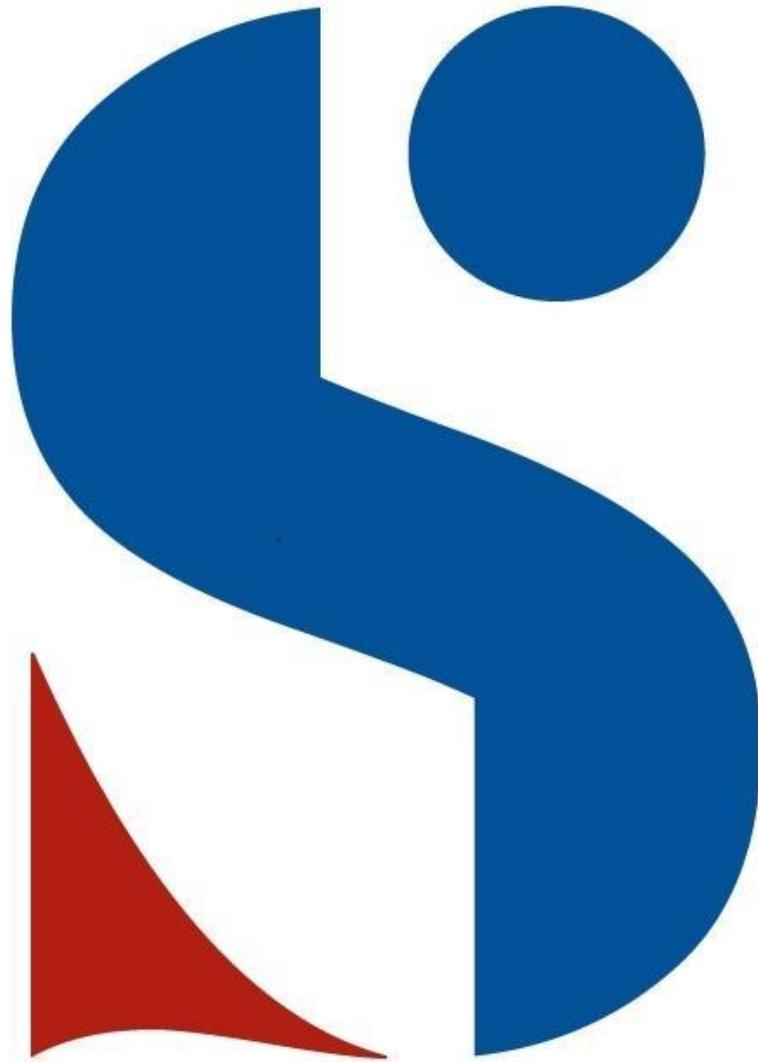


**NAME:**



# **Year 8 End of Year Examinations**

**Week beginning Monday 17<sup>th</sup> May**

# Exam Rules and Conduct

Good exam behaviour is essential. Poor behaviour in exams can lead to being disqualified from your exam. An exam situation is very different from a lesson. You should follow these exam behaviour guidelines:

## **No talking or communicating**

In the exam room there must be no communication with other students. This includes talking, eye contact, hand signals or making any unnecessary sounds.

## **No mobile phones or smart watches**

All mobile phones and smart watches must be fully switched off and left in your school bag. If you have a mobile phone on your person during a GCSE exam, even if it is switched off, this is regarded as cheating and your exam paper will be disqualified (given zero marks). **DO NOT TAKE THE RISK.**

## **Arrive on time and responsibly**

As you go through the school, exams have specific times they need to start. It is important that you arrive in plenty of time and then wait for the exam maturely and quietly. If you are late, you may not be allowed to take the exam.

## **Going to the toilet**

You should ensure that you have been to the bathroom before your exam. You are not allowed to leave the exam without supervision. If you need the toilet during your exam, raise your hand and wait for an invigilator. You must be aware that any time spent away from the exam room is lost against your exam paper.

## **Pencil case and stationery**

You should place all your exam stationery into a clear see through pencil case or plastic food bag. You should have in it 2 black pens (all exam papers must be completed in black ink), a pencil, a pencil sharpener, a rubber and a 30cm ruler. It is your responsibility to bring the correct stationery to your exams.

## Creating an 'Effective' Revision Timetable

### 1) Create Revision Time Slots

The first thing to do is to decide how long you will revise on each day from now to your exams.

You may be tempted to spend all your hours revising, but that is not productive. Research shows (Belham, 2018) that we learn more when we are healthy and having a good time.

There is not a magic number that tells how many hours a day to revise. Many teachers agree that around 4 hours a day is feasible and productive. But be flexible.

Divide the period you will revise on each day in small time slots, ideally between 30 minutes and 1 hour. Research shows (Vlach and Sandhofer, 2012) that **we learn more by revising in small chunks than in long blocks**, so you likely be switching topics at the end of a revision slot. The slots should be separated by quick breaks.

## 2) Classify Your Subjects

Before deciding what to revise in each time slot, it's helpful to **rank your topics and subjects in different categories.**

Research explains (Carpenter et al., 2018) that we should revise content more than once. That is because our memory is not perfect and we will always forget things. "Re-revision" strengthens our memory for the important parts and lets us forget the irrelevant ones.

However, **it makes sense to allocate more "re-revision" to the topics you struggle with.**

a) **rank your subjects from the easiest to the hardest.**

b) then, rank them **from the most fun to the least enjoyable.**

This is based on research showing (Rohrer, 2012) that **alternating between topics improves learning.** It allows you to compare concepts and gain a deeper understanding, while also improving your ability to apply information to a new context, making you more prepared for unexpected questions on the exam. Another line of research shows (Gruber, Gelman and Ranganath, 2014) that, once

our brain gets “in the mood” for learning something we are curious about, it also learns other information better. So you will be switching between fun and not-so-fun topics.

### **3) Allocating Subjects to the Revision Slots**

The last information you need is your school timetable. Your home revision should be coordinated with your school revision. If possible, try to revise subjects at home just before you revise them at school. That way, you will come to lessons prepared with questions and will be able to make the most of your time in class.

### **4) What to Do When Revising**

The most effective revision strategy is to **practise answering questions**. Every time you answer any question about a topic, it is as if you were creating a new memory route. If you imagine the answer to an exam question as the exit of a maze, all the questions you answered during revision become an extra way to get to the exit during the exam. So, **when revising, spend most of the time self-testing.**

That includes **flashcards** (as long as you actually think about the answer before reading it), **past exams** (usually downloadable from the exam-board website), **questions taken from revision guides and revision websites, questions given by your teachers**. The more variety you can add, the better for understanding.

Another effective learning strategy is to **use visual elements, such as mind-maps, diagrams and images**. You may also try to **explain things out loud**. It can be to yourself or to your family. This process helps to consolidate the knowledge in your brain.

Reference:

<https://www.kent-teach.com/Blog/post/2018/05/02/how-To-create-a-revision-timetable-to-maximise-learning.aspx>

# Revision Topics

Subject	Topics to be revisited by the students	
	Year 7 Material	Year 8 Material
<b>English</b>	<p>English Language: Reading &amp; Responding to Unseen Texts</p> <ul style="list-style-type: none"> <li>- Comprehension</li> <li>- Inference</li> <li>- Language Analysis</li> <li>- Critical reading</li> </ul> <p>Written communication including technical accuracy</p>	<p>English Language: Reading &amp; Responding to Unseen Texts</p> <ul style="list-style-type: none"> <li>- Comprehension</li> <li>- Inference</li> <li>- Language Analysis</li> <li>- Critical reading</li> </ul> <p>Written communication including technical accuracy</p>
<b>Maths</b>	<p><u>Number</u> Order of Operations (BIDMAS) Four operations with Negative Numbers Factors, Multiples and Primes Fractions, Decimals and Percentages Rounding and Estimation Ratios and Proportionality</p> <p><u>Geometry and Measure</u> Finding missing angles Using area and circumference formulae for circles Area and Perimeter of Compound Shapes Bearings</p> <p><u>Algebra</u> Simplifying Expressions Substitution Solving Equations and Rearranging formulae</p> <p><u>Stats and Probability</u> Single and Combined Event Probability Charts, Graphs and Tables</p>	<p><u>Number</u> Indices and Standard Form Powers and Roots Further ratio problems Surds</p> <p><u>Geometry and Measure</u> Angles in Parallel Lines Transformations</p> <p><u>Algebra</u> Further algebra, including factorising, expanding, solving fractional equations Linear Graphs including perpendicular lines Sequences</p> <p><u>Stats and Probability</u> Representing Data Scatter Graphs Sampling Averages and Range</p>
<b>Science</b>	N/A	<p>8A - Food and nutrition 8E - Combustion 8I - Fluids 8B - Plants and reproduction 8F - The periodic table 8C - Breathing and respiration 8G - Metals and their use 8K - Energy transfers 8D - Unicellular organisms 8L - Sound</p>
<b>Religious Education</b>	N/A	<p><u>Pre Islamic Arabia</u></p> <ul style="list-style-type: none"> <li>● Different religions</li> <li>● Treatment</li> </ul>

		<ul style="list-style-type: none"> <li>• Social issues</li> </ul> <u>Life of Muhammad</u> <ul style="list-style-type: none"> <li>• Who was Muhammad before prophethood</li> <li>• What does it mean to be a prophet</li> </ul> <u>Hinduism</u> <ul style="list-style-type: none"> <li>• Beliefs: Gods/ Goddesses, scripture, life after death</li> <li>• Practices: Worship, funerals, marriage festivals</li> </ul> <u>Buddhism</u> <ul style="list-style-type: none"> <li>• Beliefs: Buddha, 3 universal Laws, 4 noble truths, eightfold path, meditation, life after death</li> <li>• Practices: Worship</li> </ul>
<b>Spanish</b>	<p>The present tense- regular and irregular verbs Adjective agreement</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Free time activities</li> <li>• Describing yourself and others</li> </ul>	<p>The present tense - regular and irregular verbs The preterite (past) tense- regular and irregular verbs The near future tense (voy a...) Using present, past and future with opinions</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Food and eating habits</li> <li>• Spanish food</li> <li>• Music</li> <li>• TV programmes</li> <li>• Technology: phones</li> <li>• San Fermín: A Spanish festival</li> </ul>
<b>French</b>	<p>Present tense verbs - regular and irregular The near future tense - with “aller” Adjective agreement - m/f/pl Giving opinions with reasons</p> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• School</li> <li>• Describing people</li> </ul>	<p>The perfect past tense - with “avoir” and “être” Using past, present and future tenses together</p> <ul style="list-style-type: none"> <li>• TV/film/technology preferences and habits</li> <li>• Fashion and clothing</li> <li>• Music</li> <li>• Describing relationships with friends and family</li> <li>• Home and local area</li> <li>• Celebrations and special occasions</li> <li>•</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• The Romans</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• What made the UK</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Geography skills</li> <li>• World knowledge,</li> <li>• Map skills</li> </ul>	<ul style="list-style-type: none"> <li>• Biomes</li> <li>• China: population, development and economy</li> </ul>

	<ul style="list-style-type: none"> <li>• OS map skills</li> <li>• Interpreting graphs</li> </ul>	<ul style="list-style-type: none"> <li>• World at Risk: Tectonic Hazards</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Shakespeare Storytelling of Lambs tales - assessment all storytelling skills</li> <li>• Actor tool Kit Quiz Level 1</li> </ul>	<p>Read Sparkleshark complete play and learn line from extract:</p> <p>Look at GC ppt on Design</p> <ul style="list-style-type: none"> <li>• Perform a extract from the play Sparkleshark by Philip Ridley - focusing Meta theatre</li> <li>• Create a set design or set box to accompanied your scene</li> </ul>
<b>Music</b>	Combination of Performance, theory test of synoptic (TBC)	<p>Synoptic GC, Music covers to listen to on GC</p> <ul style="list-style-type: none"> <li>• Listening to covers compare and contrast <i>'why modern artists borrow from others'</i></li> </ul>
<b>Computer Science</b>		<ul style="list-style-type: none"> <li>• Computational thinking</li> <li>• Flow charts</li> <li>• Hardware and software</li> <li>• Python Programming</li> <li>• Databases</li> <li>• HTML</li> </ul>
<b><u>The following subjects will hold an assessment and not a written examination - They may take place outside the examination window</u></b>		
<b>Food Technology</b>		<p>Synoptic assessment at end of rotation. Assessment based on completion of tasks related to current project:</p> <ul style="list-style-type: none"> <li>• Food miles</li> <li>• Food waste</li> <li>• Cultural cuisine</li> <li>• Food poisoning</li> <li>• Food colonisation.</li> </ul>
<b>Design Technology</b>		<p>No exam, assessment based on completion of set tasks related to current project:Robotics.</p> <p>Ability to research product, understand and meet needs of brief, generate design ideas, evaluate design ideas.</p>
<b>Art</b>		No exam, assessment based on completion of all set tasks for current project-

		Environmental Issues- Landscapes- ability to research topic, analyse work of artists, generate ideas and use formal elements.
<b>Physical Education</b>		No exam - assessment based on accumulation of assessments throughout the year. They are assessed in 2-3 strands of the Curriculum in each module. This will be shared with students on GC and in lessons.

# Revision Skills

How to be a success in your exams



## Where to do your revision:

- Find a quiet place to study and make sure you are sitting comfortably
- Make sure your revision area is well lit
- Keep noise to a minimum, quiet background music may help
- Avoid studying in areas where there will be distractions (like televisions and PS4s!)
- Have everything you need to do your revision to hand before you start.

## Some ideas on how to revise:

- Write ideas and facts on to cards to use as 'prompts'
- Write key facts/notes out and display these around the house where you will see them
- Record yourself reading notes to listen to
- Write a set of test questions for yourself
- Study with a friend and test each other's knowledge
- Use revision guides and websites like BBC Bitesize
- Keep yourself more alert by changing revision methods during a session
- You need to rest as well as study. Eat well and drink lots of water
- Stop working an hour before you go to bed to allow your brain to slow down ready for sleep.

### **Revision plan:**

- Start your revision early
- Draw up a revision plan for each week/day (*an example of a revision timetable is included in this booklet*)
- Divide your time for each subject into topics based on the units in the revision checklist
- Plan your time carefully, assigning more time to subjects and topics you find difficult
- Revise often. Try and do some every day building up more as you get closer to the exams
- Plan time off, including time for activities which can be done out in the fresh air
- Write up your plan and display it somewhere visible.

### **Last minute revision tips:**

- Use your revision tools (prompts, diagrams etc.) to check final facts

- Don't panic! Think about what you can achieve, not what you can't
- Keep calm and consolidate your existing knowledge rather than trying to learn new topics
- Allow yourself some fun time each day to relax.

### **Sitting the exam:**

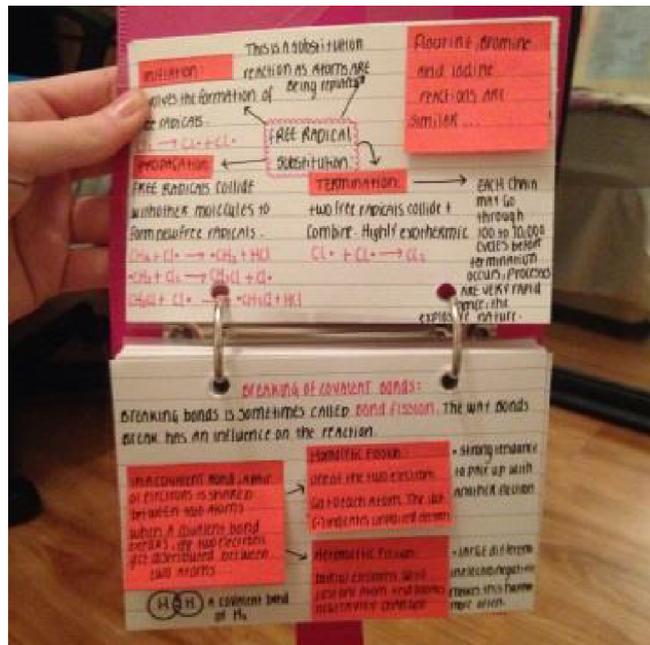
- Check you have the correct equipment with you before you leave home (pens, pencils, ruler, etc.)
- Leave for school in plenty of time
- Look at the marks available, read the questions carefully, following the given instructions
- Use the information provided on the paper
- Pace yourself and allow enough time to answer all the required questions
- Write as neatly as possible to help the examiner to mark your work.

# Revision Hacks

## Revision cards

### Idea 1

- Read through your notes
- Pick out the **REALLY** key parts of each section
- Condense the information (shorten it) onto 1 side of a small revision card
- Summarise the key information



## Revision cards

### Idea 2

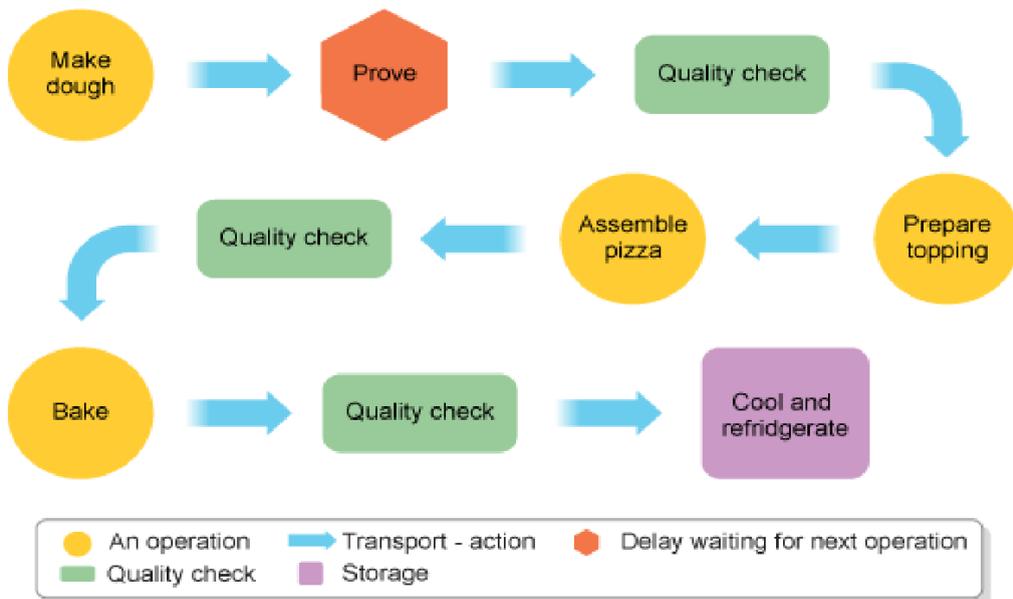
- Write a keyword on a card using your textbook for cues.
- Read the relevant part of the textbook/your notes/your revision guide.
- Come back to your cards and try to write notes on them (this tests your memory)
- You can then flick through the cards to help you remember.



## Flow charts

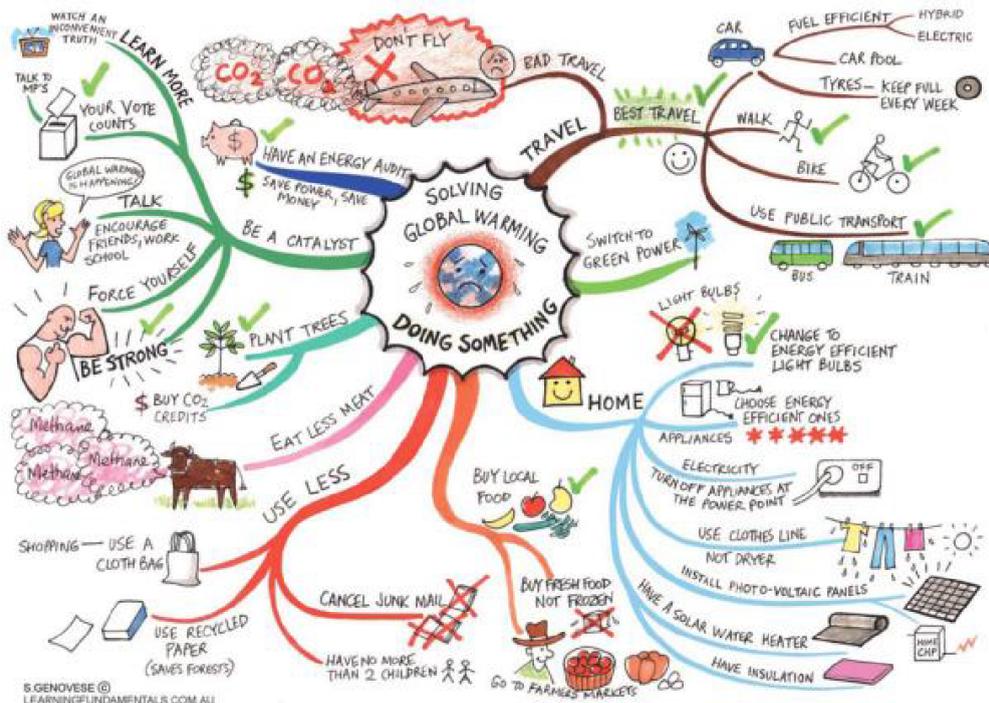
If you're not sure of the order of something...

- Break down the information into small chunks
- Put them in order on a flow chart



## Spider diagrams/mindmaps

- Incorporate colour coding into these to help you categorise key pieces of information
- Remember – only put the ESSENTIAL pieces of information in here

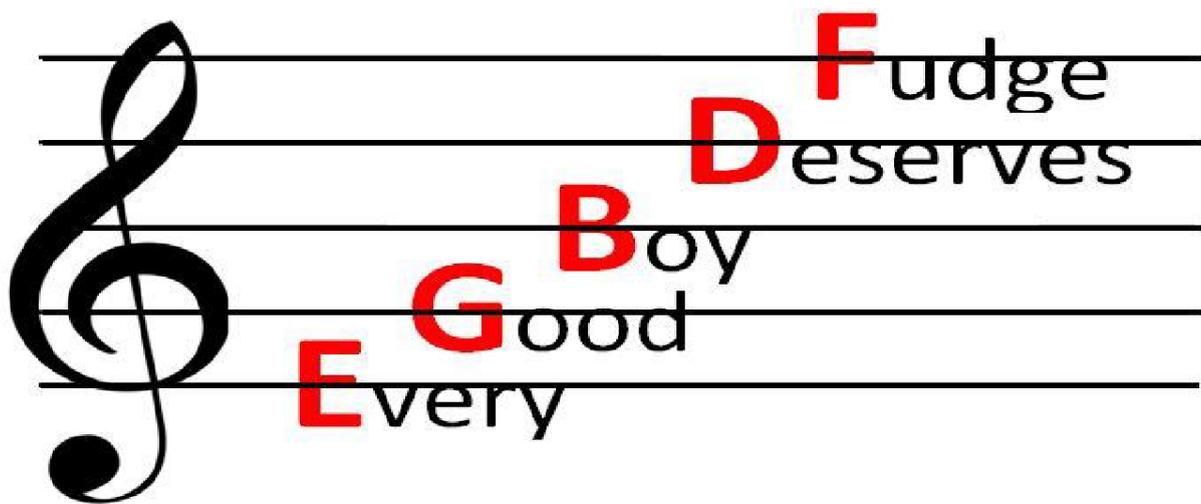


## Mnemonics

Summarise key processes through creating a mnemonic.

This also helps to put things into the correct order  
For example:

- Causes of the Cold War:
- Beliefs
- Aims and attitudes
- Resentment of History
- Events



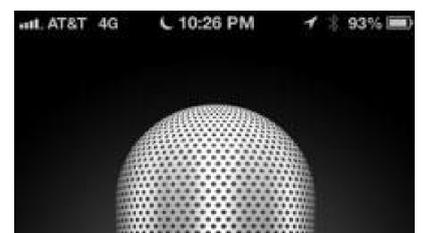
## Highlighting

Put post-it notes all around the house with key information/quotes etc.



## Record key information out loud

Record the information onto your phone.



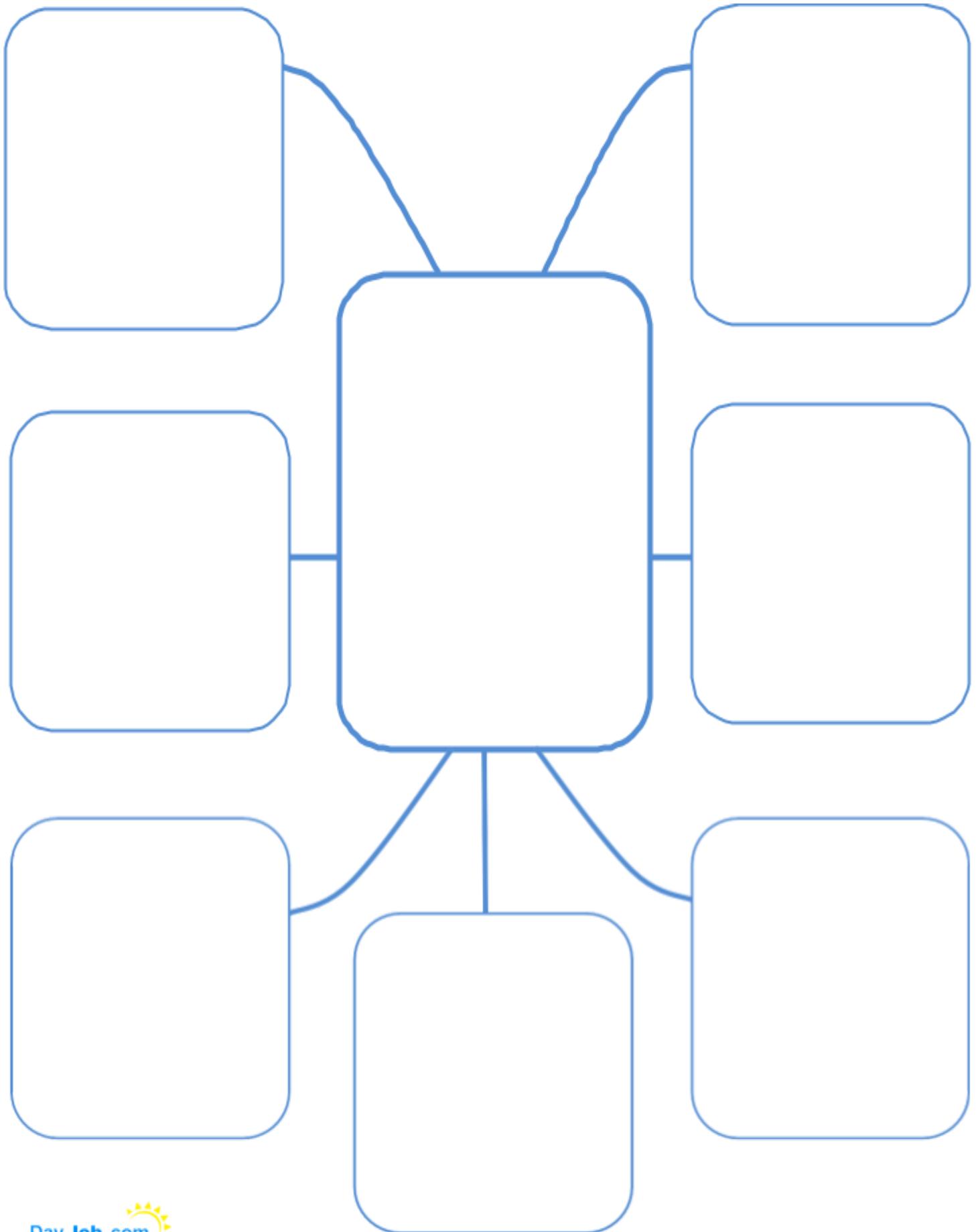
Play it back when you need a break from writing.

## **Explore online**

There are masses of resources available online:

- BBC Bitesize
- [www.corbettmaths.com](http://www.corbettmaths.com) + [www.eedi.co.uk](http://www.eedi.co.uk) for maths
- [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk) for science
- Websites given to you by your teachers
- The school website revision section

# Weekly Revision Timetable



# Stress / Anxiety

## Seven tips to help you cope with exam stress

It is normal to feel anxious. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use.

If anxiety is getting in the way rather than helping, practise the activities you will be doing on the day of the exam. This will help it feel less scary.

For example, this may involve doing practice papers under exam conditions or seeing the exam hall beforehand. Your teachers can help with this.

If you feel anxious:

1. Remember to breathe.
2. Eat, sleep and exercise well.
3. Set realistic goals.
4. Speak to a friend or a member of your family
5. Pace yourself.
6. Believe in yourself.