



CARDINAL
NEWMAN
CATHOLIC SCHOOL

“Knowledge through the light of faith”

Year 8

Revision Booklet

Summer Assessment 2017

“Aspire to Inspire”

Name: _____

Tutor: _____

Contents

Exam Timetable	3 - 4
English	5 - 6
Maths	7
Science	8 - 9
Religious Education	10 - 11
Geography	12 - 13
History	14 - 15
Spanish	16
French	17
Computer Science	18 - 20
Drama	21- 22
Music	23
Design and Technology	24
Art	24

Year 8 WEEK 1: 19th June to 23rd June

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	RE 8CD/RE4 ANO 40mins English 8B1 8B2 JMK 1 hour	D & T 8D1 JBH 8D2 TWN 50 mins Coloured crayons. Computer Science 8ab/Cr3 LFR 45 mins	RE 8CD/RE1 ACY 40mins Computer Science 8cd/Cr4 DOI 8cd/Cr1 LFR 1hr Music 8A2 SSH 30 mins	RE 8AB/RE1 ANO 8AB/RE4 SGY 8CD/RE2 SGY 40mins MFL 8cd/Fr 2 MCN 1 hr	RE 8AB/RE3 ACY 40mins MFL 8cd/Sp 2 OCO 8cd/Sp 1 SPX
Period 2	RE 8AB/RE2 LOE 40mins English 8A1 JMK 8A3 HRS 8A4 1 hour	History 8AB1 RDS 8AB2 JGD 40 mins Computer Science 8cd/Cr2 DOI 8ab/Cr4 RRS 45 mins	English 8B4 KGE 8B3 KWD 1 hour	D & T 8A1 JBH 8A2 DHL 8A3 TDS 50 mins Pen, pencil and coloured crayons.	Geography 8AB 2 LGN 8AB 3 EHN 45 mins Calculator needed Music 8C2 SSH 30 mins
Period 3	Science 8A1 KCN 8A2 CBN 8A3 GTN 8A4 AMI 60 mins Calculator needed	History 8CD4 RDS 8CD2 JCG 40 mins English 8A2 JDE 1 hour MFL 8cd/Fr 1 MCN 1 hr	Science 8B1 LBE 8B2 AMI 8B3 JCN 8B4 KCN 60 mins Calculator needed Music 8B2 SSH 30 mins	Geography 8CD 4 EHN 45 mins Calculator needed History 8CD3 JGD 40 mins MFL 8ab/Fr2 SPX 1 hr	D & T 8C2 DHL 8C3 TWN 50 mins Pen, pencil and coloured crayons MFL 8ab/Sp 1 OCO
Period 4	RE 8CD/RE3 ACY 40mins		D & T 8C1 TDS 50 mins Pen, pencil and coloured crayons French 8ab/Fr1 MCN 1 hr		
Period 5	MFL 8ab/Sp2 SPX 1 hr Music 8D2 SSH 30 mins		PE 8B Boys –Tennis Girls – Athletics 8C Boys – Cricket Girls - Athletics 1 hr Computer Science 8ab/Cr1 LFR 45 mins	Geography 8AB 4 EHN 45 mins Calculator needed Computer Science 8cd/Cr3 DOI 45 mins	

Year 8 WEEK 2: 26th June 2017 – 30th June 2017

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	PE 8C Boys –Athletics Girls – Tennis 1 hr			Geography 8CD3 LGN 45 mins Calculator needed	History 8CD1 JGD 40 mins
Period 2	Geography 8CD1 LGN 45 mins Calculator needed Enterprise 8ab/Cr2 DOI 1 hr		Maths 8a1 - JJN 8a2 - AME 8a3 - HCT 8a4 - ASH 1 hr		PE 8A Boys –Tennis Girls – Athletics 1 hr
Period 3		D & T 8B1 TWN 8B2 JBH 50 mins Pen, pencil and coloured crayons PE 8A & 8D Boys –Athletics Girls 8A Tennis 8D Rounders 1 hr	Maths 8b1 - ABI 8b2 - JJN 8b3 – ASH 1 hr		PE 8D Boys –Cricket Girls – Athletics 1 hr
Period 4					PE 8B Boys –Athletics Girls – Rounders 1 hr
Period 5	Geography 8CD2 EHN 45 mins Calculator needed	Geography 8AB1 CMN 45 mins Calculator needed Maths 8b4 – ABI 1 hr			History 8AB3 JCG 8AB4 JGD 40 mins

English Revision Materials

Your Year 8 English Examination will be split into two sections:

- A) **Non-Fiction Reading – 30 minutes.** Analysis of an extract, using PEE sentences
- B) **Transactional Writing – 30 minutes.** One non-fiction writing task: 5 minutes planning; 25 minutes writing.

Use the following revision materials to revise each section.

Section A – Non-Fiction Reading

In lessons, you will have looked at a number of non-fiction texts to analyse the effect they have on a reader

Reminder: PEE Sentences

- P- The writer makes the reader think that . . .
- E- This is shown in the line, “ _____ ”
- E- The [word class/ device] _____ has connotations of _____.
- E- This tells the reader that _____ which could make the reader feel...

Key Phrases to structure your answer:

- At the beginning of the text . . .
- As the extract progresses . . .
- Furthermore, the idea of . . .

Things to consider in the text:

- ✓ What is the overall purpose of the text?
- ✓ What are the key words? How do they make you feel?
- ✓ What **AFOREST devices** can you see? Why do you think they are used?

Steps to follow:

1. Read the question carefully and underline the key words
2. Read the text thoroughly
3. Read the text again, highlighting key phrases you could use in your response
4. Write your response, using PEA sentences.

Example Text and Analysis

Follow the steps written above and note how the example answer follows the PEE sentence structure.

Example Text:

Columbus . . . the intrepid voyager!

Christopher Columbus, born Cristoforo Colombo, grew up in Genoa, Italy and had an insatiable thirst for knowledge and exploration. Even though he was very religious, he had an inkling that the world was round and decided to prove this by sailing west. This would also, he thought, help his Spanish masters to an easier route to India and Asia.

Now have a go analysing the following texts:

What impression do you get of the hospital in war?

A message came to me to prepare for **510 wounded** on our side of the Hospital who were arriving from the dreadful affair of the 5th November from Balaklava, in which battle were 1763 wounded and 442 killed, besides 96 officers wounded and 38 killed. We had but **half an hour's notice** before they began landing the wounded. Between one and 9 o'clock we had the mattresses stuffed, sewn up, laid down—alas! Only upon matting on the floor—the men washed and put to bed, and all their wounds dressed. But oh! you Gentlemen of England have little idea from reading the newspapers of the **Horror and Misery** of operating upon these **dying, exhausted men**. A London Hospital is a Garden of Flowers to it.

Example Answer Extract:

What impression is given of Columbus?

In this text, **the writer gives the impression that Columbus was intelligent** through the phrase, **“insatiable thirst for knowledge”** where the adjective ‘insatiable’ connotes to the idea of it being limitless and never-ending. This creates the image that Columbus was consistently educating himself in order to improve his knowledge therefore **this makes the reader feel admiration because the explorer was able to accomplish so much due to his own determination.**

What impression do you get of the child's experiences?

The poor child, although the weather was severe, was dressed in a thin cotton gown, with a threadbare shawl wrapped round her shoulders. She wore no covering to her head, and the long rusty hair stood out in all directions. When she walked she shuffled along, for fear that the large carpet slippers that served her for shoes should slip off her feet.

“I go about the streets with water-creases, crying ‘Four bunches a penny, water-creases.’ I am just eight years old – that’s all, and I’ve a big sister, and a brother and a sister younger than I am. On an off, I’ve been very near a twelvemonth in the streets. I used to go to school, too; but I wasn’t there long. I’ve forgot all about it now, it’s such a time ago; and mother took me away because the master whacked me. I didn’t like him at all. What’d you think? He hit me three times, ever so hard, across the face with his cane, and made me go dancing down stairs.

Section B: Transactional Writing (writing for different purposes and audiences)

Read through the notes on this page, before having a go at planning and writing answers to the practice questions below.

Different purposes:

- Inform
- Persuade
- Advise
- Argue
- Complain
- Review

Consider: What does each purpose mean? What features would you include for each purpose? How do the purposes differ?

Different audiences:

- Parents
- Teenagers
- School children
- University students
- OAPs
- MPs
- Positions of authority (head teacher etc.)

Consider: what types of things would you talk about when targeting the above audiences? How would they differ from each other? How would your language change?

Different forms (text types):

- Speech
- Letter
- Review
- Report
- Article (magazine/newspaper)
- Blog
- Diary/journal
- Guide

Consider: how do these text types look like? What features must you include? What language devices would you include?

AFOREST DEVICES

Learn these! You should use them in your writing.

Alliteration – repeating the same starting letter of a word.

Anecdote – a short, personal story.

Facts – something true.

First person – I, me, my.

Flattery – complimenting persuasively.

Opinion – something you think/feel.

Rhetorical question – a question that does not require an answer.

Repetition – repeating a word, idea of phrase.

Emotive language – evoking emotion from the reader.

Exaggeration – exaggerating for deliberate effect.

Statistics – percentages/numerical data.

Second person – you, your.

Superlatives – the most a word can be.

Triples – three of a word

How to plan?

Learn the structure below to help you plan in your 5 minutes planning time.

Purpose	
Audience	
Form	
Tone	
3 main ideas (These should be the bullet points from the O!)	

Example titles

Practise responses to these titles OR come up with your own!

- ❖ ‘Young people should be taught how to drive from 16, as part of compulsory education’. Write a speech in response to this statement, arguing for OR against.
- ❖ Imagine you are a parent, becoming increasingly concerned about the amount of building work going on in your local area. Write a letter to the local council, complaining about the building work and detailing the impact it is having on local residents.
- ❖ ‘Pets are a necessity in the upbringing of a family’. Write an article for your local magazine, arguing for OR against this statement.

Year 8 Topics for revision – Summer 2016 Mathematics Examinations

How will I be assessed? 1 x 50 min test

What will the questions look like? The questions will be similar to those in the Pitstops

What will be tested? Any topics which have been covered this year could be on the assessment. These are shown below

	Set 1	<u>MathsWatch Clip</u>	Sets 2 and 3	<u>MathsWatch Clip</u>	Set 4	<u>MathsWatch Clip</u>
Number	Fractions and Decimals Factors Multiples and Primes Percentages Indices Standard Form	Clips 3, 17,18, 66, 67 24-26,70-74, 84, 85, 177 Clip 28, 78, 79 Clip 45, 85-89 108-110 Clip 131, 154, 188 Clip 83	Fractions and Decimals Factors Multiples and Primes Percentages Indices Rounding Multiplication	Clips 3, 17,18, 66, 67 24-26,70-74, 84, 85, 177 Clip 28, 78, 79 Clip 45, 85-89 108-110 Clip 131, 154, 188 Clip 31 and 32 Clip 19	Fractions and Decimals Percentages Factors Multiples and Primes Negatives	Clips 3, 17,18, 66, 67 24-26,70-74, 84, 85, 177 Clip 45, 85-89 108-110 Clip 28, 78, 79 Clip 23, 68
Algebra	Expanding and factorising Solving equations Graphs (Quadratic) Sequences	Clip 93, 134,157, 192 Clip 135, 140 96,98,161 Clip 37, 102, 104	Expand and Factorise Linear Graphs Solving Equations	Clip 93, 134,157 Clip 96 Clip 135, 140	Solving Equations Plotting coordinates	Clip 135, 140 Clip 8 and 113
Ratio & Proportion	Fractions, Decimals and %'s Ratio	Clip 142, 164 Clip 38,39 106	Fractions, Decimals and %'s Ratio	Clip 142, 164 <u>Clps</u> 38,39, 106	Fractions, Decimals and %'s Proportion	Clip 142, 164 Clip 39
Geometry & Measures	Loci and Constructions Area and Perimeter <u>inc</u> Circles Transformations Volume of prisms Circle Theorems Pythagoras Theorem	Clip 47 & 147 Clips 53-56 and 117 Clip 48-50, 148 115 and 119 Clip 183 Clip 150 a-c	Angles Area and Perimeter <u>inc</u> Circles Transformations Volume Pythagoras Theorem	Clip 121 Clip 47, 147 Clips 53-56 and 117 Clip 48-50, 148 Clip 115 Clip 150 a-c	Symmetry Area and Perimeter Volume	Clip 11 Clips 53-56 Clip 115
Probability and Statistics	Mean from Grouped Data	Clip 130	Averages Mean from a table Statistical Diagrams Probability	Clip 62, Clip 130 Clip 128 Clip 14, 59, 125	Frequency Tables Averages Probability Statistical Diagrams	Clip 130 Clip 62 Clip 14, 59, 125 Clip 128

How can I revise? Revision material for each group will be available through Show My Homework which will give supportive questions on each of the topic areas listed above. Take notes on these topics

In addition, students will be working on a programme of revision in lessons over the coming weeks in order to fully prepare students for the examination.

In addition to the practice questions, you can get guidance on solving problems on a variety of topic areas through the following website

<https://www.vle.mathswatch.co.uk/>

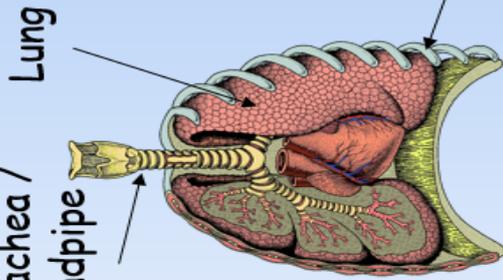
MathsWatchVLE is a video and worksheet resource which helps students review topics using a video and then they can then work through a worksheet to practice that topic. It is organised into tiers (Higher & Foundation) and the different strands of mathematics so that students can easily navigate to the topics which they need. Login details are ...

Username: P number @ carnew e.g. p5678@carnew

Password: capital M then date of birth as Mddmmyyyy e.g. 19 January 2002 would be M19012002

YEAR 8 Science revision

Trachea / windpipe



Lung Breathing

The respiratory system allows us to breathe in the oxygen we need and remove the waste carbon dioxide we produce. Dust, smoke and chemicals can damage our lungs

Ribs

Year 8 assessment

TOPICS

Breathing
Chemical reactions
Forces
Diet
Periodic table
Scientific investigations
Pressure
Elements & compounds
Inheritance
Electromagnets

Diet

Humans need to **consume a balanced diet** which contains a variety of different types of food.

The main **nutrients** the body needs are:

- **carbohydrates** for energy;
- **proteins** for growth and repair;
- **fats** to store energy;

Food labels help us to decide

If a food has the nutrients we need
Our nutrient requirements depend on our age, gender and activity level.



Independent; this is the thing you change in the investigation

Control; the things you keep the same

Variables

Dependant; the thing you measure in the investigation

Chemical and physical changes

Useful chemical reactions

Useful chemical reactions produce the materials that we need for everyday life. For example clay is used to make cement for builders, metals can be extracted from ores, sand is used to make glass and paper is made from wood.

Chemical reactions are usually permanent and non-reversible. This means we can not go back to the original materials. Physical changes are reversible and we can go back to the original materials.

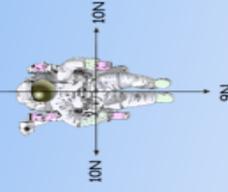
Everyday examples of chemical reactions are frying an egg and baking a cake.

Everyday examples of physical changes are melting chocolate and boiling water.

Forces: the astronaut would go up in the diagram - the forces are unbalanced

When forces are **balanced** an object will remain stationary or continue to move at constant speed.

When forces are **unbalanced** an object will accelerate in the direction of the largest force



Periodic table

1	2	3	4	5	6	7	0										
Li	Be						He										
Na	Mg	B	C	N	O	F	Ne										
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac															

The Periodic table lists all the elements, it doesn't list compounds. This means you'll find Oxygen and Hydrogen but not water (a compound made from oxygen and hydrogen). The elements are listed by name and symbol e.g. Iron and Fe
The most reactive metals are left and the least reactive metals are in the middle. Non metals are on the right.

Year 8 assessment

TOPICS

Breathing
Chemical reactions
Forces
Diet
Periodic table
Scientific investigations
Pressure
Elements & compounds
Inheritance
Electromagnets

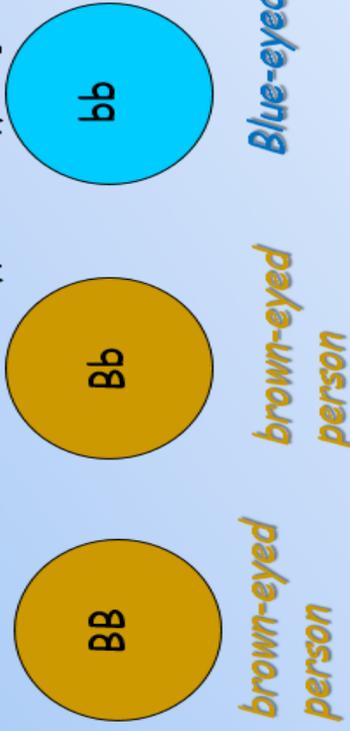
Elements and compounds

Elements are found on the periodic table
Compounds are made when elements react together, they look different and have different properties
E.g. Iron is a metal and is magnetic. It is grey in colour
Sulphur is a yellow non-metal
Iron sulphide is made from iron and sulphur reacting together, it is a non-magnetic, non metal.
Compounds are named after the elements they contain.
The elements are chemically bonded and not easy to separate.

Inheritance

Most of our genes carry identical information.
However there are some small differences in our genes - called mutations.
These mutations (small changes to genes) cause many of the differences between us and are passed on from parents to their children.
Remember - each parent passes on one copy of a gene in their sperm or egg.
The brown eye (symbol 'B') gene is **dominant** to the blue eye (symbol 'b') gene which is **recessive**.

This means if someone inherits **one copy of each type** of gene they will have **brown eyes**.



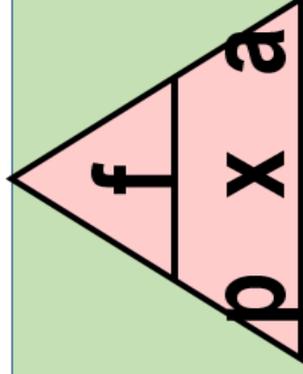
Pressure



The arm applies a force to the board via a fingertip.

The force acts over a **small area** and so produces a **high pressure**.

$$f = \text{force (N)}$$
$$p = \text{pressure (N/ m}^2\text{)}$$
$$a = \text{area (m}^2\text{)}$$



The same force is now acting over a **larger area** - the palm has a greater surface area than the fingertip.

A **lower pressure** is produced

Electromagnets

A magnet you can turn on and off.

A magnet powered by energy.

It is not a permanent magnet.

An electromagnet uses the principle that a current through a wire causes a magnetic field.

Its strength depends on the current, the core and the number of coils in the solenoid.

RE: Revision for end of year 8 Assessment:

Keywords - Learn off by heart:

1. **Omniscient** - The belief that God is all-knowing. He knows everything that has happened and that will happen.
2. **Immaculate Conception** – Mary was conceived without original sin because God blessed her. This was so she would be pure and be able to give birth to Jesus.
3. **Kesh** – Kesh is uncut hair. Sikhs believe that this demonstrates their obedience to God.

You need to know why religious experiences can lead to a belief in God:

1. A religious experience can lead to a belief in God, for example, if someone experienced a miracle. Evidence of this is people getting healed at Lourdes which can cause them then to have faith in God as a miracle breaks the laws of science so only God could have done it.
2. A religious experience can lead to a belief in God, for example, experience a numinous feeling. Evidence of this is seeing the birth of a baby, looking at the beauty of nature or having a moment in a church. You feel the presence of something greater than you and think this must be God.

You can also include other approaches such as:

- Conversion. E.g. John Pridmore changed from gangster to preacher. He changed from no belief to belief and only God can explain this life changing event.
- Prayer e.g. Praying for a sick person to recover and they do. This may make you think you have contacted God and he listens to your prayers and you start believing.

You need to explain two features of the Gurdwara and why they are important:

1. A feature of the Gurdwara is the Langar. This is the kitchen and dining area in the Gurdwara. This is important as after the service the people share a meal in the langar. Everyone is welcome as Sikhs believe that sharing is very important
2. Another feature of the Gurdwara is the main prayer hall. This is important as the prayer hall is a big room where Sikhs can pray. Sikhs will sit on the floor to pray and will read the Guru Granth Sahib which is the holy book.

You can also include other approaches/keywords such as:

- The flag - Outside every gurdwara there is a bright orange flag. This tells people that the building is a gurdwara.
- The Granthi - During services in the Gurdwara a person will read the holy book. This person is called the granthi
- The Chauri - The chauri is a fan. The granthi waves the fan over the holy book when he or she reads it. This is to show respect to the book.

You will need to explain to explain how Catholics respond to evil and suffering (4 PEE paragraphs):

1. Catholics believe that God wants them to help those who suffer. The New Testament teaches Catholics that Jesus regarded evil & suffering as something to be fought against. Jesus fed the hungry, challenged those who were evil and even raised the dead.
2. Catholics Pray and help those who suffer e.g. CAFOD
3. Many Catholics respond by claiming that evil & suffering are not God's fault e.g. Genesis 1 Adam and Eve - Freewill
4. Catholics believe that God must have a reason for allowing evil but we cannot know because we are not God.

You could also include other approaches:

- Suffering is all part of God's plan. It could be argued that suffering experienced on earth is all part of the preparation for joining God in heaven as when people suffer it gives us the opportunity to do good for others

You need to explain why Mary is important to Catholics (4 PEE paragraphs):

1. Mary is important to Catholics because she prays for us. Evidence of this is she is our intercessor which means she passes on our prayers to God. This is important because We can say the Hail Mary and offer other prayers to her because she has a special relationship with God
2. Mary is important to Catholics because she is a good role model. Evidence of this is that she shows us how to be obedient to God. This is important because she said yes to God's plan for her to be Jesus' mother and we should follow her example.
3. Mary is important to Catholics because she shows us how to live a pure life. Evidence of this is that she was conceived without sin (Immaculate conception) and remained a virgin. This is important because she was chosen by God to be the Mother of God and this was her vocation.
4. Mary is important to Catholics because she shows us how to love Jesus. Evidence of this is she loved Jesus and was with him right to the end, even when he died on the cross. This is important because she was the mother of God and it shows us how to love Christ.

You could also include the following:

- The Assumption - Mary did not die a normal death. She was so holy that at the end of her life she was assumed into heaven, bodily.
- Queen of Heaven - Mary is crowned in heaven as Queen because she served Jesus so devotedly during her life.

Year 8 End of Year Exam – Geography

What topics will be assessed in my exam?	<ol style="list-style-type: none"> 1. Consuming Energy 2. Rivers & Flooding 3. Development 4. How is Britain changing? 5. Fieldwork
How long will my exam last?	45 minutes
What equipment will I need for my exam?	Normal school equipment (pen, pencil, ruler, rubber, sharpener) & a calculator
How will we prepare for the exams in lessons?	Lessons will be spent reviewing each of the different topics. This will then allow you to focus upon the areas you have found more difficult at home as part of your homework tasks.
What type of questions can I expect?	Questions will vary from short mark questions where you may be required to define key words or label diagrams to extended writing opportunities asking you to assess or evaluate (give the positives and negatives) of a particular topic. See the next page for definitions & sentence starters for all command words.
Where can I find revision material?	Your exercise books are your main source of revision material but extra material will be available for all students on Show My Homework. Students are also encouraged to use websites such as BBC Bitesize, http://geography.learnontheinternet.co.uk/ks3/index.html and http://www.coolgeography.co.uk/
How can I contact my teacher?	All teachers are available before school, at break and lunchtimes and after school. Alternatively, you can email your teacher: Miss McLaughlin: Christina.mclaughlin@cardinalnewman.coventry.sch.uk Mr Griffin: Liam.griffin@cardinalnewman.coventry.sch.uk Mrs Hearn: Elizabeth.hearn@cardinalnewman.coventry.sch.uk

Command Words

Command Word	Marks	Meaning	Example Question	Sentence Starters/ Hints
Identify/ Name/ State	1	Find/give a simple statement	Identify the landform in the photo	I can see... An example is...
Define	1	Give the meaning	Define the term fertility rate	This means... The term ? means....
Calculate	1 or 2	Work out	Calculate the mean age of a group of people	<i>Show your working out</i>
Label	1 or 2	Print the name of/ Write on a map or diagram	Label 2 features of the river in Figure 2	<i>Use correct Geographical terminology</i>
Draw	2 or 3	Sketch/ Draw a line	Draw a line to complete the graph in Figure 3	<i>Always draw in pencil</i>
Compare	3	Find the similarities and differences	Compare the rate of population growth in 2 cities	This figure shows... As you can see... One similarity/ one difference that is evident
Describe	2 or 3	What is it like/ Trends on graphs	Describe the trends shown in Figure 1. Describe the increase in population	<i>Use PQE: Pattern Quantity Exceptions Use GCSE General Comment Specific Example or Exceptions</i>
Explain	2, 3 or 4	Give reasons why it happens	Explain the formation of a meander	<i>PEE paragraphs This is because.....</i>
Suggest	2,3 or 4	Give a well-reasoned guess to explain	Suggest reasons why flooding has become more frequent along this river	One possible reason... It may be that... In some cases we might...
Assess	8	Weigh up which is most/least important	Assess the need for coastal management along a stretch of coastline you studied	On one hand... Some may suggest that... The most important reason could be...

				Evidence suggests...
Evaluate	8	Give a judgement: which is most/ least effective	Evaluate the methods used in collecting data in your fieldwork	Although... In certain situations... Contributed to... Overall...
Select & Justify	12	Select and then give evidence to support	Select and justify the best option for the future of	The reason for this... Significant impacts... However... To conclude Some may suggest

Topic Checklists/ Key Words

<p><i>Consuming Energy</i></p>  <p><u>Keywords</u> Renewable Non Renewable Conflict Environmental Impacts</p> <p><u>Things I Should Know:</u></p> <ul style="list-style-type: none"> ✓ Definitions ✓ Examples of different types of energy ✓ Why energy can create conflict ✓ Examples of the environmental impacts of oil spills 	<p><i>Development</i></p>  <p><u>Keywords</u> Development Indicator Matlhus Boserup</p> <p><u>Things I Should Know:</u></p> <ul style="list-style-type: none"> ✓ How we categorise countries ✓ How we can measure development ✓ Problems with some development indicators ✓ Theories about resource use 	<p><i>Rivers & Flooding</i></p>  <p><u>Keywords</u> Meander Waterfall Physical factors Human factors Flooding Water Cycle</p> <p><u>Things I Should Know:</u></p> <ul style="list-style-type: none"> ✓ Water Cycle ✓ Physical processes which happen in a river (erosion, deposition, transportation) ✓ Different factors which contribute to creating a flood ✓ An example of a river flood – the causes, impacts and responses
<p><i>How is Britain Changing?</i></p>  <p><u>Keywords</u> Ageing Population Climate Change Greenhouse effect Extreme Weather</p> <p><u>Things I Should Know:</u></p> <ul style="list-style-type: none"> ✓ Problems created by an ageing population ✓ Greenhouse effect ✓ Impacts of climate change 	<p><i>Fieldwork</i></p>  <p><u>Keywords</u> Methodology Data Collection Accuracy Reliability</p> <p><u>Things I Should Know:</u></p> <ul style="list-style-type: none"> ✓ How you collected your data ✓ Positives and negatives of your data collection methods ✓ The results of your fieldwork 	

Year 8 History Revision

What you need to revise in preparation for your exam in History. Ensure that you research around the information provided as you will need to know more than just this.

Causes of WWI

On 28 June 1914, a Serbian shot an Austrian. Within six weeks, Europe was in war, but was the assassination the only cause of war?

- **Nationalism** - the belief that your country is better than others. This made nations aggressive.
- **Imperialism** - the desire to conquer colonies, especially in Africa. This brought the powers into conflict - Germany wanted an empire.
- **Militarism** - the attempt to build up a strong army and navy.
- **Alliances** - In 1882, Germany, Austria-Hungary and Italy formed the Triple Alliance. France, Britain and Russia all joined the Triple Entente in 1907. Europe was divided into two armed camps.

Government and Public Health

In an attempt to control the living and working environment of the people, the government aimed to improve public health by passing a number of new laws.

- **1834 Poor Law Amendment Act**- Medical Officers were appointed to workhouses which provided basic medical care for the poor.
- **1848 Public Health Act** -The Central Board of Health was created, the Act also encouraged sewers, inspection of lodging houses and check food which was offered for sale.
- **1866 Sanitary Act**- This made local authorities responsible for sewers, water and street cleaning.
- **1871 Vaccinations Act**- This made sure that the previous Vaccinations Act was obeyed.
- **1875 Public Health Act** -This brought together a range of Acts covering sewerage and drains, water supply, housing and disease. Local authorities were ordered to cover sewers, keep them in good condition, supply fresh water to their citizens, collect rubbish and provide street lighting.

Hitler's Germany

Most German young people were happy:

- Nazi culture was very youth-oriented.
- The HJ provided exciting activities for young boys.
- The HJ and the BDM treated young men and women as though they were special, and told them they had known more than their parents.
- Many parents were frightened that their children would report them to the Gestapo, which gave young people a power that they enjoyed.

But not all young people were happy with the Nazi regime:

- SOME girls were unhappy with the emphasis on the three Cs (Church, children, cooker).
- Girls who were regarded as true Aryan girls were sent off to special camps where they were bred (like farm animals) with selected 'Aryan' boys.
- Towards the end of the war, youth gangs such as the Edelweiss Pirates grew up, rejecting the HJ and Nazi youth culture, drinking and dancing to American jazz and 'swing' music.



Year 8 History Revision



What topics will be assessed in my exam?	Public health in Victorian Britain Causes of World War One Hitler's Germany
How long will my exam last?	45 minutes
What equipment will I need for my exam?	Pupils will need a pen
How will we prepare for the exams in lessons?	Lessons will be spent reviewing each of the different topics. This will then allow you to focus upon the areas you have found more difficult at home as part of your homework tasks.
What type of questions can I expect?	4 mark question: Describe 6 mark question: Analyse and explain 10 mark question: How far do you agree with the statement question
Where can I find revision material?	Revision material will be available for all students on Show My Homework. Students are also encouraged to use websites such as BBC Bitesize, http://www.bbc.co.uk/history/forkids/ http://kidspast.com/ http://www.historyonthenet.com/ http://besthistorysites.net/
How can I contact my teacher?	All teachers are available before school, at break and lunchtimes and after school. Alternatively, you can email your teacher: Mr Davies: rhys.davies@cardinalnewman.coventry.sch.uk Mrs Good: jackie.good@cardinalnewman.coventry.sch.uk

Year 8 Spanish Exam – Revision information. Módulo 4

For your Spanish exam you need to revise the following topics:

- Present and Future tenses. The rules to form these tenses are in your exercise books. You will also find the endings and rules in SMHK.
- Arranging to go out: places in town, reactions to an invitation: positive & negative, when to meet (the time), where to meet (prepositions: in front, next to, etc) and excuses.
- Vocabulary on: Daily routine: what you do to get ready; clothes: what you are going to wear
- Talking about sporting events: free time vocabulary and the use of present, past and future tense

All the vocabulary you need is in your book and in SMHK.

Your exam will include: listening, reading and writing tasks.

To help you prepare for your exam complete the following activities:

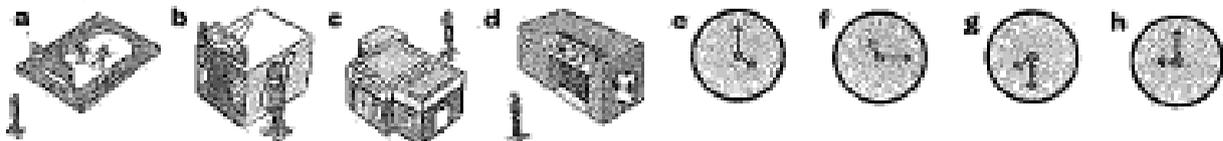


Lee los diálogos. ¿Dónde quedan? ¿A qué hora? Escribe las dos letras correctas.

Read the dialogues. Where are they meeting? At what time? Write the two correct letters.

Ejemplo: 1 b, h

- | | |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> ● ¿Te gustaría ir a la bolera? ■ Sí, me gustaría mucho. ¿Dónde quedamos? ● Al lado de la bolera. ■ Vale. ¿A qué hora? ● A las nueve. | <p>2</p> <ul style="list-style-type: none"> ● ¿Te gustaría ir a la pista de hielo? ■ Vale. ¿Dónde quedamos? ● Delante de la pista de hielo. ■ Muy bien. ¿A qué hora? ● A las ocho y media. |
| <p>3</p> <ul style="list-style-type: none"> ● ¿Te gustaría ir al centro comercial? ■ Vale. ¿Dónde quedamos? ● Detrás del centro comercial. ■ Genial. ¿A qué hora? ● A las once y cuarto. | <p>4</p> <ul style="list-style-type: none"> ● ¿Te gustaría ir al polideportivo? ■ De acuerdo. ¿Dónde quedamos? ● Enfrente del polideportivo. ■ Vale. ¿A qué hora? ● A las cuatro. |



2 Read the texts and circle the correct options from the English summary.

No puedo salir esta tarde porque mañana voy a tener un examen y tengo que estudiar. ¿Podemos salir el domingo?
Rosa

¿Te gustaría ir al partido del Real Madrid? Voy a ir el sábado y tengo una entrada para ti si quieres. Mi padre no puede ir porque tiene que trabajar.
José

Me encantaría ir a la pista de hielo, pero no tengo dinero y además, tengo que cuidar a mi hermana. ¿Qué tal? ¿Quieres venir a mi casa a ver un DVD?
Ángel

Lo siento, no quiero ir de compras esta tarde de cenar. No tengo ganas. ¿Quieres ir al cine? Quiero ver la nueva película de Robert Pattinson.
Nuria

¡Genial! Me gustaría mucho ir a tu fiesta. ¿Qué quieres de regalo? Esta mañana compré un vestido nuevo para la fiesta. ¿Puedo traer a mi prima?
Graciela

- 1 Rosa has an exam **this afternoon/tomorrow**. She has to **study/go out**.
- 2 José **can/can't** go to the football match. His **friend/dad** can have the spare ticket.
- 3 Ángel has no **money/time**. He has to look after his **dog/sister**.
- 4 Nuria **can't/doesn't want to** go shopping. She wants to **go to the cinema/watch television**.

YEAR 8 FRENCH EXAM – Revision information: Module 4: Chez moi, chez toi

For your French exam you need to revise the following topics:

- Present, Past and Future tenses. The rules to form these tenses are in your exercise book. You will also find the endings and rules in SMHK.
- Describe where you live: types of houses, adjectives to describe them, rooms in the house.
- Prepositions to describe where things are (to the right, to the left, next to, etc)
- Comparatives: plus + adjective + que (more + adj. than), moins + adjective + que (less + adj + than)
- Vocabulary on meals and food, including quantities, use of “du/ de la” and giving opinions.
- Talking about celebrations.

All the vocabulary you need is in your book and in SMHK.

Your exam will include: listening, reading and writing tasks.

To help you prepare for your exam complete the following activities.

1

Lis le tchat. Pour chaque image, écris Samir, Lara ou Théo.

Samir	J'habite dans une vieille maison à la campagne. Chez moi, il y a trois chambres, une salle de bains, un grand salon, une jolie cuisine et une salle à manger. Il y a aussi un grand jardin derrière la maison. C'est comment, chez toi?
Lara	Mon appartement est plus petit que ta maison, Samir! C'est un bel appartement, super moderne, dans une grande rue, en ville. Il y a cinq pièces, mais il n'y a pas de salle à manger, donc on mange dans la cuisine.
Théo	Moi aussi, j'habite en ville. On n'a pas de jardin, mais à côté de la maison il y a un parc où je joue au foot. Ma chambre est plus petite que la chambre de mon frère (ce n'est pas juste 😊!), mais c'est en face de la salle de bains, alors le matin, je me douche en premier!

1



2



3



4



5



6



2

Lis le texte et complète les phrases en anglais.

D'habitude, pour le petit déjeuner, je mange du pain avec de la confiture de fraises et je bois un grand bol de chocolat chaud. Mais aujourd'hui, j'ai bu du jus d'orange parce que j'étais en retard pour aller au collège. Tous les soirs à huit heures, on mange en famille. Normalement, d'abord, on prend de la soupe et ensuite, on mange de la viande ou du poisson avec des légumes. Par exemple, hier soir, on a mangé du poulet avec des haricots verts. Comme dessert, normalement, je prends un yaourt, mais mon dessert préféré, c'est la mousse au chocolat. Souvent, le samedi soir, on achète des plats à emporter. Samedi dernier, on a mangé des plats chinois. C'était délicieux!
Manon

en retard late



1 For breakfast, Manon usually eats ...

2 Today, for breakfast, she drank ...

3 She and her family have their evening meal at ...

4 As a starter, they usually have ...

5 Yesterday evening, their main course was ...

6 Manon's favourite dessert is ...

7 On Saturday evenings, they often ...

8 The food they had last Saturday was ...

3

À toi! Tu réponds à un sondage.

1 Tu habites en ville ou à la campagne?

2 C'est comment, chez toi?

3 Le dimanche, qu'est-ce que tu manges pour le petit déjeuner?

4 Qu'est-ce que tu as bu pour le petit déjeuner, aujourd'hui?

5 On mange à quelle heure le soir, chez toi?

6 Qu'est-ce que tu as mangé hier soir?

7 Quel est ton dessert préféré?

8 Normalement, qu'est-ce que tu manges le samedi soir?



To help you answer the questions, look for phrases from the texts in exercises 1 and 2 and adapt them if necessary. Try to write extended sentences – add as much detail as possible.



In year 8 pupils have covered the following topics:

- Python
- Understanding Computers
- Networks
- Spreadsheets
- HTML

HTML

Pupils need to revise:

- What HTML (Hyper Text Markup Language) is used for creating website.
- How to use opening and closing tags to create their own webpage.
- What a CSS (Cascading Style Sheet) is and why it is used.

Spreadsheets

Pupils need to revise:

- Cell reference: the reference of a certain cell, shown by its column letter and row number.
- Absolute cell referencing: is when a cell is locked down in a calculation E.g. $=(\$K\$2*L6)+(\$L\$2*M6)$
- Counta: Counts letters E.g. $=COUNTA(B5:H5)$
- Countif: counts on the condition E.g. $=COUNTIF(B5:H5,"a")$
- Sum: adds up a range of cells. E.g. $=SUM(O5:O16)$
- Conditional formatting: applying a colour (cell or text) to a cell when an condition is applied. E.g. changing the cells of the adult and children seats when booked.

Networks

Pupils need to revise:

- The difference between peer and client networks.
- Different types of network topologies: Star, Ring and Bus.
- What Broadband is and how it works.
- The difference between LAN and WAN networks.
- How to encrypt data sent over the internet and why it is needed.

Adding CSS to a web page

- Define the style at the top between the `<style>` tags

```
<style>
  h1 {color:blue; text-align:center}
</style>
</head>

<body>

  <h1>
    SEE AMAZING SCENERY
  </h1>
</body>
```

- Everything that falls inside that tag or selector in the html body adopts that style

Parts of a web address

www.abc.co.uk/images/logo.jpg

- Hosted on the WWW
- Name of the organisation
- A Company
- UK based
- Folder location and filename on the site



KS3 – Computer Science

```
yourName = input("What is your name?: ")
print("my name is R2D2")
print(yourName + " was my dad's name")
```

Understanding Computers

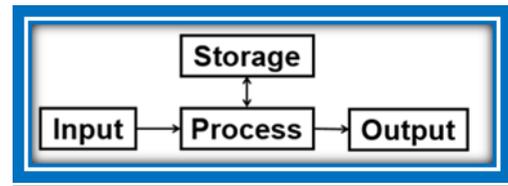
Pupils need to revise:

- The computer components such as hardware and software, input, output and storage devices.
- Understand the different types of memory (RAM which is volatile and ROM which is non-volatile) and what they are used for.
- Understand the three stages in the Fetch Execute Cycle and why the computer uses it, and how a clock speed helps it's performance.
- Understand why all data is represented in binary in a computer, and convert binary to denary (vice versa).

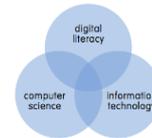
Python

Pupils need to revise:

- Input, Print, If, Elif and Else
- Data types:
 - String: for letters, numbers and symbols.
 - Integer: for whole numbers.
 - Real or Float: for decimal numbers
- Variable: is something that changes its value as it goes through a program.



KS3 – Digital Literacy



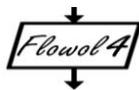
In year 8 pupils have covered the following topics:

- **E-safety**
- **Flowol**
- **Using computers safely**
- **Scratch**
- **Understanding Computers**



Pupils need to revise:

- How to create a strong password.
- How to keep passwords secure.
- How to stay safe online.
- How to send/reply to an email.
- The difference between: To, CC and BCC.



Practice and revise using the different parts of a flowchart diagram:

- Inputs and Outputs in a flowchart.
- Loops.
- The different shapes and what they mean.
- Sub and Master Procedures.

File Settings Edit Help

Understanding Computers

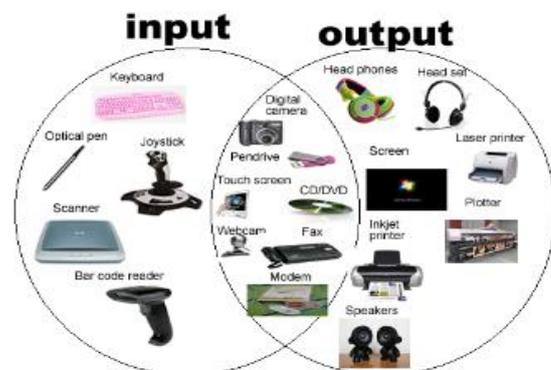
Pupils need to revise:

- The computer components such as hardware and software, input, output and storage devices.
- Understand the different types of memory (RAM which is volatile and ROM which is non-volatile) and what they are used for.
- Understand the three stages in the Fetch Execute Cycle and why the computer uses it, and how a clock speed helps it's performance.
- Understand why all data is represented in binary in a computer, and convert binary to denary (vice versa).

Using computers safely

Pupils need to revise:

- The different file types (such as .jpg, .mp3 etc).
- Understand the importance of backing up files and why we should do it
- How to use correct **Naming Conventions** such as **Underscores**: science_project, **Camel Caps**: ScienceProject or using a sensible name.
- Be effective and efficient users of the computer through use of shortcuts, possible dangers of social networking sites and how to respond to threats on the Internet.



Exams will cover all content covered this year and pupils will be given their books to take home prior to exams

Drama Year 8 Summer Assessment Revision

Students will be assessed at the end of their 9 week period in Drama. Students who have now finished studying Drama for this year will have already participated in this assessment.

What do the following key words mean?

Physical Theatre

Genre

Style

Abstract



Key Skills

Facial Expressions

Pace, Pitch, Tone, Volume

Hand Gestures, Body
Language, Posture

Conventions

Freeze Frames

Narration

Thought Tracks

Sound Scapes

Physical Theatre

The students will be assessed on their ability to produce and perform a piece of Drama from a script extract. This will be an extract taken from *The Lord of the Flies*, written by William Golding. Students have been studying the text over the past 9 weeks and developing skills through the use of Physical Theatre and movement. **Students will be given the extract to learn within their Drama lessons.**

Students will be assessed on...

- **Being fully committed within the role throughout performance**
 - **Demonstrating developed use key skills**
 - **Working effectively with others**

Physical Theatre

Definition: At its simplest, you could define Physical Theatre as a form of theatre that puts emphasis on movement rather than dialogue. It express's emotion through movement.

Examples of Physical Theatre to Research

Look at YouTube and explore the following Physical Theatre companies using Physical Theatre in performance.

- DV8
- Frantic Assembly
- Highly Sprung
- Gecko Theatre

Key Features of Physical Theatre

- Over exaggerated movement
- Large hand gestures
- Creating shapes, furniture, characters, settings and animals out of the body.
- Working as a team
- Stylised movement
- Working to music
- Using the body to move and breath as a character
- Use of exaggerated facial expressions and voice

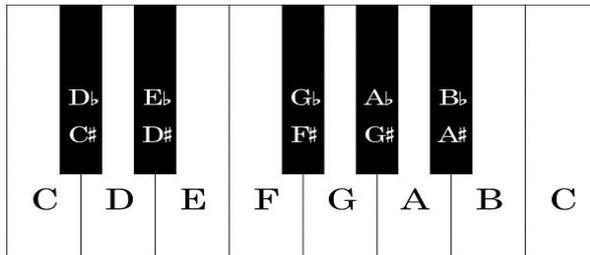
Lord of the Flies Summary: "Lord of the Flies" tells the story of a group of British schoolboys who survive a plane crash only to find themselves the sole inhabitants of an island. They are forced to hunt for food, create shelter and develop their own civilization to survive. The main theme of "Lord of the Flies" is to demonstrate the differences between civilization and savagery. The plane that the schoolboys are on is shot down during a time of war, killing some of the passengers and the pilot, leaving the children without an adult figure to look to for guidance. As a power struggle develops between the three main characters Jack, Ralph and Piggy, Ralph quickly takes charge. With Jack's support, he becomes the leader of the boys, while Piggy remains an outsider, worried about the long term survival of the boys.

Music

1. Elements of music



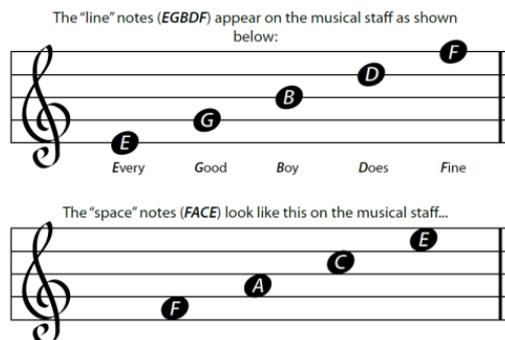
2. Keyboard skills



3. Composition skills

- Scary music- slow, low pitch, dark sounds, deep instruments
- Happy music- high pitch, fast, high instruments e.g flute, violin
- Relaxing music- smooth, steady instruments e.g piano, harp

4. Notation



5. Rhythm



8A and 8B Design and Technology examination

You will be completing an examination in Design and Technology and will be asked questions related to different material areas. These are questions you might like to think about:

How could use this mood board to help you create design ideas?

What will your products be made from?

Which equipment will be needed to make them?

Which methods will you use?



Note: Revision resources available on SMHK

Art.

Year 8 Art and Design Drawing Test Student Preparation/ Guidance

As the subject is taught in modules, the end of year score will be the Level attained at the end of the last module completed by the students.