



Saint Joseph's
CATHOLIC SCHOOL



Key Stage 3 Revision Booklet

Year 8

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Dear Year 8 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 second 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 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 congratulations may be on its way... on the other hand, if you have not performed according to your ability, your parents may be asked 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 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 – (e.g. 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 2nd or 3rd 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 exam/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 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 These are longer exam style questions which apply knowledge as you would have to in the exam.</p> <p>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/Classroom

Follow the instructions to the letter. Read any instructions given on the paper and 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 isn't much point telling the examiner what you know if it has nothing to do with the question!

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.

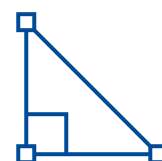


DON'T PANIC!

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.

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.



WHAT YOU NEED TO REVISE: COASTS



- What a *feature* is, what a *process* is.
- Features and processes (erosion, transportation) related to coasts, e.g. hydraulic action is an erosional process, saltation is a transportation process.
- What deposition is and how it affects a coastal landscape
- Relate processes to how they create river *features*, e.g. a waterfall is a river feature.
- Relate processes to how they create coastal *features*, e.g. A wave-cut platform is a coastal feature.
- Structure of the earth, Tectonic plate distribution, Tectonic plate movement and plate margins (Conservative, Destructive and Constructive)
- Structure of a volcano, types of volcanoes. Location of volcanoes and earthquakes.
- Measuring earthquakes (Richter scale)
- Reasons for living in areas at great tectonic risk
- Planning for and responding to volcanic eruption and earthquakes – the 3 P's

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 Coasts e.g. hydraulic action, deposition, relief of the land.
- Key words for Volcanoes and Earthquakes e.g. crater, magma chamber, epicentre, seismic waves.

Structuring an answer:

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



WHAT YOU NEED TO REVISE:

- The causes of World War II
- The evacuation of Dunkirk



KEY WORDS:

- Appeasement
- Rearmament
- Anschluss
- Sudetenland
- Treaty of Versailles
- Propaganda
- Morale

WHAT SKILLS YOU NEED TO FOCUS ON:

- Chronology
- Using historical terms
- Producing an accurate narrative of events (explain the causes)
- Producing an accurate narrative of events (write an account)
- Effective use of the PEE chain
- Making judgements
- Causation





A01 – Revision

Practise reading unseen extracts. Pick out key information about characters.

A02 – Revision – Language Analysis:

Make sure you know what all of these key language features and word types are: Revision – Look up the definition find examples for yourself.

Word Types:

Nouns (abstract, proper, concrete)
Pronouns (personal, possessive, inclusive)
Adjectives (simple and compound)
Verbs (Modal verbs, Imperatives)
Adverbs
Intensifier
Modifiers
Prefix/ Suffix
Prepositions

Imagery:

Similes
Metaphors
Personification
Emotive language
Semantic Field
Oxymoron
Symbolism
Extended metaphor
Pathetic Fallacy
Ambiguity
Idiom

Sound Devices:

Alliteration
Sibilance
Onomatopoeia
Assonance

Sentence analysis:

Sentence Types (Simple, compound, complex)
Rhetorical questions
Main clauses and subordinate clauses
Fact/ opinion
Noun phrase
Syntax
Adverbials

General Terms:

Hyperbole
Anecdote
Rhetoric
Analogy
Cliché
Satire
Parody



A02 – Revision – Structure Analysis

beginning, middle, end,
Narrative Perspective
climax, anti-climax,
Contrast
Juxtaposition
Paragraph
Chronological narrative
Tenses
Topic Sentence
Flashback
Foreshadowing
Non-linear narrative
Cyclical narrative
Repeated motif
Denouement
Exposition
Bildungsroman

SECTION B – WRITING – YOU MUST SPEND 45 MINUTES ON THIS TASK.

QUESTION FIVE: CHOICE OF TWO TASKS, WHICH COULD BE BASED ON DESCRIPTIVE OR NARRATIVE WRITING. YOU WILL BE GIVEN AN IMAGE PROMPT AND MAY BE GIVEN AN OPENING LINE TO USE. 40 MARKS (24 FOR IDEAS & ORGANISATION, 16 FOR ACCURACY)

WRITING AND PLANNING TIPS

- Read and highlight the style/mood of the writing task first
 - *Is it a narrative or descriptive task? What mood will I evoke?*
- Plan your answer before you begin, including the topic sentences for each paragraph and the narrative voice and tense you will use.
- Make sure your ideas are realistic and suited to the image prompt or the theme/idea, if given.

VARY YOUR SENTENCE OPENERS

- Start with a **verb (ing)**
 - Beating relentlessly against the rocks, the wave's intentions were clear.
- Start with an **adjective (s)**
 - Brilliant ideas suddenly came to me and I knew what I had to do.
- Start with an **adverb**
 - Helplessly, she looked around for a solution.
- Start with a **preposition**
 - Elsewhere, a man was scanning the crowd, searching for his next victim.
- Start with a **noun**
 - Rain cascaded down, drenching everything beneath it.
- Use **conditionals**
 - If, for just a moment, someone stopped to notice, his life would have been very different.
- Use **'The more...the more'...**
 - The more the wind howled, the more wary the people became.
- Use **'The less...the less...'**
 - The less time I spent thinking about it, the less it felt like an issue to me.
- Start with a **connective**
 - However, he had another plan.

WHAT IS DESCRIPTIVE WRITING?

In descriptive writing, you should aim to re-create a scene or experience for the reader. Imagine it's like a photograph – a snapshot taken at one point in time.

- Write in third person and past tense – it's easier! Write it at the top of your page as a reminder.
- Start off by looking at the whole scene then zoom in on smaller details.
- Explore colour, shapes & the senses in your description.

WHAT IS NARRATIVE WRITING?

In narrative writing, you should aim to tell a whole story or part of one. You will need to shape the characters and plot for the reader to give a clear sense of what's happening.

- Choose either first or third person and make a note of it at the top of your page.
- Don't try and fit too much in – decide on three or four points of plot and make them relatively realistic.
- Chose a tense (easiest to go with past) and stick to it!
- Try & open in an interesting way.



Module 1 – En la ciudad/vamos a salir

- Places in town
- Directions
- Future tense recap
- Sequencing words
- Inviting somebody out
- Giving excuses



Module 2 – Mi rutina

- Time
- Daily routine
- Reflexive verbs
- Chores
- Past tense

Module 3 – La comida

- Food
- Opinions
- Ordering food
- Describing a special meal
- Describing eating habits in 3 tenses

Module 4 – La salud

- Body parts
- Going to the doctors
- Future healthy plans
- Describing past habits (imperfect)
- Writing in 3 tenses

Module 5 – Media

- Activities in the computer
- Films and comparisons
- Music
- Describing a past concert
- Describing future plans

WHAT SKILLS YOU NEED TO FOCUS ON:

Check your flightpaths! Below is the GOLD flightpath example

- **A01 – Listening:** Demonstrate understanding of short and longer passages which include justified opinions, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. Demonstrates a sound knowledge of vocabulary. Can infer meaning of individual unfamiliar words.
- **A02 – Speaking:** Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use and adapt language for new purposes. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate.
- **A03 – Reading:** Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. Demonstrate a wider knowledge of vocabulary.
- **A04 – Writing:** Write longer texts for different purposes, giving descriptions, narrations and personal opinions with some justification, referring to three time frames. Manipulate the language to express own ideas and opinions Translate longer sentences including a variety of vocabulary and grammatical structures into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements and an occasional major error (e.g. with verbs and tenses).



Module 1 – t'es branché(e)?

- TV programmes
- Films
- Reading
- Online activities
- Opinions and justifications
- What you did yesterday (past tense)



Module 2 – Partez

- Holiday destinations
- Modes of transports
- Ordering items abroad
- Ideal holidays

Module 3 – Paris, je t'adore

- Conjugating the past tense
- Describing a past trip
- Giving opinions in the past tense
- Transport

Module 4 – Bien dans sa peau

- Body parts
- Illnesses
- Giving advice
- Future healthy plans
- Describing past habits

Module 5 – à l'horizon

- Jobs
- Describing what you wanted to be when you were younger
- Describing your future career plans

WHAT SKILLS YOU NEED TO FOCUS ON

Check your flightpaths! Below is the **GOLD** flightpath example

- **A01 – Listening:** Demonstrate understanding of short and longer passages which include justified opinions, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. Demonstrates a sound knowledge of vocabulary. Can infer meaning of individual unfamiliar words.
- **A02 – Speaking:** Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use and adapt language for new purposes. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate.
- **A03 – Reading:** Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. Demonstrate a wider knowledge of vocabulary.
- **A04 – Writing:** Write longer texts for different purposes, giving descriptions, narrations and personal opinions with some justification, referring to three time frames. Manipulate the language to express own ideas and opinions Translate longer sentences including a variety of vocabulary and grammatical structures into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements and an occasional major error (e.g. with verbs and tenses)).



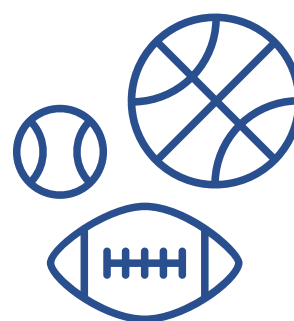
END OF YEAR ASSESSMENT

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

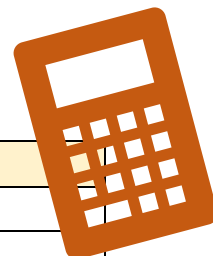
WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths!

- **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.



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



BRONZE	SILVER	GOLD
Working with Numbers	Working with Numbers	Working with Numbers
Geometry	Geometry	Geometry
Probability	Probability	Probability
Percentages	Percentages	Percentages
Sequences	Sequences	Congruent Shapes
Area	Area of 2D and 3D Shapes	Surface Area and Volume of Prisms
Graphs	Graphs	Graphs
Simplifying Numbers	Simplifying Numbers	Number (Powers and Standard Form)
Interpreting Data	Interpreting Data	Interpreting Data
Algebra	Algebra	Algebra
Congruence and Scaling	Congruence and Scaling	Shape and ratio
Fractions and Decimals	Fractions and Decimals	Fractions and Decimals
Proportion	Proportion	Proportion
Circles	Circles	Circles
Equations and Formulae	Equations and Formulae	Equations and Formulae
Comparing data	Comparing data	Comparing data

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 online tasks). If you can't remember your 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.



WHAT YOU NEED TO REVISE:

Covenants

- What is a covenant?
- Symbolism in Noah's story
- 10 Commandments and their relevance today

Forgiveness

- What is Free Will?
- The parable of the Lost Son
- The parable of the Sheep and Goats

Judaism

- What is Shabbat?
- How do Jews celebrate Shabbat?
- Bar and Bat Mitzvah

Why is there suffering?

- What are miracles?
- Natural and moral suffering
- Life after death?

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).





WHAT YOU NEED TO REVISE

Music Theory

- Notes on the stave
- Notes on the keyboard
- The meaning of (you will need to look it up):
 - Crescendo and Diminuendo
 - The symbols '*f*' and '*p*'
 - Repeat signs The Blues
- What are the key features of the Blues?
- What are the origins of the Blues (location/s and musical styles)?



Covers

- What are the features of a cover version?
 - You will need to listen to a short extract of Music and compare the original to the cover version. You will then be asked some questions about what you hear.

Film Music

- What is diegetic and non-diegetic music?
- How musical elements can effect film music?
- Genres
- Rehearsal techniques

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

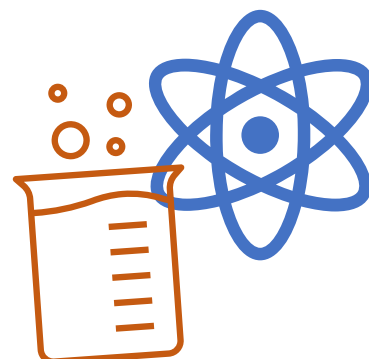
- **Knowledge** – Musical terminology and music history
- **Describe** – Being able to write about music and musical devices and describe the effect it can have on a listener
- **Writing about context** – Can you write down contextual knowledge (e.g. historical information) in structured paragraph answers?



TOPICS YOU NEED TO COVER:

1. Health

- Energy in food
- Balanced diet and food testing for different nutrients
- Digestive system and how it works
- Drugs, alcohol and smoking and their effect on your health
- Polymers: starch, protein, polythene



2. Periodic Table

- Metals and non-metals
- Groups and periods and then reactions of groups 1,7 and 0 (the noble gases)
- Word equations for reactions

3. Separation Techniques

- What a mixture is and a solution and factors which affect solubility
- Filtration, evaporation, distillation and chromatography

4. Electricity and Magnetism

- Static electricity
- Electric circuits, components and symbols
- Current and potential difference and series and parallel circuits
- Magnets, what they attract and repel, magnetic fields around them
- Electromagnets and what affects them and uses

5. Evolution

- Food chains and webs
- Competition and adaptations to changes in e.g. seasons
- Variation within species- continuous and discontinuous
- Inheritance of genes (basic)
- Natural selection and extinction

6. Metals and Acids

- Acids, alkalis and pH
- Reactions of metals with oxygen, water and acids
- Gas tests for oxygen, hydrogen and carbon dioxide
- Displacement reactions and extracting metals from the earth
- Reactivity series of metals
- Carbonate reactions with acid

7. Energy

- Energy stores and transfers
- Difference between heat and temperature
- Conduction, convection and radiation heat transfer
- Renewable and non-renewable energy resources
- Calculating work done

SKILLS:

- Fair testing, interpreting graphs and data in tables



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

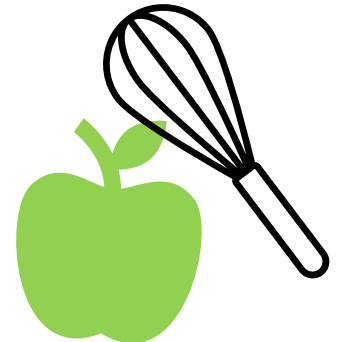
- Viewpoints
- 2D Plan Drawings and 3D Isometric Sketches
- Tonal and textural Rendering

Annotations: CAFEQUE

Analysis of existing products.

WHAT YOU NEED TO REVISE:

All 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.

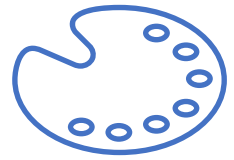
WHAT SKILLS YOU NEED TO FOCUS ON:

- **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?

Art Revision

End of year assessment

Create a group response to the title “Sire Specific” by creating a figurative sculpture representing a student at St Josephs in a lesson.



You should show consideration to the use of Pattern, Colour, Form, Texture and the quality of construction.

You will be required to complete a Self-Evaluation demonstrating knowledge of how you created the sculpture and the quality of your final outcome.

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.



**Good luck –
you'll be great!**

Please remember to ask your
teachers if you need any help.



Saint Joseph's
CATHOLIC SCHOOL
