



EPPRA

ENGAGING PARENTS IN RAISING ACHIEVEMENT

PREPARING FOR END
OF YEAR ASSESSMENTS



**Carmel
College**

INTRODUCTION

If we look at education as a three-legged stool: one leg is the teacher, one leg is the student and one leg is the parent or carer. Each leg of the stool needs to make an equal contribution to stay balanced. It is clear that parental/carers engagement and involvement makes a significant difference to the educational outcomes of young people. It is your support of their learning within the home environment that makes the maximum difference to their achievement.

As we move away from coursework to summative examinations it is crucial the students learn good habits and routines around preparing and revising for an assessment. Contained within this booklet are the topics and skills that will be assessed as well as useful strategies and websites to use for revision. In addition, subject teachers will be setting homework and class tasks that consolidate learning and prepare students for success in their end of year assessment.

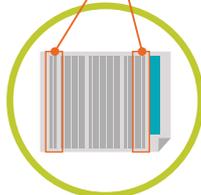
EPRA



UNDERSTANDING AND CONDENSING INFORMATION

Did you know?

The **FIRST AND LAST SENTENCE** of each paragraph usually contains the most information.



4 STEPS TO SUCCESS

Select the information you need

&

REJECT that which you don't



THE PHILOSOPHY OF MEMORY

To be able to memorise and recall things, brain waves should look more like this

and less like this rather

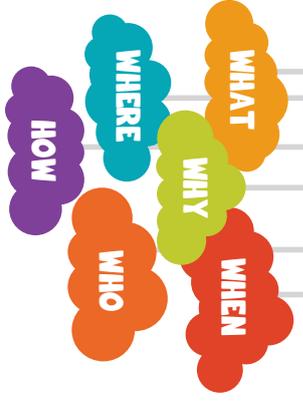
1 Relax

If you think **negative thoughts** like 'I'll never be able to do this', then your brain naturally activates all the cells connected to failure. Then you fail.

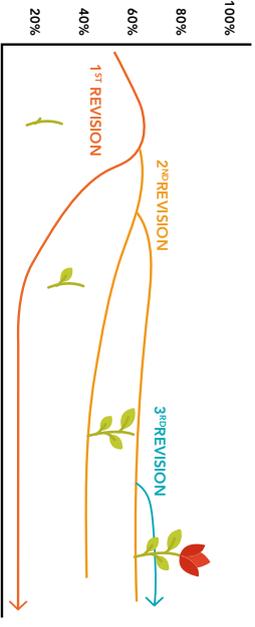
2 If you think you can or think you can't, you're right

If you change your mindset and **think positively** then different cells, the ones that make you more alert and help find the correct information, become active.

TOP TIPS FOR UNDERSTANDING

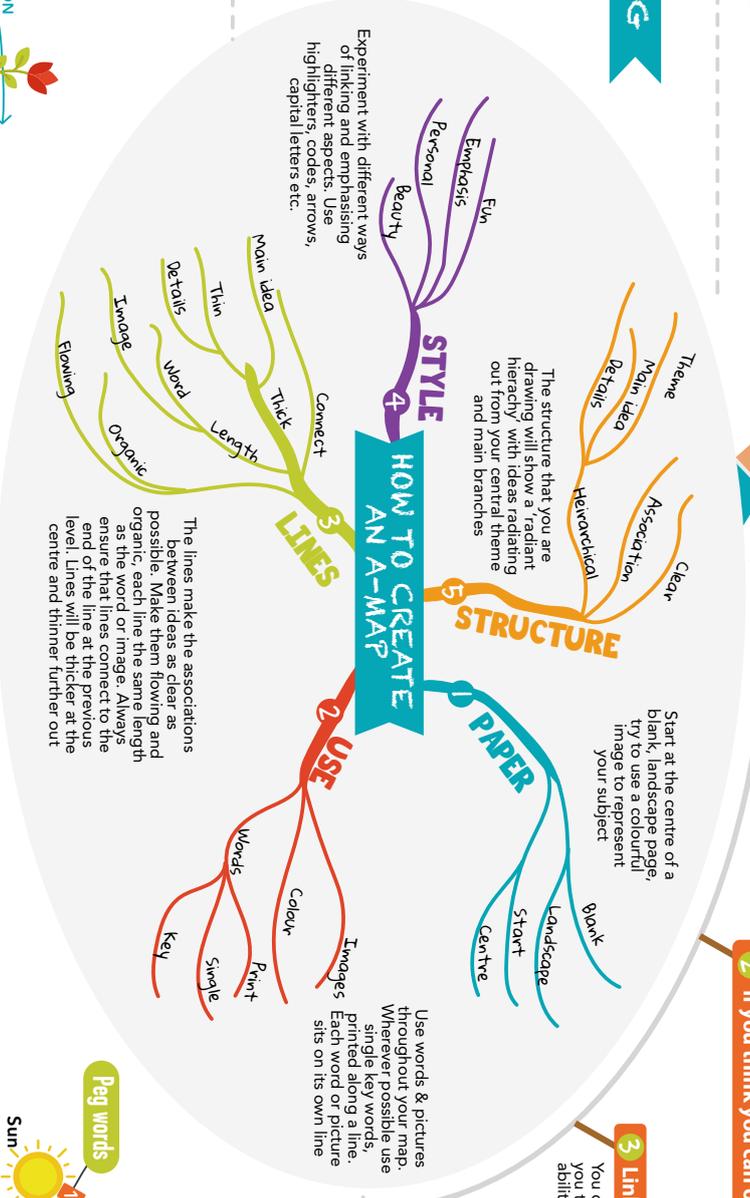


THE REVIEW PHILOSOPHY



- 10 MINS LATER review for
- 1 DAY LATER review for
- 1 WEEK LATER review for
- 1 MONTH LATER review for

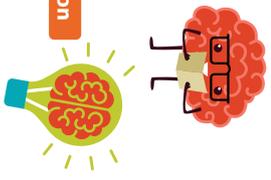
UP TO **75%** loss in 24 hours (without reviewing)



3 Link information together

You can memorise topics easily if you tap into the brain's natural ability to remember stories.

4 Unleash your imagination



TECHNIQUES

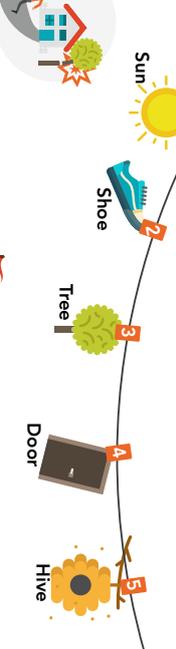
Numbers and dates

1234567890
ABCDEFGHIIO

The great fire of London happened in 1666. Using the code, 1666 translate to A F F - A Fenious Flaming Fire



Memories and first letter triggers
Richard of York Gave Battle in Vain



Visual and rhyming triggers

Image chains

Loci or Memory Palace

An ancient technique used to link things to places. Use somewhere familiar to you e.g. home, exam hall, the car or your uniform.

"In fourteen hundred and ninety-two, Columbus sailed the ocean blue..."

The Philosophy of Memory

1. Relax

To be able to memorise and recall things, brain waves should look more like this...



...and less like this rather stressed brainwave.



Too much stress lights up all the wrong brain cells, making it harder for you to find the cells with the information you need and want.



2. Attitude

If you think you **can** or think you **can't**, you're right.



If you think negative thoughts like, **"I will never be able to do this,"** then your brain naturally activates all the cells connected to failure. **Then you fail.**

If you change your mindset and **think positively** then different cells, the ones that make you more alert and help find the **correct information**, become active.



3. Link information together

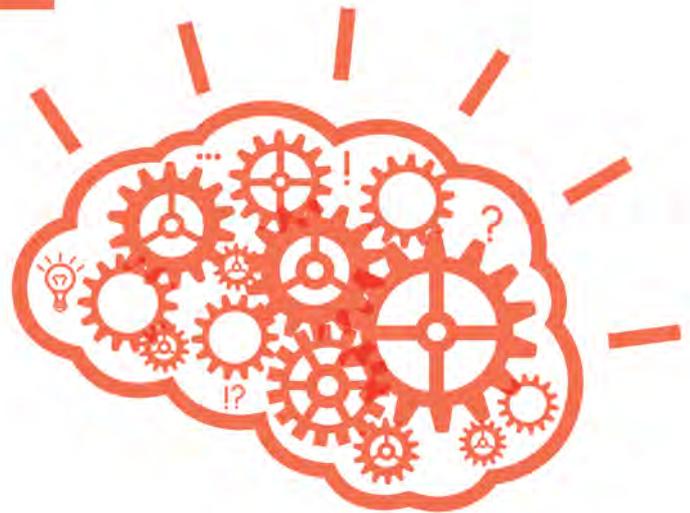
Your brain loves a good **story**. Remember every detail of your favourite film or book? Well, that's because your brain loved the **logical progression of ideas** – a story. It captured your imagination so all those neurons made lovely **strong connections**.



The same applies to schoolwork. You can memorise topics easily if you tap into the **brain's natural ability to remember stories**.

4. Unleash your imagination

A little imagination goes a long way. The **more** you use your **imagination** the stronger the links between brain cells become **improving** your memory and learning performance!



5. Review



Reviewing your work is very important. In fact, it is the key to a **successful memory**.

Marvellous Memory

Loci

First used by the Ancient Romans (seriously!) and now famously used by Derren Brown and World Memory Champions, Loci or Memory Palace works by logically placing items in various locations. It's best to use a place you know well like your home, classroom or exam hall. Go wild and unleash your imagination!

You can use this technique for all sorts of things. It works particularly well with people, such as historical figures. You can include important information about these people as part of their location.

But there are many other possibilities, such as using parts of your body as locations or reminders. Or you can put the first word of your image chains into each location to trigger each list you've memorised.

Mnemonics

There are lots of different types of mnemonics to choose from. Give some of these a try.

First letter triggers

Bones of the arm :

Scapula
Clavicle
Humerus
Radius
Ulna
Carpals
Metacarpals
Phalanges



Rhyming triggers

*"In fourteen hundred
and ninety-two,
Columbus sailed the
ocean blue."*

Image chains



This is a simple and imaginative way to remember lists of words. You just take each item on the list and link them together using a story. The crazier the better!

Peg words

Like Loci, Peg Words is a technique that links an item you need to remember to a visual image. But this time you link things to a number.

The problem here is that a number is in itself intangible; it's hard to imagine creatively. You can get around this by inventing a new counting system!



Make your own...



Number and Dates

Shape Pegs

This is a similar system to the rhyming pegs system, but instead of rhyme you look at the shape of the number to create an image. For example, 7 could be a boomerang and 2 could be a swan!

The Enigma System - become a spy!

To remember dates, formulas etc. become a spy by creating your own code system, where every number translates to a letter. Then unleash your imagination to create words and phrases to help you memorise the numbers!

1 2 3 4 5 6 7 8 9 0
A B C D E F G H I O

The great fire of London happened in 1666. Using the code, 1666 translate to **A F F F** - **A** Flaming **F**erocious **F**ire!



MATHEMATICS

How to revise for maths

There are formulae, facts and techniques to learn for maths but by far the best way to revise for maths is to actually do maths questions. Pupils are given topic tests every half term. Just prior to the test they are given revision sheets which enables them to practise questions. They then have a revision lesson to go through the answers. It is important that the revision sheet is completed.

For the end of year tests, pupils have revision lessons are given a revision list. There are many additional resources available which could be used in conjunction with revision sheets and lists.



Carmel College has a user account with MyMaths.co.uk. The username is carmel and the password is number. This site includes great explanations of topics and gives pupils a chance to practise them.

Pupils can use their text books to practise questions. The 'Test Yourself' exercises at the end of each chapter include the answers. For additional explanation, corbettmaths.com includes explanatory videos and practise questions with answers.

Each child has been provided with an individual revision topic list which are stuck in the back of their exercise book. The revision sheet provided is a sample of what is given at the beginning of the half term after easter.

Paper 1 – non-calculator

Multiply by multiples of 10
Linear sequences
Properties of prisms
Add integers
Subtract integers
Units of measurement
Pictograms
Nets of cuboids
Bar charts
Area on a centimetre square grid
Proportional increase
Equivalent fractions
Common number sequences
Multiply integers
Divide integers, including with remainders
Pie charts
Add decimals
Subtract decimals
Two way tables
Averages of a list of discrete values
Interpreting tables
Writing a number as a fraction or percentage of another
Fractions of amounts
Convert between fractions, decimals and percentages

Paper 2 - calculator

Bar charts
Money calculations, including making change
Properties of 2D shapes
Reading partially numbered scales
Interpreting timetables and schedules
Ordering integers
Fractions of shapes
Volume by counting cubes
Types of integers
Measuring lengths
Formulae given in words
Adding integers
Ordering fractions, decimals and percentages
Percentage increase
Circumference of a circle
Tessellating shapes
Money calculations with area and perimeter
Substitution into a formula
Solving equations
Factors and common factors
Area of a triangle

ENGLISH

In English we encourage the pupils to use a PEA structure in their responses to help them answer questions fully, and in enough detail necessary for them to meet all of the assessment objectives which are being tested.

Below is a brief outline and example as to what a PEA paragraph is and how pupils should structure their responses in a reading assessment.

POINT	This is the students response to the question. It clearly answers the question and is short and to the point.
EVIDENCE	This is the quote or textual evidence that proves their point. It is how they know their point is accurate. Students should also use quotation marks when using quotes from the text
ANAYLSIS	<p>Analysis is where the detail of the answer is developed. This should look at the quote in detail and explore its effect.</p> <p>Students may consider:</p> <ul style="list-style-type: none">• The key words in the quote and any connotations• The techniques that a writer is using to create a particular effect• The emotions or questions that quote makes them feel as a reader <p>The more detail students put into this section of the response the more marks they will receive.</p> <p>Development: Once students are confident with this structure we encourage students to develop this further. Students may move on to also consider alternative interpretations, relevant context and/or how a text is structured.</p>



ENGLISH

Below are some example paragraphs which show how we would expect the detail in a PEA paragraph to increase as a pupil progresses through Key Stage 3.

Year 7 example response

Link is a character who suffers from low self-esteem and feels excluded from society. This shown through the use of “invisible”. The repetition of the adjective ‘invisible’ clearly shows the reader how unimportant Link feels within society. He feels ignored by his family and by the general public. This suggests that Link is an unimportant character not worthy enough to be part of the action. All in all this quote demonstrates Link’s lack of confidence, low self-esteem and self-worth.

In year 7 we encourage the students to gain confidence using the PEA structure. Students focus on a keyword or a phrase within the quote and will often use subject terminology to identify its word class. They look at the connotations of that key word or phrase in order to make inferences about what the writer is trying to convey to the reader. They finish with an effect on them as a reader, which could be their opinion, or the emotions they feel as they read.

Year 8 example response

Steinbeck uses zoomorphism to describe Lennie in animalistic terms. Lennie is compared to a dog or a bear in the way that he has ‘paws’ and a sheep when we are told that he “bleated”. The paws are huge emphasizing their strength; and while hands can be used purposefully paws are clumsy and this links with the idea of Lennie acting without thinking. Sheep are known for being followers and not being capable of thinking for themselves so this shows that Lennie is incapable of making his own decisions and relies on George for direction. The fact that he is bleating is linked with his terror and shows how panicked he is by the situation. Steinbeck constantly compares Lennie with animals and I think he does this to emphasize firstly his strength, but secondly how Lennie is not capable or rationalizing his decisions which foreshadows the ending of the novella. The reader empathizes with Lennie because they understand that none of his actions are driven by malice.

In Year 8 students develop these skills by beginning to embed quotes. They may use more than one quote to support their point. They should begin to identify techniques as well as keywords and their use of terminology should be more secure. Their analysis will become more detailed as they explore their ideas in depth and they may begin to make links with context, or alternative interpretations.

Year 9 example response

George Burrows is awed by the power of nature; both its beauty and its violent danger. He uses personification to present this contrast by describing the bridge as “chaste and beautiful”. Chaste is an adjective used to describe a virtuous and modest person. Here the bridge is portrayed as innocent and beautiful. However later in the same paragraph it is described as “spectral, shadowy”. The use of sibilance here lends a sinister tone to the description as the words are almost hissed and shadowy has connotations of darkness and things hiding. This is further emphasised by the adjective “spectral” which has connotations of ghosts and the bridge perhaps not being fully of this world. Burrows seems to be trying to convey to the reader that nature is beautiful and awe-inspiring but it is also dangerous and unpredictable.

In year 9 pupils should begin to identify the writer’s purpose and viewpoint on the topics he writes about. Their use of terminology should be secure and they should be looking at how writers use a range of techniques combined together to create effect. Often they will look at structure and use of punctuation and sentence type as well as key words and phrases. Their appreciation of effect should become more subtle and link to specific emotions that the writer is trying to convey through his writing.

RELIGIOUS EDUCATION

This is a list of topics studied from September, each year. Pupils receive a revision list for each test. They also receive a revision sheet which they complete prior to the test, in preparation for a revision lesson.

Year 7	Year 8	Year 9
Belonging	Jesus Saviour of all	Mark's Gospel
The Christian life	Prophecy	The early Church
Initiation	Islam	
Called to change	People of God	
Matter of Identity	Images of God	
Who am I?	Suffering and reconciliation	

Below is an example of successful revision in RE. The example fully explored the topics with quotes, reasoning and examples. We hope that by producing such resources in school and at home the learner is more successful drawing on knowledge during the assessment.

Titles of Jesus and their meanings

- Son of Man** = Jesus always refers to himself as the son of man before he predicts his passions. Shows his humanity.
- Messiah** = The anointed one who would bring in God's Kingdom. In Greek meaning "Christ".
- Son of God** = To describe the special relationship between God and Jesus. It shows Jesus divine nature as the incarnation.
- Saviour** = The title used to describe Jesus Christ as the redeemer of sins and saviour of souls. Salvation is always possible through Christ.

Baptism of Jesus

- heavens opened and a dove descended.
- God spoke and said "You are my son, whom I love with you I am well pleased"
- fully immersed
- the baptism was foretold
- water washes away the sins.
- River of Jordan, baptised by John the baptiser (Jesus' cousin)

Jesus didn't need to be baptised as he is already pure, but he did to show an example to Christians.

NATURE MIRACLE

Meaning = A miracle which Jesus shows his power over nature.

- This nature miracle defines the laws of sciences and can only be explained by God.

Examples =

- feeding of 5 thousand
- calming of storm
- Jesus walks on water

HEALING MIRACLE

Meaning = Jesus shows his power in healing the sick.

- medical man
- Transfiguration - Moses and Elijah
- "beloved son" / "father to man"
- Jesus with company sin
- "closest to God"
- "Shiloh faith?"
- contrasts elements
- eye-witness accounts
- "Jesus walked across the lake"

Jesus WALKS on water...

- the disciples cried out which is a human reaction.
- could be explained by sciences
- shallow water
- Rocks at the bottom
- Jesus is fulfilling the Psalm
- Represents Jesus the church controls God elements and perfection
- exciting account

CALLING OF THE DISCIPLES

Follow me and I will make you fishers of men

Raising of Jairus' daughter

man begged Jesus' healing powers weeping and wailing "close to death maybe Jesus healed her with medical knowledge of her condition. & said feed her afterwards?"

over exaggerated the look and his food?

FEEDING OF THE 5000

- big effort to follow Jesus.
- Moses and Aaron feeding the people
- disciples are terrified even if they know the full potential of Jesus' power.
- the little boy gives his food, big surprise since food is dried
- the last supper in forshodded

Levi - Tax collector and sinner; God chooses anyone.

Call of the 1st Disciples

immediately having faith in him

Jesus chooses ordinary people

Jesus confuses the disciples

Verbal Feedback Given

SCIENCE

How to revise for Science

There is a large amount of content to revise for Science, the best way to do this is practise questions and use resources such as Educake which your child should have a log in for. You can find this on www.educake.com

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There are many additional resources available which could be used in conjunction with revision sheets and lists. Below you will see an example revision worksheet.

This is a list of topics studied from September, which they may be assessed on in their end of year assessments. Pupils receive a revision list for each test. They also receive a revision sheet which they complete prior to the test, in preparation for a revision lesson. This list is correct as of March 2018.

Year 7

Cells
Particle model
Voltage/current
Universe
Variation
Acids and alkalis
Plant reproduction
Sound
Energy costs
Speed
Climate
Heating/cooling

Year 8

Digestion
Periodic table
Resistance
Movement
Light
Contact forces
Gravity
Separating mixtures
Metals/Non metals
Evolution
Energy transfers
Magnetism
Earth surface

Year 9

Elements
Wave effects/properties
Breathing
Inheritance
Chemical energy
Pressure
Respiration
Electromagnets
Types of reactions

Y7 EOY Revision

Describe and give examples for each key word

Freezing-

Melting-

Condensing-

Evaporating-

Draw a series circuit with 2 bulbs, one cell and a switch. Draw a parallel circuit with 2 bulbs one on each branch and two cells.

Draw a particle model for a solid liquid and gas.



Draw symbols for each component:

Cells-

Switch-

Bulb-

Variable resistor-

Motor-

Label this plant cell



What do each of these organelles do?

Nucleus-

Cell Membrane-

Cell Wall-

Cytoplasm-

Mitochondria-

Chloroplasts-

Label this animal cell



What needs to be done to this circuit so that the lamp lights up?



What are the units for each measurement and what do we use to measure them?

Current-

Voltage-

COMPUTING

Computing Assessment Summaries

Written under the headings below is a short summary of the work that has been completed. Each of the topics within the unit might be assessed in the 'End of Year Assessment'.

Year 7

Introduction to Computing at Carmel

- Getting to know the College network / Network rules
- What I have learned so far about computing and computers.

Introduction to Data and Modelling

- The parts of a spreadsheet; rows, columns, cells, labels, numbers, formulas
- Formatting a spreadsheet
- Variables, values, rules and formulas / functions
- Modelling - Changing the values in a variable to see different results.
- The purpose of collecting data
- How to collect data from people.
- How to store data on the computer so that it is useful
- How to make the data more useful by sorting and searching.
- Presenting data as charts

Introduction to Programming

- Using Scratch to make: Animations , ShapesGames
- Understanding how to break down a problem into parts
- Using sequence, selection and repetition in programming.
- Using Flowol to mimic real-life computerised systems
 - Traffic lights, Lighthouse, Greenhouse, Automatic home
- Testing the program to see if it works as intended

Computers in the real-world

- Input devices such as mice, keyboards, touch screens and microphones
- Storage devices such as hard disks, CD-ROMs and USB memory sticks
- Output devices such as Printers and Monitors
- Combinations of different devices to make up gadgets.
- Designing and programming gadgets to solve real-world problems.

Year 8

Networks and the WWW

- Planning the graphics (Button, Banner and Navigation Bar)
- Creating the graphics
- Evaluating the use of the graphics
- Website research, looking at what makes an effective website
- HTML Structure and Tags
- CSS
- Introducing Dreamweaver to help with the creation of web sites
- Planning a web site. Including house style and navigation
- Creating the website on a chosen theme
- Print and input functions (Sequence of events)
- If, else statements. (Decision and Selection)
- For and While loops (Repetition and Iteration)
- Commenting on your code

COMPUTING

Year 8 continued

Text-based Programming

- An introduction to Python.
- The importance of correct syntax
- Print and input functions (Sequence of events)
- If, else statements. (Decision and Selection)
- For and While loops (Repetition and Iteration)
- Commenting on your code
- Understanding how to break down a problem into parts
- Testing the program to see if it works as intended

Big Data

- What is Big data and why is it used?
 - Input, Storage, Processing and Output
 - Tables to store data – Fields and Records
 - Forms to enter data
 - Queries to process data
 - Reports to print out data (output)
- Using large data sets to make meaning out of data.
- Presenting the outcomes of processing large data sets.
- The need for security in large data sets.

Year 9

Computer Imagery

- Designing a set of graphics for a specific audience 'Splashout'.
Logo, Banner, Buttons, Icons, Navigation bars.
- Using graphics software to create the graphics
- Testing to make sure that the graphics work as intended
- Understanding how images are stored by computers.

Algorithms and Data Representation

- Searching algorithms (Linear and Binary)
- Sorting algorithms (Bubble, Insertion, Merge and Quick)
- Boolean logic (AND, OR and NOT)
- Applying Boolean logic to spreadsheets, databases and web-searching.
- Search Engine Optimisation / Wildcards in searching
- Binary numbers and converting binary to denary and back
- How binary numbers are stored in computer systems. (On CD-ROM/DVD-ROM and Magnetic Hard Disks.)
- How text and images are stored in binary code
- How images are created and optimised
- How sound is stored.

Global Project

- The phases of the project life cycle.
- Analysing the product that will be created and Initiating the project.
- The planning for the creation of a product using multiple methods.
- Creating the product by executing the planning.
- Using the skills learned throughout Year 7-9 to create a suitable product
- Evaluating the product that has been made using the original criteria.



GEOGRAPHY

For the end of year tests, pupils have revision lessons and are given a revision list. Although content will be revisited during lessons, the most successful students will be revising at home with the resources and using BBC bite size to help. Below is an example of a revision activity in geography.

This is a list of topics studied from September, which they may be assessed on in their end of year assessments. Pupils receive a revision list for each test. They also receive a revision sheet which they complete prior to the test, in preparation for a revision lesson. This list is correct as of March 2018.

Year 7
 Settlement
 Map Skill
 Energy
 Climate Change
 Rivers and Flooding

Year 8
 Natural Hazards
 Industry
 Coasts
 Tourism
 UK Weather

Year 9
 Tropical Rainforest
 Earthquakes and Tsunami
 Populations
 Developments
 Rivers

REVISION ACTIVITY FOR earthquakes

Key term	Definition	Draw the structure of the earth with facts for each layer
Constructive		
Destructive		
Convection current		
Epicentre		
Focus		
Megathrust		
Primary effect		
Secondary effect		
Response		
Oceanic crust		
What caused the KOBE earthquake		List the primary and secondary effects of the Kobe earthquake
How did Japan respond to the Kobe earthquake – include at least 5 facts		What caused the Japanese tsunami
What were the primary and secondary effects of the Japanese tsunami and how did they manage the disaster? Remember to include as many facts and place names as you can.		

HISTORY

MASTERING KNOWLEDGE IN HISTORY

What does it involve from you? Three simple commitments

TIME: 45m a week at home in 3 x 15m chunks

PROCESS: Stick to the plan – even if you find it difficult to start with

REFLECT AND RECORD: Fill in the record sheet so that you can monitor how you're getting on.

When	Instruction	Done? Notes
WEEK 1 SESSION 1 (Day 1)	Make revision resources. Choose from <input type="checkbox"/> Match up cards <input type="checkbox"/> Two-sided flash cards <input type="checkbox"/> Mind Map (try groups of 4) <input type="checkbox"/> Voice recording (in groups of 4)	
SESSION 2 Day 2 - 15 min	Learn the first set of facts – aim for between 12-16. (Do four at a time – test yourself by using the instructions below)	
SESSION 3 Day 4 - 15 min	1) Test yourself on the first facts (5 minutes) 2) Learn the next group (aim for between 8-12) (10 minutes)	
SESSION 4 Day 6 - 15 min	1) Test yourself on the second set, then the first (5m) 2) Teach someone else about your topic 3) Complete the word wall activities	
WEEK 2 Day 1 – 15 min	Get someone else to test you. Make a different revision resource using the same facts.	SCORE /20
Repeat Sessions 2-4 using your new revision resources		
What worked this week? What problems did you have? What are your plans to improve this for next week?		
WEEK 3	FINAL TEST & NEW FACTS TO LEARN	SCORE /
What worked this week? What problems did you have? What are your plans to improve this for next week?		

HOW TO TEST YOURSELF USING...

Match up cards:

- ☆ Time how long it takes you to pair up the cards - what is your fastest time?
- ☆ Just use the 'question cards' and try to remember the answers
- ☆ Just use the answer cards and try to remember the questions.
- ☆ Make a 'chain' of answers but explain how one thing is connected to the next.

IMPORTANT: Put a green dot on each one you get right and a red dot on each one that you're not sure about. Start with the red ones the next time you test yourself.

Two-sided Flash cards:

- ☆ Spread them all out on a table with the 'questions' face up and try to remember the answers. Do the same but with the answers face up and remember the questions.
- ☆ Make a 'chain' of questions OR answers but explain how one thing is connected to the next.

IMPORTANT: Put a green dot on each card you get right and a red dot on each one that you're not sure about. Start with the red ones the next time you test yourself.

Mind Maps:

- ☆ Pole-bridging – place your finger on the centre and then trace over all the lines – talking yourself through all of the connections and the different branches.
- ☆ Take your mind map away and practise 'drawing' out an imaginary mind map with your finger – talk through it at the same time.
- ☆ Try to draw out your mind map from memory. Check it. Fill in any gaps in a different, brightly coloured pen.

Voice Recording

- ☆ When you made the voice recordings you should have followed these instructions
 - 1) Make a separate recording for each group of facts (between 5 and 10)
 - 2) Read the definition, leave a 2 second gap, read the answer/date/key word
 - 3) Repeat for all of the facts that you want to include in that recording.
- ☆ Listen to the recordings that you made. Try to answer the question before your recorded voice does.

Flip Flop

- ☆ Fold the paper in half. Try to remember what is on the other side of the paper for each of the answers/questions.
- ☆ **IMPORTANT:** Put a green dot on each one you get right and a red dot on each one that you're not sure about. Start with the red ones the next time you test yourself.

Word Wall Activities

Write down all of the answers/key terms on a sheet of A4. It is important to scatter them around – don't do them in a neat list.

- 1) Try putting the words into 6 different groups - Colour code them. Can you come up with different ways of grouping the words?
- 2) Make a mess! Draw lines between any facts/terms that are connected. As you draw the line - say out loud what the connection is. Draw as many connections as possible – it will end up looking like a total mess (hopefully)

Example of a knowledge organiser that you might use to start your revision.

Key Terms		Key dates/events/numbers	
1. People's Choice	1st April 1934	1. 1.1 million	1. Hitler had been put in Chancellor/Germany between 1933 and 1934
2. Groups	March 1934	2. 100,000	2. Concentration camps for Jews began to be built by 1938
3. 65	Responsibility for responsibility of responsibility from Germany - Germany in 1934	3. 250,000	3. Concentration camps for Jews began to be built by 1938
4. Concentration	Hitler types in. The first one was camp at Dachau	4. 20,000	4. Books banned by Hitler by 1934
5. Camps	Hitler types in. The first one was camp at Dachau	5. 18,000	5. Jewish women in England (Lewisham) in 1938
6. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934	6. 70%	6. % of German citizens who took a vote by 1934
7. Propaganda	Hitler types in. The first one was camp at Dachau	7. 15%	7. Percentage of Jews in Austria
8. Hitler Youth	The first camp of concentration camps at Dachau	8. 8%	8. % of Jews in Austria who were in the Hitler Youth by 1938
9. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934	9. 2,500	9. Prisoners in the concentration camps by 1938
10. Auschwitz	Hitler types in. The first one was camp at Dachau		
11. Concentration	Hitler types in. The first one was camp at Dachau		
12. Camps	Hitler types in. The first one was camp at Dachau		
13. Propaganda	Hitler types in. The first one was camp at Dachau		
14. Hitler Youth	The first camp of concentration camps at Dachau		
15. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
16. Auschwitz	Hitler types in. The first one was camp at Dachau		
17. Concentration	Hitler types in. The first one was camp at Dachau		
18. Camps	Hitler types in. The first one was camp at Dachau		
19. Propaganda	Hitler types in. The first one was camp at Dachau		
20. Hitler Youth	The first camp of concentration camps at Dachau		
21. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
22. Auschwitz	Hitler types in. The first one was camp at Dachau		
23. Concentration	Hitler types in. The first one was camp at Dachau		
24. Camps	Hitler types in. The first one was camp at Dachau		
25. Propaganda	Hitler types in. The first one was camp at Dachau		
26. Hitler Youth	The first camp of concentration camps at Dachau		
27. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
28. Auschwitz	Hitler types in. The first one was camp at Dachau		
29. Concentration	Hitler types in. The first one was camp at Dachau		
30. Camps	Hitler types in. The first one was camp at Dachau		
31. Propaganda	Hitler types in. The first one was camp at Dachau		
32. Hitler Youth	The first camp of concentration camps at Dachau		
33. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
34. Auschwitz	Hitler types in. The first one was camp at Dachau		
35. Concentration	Hitler types in. The first one was camp at Dachau		
36. Camps	Hitler types in. The first one was camp at Dachau		
37. Propaganda	Hitler types in. The first one was camp at Dachau		
38. Hitler Youth	The first camp of concentration camps at Dachau		
39. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
40. Auschwitz	Hitler types in. The first one was camp at Dachau		
41. Concentration	Hitler types in. The first one was camp at Dachau		
42. Camps	Hitler types in. The first one was camp at Dachau		
43. Propaganda	Hitler types in. The first one was camp at Dachau		
44. Hitler Youth	The first camp of concentration camps at Dachau		
45. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
46. Auschwitz	Hitler types in. The first one was camp at Dachau		
47. Concentration	Hitler types in. The first one was camp at Dachau		
48. Camps	Hitler types in. The first one was camp at Dachau		
49. Propaganda	Hitler types in. The first one was camp at Dachau		
50. Hitler Youth	The first camp of concentration camps at Dachau		
51. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
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54. Camps	Hitler types in. The first one was camp at Dachau		
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57. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
58. Auschwitz	Hitler types in. The first one was camp at Dachau		
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73. Propaganda	Hitler types in. The first one was camp at Dachau		
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78. Camps	Hitler types in. The first one was camp at Dachau		
79. Propaganda	Hitler types in. The first one was camp at Dachau		
80. Hitler Youth	The first camp of concentration camps at Dachau		
81. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
82. Auschwitz	Hitler types in. The first one was camp at Dachau		
83. Concentration	Hitler types in. The first one was camp at Dachau		
84. Camps	Hitler types in. The first one was camp at Dachau		
85. Propaganda	Hitler types in. The first one was camp at Dachau		
86. Hitler Youth	The first camp of concentration camps at Dachau		
87. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
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90. Camps	Hitler types in. The first one was camp at Dachau		
91. Propaganda	Hitler types in. The first one was camp at Dachau		
92. Hitler Youth	The first camp of concentration camps at Dachau		
93. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
94. Auschwitz	Hitler types in. The first one was camp at Dachau		
95. Concentration	Hitler types in. The first one was camp at Dachau		
96. Camps	Hitler types in. The first one was camp at Dachau		
97. Propaganda	Hitler types in. The first one was camp at Dachau		
98. Hitler Youth	The first camp of concentration camps at Dachau		
99. Responsibility	Responsibility for responsibility of responsibility from Germany - Germany in 1934		
100. Auschwitz	Hitler types in. The first one was camp at Dachau		

WHY WAS THERE SO LITTLE OPPOSITION TO HITLER? (YEAR 9)

Summer 1 Assessment Revision Guidelines

Year 7 French



What TOPICS will I be assessed on:

The topics of your assessment will be:

Autumn 1	Greetings & Introduction	<ul style="list-style-type: none"> ● Greetings ● Mood ● Name ● Age ● Days, months 	<ul style="list-style-type: none"> ● Numbers up to 31 ● Dates of birth ● Content of bag ● Countries ● Nationalities
Autumn 2	Family & Description	<ul style="list-style-type: none"> ● Family Members ★ The 6 forms of AVOIR and ETRE ● Adjectives of personality 	<ul style="list-style-type: none"> ● Vocabulary of physical description ★ Talking about others ★ Adjective agreement
Spring 1	School & School Subjects	<ul style="list-style-type: none"> ● School subjects ● Opinions ● Reasons 	<ul style="list-style-type: none"> ★ Telling the time ● Timetable ● School description
Spring 2	My Town, House & Room	<ul style="list-style-type: none"> ● Places in town ★ The 6 forms of the verb ALLER ● Types of environment ● Rooms in the house 	<ul style="list-style-type: none"> ● Furniture in the room ● Colours ★ Colour agreement ★ Prepositions of place



But you may also be asked to remember elements from the new Summer 1 topic.

What do I need to PREPARE on top of my normal revision?



There is no Prepared Writing or Speaking for you to prepare. You will only be given spontaneous tasks to prepare on the day of the assessment.

Summer 1 Assessment Revision Guidelines

Year 8 French



What TOPICS will I be assessed on:

The topics of your assessment will be:

Autumn 1	Food & Drinks	<ul style="list-style-type: none">● Drinks, food, meals● What you would like● What it costs● What you eat, drink● Opinions and reasons	<ul style="list-style-type: none">● If you're hungry, thirsty● Times of meals★ "Some"★ Talking about others★ Future tense
Autumn 2	Body & Medical Advice	<ul style="list-style-type: none">● Body parts★ Possessive adjectives (my, your, his, etc.)★ The 6 forms of AVOIR (to have)	<ul style="list-style-type: none">● Medical advice★ Formal and informal forms of the imperative (giving advice)● Questions to ask what's wrong
Spring 1	My Town & The Weather	<ul style="list-style-type: none">● Places in town● Activities in town★ Il y a un/un... Il n'a pas de...	<ul style="list-style-type: none">★ On peut... On ne peut pas...● Weather phrases★ Future tense
Spring 2	Clothes & Fashion	<ul style="list-style-type: none">● Clothes★ The 6 forms of the verbs PORTER, METTRE, AVOIR● Colours	<ul style="list-style-type: none">★ Colour agreement and position of the adjective● Opinions and reasons★ Agreeing and disagreeing



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There is no Prepared Writing or Speaking for you to prepare. You will only be given spontaneous tasks to prepare on the day of the assessment.

Summer 1 Assessment Revision Guidelines

Year 8 Spanish



What TOPICS will I be assessed on:

The topics of your assessment will be:

Autumn 1	Greetings & Introduction	<ul style="list-style-type: none">● Greetings● Mood● Name● Age● Days, months	<ul style="list-style-type: none">● Numbers up to 31● Dates of birth● Countries● Nationalities★ Talking about others
Autumn 2	School & School Subjects	<ul style="list-style-type: none">● School equipment● School subjects● Opinions and reasons	<ul style="list-style-type: none">● Telling the time● School description
Spring 1	My Family & Pets	<ul style="list-style-type: none">● Family members● Animals● Physical description	<ul style="list-style-type: none">★ Adjective agreement★ Talking about other people★ The verb TENER (to have)
Spring 2	My Home & Local Area	<ul style="list-style-type: none">● Types of environment● Description of house● Rooms in the house● Furniture in the room	<ul style="list-style-type: none">● Colours★ Colour agreement★ Prepositions of place★ Future tense



But you may also be asked to remember elements from the new Summer 1 topic.

What do I need to PREPARE on top of my normal revision?



There is no Prepared Writing or Speaking for you to prepare. You will only be given spontaneous tasks to prepare on the day of the assessment.

Summer 1 Assessment Revision Guidelines

Year 9 French



What TOPICS will I be assessed on:

The topics of your assessment will be:

Autumn 1	My Home Life	<ul style="list-style-type: none">● Housework● Time/Frequency phrases● Opinions and reasons● Pocket money● Things bought with it	<ul style="list-style-type: none">● Family relationships★ Talking about others★ Future and past tenses★ Reflexive verbs
Autumn 2	My Daily Routine	<ul style="list-style-type: none">● Telling the time● Daily routine activities★ Talking about others	<ul style="list-style-type: none">● Future tense★ Past tense★ Reflexive verbs
Spring 1	My Studies	<ul style="list-style-type: none">● School subjects● Opinions and reasons★ School rules (modal verbs)	<ul style="list-style-type: none">★ Past day at school★ Future plans (study & jobs)★ Ideal school (conditional)
Spring 2	My Town	<ul style="list-style-type: none">● Places in town● Activities in town● Description of town● Problems in town	<ul style="list-style-type: none">★ How to improve my town (conditional)★ Town in the past★ Town in the future



But you may also be asked to remember elements from the new Summer 1 topic.

What do I need to PREPARE on top of my normal revision?



There is no Prepared Writing or Speaking for you to prepare. You will only be given spontaneous tasks to prepare on the day of the assessment.

Summer 1 Assessment Revision Guidelines

Year 9 Spanish



What TOPICS will I be assessed on:

The topics of your assessment will be:

Autumn 1	Sports & Hobbies	<ul style="list-style-type: none">● Sports★ To play / To do● Opinions and reasons	<ul style="list-style-type: none">● Hobbies★ Talking about others★ Future tense
Autumn 2	Town & Weather	<ul style="list-style-type: none">● Places in town● Description of town★ Prepositions of place	<ul style="list-style-type: none">● Giving directions● Weather★ Future tense
Spring 1	Health	<ul style="list-style-type: none">● Body parts● Ailments and injuries★ (me/te/...) duele(n)● Medical advice	<ul style="list-style-type: none">● Healthy living★ Should / Shouldn't★ Future tense★ Past tense
Spring 2	Food & Drinks	<ul style="list-style-type: none">● Food & Drinks★ Other people's opinions● Telling the time★ The 6 forms of SOLER	<ul style="list-style-type: none">● Healthy/Unhealthy diets● Buying fruits and vegetables● Ordering food



But you may also be asked to remember elements from the new Summer 1 topic.

What do I need to PREPARE on top of my normal revision?



There is no Prepared Writing or Speaking for you to prepare. You will only be given spontaneous tasks to prepare on the day of the assessment.

Revision Sites

Vocabulary Booklet

What is it?

- Booklet kept in pupils' planner.
- Differentiated (Active - I am able to say and understand the word from memory & Passive - I am able to understand the word from memory)

Memrise.com

What is it?



- KS3 French and Spanish courses available.
- Possibility to create own vocabulary lists with challenging vocabulary.
- Range of activities & tracking of progress.
- Memorisation tips and pronunciation for each item.

quizlet.com

What is it?

- Range of flashcards sets already created or possibility to create your own.
- Pictures and pronunciation available.



Linguascope.com

What is it?



- Listening, reading and vocabulary activities.
- Vocabulary sheets.
- Interactive activities with immediate feedback.

MUSIC

Below is an example of the revision tasks that we set in preparation for the end of year assessments. It is expected that revision sheets will be completed before the assessment. Assessments are usually one hour long and will be on the topics outlined below.

Year 7

Unit 1 Orchestra

Unit 2 Rhythm

Unit 3 Tonality

Unit 4 Duets

Unit 5 Jazz/Blues

Unit 6 Keyboard Performance

Year 8

Unit 1 Reggae

Unit 2 Classic Era

Unit 3 Music Tech

Unit 4 Film Music

Unit 5 Samba

Unit 6 Keyboard/Vocal Keyboard

Year 9

Unit 1 Arrangement

Unit 2 Pop

Unit 3 Dance Music

Unit 4 Musicals

Unit 5 Samba

Unit 6 Instrument Performance

UNIT 3 (W4) | CHROMATIC TONALITY 

We are learning to...





CHROMATIC SCALES

The formula needed to work out a chromatic scale is _____

COMPOSITION TASK BRIEF

Using the Chromatic scale, compose a piece of music entitled "The Haunted House".

For your composition to be successful you should use some of the following techniques to create a spooky mood:

Semitones _____

Note Clusters _____

Ostinato _____

PLANNING

ASSESSOR NAME _____ STRENGTHS _____ TARGETS _____

S | Carmel College Music Dept. **NO HOMEWORK**



CARMEL COLLEGE
THE HEADLANDS, DARLINGTON
CO.DURHAM, DL3 8RW

T:(01325) 254525

F:(01325) 254335

ADMIN@CARMEL.ORG.UK | WWW.CARMEL.ORG.UK



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Carmel
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