



Year 8 End of Year Revision Topics - 2019

Computer Science

The exam will cover;

- Hardware and software; the purpose and features of various input and output devices, the different types of software and their function.
- Crime; examples of ways that crime has increased and decreased as a result of technology. The different examples of cybercrime e.g. phishing, DDOS attack, viruses etc.
- Photoshop; the tools and features of Photoshop, the difference between a vector and bitmap image.

Format of the exam

The exam will consist knowledge questions around the three topics listed.

Revision materials

- Students should revise using the knowledge organisers
- <https://www.bbc.com/bitesize/guides/zxb72hv/revision/1>

Drama

Non-Naturalistic Drama Conventions to Consider:-

- Freeze frame (still image, tableau) / marking the moment
- Mime / Slow motion / Sculpting
- Flash forward/ Flash back
- Split screen/ Addressing the audience / Soliloquy / Monologue
- Angels and devils/ Hot seating / Physical theatre / Soundscape

Key Practitioners:

Brecht: social and political Drama that aims to educate audience and uses non-naturalistic Conventions such as multirolling.

Stanislavski: using naturalistic acting to make character believable. Using techniques such as Magic if (IF I was in this situation what would I do?), and having clear character objectives.

Artaud: Theatre of the absurd, designed to shock and challenge the audience by using physical theatre and bold voices.

Also using P>E>A to review work

- **Point:** what was good / could be improved about your work?
- **Evidence:** How do you know this?
- **Audience:** How does this effect the audience?



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English

This year's exam is a creative writing task and will be marked based on the student's ability to engage their audience using language features, interesting vocabulary, varied sentence structures, clear whole text structure, a range of punctuation plus detailed and sustained contents.

Students need to revise **VCLOPPS** as practised throughout the year.

History

Slavery and the Middle Passage

Civil Rights in the USA including: segregation, Martin Luther King & other campaigners.

The British Empire

Life in the Industrial Revolution including: how life changed, factory conditions, living conditions, crime and punishment.

Where to revise

- <http://www.bbc.co.uk/bitesize/ks3/history/>
- <http://www.spartacus.schoolnet.co.uk/>

Format of the exam

The exam will consist of some knowledge questions and some questions based around historical sources. The exam will last for 50 minutes.

Maths

Working mathematically

- **Develop fluency**
 - Can select and use appropriate calculation strategies to solve increasingly complex problems
 - Moves freely between different numerical, algebraic, graphical and diagrammatic representations
- **Reason mathematically**
 - Has formal knowledge of ratio and proportion, and expresses proportional relations algebraically
 - Has begun to reason deductively in geometry, number and algebra, including using geometric constructions
- **Solve problems**



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- Has begun to model situations and express results in a range of suitable formats

Number

- Understands percentages and percentage changes as fractions or decimals; compare 2 quantities using percentages; work with percentages greater than 100%
- Uses conventional notation for the priority of operations, including brackets, powers, roots and reciprocals
- Can use approximation through rounding to estimate answers and calculate possible resulting error expressed using inequality notation

Maths (Continued)

Algebra

- Can simplify and manipulate algebraic expressions
- Can use standard mathematical formulae; rearrange formulae to change the subject
- Can model situations or procedures using algebra or graph
- Can use graphs of linear and quadratic functions of one variable

Ratio, proportion and rates of change

- Understands that a multiplicative relationship between 2 quantities can be expressed as a ratio or fraction
- Can relate the calculation of ratios to the associated calculation of fractions and linear functions
- Can solve problems involving percentage change including simple interest

Geometry and measures

- Can identify and construct congruent triangles, and construct similar shapes by enlargement, with and without co-ordinate grids
- Can apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
- Understands and can use the relationship between parallel lines and alternate and corresponding angles

Probability

- Can enumerate set and unions/intersections of sets systematically using tables, grids and Venn diagrams

Statistics

- Understands distributions of a single variable in various formats; mean, mode and median; spread (e.g. range, outliers)

Music



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Students will need to be able to read and play a short piece of music. The exam will be very much like a Keyboard Skills lesson.

Languages - French

A written assessment: the topic is "Food and eating habits" and can include a range of tenses. Teachers are working with students to prepare for this and will outline the exact task for their groups. Students will also complete a reading assessment on the same topic.

Languages – German

Students will complete a translation German into English on the topic we have been studying this year – Holidays. They will also complete a reading comprehension task.

PE

How to warm up and reasons for warming up

- 3 components of a warm-up

Performing at maximal levels

- 800m running and pacing
- Rules – start and finish positions on the track
- How to officiate and accurately record results

Outwitting Opponents

- Basic rules of sports
- 2v1
 - How to fix or draw a defender
 - How to find space
- Refereeing

Accurate replication

- Technique of shot put
- Coaching / Analysis / Evaluation
- Accurately record results

You will need to complete the warm up section and then two sections from the remaining 3 selected by the class teacher. You will need to be aware of all 4 areas in order to gain the best possible level.

Religious Education

Pupils are to revise from the work they have completed in their exercise books on “**Religious views on the environment**”.

- They need to have knowledge of Christian, Muslim and Hindu teachings of the environment.



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- They will need to be able to come up with arguments **for** and **against** protecting the environment.
- Additionally, examples of ways in which people can protect the environment

Religious Education (Continued)

The Exam Format will be in the form of a written essay. The exam will be 40 mins long. It will contain questions based on their knowledge and understanding of the topics covered this year. There will be sources within the paper, which you can use to deepen your knowledge and develop your evaluation skills. There will be one assessed question in the exam paper.

Revision websites

Year 8- Knowledge organiser please see next page

<http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/chstewardshiprev1.shtml>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/isstewardshiprev1.shtml>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/histewardshiprev1.shtml>

Science

Topics covered are :-

- Periodic Tables
- Health and Lifestyle
- Magnets
- Separation Techniques
- Metals and Acids
- Energy
- Motion and Pressure

Technology

Practical test so they will not need to revise for this. Assessment will be carried out during the double practical lesson.

How to treat the world

Awe and Wonder - sense of respect and admiration, often linked with fear.

Carbon emissions - release of carbon dioxide into the atmosphere from many sources, e.g. power stations.

Conservation - looking after, preservation of the natural environment

Deforestation - cutting down trees over extensive areas.

Destruction of natural habitat - actions which lead to the natural homes of plants and animals being destroyed, often leading to the death of those species.

Drought - lack of rain over an unusually long spell.

Earth Summit - meeting between representatives of governments from all over the world to try to reach agreements about what can be done to look after the planet.

Famine - extreme scarcity of food, often because of the failure of harvests due to weather conditions.

Flood - overflowing of water beyond its usual limits on to land, e.g. a river bursting its banks because of excessive rainfall.

Global warming - the heating up of the earth's atmosphere, leading to climatic change

Greenhouse gases - gases in the earth's atmosphere. They allow the sun's rays to enter our atmosphere, but then trap them causing a heating effect.

Natural resources - the things we use which occur naturally, e.g. gas, oil, coal, wood.

Oil spills - where transported oil has been accidentally spilled in large quantities on land or in the sea, destroying the environment.

Pesticides - chemicals used by farmers to kill insects.

Pollution - an excess of anything leading to environmental problems, e.g. an oil spillage leads to pollution in the sea which kills sea life.

Recycling - reusing something rather than just letting it become waste.

Severe weather - weather conditions which are extreme and not usual for the area, e.g. flooding.

Stewardship - sense of responsibility for the planet, for animals, for others; a duty to look after.

Sustainable development - project developments which meet the needs of today without compromising the needs of future generations.

Toxic chemicals - chemicals that are poisonous.

Christian (Christianity)

- God saw all that He had made and it was good' (Genesis-Bible)
- God made the world and gave the duty of **stewardship** to humans (Genesis- Bible)
- 'Individually and collectively people are responsible for the future of the planet' (Pope John Paul II)
- Christians will face God on the Day of Judgement and account for whether they carried out their given duties in order to reach heaven.

Muslim (Islam)

- The world is green and beautiful, and Allah (God) has appointed you his stewards over it (Qur'an).
- Prophet Muhammad (pbuh) gave the example of not being wasteful- he only washed with water from a container not running water.
- Allah (God) is all-knowing and will judge you on Judgement Day to determine whether you go to Paradise or not.
- The Muslim community is Ummah (brotherhood) including those in the past and future- all believe we have a duty to care for and protect the world making sure it is fit to live in for future generations.

Hindu (Hinduism)

- Teaching of **Ahimsa** (non-violence) e.g. cutting down trees is violence to Brahman's (God's) creation.
- Teaches respect for ALL life.
- The belief in reincarnation (that the soul/ atman will move into another living being upon death) means Hindus have a duty to care for the planet for their future selves!
- Brahman (God) is part of nature.

Jewish (Judaism)

- God saw all that he had made and it was good' (Genesis-Torah)
- God made the world and gave the duty of **stewardship** to humans (Genesis- Torah)
- 'The world and everything in it is the Lord's' (Ketuvim= Holy text)
- Tickkun Olam (repairing the world) and Tzedek (justice) are teachings extended to mean 'justice for all of creation'.
- 'Love your neighbour as yourself' (Leviticus-Torah)- it isn't possible to be loving if you are wrecking the environment!