

**Year 8**  
**End of Year**  
**Assessment Revision**  
**Booklet**



**2024**

**Assessment Week**  
**13<sup>th</sup> May – 24<sup>th</sup> May**

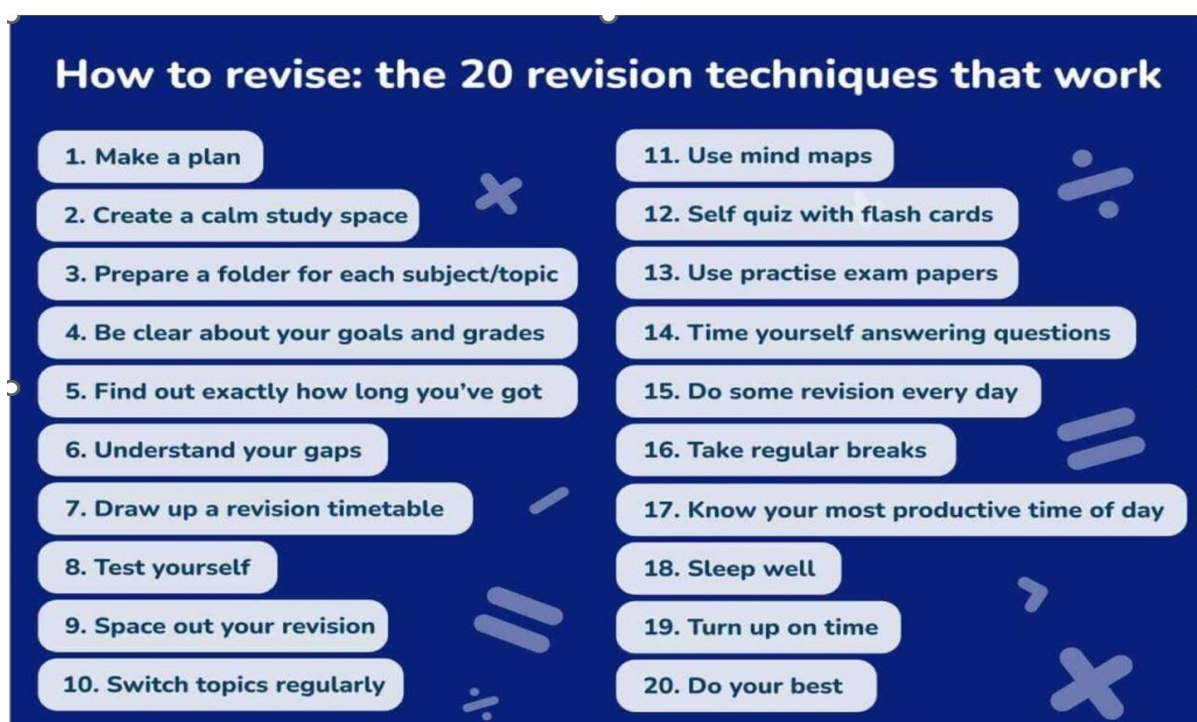
## Introduction

This booklet details important information about End of Year assessments which will take place from the 13<sup>th</sup> May to 24<sup>th</sup> May.

The booklet contains a timetable of the assessments and the topics that will be covered in the assessment.

Please use this information to prepare yourself for the tasks. Each department has provided pupils with some useful techniques/resources to help with revision. Registration sessions after easter will also help support pupils in the various techniques that pupils might use.

Some of these include:



Remember, assessments are much easier to experience when pupils are fully prepared.

Good luck everyone on your learning journey.

*“Try your best... Do your best... Sow the best  
and reap the best!”*

## Y8 Assessments Monday 13<sup>th</sup> to Friday 24<sup>th</sup> May 2024

### WEEK 1

<b>WEEK A</b>	<b>Mon 13<sup>th</sup></b>	<b>Tue 14<sup>th</sup></b>	<b>Wed 15<sup>th</sup></b>	<b>Thur 16<sup>th</sup></b>	<b>Fri 17<sup>th</sup></b>
<b>P1</b>		Geography - 8Y1, 8Y2 & 8Y3 History - 8Y4 & 8Y5 Music - 8C & 8G PE - 8XG1, 8XG2, 8XB1 & 8XB2	English – All classes	Art - 8W Computing – 8O French – 8X2 Music – 8M Tech – 8Z1, 8Z2, 8Z3, 8Z4 & 8Z5	Computing –8C Science - 8Y1, 8Y2, 8Y3, 8Y4 & 8Y5
<b>P2</b>	Art – 8M & 8O Computing - 8A & 8B Music – 8H & 8W PE - 8ZG1, 8ZG2, 8ZB1 & 8ZB2			Art – 8A & 8H Computing - 8G Drama - 8A & 8C Music – 8S	Computing – 8L & 8S Drama - 8G Music – 8B Tech – 8Y1, 8Y2, 8Y3, 8Y4 & 8Y5
<b>P3</b>		Maths - all classes	RE – 8X1, 8X2, 8X3, 8X4 & 8X5		
<b>P4</b>		History - 8Y1, 8Y2, 8Y3 Geography – 8Y4 & 8Y5 Tech – 8X1, 8X2, 8X3 & 8X4	French – 8X1	Art - 8S Computing – 8W Drama - 8L & 8M Music - 8O	
<b>P5</b>	Drama – 8S Music – 8L PE – 8YG1, 8YG2, 8YB1 & 8YB2 Science – 8X1, 2, 3, 4 & 5				

## Y8 Assessments Monday 13<sup>th</sup> to Friday 24<sup>th</sup> May 2024

### WEEK 2

WEEK B	Mon 20 <sup>th</sup>	Tue 21 <sup>st</sup>	Wed 22 <sup>nd</sup>	Thur 23 <sup>rd</sup>	Fri 24 <sup>th</sup>
P1		Maths - all classes			Technology – 8Y1, 8Y2, 8Y3 & 8Y4
P2	History – 8X1, 8X2 & 8X3 Geography – 8X4 & 8X5		Art – 8G	Art – 8L History – 8X4 & 8X5 Geography – 8X1, 8X2 & 8X3 Music – 8W	
P3		RE – 8Y1, 2, 3, 4 & 5	Computing – 8M Spanish – 8X1, 2 & 3	French – 8Y1 & 8Y2 Spanish – 8Y1, 8Y2 & 8Y3	Art – 8C Drama – 8H
P4					Art – 8B Computing – 8H Music – 8A
P5	Drama – 8B				

<b>Art</b>	
How will pupils be assessed?	<p>The exam task focuses on students' ability to respond to the work of an artist. The assessment will be in two parts.</p> <p><b>Part 1-</b> recall important information about the artist Tamara Phillips. Information will include contextual details about the artist, motivations behind pieces of their art and techniques that they use.</p> <p><b>Part 2-</b> ability to draw creatively, imaginatively and skilfully. This piece of work will be in response to the artist that has been studied.</p>
Topic list	<p>View and analyse work of the artist</p> <p>Background of artist.</p> <p>Motivations of artist.</p> <p>Techniques used.</p>
Revision technique	<p>Research artist – knowledge organizer</p> <p>List information about artist.</p> <p>Practise many of the techniques that they use.</p>

<b>Computer Science</b>	
How will pupils be assessed?	<p>One on-screen test which includes a range of multiple choice and short answer questions. The assessment will check pupil knowledge and understanding of key vocabulary studied throughout year 8, alongside their practical problem-solving and programming skills .</p>
Topic list	<p>Small basic programming:</p> <ul style="list-style-type: none"> <li>• Variables, input, output</li> <li>• Sequence, selection and iteration</li> <li>• Arrays</li> </ul> <p>Computer Systems</p> <ul style="list-style-type: none"> <li>• Input, output and storage</li> <li>• Computer networks and their components</li> <li>• Social engineering</li> <li>• Malware</li> </ul> <p>Web Development</p> <ul style="list-style-type: none"> <li>• HTML and CSS</li> <li>• Key HTML commands</li> </ul>
Revision technique	<p>Log into OneNote and make revision resources from your notes</p> <p>Use the following website to practice programming: <a href="http://smallbasic-publicwebsite.azurewebsites.net">Small Basic (smallbasic-publicwebsite.azurewebsites.net)</a></p> <p>Use the following website to practice writing HTML <a href="http://w3schools.com">HTML Tutorial (w3schools.com)</a></p> <p>Utilise the knowledge organizer provided to test yourself or have some else test you.</p>

<b>Drama</b>	
How will pupils be assessed?	After working on a variety of Musical Theatre stimuli, students will choose from the Musical Theatre exemplars and perform using imagination to create their own interpretation of the extract. The students will be expected to cast, read-through and block their chosen extract with the aim being to perform this extract 'off-script'. Students should consider the playwright's intentions and perform in context with the play as a whole; this should include the whole extract and an individual's interpretation of their character/role.
Topic list	Musical Theatre
Revision technique	Rehearsal of lines from chosen extract both as a group and independently at home using professional works and learning from the term to help inspire and improve performance technique.

<b>English</b>	
How will pupils be assessed?	<b>One 45 minutes assessment on The Life of Charles Dickens (term 1) and Immigration &amp; Refugees (term 2) - two sections: 1) Knowledge (cloze activity on the life of Dickens, key vocabulary on immigration &amp; refugees, and labelling poetic terms) and 2) Language Analysis (What How Why paragraphs on one of the three poems studied – <i>A Glass of Tea, Neighbours, Refugees</i>).</b>
Topic list	<ol style="list-style-type: none"> <li>1. Life of Charles Dickens</li> <li>2. Key vocabulary – Immigration &amp; Refugees</li> <li>3. Poetic terminology</li> <li>4. Write an analytical paragraph (What How Why)</li> </ol>
Revision technique	Revise the Knowledge Organiser and annotated poems.

<b>French</b>	
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<p>How will pupils be assessed?</p>	<p>A 1-hour assessment, testing language from the two key topics covered this year.</p> <p>There will be a <b>reading paper</b> and a <b>writing paper</b>. On the reading paper, pupils will show their <b>understanding of the texts</b> by answering questions in English.</p> <p>The writing tasks will require pupils to <b>translate sentences into French</b> and to <b>write words and phrases from memory</b>.</p>
<p>Topic list</p>	<ul style="list-style-type: none"> <li>• Free Time</li> <li>• Holidays</li> </ul>
<p>Revision technique</p>	<p>Practise <b>vocabulary recall</b> as well as <b>writing sentences</b>.</p> <p>The language tested will be from the <b>Sentence Builders</b> used throughout Year 8.</p> <p>There will be <b>vocabulary revision exercises</b> set by each class teacher. (This will be set online via BookWidget).</p>

<b>Geography</b>	
How will pupils be assessed?	One 50-minute written assessment based on revision from a two-sided content sheet. The questions will cover information from the Year 8 Term 1 and Term 2 topics.
Topic list	<ul style="list-style-type: none"> <li>• Development Key Words</li> <li>• Distribution and Characteristics of the Rainforests</li> <li>• Exploitation of the Rainforests (Deforestation)</li> <li>• Adaptations in the Rainforests</li> <li>• Distribution and Characteristics of Hot Deserts</li> <li>• Adaptations of Plants and Animals to the Desert Environment</li> </ul>
Revision technique	Recall, retrieval and skills detailed in the REVISION SHEET

<b>History</b>	
How will pupils be assessed?	35 Minute Assessment Combined Paper – Factual Test, Explain Question (Slavery) Detailed revision sheet provided (Facts and guidance)
Topic list	English Civil war Empire Slavery
Revision technique	<ol style="list-style-type: none"> <li>1. Highlight the key words and read over them several times.</li> <li>2. Try and memorise the key words above then cover them over and try and test yourself.</li> <li>3. Once you've tried this, give the sheet to someone at home and ask them to test you.</li> </ol> <p>The second part of your exam will be a question asking you to EXPLAIN why slavery was abolished.</p>



<b>Maths</b>	
How will pupils be assessed?	Two 50-minute papers comprising of both <b>non-calculator</b> and <b>calculator</b> question containing topics which have been taught as part of the Year 8 scheme of work up to Easter (topic list given below).
Topic list	<p>Test A – Sets 1 to 5 only</p> <ul style="list-style-type: none"> <li>• Adding fraction (including mixed numbers)</li> <li>• Dividing fractions (including mixed numbers)</li> <li>• Factorising a quadratic (single bracket)</li> <li>• Factorising a quadratic (double brackets)</li> <li>• Angle properties</li> <li>• Writing a ratio</li> <li>• Describing Number sequences and finding missing terms</li> <li>• Nth term to a linear sequence</li> <li>• Finding a term in a quadratic sequence</li> <li>• Working with powers</li> <li>• Anything to the power zero is 1</li> <li>• Negative indices</li> <li>• Area of circle</li> <li>• Area and perimeter with setting up and solving an equation</li> <li>• Pythagoras' Theorem</li> <li>• Percentage change</li> <li>• Probability and ratio</li> <li>• Working with powers</li> </ul> <p>Test B – All sets in Year 8 will be sitting test B</p> <ul style="list-style-type: none"> <li>• Percentage increase</li> <li>• Indices laws of multiplying and dividing</li> <li>• BIDMAS</li> <li>• Sharing a ratio</li> <li>• Expand and simplify</li> <li>• Drawing an inequality on a number line</li> <li>• Solving an inequality</li> <li>• Completing a table of values to draw a linear graph</li> <li>• Types of angles</li> <li>• Angles in special triangles</li> <li>• Multiplying fractions</li> <li>• Subtracting fraction</li> <li>• Area of rectangle</li> <li>• Outcomes</li> <li>• Equivalent fractions or fractions to decimals</li> <li>• Inequality</li> <li>• Solving an inequality</li> <li>• Exchanging money</li> <li>• Ratio recipe real life</li> </ul>

	<ul style="list-style-type: none"> <li>• Perimeter and problem solving (forming and solving and equation)</li> <li>• Best buy</li> </ul> <p>Test C – Sets 6 to 10 only</p> <ul style="list-style-type: none"> <li>• Adding a fraction with the same denominator</li> <li>• Dividing a fraction with the same denominator</li> <li>• Finding a fraction of a quantity</li> <li>• Simplifying a ratio</li> <li>• Sharing a ratio</li> <li>• Long multiplication 3 digitd by 2 digits</li> <li>• Division 3 digits by 1 digit</li> <li>• Subtracting decimals</li> <li>• Evaluating powers</li> <li>• Evaluating a square root</li> <li>• Angle properties</li> <li>• Properties of quadrilaterals</li> <li>• Calculating Probability</li> <li>• Types of angles</li> <li>• Perimeter of a square</li> <li>• Area of a square</li> <li>• Simplifying basic algebra</li> <li>• Expanding a single bracket</li> <li>• Solve a simple two step equation</li> <li>• Ratio working out a recipe</li> <li>• Finding the area of a triangle</li> <li>• Completing a two way table</li> <li>• Working out a probability from a two way table</li> </ul>
Revision technique	<ul style="list-style-type: none"> <li>• Log in to Mathswatch and complete the revision assignment that has been created for you.</li> <li>• Recall key facts and formulae linked to the topics above. Use flash cards to test your understanding of this. Ensure you are confident with all topics detailed on the REVISION SHEET.</li> </ul>

<b>Music</b>	
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How will pupils be assessed?	Adding missing key terms to definitions. Answering questions on a picture of Cubase music sequencer.
Topic list	Medieval music: modes & drones Ternary form & melody writing Music technology & cubase music sequencer.
Revision technique	Revision list to be handed out in advance of assessment week. Learn the key terms and their definitions. Create cue cards, mind maps etc. to help learn and consolidate the key concepts studied in year 8 music.

<b>PE</b>	<p>Pupils will be assessed on their knowledge and understanding (<b>HEAD</b>), their awareness of fitness (<b>HEART</b>) and their practical ability (<b>HANDS</b>) related to Athletics - Sprinting technique, starts and relay-change overs.</p> <p>This will be pre-dominantly in a practical task where pupils will perform and be asked about the task. There will also be a small written test (multiple choice) that will contribute to their HEAD scores for their overall assessment.</p>
How will pupils be assessed?	Athletics – Sprinting, Starting/Finishing and Middle-distance running
Topic list	<p>Pupils can access a Athletics knowledge organiser which has a breakdown of the coaching points (<b>HANDS</b>) for each technique, descriptions of why and when we should use these techniques (<b>HEAD</b>) and examples of how fitness is used in these activities (<b>HEART</b>).</p> <p>A copy of these knowledge organisers will be emailed to you or they can be accessed via the QR Code which will be in the email.</p>
Revision technique	

<b>RE</b>	
How will pupils be assessed?	One exam lasting 45 minutes to be done in class under exam conditions.
Topic list	Vocation Inspirational People Lent and Holy Week
Revision technique	Pupils will be provided with a revision guide and be directed by their class teacher to do specific revision tasks.

<b>Science</b>	
How will pupils be assessed?	A 1 hour knowledge and recall assessment testing the key content pupils have been studying in science this year.
Topic list	<p>Biology Unit 2:</p> <ul style="list-style-type: none"> <li>- Why is your diet important</li> <li>- What happens if we do not eat the right amounts of different foods,</li> <li>- How do our muscles and skeleton move the body</li> <li>- What are the parts of the male and female reproductive systems</li> <li>- What changes happen to the body during puberty</li> <li>- What happens during pregnancy and birth</li> <li>- What are the effects of recreational drugs on the body</li> <li>- How does smoking affect the body</li> <li>- How do plants reproduce</li> <li>- How and why are plant seeds dispersed</li> <li>- How are features passed on from parents to children</li> <li>- What is the difference between chromosomes, genes and DNA.</li> </ul> <p>Phyics Unit 2:</p> <ul style="list-style-type: none"> <li>- Circuits</li> <li>- Current</li> <li>- Current in series circuits</li> <li>- Potential difference</li> <li>- Potential difference in series circuits</li> <li>- Parallel circuits</li> <li>- Current in parallel circuits</li> <li>- Potential difference in parallel circuits</li> <li>- Conductors and resistance</li> <li>- Calculating resistance</li> <li>- Insulators and charge</li> <li>- Electrostatic force</li> <li>- Magnetic force</li> <li>- Electromagnets</li> <li>- Current and electromagnets</li> <li>- Turns of wire and electromagnets</li> </ul> <p>Chemistry Unit 3</p> <ul style="list-style-type: none"> <li>- What is the difference between a chemical and physical change</li> <li>- What do state symbols tell us</li> <li>- What is the difference between an acid and a base</li> <li>- What does the pH scale tell us</li> <li>- What is acid rain and what are its effects</li> <li>- What is the difference between an endothermic and exothermic reaction</li> <li>- What is the reactivity series of metals</li> <li>- What happens in a displacement reaction</li> <li>- What happens when acids react with metals</li> <li>- What happens in a neutralisation reaction</li> <li>- How do catalysts affect chemical reactions</li> </ul>
Revision technique	<ul style="list-style-type: none"> <li>- Use Educake quizzes to test yourself on the content. (<a href="http://www.educake.co.uk">www.educake.co.uk</a>)</li> <li>- Test yourself using the quizzes and questions in your work booklets.</li> </ul>

<b>Spanish</b>	
How will pupils be assessed?	<p>A 1-hour assessment, testing language from the two key topics covered this year. There will be a <b>reading paper</b> and a <b>writing paper</b>.</p> <p>On the reading paper, pupils will show their <b>understanding of the texts</b> by answering questions in English.</p> <p>The writing tasks will require pupils to <b>translate sentences into Spanish</b> and to <b>write words and phrases from memory</b>.</p>
Topic list	<ul style="list-style-type: none"> <li>• Free Time</li> <li>• Holidays</li> </ul>
Revision technique	<p>Practise <b>vocabulary recall</b> as well as <b>writing sentences</b>.</p> <p>The language tested will be from the <b>Sentence Builders</b> used throughout Year 8.</p> <p>There will be <b>vocabulary revision exercises</b> set by each class teacher. (This will be set online via BookWidget).</p>

<b>Technology</b>	
How will pupils be assessed?	<p>You will be assessed against the knowledge strand (head) by completing a 45 minute exam paper which contains questions from the 3 previous projects you have completed this year.</p> <p>The questions will test your knowledge and understanding from the following areas:</p> <ul style="list-style-type: none"> <li>- Food preparation and nutrition</li> <li>- Textiles</li> <li>- CAD/CAM</li> <li>- Engineering materials</li> </ul>
Topic list	<p><b>CAD/CAM</b></p> <ul style="list-style-type: none"> <li>• Cams, leavers and linkages</li> <li>• Motion</li> <li>• Materials source and properties</li> <li>• Components</li> <li>• Advantages and disadvantages of CAD/CAM</li> <li>• Finishing techniques</li> </ul> <p><b>Food Preparation and nutrition</b></p> <ul style="list-style-type: none"> <li>• Food labelling – traffic light system</li> <li>• Food packaging</li> <li>• equipment</li> <li>• Heat transfer</li> <li>• Food safety – bacteria</li> <li>• Food choice</li> <li>• Food miles</li> <li>• Sensory analysis</li> </ul> <p><b>Engineering materials</b></p> <ul style="list-style-type: none"> <li>• Components</li> <li>• Material source and definitions</li> <li>• Circuit board components</li> <li>• Biomimicry</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Tools and equipment</li> <li>• Patterns</li> <li>• Stitch types</li> <li>• Applique</li> <li>• Sewing machine parts</li> <li>• Hems and seams</li> </ul> <p style="color: red;">Remember you will only be revising <b>3</b> out of the 4 projects you have completed. The <b>current</b> project you are in will <b>NOT</b> be part of the assessment</p>
Revision technique	<p>You can use your booklets to revise from, you will also receive an email containing all revision notes.</p> <p>Create revision notes and learn key vocabulary</p> <p>All questions for each project contain 5 multiple choice questions.</p> <ul style="list-style-type: none"> <li>- Read the questions carefully</li> <li>- Answer in as much detail as you possible ca</li> </ul>