p>Paper 1 45 minutes</p> <p>Biology, chemistry and physics sections</p> <p>Paper 2 30 minutes</p> <p>Practical and analysis skills</p>	<p>8x1 Paper 1 Wednesday 1st February, P1</p> <p>Paper 2: Thursday 2nd February, P5</p> <p>8x2 Paper 1 Monday 6th February, P5</p> <p>Paper 2 Friday 10th February, P1</p> <p>8x3 Paper 1 Monday 6th February, P3</p> <p>Paper 2 Thursday 9th February, P5</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Variation • Food chains, pyramids of number and habitats • Fertilisation and pregnancy • Joints and muscles • Breathing • Neutralisation and decomposition reactions • Properties of metals • The Earth's atmosphere • Elements, compounds and mixtures • The particle model • Solutions and separating techniques including chromatography, evaporation and filtration • Sound wave patterns • Frequency and amplitude of sound waves • Series and parallel circuits • Mass and weight • Forces including the effect of balances and unbalanced forces

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		<p>8y1 Paper 1 Wednesday 1st February, P2</p> <p>Paper 2 Thursday 2nd February, P5</p> <p>8y2 Paper 1 Friday 3rd February, P3</p> <p>Paper 2 Thursday 2nd February, P1</p> <p>8W1 Paper 1 Tuesday 7th February</p> <p>Paper 2 Friday 10th February</p> <p>8w2 Paper 1 Wednesday 1st February, P1</p> <p>Paper 2 Monday 6th February, P4</p>	<p>Paper 2</p> <ul style="list-style-type: none"> • Measuring energy contents of foods • Laboratory apparatus • Chromatography • Distribution of organisms in an ecosystem
RE	<p>Paper 1 Knowledge & Understanding (key concepts) 30 minutes</p> <p>Paper 2 Discern & Respond (skills) 30 minutes</p>	<p>8W1 Monday 6th February and Thursday 9th February</p> <p>8W2 Friday 10th February and Monday 13th February</p> <p>8X1 Monday 6th February and Wednesday 8th February</p> <p>8X2 Tuesday 7th February and Friday 10th February</p> <p>8X3 Tuesday 7th February and Friday 10th February</p> <p>8Y1 Thursday 9th February and Friday 10th February</p> <p>8Y2</p>	<p>For both papers the content from this years curriculum applies. Units were: Happiness & Fulfillment Christian views on Suffering</p> <p>Paper 1: Core Christian beliefs and teachings</p> <ul style="list-style-type: none"> • Sacraments • The Trinity • Evil & Suffering • Prayer • Relationships- Love is • The Bible (formation & literary forms) • Disciple • Creation of the world • Mass • Holy Days: Lent, Easter, Advent, Christmas • Moral Authority • Happiness & Fulfillment • Salvation • Old Testament examples of happiness • New Testament Examples of happiness • Types of Evil • Origins of Evil (different opinions/views/examples) • Book of Job • God’s plan for Evil

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		Wednesday 8 th February and Friday 10 th February	<ul style="list-style-type: none"> • Role of a Conscience • Jesus as a role model for overcoming suffering/making good choices <p>Paper 2: Application, Extended Writing on</p> <ul style="list-style-type: none"> • Happiness & Fulfillment: Philosophy of Life/opinions on life's purpose • Bible- formation & literary forms • Examples of HF in the Old Testament • Examples of HF in the New Testament • Discipleship & HF • Sacraments & HF • Mary & HF • Afterlife/Soul & HF <p>Christian views on Suffering:</p> <ul style="list-style-type: none"> • Types of Evil • Problem of evil • Origins of Evil – Fall of Man • Origins of Evil – Soul Making • Role of a Conscience • Part of Gods plan (Book of Job) • Sacrament of Reconciliation • Salvation • Listening to Jesus to improve our conscience/choices & help overcome suffering
History	1 hour 30 minutes Examination Knowledge recall questions, source analysis and Extended Writing	<p>8X1 Monday 13th and Wednesday 15th February</p> <p>8X2 Monday 6th and Wednesday 8th February</p> <p>8X3 Tuesday 14th and Wednesday 15th February</p> <p>8Y1 Tuesday 7th and Thursday 9th February</p> <p>8Y2 Tuesday 14th and Thursday 16th February</p> <p>8W1 Monday 13th and Wednesday 15th February</p> <p>8W2 Monday 13th and Tuesday 14th February</p>	The consequences of the Industrial Revolution in Britain. Topics include: <ul style="list-style-type: none"> • Living Conditions in Industrial Cities • Working conditions for adults and children • Chartism and voting rights • The life of women across the classes • The British Empire, including involvement in the Slave Trade and Irish famine
Geography	1 hour	8X1	Russia

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	<p>Microsoft Forms assessment (Knowledge, understanding and skills)</p>	<p>Tuesday 14th February 8X2 Wednesday 15th February 8X3 Thursday 16th February 8Y1 Wednesday 15th February 8Y2 Thursday 9th February 8W1 Tuesday 14th February 8W2 Wednesday 15th February</p>	<ul style="list-style-type: none"> • What are the main human and physical features of Russia • What are the major biomes in Russia and what are their characteristics? • Pollution in Russia (sources and solutions) • Arctic oil extraction • Russia and energy security <p>Brazil</p> <ul style="list-style-type: none"> • What are the main human and physical features of Brazil? • What is the development of Brazil like? • What is migration and why do people migrate? • What are favelas? • Tropical rainforests (physical characteristics) <p>Skills</p> <ul style="list-style-type: none"> • Describing patterns and trends in maps, graphs and charts • Four and six figure grid references
<p>French</p>	<p>You will need a charged netbook to complete these assessments</p> <p>Paper 1 listening and reading (45 minutes)</p> <p>Paper 2 Writing and speaking with Vocaroo (35 minutes)</p>	<p>8x1 Monday 6th February and Tuesday 7th February</p> <p>8x2 Monday 30th January and Wednesday 1st February</p> <p>8x3 Monday 30th January and Thursday 2nd February</p> <p>8y1 Tues 31st January and Friday 3rd February</p> <p>8y2 Monday 30th January and Tuesday 31st January</p> <p>8w1 Friday 3rd February and Monday 6th February</p> <p>8w2 Wed 1st February and Friday 3rd February</p>	<p>Revision resources available here.</p> <p>Each of the 4 skills will test the following:</p> <p>Sounds</p> <ul style="list-style-type: none"> • Syllables and stress, liaison (-t, -s, -x, -on) • h • em/en/am/an • aim/ain/in/im/ um/un • om/ on • e, a • -gn- • r • eu/œu • o/ô <p>Vocabulary (from 1.1 week 1 to 1.2 week 4)</p> <ul style="list-style-type: none"> • Quizlet link T1 all vocab • Quizlet Flash cards • Quizlet match - all vocabulary <p>Grammar</p> <ul style="list-style-type: none"> • Use of pronouns il(s)/elle(s) meaning 'it'/'they', and on meaning 'people, you, one' • Verb endings in the present tense • intonation (SV), inversion (VS) and est-ce que questions • feminine adjective and noun agreement rules • construction rule for numbers and dates • possessive adjectives (son, sa, ses, notre, nos) • present vs perfect tense (past) : faire, dire, -ER verbs

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			<ul style="list-style-type: none"> ce, cet, cette, ces il y a vs il y avait negation: ne...pas de (present vs perfect)
Computing	<p>You will need a charged netbook to complete this assessment</p> <p>1 digital paper lasting roughly 45 minutes</p>	<p>8x1 Friday 3rd February</p> <p>8x2 Friday 3rd February</p> <p>8x3 Monday 30th January</p> <p>8y1 Monday 30th January</p> <p>8y2 Monday 30th January</p> <p>8w1 Wednesday 1st February</p> <p>8w2 Friday 3rd February</p>	<ul style="list-style-type: none"> Online Safety Data representation: binary to denary and vice versa, Character set and ACSII, images Programming constructs: Sequence, Iteration, and selection (blocked base coding (code.org)) Web technology: HTML The function of the CPU (From Year 7) Factors affecting the performance of the CPU (from Year 7) Storage (From Year 7) Types of malware (From Year 7)
Art	n/a	n/a	For Art, students do not sit a stand-alone assessment. Instead, due to the nature of the subject, they will be assessed on multiple pieces of work throughout their first project (since September).
PE	<p>Head/Hands Heart – Practical assessment (Grade 1 to 10)</p> <p>Head Students will be assessed on decision making, Knowledge, Analysis and confidence</p> <p>Hands Physical, Technical, Competition, Fitness</p> <p>Heart Social, Effort, Attitude</p>	<p>8X Monday 13th February</p> <p>8Y Thursday 16th February</p>	<p>Head assessment – Knowledge, Analysis, Confidence</p> <ul style="list-style-type: none"> Knowledge of the rules and regulations of assessed sports Decision making – implementing strategies/tactics Understanding the make-up of the human body <p>Hands assessment – Physical, Competition, Fitness</p> <ul style="list-style-type: none"> Select and apply a range of skills and techniques with confidence and control Show good levels of physical fitness <p>Heart assessment – Social, Emotional, Effort, Attitude</p> <ul style="list-style-type: none"> Demonstrate positive behaviour Show enthusiasm and good social skills Show determination to do your best Confidently lead part of a session to a group of peers

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D&T	Assessment of knowledge understanding and skills developed in Textiles, Food and Product Design	n/a	Students will be assessed through the project work they have carried out since year 7. This includes investigation, design development, evaluation and testing and communication evidenced in their book along side the practical outcomes produced in each specialism. There will be no formal timed assessment.