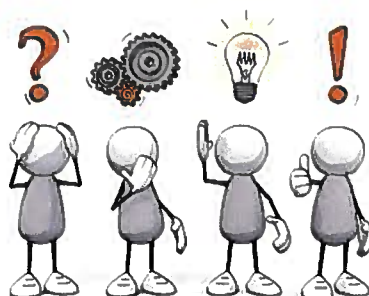


# Year 8 Examinations 2024

Monday 29th April - Friday 3rd May

## Revision Guide



Name:

Form:

## Introduction

Year 8 Exam Week takes place from Monday 29<sup>th</sup> April – Friday 3<sup>rd</sup> May.

These assessments are designed to:

- Give you an opportunity to demonstrate what you have been learning
- Allow your teachers to assess your progress
- Get you used to the process of revising independently

Exam Week will also give you an experience that will support you in preparing for the GCSE examinations that you will sit in three years time. This seems a long time away but that time will go very quickly! It is important for you to develop the skills that you need to tackle a number of assessments in a short period of time. You will sit your exams in your normal classrooms. A timetable is included in this booklet. You might find it useful to highlight when your exams are. When you don't have an exam your lessons will be as normal.

Whilst we would like you to take these examinations seriously, it is important that you maintain an appropriate balance between being well prepared and staying healthy. Examinations make everyone anxious but being prepared and practicing is the best way to alleviate this.

The following pages give details of when the examinations will take place, some advice on how you might go about structuring your revision and some general techniques. There are also revision resources which will help your examination preparation. Your teachers have identified the topics on which you will be assessed and have provided some activities for you to complete as part of your revision.

If you have any questions at all please do not hesitate to ask your Form Tutor, Mr Cook, or the specific subject teacher.

Good Luck!

## Contents

	Page(s)
Revision Tips	4-6
Revision Timetable	7-10
<b>Exam Timetable</b>	<b>11</b>
English	12-16
Maths	17 - 18
Science	19-21
History	22-32
Geography	33-39
RE	40-46
Art, Design & Technology	47
French	48-53
German	54-57
Computing	58-61
Music	62-64
PE	65-66

## Revision Tips

In order to best prepare for examinations we need to revise. Revision helps us to remember knowledge (facts) and also to practise the skills we need to apply those facts to examination questions. The more we revise the more confident we will be with the material and the more confident we can be in the exam. To use the knowledge we must have cemented it in our brain (our long term memory) in order to be able to use it with ease.

Revision is an ACTIVE, not a PASSIVE process. Just reading your book isn't a good way to revise. Listen to your teachers' advice on HOW to revise for each subject. On the next few pages you will find some examples of general revision strategies that will help you.

There are three parts to the revision process. Ideally your revision will include all three elements as they all help us to commit knowledge to our memory bank and to be able to recall and use it quickly in an exam situation.

The best revision will allow you to do all three skills over time. You might **review** the information on day one, **transform** it on day two and then **recall** it on day three. Use your revision timetable to spread this out for all your subjects.

## Review

- Actively read your notes, highlight key words, underline key points
- Start to break down the information - what are the key points
- Condense the information (make it shorter)

## Transform

- Do something with your notes
- Turn your notes into a mindmap or diagram
- Make revision cards/flash cards
- Use colour/diagrams to make your notes memorable and interesting
- From your key notes, expand upon the information and explain what it means in full (read out or write down)
- Make connections between different topics or points

## Recall

- Test yourself on the knowledge
- Get a friend or family member to test you using your notes
- Answer examination questions to practise your skill and get someone to check if you are on the right lines (mark schemes with answers or your teacher)
- Complete an online test
- Write a draft plan for an essay question, showing how you would include the key themes and draw a conclusion.
- Compare and contrast information - make arguments as if you had to weigh up the differences and similarities

## 20 Revision Activity Ideas

1. Create revision cards - get friends to test how good they are by using them to answer questions - do they have enough information on them?
2. Explain a concept to someone else as if they were a Year 9 student who had only just joined the school.
3. Explain a concept or topic in a spider diagram or mind map.
4. Explain a concept in a sequence of 3 pictures – no words allowed.
5. Create a poster of 6 words which sum up all the key information in a topic then expand upon the significance of each word to a friend.
6. Make a true/false quiz with key concepts - get someone to test you on it.
7. Display key words around your bedroom/house – put posters up or post-it notes with key facts.
8. Use sound - record concepts and phrases onto a voicenote and then listen to it with your headphones (in the car, on the bus, at home).
9. Make up mnemonics (a phrase using the first letter of each word to remember a list of facts) to help remember aspects of a topic.
10. Give an extract of a text to someone - get them to blank out key words: you work out what the missing concepts are.
11. Use web-sites/books recommended by your teacher.
12. Use visual links - draw pictures and use colour in your notes to help remember things.
13. Create example essay plans in response to key questions – think what the question could be.
14. Create a timeline of events to remember the order and sequence in a topic – display this in your bedroom.
15. Take topic lists and traffic light what skills you know and those you don't know. RED=not at all confident, AMBER=know some of this, GREEN=confident on this. Focus your revision on your red areas.
16. Think about how you will write the answer as well as what you will write, (remember in all exams your spelling, punctuation and grammar are important too).
17. Make revision cards of key points. Reduce information into bullet points.
18. Have a go at some sample exam questions and time your responses to make sure you are used to the question timings.
19. Write out any tricky vocabulary and ask someone at home to test you on it. Learn the definitions as well as the spellings.
20. Use this booklet!

## Revision Timetable

Use the following pages to plan out your revision. You might do three 20-30min sessions each day e.g. 4.30-5pm, 5.15-5.45pm and 6.30-7pm or you may wish to structure your time differently for example, you might wish to spend an hour revising one subject at the weekend or perhaps break your weekend study time into smaller chunks.

It would be sensible to include some rest days in your revision programme to allow you to continue to participate in other activities. Pace your revision, make time for things that you enjoy and **remember to rest!** You might want to get a head start on your revision over the Easter break and devise a revision timetable for this time too but **remember, this is your holiday** – work at a time that suits you best. You do not have to fill every slot in every day on the revision timetable and you can put in timings to suit you. Structure your revision in a way that will work for you.

### Example Revision Timetable

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Session 1 4.30-5pm	History	Geography	English		Science	Computing	Music
Session 2 5.15-5.45pm	RE	Maths	English	Football training	Maths	Science	
Session 3 6.30-7pm		MFL					

Easter Break							
	Mon 1st April	Tues 2 <sup>nd</sup> April	Wed 3 <sup>rd</sup> April	Thurs 4 <sup>th</sup> April	Fri 5 <sup>th</sup> April	Sat 6 <sup>th</sup> April	Sun 7 <sup>th</sup> April
Session 1							
Session 2							
Session 3							


Easter Break							
	Mon 8 <sup>th</sup> April	Tues 9 <sup>th</sup> April	Wed 10 <sup>th</sup> April	Thurs 11 <sup>th</sup> April	Fri 12 <sup>th</sup> April	Sat 13 <sup>th</sup> April	Sun 14 <sup>th</sup> April
Session 1							
Session 2							
Session 3							



Back to School

	Mon 15 <sup>th</sup> April	Tues 16 <sup>th</sup> April	Wed 17 <sup>th</sup> April	Thurs 18 <sup>st</sup> April	Fri 19 <sup>th</sup> April	Sat 20 <sup>th</sup> April	Sun 21 <sup>st</sup> April
Session 1							
Session 2							
Session 3							

	Mon 22nd April	Tues 23rd April	Wed 24 <sup>th</sup> April	Thurs 25 <sup>th</sup> April	Fri 26 <sup>th</sup> April	Sat 27 <sup>th</sup> April	Sun 28 <sup>th</sup> April
Session 1							
Session 2							
Session 3							

Exam Week						
	Mon 29 <sup>th</sup> April	Tues 30 <sup>th</sup> April	Wed 1 <sup>st</sup> May	Thurs 2 <sup>nd</sup> May	Fri 3 <sup>rd</sup> May	Weekend!
Session 1						
Session 2						
Session 3						

## Year 8 School Examination Week Timetable 2024

Normal lessons are held where no examination is shown. There are no examinations for Drama or PSHE.

DAY	REG	PERIOD 1		PERIOD 2		PERIOD 3		PERIOD 4		PERIOD 5		PERIOD 6															
		ENGLISH		FRE/SCI/FRE/SCI/GEO		FRE/GEO/FRE/RE/HIS		MATHS		ART/DT		ART/DT															
Mon	A			French		Geography		Maths																			
29th	C			French		RE		Maths																			
Apr	D			Geography		History		English/German																			
	N			ART/DT		English/German		English/German																			
	O											SCI/HIS/RE/HIS/MUS															
Tues	A	ART/DT				German Set 2 English Sets 1, 3, 4, 5 and 6		German Set 1 English Set 2		English/German		Maths		SCI/HIS/RE/HIS/MUS													
30th	C															R		German Set 2 English Sets 1, 3, 4, 5 and 6		German Set 1 English Set 2		English/German		Maths		History RE	
Apr	D															E						History		English/German			
	N																					French		German Set 3			
	O																					History RE				Music	
Weds	A	PE		PE/MUS/GEO/PE/FRE		SCI/GEO/DRA/HIS/RE		HIS/SCI/FRE/FRE/GEO		ENGLISH/GERMAN		MATHS															
1st	C	French		Music				History																			
May	D	Geography						French		German Set 3																	
	N	PE																									
	O	French																									
Thurs	A	DRA/PE/COM/MUS/PE		MUS/PE/HIS/COM/PE		MATHS		ENGLISH		SCI/HIS/SCI/FRE/SCI		COM/SCI/SCI/FRE/DRA		Computing Science													
2nd	C	PE		Music																							
May	D	Computing		History		A		Computing		Science																	
	N	Music		Computing																							
	O	PE																									
Fri	A	RE		PSHE				GEO/DRA/PE/SCI/SCI		MATHS		FRE/RE/SCI/SCI/SCI		RE													
3rd	C	Computing						Geography																			
May	D	Geography		Music		K		PE																			
	N							Computing																			
	O							Science																			

## Y8 Exam Revision

Your Y8 exam will be a writing exam which will test your ability to write in a narrative style.

You will be assessed for interesting and imaginative writing, for how well you use punctuation and for the accuracy of your spelling.

To prepare for this exam, you need to revise the use of punctuation and how to write a story, using the work you have done in your blue book(s) this year.

You will also need to do the activities below in order to practise. Your teacher will set a date to go over this with you or complete it in class time.

### Activity 1: Define the feature

Feature	Definition	Example
Personification		
Adjectives and adverbs		
Simile		
Metaphor		
Onomatopoeia		

### Activity 2: Building a setting

Use the techniques below to describe a setting for (a) a thriller or (b) a sci-fi story.

- Detail based on the senses
- Details from a real place with imagined detail added in
- Real or invented names to bring the place alive
- Create an atmosphere by writing about:-
  - What is hidden
  - What is dangerous
  - What looks unusual
- Describe the weather, time of day, season, as well as the place
- Lull the reader into a false sense of security that all is well
- Use a mixture of long and short sentences for pace
- Use sentence fragments to build tension
- Use 'and' more than once in a list to make it pile up and seem more than it really is
- Ask questions to make your reader empathise with your character.

My setting description of .....

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Activity 3: Testing your punctuation

Fill in the missing punctuation.

You're looking for:

- 13 x capital letters
- 11 x apostrophes
- 8 x full stops
- 4 x commas
- 1 x question mark
- 1 x semi colon
- 1 x colon

the class almost didnt go on the schools trip to colchester zoo why i hear you ask primarily this was because the school hadnt ordered the buses the day before however the next days activities proceeded as planned at the entrance before entering the zoos gates mr brown said that students shouldnt fool around but that they must write down the animals habits he would mark the pupils notebooks to check the students attitude was positive all day at the days end the teacher felt that the childrens behaviour and discipline had been excellent the day a success and enjoyable for all

Activity 4: Broadening your vocabulary

Fill in the table with different word choices- the first one has been done for you.

<u>Basic</u>	<u>Interesting</u>	<u>Ambitious</u>
<u>Said</u>	<u>Declared</u>	<u>Exclaimed</u>
<u>Sad</u>		
<u>Happy</u>		
<u>Evil</u>		
<u>Nice</u>		
		<u>Barbaric</u>
	<u>Moody</u>	
		<u>Cascade</u>
<u>Rush</u>		
	<u>Drab</u>	
	<u>Brutal</u>	
<u>Attack</u>		
		<u>Conventional</u>

### Activity 5: Improving your spelling

Look through this list of the most commonly misspelled words: highlight 10 that you know you find more difficult or that you struggle with then use the look, cover, write check method to learn them.

accidentally	efficient	probably
almost	embarrassment	profession
anthology	emotion	pronunciation
anticipate	environment	properly
apartment	estimate	quarrel
appeared	eventually	receive
appetite	evidence	recommend
approximately	existence	reliable
argument	experience	religious
arrogant	foreign	resistance
atmosphere	friend	resources
audience	glimpse	responsible
available	government	reveal
average	happened	revolution
beautiful	horrified	rhyme
beginning	impatient	rhythm
benefit	inaccurate	sentence
board	independent	separate
business	instalment	simile
calendar	interesting	skilful
catalogue	jewellery	solution
cemetery	knowledge	straight
centre	minute	strength
commitment	notice	success
completely	occasion	suggestion
concentration	opportunity	summary
condition	original	surprise
conscience	parallel	suspense
criticise	parliament	suspicious
dangerous	participation	technology
deceive	pattern	through
decision	percentage	tomorrow
definitely	picture	unpleasant
descend	politician	until
disappear	position	Wednesday
disappointed	possession	weight
disease	precious	whisper
disguise	prejudice	writer
eager	preparation	
eerie	privilege	

**Activity 6: Showing not telling**

It is going to be very important for the description in your narrative writing that you *show* what is happening, you don't just *tell* your reader.

Have a look at the 4 pictures below. You must write a short description of each place beside it *without* using the words that are listed next to it.



**1. The haunted house**

House, haunted, dark, creepy, spooky, ghosts, horror, windows.

-----  
-----  
-----



**2. The beach**

Sun, sea, sand, blue, beach, hot, summer, holiday.

-----  
-----  
-----



**5. The garden shed**

Wood, shed, tools, small, dad, grandad, garden.

-----  
-----  
-----

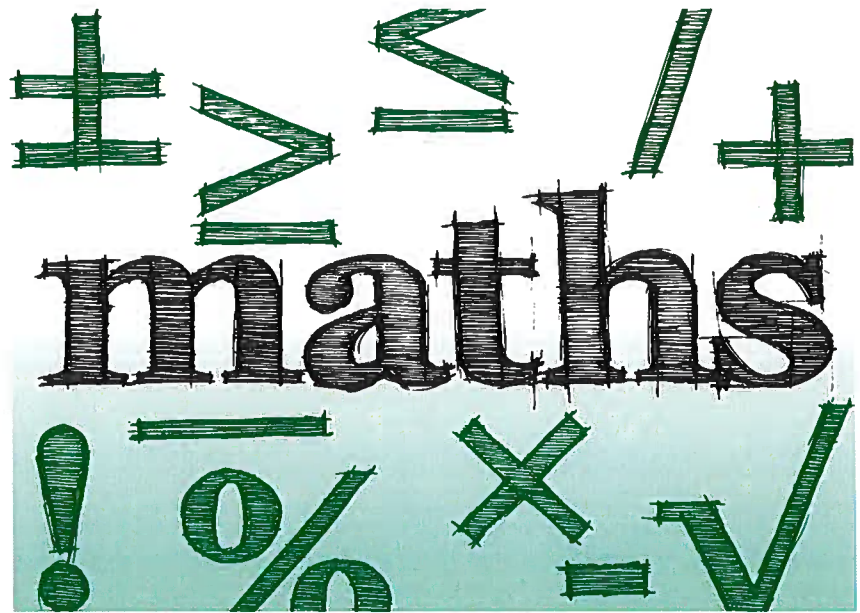


**4. The church**

Church, God, pray, old, sing, Christianity, Jesus Christ

-----  
-----  
-----





For your Maths paper you will sit one test that covers a range of topics that you have studied this year.

To revise, use the Sparx independent learning tool to practice key areas of weakness.

Your class teacher will be able to show you how to do this and you should use your previous test feedback sheets to help you identify which areas to revise.

Block	Unit	Topics	Topic Code	Building blocks	Topic Code	
Indices	Index laws	Index rules with positive indices	M608	Calculating with roots and powers	M135	
		Index rules with negative indices	M150	Simplifying fractions	M671	
		Simplifying expressions using index laws	M120	Algebraic notation	M813	
		Simplifying algebraic fractions by cancelling common factors	M568			
Equations	Solving equations	Solving equations of the form $(x+a)/b=c$	M401	Solving equations with one step	M707	
		Solving linear equations involving brackets	M902	Solving equations of the form $ax+b=c$	M634	
		Solving equations with the unknown on both sides	M554	Solving equations of the form $x/a+b=c$	M647	
		Solving equations with the unknown in the denominator	M387	Simplifying expressions containing a single variable	M795	
		Constructing and solving equations	M957	Substituting into expressions with multiple operations	M327	
Percentages	Percentage change	Percentage change without a calculator	M476	Finding percentages of amounts without a calculator	M437	
		Percentage change with a calculator	M533	Finding percentages of amounts with a calculator	M905	
Measures	Time	Converting units of time	M515			
		Using clocks	M892			
		Calculating with time	M627			
	Measures	Measures	Using timetables	M963		
			Using calendars	M747		
			Estimating and measuring length, mass and capacity	M828	Multiplying and dividing by 10, 100 and 1000	M113
Money	Calculating with money	Converting units of length, mass and capacity	M774	Using number lines	M763	
		Using appropriate units	M487			
		Value for money	M681	Solving proportion problems	M478	
				Adding decimals	M429	
				Subtracting decimals	M152	
Factors, multiples and primes	Factors and multiples	Finding the lowest common multiple	M227	Times tables		
		Finding factors and using divisibility tests	M823	Dividing numbers into equal groups	M462	
		Finding the highest common factor	M698	Using a written method to divide integers	M354	
	Primes	Finding prime numbers	M322	Times tables		
		Prime factor decomposition	M108	Finding factors and using divisibility tests	M823	
Ratio	Ratio	Writing and simplifying ratios	M885	Dividing numbers into equal groups	M462	
		Writing ratios in the form 1:n	M543	Finding the highest common factor	M698	
		Converting between ratios, fractions and percentages	M267	Constructing fractions	M939	
		Using equivalent ratios to find unknown amounts	M801	Writing numbers as percentages of other numbers	M235	
	Scale diagrams	Sharing amounts in a given ratio	M525			
		Drawing and interpreting scale diagrams	M112	Writing and simplifying ratios	M885	
				Using equivalent ratios to find unknown amounts	M801	
Proportion	Proportion word problems	Solving proportion problems	M478	Writing ratios in the form 1:n	M543	
Coordinates	Coordinates and shapes	Using a calculator	M757			
2D Shapes	Line and shape properties	Reading and plotting coordinates	M618	Shape properties	M276	
		Solving shape problems involving coordinates	M230			
		Calculating midpoints	M622	Reading and plotting coordinates	M618	
Perimeter and area	Perimeter	Line properties	M814			
		Shape properties	M276			
		Symmetry	M523			
	Area	Finding perimeters using grids	M920	Adding	M928, M429	
		Finding the perimeter of rectangles and simple shapes	M635	Line properties	M814	
		Finding the perimeter of compound shapes	M690	Shape properties	M276	
		Finding areas using grids	M900	Multiplying	M187, M803	
		Finding the area of rectangles	M390	Line properties	M814	
		Finding the area of compound shapes	M269	Shape properties	M276	
	Area and units	Finding the area of triangles	M610			
Finding the area of compound shapes containing triangles		M996				
Finding the area of parallelograms		M291	Finding the area of rectangles	M390		
Finding the area of trapeziums		M705	Finding the area of compound shapes	M269		
Circles	Area and circumference	Converting units of area	M728	Finding the area of triangles	M610	
				Finding the area of compound shapes containing triangles	M996	
				Converting units of length	M772	
				Calculating with roots and powers	M135	
Probability	Theoretical probability	Identifying parts of circles	M595	Substituting into algebraic formulae	M208	
		Finding the circumference of circles	M169	Rounding decimals	M431	
		Finding the area of circles	M231	Constructing fractions	M939	
		Using probability phrases	M655	Adding and subtracting fractions	M835	
		Writing probabilities as fractions, decimals and percentages	M938	Converting between fractions, decimals and percentages	M264	
Venn diagrams	Venn diagrams	Probabilities of mutually exclusive events	M755	Ordering fractions, decimals and percentages	M553	
		Sample space diagrams	M718	Writing numbers as percentages of other numbers	M235	
		Venn diagrams	M829	Writing probabilities as fractions	M941	
		Probabilities from Venn diagrams	M419	Writing probabilities as fractions, decimals and percentages	M938	
3D shapes	Nets	Probabilities of mutually exclusive events		Probabilities of mutually exclusive events	M755	
				Venn diagrams	M829	
		Finding the HCF and LCM using prime factor decomposition	M365	Finding the lowest common multiple	M227	
				Finding factors and using divisibility tests	M823	
				Finding the highest common factor	M698	
				Finding prime numbers	M322	
Surface area and volume	Surface area	Prime factor decomposition	M108			
		Properties of 3D shapes	M767	Shape properties	M276	
		Nets of 3D shapes	M518			
	Volume	Finding the surface area from a net	M884	Nets of 3D shapes	M518	
		Finding the surface area of cubes and cuboids	M534	Finding the area of compound shapes	M269	
Standard form	Standard form and ordinary numbers	Finding the surface area of prisms	M661	Finding the area of compound shapes containing triangles	M996	
		Finding the volume of cubes and cuboids	M765	Converting units of length	M772	
		Finding the volume of prisms	M722	Finding the area of compound shapes	M269	
		Converting units of volume	M465	Finding the area of compound shapes containing triangles	M996	
		Using standard form with positive indices	M719	Multiplying and dividing by 10, 100 and 1000	M113	
		Using standard form with negative indices	M678			

## Year 8 Science Exam Checklist 2023

Variation	Revised	Understand	RAG
I know the causes of differences between people			
I can explain where genetic material is found			
I know why twins look the same			
I know why twins might have differences			
I can explain genetic inheritance			
I can describe the process of selective breeding			

You may find the following link useful:

<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z6s26yc>

Atoms, Elements and Compounds	Revised	Understand	RAG
I can draw and label the structure of a simple atom			
I can describe elements and compounds			
I can use the periodic table to identify known and unknown elements			
I know what the numbers on the periodic table mean			
I can write word equations for reactions			
I know the properties of metals and non-metals			
I can explain the difference between mixtures and compounds			

You may find the following link use:

<https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zngddp3>

Electricity and Magnetism	Revised	Understand	RAG
I know what a magnetic field looks like			
I can explain how two magnets will interact			
I know how electromagnets work			
I can explain how electromagnets are used in different situations			
I know electrical symbols			
I know how current flows around series and parallel circuits			
I can explain what resistance is			
I know how resistance will affect a circuit			

You may find the following link use:

<https://www.bbc.co.uk/bitesize/guides/z3g8d2p/revision/1>

Energy	Revised	Understand	RAG
I know the 6 different energy stores			
I can explain how energy is transferred between stores			
I can interpret a Sankey diagram			
I can draw a Sankey diagram			
I can explain how energy is transferred by conduction			
I can explain how energy is transferred by convection			
I can explain how energy is transferred by radiation			
I can explain how insulators reduce energy transfer			

You may find the following link useful:

<https://www.bbc.co.uk/bitesize/topics/zc3g87h>

Disease	Revised	Understand	RAG
I know the different disease causing microorganisms			
I can name some diseases caused by different pathogens			
I know how physical barriers can prevent the spread of disease			
I know how chemical barriers can prevent the spread of disease			
I can explain how the immune system protects the body from pathogens			
I can explain how vaccination protects against infection from pathogens			

You may find the following link useful:

<https://www.bbc.co.uk/bitesize/topics/ztnnb9q>

Practical Skills	Revised	Understand	RAG
I can find the average of results			
I know what an outlier is and how to deal with it			
I can explain the terms reliability and accuracy of data			
I can plot a graph			
I can add a best fit line to a scatter graph			
I can describe what a graph is showing			
I know that a dependent, independent and control variable is			

You may find the following link use:

<https://www.bbc.co.uk/bitesize/guides/zvmc4qt/revision/1>

Year 7 Review	Revised	Understand	RAG
I can find the resultant force			
I know how friction can affect movement			
I know how to calculate speed			
I know the parts of plant and animal cells			
I know the differences between plant and animal cells			
I know the functions of some specialised cells			
I know what the states of matter are			
I can explain changes of state in terms of particle movement and arrangement.			
Testing for the products of combustion			

You may find the following links useful:

<https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zs3896f>

<https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zhnfp4j>

<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zkm7wnb>

<https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/zqp7p3>

<https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zcwxcj6>

<https://www.bbc.co.uk/bitesize/topics/zypsgk7/articles/z9sptrd>

Draw a magnetic field around a bar magnet

Draw 2 magnets attracting

Draw 2 magnets repelling

Explain how white blood cells fight off infection

Draw an atom in the box below. Write the mass and charge of each particle outside the box

Draw particles diagrams for solids, liquids and gases

Draw a diagram of a compound

Draw a diagram of a mixture of two elements

What are inherited features?

What are environmental features?

Draw a diagram to show how genes can be combined during fertilisation.  
Use g for recessive and G for dominant genes.

List the parts of a plant cell

List the parts of an animal cell

Give 3 different disease causing microorganisms

Explain how stomach acid can prevent disease

# Year 8 Revision

Explain why twins look identical

Draw the symbols:

Bulb

Cell

Switch

Ammeter

Voltmeter

What do the numbers on the periodic table mean?

Explain how energy is transferred by:  
Conduction

Convection

Radiation

Series circuits have bulbs in a line. When one bulb goes out...

Parallel circuits have bulbs in different branches. When one bulb goes out...

Diagram

Diagram

What is the equation for speed?

Write a worked answer to this question:  
What is the speed of a tennis ball if it takes 30 seconds to travel 70 m?

Give the function for the parts of a cell

Complete the equation:



How is a mixture different from a compound?

Write the 6 energy stores and 5 energy transfers.

What is an element? What is a compound?

*Revision for your History Examination should involve you looking back through your three booklets on the Tudors and Stuarts. These biographies provide a summary.*

### **Henry VIII (1509-1543)**

Henry VIII was the perfect Renaissance prince – he was well educated; musical; a good sportsman and huntsman; he loved to dance. He won much admiration in his early years as king from visitors to the country such as the Venetian Ambassador.

Henry **needed a son to secure the throne**. However in his first marriage to Catherine of Aragon and in his second marriage to Anne Boleyn, he had daughters. He did have a son, Edward VI, with his third wife, Jane Seymour but she died in childbirth. He had three other wives – Anne of Cleves, Catherine Howard and Kathryn Parr.

Henry's reign is probably most famous for the **religious changes** he brought about. He changed the English church from Catholic to Protestant because he wanted a divorce from his first wife, Catherine of Aragon; the Pope refused to grant him an annulment. The **Break with Rome took place in 1533** – this was a huge change as Henry VIII was now the Head of the Church in England rather than the Pope. This gave Henry more power over religion than any other monarch – he could choose what churches looked like; the language services were held in; what people should believe.

**Henry VIII and his advisors also dissolved (closed) all the monasteries between 1536 and 1539** – there were over 800 of these in England. They were rich; the monks and nuns still saw the Pope as the Head of the Church. Henry feared that these monasteries could be used as bases for support for catholic countries such as Spain and France to invade England; he also wanted the money from the monasteries to pay for his wars.

Within England, **Henry VIII had great power – he chose his government and advisors; he made decisions on religion and on warfare. He did not allow opposition to his plans** – in the 1530s he executed two of his advisors when they disagreed with him – both Sir Thomas More and Thomas Cromwell. He also treated the public harshly if they rose up against him – so in 1536 when 30,000 people joined a rebellion in the north called the Pilgrimage of Grace in anger against Henry's religious changes, he arranged for the leaders to be arrested and executed.

While Parliament acted to pass the laws agreed by Henry's advisors, during Henry's reign, Parliament were called more often in the 1530s due to the number of religious changes. Parliament were beginning to see their role as important to discuss important decisions made by the king.

Henry wanted to be a strong, well respected king like Henry V. However he was not successful in wars against France – these wars cost him lives, his reputation and much money paid for by English taxes.



### **Elizabeth 1 (1558-1603)**

Elizabeth 1 was Henry VIII's daughter. She too was a great Renaissance lady – well educated; she loved dancing, music and riding. She was well respected by foreign ambassadors from her time as a princess. At the height of her power in 1588 she was known as “Gloriana” or “Good Queen Bess” – she was viewed as a powerful ruler who brought England success.

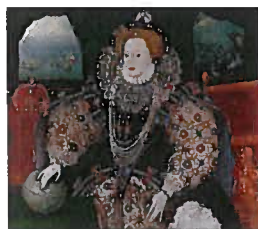
Elizabeth needed to marry and have a son to secure the throne. However she never did marry and therefore did not have a son. She did have many suitors, including Philip II of Spain, the Duke of Anjou from France and Robert Dudley (Earl of Leicester) but she found she made the most of not having a husband; she was able to be her own boss.

**Elizabeth inherited a problem with religion** – her father had broken with Rome in 1533; her brother Edward VI had made the church very Protestant with a new English prayer book; her sister had then made the country Catholic again. At this time she burned 284 strict Protestants who refused to convert. Therefore, Elizabeth chose a middle ground with her **Religious Settlement of 1559** – she made sure **church services were held in English**; there was **little decoration in the churches** to suit the Protestants but then **allowed priests to wear vestments** and **ensured she was given the title “supreme Governor of the Church of England”** rather than Head of the Church to suit the Catholics. She claimed to not to want to make “window into men's souls”. However, she did want their loyalty to her as their monarch.

In the short term, there was acceptance of her settlement but in time **the Catholics in England wanted a Catholic Queen on the throne** so when Mary, Queen of Scots escaped to England in 1568, there followed a number of plots to overthrow Elizabeth. These included the Revolt of the Northern Earls of 1569; the Babington Plot of 1586. Catholic rulers abroad also wanted a Catholic queen in England. The Pope encouraged Catholics to assassinate Elizabeth. In 1588 the Spanish Armada was sent to England – they were defeated.

**Elizabeth chose her own government and advisors – they were called her Privy Council**; she made the decisions - **she did not allow Parliament a big part in running the country**. She called Parliament only thirteen times in the 45 years of her reign, mostly to grant taxes. She relied a lot on her advisors including William Cecil.

As with her father, **she dealt harshly with opposition** – 300 leaders of the Revolt of the Northern Earls were executed in 1569.



## Charles I (1625-1649)

**Charles I was a Stuart king** – his father James 1 was the first Stuart king of England; Charles I ruled after him. Both kings believed in the “**divine right of kings**”, which stated that God had appointed them to rule, so their views should not be challenged.

**Charles I tried to rule by appointing his own advisors**, such as the Duke of Buckingham and the Archbishop William Laud, but these were unpopular with Parliament. Parliament expected Charles I to consult with them over key decisions. He aimed to impose his authority between **1629-40 when he ruled without Parliament** but he needed money to run the country. His attempt to raise his own money – by charged Ship Tax – this was unpopular. For Parliament to agree to taxes between 1640-42, Charles I had to agree to many of their demands. He lost much of the power of the monarch.

**Charles I tried to decide on the religion of England** – he was Protestant, but he allowed decoration in the churches under Archbishop Laud’s leadership; Charles was also married a French Catholic. The MPs feared he was a Catholic. Under James I, it became unlawful for the monarch to be Catholic following the Gunpowder Plot of 1605, so there was fear among the Puritans (strict protestants). Charles I was never truly free to choose the religion in England.

**Charles I lost control of parliament** – he could not agree to the Nineteen Propositions in 1642 which insisted Parliament control the education of his children and that Charles relinquish control of the army. This led to him declaring war on Parliament in August 1642. He was unable to win the Civil War – he therefore could not impose his will on Parliament.

Ultimately, **Charles I lost the English Civil War**; he was executed on 31<sup>st</sup> January 1649. From 1649 the country became a Republic.





### **Oliver Cromwell (1649 – 1658)**

**Oliver Cromwell was an MP** – a landowner from Huntingdon in 1640. **He was a Puritan** (strict Protestant). He believed that the Church should be based on the Bible and that Parliament had a duty to introduce laws that made people behave in a more godly way e.g. 1642 – theatres closed in London; 1644 – Sunday to be a day of rest; 1647 – Easter and Christmas banned; 1650 – swearing and drunkenness were punished. These religious laws were passed and adhered to.

**Oliver Cromwell was an excellent leader in the Civil War** – he set up and **controlled the cavalry from 1643 – 45**. His cavalry were very disciplined and not allowed to loot and plunder. His cavalry helped win the Battle of Marston Moor in 1644. **In 1645 he set up the New Model Army** – he paid his soldiers regularly, so they did not plunder towns – they were disciplined men. In 1645, they won the Battle of Naseby. He believed that God had allowed him to win.

Oliver Cromwell rose to leadership after King Charles' execution – **he took control following quarrels in parliament in 1653 when he took the role of Lord Protector**. He shut Parliament down just as Charles I had. He was offered the role of the king in 1657, but he refused.

**Cromwell was strong as a leader** – he defeated the Spanish and won control of Jamaica in the West Indies. However he was **unpopular with some** in England and Ireland. His strict religious laws, including the ban on horse racing, cock fighting were hated. Also, his harsh treatment of his opponents, for example signing the death warrant for Charles I in 1649; his treatment of the Irish Catholics in Drogheda and Wexford in Ireland in 1649, where 2000 men, women and children were killed.

Overall, Cromwell is a complex character – he was a good leader in some ways, but many of his policies and decisions were unpopular.

On the return of Charles II as king in 1660, Cromwell's body was dug up, hanged and his head chopped off. His reputation was tarnished. **The impact of the rule of Cromwell and the Civil War on the power of Parliament was significant. Charles II now called Parliament every three years.** While he could choose his own advisors and make decisions over war, Parliament were needed to pass taxes. **Charles II did not have the power to decide on his religion** – he had to be Protestant to be acceptable to Parliament.



## George I to IV (House of Hanover) 1714 – 1830

**Georgians ruled from 1714.** James II, who had succeeded the throne after his brother Charles II (who had no legitimate children) was Catholic. He was challenged by his daughter Mary and her husband, William and after losing the support of the army and navy, fled abroad. By fleeing, he was considered to have abdicated. William and Mary were Protestant and, on their deaths, were succeeded by Mary's Protestant sister Anne. She also had no children, so on her death, the crown passed to her nearest Protestant relative – George, (Duke of Hanover). **The German kings were Protestant; and for Parliament this was necessary for the offer of the crown,** even though 50 members of the Stuart family were more closely related. They were Catholic.

**Both George I and II spent much time in Hanover; they left the king's chief minister in charge.** During the reign of George II, the role became known as **Prime Minister**. The first Prime Minister of England was Robert Walpole.

Technically, George II as king, could decide on when the country went to war, but by the time William Pitt the Elder was Prime Minister, he made the decisions on when England went to war as well. George II was lazy and allowed this to happen.

George III took a greater interest in how the country was run; he ensured that William Pitt the Younger remained as Prime Minister for 18 years despite a lack of support in Parliament. However, George III became unwell and his son, George IV was unable to rule effectively. **By 1780, the Prime Minister and Parliament became more powerful than the king** – by 1827 Parliament chose their own Prime Minister against the wishes of the king.

### Georgian Era (1714 - 1837)



King George I  
Reign: 1714 - 1727



King George II  
Reign: 1727 - 1760



King George III  
Reign: 1760 - 1820



King George IV  
Reign: 1820 - 1830

## Revision –

### Stage One

#### Use your notes to learn them and understand them

1. *Read the text about the different monarchs (kings and queens) and leaders.  
Use three different colours to highlight key facts:*
  - a) **How RELIGION was decided upon during their reign/period of rule**
  - b) **How much POWER AND CONTROL they seemed to have**
  - c) **How well did they dealt with OPPOSITION.**
  
2. *Take the facts you have got and think about TWO key features of –*

#### Henry VIII – religious changes

- 1.
  
- 2.

#### Elizabeth I – religious changes

- 1.
  
- 2.

#### Oliver Cromwell – As a leader (*You can refer to his leadership in the Civil War and as Lord Protector*)

- 1.
  
- 2.

3. *Use the facts from these biographies to complete the following grid showing changes in the way England was run from 1509 – 1660*

Monarch/Leader	Who decided on religion? Was it the choice of the monarch/leader?	Power – e.g.: Did they choose their own advisors?	Control – How did they deal with opponents?
Henry VIII			
Elizabeth I			
Charles I			
Oliver Cromwell			
Charles II			

**Stage Two – Learn the facts you have highlighted and used in the notes**

*You can do this in a number of ways – you can make revision cards for each monarch/leader; you can complete a mind map on different Monarchs.*

*If you want o make revision cards, you could use this idea...*

Henry VIII Religious Changes	Henry VIII Did he choose his own advisors? How important was Parliament?	Henry VIII How did he deal with opponents?
Elizabeth I Religious Changes	Elizabeth I Did she choose her own advisors? How important was Parliament?	Elizabeth 1 How did she deal with opponents?
Charles I Religious Changes	Charles I Did he choose his own advisors? How important was Parliament?	Charles I How did he deal with opponents e.g. Parliament during the Civil War?
Oliver Cromwell Religious Changes	Oliver Cromwell Did he choose his own advisors? How important was Parliament?	Oliver Cromwell How did he deal with opponents?
Charles II Religious Beliefs	Charles II How important was Parliament?	Charles II How did he deal with opponents e.g. parliamentarians such as Oliver Cromwell?

### **Stage Three**

Testing yourself...Try this Quiz –

- 1) Answer without your notes in one colour; check and add answers in a different colour
- 2) Re-Test yourself a day later

- 1. In 1533 Henry VIII broke with Rome. What did this mean?**
  
- 2. What did Henry VIII do between 1536-9 to the monasteries in England? How many?**
  
- 3. Henry VIII chose his own advisors such as Sir Thomas More and Thomas Cromwell – how did he deal with them if they did not do what he wanted?**
  
- 4. Which rebellion happened in 1536 against the changes in the Church? How did Henry VIII treat the leaders of the rebellion?**
  
- 5. What changes did Elizabeth I bring about in the Religious Settlement of 1559?**
  
- 6. What problems did Elizabeth I have with the Catholic, Mary, Queen of Scots living in England after 1568?**
  
- 7. Elizabeth I would not accept rebellion against her – what did she do to the leaders of the Revolt of the Northern Earls in 1569?**

- 8. Charles I wanted England's church to be changed to be more decorated; he appointed Archbishop William Laud to make these changes. Why was this so unpopular in England and Scotland in the 1630s?**
  
  
  
  
  
  
  
  
  
  
- 9. Charles I was forced to give up a number of his rights as king, including choosing his own advisors. Which group of people in England forced this change?**
  
  
  
  
  
  
  
  
  
  
- 10. What happened to Charles I when he confronted his opponents in the English Civil War 1642-6; 1648-9? What did this suggest about the power of the monarch?**
  
  
  
  
  
  
  
  
  
  
- 11. Who rose to power through the English Civil War?**
  
  
  
  
  
  
  
  
  
  
- 12. What did he do to help Parliament's army in the English Civil War in a) 1643; b) 1645?**
  
  
  
  
  
  
  
  
  
  
- 13. How did Oliver Cromwell deal with his opponents – a) the king; b) the Irish in Drogheda?**
  
  
  
  
  
  
  
  
  
  
- 14. When did Charles II come to be king?**
  
  
  
  
  
  
  
  
  
  
- 15. How was the relationship between Henry VIII and his parliament and Charles II and his parliament different?**
  
  
  
  
  
  
  
  
  
  
- 16. By the reign of George VI who had more power, the monarch or parliament?**

## Stage Four

### Some 'hot tips' on how to structure an answer to a 'Narrative account analysing...' type question.

- You are needing to show your knowledge and understanding of how events led to an outcome. This means showing that the events are a series of 'happenings' that have links between them.
- For this type of question, you should order the events you write about in chronological (time) order. Words that help with sequencing include: *firstly, then and subsequently*.
- The two bullet points in the question are suggestions of examples you could use, although they are not the 'point' of the paragraph. You don't have to include them.
- Ideally, you are going to write about 3 distinct points to show how events lead to an outcome (which will be stated in the question).
- Try to cover a range of the time period and have a beginning, a middle and an end.
- If you can, show how the events link. Words to help with this include: *therefore, this led to, as a consequence*.
- An analytical narrative also makes clear what difference the event made. To show this, it helps to use 'process' words, such as: *developed, worsened, began, ended*.

#### Narrative analysis checklist – SSLaP

- Select key events and developments.
- Sequence them in the right order
- Link them and
- Show the Process that led to the outcome of your analytical narrative.



## Year 8 Geography Exam Revision Information

Students will sit one **45 minute examination** and will receive a **mark out of 50**. Questions will range from short answer questions to longer response questions. The examination will cover ALL topics covered in the Year 8 course of which the content can be found in their exercise books. Students will be provided with a copy of a **two-sided A3 revision mat** to help them to begin their revision although this does not cover every aspect expected to be learnt for their examination and careful attention to the work in their exercise books will be necessary.

A **revision PowerPoint presentation** is on the class 'Files' area on **Teams**, which students can access from home. This is useful for students to use as a summary, after they have learned the content or for students who want a different approach to revision. It can be used alongside their exercise books to complete the A3 revision mats.

Topics examined on are as follows:

### **Volcanoes and Earthquakes**

- Types of crust – oceanic and continental and their similarities and differences
- Plate boundaries – destructive, constructive, conservative – be able to explain how movement leads to the formation of volcanoes and earthquakes in sequence.
- Volcano structure and features e.g. crater, vent, magma chamber etc.
- Why people live near volcanoes
- The 3P's to manage risk – Prediction, Protection and Planning
- Earthquakes – causes, features e.g. focus, epicentre, how they are measured
- **CASE STUDY** – either Haiti OR Japan 2011. Only learn specific information about *effects* and *responses* for ONE case study.

### **Weather and Climate**

- Key term definitions – weather, climate, isobar etc.
- Measuring the weather – instruments used, units measured in
- Types of Rainfall – conventional, frontal and relief
- Air Pressure – high and low and associated weather conditions in summer and winter
- Tornadoes – characteristics, conditions required
- **CASE STUDY** –Heatwave (2003) or Beast from the East 2018 – learn specific facts

### **Ecosystems**

- What is an ecosystem? Key components e.g. biotic and abiotic features
- Key term definitions – producer, consumer, decomposer, herbivore etc.
- Food chains and food webs
- Tropical rainforest location and climate
- Tropical rainforest plant and animal adaptations
- Tropical rainforest threats/causes of destruction

# Volcano Case Study – Iceland E15

<u>Key Facts</u> e.g. date, magnitude and location	
<u>Effects (facts)</u> environmental/social/economic	<u>Responses (facts)</u>

# Earthquake Case Study – Japan or Haiti

<u>Key Facts</u> e.g. date, magnitude and location, HIC/LIC	
<u>Effects</u>	<u>Responses</u>

<u>The 3P's and examples – be specific!</u>	
<u>PREDICTION methods</u>	<u>PROTECTION methods</u>
	<u>PLANNING methods</u>

# Ecosystems

<u>Key term</u>	<u>Definition and examples</u>
Producer	
Consumer	
Decomposer	
Herbivore	
Carnivore	
Omnivore	
Food chain	
Food web	

## THE TROPICAL RAINFOREST BIOME



Location description

Climate

Biodiversity level =

Structure = 4 layers → Forest floor  
 → Under canopy → Canopy → Emergent trees  
 Reasons for structure

Animals

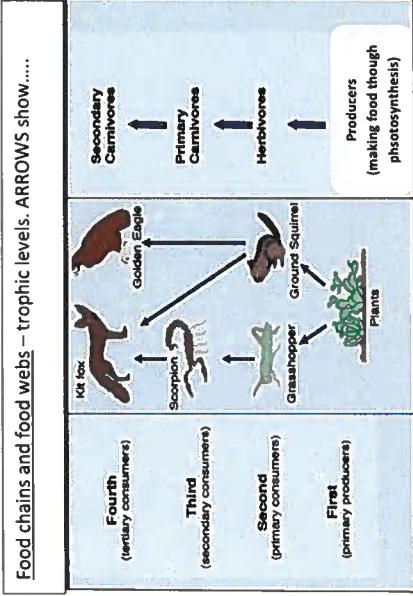
### ADAPTATIONS - Describe and explain these.

Plants  
 Example: Leaves have DRIP TIPS to allow water to run off the leaves quickly without damaging or breaking the leaves due to high rainfall (>2000mm/yr)

EFFECTS of deforestation on  
 People \_\_\_\_\_  
 Environment \_\_\_\_\_

Ecosystem components

BIOTIC FEATURES (LIVING) | ABIOTIC FEATURES (NON-LIVING)



### THREATS (CAUSES OF DESTRUCTION)

# Year 8 Geography exam revision sheet – a starting point!

Climate is...  
 Weather is...  
 A meteorologist is...  
 The prevailing wind is ...

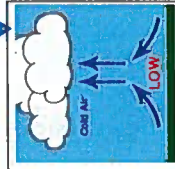


## Weather and Climate

### Measuring the weather

Part of the weather	Instrument used	units
Air pressure (how heavy the air is)		
Wind speed (how fast the air moves)		
Temperature (how hot or cold it is)		
Wind direction (where the wind blows from)		
Cloud cover (amount of cloud in the sky)		

Weather during LOW PRESSURE/a depression?  
 Reasons for this type of weather =



Weather the weather like in HIGH PRESSURE/an anticyclone?  
 How does it differ between summer and winter?



Diagram of relief rainfall (labelled)

Diagram of convection rainfall (labelled)

Diagram of frontal rainfall (labelled)

Conditions required for tornado formation =

# Volcanoes and Earthquakes

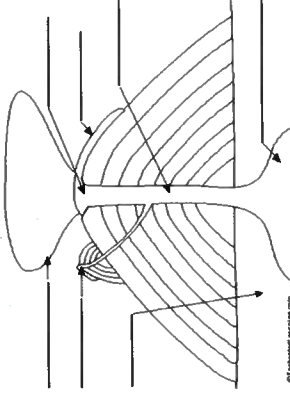
Diagrams showing types of plate boundaries and what happens there – EXPLAIN – annotations

Constructive

Destructive

Conservative

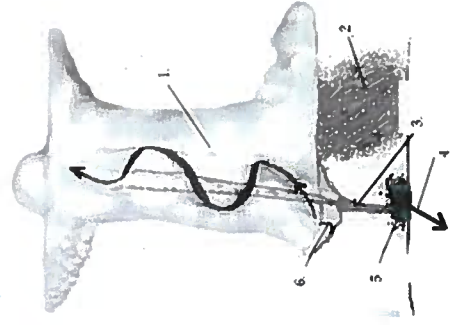
Diagram of a volcano and its characteristics



Why people live near volcanoes:

Types of crust and their characteristics  
 Oceanic crust  
 Continental crust

Tornadoes and their characteristics (label the diagram)



Scale tornadoes are measure on:

Extreme weather case study (2003 Heatwave OR The Beast from the East) - Factfile

# Worked Exam Questions

Exam questions are the best way to practise what you've learnt. After all, they're exactly what you'll have to do on the big day — so work through this worked example very carefully.

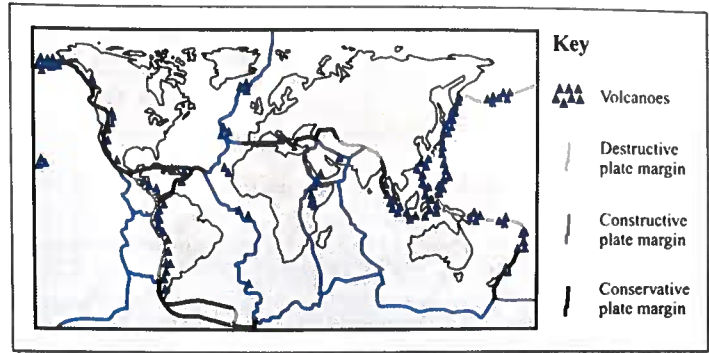
1 Study **Figure 1**, which shows the Earth's tectonic plates and the distribution of volcanoes.

1.1 Describe the global distribution of volcanoes.

Volcanoes are most commonly found along destructive plate margins, but they also occur at constructive and conservative plate margins. Some are also found away from plate margins, e.g. in Hawaii.

[2]

Figure 1



1.2 Outline **one** reason for this distribution.

Volcanoes are found at constructive margins because as the plates pull apart, a gap forms between them. Magma rises into this gap, and erupts at the surface, forming volcanoes.

[2]

[Total 4 marks]

2 **Figure 2** shows the effects of two tectonic hazards in different parts of the world. Hazard A occurred in a low-income country and Hazard B in a high-income country.

2.1 Outline **one** possible reason why Hazard B killed fewer people than Hazard A in the first 24 hours after the event.

Hazard B occurred in a high-income country, which would have had more money available to evacuate people from the area, so fewer people would have been killed as the hazard struck.

[2]

Figure 2

	Hazard A	Hazard B
Number of deaths in first 24 hours after event	9084	208
Number of deaths in first 30 days after event	19 790	221
Cost of rebuilding (US \$)	4 billion	16 billion

2.2 Explain why the number of deaths **after** the first 24 hours might have increased more significantly in the area affected by Hazard A than Hazard B.

There may not have been money to repair roads and transport systems in the area affected by Hazard A because it has a lower income than the country in which Hazard B occurred. This would have made it difficult for aid and medical care to reach those affected. It may also have taken longer to repair damaged water and sewage systems after Hazard A, causing disease to spread and increasing the death toll.

[4]

[Total 6 marks]

# Exam Questions

**Figure 1** shows Yokohama, a city in Japan. Yokohama is close to Mount Fuji, an active volcano, and is also prone to earthquakes.

**Figure 1**



1. Explain how buildings and other structures shown in **Figure 1** might have been designed to reduce the effects of earthquakes or volcanic eruptions in the area.

.....

.....

.....

.....

[4]

- 1.2 Outline **one** other way in which the effects of tectonic hazards in Yokohama could be reduced.

.....

.....

[2]

[Total 6 marks]

2. Study **Figure 2**, which shows some of the effects of a volcanic eruption in Montserrat in 1997, and **Figure 3**, which shows some of the effects of an earthquake in Nepal in 2015.

**Figure 2**



**Figure 3**



- 2.1 Using **Figure 2** or **Figure 3** and your own knowledge, outline **two** primary effects of either volcanic eruptions or earthquakes. Tick the circle of the hazard you have chosen.

Volcanic eruptions

Earthquakes

**Effect 1:**.....

**Effect 2:**.....

[Total 2 marks]

# Worked Exam Questions

Read through this page carefully — it shows you the sorts of things the examiners are looking for in your answers. Then have a bash at the questions on the next page on your own.

1 Study **Figure 1**, which shows part of a food web for a coastal ecosystem.

1.1 Which of the organisms in the food web shown in **Figure 1** is a producer? Shade **one** oval only.

- A Sea otter
- B Crab
- C Sea snail
- D Seaweed

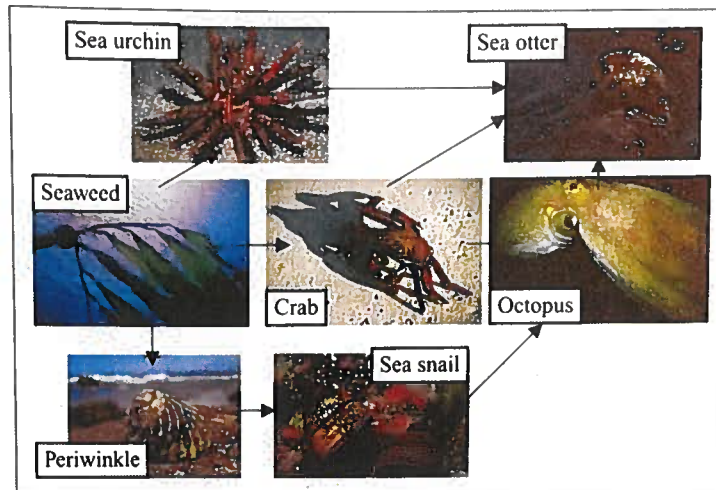
[1]

1.2 Give **one** example of a consumer from the food chain shown in **Figure 1**.

Sea urchin

[1]

**Figure 1**



1.3 Describe how nutrients are cycled in a land-based ecosystem.

When dead material decomposes, nutrients are released into the soil. The nutrients are then taken up from the soil by plants. The plants may be eaten by consumers, so the nutrients they contain are transferred to the consumers. When the plants or consumers die, the nutrients are returned to the soil, and the cycle continues.

[4]

[Total 6 marks]

2 Study **Figure 2**, a diagram showing layers of vegetation in a tropical rainforest.

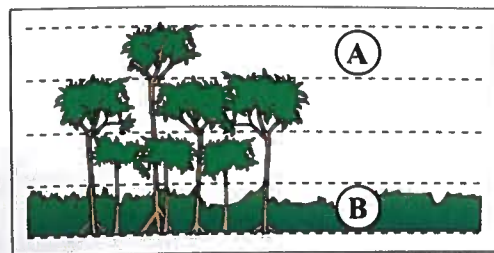
2.1 Using **Figure 2**, describe the physical conditions in the layers labelled A and B.

A: There is lots of light but it is exposed to wind and heavy rainfall.

B: It is sheltered and quite dark because of the trees above.

[2]

**Figure 2**



2.2 Describe the climate of tropical rainforests.

The climate is the same all year round. It's hot (the temperature is generally between 20 and 28 °C and only varies by a few degrees over the year). Rainfall is very high (around 2000 mm per year) and it rains every day.

[3]

[Total 5 marks]

# Tropical Rainforests — Deforestation

1 Study **Figure 1**, a series of maps showing the extent of deforestation in an area of tropical rainforest between 1966 and 2016.

1.1 Using **Figure 1**, describe the changes to the rainforest between 1966 and 2016.

.....

.....

.....

.....

.....

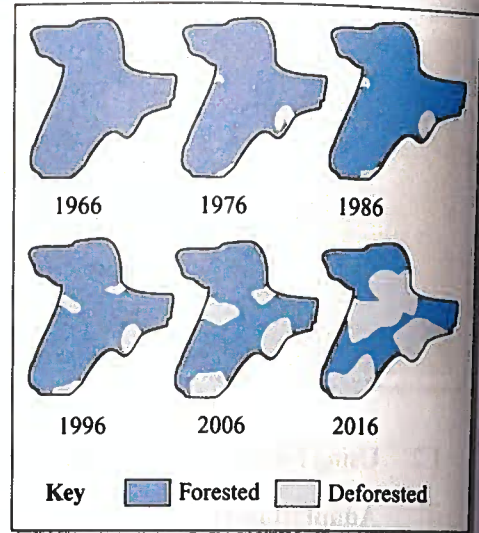
.....

.....

.....

[2]

**Figure 1**



1.2 Outline **two** possible causes of deforestation in the area shown in **Figure 1**.

**Cause 1:** .....

.....

**Cause 2:** .....

.....

[2]

1.3 Outline **one** positive economic impact of deforestation.

.....

.....

[1]

1.4 Outline **two** environmental impacts of deforestation.

**Impact 1:** .....

.....

.....

**Impact 2:** .....

.....

.....

[2]

**Year**  
**8**  
**Revision**





## Unit 1 : Good without God

### How do we make moral decisions?

#### Divine Command Theory is...

...when **moral decisions** are made based on **the teaching of God**. This could be through prayer, preaching or reading a Holy Book.

One example for Christians and Jews, would be the **Ten Commandments** which help to direct both their spiritual and daily life. These can be found in Exodus 20. They have formed the basis of the modern legal system in the UK.

1. Do not have any other gods.
2. Do not make or worship idols.
3. Do not disrespect or misuse God's name.
4. Remember the Sabbath and keep it holy.
5. Honour your mother and father.
6. Do not commit murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not tell lies
10. Do not be envious of others

With **morality** (what makes you good), some people say that there are **absolute** rules, which means that what is good/right is always good/right eg Ten Commandments.

Other people suggest morality should be **relative**, meaning that the situation (e.g. location, time, people involved) helps you to decide what is good/right in each case.

#### Humanists ...

...**make moral decisions based on reason, experience, empathy and a concern for other human beings and animals**. Decisions made are **relative** and depend on each given situation. There are no set rules. They do not believe in a God, or an afterlife, rather they believe human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same.

However **decisions are made that follow basic principles** such as being kind; acting justly and peacefully; showing empathy for others i.e. putting themselves in their shoes.

#### Buddhism teaches that ...

...the way you live your life is important and can lead you to enlightenment. Buddhists follow **Five Moral Precepts** when they made decisions about what is good or right.

1. Refrain from taking life i.e. killing any living creature
2. Refrain from taking what is not freely given i.e. theft
3. Refrain from misuse of the senses or sexual misconduct i.e. overindulgence in sex or committing sexual offences
4. Refrain from wrong speech i.e. lying or gossiping
5. Refrain from intoxicants that cloud the mind i.e. drugs or alcohol

#### Utilitarianism is a way of thinking that means...

...people seek to do the thing that **produces the greatest happiness for the greatest number**.

It is **relative** and flexible so can change depending on each situation. The aim is to ensure the most people are happy and benefit from any decision. However it can mean actions go against accepted ethical teaching such as not killing another person or stealing.

## Unit 2 : Who is Jesus?

### Incarnation –

Jesus become flesh.

Born in Bethlehem; son of God and Virgin Mary

**Jesus was fully human and fully divine**

### Jesus' Teaching –

Use of **parables** such as the Parable of the Good Samaritan or Parable of the Sower. These showed people at the time what was important in life.

Jesus teaches that the Two **Greatest Commandments** are:

*"Love the Lord your God with all your heart, all your soul and all your mind; love your neighbour as yourself"* (Matthew 22: 36-40)

**Jesus' teaching is important in setting the moral standards in society**; it helps show Christians and others how to behave. For example, in loving God, Christians may go to church, pray, sing songs to God. To show love to their neighbour, they will treat others with care; give to charity; campaign for justice. The teaching on loving your neighbour is equally respected by humanists and other faiths.

### Jesus' Miracles –

Jesus performed **miracles** such as feeding the 5000; healing the paralysed man; turning water into wine at a wedding in Cana; raising Lazarus from the dead; calming the storm on Lake Galilee.

Christians believe that **miracles show that Jesus is the Son of God**; he is able to heal the sick; raise people from the dead; command nature.



### Crucifixion

**Jesus was crucified** – a Roman punishment. He was **betrayed by Judas Iscariot; denied by his disciple Peter**.

Jesus' death is remembered on **Good Friday** by Christians. They remember that Jesus died for the sin of the world so to allow people to have a relationship with God; an **atonement for sin**

### Resurrection

Christians believe that **Jesus rose from the dead**. This is central to the Christian faith and celebrated on **Easter Sunday**.

Belief in the resurrection is **the key belief of Christianity** – the belief that Jesus is the Son of God who was raised from death by God

### Key Christian belief –

John 3:16:

*"God so loved the world that he gave his only son so that whoever believe in him shall not perish but have eternal life"*

## How to revise?

Revision is best planned to fit into four stages:

### Stage 1 - Make revision materials

*This could be revision cards; a mind map; lists. Ensure these are well presented – you may find using pictures or colour coding useful*

### Stage 2 - Learn the material

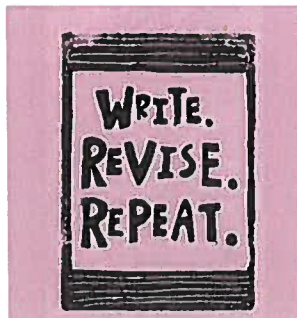
*You need to spend time memorizing the information – read it aloud; write information out again. Check you learn key vocabulary – spelling and meaning*

### Stage 3 - Answer questions to test knowledge - mainly factual recall

*Test yourself on revision cards; re-write a mind map or poster to include what you can remember in one colour and then add other information when re-reading notes*

**NB – You may need to repeat Stages 2 and 3 more than once**

### Stage 4 – Assessment

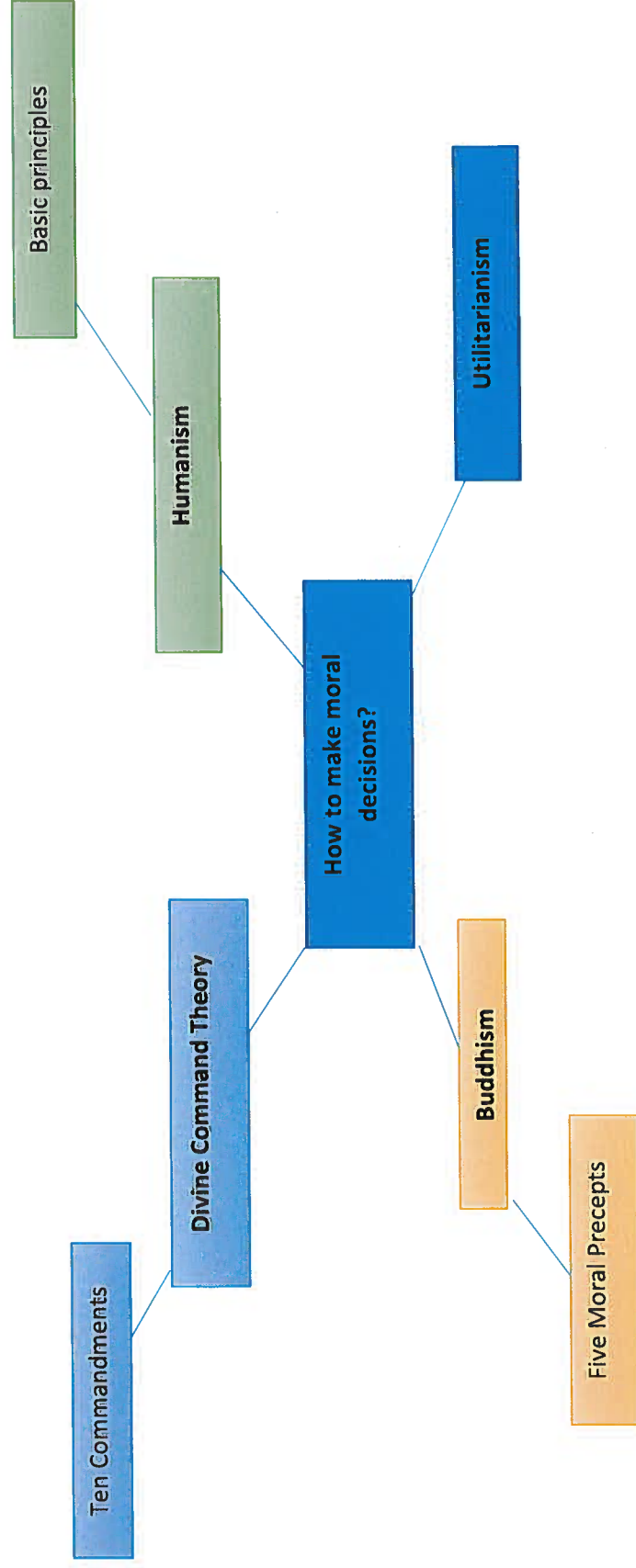


**Revision Cards - Make Revision Cards on the key vocabulary**

<b>Divine Command Theory</b>	<b>Morality</b>
<b>Absolute morality</b>	<b>Relative morality</b>
<b>Utilitarianism</b>	<b>Incarnation</b>
<b>Miracle</b>	<b>Parable</b>
<b>Crucifixion</b>	<b>Resurrection</b>

## Revising ways to make a moral decision

1. Complete the mind map with the facts you have learnt
2. Take two colours and for each way of thinking, give advantages and disadvantages of this as way of making moral decisions



## So, who was Jesus?

*For each of these elements of his birth, teaching and death, think through what this would suggest about Jesus*

Element of Jesus' life	What does this suggest about Jesus?
<b>Incarnation</b>	
<b>Jesus' teaching</b>	
<b>Jesus' miracles</b>	
<b>Crucifixion</b>	
<b>Resurrection</b>	



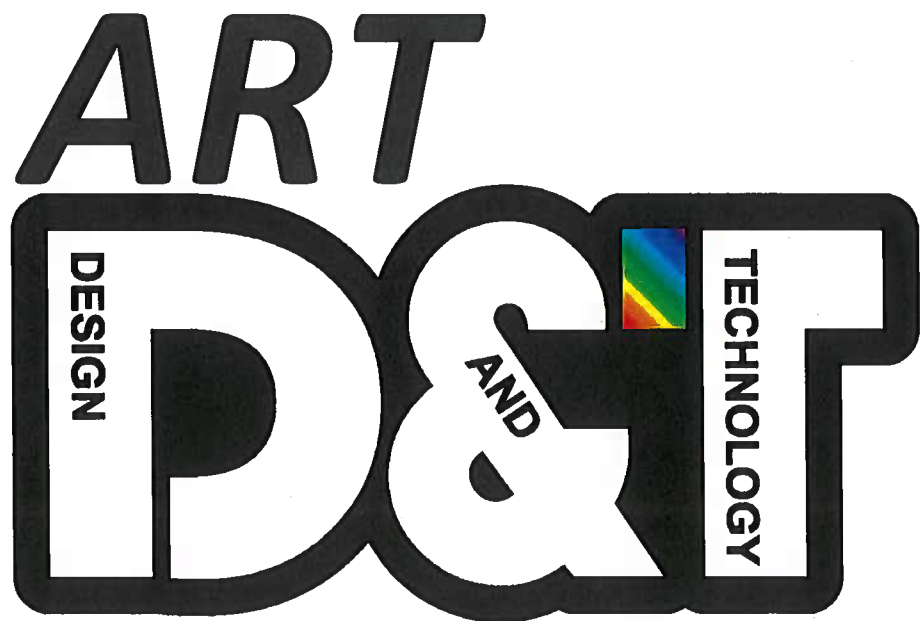
## Art, Design & Technology Subjects

Your exam paper will focus on the subject rotations you have already completed this year. This could be: Art, DT RM, DT Textiles and/or Food & Nutrition depending on which rotations you have had.

The exam questions will include questions on processes and information you will have learnt during the rotation.

The main questions will ask you to respond to a design brief and evaluate your work.

You do not need to revise for these tasks.



## Year 8 French – End of Year Examination

Your end of year exam will test your reading, listening and writing skills.

You will be tested on the following topics:

1. Food and drink
2. Clothes and accessories
3. Sports and free time (including weather)

Resources you could use to help you with revision are:

- your booklets (the sentence builder linked to each topic)
- a KS3 French revision guide
- BBC Bitesize website
- Language Gym



# Unit 12

## Talking about food: Likes/dislikes [Part 2]

<p><b>Meals</b></p> <p><b>Au petit-déjeuner, je prends</b> [At breakfast I have]</p> <p><b>Au déjeuner, je mange</b> [At lunch I eat]</p> <p><b>Au goûter, je prends</b> [At tea time I have]</p> <p><b>Au dîner, je mange</b> [At dinner I eat]</p> <p><b>Je bois</b> [I drink]</p>	<p style="text-align: center;"><b>MASC</b></p> <p><b>du chocolat</b> [chocolate]</p> <p><b>du café</b> [coffee]</p> <p><b>du fromage</b> [cheese]</p> <p><b>du jus de fruits</b> [fruit juice]</p> <p><b>du lait</b> [milk]</p> <p><b>du miel</b> [honey]</p> <p><b>du poisson</b> [fish]</p> <p><b>du poulet rôti</b> [roast chicken]</p> <p><b>du riz</b> [rice]</p> <p><b>du saumon</b> [salmon]</p> <p><b>du thon</b> [tuna]</p> <p style="text-align: center;"><b>FEM</b></p> <p><b>de l'eau</b> [water]</p> <p><b>de la pizza</b> [pizza]</p> <p><b>de la salade verte</b> [green salad]</p> <p><b>de la viande</b> [meat]</p>	<p><b>car c'est</b> [because it is]</p> <p><b>et je trouve cela</b> [and I find this]</p>	<p><b>aigre</b> [acidic, sour]</p> <p><b>amer</b> [bitter]</p> <p><b>bon</b> [good]</p> <p><b>dégoûtant</b> [disgusting]</p> <p><b>délicieux</b> [delicious]</p> <p><b>dur</b> [tough]</p> <p><b>épicé</b> [spicy]</p> <p><b>fade</b> [bland]</p> <p><b>gras</b> [oily, greasy]</p> <p><b>juteux</b> [juicy]</p> <p><b>léger</b> [light]</p> <p><b>malsain</b> [unhealthy]</p> <p><b>rafraîchissant</b> [refreshing]</p> <p><b>riche en vitamines</b> [rich in vitamins]</p> <p><b>sain</b> [healthy]</p> <p><b>savoureux</b> [tasty]</p> <p><b>sucré</b> [sweet]</p>
<p><b>What I like/dislike</b></p> <p><b>J'adore</b> [I love]</p> <p><b>J'aime beaucoup</b> [I like a lot]</p> <p><b>J'aime</b> [I like]</p> <p><b>J'aime un peu</b> [I like a bit]</p> <p><b>Je n'aime pas</b> [I don't like]</p> <p><b>Je déteste</b> [I hate]</p>	<p style="text-align: center;"><b>PLURAL MASC</b></p> <p><b>les fruits</b> [fruit]</p> <p><b>les hamburgers</b> [burgers]</p> <p><b>les légumes</b> [vegetables]</p> <p><b>les sandwiches au fromage</b> [cheese sandwiches]</p> <p style="text-align: center;"><b>PLURAL FEM</b></p> <p><b>les bananes</b> [bananas]</p> <p><b>les crevettes</b> [prawns]</p> <p><b>les oranges</b> [oranges]</p> <p><b>les pêches</b> [peaches]</p> <p><b>les pommes</b> [apples]</p> <p><b>les saucisses</b> [sausages]</p> <p><b>les tomates</b> [tomatoes]</p>	<p><b>car ils/elles sont</b> [because they are]</p>	<p><b>aigres</b> [acidic, sour]</p> <p><b>amers/ères</b> [bitter]</p> <p><b>bons/bonnes</b> [good]</p> <p><b>dégoûtant(e)s</b> [disgusting]</p> <p><b>délicieux/euses</b> [delicious]</p> <p><b>dur(e)s</b> [tough]</p> <p><b>sucré(e)s</b> [sweet]</p> <p>etc...</p>

# UNIT 13

## Talking about clothes

<p><b>Quand il fait chaud</b> <i>[when it is hot]</i></p> <p><b>Quand il fait froid</b> <i>[when it is cold]</i></p> <p><b>Quand je sors avec mon ami/amie</b> <i>[when I go out with my friend]</i></p> <p><b>Quand je sors avec mes amis</b> <i>[when I go out with my friends]</i></p> <p><b>Quand je joue au foot</b> <i>[when I play football]</i></p>	<p><b>je porte</b> <i>[I wear]</i></p>	<p><b>une casquette</b> <b>FEM</b> <i>[a baseball cap]</i></p> <p><b>une chemise</b> <i>[a shirt]</i></p> <p><b>une ceinture</b> <i>[a belt]</i></p> <p><b>une cravate</b> <i>[a tie]</i></p> <p><b>une écharpe</b> <i>[a scarf]</i></p> <p><b>une jupe</b> <i>[a skirt]</i></p> <p><b>une montre</b> <i>[a watch]</i></p> <p><b>une robe</b> <i>[a dress]</i></p> <p><b>une veste</b> <i>[a jacket]</i></p> <p><b>une veste de sport</b> <i>[a sports jacket]</i></p>	<p><b>blanche</b> <i>[white]</i></p> <p><b>bleue</b> <i>[blue]</i></p> <p><b>grise</b> <i>[grey]</i></p> <p><b>jaune</b> <i>[yellow]</i></p> <p><b>marron</b> <i>[brown]</i></p> <p><b>noire</b> <i>[black]</i></p> <p><b>orange</b> <i>[orange]</i></p> <p><b>rouge</b> <i>[red]</i></p> <p><b>verte</b> <i>[green]</i></p>
<p><b>A la maison</b> <i>[at home]</i></p> <p><b>En discothèque</b> <i>[at the nightclub]</i></p> <p><b>Au collège</b> <i>[at school]</i></p> <p><b>Au gymnase</b> <i>[at the gym]</i></p> <p><b>A la plage</b> <i>[at the beach]</i></p>		<p><b>il/elle porte</b> <i>[he/she wears]</i></p>	<p><b>un chapeau</b> <b>MASC</b> <i>[a hat]</i></p> <p><b>un collier</b> <i>[a necklace]</i></p> <p><b>un costume</b> <i>[a suit]</i></p> <p><b>un gilet</b> <i>[a waistcoat]</i></p> <p><b>un haut</b> <i>[a top]</i></p> <p><b>un jean</b> <i>[jeans]</i></p> <p><b>un maillot de bain</b> <i>[a swimsuit]</i></p> <p><b>un manteau</b> <i>[a coat]</i></p> <p><b>un pantalon</b> <i>[trousers]</i></p> <p><b>un pull</b> <i>[jumper]</i></p> <p><b>un short</b> <i>[shorts]</i></p> <p><b>un survêtement</b> <i>[a tracksuit]</i></p> <p><b>un tee-shirt</b> <i>[a tee-shirt]</i></p> <p><b>un tee-shirt sans manches</b> <i>[tank top / vest]</i></p> <p><b>un uniforme</b> <i>[a uniform]</i></p>
<p><b>Normalement</b> <i>[normally]</i></p> <p><b>En général</b> <i>[in general]</i></p> <p><b>Souvent</b> <i>[often]</i></p>			<p style="text-align: center;"><b>PLURAL FEM</b></p> <p><b>des bottes</b> <i>[boots]</i></p> <p><b>des boucles d'oreilles</b> <i>[earrings]</i></p> <p><b>des chaussettes</b> <i>[socks]</i></p> <p><b>des chaussures</b> <i>[shoes]</i></p> <p><b>des chaussures à talons hauts</b> <i>[high heel shoes]</i></p> <p><b>des chaussures de sport</b> <i>[sports shoes]</i></p> <p><b>des pantoufles</b> <i>[slippers]</i></p> <p><b>des sandales</b> <i>[sandals]</i></p>

## UNIT 14

### Saying what I (and others) do in our free time

<b>je joue</b> [ <i>I play</i> ]	<b>au basket</b> [ <i>basketball</i> ] <b>au foot</b> [ <i>football</i> ] <b>au tennis</b> [ <i>tennis</i> ] <b>aux cartes</b> [ <i>cards</i> ] <b>aux échecs</b> [ <i>chess</i> ] <b>avec des amis</b> [ <i>with some friends</i> ]	<b>de temps en temps</b> [ <i>from time to time</i> ]  <b>deux fois par semaine</b> [ <i>twice a week</i> ]  <b>pendant le week-end</b> [ <i>during the weekend</i> ]  <b>tous les jours</b> [ <i>every day</i> ]  <b>tous les samedis</b> [ <i>every Saturday</i> ]  <b>tous les soirs</b> [ <i>every evening</i> ]  <b>tous les week-ends</b> [ <i>every weekend</i> ]  <b>une fois par mois</b> [ <i>once a month</i> ]
<b>je fais</b> [ <i>I do</i> ]	<b>du footing</b> [ <i>jogging</i> ] <b>du ski</b> [ <i>skiing</i> ] <b>du sport</b> [ <i>sport</i> ] <b>du vélo</b> [ <i>cycling</i> ] <b>de l'équitation</b> [ <i>horse riding</i> ] <b>de l'escalade</b> [ <i>rock climbing</i> ] <b>de la natation</b> [ <i>swimming</i> ] <b>de la randonnée</b> [ <i>hiking</i> ]	
<b>je vais</b> [ <i>I go</i> ]	<b>au centre commercial</b> [ <i>to the mall</i> ] <b>au centre sportif</b> [ <i>to the sports centre</i> ] <b>au gymnase</b> [ <i>to the gym</i> ] <b>au parc</b> [ <i>to the park</i> ] <b>à la campagne</b> [ <i>to the countryside</i> ] <b>à la montagne</b> [ <i>to the mountain</i> ] <b>à la pêche</b> [ <i>fishing</i> ] <b>à la piscine</b> [ <i>to the pool</i> ] <b>à la plage</b> [ <i>to the beach</i> ] <b>chez des amis</b> [ <i>to my friends' house - plural</i> ] <b>en boîte</b> [ <i>clubbing</i> ]	

# Unit 15

## Talking about weather and free time

<p><b>Quand j'ai le temps</b> <i>[when I have time]</i></p> <p><b>Quand le ciel est dégagé</b> <i>[when the sky is clear]</i></p> <p><b>Quand il y a des nuages</b> <i>[when it is cloudy]</i></p>	<p><b>je joue</b> <i>[I play]</i></p> <p><b>mon amie Marie joue</b> <i>[my friend Marie plays]</i></p>	<p><b>au basket</b> <i>[basketball]</i></p> <p><b>au foot</b> <i>[football]</i></p> <p><b>au tennis</b> <i>[tennis]</i></p> <p><b>aux cartes</b> <i>[cards]</i></p> <p><b>aux échecs</b> <i>[chess]</i></p> <p><b>avec mes amis</b> <i>[with my friends]</i></p> <p><b>avec ses amis</b> <i>[with her friends]</i></p>
<p><b>Quand il fait beau</b> <i>[when the weather is good]</i></p> <p><b>Quand il fait mauvais</b> <i>[when the weather is bad]</i></p> <p><b>Quand il fait chaud</b> <i>[when it is hot]</i></p> <p><b>Quand il fait froid</b> <i>[when it is cold]</i></p>	<p><b>je fais</b> <i>[I do]</i></p> <p><b>mon ami Lionel fait</b> <i>[my friend Lionel does]</i></p>	<p><b>du footing</b> <i>[jogging]</i></p> <p><b>du ski</b> <i>[skiing]</i></p> <p><b>du sport</b> <i>[sport]</i></p> <p><b>du vélo</b> <i>[cycling]</i></p> <p><b>de l'équitation</b> <i>[horse riding]</i></p> <p><b>de l'escalade</b> <i>[rock climbing]</i></p> <p><b>de la natation</b> <i>[swimming]</i></p> <p><b>de la randonnée</b> <i>[hiking]</i></p> <p><b>mes/ses devoirs</b> <i>[my/his homework]</i></p>
<p><b>Quand il y a du soleil</b> <i>[when it is sunny]</i></p> <p><b>Quand il y a du vent</b> <i>[when it is windy]</i></p> <p><b>Quand il y a du brouillard</b> <i>[when it is foggy]</i></p> <p><b>Quand il y a de l'orage</b> <i>[when it is stormy]</i></p> <p><b>Quand il pleut</b> <i>[when it rains]</i></p> <p><b>Quand il neige</b> <i>[when it snows]</i></p>	<p><b>je vais</b> <i>[I go]</i></p> <p><b>mon amie Anna va</b> <i>[my friend Anna goes]</i></p>	<p><b>au centre commercial</b> <i>[to the mall]</i></p> <p><b>au centre sportif</b> <i>[to the sports centre]</i></p> <p><b>au gymnase</b> <i>[to the gym]</i></p> <p><b>au parc</b> <i>[to the park]</i></p> <p><b>à la campagne</b> <i>[to the countryside]</i></p> <p><b>à la montagne</b> <i>[to the mountain]</i></p> <p><b>à la pêche</b> <i>[fishing]</i></p> <p><b>à la piscine</b> <i>[to the pool]</i></p> <p><b>à la plage</b> <i>[to the beach]</i></p> <p><b>chez mon ami</b> <i>[to my friend's house]</i></p> <p><b>chez son ami</b> <i>[to her friend's house]</i></p> <p><b>en boîte</b> <i>[clubbing]</i></p>
<p><b>Parfois</b> <i>[sometimes]</i></p> <p><b>Pendant la semaine</b> <i>[during the week]</i></p> <p><b>Le week-end</b> <i>[at the weekend]</i></p>	<p><b>je reste</b> <i>[I stay]</i></p> <p><b>mon ami Philippe reste</b> <i>[my friend Philippe stays]</i></p>	<p><b>chez moi</b> <i>[at my home]</i></p> <p><b>dans ma chambre</b> <i>[in my room]</i></p> <p><b>chez lui</b> <i>[at his home]</i></p> <p><b>dans sa chambre</b> <i>[in his room]</i></p>

# UNIT 11: Talking about food

## Likes/dislikes and why Part 1

<b>J'adore</b> <i>I love</i>	<b>le café</b> <i>coffee</i> <b>le chocolat</b> <i>chocolate</i> <b>le fromage</b> <i>cheese</i> <b>le jus de fruits</b> <i>fruit juice</i> <b>le lait</b> <i>milk</i>	<b>*parce que c'est</b> <i>because it is</i>	<b>dégoûtant</b> <i>disgusting</i> <b>délicieux</b> <i>delicious</i> <b>dur</b> <i>hard</i> <b>épicé</b> <i>spicy</i> <b>gras</b> <i>greasy</i> <b>juteux</b> <i>juicy</i> <b>malsain</b> <i>unhealthy</i> <b>rafraîchissant</b> <i>refreshing</i> <b>sain</b> <i>healthy</i> <b>savoureux</b> <i>tasty</i> <b>sucré</b> <i>sweet</i>
	<b>J'aime beaucoup</b> <i>I like a lot</i>		<b>le miel</b> <i>honey</i> <b>le pain</b> <i>bread</i> <b>le poisson</b> <i>fish</i> <b>le poulet rôti</b> <i>roast chicken</i> <b>le riz</b> <i>rice</i>
<b>J'aime un peu</b> <i>I like a bit</i>	<b>la salade verte</b> <i>green salad</i> <b>la viande</b> <i>meat</i> <b>l'eau</b> <i>water (l' + vowel)</i>	<b>parce qu'ils sont</b> <i>because they are</i>	<b>dégoûtant(e)s</b> <i>disgusting</i> <b>délicieux/euses</b> <i>delicious</i> <b>dur(e)s</b> <i>hard</i> <b>épicé(e)s</b> <i>spicy</i> <b>gras(se)s</b> <i>greasy</i> <b>juteux/euses</b> <i>juicy</i> <b>malsain(e)s</b> <i>unhealthy</i> <b>rafraîchissant(e)s</b> <i>refreshing</i> <b>sain(e)s</b> <i>healthy</i> <b>savoureux/euses</b> <i>tasty</i> <b>sucré(e)s</b> <i>sweet</i>
	<b>Je n'aime pas</b> <i>I don't like</i>		
<b>Je déteste</b> <i>I hate</i>	<b>les bananes</b> <i>bananas</i> <b>les fraises</b> <i>strawberries</i> <b>les crevettes</b> <i>prawns</i> <b>les oranges</b> <i>oranges</i> <b>les pommes</b> <i>apples</i> <b>les tomates</b> <i>tomatoes</i>	<b>**parce qu'elles sont</b> <i>because they are</i>	

### PLEASE NOTE

\* After "c'est" an adjective is always in its masculine singular form

E.g. J'aime la viande, c'est délicieux.

\*\* However, in the second section after "ils sont" or "elles sont", adjectives agree both in gender and number

E.g. J'aime les œufs parce qu'ils sont sains.

E.g. J'aime les tomates parce qu'elles sont saines.

## Unit 3 Student Book vocabulary list

### 3.1 Sport macht Spaß!

Welche Sportarten machst du?

*Which sports do you do?*

der Sport

*sport*

die Sportart

*type of sport*

Ich gehe/mache/spiele/tanze...

*I go/do/play/dance...*

angeln gehen

*to go fishing*

Ballett tanzen

*to dance ballet*

Basketball spielen

*to play basketball*

Federball spielen

*to play badminton*

ins Fitnesscenter gehen

*to go to the gym*

Fußball spielen

*to play football*

Gymnastik machen

*to do gymnastics*

joggen

*to jog*

Judo/Karate machen

*to do judo/karate*

Rugby spielen

*to play rugby*

schwimmen gehen

*to go swimming*

Tennis spielen

*to play tennis*

Yoga machen

*to do yoga*

Wie findest du...?

*How do you find...?*

Es ist...

*It is...*

anstrengend

*tiring*

entspannend

*relaxing*

schwierig

*difficult*

Es macht Spaß.

*It is fun.*

Es gefällt mir nicht.

*I don't like it.*

### 3.2 Das mache ich gern!

Was machst du in deiner Freizeit?

*What do you do in your free time?*

basteln

*to do crafts*

einkaufen gehen

*to go shopping*

faulenzten

*to lounge/laze about*

fernsehen

*to watch television*

## Unit 3 Student Book vocabulary list

ins Kino gehen	<i>to go to the cinema</i>
lesen	<i>to read</i>
malen	<i>to paint</i>
mit Freunden chatten	<i>to chat/text with friends</i>
Musik hören	<i>to listen to music</i>
Musik machen	<i>to play/make music</i>
Rad fahren	<i>to ride a bike, to cycle</i>
Skateboard fahren	<i>to go skateboarding</i>
Ski fahren	<i>to ski</i>
Snowboard fahren	<i>to snowboard</i>
tanzen	<i>to dance</i>
Videospiele spielen	<i>to play video games</i>

### 3.3 Hast du Zeit?

Was machst du oft/nie?	<i>What do you often/never do?</i>
ausruhen/chillen	<i>to relax</i>
die Familienzeit	<i>family time</i>
die Schularbeit	<i>school work</i>
zocken	<i>to game/play video games</i>
zu Hause bleiben	<i>to stay at home</i>
ab und zu	<i>now and then</i>
am Wochenende	<i>at the weekend</i>
einmal/zweimal pro Woche	<i>once/twice a week</i>
jeden Abend	<i>every evening</i>
jeden Tag	<i>every day</i>
manchmal	<i>sometimes</i>
nie	<i>never</i>
nur	<i>only</i>
oft	<i>often</i>
selten	<i>rarely</i>
denn	<i>because</i>

## Unit 3 Student Book vocabulary list

### 3.4 Was für Musik hörst du gern?

die Musik	<i>music</i>
die Musikart	<i>type of music</i>
die elektronische Musik	<i>electronic dance music, electronica</i>
der Hip-Hop	<i>hip-hop</i>
der Indie	<i>indie music</i>
die klassische Musik	<i>classical music</i>
der Pop	<i>pop music</i>
der Rap	<i>rap</i>
der Rock	<i>rock music</i>
der Schlager	<i>German pop</i>
der Techno	<i>techno</i>
der Fan	<i>fan</i>
der/die Komponist/Komponistin	<i>composer</i>
das Lieblingsstück	<i>favourite piece (of music)</i>
das Lied	<i>song</i>
Liedtexte (pl)	<i>song lyrics</i>
die Melodie	<i>melody</i>
der/die Rapper/Rapperin	<i>rapper</i>
der/die Sänger/Sängerin	<i>singer</i>
singen	<i>to sing</i>
der Song	<i>song</i>
die Stimme	<i>voice</i>
aggressiv	<i>aggressive</i>
hart	<i>harsh</i>
inspirierend	<i>inspiring</i>
schön	<i>beautiful</i>
Spielst du ein Instrument?	<i>Do you play an instrument?</i>
Ich bin nicht musikalisch.	<i>I am not musical.</i>
Ich spiele...	<i>I play...</i>
die Geige	<i>violin</i>



## Unit 3 Student Book vocabulary list

die Gitarre	<i>guitar</i>
das Klavier	<i>piano</i>
das Musikinstrument	<i>musical instrument</i>
das Schlagzeug	<i>drums</i>
die Trompete	<i>trumpet</i>

### 3.5 Stars und Trends – was gibt's Neues?

Abonnenten (pl)	<i>subscribers, followers</i>
eine Million	<i>million/one million</i>
Millionen (pl)	<i>millions</i>
der/die Videoproduzent/Videoproduzentin	<i>video producer/vlogger</i>
Er/Sie macht...	<i>He/She makes...</i>
Kurzfilme (pl)	<i>short films</i>
Sketche (pl)	<i>sketches</i>
Videos (pl)	<i>videos</i>
Er/Sie ist...	<i>He/She is...</i>
beliebt/populär	<i>popular</i>
berühmt	<i>famous</i>
Bilder teilen	<i>to share photos</i>
Fotos liken	<i>to like photos</i>
ein Handy haben	<i>to have a mobile phone</i>
online sein	<i>to be/go online</i>
ein Online-Profil haben	<i>to have a profile online (on a social network)</i>
Selfies machen	<i>to take selfies</i>
Videoclips sehen	<i>to watch video clips</i>
soziale Medien (pl)	<i>social media</i>



# Year 8 Computing

## KNOWLEDGE ORGANISER

## Unit 8.1 Computer Systems Knowledge Organiser

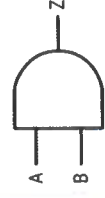
Key Words	
<b>Hardware</b>	The physical components of a computing system.
<b>Software</b>	The programs of a computing system.
<b>Storage (Secondary memory)</b>	The set of components that stores programs and data.
<b>Main memory</b>	The component that stores the programs and data currently in use. Also known as Random Access Memory (RAM)
<b>Volatile</b>	Contents are lost when the power is off.
<b>Processor</b>	The component that executes program instructions. Also known as the <b>Central Processing Unit (CPU)</b> .
<b>Input device</b>	Allows data such as text, images, video or sound to be entered into a computer system.
<b>Output device</b>	Allows data to be transmitted by the computer in a human-friendly form.
<b>Communication device</b>	Any type of hardware capable of transmitting data, instructions, and information between a sending device and a receiving device.
<b>Operating system</b>	A set of programs that controls the operation of a computing system.
<b>Artificial Intelligence</b>	Any machine that performs tasks that typically require intelligence in humans.
<b>Machine learning</b>	An application of Artificial Intelligence (AI) that provides systems the ability to automatically learn and improve from experience without being explicitly programmed.
<b>Logic gates</b>	The building block of a digital circuit.

Complex components like the processor and the main memory can be created out of simple logic gates.

The main task of a general-purpose computer is to execute programs.

With machine learning, machines are trained how to perform tasks by showing them examples or providing feedback.

### Logic Gates



**AND Gate**  
 True AND True = True  
 True AND False = False  
 False AND True = False  
 False AND False = False



**OR Gate**  
 True OR True = True  
 True OR False = True  
 False OR True = True  
 False OR False = False

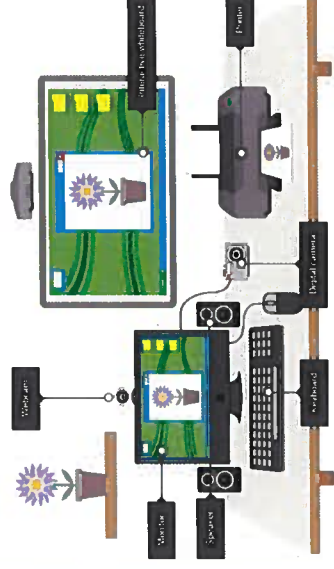


**NOT Gate**  
 NOT True = False  
 NOT False = True

**Input devices**  
 Keyboard, mouse, digital camera, scanner, webcam, microphone, sensors

**Output devices**  
 Printer, monitor, speaker, headphones, projector

**Storage devices**  
 USB stick/memory stick, CD, DVD, Blu-ray, Hard disk drive (HDD)






**Software Examples:**

- Word processor
- Desktop publishing
- Web browser
- Presentation software
- Spreadsheets
- Operating System (OS)



## Unit 8.2 Developing for the Web Knowledge Organiser

Key Words	
<b>HTML</b>	HTML stands for Hyper Text Markup Language. It is the standard markup language for creating web pages. It also describes the structure of a web page.
<b>HTML tags</b>	Represents the root of an HTML document.
<b>Cascading Style Sheets (CSS)</b>	A simple mechanism for adding style (e.g., fonts, colors, spacing) to web documents.
<b>Search engine</b>	A web based tool that is used by people to locate information on the internet.
<b>Crawlers</b>	They crawl across the World Wide Web to index pages for search engines.
<b>Search bar</b>	The place where items being searched for are entered.
<b>Search term</b>	Keywords that need to be searched for on web pages.
<b>Resource categories</b>	A way to narrow the type of resources being searched for.
<b>Child pages</b>	Related subpages from the main result page that the searcher may also find useful.
<b>Visited hyperlink</b>	Links to a resource that has been visited previously.
<b>Unvisited hyperlink</b>	Link to a resource related to the search term.
<b>Cyberbullying</b>	The use of technology to threaten and intimidate others.
<b>Phishing</b>	Sending emails pretending to be someone else in the hope that any replies will disclose confidential information about the original recipient.

Key Words		
<b>Malware</b>	Software used to cause problems on a target device to disrupt its operation or gain unauthorised access to it.	
<b>Oversharing</b>	Using social media in a way that provides too much personal information that may be misused by others.	
<b>Strangers</b>	People online might not be how they seem.	
		
Malware	Description	Protective measure
<b>Trojan horse</b>	A malicious program that hides inside other files that users might believe are harmless.	Don't open files unless you are certain about what they contain.
<b>Virus</b>	Executable code that when run damages the files and stops the computer from operating normally.	Antivirus package that includes a scanner to check files when they are opened.
<b>Spyware</b>	Installed without you knowing and used to track all your activity when you browse the World Wide Web.	Make sure you only visit websites that you believe can be trusted.
<b>Ransomware</b>	Programs designed to lock you out of your computer and not let you access the data unless you pay a ransom.	Spread in the same way as a virus, make sure you have up-to-date antivirus software and that you don't open files that you think are suspicious.
<b>Worm</b>	Exploits the vulnerabilities of a system by finding holes in its security.	Make sure the operating system of the computer has up-to-date fixes (patches).

## Unit 8.2 Developing for the Web Part 2 Knowledge Organiser

### Web design

- HTML is a language used to write web pages
- HTML uses tags
- Most tags have an open and close tag
- Close tags have a forward slash at the beginning. For example, `<body> </body>`

#### HTML Tags

`<h1>` This is the main heading `</h1>`  
`<h2>` This is a smaller heading `</h2>`  
`<p>` This is a paragraph `</p>`  
`<b>` This would be bold `</b>`  
`<em>` This would be italic `</em>`



#### Images

Images can be added to HTML using the `<img>` tag.

```
<img src = "Myphoto.jpg" width = "100px">
```

*src is the name of the picture you want to add*     *width = "100px" you can change the size by using width*

#### Styling tags

You can add the style attribute to a tag to change how it looks.

```
<h2 style = "color:red;"> Important </h2>
```

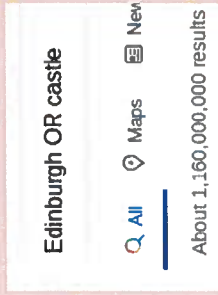
*This would make the heading red. Notice the American spelling of colour.*

```
<p style = "font-family:courier;"> This is a paragraph. </p>
```

*This would set the paragraph font to courier.*

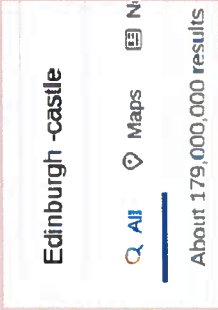
### Controlling searches

#### OR operator



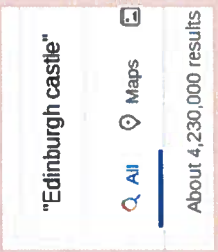
Find pages with either Edinburgh or castle on them.

#### NOT operator



Finds pages with Edinburgh, but removes those with word castle.

#### Phrase search



Pages found that only have 'Edinburgh castle' on them, in that order.

#### CSS

CSS stand for 'Cascading Style Sheets'

CSS lets you write all your styles for each tag once, in one place.

```
h1 {  
  color: red;  
  font-family: courier;  
}
```

This CSS would change all main headings on the webpage to red with the Courier font. The benefit of CSS is that all the formatting of a single tag can be adjusted in one file.



# Yr 8 Music Revision

## Key information

You will sit one paper. This will be in the form of a listening exam and will last approximately 45mins.

You will be played a number of extracts of music and asked questions about them. The musical extracts will be selected from areas studied since September (African music, Indian music, Songs from Musicals).

African music - You will be asked to identify the use of musical elements; things like structure ( which sections of the music can you hear), instrumentation (The names of Instruments you can hear), what is the tempo, rhythm and dynamics of the music.

Indian Music – You'll be asked to identify the instruments played, comment on the structure (Alap, Jhalla) how the musical elements are used and key terms (see table below)

Lastly there will be a test of your understanding of Songs from Musicals. You will be asked to identify key musical features. Again this will focus on how the musical elements have been. Note lengths, pitches, instrumentation, tonality and rhythms in particular.

## Useful websites for revision

[http://www.bbc.co.uk/schools/gcsebitesize/music/world\\_music/music\\_africa1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa1.shtml)

[http://www.bbc.co.uk/schools/gcsebitesize/music/world\\_music/music\\_india1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_india1.shtml)

<https://quizlet.com/143598210/flashcards>

## African music Checklist

Revised?

<b>Names of the Instruments</b>	
<b>What are they made of/how are they played</b>	
<b>The role music plays in African society</b>	
<b>The structure of African drumming pieces</b>	
<b>The role of the master drummer</b>	
<b>Key terms (see table below)</b>	

## Indian Music Checklist

Revised?

<b>Names Instruments</b>	
<b>How are they played, the role they play in the piece</b>	
<b>The structure of Indian music</b>	
<b>How Indian music is performed</b>	
<b>Key terms (see table below)</b>	

Key Terms – Revise the following terms; write out both the definition of the word and how to spell them. Incorrect spelling of key terms will lose you marks in the exam!!

**Word**

**Definition**

Djembe	
Syncopation	
Polyrhythm	
Master drummer	

<b>Call and response</b>	
<b>Rag</b>	
<b>Alap</b>	
<b>Tal (Talla)</b>	
<b>Tabla</b>	
<b>Sitar</b>	
<b>Tonality</b>	
<b>Dynamics</b>	
<b>Instrumentation</b>	



## PE: Year 8 Exam Revision Sheet

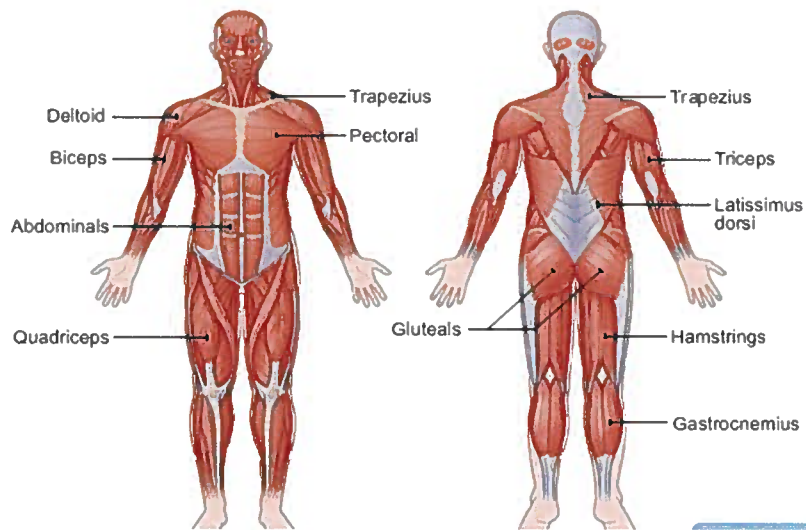
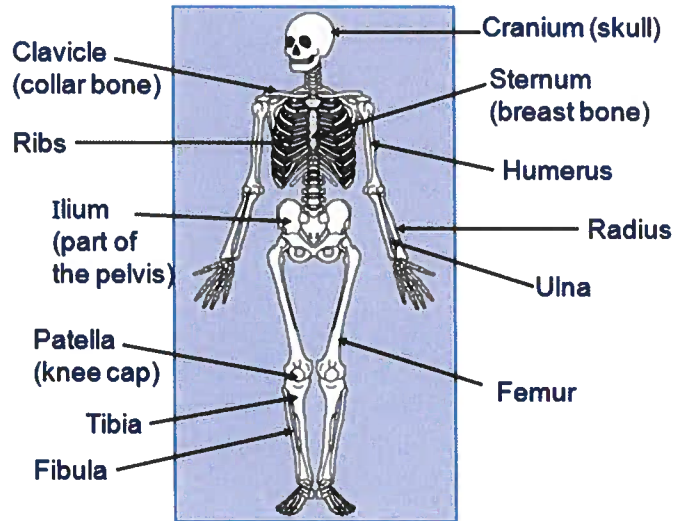
Concentrate your revision on the following areas:

Questions will be a combination of multiple choice/shorter sentence responses/One extended question.

<p><b>Aspects of a warm –up – why is it important/being able to describe the activities which take place in one.</b></p> <p>Understanding the three phases of one</p> <ul style="list-style-type: none"> <li>• Pulse raiser</li> <li>• Stretches</li> <li>• Skill activity</li> </ul>	<p><b>Performance enhancing drugs</b></p> <p>Why some professional sportsmen and women use banned drugs.</p> <p>What are the implications to an athlete of taking a banned substance?</p>
<p><b>Measuring your Heart Rate – How do you take it/how fast should it be when we are exercising.</b></p> <p>Understanding what is meant by resting heart rate and recovery rate.</p>	<p><b>Rules</b></p> <p>Some of the rules that are used in team sports such as netball, football and basketball</p>
<p><b>Lifestyle choices</b></p> <p>How some negative lifestyle choices may have an impact on someone’s ability to exercise. Consider diet/hygiene/smoking/alcohol/amount of exercise completed</p>	<p><b>Circuit Training/AMRAP/EMOM sessions –</b></p> <p><b>As Many Rounds As Possible</b></p> <p><b>Every Minute On The Minute</b></p> <p>Understanding what the above mean/examples of stations/how long to work on each one</p>

## Bones and Muscles

Learn the location and names of the following:



For further information and guidance, use the PE pages in the logbook – Pages 146-148.