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Introduction

Getting ready for **Assessments** is an important thing to do – there is nothing worse than arriving unprepared as this will only make you more anxious.

These **tips** are designed to help you get ready for assessments with minimum stress and maximum success. It is essential to remember – everyone can experience success at assessments, especially if they are well prepared and determined to do their very best.

If you have any questions about how to best prepare for your assessments, please contact your subject teacher or heads of Year.

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Revision Tips

1. **100% Attendance** – Give yourself the very best chance of success, by avoiding taking unnecessary time off school and making sure you are at your very best during school time. Keep as up to date in your classwork as you can and make sure you complete every home work to the very best of your ability.
2. **Be equipped and work smart** – make sure you have a place set aside at home for study, a desk preferably and good seating and lighting. It is best to keep a list of the homework you have to do and the revision you would like to do **from now on**. It is never too early to revise. Go back over work you did not understand in class. Use your new maths text books to help you and for all other subjects use your revision guides.
3. Make sure your **Homework** gets your very best attention – homework is essential to help you consolidate the learning you have done in lessons and is also designed to fill learning gaps. **“Flipped learning”** is used sometimes where you will find you are learning new information and skills. You should always aim to produce your very best work as your homework, take care and pride over the presentation and once you have the feedback from your teacher, make sure you read the advice, respond to marking and feedback in your class books and act on the advice given.

Some specific tips to help you:

- Make sure you train yourself now to **eat well, sleep well, rest and do some exercise**. You must make sure your body is well prepared for the exams. This means getting used to eating breakfast now if you do not already. Sleep properly without distractions – turn off your music, put your phone away, do not have your TV on in your bedroom. Take some exercise if it is only a walk to get fresh air and exercise, but you must keep healthy. And most importantly **do not** use energy drinks and excessive amounts of caffeine to help you study; they are not good for you and will do you more harm than good.
- Give up some of the things that are getting in the way of you doing really well. Postpone watching soaps and playing on your game stations until all your homework is done to the best of your ability and you have done some revision as well.

Some more tips to help you:

- Use **diagrams** and **flow charts** to help you.
- Use lots of colour when revising, **highlighters** and different colour pens.
- Do not revise with the TV on
- Take **regular breaks** – revision is like dieting, little and often works best.
- Reward yourself every 20-30 minutes with a **snack** and a **drink**.
- Ask your teachers about which **websites** and **Apps** are helpful, but use these sparingly, best to revise using **books**, pens and papers.
- To help remember lists, use a **mnemonic** to help you eg. PEE point evidence explanation.
- If you find it easier, try listening to **podcasts** or recording your notes on your phone and listen back to them.
- Above all, **START now**, and keep at it. Talk to your teachers, do lots of question practice, try lots of methods to see which suits you best and give it your very best shot.

English

Subject:	English
Class and Year Group:	Year 8
Assessment period:	Wednesday 15 th January 2020
Title:	Rank Order Attainment Examination
Paper Length:	Reading and Writing paper - 1 hour 45 mins

ROA Revision

Reading Assessment:

Students have been reading Romeo and Juliet in class and this is what they will be assessed on.

They will be given a question about a character or theme from the play and asked how the character/theme is presented throughout the play.

Students must ensure they have a thorough knowledge of the following characters:

- Romeo
- Juliet
- Tybalt

Students must ensure they have a thorough knowledge of the following themes:

- Love
- Death
- Family Honour

It is important that they revise the way the writer presents each character/theme and his purpose for doing so.

The answer will require them to write a series of What? How? Why? paragraphs about the character/theme so they should prepare themselves to write an extended answer using their analytical skills.

Writing Assessment:

In the writing element of the assessment students will be given a topic and asked to produce a non-fiction piece of writing.

In their writing they should focus on:

- Making their ideas and opinions clear
- Structuring their ideas into linked paragraphs
- Using vocabulary that will help to influence their reader
- Using a variety of sentence structures in their writing e.g. simple, compound, complex
- Using devices such as rhetorical questions, rule of three and direct address.

Maths

Subject:	Maths
Class and Year Group:	Year 8
Assessment period:	Monday 13 th January 2020
Title:	Rank Order Attainment Examination
Paper length:	One paper, one hour and thirty minutes

Topics studied so far this year

Writing powers in index form
Square numbers, Cube numbers, Square Roots, Cube Roots
Introduction to prime numbers
Prime factor decomposition
Expressing a number from a product of prime factors
Finding the LCM and HCF using prime factor decomposition
HCF and LCM worded questions
Rounding integers to the nearest significant figure
Rounding decimals to the nearest significant figure
Equivalent Fractions
Fractions as integers
Simplify Fractions
Adding and subtracting fractions
Multiplying and Dividing Fractions
Adding and Subtracting with Double Signs
Multiplying and Dividing Negative Numbers
Solving Multi-Step Equations: Basic
Solving Multi-Step Equations: Fractions
Solving Multi-Step Equations: Expression in Numerator
Solving Multi-Step Equations: Unknown in Denominator
Solving Multi-Step Equation: Negative Fractional Unknown
Solving Equations: Brackets
Solving Equations: Expanding and Simplifying
Solving Equations: Unknowns on Both Sides
Forming expressions
Perimeter and Area
Reading and Plotting Coordinates
Midpoint of two coordinates
Horizontal and vertical lines

ROA Revision

- <http://www.Hegartymaths.com>

Science

Subject:	Chemistry (Atomic Structure), Biology (Digestive System) and Physics (Light and Sound)
Class and Year Group:	Year 8
Assessment period:	Tuesday 14th January 2020
Title:	Rank Order Attainment Examination
Paper Length:	One Synoptic paper – 1 Hour

The following topics will be covered in test:

- Atomic Structure
- Periodic Table – Group 1 and 7
- Conservation of Mass
- The digestion system – Organs, functions and adaptations
- Enzyme action
- Balanced Diets
- Testing for food groups – Carbohydrates, Fats and Proteins
- Light Waves
- Vision – Structure of the eye
- Colours and Filters
- Sound Waves

Students may also be assessed on their ability to analyse data, plot graphs and design investigations.

For revision use:

- Exercise books
- BBC Bitesize website – Complete the revise, activity and test for the sections stated above.

<http://www.bbc.co.uk/education/subjects/zng4d2p>

- Educational quizzes on <https://www.educationquizzes.com/ks3/science/>
- Knowledge organisers available from teachers

History

Subject:	History: Reformation
Class and Year Group:	Year 8
Assessment period:	Friday 17th January 2020
Title:	Rank Order Attainment Examination
Paper Length:	45 minutes

Tudors and Reformation

ROA Revision

- Students will be provided support materials on Show My Homework to aid revision.

Knowledge & Understanding:

- Recall facts
- Describe key features
- Evaluate causes/consequences
- Construct an argument

Geography

Subject:	Geography
Class and Year Group:	Year 8
Assessment period:	Friday 10 th January 2020
Title:	Rank Order Attainment Examination
Paper Length:	50 minutes

ROA Revision

The total number of marks available in this exam is 44, the exam is 45 minutes long.

Tectonics

8.2.1 Describe the global distribution of plate boundaries and tectonic hazards.

8.2.2 Explain how the movement at constructive, destructive, collision and conservative margins creates different tectonic events and landforms.

8.2.3 Explain how tectonic hazards can be monitored, predicted and prepared for.

8.2.4 Compare the causes, effects and responses to a tectonic hazard in a developed and developing country.

Languages

Subject:	Spanish
Class and Year Group:	Year 8
Assessment period:	Tuesday 14 th January 2020
Title:	Rank Order Attainment Examination
Paper length:	One hour

Mrs Scarcliffe's class need to revise:

- Places in town
- There is/ there are : **hay**
- The weather (hace calor, hace frio, hace sol, hace buen tiempo, hace mal tiempo, hace viento, llueve, nieva, hay niebla, hay tormenta)
- Seasons (verano, otoño, invierno, primavera)
- Adjectives: town descriptions (grande, pequeño/a, bonito/a, moderno/a)
- Using the present tense – voy – I go to and the near future tense – voy a ir - I am going to go to
- Connectives: y (and), porque (because), pero (but), sin embargo (however), además (also)
- Countries
- Time markers: ayer (yesterday), mañana (tomorrow), el año pasado (last year), el próximo año (next year)
- Answers to these questions: ¿Adónde fuiste? (Where did you go?), ¿Con quién fuiste? (Who did you go with?), ¿Cómo fuiste? (How did you get there?), ¿Cómo fue? (How was it?)
- Using verbs in the past tense

Mr Ramirez's class need to revise:

- Time markers: ayer (yesterday), mañana (tomorrow), el año pasado (last year), el próximo año (next year)
- Answers to these questions: ¿Adónde fuiste? (Where did you go?), ¿Con quién fuiste? (Who did you go with?), ¿Cómo fuiste? (How did you get there?), ¿Cómo fue? (How was it?), ¿Qué hiciste el primer día/el último día? (What did you do on the first day/last day), ¿Qué hiciste en la mañana/en la tarde? (What did you do in the morning/in the afternoon)
- There is/ there are : **hay**
- Connectives: y (and), porque (because), pero (but), sin embargo (however), además (also)
- Describing what you do on your phone: (descargo aplicaciones, escucho música, mando SMS, escribo correos, saco fotos)
- Talking about music recognising the difference between I listen to... and I like... (escucho pop / me gusta el pop) (no escucho rap /no me gusta el rap)
- Talking about TV shows recognising the difference between I watch... and I like... (veo documentales / me gustan los documentales) (no veo el telediario/ no me gusta el telediario)
- Types of TV shows (los documentales, el telediario, la telenovela, los realities, las series policiacas, los programas de deportes)

Art

Subject:	Art
Class and Year Group:	Year 8
Assessment period:	Thursday 9 th January – Thursday 16 th January 2020
Title:	Rank Order Attainment Examination
Paper length:	In class assessment

ROA Revision

Practise drawing techniques whilst following Youtube drawing tutorials
Practise adding tone whilst following Youtube drawing tutorials
Practise drawing skills by drawing found objects from around the home
15 minutes practise a day will help develop observational drawing skills

Key content:

Correct hold of pencil when drawing
Accuracy of initial drawn outline
Ability to independently reflect and identify areas of inaccuracy in a drawn image
Ability to refine and develop a drawn piece based on reflection
Quality of tone
Quality of texture when rendering a drawn piece
Range of mark making

Drama

Subject:	Drama
Class and Year Group:	Year 8
Assessment period:	Thursday 9 th January – Thursday 16 th January 2020
Title:	Rank Order Attainment Examination
Paper length:	One hour

This has already been completed.

Music

Subject:	Music
Class and Year Group:	Year 8
Assessment period:	Thursday 9 th January – Thursday 16 th January 2020
Title:	Rank Order Attainment Assessment
Paper length:	In class assessment

ROA Revision

<https://www.educationquizzes.com/specialist/music-theory/grade-1-note-values/>

<http://musictheoryfundamentals.com/Quiz/notesOnTrebleQuiz.php>

Key content:

- Show confidence playing on at least one musical instrument
- Co-ordinate your musical role with other performer(s), considering timing and balance
- Create music yourself, evidencing melody development and rhythmic interest
- Include solos or moments of musical leadership in performance
- Have a secure understanding of appropriate notations - Treble Clef and Bass Clef – plus different note values

Dance

Subject:	Art
Class and Year Group:	Year 8
Assessment period:	Thursday 9 th January – Thursday 16 th January 2020
Title:	Rank Order Attainment Examination
Paper length:	In class assessment

ROA Revision

Choreography skills

6 Basic Dance Actions

Canon

Unison

Levels

Formations

Directions

Motif

Motif Development – Canon, Unison, Levels, Repetition, Retrograde

Stimulus

Performance skills

Focus

Projection

Accuracy of Movement

Movement Memory

Awareness of Music and Timing

Appreciation

Explaining own strengths and weaknesses

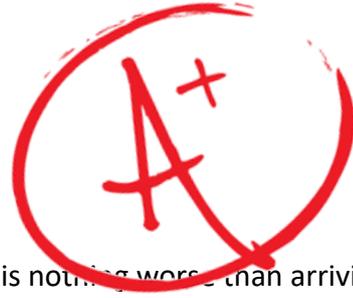
Explaining strengths and weaknesses of peers

Explaining how you intend to achieve your improvement target

PROFESSIONAL WORKS – Christopher Bruce – Ghost Dances – choreographed in 1981

Notes

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