Year 8

End of Year Assessment

Guide for Success

This booklet is designed to support your revision, with revision lists provided for each subject for your End of Year Assessments, taking place in **June**.

Please speak with your teacher for further revision resources, and advice – ensure you attend every lesson for the best chance of success.

Don't forget your weekly Sparx Maths and Sparx Reader homework – this is part of your revision!

An electronic version of this guide will also be emailed home to support you.

End of Year Assessments

End of Year Assessments will be taking place from 1st June to the 26th June for years 7-10 – students will sit assessments in all their subjects, with these partly completed on ipads, and partly written. Students will then be given their results – these give a really clear picture of you learning so far this year, and act as a guide for areas to improve on for next year.

This booklet will provide with resources to revise from – remember to speak to your teachers for more advice on revision and the assessments.

What is revision?

The importance of revision cannot be underestimated; it allows you to go over your work and assess for yourself how well you understand something. It shows when you don't understand something, then do something about it! Revision ensures you are fully prepared for your assessments and ensures you feel CONFIDENT! It is a vital skill to prepare you for future exams in Years 10 and 11.

Revision doesn't just happen, it is a skill, and like any other skill it can be developed and improved on – with practice. Find a method of revision that suits you – there are lots of ideas for you to try on the next page.

Remember little and often is proven to be the best method.

Top Revision Strategies

It is really important to try out different types of revision strategies and resources – find out what works for you - everyone learns differently! Not sure what some of these mean? Ask your tutor, family, or friends.

Which are your top three?

WHY?

What makes a revision strategy effective for YOU?

It is really important to work out which types of revision suit you the best:

- Mind-maps
- Key words – post-its
- Flashcards
- Podcasts
- YouTube videos
- Family and friends tests
- Teach a friend
- Practice questions
- Highlighters
- Chant/rap
- Write your own questions
- Mnemonics
- PAST PAPERS

No need to worry!

There is no need to worry about the end of year assessments; they are a great opportunity to show off what you have learnt, and they help your teachers find out areas you may need more support with.

If you would like more support, Google:

- Info on exam stress - for 11-18 year olds | Mind
- Top revision techniques for exams - BBC Bitesize

Top Tips!

Before the exam:

Get all the equipment you will need (pens, rulers, ipad) ready the night before. Avoid rushing in the morning to get things ready.

- Try to get a normal night's sleep.
- Get up in plenty of time. It is really important to have a good breakfast.
- When you leave home make sure you have everything you need, including a bottle of water.

During the exam:

- The moment you open your assessment paper can be a bit of a shock- don't worry about others who may have started writing straight away.
- If necessary, write down anything you are afraid of forgetting.
- Read the whole paper through carefully, noting all the instructions given about the number and choice of questions.
- Decide on your question order then start by answering the questions you know you can answer well. This gives you more time to think about the difficult questions and boosts your confidence.
- It can be a mistake to tackle difficult questions first, as you may run out of time to do the questions you can answer more easily and fully.
- Read every question twice, think about it before you answer it, outline key points for longer questions.

After the exam

- Feel proud that you tried your best.
- Don't spend too long talking about how the assessment went with friends.
- Make sure you take a break before continuing with any more revision.
- Think positive about the assessments coming next and learn from any mistakes you may have made.

Revision Topic Lists

The rest of this booklet contains a revision list of topics for the assessments for your subject – use these to support your revision to practice the work you have bene taught this year.

Key Contacts

Head of Year 8 – Mr Z Fletcher – Zak.Fletcher@oasisbrightstowe.org

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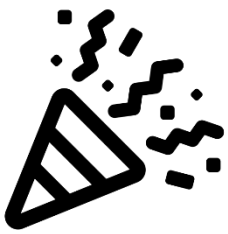
Careers Advisor – Mrs Mel Powell – Melanie.Powell@oasisbrightstowe.org

Attendance Support – Mr Jamie Barnes – Jamie.Barnes@oasisbrightstowe.org

Final Word for Families:

Your support is more valuable than you might realise. Whether you're helping them plan their week, supporting them into school every day, making them a snack, or just listening after a tough day, you're helping your child achieve more than they could alone.

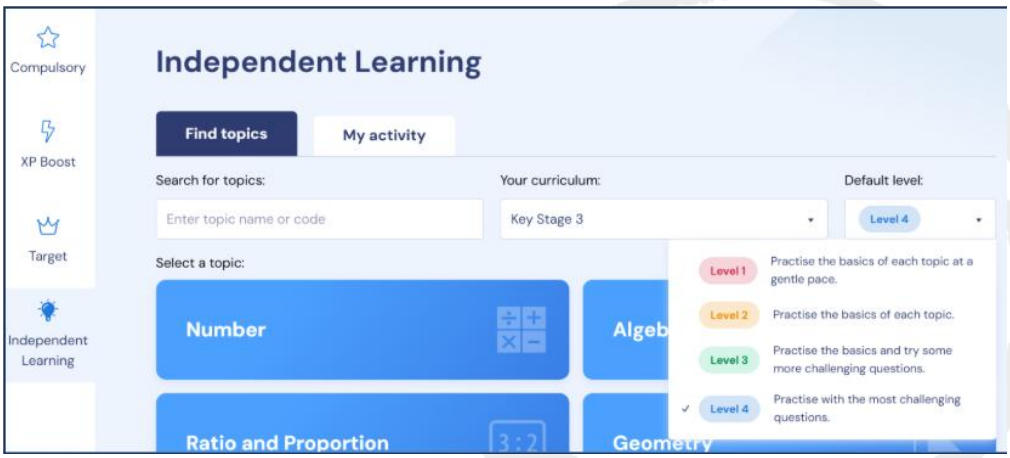


Maths:

Strand	Topic	Sparx Code
Number	Add fractions	M835
	Improper fraction and mixed numbers	M601
	Prime numbers	M322
	Order of operation	M521
	Percentages	M437
	Rounding	M994, M131
	Estimation	M878
	Negative Numbers	M106, M288
	Multiples	M227
	Prime factor decomposition	M108
Algebra	Collecting Like Terms	M795, M531
	Inequalities	M384
	Equations, Expressions, Identities and Formula	M830
	Solving equations	M634
	Solving inequalities	M118
	Sequences and nth term	M381, M991
Geometry – Circles and Volume	Circle Parts	M595
	Circles – Area and Circumference	M169, M231
	Face, Edges and Vertices	M767
	Nets of 3D Shapes	M518
	Volume & Surface area of Cuboids	M765, M534
	Volume of a cylinder	M697
Ratio and Proportion	Fractions from ratios	M267
	Proportion	M478
	Ratio	M525
	Speed, distance, time	U151
Geometry – Bearings and Angles	Reading Bearings	M260, M416
	Angles in Parallel Lines	M606
	Angle Facts	M351, M679, M818, M163
	Angles in polygons	M653
	Area	M390, M610, M291

How to Access Sparx Tasks:

1. Click on Independent Learning
2. Ensure it says Key Stage 3
3. Choose Level 3
4. Type the Sparx code you wish to search for.



English:

Vocabulary such as...			
Discord	A disagreement / feud	**Scorn**	Hatred, contempt
Vulgar	Grotesque and repulsive / disgusting	**Reverence**	Great admiration
Masculinity	Qualities that society often associates with manliness / men.	**Arbitrary**	For no reason, pointless
Stable / Stability	Not likely to change or come to an end suddenly.	**Penance**	Punishment for a sin
Unstable / Instability	Likely to change suddenly, especially if this creates difficulty or danger.	**Sanctuary**	A safe place
Defile	To destroy the purity of something	**Conform**	Follow, obey
Inadequate	Does not meet standards / unacceptable	**Defiant**	Disobey, refuse to follow rules
Desolate	Very sad, alone, and without hope.	**Enchanting**	As if under a spell
Futile	Pointless, not needed	**Repulsive**	Disgusting
Objectify	To treat a human like a thing / object.	**Supernatural**	Impossible according to science
Compliant	Follows rules and expectations	**Inevitable**	Will definitely happen
Visceral	Deeply felt and difficult to ignore	**Traumatic**	Shocking, upsetting and damaging

Key Knowledge such as...

→ *The deaths of heroes are lamented*
→ *there is often pressure to conform to conventional ways of thinking*
→ *conflict is pervasive and inevitable*
→ *subversion and defiance are often punished*
→ *patriarchal societies are oppressive*
→ *Characters often have to do penance for their sins*
→ *The supernatural can be both enchanting and repulsive*
→ *Characters often want to find both sanctuary and salvation*

→ heroes are often brave
→ tyrants are immoral
→ over-reaching is often punished
→ heroes can be rash and hubristic, which causes their downfall
→ heroes make sacrifices for what they believe in
→ heroes sometimes have to be defiant and forthright

Science:

Our EOY year assessment will start with 30 multiple choice questions selected from the Oasis Science KS3 question bank. Revising using carousel learning will make sure you are well prepared for this part.

The multiple-choice section will be followed by part B of the exam which is made up of application questions. You should focus your revision for part B on the topics in this table:

Unit	Key concepts and ideas
C5 – How is our planet changing	• Sedimentary, igneous & metamorphic rock • The geosphere (structure of the earth) • Plate tectonics • Weathering and erosion of rock • Fossil fuels
C6 – Types of chemical reaction.	• Recognising reaction types (combustion, oxidation, displacement & thermal decomposition. • Conservation of mass. • Skill: using circle diagrams to balance equations.
C7 – The atmosphere & hydrosphere	• What is the atmosphere • Atmospheric pollutants • Evaporation & the water cycle • Ground water & pollution
C8 – How is energy transferred in reactions?	• Exothermic changes • Endothermic changes
C9 – How do acids react?	• pH – acidic and alkaline solutions • Neutralisation reactions • Acid raid • Reactions of acids and metals
B5 – What keeps us healthy?	• What is good health? • What causes disease? • Why do we need a balanced diet? • Food as an energy store • What is fitness?
B6 – How do we grow & reproduce? L1 – L4 only	• What is growth? • Animal and plant life cycles • Male reproductive system (humans)

History:

What will the assessment look like?

There will be two sections to your assessment:

- A multiple choice section on Formative. This contains 15 questions, each worth two marks. There is only one correct answer for each question.
- A written section with four questions. Questions 1-2 require you to write a short paragraph. They are worth 4 marks – focus on giving a clear example and explaining what it shows. Question 3 is worth 8 marks and requires you to write two short paragraphs. Question 4 is a longer question requiring two or more paragraphs and a short conclusion, and is worth 14 marks.

How should I revise?

Use all your work from across this year in your exercise book to revise. Aim to go through each of the topics in the checklist below and use it to ensure you have covered everything you need. As you revise, try to put your knowledge into the context of some of the big themes covered this year so far: power, migration and agency, along with the big story of how power has changed over time (for example the way in which monarchs gradually had less power)

What do I need to know?

The assessment will test your knowledge and understanding of everything you have studied in Year 8, and also includes some questions in Section A which draw on your knowledge from Year 7. The topics you have covered are listed below – you can rate your knowledge of the topic Red (R), Amber (A) or Green (G):

Topic	R	A	G
The Mughal Empire – what mattered to the Mughal emperors (religion, wealth, art and architecture, gaining land).			
Changing power of the monarchy – key moments when this changed such as the 1689 Bill of Rights			
The execution of Charles I – why it happened and what it shows			
The Enlightenment – a time when the monarch and the dominance of religion were challenged, and when new scientific discoveries were made.			
The French Revolution – its long- and short-term causes.			
Abolition of the Transatlantic Slave Trade – the role of abolitionists and campaigners, resistance by enslaved people and campaigns in Parliament.			
British Empire – its expansion and impact, and the way in which different historians have come to different interpretations of the empire.			
The Industrial Revolution – how it changed Britain, including changes to working life for ordinary people.			

Geography:

What will the assessment look like? 30 mark Formative knowledge and skills test (15 minutes) + 30 mark written assessment (35 minutes)		
What revision resources are available? Knowledge organiser, exercise books, revision lesson in class		
Autumn 1 - Population and urbanisation	**Date**	✓
Describing and explaining global population distribution		
Comparing population demographics between HIC, NEE and LIC		
Push and pull factors of migration and natural increase		
The process of urbanisation and formation of megacities		
Opportunities and challenges of urban growth (India as an example)		
Sustainability in India (ways to manage challenges in informal settlements)		
Autumn 2 - Cold environments		
What is a cold environment and characteristics (biomes, distribution)		
Population in a cold environment: example Russia		
Glacial processes (erosion, weathering , transportation and deposition)		
Glacial landforms of erosion		
Opportunities and challenges (social and economic) of cold environments		
Sustainable management to protect cold environments		
Spring 1 - Globalisation and Superpowers		
Define globalisation and how students are considered to be global citizens		
Causes of globalisation		
Globalisation – advantages and disadvantages		
Reducing the impact of globalisation		
Definition of a superpower, who they are and why		
Emergence of China as a superpower		
Spring 2 - Climate change		
Define climate change and the evidence that exists for this		
Natural causes of climate change (volcanic eruptions, orbital theory and sunspot theory)		
Human causes of global warming		
Human impacts of global warming		
Case study of flooding in Bangladesh		
Responses to climate change (transport, national parks, afforestation and individual)		
Summer 1 - Coasts		
Coastal processes (types of erosion and weathering)		
Erosional landforms (headland, bay, cave, arch, stack)		
Coastal processes - longshore drift and reasons for deposition		
Depositional landforms (formation of spit, bar and tombolo)		
Mass movement and retreat (impact of geology on the coastline)		
Coastal engineering (hard and soft examples) and future threats at the coast		

Spanish:

Topics covered this year, across reading, writing, listen and speaking:

How to talk about:

- Clothing
- “I wear…”
- Colours
- Type of look/ style
- This/These/That/Those
- Verbs – Created, Invented, Bought
- Home
- Descriptive words
- My local environment
- “I want….”
- Directions
- Countries
- Transport
- Languages
- Hobbies
- Giving opinions – “I like….., because……”

Grammar:

- Present tense
- How to make a phrase negative, e.g “I like football” and “I don’t like football” . “I am….” And “I am not….”

Don’t forgot your Duolingo – this is great revision!!

Computer Science:

What will the assessment look like? 2 part assessment based on knowledge from Y7: 1. 30 mark knowledge test (15 minutes) 2. 30 mark Python assessment (35 minutes)
What revision resources are available? Knowledge organiser, exercise books/ClassNotebook, revision lesson in class
What content will be assessed? Anything from Autumn 1 up to Summer 1. See the list below to give you more guidance for your revision.
Autumn 1
1. Selection in Scratch.
2. Iteration in Scratch
3. Scratch Subprograms
4. Sensing and broadcasting.
Autumn 2
1. Binary Numbers
2. Converting binary numbers
3. Logic Gates
4. Truth Tables
Spring 1
1. Algorithms and flowcharts
2. Representing Algorithms in Pseudocode
3. Computational thinking
4. Searching algorithms
5. Sorting algorithms
Spring 2
1. Input and output in Python
2. Working with numbers in Python
3. Debugging Python programs
4. Selection in Python
Summer 1
1. Digital graphics
2. Purposes of animations
3. Types of animations
4. Animation techniques
5. Storyboards

Religious Education:

What will the assessment look like? 2 part assessment based on knowledge from Y8: 1. 30 mark knowledge test (15 minutes) 2. 30 mark written assessment (35 minutes)
What revision resources are available? Knowledge organiser, exercise books, revision lesson in class
What content will be assessed? Anything from Autumn 1 up to Summer 1. See the list below to give you more guidance for your revision.
Autumn 1
1. Demography: What is demography? What do the people of Britain believe about God? What do the communities in Europe believe about God?
2. Philosophy of God: What philosophical questions can we ask about God? How have philosophical ideas about God changed over time?
3. The design argument: What is the design argument? What evidence is there for the design argument? What arguments are there against the design argument?
4. The causation argument: What is causation design argument? What evidence is there for the causation argument? What arguments are there against the causation argument?
Autumn 2
1. Demography: What is demography? What do the people of Britain believe about God? What do the communities in Europe believe about God?
2. Philosophy of God: What philosophical questions can we ask about God? How have philosophical ideas about God changed over time?
3. The design argument: What is the design argument? What evidence is there for the design argument? What arguments are there against the design argument?
4. The causation argument: What is causation design argument? What evidence is there for the causation argument? What arguments are there against the causation argument?
Spring 1
1. Philosophy and Theology: What is suffering? What is philosophy? What is theology? How can philosophy help humans to understand suffering? How can theology help humans to understand suffering?
2. The Nature of Suffering: What is moral evil? What is natural evil? What is free will? How does free will lead to suffering?
3. Genesis: What is Genesis? What happens in the Genesis story? What does the Gensis story teach about suffering?
4. The Story of Job: What is a theodicy? What happens in the story of Job? What does the story of Job teach about suffering?
5. Free Will Theodicy: According to C S Lewis why did God give humans free will? According to Alvin Platinga why did God give humans free will? How do Christians respond to suffering?
Spring 2

1. Soul-making Theodicies: What is the soul? According to Irenaeus what is the purpose of suffering? According to Augustine what is the purpose of suffering? According to Hick what is the purpose of suffering?
2. Islam: What is al-Qadr? Wha is pre-destination? How does it lead to suffering? Why might suffering be a test? What is the benefit of suffering? How do Muslims respond to suffering? What is zakat?
3. Sikhism: What is haumai? What is egoism? How does it lead to suffering? What is the benefit of suffering? How do Sikhs respond to suffering? What is sewa? What is langar?
4. Humanism: What is a humanist? What tools do humanists use to understand suffering? How do humanists respond to suffering?
Summer 1
1. Social Justice: What is social justice? What is social injustice? What examples are there of social injustice in the world? According to Marx, why does religion lead to social injustice?
2. Interpretation: What is an interpretation? Which religious teachings support social justice? Which religious teachings support social injustice?
3. Jesus' Teachings: What is a parable? What is agape love? What happens in the Parable of the Good Samaritan? What does it teach about social justice? What was the context of the story? How does the story influence Christians today?
4. Christianity and Women: What is gender equality? What evidence is there that Christianity promotes gender equality? What evidence is there that Christianity does not promote gender equality?
5. Muhammad's Teachings: Who was Muhammad? What was the context of Muhammad's teachings? What is zakat? How do Muhammad's teachings support social justice?

Physical Education (PE):

HAND – Physical Skills

What we assess:

- How well you move (control, fluency, accuracy)
- How you use skills in games and drills
- Your fitness and effort in activities

Examples:

- Demonstrating good technique when performing skills: passing, dribbling, rallying, defending
- Showing good fitness - agility, speed, strength
- Applying techniques in both practices (drills) and matches

To improve:

- Practice regularly
- Focus in drills
- Always give full effort

HEAD – Knowledge & Understanding

What we assess:

- Rules, tactics and strategies
- How the body responds to exercise
- Your ability to evaluate performance

Examples:

- Describing rules and tactics - Offside rules, set plays, creating space
- Explaining changes in heart rate, breathing, muscle use
- Discussing WWW/EBI, linking back to fitness components, SMART goals

To improve:

- Take part in quizzes
- Use correct PE vocabulary
- Reflect honestly on your performance and others'
-

HEART – Social Skills

What we assess:

- Respect and sportsmanship
- Leadership and communication
- The Oasis Nine Habits, effort, perseverance and empathy

Examples:

- Playing fairly, following rules
- Leading warm-ups, helping teammates
- Encouraging others, staying positive

To improve:

- Being a positive role model
- Supporting others in your team
- Always try your best and never give up

Drama:

Devising from a Stimulus

What are we learning?

How to **develop ideas** from a stimulus

How to choose ideas with **dramatic potential**

How to use **drama techniques** effectively

How to **reflect** on our performance

Key Words		
Stimulus A starting idea used to make drama (a picture, word, song or object)	**Dramatic Potential** How powerful or interesting an idea will be for an audience	**Freeze Frame / Tableau** A still picture made with bodies to show a moment in the story
Structure The way a performance is organised (beginning, middle, end)	**Character** The person you are pretending to be	**Audience** The people watching the performance
Choral Speech When a group speak together to create impact or atmosphere	**Proxemics** The space between characters on stage	**Contrast** Showing differences (loud/quiet, still/moving)

Drama Skills to Remember	
Vocal	Physical
Volume – how loud or quiet you speak Pitch – how high or low your voice sounds Pace – how fast or slow you speak Timing – When actions or lines happen Contrast – Showing differences (loud/quiet, still/moving) Reaction – Responding to others in role	Facial expression – emotions shown on your face Posture – how you hold your body Movement – how you walk or stand as a character Freeze frames to show key moments Body language to show relationships Levels (standing, sitting, floor work)

An Ideas Log.	A skills Log	An evaluation
a place where you write down: • What the stimulus made you think of • Ideas you shared with your group **You should include:** • What you saw or heard in the stimulus • One idea you suggested	A place where you explain: • What **role** you played • One or two **drama skills** you used **You should write about:** • Your character or role in the piece • How you used your **voice** or **body**	An evaluation is when you: • Look back at your performance • Say what went **well** • Say what you would **improve next time** **What to include** • One thing that went well • One thing that could be better

Music:

Ukulele Skills

- Strumming vs picking and strumming patterns (rhythm)
- Chords (what they are and how to play)
- Riffs (repeated patterns)
- Song structure: Verse and Chorus
- Reading music: Chord charts and TAB

Whole Class Band

- Melody, accompaniment, bass line, drumbeat
- Chords and riffs
- Song structure and contrast
- Elements of music: rhythm, pitch, dynamics
- Ensemble skills (playing together, listening)
- Practice strategies

Haydn and Classical Music

- Melody, accompaniment, bass line, harmony
- Haydn as a Classical composer
- Concerto (soloist and orchestra)
- Orchestra sections: strings, woodwind, brass, percussion
- Note values: crotchets, minims, quavers, semiquavers
- Dotted rhythms, triplets, rests

Film and Game Music

- Musical elements: melody, accompaniment, pitch, tempo, dynamics, texture
- Ostinato, pedal note, fanfare
- Mood and expression
- Crescendo and diminuendo
- Music technology: arrangement, quantise, loops, keyboard skills

Design Technology:

Key topics that we have covered whilst studying Food Technology:

- Cooking methods and heat transfer
- Food labelling
- Food hygiene
- Food analysis
- Sensory analysis

Key vocab – use flashcards or practice with friends and family to revise the meaning of these key words and phrases. Can you think of examples of each of these to use in your answers?

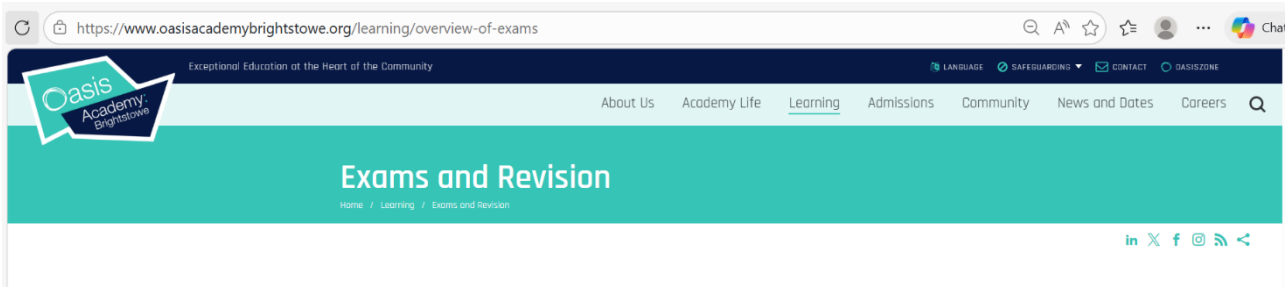
- Convection
- Conduction
- Radiation
- Cross-contamination
- Physical and chemical contamination
- Critical control methods
- Taste, texture, smell, appearance

School Website:

Your one-stop shop for help and revision links:

Exams and Revision - Oasis Academy Brightstowe

https://www.oasisacademybrightstowe.org/learning/overview-of-exams



KS3

+ Dates of Assessment

+ Revision Booklet

+ Key Links