

Yr8 Subject Overview for End of Year Tests

Subject	End of Year test information: title of paper, length of paper, layout of paper etc. Date (if known)	What topics students need to learn for the tests	Revision resources
English	<p>Mainstream – Noughts & Crosses Students will focus on the text we have been reading this term. Extract based - character focused question. 1 hour written assessment.</p> <p>Inclusion – Ghost Boys Students will focus on the text we have been reading this term. Extract based – How are tension and suspense created in the text? 1 hour written assessment.</p>	<p>Review their understanding of key characters and the events that impact them in the text. Students will need to draw upon their knowledge of plot, characters, themes, ideas and relevant aspects of context to help them to write a developed response to the text and task.</p> <p>Review the key events of the text and how the suspense is built over the course of the narrative.</p>	<p>Revising using a Knowledge Organiser that they will be given linked to their set text and re-capping on how to approach the question (planning and structuring a response).</p>
Maths	<p>Non – Calculator paper on all topics studied so far.</p>	<p>Sets and Venns Adding and subtracting fractions Ratio and proportion Multiplicative change Multiplying and dividing fractions Working in the Cartesian plane Representing data Brackets, equations and inequalities</p>	<p>Revision list with Sparx codes will be emailed to students and put on Bromcom. Students can go to the 'Independent Learning' section on Sparx and choose topics to revise.</p>
Science	<p>Science end of year assessment (the assessment is in the format of your end of unit topic tests) 60 minutes 55 marks Monday 5th June A – side, p3 B – side, p1</p>	<p><u>BIOLOGY</u></p> <p>Food and digestion 8 - 11 Plants and photosynthesis 30 Transport in animals 18 – 20</p> <p><u>CHEMISTRY</u></p> <p>The Periodic Table 56, 67 -71</p>	<p>Key Stage 3 Science Higher Level Revision and Practice</p>

		<p>Acids and bases 80 – 81</p> <p>Earth materials 91 – 93</p> <p><u>PHYSICS</u></p> <p>Electricity 151 – 157</p> <p>Magnets and electromagnets 158 - 159</p> <p>Energy 102 –106, 106 – 109</p>	
History	<p>End of Year Assessment: 55mins assessment: Section A – Sequencing chronology of periods Section B: Multiple choice-Knowledge recall Section C: Source inference question Section D: Extended Writing-Key Feature description question & Explanation question (with choice from several Yr8 topics)</p>	<p>The Assessment will cover material from the Yr8 History Course up to May half term: Unit 1: How terrible was life in towns 1500- 1900? Unit 2: How did big ideas (the Reformation, Renaissance & Scientific Revolution) change people’s understanding of the world & medicine? Unit 3: Exploration, exploitation, resistance: Connections between Europe, Africa & the Americas 1500-1900 Unit 4: Causes & Consequences of the British Empire-on Britain and the colonies 1700-1900 Unit 5: Political change and political protest movements (Peterloo, the Chartists, Women’s Suffrage Movement & Stonewall) 1750-1970</p>	<p>An overview revision resource will be issued to students prior to May Half Term, to support them in their preparation for the assessment. There will also be a structured revision lesson, prior to the assessment lesson.</p>
Geography	<p>WB 12th June – 60 minutes. 15 MCQ (previously taught topics) followed by 3 extended writing questions linking to previously taught topics (Asia; Oceania and</p>	<p>1. Asia (Russia and its physical landscape; population issues in Singapore and China; TNCs in Asia – Apple). 2. Oceania (Hazards – geophysical and meteorological; wildfires; sea level</p>	<p>Students will have a revision lesson beforehand which will include explicitly teaching them a specific revision skill. On this occasion it will be revision mind maps. All students will complete this.</p>

	Antarctica). There will also be content examined from Y7 Geography.	rise; earthquakes and tsunamis). 3. Antarctica (physical geography; biodiversity; threats).	
French	End of Year Assessment Week commencing 19 th June 2023	<p>Listening: Recognising phonics – dictation Short comprehension questions – food items</p> <p>Reading and Writing: Recognising individual words and their meaning Answering comprehension question from a text in TL. Short translation</p> <p>Speaking: To be able to perform a role-play and order food in a restaurant.</p>	<p>Homework booklets – glossary Language guides – phonics Linguascope.com https://linguascope.com/secure/students/beginner/french.php</p>
Spanish	End of Year Assessment Week commencing 19 th June 2023	<p>Listening: Recognising phonics – dictation Short comprehension questions – food items</p> <p>Reading and Writing: Recognising individual words and their meaning Answering comprehension question from a text in TL. Short translation</p> <p>Speaking: To be able to perform a role-play and order food in a restaurant.</p>	<p>Homework booklets – glossary Language guides – phonics Linguascope.com https://linguascope.com/secure/students/beginner/french.php</p>
Computer Science	Year 8 - End of Year Assessment Week Commencing 5 th of June 2023 Section A – Multiple Choice Test Section B – HTML Coding Project	<p><u>Section A</u></p> <p>The multiple-choice test, worth 30 marks, will include questions on the following topics:</p> <ol style="list-style-type: none"> 1. History of Apps 2. Images in Binary 3. Modifying spreadsheets 4. Applab – Game Development 	<p><u>Section A</u></p> <p>https://www.bbc.co.uk/bitesize/levels/z4kw2hv https://senecalarning.com/en-GB/ https://www.w3schools.com/</p> <p>Please use the resources provided to support your revision.</p>

		<p>5. Debugging HTML Code</p> <p><u>Section B</u></p> <p>During the exam, students will be given instructions for a website development project that they must create while under exam conditions. It is essential that they follow the guidelines outlined in the paper to build the program successfully.</p>	<p><u>Section B</u></p> <p>https://www.w3schools.com/ https://www.bbc.co.uk/bitesize/guides/z2p9kqt/revision/1</p> <p>The project will evaluate a diverse set of skills, including:</p> <ol style="list-style-type: none"> 1. File Management of HTML 2. First Webpage 3. Title Tag 4. Header Tag 5. Paragraph Tag 6. Image 7. Videos 8. Lists 9. Marquee Tag 10. 3 webpages linked
RE	<p>“We have far more in common with each other than that which divides us.”</p>	<p>Students can further research the topics and collate resources to use in the assessment.</p> <p>Note: They have already studied the topics in class and planned their assessment.</p>	<p>Islam: Malala, Sunni/Shia, Ummah- Hajj, Salah Night Journey & Equality. Christianity: Martin Luther King, Denominations, Baptism and Christian Community & Female Ordination. Judaism: Anti-Semitism, Holocaust & Diversity within Judaism. Sikhism: Equality, Langar & Khalsa. Hinduism: Caste System & Ghandi Buddhism: Diversity in Buddhism & Tibet</p>
Design Technology	<ul style="list-style-type: none"> • Product Design – Investigating <ol style="list-style-type: none"> 1. Sustainable Flat Pack 2. Artificial Intelligent Product at Home • Graphics – Designing (Isometric Projection) • Food – Evaluating <ol style="list-style-type: none"> 1. Home Made Bread 	<p>Product Design</p> <ul style="list-style-type: none"> • Understanding the advantages of flat pack vs readymade. • Understanding Managed Forests and benefits to global environment • The importance of writing a specification for developing a new product • The development of new technologies – A.I 	<p>Assesment done throughout</p>

	<ul style="list-style-type: none"> 2. Freshly Made Pizza 3. Burger 4. Pasta pomodoro 	<p>Graphics</p> <ul style="list-style-type: none"> • Understand about branding and logo design. • Design and develop a theme park logo to meet criteria for specified theme, accuracy, precision, balance, and composition. • Annotate logo showing how it meets criteria, with justification and improvements. • Create merchandise incorporating logo design. <p>Food and Nutrition</p> <ul style="list-style-type: none"> • Completing an evaluation using a star diagram. • Use of key words to describe food, • Inclusion of tools and equipment's used. • Describing the correct use of the tools and equipment used. <p>Computer Aided Design</p> <ul style="list-style-type: none"> • Identifying and creating a QR code • Using the pen tool to create complex shapes in illustrator. <p>Creating an advanced shape to from a 2d printed keyring</p>	
Drama	<p>End of term practical assessment that will fall over 2 weeks.</p> <p>Students will work collaboratively to demonstrate the drama skills and techniques they have learnt throughout that term. Students will create and perform a new piece of drama related to an unseen piece of stimuli related to the topic they have been studying.</p>	<p>Think about their characterisation with a focus on vocal and physical skills and revise learnt drama techniques.</p>	

Dance	<p>End of term practical assessment (last two weeks of term)</p> <p>Students are currently working on a whole class performance in the style of 'contemporary' inspired by 'world of dance'. Students will be assessed on 'Performance skills and will be encouraged to be collaborative whilst also showing offer their individual capabilities.</p> <p>End of term written assessment (Teams Quiz - 'Performance Skills')</p>	<p>Safe practice (safe dance wear, safe environment, warm up and cool down)</p> <p>Performance skills:</p> <ul style="list-style-type: none"> • Physical skill (strength, stamina, posture, alignment, extension, and flexibility) • Technical skills (accuracy of action, timing and style) • Expressive skills (eye focus, projection, facial expressions). • Mental skills (confidence, concentration and movement memory) 	
Music	<p>Year 8 – End of Year Assessment Ensemble Music Performance w/b 10th July 2023</p>	<p>Topic: Reggae Music</p> <p>Task: Three Little Birds by Bob Marley</p> <p>We will be learning the different parts of the song on different instruments (Keyboard, guitar, bass, ukulele, percussion, vocals). Towards the end of term, we will be working on a whole class performance where students will be assessed on their performance skills (collaborative and individual skills)</p>	
Art	Portfolio assessment	N/A	N/A
Dance			
PE	<p>This will be a practical assessment in the form of a series of fitness tests for a variety of components of fitness. These will take place at the beginning and the end of the year during timetabled core PE lessons. The best results will be achieved by participating in all PE lessons and students are encouraged to attend any extra curricular PE clubs of their choice to enhance health and fitness.</p>	N/A	N/A

