



St Edmund Arrowsmith
Catholic High School

Prepare the way of the Lord

Year 8

Revision Booklet

Assessment 1

20 - 31 January 2025

Y8 Assessments Monday 20th January to Friday 31st January 2025

WEEK B	Mon 20 th Jan	Tue 21 st Jan	Wed 22 nd Jan	Thur 23 rd Jan	Fri 24 th Jan
P1	Art – 8B Drama – 8C Computing – 8A Geography – 8Y4, 8Y5 & 8T History – 8Y1, 8Y2, 8Y3 Music 8G & 8H	English – All classes		Maths – All classes	
P2					French – 8X1 & 8X2 Music – 8M Technology – 8XA1,2,3 & 4
P3	Art – 8O Drama – 8W Music – 8S Geography – 8X4 & 8X5 History – 8X1, 8X2 & 8X3		Art – 8G French – 8Y2 PE – 8XB1, 8XB2, 8XG1 & 8XG2 Spanish – 8Y1 & 8Y3 Technology – 8YB1,2 & 3	Computing – 8M Drama – 8S Music – 8L, 8O & 8W RE – 8X1, 8X2, 8X3, 8X4 & 8X5	Computing – 8G & 8H
P4		Spanish – 8X1, 8X2 & 8X3 Technology – 8XB1, 8XB2 & 8XB3			Art – 8A Computing – 8C & 8O Drama – 8B Music – 8S PE – 8ZB1, 8ZB2, 8ZG1 & 8ZG2
P5		Art - 8M	Art – 8S & 8W Computing – 8B		

WEEK A	Mon 27th Jan	Tue 28th Jan	Wed 29th Jan	Thur 30th Jan	Fri 31st Jan
P1		RE – 8Y1, 8Y2, 8Y3, 8Y4 & 8Y5			Music – 8C & 8G
P2	Computing – 8L Drama – 8M PE 8YB1, 8YB2, 8YG1 & 8YG2	Science – 8X1, 8X2, 8X3, 8X4 & 8X5	Science – 8Y1, 8Y2, 8Y3, 8Y4 & 8Y5 Geography – 8X1, 8X2 & 8X3 History – 8X4 & 8X5	Maths – All classes	
P3	Art – 8C Computing – 8S & 8W Drama – 8A		Drama – 8L	Drama – 8G	
P4				French – 8Y1 Spanish – 8Y2 Technology – 8YA1,2,3 & 4	
P5			Drama – 8H History – 8Y4, 8Y5 & 8T Geography – 8Y1, 8Y2, 8Y3 Music 8A & 8B	Art – 8H & 8L Drama – 8O	

Art	
How will pupils be assessed?	Pupils will be assessed on their knowledge of the key words. They will also be assessed on their classwork as it will demonstrate their ability to put their knowledge of key words into practice.
Topic list	<p><u>Year 8 Assessment Week</u></p> <p style="text-align: center;">KEY WORDS</p> <ul style="list-style-type: none"> • Tone - Tone is lightness and darkness. • Texture – Texture creates a feeling of an object and makes it more interesting. • Shading – Shading is a technique using dark or light colour to give impression of shape. • Mark Making – Mark making is experimenting with lines and shapes to make different textures and tones. • Tonal Colour – Tonal colour is when you blend harmonising/related colours together going from light to dark. • Analyse – Analyse is when you examine a picture or work of an artist carefully and in detail, discussing the colours, shapes and meaning. • Idolatry – Idolatry is the worship of a cult image or "idol" as though it were God. In Abrahamic religions idolatry connotes the worship of something or someone other than the Abrahamic God as if it were God. • Score & Slip – The process of adding small cuts to the surface of clay before adding slip (clay glue). • Clay blending – Attaching two pieces of clay by smoothing them together (They must be scored and slipped first). • Slab – A flat sheet of rolled clay that can then be cut to shape and used to make a clay pot. • Relief – A method of moulding, carving, or stamping in which a design stands out from the surface of a piece of art. • Mediums – Mediums are the different materials that an artist uses to make a piece of art, such as: pencil, coloured pencil, clay, watercolour paint, acrylic paint, collage. • Complementary Colours – Complementary Colours are those which are opposite to each other on the colour wheel. For example, red and green. You DO NOT mix these – They look good next to each other. • Harmonising Colours/Related colours – Harmonising Colours or related colours are colours next to each other on the colour wheel and look nice together, they work in harmony. Examples of harmonising colours are orange and red. You DO mix these together. • Luminous - very bright in colour. • Anatomical - relating to bodily structure – accurate depiction of parts/sections or the whole human body. • Balance – Balance is when the artwork has equal focus on both sides and looks evenly arranged. • Symmetry – Symmetry is when something is the same on both sides, mirrored or equally balanced. • Proportion - the comparative measurements or size of different parts of a whole. • Contrast – Contrast is created by using opposites near or beside one another such as a light next to dark or a rough texture next to smooth.
Revision technique	Review and test yourself on the key words.

Computer Science	
How will pupils be assessed?	1 x 50-minute assessment completed in lesson using the computer. A combination of multiple choice, short answer and 1 extended programming question (writing code for a given problem using small basic). This will assess pupil knowledge of small basic programming, the theory behind the concepts of programming and practical application of the programming concepts.
Topic list	<p>Key Concepts to learn:</p> <ul style="list-style-type: none"> • Variables • Constant • Inputs • outputs • Selection (if, else if and else) • Turtle(objects and operations) • Iteration(for and while) • Arrays • Sub-programs <p>For each of the key concepts listed above you will need to:</p> <ul style="list-style-type: none"> • Define/describe the concept and its purpose • Read and recognise when the concept is used in a piece of code • Understand how the concept would work if it was being executed(ran) by a computer • Trace through a piece of code to determine the output • Find when there is an error with the concept and fix it • Write a program using a combination of concepts (variables, inputs, selection, turtle, output) <p>Computer Systems</p> <ul style="list-style-type: none"> • Computer system components • Input/output/storage devices • Hardware vs software
Revision technique	<p>All pupils have a digital exercise book in computing – to access this from home, pupils can download the OneNote app from the app store or visit https://www.onenote.com/ and sign in with their school email address and password. This digital notebook can be utilised to create revision resources such as: mind maps and cue cards(focusing on key terminology)</p> <p>Just like sports, programming is a skill that needs to be practised. Small basic is free and can be practiced using the following link:Small Basic (smallbasic-publicwebsite.azurewebsites.net)</p>

Drama	Musical Theatre – Styles and Genres
<p>How will pupils be assessed?</p> <p><u>Musical Theatre -</u></p> <p>Grease</p> <p>High School Musical</p> <p>Bugsy Malone</p> <p>Hairspray</p> <p>School of Rock</p> <p>Annie</p> <p>Oliver</p> <p>Matilda</p>	<p>Pupils will explore a range of Musical Theatre focusing on style and genre. Students will then select an extract on which they wish to be assessed.</p> <ul style="list-style-type: none"> • Students will perform a piece of Musical Theatre from a chosen script and use their imagination to perform their own <u>interpretation</u>/version of the extract • You should cast, read-through, block your chosen extract and then move onto <u>learning your lines</u> with the aim to perform to perform your piece off script. • Your performance should be <u>in context</u> and performed <u>appropriately/professionally</u> as intended by the playwright, using any stage directions or professional works to assist you. <p>You should demonstrate <u>characterisation</u> that is <u>in context with the production as a whole</u>, through use of <u>theatrical skills</u> and be able to <u>stay in role and not corpse</u> throughout the performance.</p>
Topic list	<p>Learn the spellings of following key words and the meaning:</p> <ul style="list-style-type: none"> • Context: The background to a play is called its context, and this includes when and where the play is set. It is important to understand the context of a play, e.g. what would have been happening in that place and time. • Characterisation: The creation or construction of a fictional character. • Extract: a short passage taken from a text, film, or piece of music. • Corpsing: When an actor breaks character during a scene — by laughing or forgetting their lines, or by causing another cast member to do so. • Stage Directions: Provide instructions for the technical aspects of a play. They describe characters' appearances, movements onstage, and the setting. • Interpretation: To find the meaning behind a script or character history and create your own version. • Blocking: The creating/deciding upon/planning for the staging or positions of the actors in a scene.
Revision technique	<p>Try varying techniques to learn your lines – record yourself speaking them and listen back, highlight your script including cues and stage directions, read through with group members/family/friends.</p>

English	Victorian Literature
How will pupils be assessed?	<p>1x 45-minute assessment</p> <p>Knowledge Section:</p> <ul style="list-style-type: none"> ➤ Key facts about Charles Dickens ➤ Key Vocabulary – match the word to the definition ➤ Knowledge of Victorian England ➤ Plot of Oliver Twist <p>SPag Section:</p> <ul style="list-style-type: none"> ➤ Identify word classes in a sentence ➤ Insert capital letters and full stops into a passage <p>Skills Section – Reading Section</p> <ul style="list-style-type: none"> ➤ Locate and retrieve information from an unseen extract ➤ ‘Comment-Quote’ sentences focusing on a character’s thoughts and feelings in the extract
Topic list	<p>Using the knowledge organiser you need to learn:</p> <ul style="list-style-type: none"> ➤ Key facts about Charles Dickens ➤ Key Vocabulary – match the word to the definition ➤ Knowledge of Victorian England ➤ Plot of Oliver Twist <p>Using your SPag Booklet you need to learn:</p> <ul style="list-style-type: none"> ➤ Word classes (noun, verb, adjectives, adverbs, subject, object) ➤ SPaG – capital letters and full stops <p>Reading Section:</p> <ul style="list-style-type: none"> ➤ Pupils could locate and retrieve style questions (finding the answer from the text) in unseen texts ➤ Highlighting and annotating an extract ➤ Reflecting on characters’ thought and feelings based on evidence from the text
Revision technique	<ul style="list-style-type: none"> • Use ‘look, cover write, check’ to learn facts • Ask people at home to test you on key facts • Read a page from a reading book and try to explain a character’s thoughts and feelings and give evidence • Go over SPaG rules from this term

French	
How will pupils be assessed?	<ul style="list-style-type: none"> • Reading Paper – Write all answers in English. Read short passages of French and: <ul style="list-style-type: none"> ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ Complete a reading comprehension. • Listening Paper – Write most answers in English. Listen to short passages of French and: <ul style="list-style-type: none"> ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ listen to French sentences and complete the missing words you hear in French. • Writing Paper – Write all answers in French. <ul style="list-style-type: none"> ➤ Unjumble sentences putting words into the correct order, ➤ Fill in the missing words from a sentence. ➤ Write a few short sentences about your free time.
Topic list	<ul style="list-style-type: none"> ➤ TV, Film and music (what you watch and listen to). ➤ Details of films you are planning to watch / music you are going to listen to. (SB1) ➤ Likes and dislikes of activities (with reasons). (SB2) ➤ Who you do activities with. (SB 2) ➤ What you do in different weather conditions. (SB3)
Revision technique	<p>Use your sentence builders (1, 2 & 3) to practise the vocabulary. You could:</p> <ul style="list-style-type: none"> ✓ make flashcards ✓ write practice sentences ✓ create a mind map of the key words and phrases ✓ ask someone else to test you on the vocabulary.

Geography	
How will pupils be assessed?	One 50-minute assessment (approx. 40 marks)
Topic list	<ul style="list-style-type: none"> • Key Words (Development, Brazil, Rainforests) • How can a country become developed? • Barriers to development • Development Indicators • Brazil – Rich and Poor • Rainforest Characteristics • Rainforest Adaptations • Deforestation • Sustainable Management of Tropical Rainforests
Revision technique	A revision sheet and sample questions will be emailed to all pupils and will be discussed in lessons up to four weeks before the assessment.

History	
How will pupils be assessed?	One 55-minute assessment (in class)
Topic list	<ul style="list-style-type: none"> • English Civil War/British Empire (Fact Test). • Causes of the English Civil War (Describe question) • British Empire (Inference Question)
Revision technique	A revision sheet and sample questions have been given to all pupils in class and will be discussed in lessons up to four weeks before the assessment.

Maths	
How will pupils be assessed?	<p>2 x 45-minute assessments.</p> <p>One non-calculator paper.</p> <p>One calculator paper.</p> <p>Students will only be assessed on content they have been taught, however it will contain topics from previous years.</p>
Topic list	<p>All the below topics and more can be found on Mathswatch – www.mathswatch.co.uk/vle</p> <p><u>Sets X1, Y1, X2, Y2, X3</u></p> <p>Averages from tables</p> <p>Percentages</p> <p>Index Laws</p> <p>Further Factorising</p> <p>Quadratic Sequences</p> <p>Probability</p> <p>Polygons and angles</p> <p>Indices and roots</p> <p>Bidmas</p> <p>Circles</p> <p>Representing and solving inequalities</p> <p><u>Sets Y3, X4, Y4, X5, Y5</u></p> <p>Percentages</p> <p>Working with Indices, powers and roots</p> <p>Theoretical probability</p> <p>Lines, shapes and angles</p> <p>Circles (set Y3 and X4 only)</p> <p>Perimeter and Area recap (Set Y4, X5 and Y5 only)</p> <p>Solving inequalities</p> <p>Ratio and proportion</p>
Revision technique	<p>Complete the Mathswatch revision assignment.</p> <p>Refer to the revision list.</p> <p>Learn formulas and how to use them.</p> <p>Learn general skills and practice answering lots of questions.</p>

	<p>Learn how to apply your skills to problem solving and reasoning questions and practice lots.</p> <p>The best way to revise Maths is to do Maths (and to check your answers are correct)!</p>
--	---

Music	
How will pupils be assessed?	<p>80% of the grade will be generated from assessment of the topics pupils completed during term 1A and term 1B</p> <p><i>This will two of the following three topics: Medieval composition on keyboards, Heaven dance sequence, O Sinner Man group performance and composition.</i></p> <p>20% of the grade will be generated from a written and listening assessment completed in class during the year 8 assessment window.</p>
Topic list	<p>Understanding and defining musical elements (melody, structure, tonality, harmony), and music technology terminology (plug-in, locators, instrument track, quantize, volume, step input, synthesiser and tempo).</p> <p>Recognizing and applying musical elements: instruments, time signatures and genres.</p>
Revision technique	<p>Spend time revising and consolidating the key terms from the revision list handed out by your class teacher.</p> <p>Create mind maps, cue cards or a method of your choice to help you learn and remember.</p>

PE	
How will pupils be assessed?	<p>ME in PE – Head, Heart and Hands BROADENING SPORTING EXPERIENCES Apply skills to sporting activities and competitive situations through different experiences.</p> <p>Hands - What are the skills are? How do you do it? Head – When should you use the skills? Why do you do it? Heart – What fitness do you use? Why does this help?</p> <ul style="list-style-type: none"> • Practical assessment completed at the end of a unit Average score out of 20 (66% of mark) • Written assessment completed during their assessment window Average score out of 10 (33% of mark) <p><i>*Please note not all activities are covered, this will depend on your child's PE group.</i></p>
Topic list	<p>BADMINTON Hands and Head – Grip and ready position, High Serving (Forehand/Backhand), Low Serving (Forehand/Backhand) and shots (Overhead clear and Smash) Heart – Balance, Reaction time, Coordination and Power</p> <p>DANCE Hands – Motifs and actions (Action content, Dynamic content, Spatial and relationships) Head – Choreography (Stimulus, Choreographic processes, Structuring devices, choreographic intention) Heart – Balance, Flexibility, Coordination and Strength</p> <p>HOCKEY Hands – Grip and ready position, Dribbling (Indian), Passing (Slap and Push), Receiving the ball and block tackling. Head – Beating an opponent, Tackling, Attacking and Defensive tactics. Heart – Stamina, Reaction time, Speed, Agility, Coordination and Power</p> <p>RUGBY Hands – Grip/Handling, Passing (Flat, Spin, 'A' Ball), Tackling (Front and 2v1), Playing the ball Head – Kicking options, Set plays, Passing selection, Tackling in pairs and Attacking/Defensive tactics Heart – Stamina, Coordination, Agility and Strength</p>
Revision technique	<p>Use KNOWLEDGE ORGANISERS for definition and explanations.</p> <p>Remember what they have covered in practical lessons to recall HOW and WHY to perform skills.</p>

RE	
How will pupils be assessed?	
Topic list	
Revision technique	

Science	
How will pupils be assessed?	One 60-minute assessment
Topic list	<p><u>Physics:</u> Why does a bulb light in a circuit? How does current flow in a series circuit? What is potential difference in a series circuit? What is a parallel circuit? How does current flow in a parallel circuit? What happens to potential difference in a parallel circuit? What is resistance? How do you calculate resistance? How do objects build up a charge? What is electrostatic force? What is magnetic force? What is an electromagnet? How does current effect the strength of electromagnets? How does the number of turns effect the strength of electromagnets?</p> <p><u>Chemistry:</u> What is the difference between a chemical and physical change? What do state symbols tell us? What is the difference between an acid and a base? What does the pH scale tell us? What is acid rain and what are its effects? What is the difference between an endothermic and exothermic reaction? What is the reactivity series of metals? What happens in a displacement reaction? What happens when acid reacts with metals? What happens in a neutralisation reaction? How do catalysts affect chemical reactions?</p>
Revision technique	Pupils should use their exercise books to produce flashcards with questions on one side and answers on the other for the content in the units they have studied. Pupils should then test themselves using the questions and answers to help them learn the content.

	<p>Pupils can also use the bitesize website to help them with their revision and develop their understanding of science:</p> <p>Biology: https://www.bbc.co.uk/bitesize/subjects/z4882hv</p> <p>Chemistry: https://www.bbc.co.uk/bitesize/subjects/znxtyrd</p> <p>Physics: https://www.bbc.co.uk/bitesize/subjects/zh2xsbk</p>
--	--

Spanish	
How will pupils be assessed?	<ul style="list-style-type: none"> • Reading Paper – Write all answers in English. Read short passages of Spanish and: <ul style="list-style-type: none"> ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ Complete a reading comprehension. • Listening Paper – Write most answers in English. Listen to short passages of Spanish and: <ul style="list-style-type: none"> ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ listen to Spanish sentences and complete the missing words you hear in Spanish. • Writing Paper – Write all answers in Spanish. <ul style="list-style-type: none"> ➤ Unjumble sentences putting words into the correct order, ➤ Fill in the missing words from a sentence. ➤ Write a few short sentences about your free time.
Topic list	<ul style="list-style-type: none"> ➤ TV, Film and music (what you watch and listen to). ➤ Details of films you are planning to watch / music you are going to listen to. (SB1) ➤ Likes and dislikes of activities (with reasons). (SB2) ➤ Who you do activities with. (SB 2) ➤ What you do in different weather conditions. (SB3)
Revision technique	<p>Use your sentence builders (1, 2 & 3) to practise the vocabulary. You could:</p> <ul style="list-style-type: none"> ✓ make flashcards ✓ write practice sentences ✓ create a mind map of the key words and phrases <p>ask someone else to test you on the vocabulary.</p>

Technology	
How will pupils be assessed?	<p>50-minute exam. A range of multiple-choice questions based on your knowledge of all areas of technology. Extended response questions about healthy eating and the use of ICT in design technology/ Using design inspiration/mood board to create design ideas – 2D and 3D. Written Evaluation skills. The questions will test your knowledge and understanding from the following areas:</p> <p>Food preparation and nutrition – healthy lifestyles - Textiles – tools, materials and techniques</p> <p>Graphics – drawing and presentation skills - Engineering materials – Tools, materials and techniques</p>
Topic list	<p>Technology terms such as quality control, ergonomics, anthropometrics CAD and CAM. Healthy Eating Knowledge of the use of ICT in design technology Designing for specific purpose/responding to a design problem. This includes sketching (2D and 3D), applying appropriate colour, fine liner and presentation skills, annotation of design ideas and written evaluation of final design.</p>
Revision technique	<p>You can use your booklets/class notes to revise from previous years. Create revision notes and learn key vocabulary.</p> <p>Useful websites:</p> <p>www.technologystudent.com/despro_flsh/mats_proj9.html</p> <p>www.technologystudent.com/designpro/eval1.htm</p> <p>www.technologystudent.com/prddes1/ictmod1.html</p> <p>The Eatwell Guide - NHS (www.nhs.uk)</p>