



*Saint Joseph's*  
CATHOLIC SCHOOL

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# Key Stage 3 Revision Booklet

## Year 8

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
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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 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 – (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
<p><b>Session 1</b> After the first time you have revised a topic, you should not need to do any further 'gathering'</p>	<p><b>Session 2</b> After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'</p>	<p><b>Session 3</b> Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.</p>	<p><b>Session 4 onwards</b> As you approach your exam date you should be spending more and more time on the testing stage and making the tests more challenging.</p>
<b>20% of your time</b>	<b>30% of your time</b>	<b>30% of your time</b>	<b>20% of your time</b>
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides/checklists (see the section on the school website)</li> <li>• Questions you have tackled during lessons</li> <li>• Old assessments you have completed</li> </ul> <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><b>Low stakes testing</b> 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><b>High stakes testing</b> 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>
<p>Gathering is <b>not revision</b>; don't spend ages on this stage.</p>	<p>Copying out information word for word is not filtering or learning.</p>		<p>Silent. No support. Timed.</p>

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.



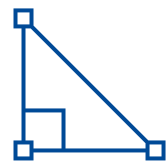
## DON'T PANIC!

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.

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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 clear pencil case.



## WHAT YOU NEED TO REVISE: TECTONIC HAZARDS

- 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 tectonic hazards (volcanoes and earthquakes.)
- Measuring earthquakes (Richter scale)
- Reasons for living in areas at great tectonic risk.
- Primary ( immediate) and secondary (longer term) impacts of tectonic hazards.
- Primary and secondary responses of people to a tectonic hazard.
- Planning for and responding to tectonic hazards (volcanic eruptions and earthquakes) – Monitoring, Prediction, Protection and Planning (the 3 P's )
- Reducing the severity of the primary and secondary impacts of volcanoes and earthquakes.



## 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 tectonic hazards (volcanoes and earthquakes), e.g. crater, magma chamber, epicentre, seismic waves, crust, convection currents
- Primary (immediate) and secondary (longer–term) **impacts**, primary and secondary **responses**
- Monitoring, Prediction, Protection and Planning

### 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
- 8BY only: do not revise the evacuation of Dunkirk; instead revise life in Britain in the 1930s.



## 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





You will answer 10 Multiple Choice Questions on your Shakespeare text and an extended question based on Romeo and Juliet.



## 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.

### Other Idea:

- 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.co.uk/bitesize>
- Use revision resources given to you by your teacher.

## FIRST YEAR:

### 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

- 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
- Family members



## 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).

## SECOND YEAR:

### Module 1 – En la ciudad/Vamos a salir

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

### Module 2 – La gente

- Talking about activities using me gusta
- Describing friends using adjectives
- Using connectors (y, pero, también, nunca)
- Using comparisons (más.. que)
- Using reflexive verbs and sequencing words

### Module 3 – Mis vacaciones

- Asking and answering questions in the past tense about your holidays
- Expressing opinions about past events
- Using the present and the past time frame together.

## 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 transport
- 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 – Mon identité

- Talking about personality
- Adjectival agreements
- Talking about relationships
- Reflexive verbs
- Talking about music
- Agreeing and disagreeing giving reasons
- Talking about clothes
- The near future tense



## 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).



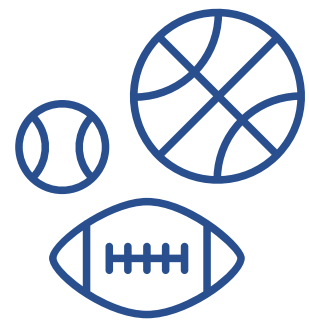
## END OF YEAR ASSESSMENT

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

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?
- 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 happens are the festivals, Rosh Hashanah, Yom Kippur, Pesach, and Shabbat celebrated?
- What do Jews do at a Bar or Bat Mitzvah?

### Why is there suffering?

- What is conscience?
- How do we decide what is right and what is wrong?



## 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 staff
- 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

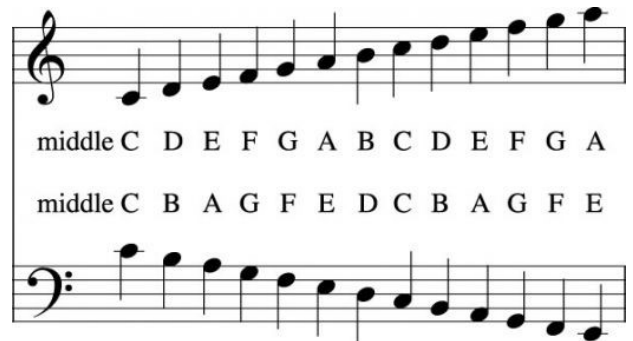
- What are the features of a cover version?
  - You will need to listen to a short extract of Music and compare the original to the cover version. You will then be asked some questions about what you hear.

### Film Music

- What is diegetic and non-diegetic music?
- How musical elements can affect 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. Photosynthesis

- Describe ways in which plants obtain resources for photosynthesis.
- Use a word equation to describe photosynthesis in plants and algae.
- Suggest how particular conditions could affect plant growth

### 2. Respiration

- Use word equations to describe aerobic and anaerobic respiration.
- Explain how specific activities involve aerobic or anaerobic respiration.
- Describe similarities and differences between aerobic and anaerobic respiration

### 3. The Periodic Table

- The elements in a group all react in a similar way and sometimes show a pattern in reactivity.
- As you go down a group and across a period the elements show patterns in physical properties
- Know metals are generally found on the left side of the table, non-metals on the right.

### 4. Pressure

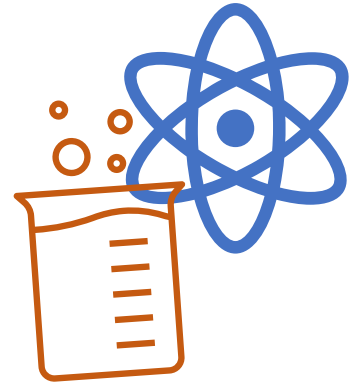
- Given unfamiliar situations, use the formula to calculate fluid pressure or stress on a surface.
- Explain observations where the effects of forces are different because of differences in the area over which they apply.

### 5. Contact Forces

- When the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line.
- Describe factors which affect the size of frictional and drag forces

### 6. Heating and cooling

- Explain observations about changing temperature in terms of energy transfer.
- Describe how an object's temperature changes over time when heated or cooled.
- Explain how a method of thermal insulation works in terms of conduction, convection and radiation.



There will be two parts to your assessment – a practical and a theory element.

## **THEORY ELEMENTS TO REVISE:**

### **Packaging Symbols**

### **Plastic, Wood, Paper and Board**

- Life cycle of Materials
- Impacts on the environment, social, moral, and sustainability issues
- Uses and Properties

### **Industrial Practices**

- CAD and CAM
- Impacts on the environment, social, moral, and sustainability issues

## **SKILLS:**

### **Communication of design ideas**

- Sketching Skills
- Perspective drawing
- 2D Plan Drawings and 3D Isometric Sketches
- Tonal and textural Rendering
- Annotations: CAFEQUE
- 2D Design Tech V2

Analysis of existing products.

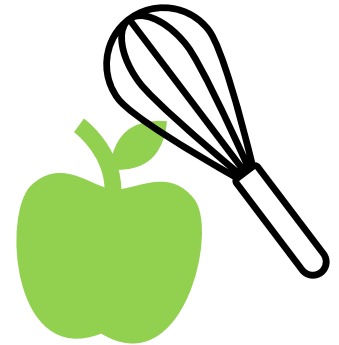
## **PRACTICAL ELEMENT:**

Creating your CAD drawing of your Tatty Devine Jewellery.  
This practical element will be completed over 3 individual lessons.



## 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 Eatwell guide and nutrition
- 8 tips for eating well
- The function and sources of vitamins and minerals in our diets
- Facts and information relating to pastry
- Facts and information relating to eggs
- Nutrition – macronutrients and micronutrients
- Food safety and hygiene
- The uses of starch including gelatinisation
- Food and religion

## 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 personal response based on a St Joseph's School Value inspired by your chosen culture and typography research.

You should show considerations in the use of Pattern, Colour, Form, Texture and the skilfulness of material choices.

#### Material choices:

- Pencil
- Fineliner
- Watercolour
- Acrylic
- Patterned papers (gathered by pupils)



This piece of work will be completed over 4 individual lessons.

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## Drama Revision

You will be assessed on a performance of either *Alice in Wonderland* or *Oliver Twist*. This will be performed to the class, and you will receive feedback from your peers and teacher. Your revision for this should be to take your scripts home and learn the lines. I have put some tips on how to memorise lines below.



1. Go over them every night before you go to sleep.
2. Ask someone at home to read in the other characters for you.
3. Record all the other characters lines on your phone and leave a space for your lines so you can say them.
4. There are Apps you can download, some are free, some you will have to pay for. These will have tips and also ways to record lines. Have a look on the App Store – Type 'Learning Lines' into the search bar on the App Store.
5. Move around when learning your lines. Do not sit still. You are more likely to memorise them whilst keeping your body active.



## ICT Revision

The ICT exam will focus on the topics that we have covered this year: **Understanding the Internet**, **Using Illustrator**, and **Understanding Binary**.



You will be given a link to an online quiz that will be a set of multiple-choice questions testing your knowledge on the subjects that we have covered.

### Understanding the Internet

- What is the Internet?
- What hardware is used as part of the Networks that make up the Internet?
- What are the common types of networks used?
- Know what networks would be suitable for certain users.
- How does information travel through the internet?
- Learn the basic terminology for software (e.g., IP address)
- Know what all the abbreviations we learnt stand for (e.g., LAN and WAN)

**BBC Bitesize:**  
**Internet and Communication**  
<https://sjcs.org.uk/bitesize-internet>

### Using Illustrator

- What is a Vector Image?
- What is a Bitmap image?
- How are they different from each other?
- What are the advantages and disadvantages between them?
- What is the name of the Tools you most used during the class activities?
- What are the functions of these tools (what do they do?)

**BBC Bitesize:**  
**Graphics Software**  
<https://sjcs.org.uk/bitesize-graphics>

### Understanding Binary

- Know what numbers are used to create binary.
- Know the Denary number system so that you can convert:
  - Binary to denary
  - Denary to binary
  - Binary to ASCII
- Be able to complete simple binary addition and subtraction.

**BBC Bitesize:**  
**Introducing Binary**  
<https://sjcs.org.uk/bitesize-binary>

**READ THOUGH** the useful links provided from BBC Bitesize (see the “BBC Bitesize” boxes above) and do some research of your own to gain the knowledge that you need for this assessment.

**Good luck –  
you'll be great!**

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



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