



The Rudheath  
Senior Academy

“Opening Children’s Eyes to the Wonderful World of Possibility”

Yr 8

End of Year Examination

Information Booklet

2023/24

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## Introduction

Our mission is to "open children's eyes to the wonderful world of possibilities" and we are relentlessly ambitious for our students to go out and make their mark in the world.

We constantly encourage a daily routine of aiming to be "1% better every day" and this, we believe, will enable you to succeed.

This revision booklet has been made to help you understand when your end of year assessments will be and what will be on your assessments. There are also helpful revision tips so you can make the most of the time you have. You will also find a blank revision timetable to help you plan your revision at the back of the booklet.

It is vital that you are well prepared for these assessments so that you can perform your very best. You will find out how well you have performed in class and the results will be printed on your end of year reports. These will also help inform sets for September.

If you are having any difficulties with anything in a particular subject, you can speak to your teacher in school. If you have overall concerns or questions, you can speak to your form tutor or your Head of Year.

### **Form Tutors:**

Mrs J Kennedy [jkennedy@rudheathsenioracademy.org.uk](mailto:jkennedy@rudheathsenioracademy.org.uk)

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### **Head of Year:**

Ms S Cartwright [scartwright@rudheathsenioracademy.org.uk](mailto:scartwright@rudheathsenioracademy.org.uk)

## Dates of Assessments

The end of year assessments will be sat in classrooms during normal lesson times in exam conditions. Here is an overview of the exam timetable:

Year 8	End of year assessments					
Subject	8x1	8x2	8y1	8y2	8y3	
English Paper 1	Thurs 13/6 P3	Thur 13/6 P3	Tue 11/06 P3	Mon 10/6 P1	Thurs 13/6 P3	
English Paper 2	Fri 14/6 P3	Mon 17/6 P5	Thurs 13/06 P3	Tues 11/6 P2	Fri 14/6 P3	
Maths	Mon 24/06 P4	Mon 24/06 P4	Mon 24/06 P3	Mon 24/06 P3	Mon 24/06 P3	
Science	Mon 24/06 P2	Tues 25/06 P4	Mon 24/06 P4	Tues 25/06 P4	Mon 24/06 P4	
History	Thu 13/6 P1	Fri 14/6 P1	Fri 17/6 P1	Tue 11/6 P1	Mon 17/6 P5	
Geography	Fri 14/6 P1	Tue 11/6 P3	Fri 14/6 P2	Fri 14/6 P1	Tue 11/6 P1	
Art	Wed 26/06 P4	Mon 24/06 P2	Tues 25/06 P2	Thur 27/06 P1	Fri 21/6 P5	
Music	Mon 24/06 P2	Tues 25/06 P5	Tues 25/06 P4	Fri 28/06 P5	Weds 26/06 P1	
Drama	Wed 26/06 P1	Wed 26/06 P4	Wed 26/06 P2	Wed 26/06 P2	Tues 25/06 P2	
	8x1	8x2	8x3	8y1	8y2	8y3
Technology	Tues 21/05 P2	Tues 21/05 P2	Tues 21/05 P2	Thur 23/05 P2	Thur 23/05 P2	Thur 23/05 P2

Ensure you know when your assessments are and use the information provided to plan your weekly revision times. There are template pages at the back of this booklet you can use.



## Revision Guidance

### **How can parents support their children:**

- Help your child create a revision timetable including regular breaks and time for hobbies
- Help them make revision materials such as flash cards and mind maps
- Test them – ask them to recall key knowledge or explain a concept
- Provide incentives for completing work to a good standard
- Provide a suitable place to study away from distraction and encourage mobile phones to be left in a separate room during revision time

### **Revision strategies:**

- Start revising early
- The most effective revision involves active learning not merely reading notes. Examples of active learning include:
  - Making summary notes
  - Completing past exam papers
  - Cover up work and test yourself
  - Mind mapping and then hiding parts to test recall
  - Annotating blank diagrams to check for understanding
  - Playing Pictionary with key terms
  - Playing visual memory games – adding pictures to link to content that are easy to recall

[Booklet for parents on Revision Support](#)

# Recommended Revision Strategies

## Rudheath Revision Strategies

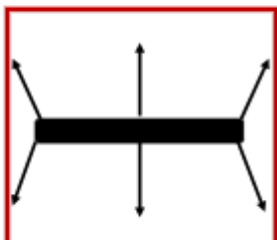
### Strategy 1: Brain Dump

1 2 3 4 5



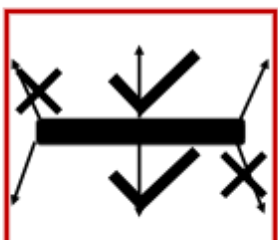
#### 1 CHOOSE YOUR TOPIC

Pick an area to revise that you currently feel under-confident with. It is no use choosing a topic where your knowledge is secure, you need to think hard.



#### 2 EVERYTHING YOU REMEMBER

On a blank piece of paper (A4) write down everything you can remember about that specific topic. Then try and break it down further into sub-topics.



#### 3 CHECK WHAT YOU MISSED OUT

Use your notes or a revision guide/video to check what you have missed out.

Use a different colour to:

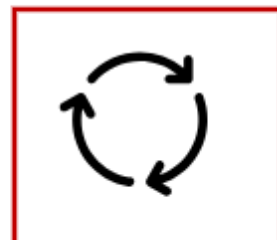
- o Tick what you got right
- o Correct/edit what you got wrong
- o Add what you missed out



#### 4 WORK ON AREAS THAT NEED IT

Use step 3 to identify the areas that you need to go over. Use strategies that mean you *have to* "think hard" about what you didn't remember, such as:

- o Turning notes into a diagram
- o Explaining ideas/concepts to another person.
- o Cover/write/ check to test yourself.



#### 5 WAIT AND THEN REPEAT

Wait at least a day and then repeat this process.

You should remember more this time, this will then help narrow down where you need to focus your revision. Follow the same 5 steps again on a subsequent day.

## Revision Strategies

### Strategy 2: Self-Quizzing

1 2 3 4 5



#### 1 IDENTIFY KNOWLEDGE

Identify knowledge you wish to cover.



#### 2 REVIEW AND CREATE

Spend about 5-10 minutes reviewing content (knowledge/class notes/text book)

Create x10 questions on the content.



#### 3 COVER AND ANSWER

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



#### 4 SELF MARK AND REFLECT

Go back to the content and self mark your answers in green pen.



#### 5 NEXT TIME

Re-visit the area where there were gaps in your knowledge and include these same questions next time.

## Revision Strategies

### Strategy 3: Flash-Cards

1 2 3 4 5



#### 1 IDENTIFY KNOWLEDGE

*What are you creating flashcards on?*

*Do you have a knowledge organiser?*



#### 2 COLOUR CODING

*Use different coloured flashcards for different topics/ subjects- this helps with organisation- not with retrieval.*



#### 3 DESIGNING

*1 question per flashcard.*

*Making them concise and clear.*

*Use a one-word prompt so that you can recall as much as possible.*



#### 4 USING

*Write your answers down or say them out loud. This clearly shows your gaps in knowledge.*

*Do not copy and just re-read.*

*Shuffle your cards each time you use them.*



#### 5 FEEDBACK

*How have you performed when you look back on your answers?*

*Is there anything you need to re-visit?*

## Revision Strategies

### Strategy 4: Past Papers

1 2 3 4 5



#### 1 ASK YOUR TEACHER FOR PRACTICE QUESTIONS OR EXAM PAPERS

*Practice papers are one of the most effective modes of revision. Ask your teacher for practice questions.*



#### 2 COMPLETE WITHOUT NOTES

*It's important to complete without notes to ensure you are accurately testing your long-term memory.*



#### 3 COMPLETE IN TIMED CONDITIONS

*Completing in timed conditions will allow you to refine your exam technique and face the demands of the question.*



#### 4 ASK TEACHER FOR FEEDBACK

*Teachers can then provide feedback to progress you further.*



#### 5 IDENTIFY GAPS IN KNOWLEDGE SO REVISION CAN BE TARGETTED

*Use the feedback form your teacher to prioritise areas for revision.*



## Year 8 English

**Length of assessment**

2x 50 Minutes

**Title of assessment**

Poems from other Cultures and Speeches to Challenge and Change

### Topics/Content

#### **Part 1: Poems from Other Cultures**

- Know how a poem differs from a novel
- Define key vocabulary and poetic terms from the topic
- Able to analyse the deeper meaning of a poem
- Able to analyse language, structure and form of a poem
- Understand how context can influence a poem

#### **Part 2: Speeches to Challenge and Change**

- Know what makes an effective speech
- Identify and analyse rhetorical devices and the effect of them
- Define key vocabulary related to social issues
- Produce a crafted response using a range of devices and vocabulary for effect
- Use paragraphs to create an interesting and engaging structure

### **Revision resources**

Knowledge Organisers  
Flash cards  
Curriculum Entitlement Booklet





<b>Year 8 Maths</b>	
<b>Length of assessment</b>	50 Minutes
<b>Title of assessment</b>	End of Year 8 Maths
<p><b><u>Success Criteria</u></b></p> <p>Students will be assessed on the content they have covered since September.</p> <p>To be successful revise using the independent learning section on Sparx. The codes for each topic have been provided. Work through the quizzes on each topic.</p> <p>Students require a calculator for the assessment.</p> <p>The number of marks for each question will be shown on the exam paper, students must ensure they show full working out to gain each mark available.</p>	<p><b><u>Topics (Sparx Code)</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scatter graphs (M596)</li> <li><input type="checkbox"/> Angles in polygons (M653)</li> <li><input type="checkbox"/> Time calculations (M627)</li> <li><input type="checkbox"/> Line graphs (M932)</li> <li><input type="checkbox"/> Sequences (term to term rules) (M991)</li> <li><input type="checkbox"/> Percentage increase (M533)</li> <li><input type="checkbox"/> Solving equations (M902, M554)</li> <li><input type="checkbox"/> Reflections (M290)</li> <li><input type="checkbox"/> Sketching line graphs (M888)</li> <li><input type="checkbox"/> Mean, median, mode and range (M440)</li> <li><input type="checkbox"/> Index laws (M120)</li> <li><input type="checkbox"/> Standard form calculations (M719)</li> <li><input type="checkbox"/> Angles in parallel lines (M606)</li> <li><input type="checkbox"/> Sharing in a ratio (M525)</li> <li><input type="checkbox"/> Converting between fractions, decimals, and percentages (M264)</li> <li><input type="checkbox"/> Listing outcomes (M718)</li> <li><input type="checkbox"/> Probability (M755)</li> <li><input type="checkbox"/> Simplify ratios (M885)</li> <li><input type="checkbox"/> Algebra terminology (M830)</li> <li><input type="checkbox"/> Multiplying fractions (M157)</li> <li><input type="checkbox"/> Conversion graphs (M771)</li> </ul>
<p><b>Revision resources</b></p> <p>Every student has a log in for Sparx and can complete revision quizzes in the independent learning section searching for the topics above using the codes provided. Students can also take their exercise books home to use their notes for support. If you need support with log in details for Sparx please email: <a href="mailto:awright@rudheathsenioracademy.org.uk">awright@rudheathsenioracademy.org.uk</a></p> <p><a href="#">White Rose Maths Practice Assessment</a> here you will find a practice paper and mark scheme</p>	



<b>Year 8 Science</b>	
<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Year 8 End of Year Assessment
<p><b><u>Success Criteria</u></b> Students will be assessed on the content they have covered in years 7 and 8.</p> <p>To be successful revise using revision guide, BBC Bitesize and SENECA</p> <p>Students require:, black pen, pencil, and a ruler for the assessment.</p> <p>The number of marks for each question will be shown on the exam paper.</p>	<p><b>Physics</b></p> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• The ear</li> <li>• Frequencies.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Electrical symbols and circuits</li> <li>• Energy transfer</li> </ul> <p><b>Biology</b></p> <p><b>Food chains and webs.</b></p> <ul style="list-style-type: none"> <li>• Investigation variations by interpreting tables and graphs</li> </ul> <p><b>Reproduction</b></p> <ul style="list-style-type: none"> <li>• Human reproductive system</li> <li>• Pregnancy</li> </ul> <p><b>Respiration and change of state</b></p> <ul style="list-style-type: none"> <li>• Aerobic and anaerobic respiration</li> <li>• Condensation</li> </ul> <p><b>Chemistry</b></p> <p><b>Reaction of metals</b></p> <ul style="list-style-type: none"> <li>• Metal elements from the periodic table</li> <li>• Chemical changes.</li> </ul> <p><b>Chemical reactions</b></p> <ul style="list-style-type: none"> <li>• Atomic arrangement</li> <li>• Conservation of mass.</li> </ul>
<p><b>Resources required to revise</b> Students can use BBC Bitesize (<a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a>).</p> <p>Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.</p>	



## Year 8 Art & Design

<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Practical and Theory assessment – based on work completed in sketchbook- drawing and shading activity
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Practical exam to complete unit = based on work and leading from work in books to complete a final individual piece.</li> <li>- - include shading techniques and refinement of skills learnt in unit.</li> <li>- - use artists learnt about to influence final piece.</li> <li>- Theory element – multiple choice test – incorporating everything learnt in terms of colour theory, shading techniques and artist research this year.</li> </ul>	<p><b><u>Topics/Content</u></b></p> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Colour Theory/Colour elements of art</li> <li>• Shading techniques</li> <li>• Artists explored so far – techniques/art mediums</li> <li>• Art terminology – Key word lists</li> <li>• Art history- Impressionism/post Impressionism</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• -Shading and drawing activity linked to ‘current theme that will follow on from sketchbook work</li> </ul>

**Revision resources**

Key words on Teams  
Sketchbook work on class



## Year 8 Subject: Design and Technology

<b>Length of assessment</b>	50 minutes
<b>Title of assessment</b>	Graphics and Modelling
<p><b><u>Success Criteria</u></b></p> <p>This paper will contain 5 multiple choice questions as well as structured, closed, short answer and open response questions.</p> <p>Marks on this paper will range from 1 to 15 marks.</p> <p>This assessment will measure how students have recalled information taught during the graphics and modelling module.</p> <p>Students will require the following for this assessment:</p> <p>Pen, pencil, ruler (300mm), compass, coloured pencils and a calculator.</p>	<p><b><u>Topics/Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One-point perspective</li> <li><input type="checkbox"/> Two-point perspective</li> <li><input type="checkbox"/> Measuring</li> <li><input type="checkbox"/> Rendering</li> <li><input type="checkbox"/> Scale</li> <li><input type="checkbox"/> Nets/Developments</li> <li><input type="checkbox"/> Modelling materials</li> <li><input type="checkbox"/> 3D printing</li> <li><input type="checkbox"/> CAD/CAM</li> <li><input type="checkbox"/> Modelling equipment</li> </ul>

**Revision resources**

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](http://technologystudent.com)

[Building a Shipping Container Tiny House: The Ultimate Guide to Eco-Friendly Home Building - United Tiny Homes](#)

[Rectangular Prism Net Printable | Learning Printable](#)



<b>Year 8 Drama</b>	
<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Page to stage- Game Over
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Practical assessment (30Marks) of creating and performance/design skills.</li> <li>- Students will perform or design for an extract from the play ‘Game Over’ showing understanding of the plot, characters and style.</li> <li>- Students will use a range of performance or design skills and drama techniques to communicate meaning to the audience.</li> <li>- Theory (20 marks)</li> <li>- Questions to show understanding of the keywords, text and drama skills developed.</li> </ul>	<p><b><u>Topics/Content</u></b></p> <p><b>Game Over by Mark Wheeler</b></p> <ul style="list-style-type: none"> <li>• Themes, character and plot and style</li> <li>• Drama skills used within the play including; verbatim, still image, facial expressions, voice, body language, multi-role, Theatre in Education</li> <li>• Design elements of theatre: Lighting, sound, set and costume.</li> <li>• Stage directions and rehearsal techniques</li> <li>• Key terminology</li> </ul>
<p><b>Revision resources</b></p> <p>Knowledge organiser and script on Y9 Drama Teams page</p>	



## Year 8 Subject Food

<b>Length of assessment</b>	50 mins
<b>Title of assessment</b>	Food Rotation 2
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>• This paper will contain 5 multiple choice questions as well as structured, closed, short answer and open response questions.</li> <li>• Marks on this paper will range from 1 to 15 marks.</li> <li>• This assessment will measure how students have recalled information taught during the food rotation</li> <li>• Students will require the following for this assessment:</li> <li>• Pen, pencil.</li> </ul>	<p><b><u>Topics/Content</u></b></p> <ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Nutrients</li> <li>• Protein</li> <li>• Fats</li> <li>• Carbohydrates</li> <li>• How the body used nutrients</li> <li>• Health and Safety</li> <li>• Gelatinization</li> <li>• Sills used in the practical area</li> </ul>

[BBC Bitesize](#)



## Year 8 Geography

<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Year 8 Geography End of Year Assessment
<p><b><u>Success Criteria</u></b>                  Students will be assessed on the content they have covered in term 1 (Sept – Dec).</p> <p>To be successful revise using your knowledge organisers, revision sheet and SENECA</p> <p>Students require:, black pen, pencil, and a ruler for the assessment.</p> <p>The number of marks for each question will be shown on the exam paper. Remember to use the double-develop strategy in your extended writing.</p>	<ul style="list-style-type: none"> <li>• <b>Deserts</b></li> <li>• <b>Dubai and Climate</b></li> <li>• <b>Population Change</b></li> <li>• <b>Megacities</b></li> <li>• <b>Rivers</b></li> <li>• Landscapes</li> <li>• Flooding- Human/Natural Factors</li> </ul>
<p><b>Resources required to revise</b>                  Students can use their knowledge organiser from the start of each topic as well as their Revision notes.                  Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.</p>	



<b>Year 8 History</b>	
<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Year 8 End of Year Assessment
<p><b><u>Success Criteria</u></b> Students will be assessed on the content they have covered in term 1-2 (Sept – Apr).</p> <p>To be successful revise using your knowledge organisers, revision sheet and SENECA</p> <p>Students require:, black pen, pencil, and a ruler for the assessment.</p> <p>The number of marks for each question will be shown on the exam paper.</p>	<p><b>The English Civil War</b></p> <ul style="list-style-type: none"> <li>• Key individuals</li> <li>• Parliament vs King</li> <li>• Key Battles</li> </ul> <p><b>Why was the Slave Trade important to Britain?</b></p> <ul style="list-style-type: none"> <li>• Workers</li> <li>• Bankers</li> <li>• Ordinary People</li> </ul> <p><b>The British Empire</b></p> <ul style="list-style-type: none"> <li>• India</li> <li>• Australia</li> <li>• Ireland</li> </ul> <p><b>How did Britain keep control of India?</b></p> <ul style="list-style-type: none"> <li>• Alliances</li> <li>• Violence</li> <li>• Coercion</li> <li>• Positive Change</li> </ul> <p><b>Industrial Revolution 1750-1900</b></p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Workers</li> <li>• Transport</li> </ul> <p><b>Key Inventions in the textile industry:</b></p> <ul style="list-style-type: none"> <li>• Flying Shuttle</li> <li>• Spinning Jenny</li> <li>• Power Loom</li> </ul>
<p><b>Resources required to revise</b> Students can use their knowledge organisers from the start of each topic as well as their Revision notes. Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.</p>	





<b>Year 8 Music</b>	
<b>Length of assessment</b>	1 hour
<b>Title of assessment</b>	Composition Assessment – Video Game Character
<p><b><u>Success Criteria</u></b></p> <p>Students must compose a musical theme for their own video character taking the listener on a musical journey.</p> <ul style="list-style-type: none"> <li>• Clear character and storyline</li> <li>• Catchy Melody with effective use of Pitch that is coherent and flows.</li> <li>• Upbeat rhythm using a selection of note values</li> <li>• Use of staccato or legato</li> <li>• Stylistic</li> </ul>	<p><b><u>Topics/Content</u></b></p> <p>Knowledge and Composition Skills</p> <ul style="list-style-type: none"> <li>• Pitch using the Treble Clef Lines – E G B D F (Every Good Boy Deserves Football) Spaces – FACE in the Space</li> <li>• Composing a motif</li> <li>• Use of Muse Score</li> <li>• Rhythm including rests Semibreve, Minims, Crotchets, Quavers, Semiquavers</li> <li>• Dynamics Forte (Loud) and Piano (Quiet)</li> <li>• Staccato (short and detached notes) and Legato (smooth and together)</li> </ul>
<p><b>Revision resources</b></p> <p>All Knowledge organiser are on class charts and teams. Please use this information to remind yourself on how to work out pitch alongside what makes a catchy video game character.</p> <p>Youtube offers fantastic musical examples of video game characters.</p>	



**Revision Plan**

Week Commencing 29<sup>th</sup> April

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 6<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 13<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 20<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 27<sup>th</sup> May

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



**Revision Plan**

Week Commencing 3<sup>rd</sup> June

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			