

HAYGROVE SCHOOL



Year 8 Assessment Information Booklet

December 2019



Name: _____

Tutor Group: _____

**A resource
for students
and parents**



Key Stage 3 Assessment Information

This booklet outlines what you will be assessed on during the upcoming assessment week as well as how you will be assessed and resources you can use to help you prepare.

It is important to remember that you do not do every subject listed in this booklet, so you need make sure you know which sections apply to you. For example, you will only do one language; French, German or Spanish and you will not have completed all the Design & Technology modules, as it will depend on which rotation you are completing this term.

When you find out about the assessment date you can fill in the lesson and day on the timetable at the back of this booklet.

On the next page there are some revision tips. It is important to remember that in order to reduce your stress, you need to prepare properly. Make sure you use your Personal Learning Checklist (PLC) for each subject to make your revision more effective.

Results from these assessments will be awarded outcomes; Emerging, Developing, Embedding or Mastering and shared with your parents in the January reports.

Preparing for assessments can be stressful but all we ask is that you **do your best**. This booklet is here to help you by making sure you are as fully prepared as you can be. If you are unsure of anything, please ask your teacher.



How to revise

Why revise?

Revision is a process of going back over and **reviewing** the things you have learned to help you to understand and remember them more effectively.



Be **RESPONSIBLE** – use the support from peers and teachers, revision materials and feedback to reach your potential and develop independence

Be **REFLECTIVE** – use feedback from teachers and your PLCs to identify areas of weakness so you target the right areas for revision



Be **RESILIENT** – don't give up on the areas you find difficult, keep working on them

Revision Methods

ANSWER QUESTIONS

- Practise writing your responses to past paper questions

READ AND HIGHLIGHT

- Go through your work with a highlighter picking out the important bits
- Highlight key words, ideas, facts



FLASH/MEMORY CARDS

- Set out what you need to know about a small topic on an index card
- Use sketches, colour, lists, key words not full sentences
- These cards are easy to go over again and friends or family can test you on them

SPEAK AND EXPLAIN

- Find a quiet place and read your revision notes out loud to yourself.
- Explaining your work to a partner helps you set out your ideas and put them in a logical order



POSTERS AND POST-ITS

- Use pictures, colour and key words Don't put too much on it
- You can stick them on the wall afterwards so you can go over your revision every time you pass

PERSONAL LEARNING CHECKLISTS (PLCs)

- **Look** at the list of topics that are red/orange
- **Refer** to classwork and homework to identify what you need to improve
- **Reflect** upon the feedback and green pen in your books
- **Test** yourself to find out what you can and cannot do
- **Ask** your teacher for help with the topics you find hard before the assessment

Topic	R/A/G
Digestion	Green
Respiration	Red
Muscles	Yellow



What is being assessed?

- English Language – Rhetorical Writing

Skills:

- Using a range of language (AFOREST) devices, which students have in their exercise books
 - AFOREST is:
 - Alliteration, anecdote
 - Facts and figures
 - Opinion
 - Rhetorical question, repetition
 - Emotive language
 - Sibilance, simile
 - Triples (rule of 3)
- Using a range of vocabulary for effect
- Using a range of punctuation
- Structuring writing effectively according to form, purpose and audience
- Planning a clear and coherent newspaper article

How will they be assessed?

- Students will create a newspaper article based around the novel Stone Cold
- The students will be assessed based on
 - Vocabulary
 - Structure
 - AFOREST devices
 - Spelling and punctuation

What resources are available to help the students prepare?

- Students will have read Stone Cold in lessons and this is the inspiration for their article
- Contextual ideas surrounding homelessness are included in Schemes of Learning
- Personal Learning Checklist (PLC)
- It would be advisable for students to spend some time reading newspaper articles in preparation for the assessment



Maths

What is being assessed?

Topics covered in the Autumn term dependant on your maths group:

8 Plus	8 Core	8 Star
<ul style="list-style-type: none"> • Rounding to significant figures • Estimating answers • Construction of perpendicular lines and bisectors • Expanding brackets and simplifying algebraic expressions • Factorising expressions • Laws of indices • Converting metric units inc. compound measures and area and volume measures • Set Theory • Prime factor decomposition • HCF and LCM 	<ul style="list-style-type: none"> • Rounding to decimal places and significant figures • Calculating with decimals • Construction of triangles • Congruence and similarity • Simplifying expressions • Expanding brackets • Laws of indices • Converting between metric units of length area and volume, and compound measures • Averages from tables • Prime factor decomposition • HCF and LCM 	<ul style="list-style-type: none"> • Rounding to decimal places • Construction of triangles • Collecting like terms • Sequences • Metric unit of length, mass and capacity • Data collection – tally charts and data capture sheets • Order of operations • Calculation practice • Square numbers and square roots, cube numbers and cube roots • Primes numbers • HCF and LCM

For a more detailed breakdown of what you should revise, make sure you reference your PLC which is stuck in your exercise book and ask your maths teacher for advice.

How will they be assessed?

You will sit a 50-60 minute written test relevant to your maths set, which is completed in one lesson. The results will be given as a percentage and a new PLC will be generated

What resources are available to help the students prepare?

- Hegarty (<https://hegartymaths.com>), specific references can be found on students' PLC. This provides video tutorials as well as practice questions.
- Work, notes and examples in exercise books.
- PLC and your previous assessment test



What is being assessed?

Topic 1 – <u>Organ Systems</u>	Topic 2 – <u>Light and Sound</u>
<ul style="list-style-type: none">• Digestion and Nutrition	<ul style="list-style-type: none">• Sound waves
<ul style="list-style-type: none">• The Breathing System and Smoking	<ul style="list-style-type: none">• Speed of sound
<ul style="list-style-type: none">• Respiration and Exercise	<ul style="list-style-type: none">• Ultrasound
<ul style="list-style-type: none">• Muscles and Joints	<ul style="list-style-type: none">• Reflection and refraction

How will they be assessed?

Students will sit a 50-minute written exam which will be marked out of 50 marks. The test will mostly comprise of short-answer questions, but there will be one 6-mark question. Students will require a calculator and a ruler for the exam.

What resources are available to help the students prepare?

- See pupil specification sheet to identify and focus on areas of weakness.
- BBC Bitesize Nutrition and Digestion <https://www.bbc.com/bitesize/topics/zf339j6>
- Respiration <https://www.bbc.com/bitesize/topics/zvrrd2p>
- Light and Sound waves <https://www.bbc.com/bitesize/topics/zw982hv>
- Exercise books
- Previous test (for the first unit studied)
- Seneca learning – Course: Science KS3 <https://app.senecalearning.com>



What is being assessed?

Public Health in the Industrial Revolution

How will they be assessed?

Students will complete an assessment in which they will use their factual knowledge of public health in the 1800s and their recall skills to analyse and interpret a historical source to explain its meaning and purpose.

This assessment will probably not take place during the actual assessment week, your child's class teacher will let them know when it will be. There will also be a test reminder, with links to resources, on Show My Homework.

What resources are available to help the students prepare?

- Students can use the work in their exercise books to revise along with the following websites to consolidate and extend their knowledge and understanding:

<https://www.historylearningsite.co.uk/britain-1700-to-1900/industrial-revolution/life-in-industrial-towns/>

<https://www.historylearningsite.co.uk/britain-1700-to-1900/industrial-revolution/diseases-in-industrial-cities-in-the-industrial-revolution/>

<https://schoolshistory.org.uk/topics/medicine-through-time/public-health-in-the-industrial-revolution/>



Geography

What is being assessed?

Understanding of the rural issues, farming and population topics.

How will they be assessed?

You will be regularly assessed throughout the academic year through quiz style questions on Kerboodle. These will be set as homework through SMHW.

During assessment week there will also be a written test in lessons that will test your understanding of all the topics studied in the first term; rural issues, farming and population.

Your final grade will be based on a combination of the Kerboodle quizzes and the assessment week test.

What resources are available to help the students prepare?

Lesson and revision resources are available on Kerboodle. All students have passwords for this resource.



Philosophy and Ethics

What is being assessed?

- Knowledge of philosophical responses to questions of meaning
 - Aristotelian ethics
 - Aristotelian virtues
 - Who was Socrates?
 - How should we live?
 - How do we learn how to live?
 - Is it ever right to break the law?
 - How should we punish wrongdoers?
- Ability to explain
- Ability to analyse & evaluate

How will they be assessed?

- 5 questions based on factual recall of keywords and their definitions, followed by application of knowledge in order to explain, analyse and evaluate the topics

What resources are available to help the students prepare?

- Issued in lessons
- BBC Bitesize - Crime and Punishment
<https://www.bbc.com/bitesize/guides/zvs3d2p/revision/1>



What is being assessed?

Topics from the autumn term which include:

- Types of films & TV programmes
- Talking about reading
- Internet activities
- Present & perfect tense

How will they be assessed?

During 3 separate lessons:

- Photo description – write 4 sentences.
- 70-word task about your hobbies including TV programmes/films you like, use of internet. Aim to use as many PLC skill as you can.
- Reading paper- read letters, emails, texts or articles for comprehension, answer questions in English.
- Listening paper - Listen to French tracks and answer questions in English.

What resources are available to help the students prepare?

- Memrise website - <https://www.memrise.com/>
- Vocabulary worksheet
- Exercise books
- PLC: personalised learning checklist



What is being assessed?

Topics from the autumn term which include:

- Holidays
- My town
- Present & past tenses
- PLC opinions and tenses skills

How will they be assessed?

During 3 separate lessons:

- Photo description: describe a photo of a holiday in German
- 70-word task: write in 2-3 tenses about your town and a holiday
- Reading paper: read texts and answer questions in English and German
- Listening paper: listen to varied texts and answer questions in English and give short responses in German

What resources are available to help the students prepare?

- Memrise website - <https://www.memrise.com/>
- Vocabulary worksheet
- Exercise books
- PLC: personalised learning checklist



What is being assessed?

Topics from the autumn term which include:

- THEME – my free time
- Present tense, preterite and near future
- Time phrases and adjectives
- Opinion and judgements
- Talking about other people's free time

How will they be assessed?

During 3 separate lessons:

- Photo description – write 4 sentences in Spanish
- 70-word task about your hobbies including TV programmes/films you like, use of internet. Aim to use as many PLC skills as you can.
- Reading paper- read letters, emails, texts or articles for comprehension, answer questions in English.
- Listening paper - Listen to Spanish tracks and answer questions in English

What resources are available to help the students prepare?

- Blue core language booklet for year 8
- Memrise website - <https://www.memrise.com/>
- Exercise books
- PLC: personalised learning checklist



Computing

What is being assessed?

The Bebras Computing Challenge introduces computational thinking to students. It is organised in over 40 countries and it is aimed at raising awareness of Computer Science in a fun and rewarding way. The competition takes place in the first fortnight in November. It involves solving problems using computational thinking skills.

Computational thinking involves using a set of problem-solving skills and techniques that software engineers use to write programs and apps. Examples of these techniques would include the ability to break down complex tasks into simpler components, algorithm design, pattern recognition, pattern generalisation and abstraction.

How will they be assessed?

The contest is completed online in schools and supervised by teachers. It takes 40mins and the aim is to complete as many challenges as possible in the time given. The students will have 18 challenges available (6 high grade difficulty, 6 medium grade difficulty and 6 lower grade ability). They start with 38 points. There is a maximum score is 200 available, but points are deducted for incorrect answers at the higher and medium grade to ensure students are not 'guessing' the answers.

All participating students will receive a certificate and top performing students in each country are invited to Oxford university for a celebration and a final round.

The students will have done the Junior Challenge last year. This year they will be entered for the Intermediate Challenge which consists of more difficult tasks.

The top 10% of students will be entered into a coding challenge round later in the year.



What is being assessed?

Topic: Genres of Music

- To compare and contrast stylistic techniques for a variety of genres
- To be able to play and describe the musical elements associated with a variety of genres

How will they be assessed?

- Classwork in workbooks (self-assessments and keywords)
- Understanding of key characteristics of different genres, understanding of tempo, performance
- They will also be marked on their team work skills within this
- Students will be required to perform (as a soloist or in a group) one of the pieces we have worked on in class in a style of their choice.

What resources are available to help the students prepare?

- Self-assessment sheets within lessons
- Listening to a wide range of musical genres
- Practice rooms available at lunch and break times
- Extracurricular activities in music
- SMHW quizzes



What is being assessed?

Students are assessed over each term in 3 different areas which create an Art 'Portfolio of work'

- Classroom; Exercises and activities they have completed in their sketchbook, based on the project that they have been studying each term.
- Home Learning Project; A 6-week project is set and assessed as an extension to the theme studied in school
- A 1 hour drawing or painting assessment completed in a lesson at the end of each term, that corresponds to the project they have studied

Project

- Autumn term – Street Art – Activities and techniques in Drawing, pencils, pens, chalks, markers, acrylic paint, watercolour, mixed media

How will they be assessed?

Students work will be assessed on the 3 areas that create their 'Portfolio of work' completed and produced over each term

What resources are available to help the students prepare?

- Classroom; All resources, information and guidance will be provided for each lesson as the students complete each activity
- Home Learning; The work is set in Powerpoint presentations that are explained in the classroom and shared on SMHW. The projects are completed in the back of their sketchbooks. Students can ask their Art teacher for any media and materials they may need to complete the work at home
- 1 Hour drawing or painting assessment; The activity for this assessment will correspond to an exercise the students have completed in the class, therefore, students will have been given instruction about the techniques required for the assessment



Drama

What is being assessed?

- Effective use of storytelling techniques
- Application of the term's topic; Acceptance and Awareness to practical work
- Contribution to group work
- Communication to peers
- Communication to the audience
- Performance skills
- Evaluation skills

How will they be assessed?

- Students will be tasked to devise a performance around the main three themes of this term; integrity, diversity and equality
- Students will need to create a performance that effectively portrays the themes and demonstrates knowledge and understanding of the storytelling techniques we have explored this term. For example, a group may produce a scene around the topic of gender inequality, they will then use their skills in storytelling to present to the audience an alternative ending where the injustice in their scene is corrected
- Students will receive a mark for:
 - **P**erformance - how well they performed to an audience in the moment of their practical assessment
 - **E**valuation - assessing student's ability to reflect on their work throughout and after the process of creating a performance
 - **C**ontribution and **C**ommunication - essentially their how well they rehearsed in a group

What resources are available to help the students prepare?

- Students are welcome to use room 10 or room 36 to rehearse their work outside of lesson



Design & Technology

What is being assessed?

Product in a Tin - Module

Theory

- Market pull – responding to demands from the market;
- technology push – development in materials and components, manufacturing methods;
- consumer choice – consumers wishing to own the latest technologies/products.
- The Product Life Cycle.
- Global production and its effects on culture and people
- Advantages and disadvantages of using computer aided design (CAD).
- Advantages and disadvantages of the use of computer aided manufacture (CAM).
- How CAM equipment can be used in a variety of applications: CNC embroidery, vinyl cutting, CNC routing, laser cutting and 3D printing.
- The importance of sustainability issues and environmental issues when designing and making
- The SIX R's of sustainability; rethink, reuse, recycle, repair, reduce and refuse.
- Life Cycle Analysis to determine the environmental impact of a product.

Making

- Level of techniques, processes or equipment

Designing

- Identify problems
- Create initial design ideas
- Present a final proposal

How will they be assessed?

- 50% Exam - Students will sit a written examination
- 50% Classwork - Students will manufacture a practical element that will be assessed by their teacher

What resources are available to help the students prepare?

- Sketchbooks
- **Polymers (plastics) & their properties** – <http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/materialsmaterialsrev3.shtml>
- **The systems approach** – <http://www.technologystudent.com/designpro/system1.htm>



Design & Technology

What is being assessed?

Lamp Module

Theory

- Graphical conventions for communicating concepts: circuit diagrams, block diagrams and flowcharts.
- The 'systems' approach – input; process; output.
- The categorisation and properties of hardwoods and softwoods.
- Natural timber is harvested from deciduous (hardwoods) and coniferous (softwood) trees.
- Natural timber is available in the following forms: plank, board, strip, square, and dowel.
- Natural timber is protected using different finishes and these finishes are sometimes used to improve aesthetic appeal.
- Categorisation and properties of manufactured timbers.
- Categorisation and working properties of ferrous metals, nonferrous metals and alloys.
- Metals are sold as sheet, bar, rod, tube and angle.
- Ferrous metals may require a protective finish and the finish is sometimes used to improve the aesthetic appeal.
- Non-ferrous metals may require a protective finish and the finish is sometimes used to improve the aesthetic appeal.
- Categorisation and physical properties of polymers.
- Polymers are sold as sheet, film, bar, rod and tube.
- The differences between a thermoforming (thermoplastic) and thermosetting material.

Making

- Appropriate materials and components selected
- safe use of tools & equipment
- Level of techniques, processes or equipment
- Logical sequence followed
- Quality of manufacture
- Quality of finish
- Functioning prototype

Designing

- Create initial design ideas
- Test & develop potential design ideas
- Evaluation of Ideas & development

How will they be assessed?

- 50% Exam - Students will sit a written examination
- 50% Classwork - Students will manufacture a practical element that will be assessed by their teacher

What resources are available to help the students prepare?

- Sketchbooks
- Market pull & Technology push – <http://www.technologystudent.com/prddes1/revcardtec1.html>
- Product Lifecycle – <http://www.technologystudent.com/prddes1/lifecy1.html>
- Global Production – http://www.technologystudent.com/prddes_2/global1.html
- CAD & CAM – https://getrevising.co.uk/diagrams/cad_and_cam
<http://www.technologystudent.com/cam/camex.htm>
- Sustainability – http://www.technologystudent.com/despro_f1sh/revise3.html



Design & Technology

What is being assessed?

Ski Hats Module

Theory

- The categorisation and working properties of fibres and textiles.
- The raw materials of textiles are classified according to their source.
- Natural polymers: • Animal polymers: wool/fleece – mohair, cashmere, angora, alpaca, camel (hair). • Insect polymers: silk. • Plant polymers: cotton, linen hemp, jute, rayon, viscose.
- Manufactured polymers: • Synthetic: polyester, polypropylene, nylon, acrylic, elastane, lycra, aramid fibres. • Microfibrils – Tactel, Tencel (Lyocell)
- Blending and mixing fibres improves the properties and uses of yarns and materials.
- Global production and its effects on culture and people
- Moral and ethical factors related to manufacturing products and the sale and use of products.

Making

- Appropriate materials and components selected
- safe use of tools & equipment
- Level of techniques, processes or equipment
- Logical sequence followed
- Quality of manufacture
- Quality of finish
- Functioning prototype

Designing

- Create a design brief
- Create a specification
- Create initial design ideas
- Social, moral, cultural and environmental issues within design
- Improvements

How will they be assessed?

- 50% Exam - Students will sit a written examination
- 50% Classwork - Students will manufacture a practical element that will be assessed by their teacher

What resources are available to help the students prepare?

- Sketchbooks
- Fibres & Textiles –
<http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/fibresrev1.shtml>
<http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/fibresrev2.shtml>
<http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/fibresrev3.shtml>
<http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/fibresrev4.shtml>



Design & Technology

What is being assessed?

Engineering Module

Theory

- Categorisation and working properties of ferrous metals, nonferrous metals and alloys.
- Metals are sold as sheet, bar, rod, tube and angle.
- Non-ferrous metals: aluminium, copper, brass, bronze.
- Categorisation and physical properties of polymers.
- Properties of polymers: weight, hardness, elasticity, conductivity/insulation, toughness and strength.

Making

- Appropriate materials and components selected
- safe use of tools & equipment
- Level of techniques, processes or equipment
- Logical sequence followed
- Quality of manufacture
- Quality of finish
- Functioning prototype

Designing

- Identify problems
- Test & develop potential design ideas
- Evaluation of product
- Improvements

How will they be assessed?

- 50% Exam - Students will sit a written examination
- 50% Classwork - Students will manufacture a practical element that will be assessed by their teacher

What resources are available to help the students prepare?

- **Categorisation of ferrous metals, nonferrous metals**

<http://www.mr-dt.com/materials/metals.htm>

<http://www.mr-dt.com/materials/ferrousmetals.htm>

<http://www.mr-dt.com/materials/nonferrousmetals.htm>

- **Working properties**

<http://www.technologystudent.com/joints/matprop1.htm>

- **Properties of metals**

<http://www.technologystudent.com/joints/fermetal1.html>

<http://www.technologystudent.com/joints/nonferrous1.html>

http://www.technologystudent.com/joints/revcard_stock1.html

- **Alloys of metals**

<http://www.technologystudent.com/joints/alloys1.html>

- _____ Require a protective finish

http://www.technologystudent.com/pdf15/POSTER_METAL_FINISHES1

<http://www.mr-dt.com/materials/materialfinishes.htm>



Design & Technology

What is being assessed?

E-textiles Module

- Define e-textiles and smart materials and explain their function
- Demonstrate an understanding of what makes a circuit
- Name a range of components used to create an e-textiles circuit
- Be able to use this knowledge to design an e-textiles project.

How will they be assessed?

Students will sit a 60-minute written exam which will contain two exam papers, one from each of the two modules covered in the first term

What resources are available to help the students prepare?

- Exercise books



Food & Nutrition

What is being assessed?

Food Detectives Module

- Demonstrate an understanding of the methods used to make the different dishes covered in this module.
- Show an understanding of seasonal and local foods
- Explain the function of Vitamin D and calcium in the diet
- Demonstrate an understanding of cross contamination and how it is prevented in when preparing food

How will they be assessed?

- Students will sit a 30-minute written exam which will contain questions on the topics above

What resources are available to help the students prepare?

- Exercise books



Food & Nutrition

What is being assessed?

Mission Nutrition Module

- Demonstrate an understanding of the Eatwell Guide and how diet impacts upon health
- Explain what the 8 top tips are for a healthy lifestyle
- Explain what micronutrients and macronutrients are and their role in the diet

How will they be assessed?

- Students will sit a 30-minute written exam which will contain questions on the topics above

What resources are available to help the students prepare?

- Exercise books



Physical Education (PE)

What is being assessed?

Students are assessed across the following our strands:

- Development of specific skills and tactical awareness
- Development of physical capacity to cope with the specific demands of the activity
- Have the determination to succeed and deal with emotions
- Identifying both strengths and weaknesses and start it build on or improve them

2 modules from the list below were assessed in October:

- Gymnastics
- Dance
- Badminton
- Rugby (boys)
- Netball (girls)
- Hockey
- Fitness

2 further modules from the list will be assessed in January

How will they be assessed?

Teachers will make ongoing assessment during each block of work and give a grade at the end of the module based on students' performance against the assessment criteria for the appropriate activity

Each assessment will be an average grade from technical and tactical awareness, physical and mental capacity and the ability evaluate themselves and others

What resources are available to help the students prepare?

- Assessment criteria is available on the school website.
- Students read through the success criteria prior to the module and set themselves a target.



Personal, Social, Health & Citizenship Education (PSHCE)

What is being assessed?

- Taking responsibility for your own health – the short term and long term impact of smoking cigarettes and drinking alcohol both on oneself and others

How will they be assessed?

- Question paper – total 20 marks
- Four short answers
- One essay style questions worth eight marks

What resources are available to help the students prepare?

- Exercise books
- BBC Bitesize – https://www.bbc.com/bitesize/ks3/making_healthy_choices
- NHS Choices – <https://www.nhs.uk>



Year 8 December Assessment

Assessment Timetable

	Monday 9th December	Tuesday 10th December	Wednesday 11th December	Thursday 12th December	Friday 13th December
1					
2					
3					
4					
5					