



St Edmund Arrowsmith
Catholic High School
*Prepare the way of the Lord through **Actions***

YEAR 8 ASSESSMENT 1 REVISION BOOKLET

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	KEY WORDS • 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	Key Concepts to learn: • Variables • Constant • Inputs • outputs • Selection (if, else if and else) • Turtle(objects and operations) • Iteration(for and while) • Binary conversions – year 7 unit • E-safety – year 7 unit For each of the key concepts listed above you will need to: • 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) Computer Systems • Computer system components • Input/output/storage devices • Hardware vs software
Revision Technique	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) 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)

Drama	Musical Theatre – Styles and Genres
How will pupils be assessed? <u>Musical Theatre -</u> Grease High School Musical Bugsy Malone Hairspray School of Rock Annie Oliver Matilda	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. • 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. You should demonstrate <u>characterisation that is 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.
Topic list	Learn the spellings of following key words and the meaning: • 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	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.

English	Victorian Literature and Creative Writing
How will pupils be assessed?	1x 45-minute assessment Knowledge Section: ➤ Key facts about Charles Dickens ➤ Key Vocabulary – match the word to the definition ➤ Knowledge of Victorian England ➤ Plot of Oliver Twist Skills Section ➤ Write a creative story based on a choice of given titles
Topic list	Using the knowledge organiser you need to learn: ➤ Key facts about Charles Dickens ➤ Key Vocabulary – match the word to the definition ➤ Knowledge of Victorian England ➤ Plot of Oliver Twist Writing Section: ➤ Knowledge of Freytag’s Pyramid (building tension in story writing) ➤ Paragraphs ➤ Developing character, location and atmosphere in story writing
Revision technique	• Use ‘look, cover write, check’ to learn facts • Ask people at home to test you on key facts • Use your creative writing booklet (from class) to revise story writing techniques

French	
How will pupils be assessed?	Reading Paper – Write all answers in English. Read short passages of French and: ➤ 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: ➤ 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. ➤ 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	➤ Television (SB1) TV programmes you watch What you like and dislike watching What you are planning to watch in the future ➤ Films and Music (SB1) Details of films you like and dislike. Films you are planning to watch / music you are going to listen to. ➤ Hobbies (SB2) Likes and dislikes of activities Reasons you like / dislike activities
Revision technique	Use your sentence builders (1 and 2) to practise the vocabulary. You could: ✓ 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 40-minute assessment (approx. 40 marks)
Topic list	• Key Words (Development, Brazil) • How can a country become developed? • Barriers to development • Development Indicators • Brazil – Rich and Poor
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	• 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?	2 x 45-minute assessments. One non-calculator paper. One calculator paper. Students will only be assessed on content they have been taught, however it will contain topics from previous years.				
Topic list	All the below topics and more can be found on Mathswatch – www.mathswatch.co.uk/vle Sets: 8M1, 8M2, 8M3, 8M4, 8M5 <table border="1"> <tr> <td> Dividing decimals (Y7) Angle Properties (Y7) Mixed Fractions (Y7) Substitution (Y7) Stem and leaf (Y7) Ratio (Y7) Averages from tables (Y7) </td><td> Factorising (Y8) Percentages (Y8) Laws of Indices (Y8) Probability (Y8) Quadratic Sequences (Y8) </td></tr> </table> Sets: 8M6, 8M7, 8M8, 8M9, 8M10 <table border="1"> <tr> <td> Collecting like terms (Y7) Solving equations (Y7) Angle Properties (Y7) Using a calculator (Y7) Factors, Multiples and Primes (Y7) Multiplying numbers (Y7) Ordering numbers and decimals (Y7) </td><td> Laws of indices (Y8) Percentages (Y8) Factorising (Y8) Probability (Y8) Simple Interest (Y8) </td></tr> </table>	Dividing decimals (Y7) Angle Properties (Y7) Mixed Fractions (Y7) Substitution (Y7) Stem and leaf (Y7) Ratio (Y7) Averages from tables (Y7)	Factorising (Y8) Percentages (Y8) Laws of Indices (Y8) Probability (Y8) Quadratic Sequences (Y8)	Collecting like terms (Y7) Solving equations (Y7) Angle Properties (Y7) Using a calculator (Y7) Factors, Multiples and Primes (Y7) Multiplying numbers (Y7) Ordering numbers and decimals (Y7)	Laws of indices (Y8) Percentages (Y8) Factorising (Y8) Probability (Y8) Simple Interest (Y8)
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Revision technique	Complete the Mathswatch revision assignment. Refer to the revision list. Learn formulas and how to use them. Learn general skills and practice answering lots of questions. Learn how to apply your skills to problem solving and reasoning questions and practice lots. The best way to revise Maths is to do Maths (and to check your answers are correct)!				

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

PE	
How will pupils be assessed?	ME in PE – Head, Heart and Hands BROADENING SPORTING EXPERIENCES Apply skills to sporting activities and competitive situations through different experiences. 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? • 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) <i>*Please note not all activities are covered, this will depend on your child's PE group.</i>
Topic list	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 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 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 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
Revision technique	Use KNOWLEDGE ORGANISERS for definition and explanations. Remember what they have covered in practical lessons to recall HOW and WHY to perform skills.

RE	
How will pupils be assessed?	One 50-minute exam in class.
Topic list	Creation and Covenant Y8 Key words Genesis Chapter 3 10 Commandments and why they are important. Parable of the Good Samaritan. The signs and symbols used in Baptism and their meaning. To The Ends of the Earth Y7 Key Words Facts about St Luke and his Gospel Symbols of the Holy Spirit Gifts and fruits of the Holy Spirit The Sacrament of Confirmation The story of Pentecost; its meaning and importance to Christians today.
Revision technique	Use your RE book to make revision cards/quizzes/notes. Use the Knowledge organisers provided by your class teacher and the revision booklet with tasks to be completed.

Science	
How will pupils be assessed?	One 60-minute assessment
Topic list	<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 affect the strength of electromagnets? How does the number of turns affect the strength of electromagnets?
Revision technique	Pupils should use the retrieval quizzes and questions and answers in their handbooks to test themselves to help them learn the content. Pupils can also use the bitesize website to help them with their revision and develop their understanding of science: Biology: https://www.bbc.co.uk/bitesize/subjects/z4882hv Chemistry: https://www.bbc.co.uk/bitesize/subjects/znxtyrd Physics: https://www.bbc.co.uk/bitesize/subjects/zh2xsbk

Spanish	
How will pupils be assessed?	Reading Paper – Write all answers in English. Read short passages of Spanish and: ➤ 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: ➤ 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. ➤ 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	➤ Television (SB1) - TV programmes you watch - What you like and dislike watching - What you are planning to watch in the future ➤ Films and Music (SB1) - Details of films you like and dislike. - Films you are planning to watch / music you are going to listen to. ➤ Hobbies (SB2) - Likes and dislikes of activities - Reasons you like / dislike activities
Revision technique	Use your sentence builders (1 and 2) to practise the vocabulary. You could: ✓ make flashcards ✓ write practice sentences ✓ create a mind map of the key words and phrases ✓ ask someone else to test you on the vocabulary.

Technology	
How will pupils be assessed?	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: Food preparation and nutrition – healthy lifestyles - Textiles – tools, materials and techniques Graphics – drawing and presentation skills - Engineering materials – Tools, materials and techniques
Topic list	Tools & Materials • Different types of saws for cutting wood: ○ Tenon saw → straight cuts in wood ○ Coping saw → curved cuts in wood ○ Hegnar saw → fine and detailed work ○ Rasp → NOT a saw (a file for shaping wood) • Other common tools (pins, glue, needles, buttons) and their purposes. 2. Quality Control • Definition: tests and checks done during production to make sure a product meets required standards. • Examples: measuring sizes, checking finishes, testing strength. 3. Anthropometrics • Study of human body measurements and proportions. • Used in design to ensure products are comfortable, safe, and suitable for different users. 4. Textiles Knowledge • Pins are used to temporarily hold fabric before sewing. • Difference between: ○ Needle → stitches fabric ○ Button → fastens fabric ○ Glue → permanent fixing (not used for sewing prep). 5. Measurement & Conversions • Converting mm to cm (divide by 10). • Rounding to nearest cm: ○ 175 mm = 17.5 cm → rounds to 18 cm. • Practise converting both ways: cm ↔ mm. 6. Diagrams & Labelling • Be able to recognise and name common DT diagrams (orthographic drawings, exploded diagrams, flowcharts, etc.). • Practise labelling diagrams correctly (e.g., parts of a sewing machine, a wood joint, or a saw). 7. CAD/CAM • Full form: ○ CAD = Computer Aided Design ○ CAM = Computer Aided Manufacture • Advantages: Accurate, precise, easy to edit designs, faster production. • Disadvantages: Expensive, requires training.

	8. Memphis Design Movement • Key Features: ○ Bright, bold, clashing colours ○ Geometric shapes (triangles, circles, zigzags, blocks) ○ Playful patterns (dots, stripes, squiggles) ○ Unusual materials (plastics, laminates, glass) ○ Asymmetrical, quirky designs • How to design a lamp in Memphis style: ○ Combine geometric shapes (cube base, cylinder stem, triangular shade). ○ Use 2–3 bright, clashing colours. ○ Add bold patterns (zigzag, squiggles, spots). ○ Annotate the sketch (e.g., “Bright clashing colours used”, “Geometric base shape”).
Revision technique	You can use your booklets/class notes to revise from previous years. Create revision notes and learn key vocabulary. Useful websites: www.technologystudent.com/desproj9/mats_proj9.html www.technologystudent.com/designpro/eval1.htm www.technologystudent.com/prddes1/ictmod1.html The Eatwell Guide - NHS (www.nhs.uk)