



Y8 Exams

19th June – 7th July

Revision advice and
homework activities



Speed Learning : Flashcards

Do's

- Make Your Own Flash Cards
- Mix Pictures and Words
- Use Mnemonic Devices (something that creates a connection in your mind) to Create Mental Connections
- Write Only One Question Per Card
- Break Complex Concepts Into Multiple Questions
- Say Your Answers Out Loud When Studying
- Study Your Flash Cards in Both Directions
- Don't Treat Flash Cards Like a Silver Bullet

Instead of using flash cards, you might:

Write an explanation in your own words

Create a quiz

Take a practice test written by someone else

Work lots of practice problems (your go-to strategy for maths)

Make mind maps or Venn diagrams

Don'ts

- Mistake #1: Not Making your Own Cards. The actual process of *creating* flashcards is important
- Mistake #2: Studying in One Big Session. If you sit down for one massive "cram session" with your cards, you're hurting your learning. 15-30 minute sessions are best.
- Mistake #3: Practising mindlessly. Do you know every fact in your deck equally well? Certainly not. So you shouldn't be lumping them all together into one big pile.

English Department - Year 8 Summer Exam Revision Guide

In this year's summer exam, you will be doing 2 things: firstly, showing how well you can read, understand and answer questions on a 20th century story, and you will also be writing a story. Your exam will be 1 hour 45 minutes long.

In preparation for this, you will need to do some revision at home. For this to be successful, you will need to know certain things:

- What should I revise?
- How can I revise?
- What are my teachers looking for?

What should I revise for the reading section?

- How to use quotes and how to explain what they mean
- Subject terminology (e.g. verbs, adjectives, similes etc)

What should I revise for the story writing?

- Re-read your marked story. Remember the one you wrote at the beginning of year 8 when you read 'The Adventure of the Speckled Band'? It might be in your exercise book or in your folder – see what target your teacher has given you
- Read some short stories from the library – Anthony Horowitz or Chris Priestley are both good short story writers
- Story structure (see below)

Story structure

- Remember, your story needs 5 main sections:
 1. The **opening**, where you set the scene and introduce your main characters
 2. The **complication**, where an issue causes problems for the characters
 3. The problem reaches its **worst point**
 4. The characters put their minds to **solving the problem**
 5. The **resolution**, where the problem is either solved or not



How can I revise?

- Read as much as you can – especially 20th century stories
- Write a short story in 45 minutes – your teacher will look at it and give you some feedback
- Plan a short story using the 5-point story plan you have studied in lessons
- Practise writing direct speech with accurate punctuation

What are my teachers looking for?

- Good understanding of the text you have read, with effective quotes and subject terminology
- A well structured story including the 5 story sections
- Interesting characters, but not too many (3 is appropriate for a short story)
- A plot that makes sense
- Use of dialogue (speech) to develop your characters
- ... and of course, accurate spelling, punctuation and grammar throughout your writing

Good luck!

Year 8: Maths

Year 8 Module 1 : Number

- Primes and indices
- Prime factorisation to find Lowest Common Multiple, Highest Common Factor, squares, cubes
- Add and subtract fractions

Year 8 Module 2 : Algebraic expressions

- Negative numbers and inequality statements
- Formulating and evaluating expressions
- Linear equations
- Expressions and equations from real-world situations
- Linear sequences: nth term

Year 8 Module 3 : 2D Geometry

- Draw accurate triangles and quadrilaterals (ruler, protractor, compasses)
- Find unknown angles (including parallel lines)
- Conversion between length units and between area units
- Area and perimeter of composite figures
- Area of parallelograms and trapeziums

Year 8 Module 4 : Proportional reasoning

- Convert between percentages and fractions and decimals
- Percentage increase and decrease, finding the whole given the part and the percentage
- Ratio (equivalent, of a quantity) and rate
- Speed, distance, time

Year 8 Module 5 : 3D Geometry

- Rounding, significant figures and estimation
- Circumference and area of a circle
- Visualise and identify 3D shapes and their nets
- Volume of cuboid, prism, cylinder, composite solids

Year 8 Module 6 : Statistics

- Collecting and organising data
- Construction and interpretation of graphs – pictograms, bar charts, pie charts, histograms, line graphs
- Interpret and compare statistical representations
- Mean, median and mode averages



Year 8: Science Revision List

The end of year exam will include the first 4 units covered this year:

- **Fireworks**
 - **Masterchef**
 - **Down on the Farm**
 - **Materials & Recycling**
- "I can..."**
Fireworks "I can..."

- Describe the energy transfers taking place when a firework is set off
- Recall that light is a form of energy
- Explain that light is a wave and how it travels
- Describe how the eye and brain enable us to see
- Explain how we see luminous and non-luminous objects
- Recall that white light is made up of all the colours of light
- Use the terms absorb and reflect to describe how we see colours
- Describe the reflection of light in terms of angles
- Describe and explain the refraction of light
- Recognise that light can be made to totally internally reflect
- Describe some uses for the total internal reflection of light
- Describe the formation of a rainbow
- Describe and explain the movement of sound
- Use the terms loudness and pitch to describe different sounds
- Plan and carry out an experiment to determine an order of reactivity
- Explain what a displacement reaction is and predict outcomes
- Describe experimental evidence for reactions
- Name products and write equations for reactions

Masterchef "I can..."

- Recall what is needed for a healthy diet and describe digestion
 - Identify organs in the digestive system and describe their functions
 - Describe how nutrients get into the blood
 - Describe the role of enzymes in digestion
 - Describe and explain how heat is transferred in solids
 - Describe and explain how heat is transferred in liquids and gases
 - Describe how heat can be transferred by waves
 - Identify different microbes
 - Identify some diseases caused by different microbes
 - Describe how microbes can be transmitted
 - Describe the ways in which the body keeps microbes out
 - Describe and explain how pathogens make us ill
 - Describe how white blood cells destroy microbes
 - Explain how we can become immune to a disease
 - Describe what antibiotics are and how they work
 - Explain how antibiotic resistance happens and ways to reduce it
-

Down on the Farm “I can...”

- Label an animal cell
- Label a plant cell
- Describe the function of the organelles in a cell
- Name the organs of a plant and describe their function
- Recall how plants make their own food
- Write a word equation for photosynthesis
- Describe the limiting factors of photosynthesis
- Describe what pyramids of biomass and pyramids of numbers show
- State the function of the parts of the reproductive system
- Describe the sequence of events in human pregnancy
- Identify simple variation between different organisms
- Describe how variation can be caused
- Define the terms allele, gene, phenotype, recessive, dominant
- Predict outcomes of a simple genetic cross
- Describe selective breeding in plants and animals
- Explain why selective breeding might be used
- Describe evolution
- Explain the process of genetic engineering
- Consider the arguments in favour and against genetic engineering

Materials & Recycling

- Explain what recycling is and why we recycle
- Explain what types of material can be recycled
- Describe different materials and their properties
- Describe what a polymer is
- Explain why different polymers have different properties
- Model a polymer chain
- Describe what a smart material is
- Explain what causes a smart material to change
- Explain what an atom is
- Describe the structure of an atom
- Locate elements in the periodic table
- Use the periodic table to make simple predictions about properties
- Recall that some metals are more reactive than others
- Describe the reactions of metals with acids
- Write equations for the reactions of metals with acids
- Describe the reactions of metal carbonates with acids
- Describe tests to identify carbon dioxide gas and hydrogen gas
- Plan a practical method and carry it out to obtain crystals
- Evaluate a practical, making suggestions for improvements

Music

The Blues

History of the Blues

The blues originated in America in the 1900's. It developed when African people were brought over to the USA and sold as slaves to white people. The slaves were sad and frightened and had to work as laborers against their will. They started singing sad songs to reflect their feelings about their life and the type of work that they were doing. These songs were usually sung with sad lyrics and are very jazzy in style.

Blues Artists

Some artists that sing the blues are: Nat 'King' Cole, Bessie Smith, and modern day singers like Amy Winehouse and Adele.

12 Bar Blues

All Blues music is based on a specific sequence of chords called the 12 bar blues. It uses 3 different triad chords: C, F & G.

C	C	C	C
F	F	C	C
G	F	C	C

A triad chord

A Triad chord is made up of 3 notes following the pattern: Play one, miss one, play one, miss one, play one. So, a C chord is CEG and an F chord is FAC etc.



Improvisation

In Jazz music performers would often improvise sections of music. This means to make up a melody on the spot that fits with the accompaniment underneath.

Indian Traditional Music



Instruments and Key terms

Rag= Scale

Tabla= Drum

Drone= 5 notes apart/ or 8 notes

Alap= Improvised section

Jhalla= Fast-paced section

Gat= Fixed composition

Film Music

Film composers

Some film composers are:

John Williams (Star wars/Indiana Jones/Superman)

Phillip Glass (The Hours/The Illusionist)

Howard Shore (Lord of the Rings)

How

Composers use hit points in the movie to identify what the music should be like. A hit point is when something happens on the screen and the music matches to describe it. The music will be happy or sad or exciting or calm depending on what is happening on the screen. The genre of film is usually obvious from the type of music used. Often composers will create a little bit of music for specific characters e.g. Darth Vadars theme or 'the ring' theme from lord of the rings.

Compositional techniques

In order to compose music that sounds good composers will use a number of musical 'tools' to help them. These are:

Ostinato	A repeating pattern
Tempo	Speed (think Jaws!)
Sequence	A pattern that gradually moves higher or lower
Trill	Two notes next to each other played very quickly
Texture	Different layers of music
Timbre	Different instrument sounds Eg Cello = Romance or Screechy Violin = Horror
Scale	A sequence of notes, usually major or minor (happy or sad)



Art

- Vocabulary using the key word slips in sketchbooks for the four projects; natural forms, the bird project, fantastic books and under the sea.
- The six visual elements and being able to use them to describe the work of; Madeline Brown and Vincent Scarpace.
- Drawing in proportion.
- Pencil shading; how to locate tone and illustrate texture.
- Watercolour painting; how to mix using colour theory and how to illustrate texture.

Year 8 Drama revision

Use this revision guide wisely to help you understand the type of questions you will be asked in the exam. It will be testing your knowledge of all of the schemes of work you have covered so far in year 8 Drama.

- Peer pressure is when you are pressured by your friends to do something, influenced by others
- A sound collage/sound scape is a group of sounds to help create an atmosphere
- You can mark the moment in Drama by using freeze frames, slow motion, repetition, music
- A freeze frame is a frozen image, when someone is performing and freezes on a certain moment to highlight the action, like someone taking a photograph
- It is important to use facial expressions in drama to show how a character is feeling
- Commedia Dell' Arte originated in Italy in the 1600's, the style of acting is very over the top
- There are 5 stock type characters in CDA: Pantelone, The Captain, Isabella, Arlecchino, Zanni
- Melodrama is a mixture of Music and Drama and began in the Victorian era
- The theatres were very large, grand and open so actors could be heard and actors always had to perform at a level 10
- The 5 stock characters in Melodrama are: Hero, Heroine, Villain, Rogue, Henchman
- Willy Russell Blood Brothers and it is set in Liverpool
- The 2 main boys are Mickey and Eddie, Mickey has a Scouse accent and Eddie has a posh/well-spoken/formal accent
- Mrs Johnstone, Mickey's mum is working class, she works as a cleaner, her husband use to refer to her as Marilyn Monroe
- Mrs Lyons is upper class

For the Blood Brothers section you will be asked to fill in some blanks for the lines of your character, you will only fill in the blanks for the character that you played

Edward: Hello

Mickey (suspiciously) Hello.

Edward: I've seen you before.



Mickey: Where

Edward: You were playing with some other boys near my house

Mickey: Do you live up by the park?

Edward: Yes, are you going to come and play up there again?

Mickey: I would but I'm not allowed

Edward: Why?

Mickey: Cos me mam says

Edward: Well, my mummy doesn't allow me to play down here actually.

Mickey: Giz us a sweet

Edward: All right (he offers a bag from his pocket)

Mickey: (trying to work out the catch, suspiciously taking another one) can I have another one, for our Sammy?

Edward: Take as many as you want

Mickey: (taking a handful) Are you soft?

Edward: I don't think so

Mickey: Round ere if you ask for a sweet you ave to ask about 20 million times, and y' know what

Edward: (sitting beside Mickey) What?

Mickey: They still don't bleedin' give y' one. Sometimes our Sammy does but y' have to be dead careful if our Sammy gives y' a sweet.

Edward: Why

Mickey: Cos if our Sammy gives y' a sweet, he's usually weed on it first

Year 8 ICT Exam

- In your exam you will need to follow a "client brief" and create what they ask for.
- You can practice by doing the following:

Make a flyer/leaflet for:

- McDonalds
- Apple
- Butlins
- Or any other company you can think of.
- You need to think about colour scheme/selecting relevant information and the rules of creating products.



Year 8 Spanish Exam Revision List.

In your Summer exams, you will be tested on everything you have learned in Spanish so far, plus there will be some extra challenges on the reading paper to see how much you are able to figure out. Your final grade will be based on the overall percentage you achieve. You will have the following tests;

A speaking test (25%); this will be done in your normal classroom with your teacher and will be scheduled for the fortnight leading up to the exams. You will prepare a short speech (minimum 30 seconds up to 60 seconds), and your teacher will ask you a few follow-up questions. The test will take no longer than 2 minutes. Your teacher will be looking for you to **communicate as much detail as possible**, to use a **variety of structures accurately** and to **pronounce** words **correctly** in a good **Spanish accent**.

A listening test (25%); this test will last about 25 minutes and will take place in your normal classroom. The test will contain a wide variety of topics from everything you have studied so far in Spanish and there will be a variety of tasks, such as gap-fills, comprehensions and match up exercises.

A reading test (25%); this test will take place in an exam hall and will last 30 minutes. Like the listening test, it will contain a wide variety of topics and vocabulary from all the modules you have studied so far in Spanish. Again, there will be a variety of tasks, such as gap-fills, comprehensions and match up exercises, but there will also be 5 Spanish sentences which you will have to translate into English.

A writing test (25%); this test will take place in an exam hall and will last 40 minutes. On this test, you will have the choice of two essays and there will be a mix of themes you will **have** to write about. There will also be a translation section with 5 short sentences to translate into Spanish or French.

Mira 1 Unit 5	I can say what I do in my free time – “ <i>juego al fútbol</i> ”, “ <i>veo la tele</i> ”
	I can say when and how often I do free time activities – “ <i>cada día, a menudo, etc</i> ”
	I can tell the time “ <i>¿Qué hora es? – son las dos y media</i> ”
	I can say what sports I do – “ <i>hago atletismo, no juego al baloncesto</i> ”
	I can use “(no) me gusta” with infinitives to discuss my hobbies – “ <i>me gusta ir al cine</i> ”
	I can give reasons for my likes and dislikes “ <i>...porque es divertido/aburrido</i> ”
	I can say what pastimes I’m going to do in the near future “ <i>mañana voy a ver la tele</i> ”
	I can communicate what other people do in their free time – 3 rd person verb forms “ <i>hace natación</i> ”
	I can use more advanced key phrases + infinitive, such as “ <i>suelo +inf</i> ” & “ <i>quiero +inf</i> ”
Mira 1 Unit 6	I can describe cities and towns “ <i>mi pueblo es muy histórico</i> ”
	I can communicate what there is(n’t) in a town – “ <i>en mi pueblo (no) hay biblioteca</i> ”

	I can understand and give simple directions around town <i>“sigue todo recto”</i>
	I can make arrangements to go out with a friend <i>“¿Quieres salir esta noche?”</i>
	I can describe the weather – <i>“hace mucho frío y viento”</i>
	I can communicate what I do in different weather conditions – <i>“cuando hace sol, me gusta ir al parque”</i>
	I can relate what there is in town to my plans for the weekend <i>“voy a ir a la piscina para +inf”</i>
Mira 2 Unit 1	I can describe myself and my pastimes – <i>“soy bastante generoso...”</i>
	I can describe my friends – <i>“mi major amiga es muy guapa, tiene 13 años”</i>
	I can describe the likes and dislikes of my friends using <i>“A Bob le gusta...”</i>
	I can communicate where I’m going to and what I’m going to do – <i>“Voy al centro commercial, voy a +inf”</i>
	I can describe my basic daily routine – <i>“me despierto mu temprano”</i>
Mira 2 Unit 2	I can communicate my TV likes and dislikes and say why <i>“me gusta mucho very la tele”</i>
	I can express my film preferences and give reasons – <i>“mi película preferida es...”</i>
	I can arrange a date or give an excuse! – <i>“No puedo salir esta noche, lo siento”</i>
	I can understand texts about teenage problems and advice – <i>“No me llevo bien con mi padre”</i>
	I can write a description of a famous celebrity – <i>“éste es David de Gea...”</i>



Year 8 French Exam Revision List

In your Summer exams, you will be tested on everything you have learned in French so far, plus there will be some extra challenges on the reading paper to see how much you are able to figure out. Your final grade will be based on the overall percentage you achieve. You will have the following tests:

A speaking test (25%); this will be done in your normal classroom with your teacher and will be scheduled for the fortnight leading up to the exams. You will prepare a short speech (minimum 30 seconds up to 60 seconds), and your teacher will ask you a few follow-up questions. The test will take no longer than 2 minutes. Your teacher will be looking for you to **communicate as much detail as possible**, to use a **variety of structures accurately** and to **pronounce** words **correctly** in a good **French accent**.

A listening test (25%); this test will last about 25 minutes and will take place in your normal classroom. The test will contain a wide variety of topics from everything you have studied so far in French and there will be a variety of tasks, such as gap-fills, comprehensions and match up exercises.

A reading test (25%); this test will take place in an exam hall and will last 30 minutes. Like the listening test, it will contain a wide variety of topics and vocabulary from all the modules you have studied so far in French. Again, there will be a variety of tasks, such as gap-fills, comprehensions and match up exercises, but there will also be 5 French sentences which you will have to translate into English.

A writing test (25%); this test will take place in an exam hall and will last 40 minutes. On this test, you will have the choice of two essays and there will be a mix of themes you will **have** to write about. There will also be a translation section with 5 short sentences to translate into French.

Unit 1	Talk about my holidays.
	Talk about getting ready to go out.
	Order food and drinks.
	Use higher numbers.
	Talk about holiday plans using the near future (<i>je vais...</i>).
	Say what I would like to do in the future.
Unit 2	Talk about TV programmes.
	Talk about films.
	Use the present tense of <i>avoir</i> and <i>être</i> .
	Talk about reading.
	Use the present tense of <i>-er</i> , <i>-ir</i> and <i>-re</i> verbs.
	Talk about the internet.
	Talk about what I did last night using the perfect tense.
Unit 3	Say what I did in Paris.
	Say when I did things.
	Use the perfect tense with regular verbs.
	Use the perfect tense with irregular verbs.
	Understand information about a tourist attraction.
	Say where I went and how.
	Use the perfect tense with <i>être</i> .
	Ask questions in the perfect tense.



Year 8 German Exam Revision List

In your Summer exams, you will be tested on everything you have learned in German so far, plus there will be some extra challenges on the reading paper to see how much you are able to figure out. Your final grade will be based on the overall percentage you achieve. You will have the following tests;

A speaking test (25%); this will be done in your normal classroom with your teacher and will be scheduled for the fortnight leading up to the exams. You will prepare a short speech (minimum 30 seconds up to 60 seconds), and your teacher will ask you a few follow-up questions. The test will take no longer than 2 minutes. Your teacher will be looking for you to **communicate as much detail as possible**, to use a **variety of structures accurately** and to **pronounce** words **correctly** in a good German accent.

A listening test (25%); this test will last about 25 minutes and will take place in your normal classroom. The test will contain a wide variety of topics from everything you have studied so far in German and there will be a variety of tasks, such as gap-fills, comprehensions and match up exercises.

A reading test (25%); this test will take place in an exam hall and will last 30 minutes. Like the listening test, it will contain a wide variety of topics and vocabulary from all the modules you have studied so far in German. Again, there will be a variety of tasks, such as gap-fills, comprehensions and match up exercises, but there will also be 5 German sentences which you will have to translate into English.

A writing test (25%); this test will take place in an exam hall and will last 40 minutes. On this test, you will have the choice of two essays and there will be a mix of themes you will **have** to write about. There will also be a translation section with 5 short sentences to translate into German.

Unit 1 - Intro to German	Greet people and say goodbye
	Say how I am and ask others
	Say my name and ask others
	Say where I live and ask others
	Count up to 100
	Say when my birthday is
	Say what is in my schoolbag
	Describe the colour of the contents of my school bag
	Say what my favourite colour is
Unit 2 – Die Schule	Say what I (don't) study at school
	Communicate my subject preferences
	Give reasons for my opinions on school subjects
	Ask and tell the time in German
	Describe the timings of the school day
	Communicate what I eat and drink at break
	I can communicate what others eat/drink/study (he/she form of the verb)
	Describe what I wear to school
	I can use "gern/nicht gern" to give my opinion on school uniform
Write a longer text about my school	
Unit 3 – Die Familie	Describe the make-up of my family
	Describe my appearance
	Describe the appearance of others
	Describe personality
	Communicate what pets I have
	Form the plural in German
	Understand the difference between nominative and accusative cases
	Write a longer text about my family and friends



Revision List RE Year 8 Content

Your RE exam will have questions from all of the units covered in RE in year 8 including:

- *Places of worship*
- *Christmas*
- *Christian beliefs about life after death*
- *Day of the Dead*
- *Religious attitudes to the environment*

The exam will be in the same format as the assessment structure practiced throughout the year in RE. There will be 5 questions:

Q1: 1 mark

Q2: 2 marks

Q3: 4 marks

Q4: 5 marks

Q5: 12 marks

Skills

AO1: Demonstrate **knowledge** and **understanding** of religion and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

SPGST: 5 marks available. You must also revise the key words spellings and meanings on your unit sheets that you have been given over the year.

Homework revision tasks: Create a revision resource of your choice e.g. flashcards, mind maps, practice questions etc.

Geography

Weather and Climate

I can...

- Analyse climate graphs
- Read weather maps

Population

I can...

- Define the term population density
- Explain why the population of Easter Island declined
- Evaluate the success of the one child policy in China

Everest

I can...

- Use six figure grid references
- Explain how the Sherpa were affected by the 2015 earthquake
- Assess the extent to which tourism in Sagarmatha National Park is sustainable

Year 8 History Exam Topics

The exam could be on anything that you have covered this year. However, we do advise that you look at the following topics to help you revise!

- 1) The Tudors, the main events of the Tudors –The princes in the Tower, Henry VIII's and his wives and religious changes under Edward.
- 2) Titanic – who was responsible and why?
- 3) World War I- Propaganda and life in the trenches