Year 8 End of Year Examinations

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There will be no end of year assessments in the following subjects:

PSHE

PE

Food Technology

Drama

Art

In year 8 there is no need to revise, but you will be producing a piece of work in exam conditions, over 2 lessons.

Computing

Recap of some Year 7 topics – including inside a computer and input and output devices

- Visual Programming (use of scratch)
- Control (recap of terms, concepts and symbols from FlowOl unit)
- Online Safety
- Binary
- Sorting and Searching Algorithms
- Python programming

Design & Technology

Revise the spelling and definition for the following:-

- Design process
- ACCESS FM
- Project keywords

English

Q	What to expect	Marks	Top tips
3	Structure question: How has the writer structured the text to…..(interest the reader/engage the reader etc.)?	8	• You need to focus ONLY on the structural features of the text • Use the bullet points in the question to guide you • Mention and develop comments on 3 things • Consider what is happening at this point in the text and why • Comment on the structural features you notice • Explain the effect of this on the reader. Why do you think the writer chose this structural feature?
5	Choice of: YOU COULD DO THIS FIRST! Write to describe (inspired by an image) Write to narrate (story) Could be any combination! This means 2 narrative/2 descriptive	40	• Be prepared to be given descriptive and narrative choice/two descriptive choices/two narrative choices • There is not a huge difference between narrative and descriptive writing so don't panic. Avoid too much dialogue in narrative writing • Descriptive - use the image as inspiration rather than simply describing the image (be original!) • Think carefully about who/what you are when describing • Zoom in on the senses/use language and structural devices/use good vocabulary Leave plenty of time for planning and PROOF READING - remember that 16 marks are for vocabulary, spelling and punctuation

French

Reading and Listening assessment covering Modules 1 to 4 of their Studio 2 text book.

Writing assessment of approx. 100-150 words. The question will be given to the students in the last week of this half term.

Translation from English to French and from French to English.

Resources

- Student's exercise book
- Studio 2 Vocabulary sheets (given out to students over the year, and stuck in their books). These are also available on Frog.
- Pearson activelearn: the students will have accessed this in their computer lessons this year, and have their own log in and password.
- MFL websites eg linguascope, funwithlanguages and langugesonline. (The new linguascope log in details are: holtschool / 14nguages)

Geography

People Everywhere:

- What do we mean by population distribution?
- What do we mean by population density?
- How can we show population distributions and densities?
- Why are some parts of the world densely populated whilst others are sparsely populated?
- How does the distribution of resources affect the distribution of population.
- What is a thematic map and how is one drawn?
- Why is the World's population growing?
- How can this growth be shown?
- How can an ageing population be recognised on a population pyramid?
- What challenges does an ageing population raise?
- What can be done to counter these challenges?

Migration:

- What Migration is.
- What economic migration is.
- Why Mexicans are so keen to get to the USA.
- What advantages and disadvantages immigrants can bring.
- What the terms rural and urban mean.
- Why rural-urban migration is so common in poorer countries.
- What problems mass migration to towns in poorer countries can bring.
- What solutions have been found to these problems?
- Different peoples' viewpoints on immigration.
- What problems need to be tackled in shanty town.

History

Focus on the knowledge of each point

- The Reformation and the changes it led to
- Causes of the English Civil War
- Scientific development in the 17th Century
- The Enlightenment and what it led to
- Causes of the French Revolution
- The Chartists

German

Vocabulary List (Reading and Writing)

German	English
Bananen	bananas
Orangen	oranges
Äpfel	apples
Birnen	pears
Kirschen	cherries
Trauben	grapes
Erdbeeren	strawberries
Kartoffeln	potatoes
Karotten	carrots
Zwiebeln	onions
Champignons	mushrooms
Tomaten	tomatoes
Um 2 Uhr	at 2 o'clock
mit	with
in der Stadt	in town
eine Hose	a pair of trousers
Ich habe … gekauft	I bought
Ich mag	I like
kaufen	to buy
Ich habe … gegessen	I ate
ich habe …. gehört	I listened to
dann	then
ich bin … gefahren / ich bin … gegangen	I went
Kleider	clothes
Letzten Samstag	last Saturday
hatte	had
jetzt	now
dreizehn	13
es war	it was
denn	because
weil	because
laut	loud
zu	to/too
ich habe…getanzt	I danced
ich habe … getrunken	I drank
aber	but
manchmal	sometimes
nächsten	next
ich möchte	I would like
ins Kino gehen	to go to the cinema
vierzehn	14
Frankreich	France
Italienerin	Italian
ich sehe gern fern	I like watching TV
eine Gruppe	a pop group
ich spiele nicht gern	I don't like playing
im Zimmer	in my room

einkaufen	shopping
gestern	yesterday
ich bin gegangen	I went
ich stehe auf	I get up
um	at
ich wasche mich	I get washed
ich frühstücke	I have breakfast
ich gehe in die Schule	I go to school
neunzehn	19
einundzwanzig	21
im Badezimmer	in the bathroom
Brot und Butter	bread and butter
Kaffee	coffee
heute	today
Sonntag	Sunday
zum Strand	to the beach
Freunde	friends
getroffen	met
Deutscher	German
sieben	7
sechzehn	16
abends	in the evening
Abendbrot	supper/evening meal
zweiundzwanzig	22
ins Bett	to bed
acht	8
geschlafen	slept
zehn	10
in der Stadt	in the town
Bier	beer
wieder	again
in den Sommerferien	In the summer holidays
nach	to
mit dem Zug	by train
Ferienwohnung	holiday flat
am Wochenende	at the weekend
münchen	Munich (German city)
mit dem Auto	by car
besuchen	visit
Großeltern	grandparents
man kann viel machen	you can do a lot
dort	there
denn	because
groß	big
ich werde	I will
Zürich	Zurich (Swiss city)
reisen	to travel
eine Woche	a week
bleiben	to stay
es schneit	it snows
Ski fahren	to go skiing

Maths

8A Revision List. All of the chapter references are for the MyMaths books on Kerboodle

Topic	What to revise	Book	Chapter & exercise
Whole numbers and decimals	Powers of 10; rounding; order of operations; factors, multiples, divisibility and primes; prime factors, HCF and LCM; ordering decimals	3A	1a-f
Measures, perimeter and area	Shapes made from rectangles	2A	2g
Measures, perimeter and area	Metric and imperial measures; area; area of a triangle and parallelogram; circumference of a circle	3A	2a-f
Expressions and formulae	Simplifying expressions; writing a formula	2A	3e, 3g
Expressions and formulae	Simplifying expressions; using brackets; formulae	3A	3a-c
Fractions, decimals and percentages	Adding and subtracting fractions; fraction of a quantity; multiplying and dividing fractions; fractions and decimals; percentage of a quantity; percentage problems; repeated percentage change	3A	4a-h
Angles and 2D shapes	Angles and parallel lines; angles in a triangle; properties of triangles; angles in a quadrilateral; properties of quadrilaterals	3A	5a-e
Graphs	Horizontal and vertical lines; tables of values; drawing straight line graphs; equations of straight line graphs; interpreting real life graphs; time series graphs	3A	6a-g
Calculations	Addition and subtraction problems; written addition and subtraction; multiplication and division problems; interpreting the calculator display	2A	7d, 7e 11a,11f
Calculations	Addition and subtraction; mental multiplication and division; written multiplication; written division; estimating and approximating; using a calculator	3A	7a-f
Statistics	Averages from frequency tables; comparing data sets	2A	8h, 8i
Statistics	Designing a survey; collecting data; frequency tables; bar charts; pie charts; calculating averages; scatter graphs; stem-and-leaf diagrams; frequency diagrams;	3A	8a-j

8B Revision List. All of the chapter references are for the MyMaths books on Kerboodle

Topic	What to revise	Book	Chapter & exercise
Whole numbers and decimals	Powers of 10; Rounding; factors, multiples and primes; estimating and approximating	3B	1a-d
Measures, perimeter and area	Measures; area of a 2D shape; circumference and area of a circle; compound measures	3B	2a-f
Expressions and formulae	Expanding brackets; Writing formula	2B	3d, 3f
Expressions and formulae	Change the subject of formula	2C	3g
Expressions and formulae	Algebraic fractions; formulae in context;	3B	3b-c
Fractions, decimals and percentages	Adding and subtracting fractions; multiplying fractions; dividing by fractions; decimals and fractions; percentage change; percentage problems; repeated percentage change	3B	4a-g
Angles	Angles in parallel lines	2B	5c
Angles	Angles properties of a triangle, quadrilateral and polygon; congruent shapes	3B	5a-e
Graphs	Equation of a straight line	2B	6b
Graphs	Tables of values; drawing straight line graphs; Gradient of a straight line graph; y-intercept of a straight line graph; the equation $y = mx + c$; equations given implicitly; real life graphs; distance –time graphs; time series	3B	6a-i
Decimal calculations	Adding and subtracting decimals; multiplying decimals; dividing decimals; using a calculator; interpreting the calculator display	3B	7a-e
Statistics	Scatter graphs and correlation; stem-and-leaf diagrams	2B	8g, 8h
Statistics	Planning a project; data collection; frequency tables; statistical diagrams; calculating averages; interpreting graphs; correlation; averages from grouped data; comparing distributions	3B	8a-k
Transformations and symmetry	Enlargements	2B	9d-e
Transformations and symmetry	Reflections; translations; rotations; combinations of transformations; maps and scale drawings	3B	9a, 9c, 9d
Equations	Solving multi-step equations	2B	10b
Equations	Solving equations; equations with brackets; unknown on both sides; constructing equations; trial-and-improvement	3B	10a-e

8C Revision List. All of the chapter references are for the MyMaths books on Kerboodle

Topic	What to revise	Book	Chapter & exercise
Whole numbers and decimals	Rounding and estimation	2C	1f
Whole numbers and decimals	Significant figures; upper and lower bounds; using numbers in index form; prime factors; HCF/LCM	3C	1a-d
Measures, perimeter and area	Surface area of a prism; volume of a prism & cylinder	2C	14c-d
Measures, perimeter and area	Metric & imperial units; length and area; compound measures	3C	2a, 2c-e
Expressions and formulae	Algebraic fractions; expand brackets	2C	3d, 3i
Expressions and formulae	Factorise brackets	3B	3a
Expressions and formulae	Index Laws; identities; formulae; changing the subject of a formula	3C	3a, 3e-3g
Fractions, decimals and percentages	Fractions, decimal and percentages	2C	4f
Fractions, decimals and percentages	Calculating with fractions; recurring decimals and reciprocals; percentage increase and decrease; reverse percentages; repeated percentage change	3C	4a-e
Angles and 2D shapes	Angle facts (including parallel lines); angles in a polygon; circle properties; arcs and sectors;	3C	5a-b, 5d
Graphs	Equation of a straight line; graphs of implicit functions	2C	6b, 6e
Graphs	Find the equation of a straight line graph	3B	6e
Graphs	The gradient of a straight line; graphs of linear functions; quadratic graphs; cubic graphs; distance-time graphs; real life graphs; time series	3C	6a-b, 6d-i
Decimal calculations	Calculator skills	2C	11c
Decimal calculations	Order of operations; calculating with decimals; using a calculator; interpreting the calculator display	3C	7a-d
Statistics	Frequency tables; constructing diagrams; averages	2C	8c, 8e
Statistics	Planning a statistical survey; data collection; frequency diagrams; the mean; correlation; interpreting data; comparing distributions; box plots	3C	8a-f, 8h-j
Transformations and symmetry	Enlargements	2C	9d, 9e
Transformations and symmetry	Transformations; maps and scale drawings; similar shapes	3C	9a, 9d-e

Music

There will be two sections to your exam.

Section A: A selection of listening extracts related to topics you've studied throughout the year. You will answer questions based on the musical features.

Section B: Music theory, asking questions about note values, notes on the stave and notes on the keyboard.

Section A- Topics covered this year

Programme music –music written to express a feeling/mood/emotion or a scene or place as well as an animal or character/person!

Music from China.
Key features:

- Ostinato – repeated musical phrase
- Pentatonic Scale – 5 note scale– C D E G A
- Improvisation – melodies made up during the performance
- Erhu- Chinese string instrument which sounds like a violin

Important musical words:

Melody: The main tune
Texture: The number of parts/layers in a piece.
Dynamics: How loud or soft a piece or section of a piece is.
Tempo: The speed of a piece of music.
Instrumentation: The instruments or sounds used in a piece.
Time signature: How many beats there are in a bar (e.g 3/4, 4/4)
Key- Major (happy), Minor (sad)

Section A- Topics covered this year

Musical Terms

Tempo – speed

Allegro – fast

Andante – at a walking pace

Articulation

Staccato – short notes

Legato – smooth

Pizzicato – plucked strings

Dynamics

Forte –loud

Piano – soft

Crescendo – getting louder

Section B – Musical Theory

| ♩ | crotchet= 1 | ♪ | quaver = 1/2 | ♩ | Minim = 2 | 𝅝 | semibreve = 4 | 𝅘𝅥𝅯 | semiquaver = 1/4 |

Recognise and name notes on the piano keyboard and treble clef.

C# D# F# G# A#
Db Eb Gb Ab Bb

C D E F G A B C

E G B D F

F A C E

Middle D E F G A B C D E F G A
C
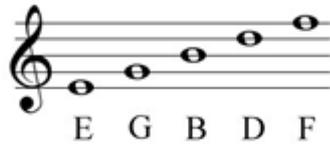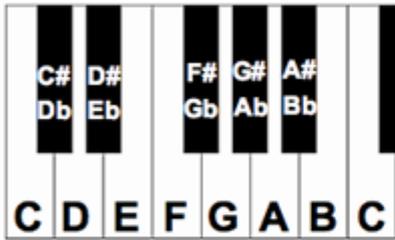
Notes in the spaces

FACE in the SPACE Football

Notes on the line

Every Grandma Buys Delicious Fudge

POR - Ethics

Revise the topic Ethics.

Including:

- Transplant Surgery
- Genetic engineering
- Animal rights

Think carefully about non-religious and religious arguments on both sides

Science

You will have only two revision lessons in science before the science exam, so it is important that you start your revision at home.

Thermal Physics

- Be able to distinguish between temperature and heat
- Be able to describe how increasing heat affects particles and causes expansion
- Be able to explain how heat is transferred by conduction
- Be able to discuss how thermal expansion affects density
- Be able to explain how heat is transferred by convection
- Be able to describe how heating particles causes evaporation
- Be able to describe how heat is transferred by radiation
- Be able to describe the similarities between heat and light radiation
- Be able to plan an investigation to investigate insulation

Plant reproduction

- Be able to identify the key parts of a flower and their functions
- Be able to discuss the necessity of pollination
- Be able to compare and explain the differences between wind and insect pollinated flowers
- Be able to describe how the male and female sex cells meet to achieve pollination
- Be able to recall that the ovary becomes the fruit and that the ovule becomes the seed
- Be able to compare and contrast ways in which plants can disperse their seeds and the importance of this
- Be able to explain the importance of pollinating insects in human food production

Mechanics

- Be able to construct distance time graphs to show when something is moving and when it is stationary
- Be able to interpret distance time graphs
- Be able to calculate speed from a distance time graph
- Be able to predict how a force will change the shape of a materialBe able to explain what Hooke's Law is and apply it to situations
- Be able to describe the energy changes in a stretched material

- Be able to calculate pressure (pressure = force / area)
- Be able to identify when there is high or low pressure and know how to increase or decrease the pressure on a surface
- Be able to explain how air and liquids behave under pressure
- Be able to describe how pressure increases with depth in liquids and how gases create pressure
- Be able to describe uses of pivots and how they work
- Be able to calculate the moment of a force (moment = force x distance)
- Be able to describe lever and piston systems as force multipliers

Photosynthesis

- Be able to understand terminology relating to food chains and food webs and know that organisms in a chain or web are independent
- Be able to explain the importance of photosynthetic organisms in food chains and webs
- Be able to describe the conditions needed for a plant to carry out photosynthesis
- Be able to recall the word and chemical equation for photosynthesis and know how the plant gets the reactants and what happens to the products
- Be able to understand the importance of minerals to plants
- Be able to identify and explain the ways in which a leaf is adapted to carry out photosynthesis
- Be able to understand the importance of indicator species in assessing levels of pollution
- Be able to describe the process of bioaccumulation and understand the long term significance of this

Chemical reactions

- Be able to recall the hazard symbols
- Be able to compare the difference between physical and chemical changes
- Be able to identify whether a change is physical or chemical
- Be able to state and identify the reactants and products of combustion
- Be able to state the reactants and products of fermentation and know uses and problems with the reaction
- Be able to distinguish between aerobic and anaerobic respiration and know uses and problems with the reaction
- Be able to recall the test for carbon dioxide (lime water)
- Be able to recall the variables in an investigation
- Be able to plan an investigation into rusting and know ways to prevent rusting from happening
- Be able to recall the word equation for rustingBe able to explain the conservation of mass principle in reactions
- Be able to balance chemical equations, realising that there should be the same number of each element on each side of the equation

Light and vision

- Be able to distinguish between luminous and illuminated objects
- Be able to identify transparent, translucent and opaque objects

- Be able to recall that light travels in straight lines and can cause shadows
- Be able to recall the law of reflection and be able to construct diagrams showing reflection
- Be able to explain why refraction happens
- Be able to explain dispersion and the spectrum
- Be able to recall the order of the colours in the spectrum
- Be able to explain how lenses converge light rays
- Be able to discuss how lenses are used in cameras and the human eye
- Be able to recall the primary and secondary colours of light
- Be able to explain how filters work in terms of absorption and transmission of the different colours of light

Elements, compounds and mixtures

- Be able to define elements, compounds and mixtures, give examples of each and compare the differences between them
- Be able to explain how filtration works, what it separates and the terms filtrate, residue, funnel and filter paper
- Be able to explain how evaporation is also a separating technique and what it can separate
- Be able to describe distillation as a separating technique, using the terms evaporation and condensation
- Be able to describe the process of fractional distillation of crude oil
- Be able to explain what chromatography is, what is separates and how it separates
- Be able to recall that compounds have fixed compositions
- Be able to describe what a chemical formulae is

Food and Digestion

- Be able to recall the components of a balanced diet and give examples of each
- Be able to explain the function of each component of a balanced diet
- Be able to discuss what malnutrition is and use examples including obesity
- Be able to calculate energy requirements based on their life style
- Be able to recall the food tests for lipids, proteins, carbohydrates and starch
- Be able to recall the position of the organs involved in digestion and know the function of each one
- Be able to describe that food molecules need to be digested before they can be absorbed into the blood
- Be able to recall the importance of enzymes involved in digestion and know specific examples for proteins, fats and starch
- Be able to explain the role of bacteria in the human digestive system

Energy

- Be able to recall the nine forms of energy
- Be able to discuss energy transfers and be able to construct energy flow diagrams
- Be able to define a joule
- Be able to calculate the energy transferred to an object by doing work (work done = force x distance)
- Be able to identify if energy is useful or wasted

- Be able to describe how energy is conserved and how it can be saved by reducing waste
- Be able to calculate energy supplied (energy supplied – useful energy + wasted energy)
- Be able to recall what fossil fuels are and describe how they are formed
- Be able to give advantages and disadvantages of fossil fuels
- Be able to define non-renewable and renewable in terms of fuels
- Be able to describe the energy transfers that occur in a power station
- Be able to recall that 1kJ = 1000J
- Be able to describe that increases and decreases in the amount of energy can be associated with temperature in investigations
- Be able to give advantages and disadvantages of nuclear fuels
- Be able to identify different types of renewable energy resources and describe how they work
- Be able to give advantages and disadvantages of renewable sources of energy
- Be able to calculate power (power = energy / time)
- Be able to use the term Kilowatt-hours and use this to work out the cost of energy usage

How my body works

- Be able to recall the functions of a skeleton and know the different types of skeleton
- Be able to describe the interaction between muscles and the skeleton
- Be able to discuss examples of antagonistic muscle
- Be able to predict the force exerted by a muscle
- Be able to recall the word and chemical equation for aerobic respiration
- Be able to discuss how the reactants are obtained and what happens to the products of aerobic respiration
- Be able to recall the word and chemical equation for anaerobic respiration
- Be able to discuss how the reactants are obtained and what happens to the products of anaerobic respiration
- Be able to compare aerobic and anaerobic respiration
- Be able to recall the components of the circulatory system and the functions of each part
- Be able to fully explain the role of the circulatory system in respiration
- Be able to interpret information on how exercise affects the circulatory system
- Be able to recall the structure of the respiratory system and the functions of each part
- Be able to discuss where gas exchange occurs
- Be able to describe the mechanism of breathing and air movement in terms of air pressure
- Be able to discuss the impact of exercise, asthma and smoking on the human gas exchange system
- Be able to discuss the effects of recreational drugs on behaviour, health and life process
- Be able to explain how the different drug categories can affect the body

Spanish

Use the Mira 2 book to revise:

Module 1 – people, presentations, talking about other people, comparatives, nationalities, expressing opinions

Module 2 – talking about places in the town, inviting someone out, making excuses, likes and dislikes

Module 3 – holidays, using the past tense, saying where you went, who with and what you did

Module 4 – food, describing meals, food and drink preferences, eating out, using 3 tenses together

Module 5 – clothes, giving opinions about clothes, saying what you are going to wear

You will complete two assessments:

1)   Reading assessment (similar to the end of module assessments you have completed so far this year) which will also include a short paragraph in Spanish to be translated into English.

2)   Writing assessment

a)   5 short statements to translate from English into Spanish.

b)   You will be expected to write 100-150 words on one of the following topics:

Either:

1)   Mi familia y yo

•   ¿Quién es tu mejor amiga y por qué sois amigas?

•   ¿Cómo prefieres celebrar tu cumpleaños?

•   ¿Qué hiciste el fin de semana pasado?

•   ¿Qué vas a comer y beber este fin de semana?

Or:

2)   Mis vacaciones

•   ¿Adónde fuiste de vacaciones el año pasado?

•   ¿Qué hiciste durante las vacaciones?

•   ¿Qué te gusta y no te gusta hacer durante las vacaciones?

•   ¿adónde vas a ir el verano próximo?

Textiles

Revise the spelling and definition for the keywords provided for your project