

Year 8 – Assessment (Post Home Learning)

Guidance for Parents Summer 2020



ST HILDA'S
CE HIGH SCHOOL

WISDOM
HOPE
COMMUNITY
DIGNITY
EQUALITY

Dear Parent/Carer,

As you are aware your son/daughter should have sat their end of year assessments in the forthcoming weeks. We will be supporting students when they return to school and, as soon as we think it is appropriate, we will give them the opportunity to see how they have progressed even though we have been setting and marking work remotely. This will also allow their teachers to understand what support each student needs after such a unique period of home learning.

This booklet contains information from individual subjects regarding the forthcoming assessments. This has been compiled to give students a basic guide as to how to prepare for the September exams. Individual subjects have provided a list of topics covered by your son/daughter. We recommend that students use the suggested revision resources alongside the revision websites SAMLearning and GCSE Pod. If students need further information they should contact their subject teachers.

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Art

Time period of work being assessed	Academic year
Key objectives for revision	Drawing skills Observation Composition Line Shape Tone (shading, including shadows, highlights and cast shadows) Texture
Suggested websites for revision	https://www.studentartguide.com/articles/realistic-observational-drawings https://www.bbc.co.uk/bitesize/guides/zg77wxs/revision/4
Additional hints/tips	https://www.youtube.com/watch?v=-WR-FyUQc6I Practise drawing from your own still life set up, looking carefully at shape, light and shadow.

English

Time period of work being assessed	Academic year and home learning
Key objectives for revision	<p><u>Analysing Language and Meanings</u></p> <p>You will be asked to analyse an extract from a story, focusing on how the writer uses language to create meanings and achieve effects. The following steps will help you to come up with your analysis:</p> <ul style="list-style-type: none">• How does the writer use language features for effect? (similes, metaphors, personification)• How does the writer use different sentence structures effectively? (simple, compound, complex)• What do you think about the writer's word choice and tone? Do the words used have particular connotations (ideas and feelings connected with a word)?• Make inferences (what can you work out about the characters/places from what the writer has told you?)• Try to explain your ideas clearly and select precise quotations from the extract to support your points.
Suggested websites for revision	https://www.bbc.co.uk/bitesize/guides/zt2g87h/revision/1
Additional hints/tips	You can practise for this by reading more at home and thinking about the effect of the writer's language as you read. Does it make you feel happy/sad/excited/nervous? How has the writer done this?

French

Time period of work being assessed	Spring and Summer terms (from February)
Key objectives for revision	<p><u>TOPICS TO REVISE:</u></p> <ul style="list-style-type: none"> - Studio 2 rouge module 1, « T'es branché? » (Pages 8 to 24) <ul style="list-style-type: none"> • TV programmes • Films • Books • Technology <p><u>GRAMMAR to REVISE :</u></p> <ul style="list-style-type: none"> - Verbs AVOIR (To have) ETRE (to be) in present tense - PRESENT TENSE of -ER /-IR /-RE REGULAR verbs REGARDER(TO WATCH) RATER(to miss) CHOISIR(to choose) FINIR (To finish) ATTENDRE (to wait) - IRREGULAR VERBS : LIRE (To read) FAIRE(To do) ALLER (To go) - TIME AND FREQUENCY PHRASES: often/ sometimes /everyday - USING OPINIONS+ INFINITIVES : J'aime lire (I like to read) / nous aimons regarder (we like to watch) / mes parents détestent regarder (in varied pronouns) - NEGATIVES : nepas (not), ne ...jamais(never) Je ne regarde pas / je ne rate jamais Nous ne regardons jamais / ils ne ratent jamais (in varied pronouns) - THE PERFECT TENSE of -ER verbs(PAST TENSE) - SEQUENCING EXPRESSIONS: après(after), ensuite (next) - OPINIONS IN PAST: c'était (it was) + adjective
Suggested websites for revision	<ul style="list-style-type: none"> - Quizlet (find your class and practise all the vocab lists that show up for your class) - Sam learning (type in any topic from your revision list and do some practice) - Active learn, ebook Studio 2 Rouge or Textbook Studio 2 rouge. Access to the double pages of vocabulary (pp24-25), the double pages of grammar (pp22-23) and the double pages of revision (pp18-19)
Additional hints/tips	<ul style="list-style-type: none"> - Test yourself on Section A TOI (YOUR TURN) pages 118-119 - Revise your vocabulary on quizlet daily (only 10/15 mns. Do 1 list a day and 1 activity) then take the tests at the weekend.

French (SET 3)

Time period of work being assessed	Spring and Summer terms
Key objectives for revision	<p><u>TOPICS TO REVISE: (in particular, the last topic)</u></p> <ul style="list-style-type: none"> - Studio 2 vert module 1, « t'es branche? » <ul style="list-style-type: none"> • TV programmes • Films • Books • Technology • Weather - Studio 2 vert module 3, "Paris je t'adore ! » <ul style="list-style-type: none"> • Paris touristique : On peut + activities • Les Jeunes Parisiens/ j'aime visiter Paris : opinions + activities • Ça, c'est la question : role-plays in monuments • Quizlet/ Sam learning : my town (places in town + il y a = there is) • C'était comment?: opinions in Past tense • Le 14 juillet à Paris: past tense <p><u>GRAMMAR to REVISE :</u></p> <ul style="list-style-type: none"> - Present tense of ER verbs - Frequency phrases: often/ sometimes etc.... - The verb FAIRE - The verb ALLER - Using opinions + Infinitive - Justifying opinions (car c' est.....) - Using: you can + infinitive (on peut....) - There is / there are : il y a - The perfect tense of ER verbs - Opinions in Past: c'était + adjective
Suggested websites for revision	<ul style="list-style-type: none"> - Quizlet (find your class and practise all the vocab lists that show up for your class) - Sam learning (type in any topic from your revision list and do some practice) - Active learn, ebook: Studio 2 vert. Access to the double pages of vocabulary (pp24-25 + pp44-45) and the double pages of grammar (pp22-23 + pp42-43) and the double pages of revision (pp18-19 + pp38-39)
Additional hints/tips	<ul style="list-style-type: none"> - Complete all the revision tasks on p18-19 and 38-39 . - Revise your vocabulary on quizlet daily (only 10/15 mns. Do 1 list a day and 1 activity) then take the tests at the weekend.

Geography

Time period of work being assessed	All of Y8
Key objectives for revision	<ul style="list-style-type: none">- The Geography of Russia- The challenge of Climate Change- Plate Tectonics – Volcanoes and Earthquakes- How are Populations changing (from homelearning)
Suggested websites for revision	BBC bitesize Oak national academy SMHW lesson resources
Additional hints/tips	We will hold an OPTIONAL zoom session in July to go over the content and likely assessment questions to help prepare for the September assessments.

German

Time period of work being assessed	This academic year
Key objectives for revision	<p>1. Topics</p> <p>a. Kapitel 3 Revise all of the vocabulary from this module using the relevant pages in your textbook (p70-71). Make sure that you are able to;</p> <ul style="list-style-type: none"> • Describe what you do in your free time • Talk about the sports you do • Talk about what you like doing, including online • Use time phrases <p>b. Kapitel 4 Revise all of the vocabulary from this module using the relevant pages in your textbook (p92-93). Make sure that you are able to;</p> <ul style="list-style-type: none"> • Give your opinions on school subjects • Know days of week and time • Describe your teachers • Describe the classroom including using prepositions <p>2. Grammar Revise the grammar covered in Kapitel 3 and 4, using your notes and the green grammar pages at the end of each chapter (p68-69, 90-91)</p> <ul style="list-style-type: none"> • Present tense of regular verbs • Present tense of irregular verbs: haben, sein, fahren, sehen, lesen. • Word order: verb 2nd rule, verb to the end after “weil” • Prepositions + dative • Es gibt + accusative • Modal verbs: können, dürfen • His/her
Suggested websites for revision	<p>www.quizlet.com (for vocab)</p> <p>www.languagesonline.org.uk (for grammar)</p>
Additional hints/tips	<p>Regular vocab revision (a little every day) is most effective; plan to practise 2-3 sets a week on Quizlet/ systematically work through the vocab pages at the end of the textbook chapters; teach someone else/get someone to test you</p> <p>Remember to always revise a range of opinions and connectives!</p>

History

Time period of work being assessed	45-minute test on all the work that you have done in Year 8 (So you need to revise what you have done in class with your teacher and what you have done at home.)
Key objectives for revision	<p>Knowledge</p> <ul style="list-style-type: none"> • The Slave trade • Protest e.g. Suffragettes and Suffragists • WW1 e.g. What was lifelike in the trenches? • What was life like in 1920s USA & Stalin's Russia? • WW2 – Key events e.g. Dunkirk, Pearl Harbour, battle of Britain, D-Day, Dresden & Hiroshima. (You might not have done all of these by the time you do the test. Learn the key battles that you have done linked to WW2) <p>The test will be made up of</p> <ul style="list-style-type: none"> • knowledge quiz • Sources skills – making an inference • Essay writing – PEE paragraphs (point, evidence & Explanation)
Suggested websites for revision	<p>KS3 BBC bitesize https://www.bbc.com/bitesize/subjects/zk26n39</p> <p>Use sections on:</p> <ul style="list-style-type: none"> • The Slave Trade • World War One • Germany • World War Two <p>You also have the 80 questions in your exercise book. If you can answer these questions, you will be able to give the test a good go.</p>
Additional hints/tips	<p>Remember to read the questions carefully.</p> <p>Everything you need should be in your exercise book. Use and read through the excellent projects you have done on the key events of World War 2.</p> <p>You also have the 80 questions in your exercise book. If you can answer these questions, you will be able to give the test a good go.</p>

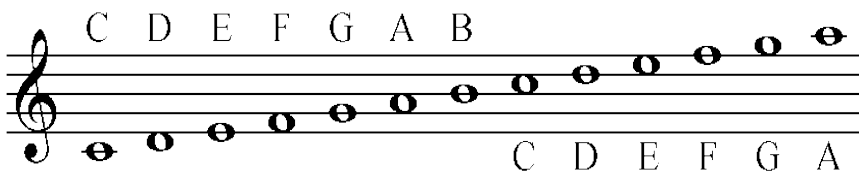
ICT/Computer Science

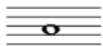
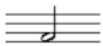


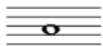
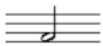


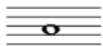
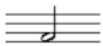


Time period of work being assessed	Summer Term
Key objectives for revision	<p>Cryptography: Caesar Cipher, encrypt –decrypted Messages</p> <p>Logic Gates: AND NOT OR XOR</p> <p>Databases: Flat file, records, fields, data types, Queries</p> <p>Computers: Environmental, pollution, disposal, toxic substances.</p> <p>Website Design & Development: Website Layouts, wireframes, demographics, file types.</p> <p>Some students may not be familiar with certain topics. Please look at the website to gain a general understanding of each subject.</p>
Suggested websites for revision	<p>Miss Kemsley Website</p> <p>Resources are available at my website for all of the above topics. Task are available to complete and some of the website links are interactive.</p>
Additional hints/tips	<p>Resources are also available via the following links:</p> <p>T:\~Remote Learning~\Miss Kemsley\ICT\Year 8</p> <p>T:\Archive\~Read Only~\ICT Computing\Year 8</p>

Mathematics

Time period of work being assessed	Home Learning
Key objectives for revision	<p>Number</p> <p>Work with powers and roots</p> <p>Calculate with positive and negative integers</p> <p>Find multiples, factors, common multiples and common factors</p> <p>Convert between mixed numbers & improper fractions</p> <p>Add or subtract proper/improper fractions</p> <p>Multiply fractions/mixed numbers</p> <p>Divide fractions/mixed numbers</p> <p>Algebra</p> <p>Substitute values into expressions</p> <p>Be able to draw a line using its equation</p> <p>Appreciate that parallel lines have the same gradient</p> <p>Statistics</p> <p>Pie Charts</p> <p>Scatter Graphs & Correlation</p> <p>Stem & Leaf Diagrams</p> <p>Two-way tables</p>
Suggested websites for revision	www.dr frostmaths.com www.mathswatch.co.uk www.mymaths.co.uk www.corbettmaths.com
Additional hints/tips	Pupils should revise for maths by practising questions and not by just reading facts. Drfrost & Mathswatch provide videos that students can watch to support any topics they are finding difficult. Mymaths provides on line lessons. Corbettmaths has GCSE practise questions.

Music

Time period of work being assessed	Academic Year
Key objectives for revision	<p>The Elements of Music (some) The Instruments of the Orchestra Musical Notation – treble clef only. Rhythmic Notation</p> <p>Elements: Pitch – how high/low the music is Tempo – how fast/slow the music is <i>largo – slow</i> <i>andante – walking pace</i> <i>Allegro – fast</i> <i>Presto – very fast</i> Dynamics – the volume of music <i>Piano – quiet</i> <i>Forte – loud</i> <i>Pianissimo – very quiet</i> <i>Fortissimo – very loud</i> <i>Crescendo – gradually louder</i> <i>Diminuendo – gradually quieter</i> Texture - the layers in music <i>Thin – not many layers</i> <i>Thick – many layers</i> <i>Monophonic – one layer</i> <i>Polyphonic – many layers</i> Articulation – the way the note is played <i>Staccato – spikey, short, detached</i> <i>Legato – smooth, flowing</i> <i>Accent – emphasis on a note</i></p> <p>Instruments of the Orchestra: Strings, Woodwind, Brass, Percussion Know the instruments in these sections and be prepared to listen and identify them</p> <p>Musical Notation:</p> <p>Remember, FACE in the SPACE and Every Good Boy Deserves Football on the lines. C, D hang below and G A floats above</p> 

	Rhythmic Notation: Semibreve (4 beats) Minim (2 beats) Crotchet (1 beat) Quaver (1/2 beat)	<table><tr><th>Name</th><th>Symbol</th></tr><tr><td>Semibreve</td><td></td></tr><tr><td>Minim</td><td></td></tr><tr><td>Crotchet</td><td></td></tr><tr><td>Quaver</td><td></td></tr></table>	Name	Symbol	Semibreve		Minim		Crotchet		Quaver	
Name	Symbol											
Semibreve												
Minim												
Crotchet												
Quaver												
Additional hints/tips	Listening to a broad spectrum of music such as the following: 1 Africa, Toto 2 Superman Theme Tune 3 Fur Elise, Beethoven 4 Theme tune to Beetlejuice 5 Sweet Dreams, Eurhythmics, 6 Blinded By Your Grace, Stormzy											

RE

Time period of work being assessed	Home learning assessment
Key objectives for revision	<p>To understand what the 6 world religions (Christianity, Islam, Judaism, Sikhism, Buddhism, Hinduism) believe about –</p> <ul style="list-style-type: none"> • God • Holy books • Worship <p>To understand what a festival is and to be able to explain what the following festivals represent –</p> <ul style="list-style-type: none"> • Christianity – Easter and Christmas • Islam – Ramadan and Eid ul-Adha • Judaism – Passover and Hanukkah • Sikhism – Vaisakhi • Buddhism – Nirvana Day and Wesak • Hinduism – Holi and Diwali <p>To understand and be able to explain what humanism is.</p>
Suggested websites for revision	https://www.bbc.co.uk/bitesize/subjects/z7hs34j All revision material is available via the above link and part of your home learning tasks.
Additional hints/tips	<ul style="list-style-type: none"> • Read all the information on the Revision Bitesize website about world religions and festivals. • Complete the BBC Bitesize quizzes as part of your revision on the website.

Science

Time period of work being assessed	Year 8 including some home learning.		
Key objectives for revision	Biology		
	Term 1	Term 2	Term 3
	Gas exchange	Natural Selection	Photosynthesis
	Breathing	Charles Darwin	Leaves
	Drugs	Extinction	Investigating plants
	Alcohol	Preserving Biodiversity	Plant minerals
	Smoking	DNA	Aerobic respiration
	Unhealthy Diet	DNA Discovery	Anaerobic respiration
	Food tests	Chromosomes	Biotechnology
	Nutrients	Variation	
	Digestive system	Sex cells	
	Enzymes	Genetic Crosses	
		Genetic engineering	
	Chemistry		
Term 1	Term 2		
Metals and non-metals	Endothermic and Exothermic reactions		
Trends in Groups and Periods	Data Analysis		
Group 1	Changes of state		
Group 0	Combustion (Chemical change)		
Group 7	Combustion (Physical change)		
Atoms, Elements and Compounds	Which fuel is the best?		
Making metal oxides			
Physics			
Term 1	Term 2	Term 3	
Waves (Sound & Light)	Ohms law	Cost of electricity	

	Characteristics of light	Series and Parallel circuits	Generating electricity
	Production & transmission of sound	Magnetic fields	Renewable/Non-renewable resources
	Model of the eye	Electromagnets	Power Station
	Seeing in colour		
	Ray models		
Suggested websites for revision	<p>BBC Bitesize KS3 Science: https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p> <p><u>Biology:</u> Gas Exchange and Breathing (all pages): https://www.bbc.co.uk/bitesize/guides/zq349j6/revision/1 Diet and Digestion (all pages): https://www.bbc.co.uk/bitesize/topics/zf339j6 Inheritance and Genetics (all pages): https://www.bbc.co.uk/bitesize/topics/zpffr82 Photosynthesis (all pages): https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1 Respiration (All pages): https://www.bbc.co.uk/bitesize/guides/zq349j6 Biotechnology: https://www.youtube.com/watch?v=Qo9gcZ0r8k8</p> <p><u>Chemistry:</u> Atoms, Elements and compounds (all pages): https://www.bbc.co.uk/bitesize/guides/zt2hvp4/revision/1 The Periodic Table (all pages): https://www.bbc.co.uk/bitesize/guides/z84wjxs/revision/1 Change in states (all pages): https://www.bbc.co.uk/bitesize/guides/z2wmxnb/revision/1 Endothermic and Exothermic Reactions: https://www.bbc.co.uk/bitesize/articles/zr6mkty Combustion: https://www.bbc.co.uk/bitesize/guides/zqd2mp3/revision/3</p> <p><u>Physics:</u> Waves (all pages): https://www.bbc.co.uk/bitesize/topics/zw982hv Magnetic fields and electromagnets (all pages): https://www.bbc.co.uk/bitesize/guides/z3g8d2p/revision/1 Ohm's Law: https://www.bbc.co.uk/bitesize/topics/zgy39j6/articles/z8mxgdm Series and Parallel Circuits (all pages): https://www.bbc.co.uk/bitesize/guides/z8b2pv4/revision/1 (higher level) https://www.bbc.co.uk/bitesize/guides/z437hyc/revision/1 (all pages) Cost of electricity: https://www.bbc.co.uk/bitesize/guides/zyfgr82/revision/3 Renewable/non-renewable: https://www.bbc.co.uk/bitesize/guides/zggk87h/revision/1 Power stations: https://www.energy-uk.org.uk/our-work/generation/electricity-generation.html</p>		

Additional hints/tips	<p>SAM Learning and Seneca Learning have quizzes and questions to practice your understanding of these topics.</p> <p>http://www.st-hildas.co.uk/login-instructions/ will help log in to SAM Learning.</p> <p>If you are struggling to log into Seneca Learning, contact your Science Teacher for assistance.</p> <p>Look on BBC Bitesize for the daily lessons, there are lots of topics covered on there for Science.</p> <p>Use YouTube as a resource too, there are lots of videos on there that are relatable!</p> <p>Use the revision techniques we have been talking about in School such as: flashcards, mind maps, PowerPoint presentations, flowcharts and colour coordinated notes! Find out what works best for you and look at this website for further guidance...https://www.timeshighereducation.com/student/advice/5-revision-tips-help-you-ace-exam-season-plus-7-more-unusual-approaches</p> <p>Find out what works best for you.</p> <p>Making a revision timetable is a great way to manage your time: have a look at free versions online! (Ask someone before downloading anything!)</p> <p>https://getrevising.co.uk/planner</p>
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Spanish

Time period of work being assessed	Year 8
Key objectives for revision	<p>Module 1: Holidays Learn all of the vocabulary from this topic</p> <p>Grammar preterite of regular -ar verbs (full paradigm) preterite of <i>sacar</i>: spelling change <i>saqué</i> preterite of <i>ser</i> '<i>Gustar</i>' in preterite</p> <p>Module 2: My Life Learn all of the vocabulary from this topic</p> <p>Grammar comparison of adjectives: <i>más... que...</i></p> <p>Module 3: My School Learn all of the vocabulary from this topic</p> <p>Grammar The use of <i>gustar</i>, <i>encantar</i> "me gusta(n)" (to the 3rd person) Adverbs of time and frequency: <i>normalmente</i>, <i>siempre</i>, <i>a veces</i> +</p> <p>Module 3. Food Learn all of the vocabulary from this topic</p> <p>Grammar Near future tense Using three tenses Giving opinions in 2 tenses</p>
Suggested websites for revision	<p>BBC bitesize www.quizlet.com www.duolingo.com www.languagesonline.org.uk</p>



Sam Learning Student Guide

It's proven that using SAM LEARNING for JUST 10 hours will get you better exam results!

Sam learning is an excellent revision and learning tool covering all your school subjects. You can:

- Access it on any device from home or school
- Complete interactive activities for all subjects

St Hilda's is running a competition for students to win vouchers and other prizes.



1. Log into Sam Learning

a) Visit: samlearning.com

b) Enter your login details:

CENTRE ID = L17SH

Centre ID [Can't log in?](#)

User ID

Password [Sign in ►](#)

USER ID= Your SIX digit DOB followed by your Initial.

Example: Lucy Jones born on 9th December 2003 is 091203LJ

PASSWORD = Enter your User ID (don't change your password)

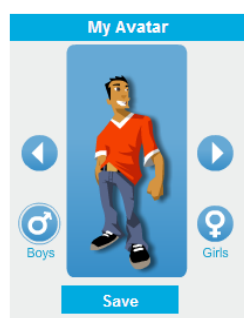
CAN'T LOGIN? - *If you have different names then try different initials*

- *If you can't login, try clearing the password and typing it again*

- *If you still can't login then email Mrs Cowdell*

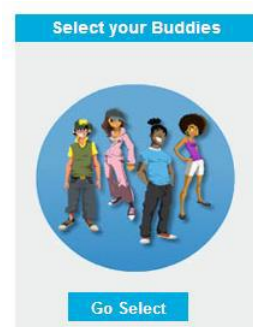
2. Customise your Avatar

Click on 'My Profile' tab and choose a character.



3. Select your buddies

Click on 'My Profile' tab. You can select 10 friends from your year group.



4. Complete short homework tasks

Click on 'My Homework' tab and complete any homework that is on there. If you don't see any homework then move on to step 5.

5. Check how many hours you've completed

Click on your own Avatar to see your overall progress – number of hours completed this year and number of points collected.

6. See which tasks you have completed

Click on 'My Progress' tab to see a list of all the tasks you have completed this year.

7. Now complete any tasks to support your revision using Sam Learning for any subject.

Make sure you select the correct exam board for each subject, if you are unsure ask your classroom teacher.

GCSE Pod Student Guide

Activating Your Student Account:

1. Go to: <https://members.gcsepod.com>
2. Click "New Here? Get Started"
3. Select "Student"
4. Students enter their first names, surnames and dates of birth and then confirm school name
5. Students then create their own username and passwords