



Saint Joseph's

CATHOLIC SCHOOL

KEY STAGE 3 REVISION BOOKLET
YEAR 7

Dear Year 7 pupils

In a few weeks, you will all be facing a series of formal examinations. These exams will test the progress you have made in your first year of secondary school.

Once your teachers have marked the exams, they will look at your results and come to a judgement about how much (or how little!) you have learned. Based on your achievements in these exams and your assessments throughout the year subject teachers will be reviewing sets for their subject areas.

Once we have this overall picture, we will look at whether we feel it is appropriate that you 'move up' or 'move down' sets. Decisions about this will be made within weeks of you sitting the exams. If you have done particularly well, a letter of congratulation may be on its way....on the other hand, if you have not performed according to your ability, your parents may have to come up to school for an interview, to discuss your progress.

As you can see, these exams are IMPORTANT for the school, for your parents, and (most importantly) for YOU.

So, what do you do now? Well, **REVISE**, of course! To help you do your very best in the exams, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. Remember – there should be no need to panic! If you have always worked hard in class and continue to do so, revision will be a pleasure rather than a chore, as it will simply be a matter of checking and confirming what you already know!

Your exams will happen during your lesson time and your teachers will inform you which lesson will be used for your exam. All exams will be taking place during the week beginning the 10th June.

All the teachers at St Joseph's wish you success in the forthcoming exams!

Mr R Rooney

HOW TO PERFORM WELL IN EXAMS!

This guide is intended to help you with your exam preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left! The most important thing is to **LISTEN** and **PARTICIPATE** in class. Pay attention and ask for help if/when you need it. The harder you work in class **NOW**, the easier your revision and preparation will be later.

Revising **isn't** something that should be **challenging** or **difficult** at all. What revising is, unfortunately, is time consuming. **It takes a while**. That's why you might like to **start early** (nothing to do on a Sunday?)....

PLAN YOUR REVISION

Work out how long you've got to revise before the exams, and plan how best to use that time. Prepare a revision timetable. Pace yourself, revisiting each subject area regularly in the weeks before the exams. Don't fool yourself that 'cramming' the night before an exam will do the trick!





PREPARATION

- Be organised. Keep your folders, books etc tidy so that you don't have to waste time looking through clutter.
- Read the subject pages in this booklet carefully to find out what will be examined in each subject.
- Don't try to revise where there are distractions, like the TV or your games console.
- Eat well, sleep well and take physical exercise – cooping yourself up in one room day after day is unhealthy. You won't perform well if you've locked yourself up with books for weeks!
- Your brain can only concentrate for certain periods of time, so take regular breaks and treat yourself to a reward – go out for a walk, kick a ball about, listen to music.
- Don't let breaks take over though – stick to strict time limits, and don't slump for long periods in front of the TV.
- Make sure you know what equipment you will need for each exam.
- Make sure you know which exams are on which days. If you are ill on the day of an exam, make sure your parent/guardian telephones school immediately to explain.
- Make sure you are comfortable before you go into the exam room – (eg make sure you have been to the toilet)

STRATEGIES FOR REVISING

There is no one correct way to revise and each person will have their own approach. Below are a few strategies that you could use to help you revise:

Looking at the subject pages in this booklet identify what areas you need to concentrate on. When you have identified these areas go through your work for the year and create some revision resources (mindmaps, flashcards, lists) with the relevant information.

Once you have these revision resources you can use them to revise by;

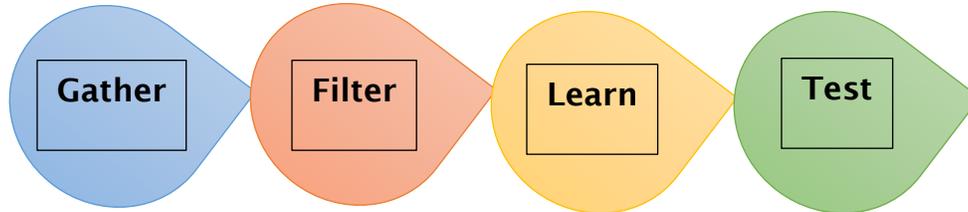
- Testing yourself – hide the resource away, can you remember all the information on the resource?
- Get others to test you
 - give the resource to a family member or friend and ask them to ask you questions relating to the information.
 - Give the resource to a family member or friend and see if you can tell them the information on the resource.
- Look at some of the relevant questions you have done throughout the year in your exercise book – re-do the questions using your revision resources as help.



On the next page is a suggestion on how you could organise your revision time!



End of Year Exam Revision Strategy



Gather	Filter	Learn	Test
Session 1 After the first time you have revised a topic you should not need to do any further 'gathering'	Session 2 After the 2 nd or 3 rd time you have revised a topic you should not need to do any further 'filtering'	Session 3 Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.	Session 4 onwards As you approach your exam date you should be spending more and more time on the testing stage and making the tests more challenging.
20% of your time	30% of your time	30% of your time	20% of your time
You will need: <ul style="list-style-type: none"> Exercise books Revision guides/checklists (see the section on the school website) Questions you have tackled during lessons Old assessments you have completed <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information that you need to know in order to be successful.</p> <p>Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.</p>	<p>Reduce the amount of information you have down to essential parts of the knowledge. You can do this by:</p> <p>Creating mind maps or flash cards.</p> <p>Creating Crib sheets – these are like pages from a revision guide with all the essential information.</p> <p>Writing 'perfect' exam answers from your notes.</p> <p>Making your own knowledge organiser or summary sheet of the topics.</p>	<p>Use these strategies to learn the information so that you can recall it easily.</p> <p>Look/cover/write/check</p> <p>Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete exa/assessment questions and then go back and self-mark. Fill in the gaps in a different coloured pen. Revise the bits you missed again.</p>	<p>Low stakes testing</p> <p>Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.</p> <p>High stakes testing</p> <p>These are longer exam style questions which apply knowledge as you would have to in the exam. These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.</p>
Gathering is NOT REVISION; don't spend ages on this stage.	Copying out information word for word is not filtering or learning.		Silent. No support. Timed.

IN THE EXAM/CLASS ROOM

Follow the instructions to the letter. Read any instructions given on the paper, or listen carefully to the teacher who gives out the exam. Read the questions very carefully, and if there are examples given study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – There is little point telling the examiner what you know, if it has nothing to do with the question set! Plan your time well in the exam – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures, if this helps your answer.



DON'T PANIC!

Remember, exams are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the exam will help you get the most out of your preparation.



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Message to all parents

Please make sure that your son/daughter is properly equipped for the forthcoming exams.



As a minimum, they should have several black pens, pencils, a rubber, ruler and pencil-sharpener, mathematical equipment (protractor, compass and a working calculator) all stored in a pencil case.



GEOGRAPHY REVISION

WHAT YOU NEED TO REVISE:

How to do:

- 4 and 6-figure grid references
- Compass Directions
- Contours
- Scale (distance)
- Map symbols.



Reasons why people settle in different locations.

The different types of settlement – patterns and function.

Land use models and characteristics.

How settlement changes over time.

Recognising different settlements on O.S. maps.

WHAT SKILLS YOU NEED TO FOCUS ON:

Map skills:

- 4 and 6- Figure Grid References
- Contour lines

Exam skills:

Command words. E.g. 'List', 'Describe', 'Compare', 'Explain'.

Geographical vocabulary:

Key words for map skills and settlement, e.g. Dispersed, nucleated, relief

Structuring an answer :

- Logical sequencing (Firstly, secondly, finally...)
- Appropriate use and annotation of diagrams
- Use key words, processes and features





HISTORY REVISION

WHAT YOU NEED TO REVISE:

- The Tudor family tree
- Changes to the church under the Tudor monarchs
- Tudor Monarchs:
 - Henry VII
 - Henry VIII
 - Edward VI
 - Mary I
 - Elizabeth I
- How long did they rule?
- What they did well?
- What they did badly?
- Who was most successful?



Key Words:

- Heretic
- Reformation
- Break from Rome

Key Skills:

- Chronology
- Using historical terms
- Producing an accurate narrative of events (using the PEE chain)
- Making a judgement (who was the most successful Tudor monarch?)

Look at the success criteria for this task to help you plan and evaluate your work.

Good	In a good extended answer, you would...	<ul style="list-style-type: none"> • describe each monarch • say what each monarch achieved (or didn't achieve) • use dates and historical terms correctly • have a basic structure.
Better	In a better extended answer, you would...	<ul style="list-style-type: none"> • describe each monarch in detail • select and use information to explain what each monarch did successfully (or not so successfully) • use the correct dates and proper historical terms • produce well-structured work and include a conclusion about which monarch you think was the most successful.
Best	In the best extended answer, you would...	<ul style="list-style-type: none"> • explain how you decided to judge the monarchs • show why you think some Tudor monarchs were more successful than others • select, organize and use relevant information and use the correct historical terms to produce structured work • include a conclusion that sums up your findings.

ENGLISH REVISION

You will answer 10 Multiple Choice Questions on your Shakespeare text, 5 short questions on the other things we have studied this year (Boy in the Striped Pyjamas and Victorian Children's Literature) and an extended question on one of the characters from Act 1 or 2 of either A Midsummer Night's Dream or The Tempest

What should I revise? How should I revise?

Knowledge Organisers:

- Your teacher will give you a knowledge organiser for your Shakespeare text in the next couple of weeks. You should use this to revise quotations and key aspects of the play. Try the method of look, cover, write and check and then get someone at home to test you on the facts.

Extra Revision for all texts. You should:

- Revise the overall plot (ask your teacher for help with this or look online)
- Revise characters (what do they represent? What are they like? How do they behave?)
- Revision of language analysis (What could you look for? What techniques do you know? Which words could you zoom in on)
- Revision of context (How could you link this to the themes/ characters?)

How can I do this?

- Look back through your book. What have you done in lessons.
- Go onto a website like BBC bitesize: <https://www.bbc.com/education/topics/zksycdm>
- Use revision resources given to you by your teacher.
- Check the blog in the coming weeks for extra revision ideas.

SPANISH REVISION

Module 1 - Vamos

- Greetings
- Giving basic information about yourself
- Describing your pencil case and classroom

Module 2 – En el instituto

- School subjects
- Conjugating AR verbs
- Giving and justifying your opinions
- Using intensifiers (muy, bastante, un poco)

Module 3 – mi familia

- Family members
- Physical descriptions
- Personality description
- Animals

Module 4 – En casa

- Saying where you live
- Describing your house
- Agreeing adjectives

Module 5 – El tiempo libre

- Saying what you do in your free time
- Saying what friends/family do
- Using time and frequency phrases
- Using the future tense

WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths! Below is the GOLD flightpath example

- **A01- Listening:** Identify opinions and verbs in either the present and the past, or the present and the future, spoken clearly. Transcribe short sentences. Identify the main points of longer passages and understand basic vocabulary from a range of topics
- **A02- Speaking:** Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures. Use increasingly accurate pronunciation and intonation.
- **A03 - Reading:** Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses. A good range of basic vocabulary
- **A04 - Writing:** Write short paragraphs from memory on 2-3 topics using a range of vocabulary, giving and seeking information and opinions. Can write in the past or future as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some major errors (e.g. with verbs and tenses).



FRENCH REVISION

Module 1 – The basics

- Greetings
- Giving basic information about yourself
- Colours, pets, countries, weather, family members
- Expressing your opinions

Module 2 – c'est perso

- Describing yourself physically
- Describing your personality
- Describing others

Module 3 – mon collègue

- School subjects
- Opinions and reasons
- Describing your school day
- food

Module 4 – mes passetemps

- computer use
- sports
- opinions and reasons
- describing what others do

Module 5 – ma zone

- Places in town
- Saying what there is and isn't
- Giving and understanding directions
- Say what you can do in town
- Future tense

WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths! Below is the GOLD flightpath example

AO1- Listening: Identify opinions and verbs in either the present and the past, or the present and the future, spoken clearly. Transcribe short sentences. Identify the main points of longer passages and understand basic vocabulary from a range of topics

AO2- Speaking: Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures. Use increasingly accurate pronunciation and intonation.

AO3 - Reading: Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses. A good range of basic vocabulary

AO4 - Writing: Write short paragraphs from memory on 2-3 topics using a range of vocabulary, giving and seeking information and opinions. Can write in the past or future as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some major errors (e.g. with verbs and tenses).



PE REVISION

End of year assessment

To assist with gaining knowledge on how the GCSE PE course is run, we will be completing a GCSE Rounders practical assessment. During this assessment you will be marked on your ability to perform the skills of the sport in isolation and in a competitive situation. Understanding the rules and the teaching points of the skills in rounders will assist with your overall grade.

WHAT YOU NEED TO REVISE AND PRACTICE

Rules to Rounders

- How many players on a team?
- How do you score half rounders/full rounders?
- How do you get a batting player out?

Teaching points of each skill

- Bowling.
- Batting.
- Fielding positions (with focus on the 4 main roles).

Analysing performance

- Identify my strengths.
- Identify my areas of development.
- Suggest ways to improve my performance.

WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths!

- **Knowledge** – Do you know the keywords & terminology of your selected sport?
- **Describe** – Briefly identify the main outline of a game/match.
- **Explaining** – Can you explain specific rules of the sport and why they are in place? Use PEE chains.
- **Analyse** – Can you analyse your own performance to provide strategies for you to improve.

N.B. You may be asked questions during your practical assessment to assist with your overall mark.





MATHS REVISION

What you need to know for your End of Year Test:

BRONZE	SILVER	GOLD
Using Numbers	Using Numbers	Using Numbers
Sequences	Sequences	Sequences
Perimeter and Area	Perimeter, Area and Volume	Perimeter, Area and Volume
Decimal Numbers	Decimal Numbers	Decimal Numbers
Working with Numbers	Working with Numbers	Working with Numbers
Statistics	Statistics	Statistics
Algebra	Algebra	Algebra
Fractions	Fractions	Fractions
Angles	Angles	Angles
Co-ordinates and Graphs	Co-ordinates and Graphs	Co-ordinates and Graphs
Percentages	Percentages	Percentages
Probability	Probability	Probability
Symmetry	Symmetry	Symmetry
Equations	Equations	Equations
Interpreting Data	Interpreting Data	Interpreting Data
3D Shapes	3D Shapes	3D Shapes
Ratio	Ratio	Ratio

For more detail on the topics above ask your teacher.

How do I revise for Maths?

- Use the notes in your exercise book. Take note of the 'working out' methods.
- Use the questions in your homework book to practice answering questions.
- Use MyMaths (Lessons and on-line tasks). If you can't remember your personal login ask your teacher.

To revise Maths you MUST 'do' Maths. You can't just read from your exercise book.

Equipment needed:

Pen, pencil, eraser, pencil sharpener, ruler, compass, protractor, calculator.



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ART REVISION

End of year assessment

Create an accurate graphite observational drawing of the still life provided.

You should demonstrate quality and skills when lightly mapping out your work and show consideration of the formal elements learned this year: Line, Tone, Colour, Shape, Space, Form and Texture.

This piece of work will be completed over a number of lessons.

ICT REVISION

The ICT exam will focus on your comprehension and text analysis skills.

You will be given texts related to ICT and will have a series of questions to answer.

There is no subject material you can use to revise, but researching and building up your knowledge about e-safety will benefit you.

DRAMA REVISION

You will be assessed on the keywords and definitions you have used this year in Drama.

Create cue cards for key definitions used in the Subject. Place the keyword on one side and the definition on the other.



RE REVISION

WHAT YOU NEED TO REVISE

Who is God?

- What is revelation?
- What are the scientific truths?

Who is Jesus?

- How Jesus changed peoples' lives e.g miracles, how you treat the people?
- Titles of Jesus

Belonging to the Kingdom of God and Challenges

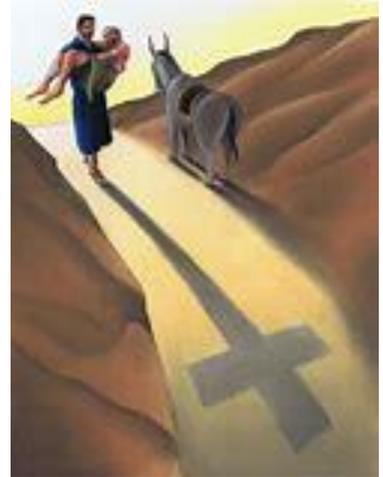
- What happened at Pentecost?
- Parable of the Sheep and Goats

How do we know what is fair?

- What is conscience?
- The parable of the Good Samaritan

WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths!

- **Knowledge** – Do you know the keywords & stories
- **Describe** – Briefly identify the main parts of stories/events
- **Explaining** – Can you explain what the stories mean? Use PEE chains.
- **Evaluation** – Can you consider different points of view and come to a conclusion? Drawing on evidence from key text (e.g. scripture) and develop an explanation (PEE)





MUSIC REVISION

WHAT YOU NEED TO REVISE

Music Theory

- Notes on the staff
- Notes on the keyboard
- The meaning of (you will need to look it up):
 - The symbols 'f' and 'p'

Chinese Music

- How are Chinese instruments categorised?
- Typical Chinese Music instruments
- What type of scale is really important in Chinese music?
- What sandwich structure is?

Radio Adverts

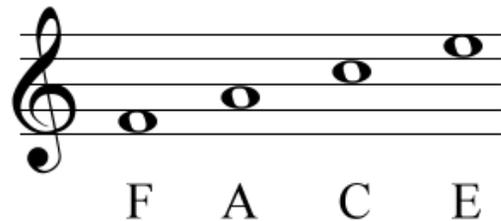
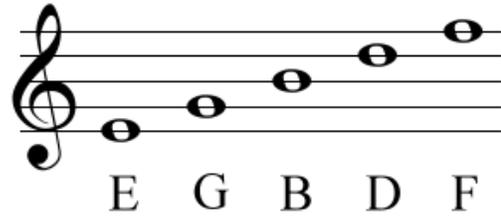
- What makes a successful radio advert?
- Literacy devices common in adverts

Fundamentals of music

- Words that can be spelt with the note names
- Treble and Bass clefs
- The meaning of the Elements of music:
 - Pitch, Texture, Dynamics, Timbre
 - Duration, Tempo, Silence, Rhythm

WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths!

- **Knowledge** – Musical terminology and music history
- **Describe** – Being able to write about music and musical devices and describe the effect it can have on a listener
- **Writing about context** – Can you write down contextual knowledge (e.g. historical information) in structured paragraph answers?





SCIENCE REVISION

Topics you need to cover

1. General scientific apparatus-

- Names and uses of apparatus

2. Cells

- Characteristics of Life (MRS GREN)
- Animal and plant cells parts and functions
- Vertebrate groups – Fish, Amphibians, Reptiles, Birds, Mammals

3. Particles

- Solids, liquids and gases and how their particles are arranged
- Melting and boiling-points

4. Space

- The Solar systems – identify and explain what are planets, moons, comets, meteors, satellites, galaxies and the universe.
- What causes day, night and the seasons
- Phases of the moon

5. Elements and atoms

- What elements, mixtures and compounds are
- Metals – characteristics and examples
- Basic chemical formulae e.g. H_2O
- Periodic Table – Metals and non-metals

6. Chemical reactions

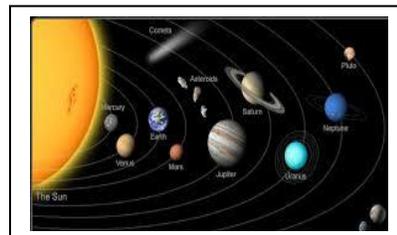
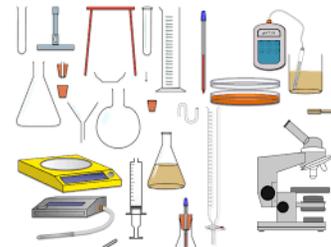
- Physical changes verses chemical reactions
- Combustion and its products
- Exothermic and endothermic reactions
- Simple word equations e.g. combustion

7. Body Systems

- Level of organisation from cells→tissues→organs→organ systems
- Parts and functions of the gas exchange system
- Functions of the skeletal system and the names of the bones

8. Sound

- How sound is produced (vibration)
- Properties of waves
- How loudness and pitch affect sound waves
- Oscilloscope wave displays



Skills:-

Fair-testing, interpreting graphs and data in tables

Measurement: Scales and units

PRODUCT DESIGN REVISION

What you need to revise:

Packaging Symbols

- Plastic, Paper and Board
 - Life cycle of Materials
 - Impact on the environment, social, moral and sustainability issues
 - Uses and Properties



CAD and CAM

- Impacts on environment, social, moral and sustainability issues

Skills

Sketching Skills

- View Points
- 2D Plan Drawings and 3D Isometric Sketches
- Tonal and textural Rendering

Annotations: CAFEQUE

Analysis of existing products.

FOOD TECHNOLOGY REVISION

WHAT YOU NEED TO REVISE:

All of the questions that will be in the test will be based on information that can be found in your project booklet or that you will have covered in homework tasks. To revise please read your project booklet and ensure you have a good knowledge of the following topics we have covered this year.

- Health and safety in the food room.
- The naming and use of equipment.
- Hygiene.
- Food and the environment.
- Seasonal foods.
- The eatwell guide.
- Nutrition, the food groups, their sources and functions.
- The function and sources of vitamins and minerals.
- Where our food comes from.
- Dietary guidelines.

WHAT SKILLS YOU NEED TO FOCUS ON:

- **Knowledge** – Do you know the keywords & terminology of the topics listed above?
- **Describe** – Can you describe the topics listed above and place them into context of your cooking or feeding yourself?
- **Explaining** – Can you explain your answers using specific PEE chains when necessary?
- **Analyse** – Can you analyse your answers to suggest improvements?