

# HAYGROVE SCHOOL



## Year 8 Assessment Information Booklet

December 2021



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, Art, Music and Drama projects, 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



**What is being assessed?**

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

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

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 – Organ Systems

Topic 2 – Light and Sound

Energy from food and balanced diet	Types of waves (including labels)
The digestive system	Speed of sound
The breathing system	Hearing and ultrasound
Respiration and exercise	Reflection of light and sound

**How will they be assessed?**

Students will sit a 50 minute written exam which will be marked out of 45 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.
- Diet and nutrition <https://www.bbc.co.uk/bitesize/guides/zyjx6sg/revision/1>
- Digestive system <https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zv8m7yc>
- Breathing system <https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zbhcg7h>
- Respiration <https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zdqx2v4>
- Sound <https://www.bbc.co.uk/bitesize/guides/z8d2mp3/revision/1>
- Light <https://www.bbc.co.uk/bitesize/guides/zq7thyc/revision/2>
- Exercise books
- Previous test (for the first unit studied)



**What is being assessed?**

Was Cromwell a 'brave, bad man'?

**How will they be assessed?**

Students will first match key words with their meaning. They will then analyse three interpretations (historians' descriptions) of Oliver Cromwell to answer some short questions about how and why those interpretations differ. Finally, they will produce an extended answer to explain which interpretation they find most convincing. To do this, students will need to recall and explain examples of Cromwell's actions to support the different perspectives and reach a substantiated conclusion on which point of view they agree with.

**What resources are available to help the students prepare?**

Students will need to use the work in their exercise books and their resource booklets to revise.

They will use the following website to revise and self-test prior to the assessment:

<https://www.bbc.co.uk/bitesize/guides/z8vdmp3/revision/1>

The following website will also be useful to extend their learning:

[http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/cromwell\\_01.shtml](http://www.bbc.co.uk/history/british/civil_war_revolution/cromwell_01.shtml)

The Horrible Histories Oliver Cromwell special is also available on BBC iPlayer



**What is being assessed?**

Understanding of the topics completed in class:

- Population
- Rivers
- Weather and climate

**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; population, coasts and climate change. Revision material will be posted on SMHW in the week preceding the assessment.

Your final progress 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 will have passwords for this resource.



## **Philosophy and Ethics**

### **What is being assessed?**

- Knowledge of basic ethical beliefs
  - How morality is perceived
  - The purpose and consequence of an action
  - What makes us human
  - Artificial Intelligence
  - 'Speciesism'
- Why the 5 pillars are important to Muslims
  - Know the 5 pillars and their definitions
  - Know why they are important to Muslims
- 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
- <https://www.truetube.co.uk/film/five-pillars-islam>



**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 core skills 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
- Core skills



**What is being assessed?**

Topics from the autumn term which include:

- Holidays
- My town
- Present & past tenses
- 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
- Core skills



**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 core 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
- Core skills



## Computing

### What is being assessed?

Students will be assessed on their skills that they have covered this term. These include:

- Staying safe online - digital footprints
- Hardware and Software required to build a computer
- Algorithms

Students will also be entered into the Bebras Computing Challenge, which introduces computational thinking to students. 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.

### How will they be assessed?

- A series of written questions testing their knowledge of the work covered in this term, including keywords and definitions
- 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 contest is completed online in school and supervised by teachers. It takes 40 minutes and the aim is to complete as many challenges as possible in the time given. 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.

### What resources are available to help the students prepare?

- Build a computer booklet completed in class
- Past question practise from website



### **What is being assessed?**

Students are assessed after each project they complete on the Creative Faculty rotation. The three assessment criteria are;

1. Performance/Music Technology Skills
2. Composing/Songwriting
3. Appraising Music

All work is completed in their sketchbooks and is produced in Class or Home Learning projects

- All performance work will be filmed and assessed against a skills tracker.
- All composing work will be filmed, documented in booklets and assessed against a skills tracker.
- Appraising work will be completed in class.

### **Projects to be assessed in 2021-22**

- **Genres of Music (Performance/Music Technology Skills)** - Students will look into Reggae, Rock and Pop Music and learn about the key musical elements, instrumentation and historical/cultural context that makes them these styles. They will then choose their instrument and learn a piece of music from each genre using musical notation and tab or they can choose music technology in which they will follow instructional videos to recreate a piece from each genre.
- **H Grades (Performance/Music Technology Skills) and Comparing Music (Appraising)** - Students will choose an instrument or musical technology to work through graded pieces of music. This will mean developing a better understanding of musical notation/tab. Students will work at their own rate and work through as many pieces of music in 10 weeks as they can. All students will also learn how to compare music, listening to and describing a range of versions of songs from a variety of cultures.
- **Songwriting (Composing/Songwriting)** - Students will work in groups of 4 to write a pop song using their knowledge from the previous two topics.

### **How will they be assessed?**

- Students have each got their own skills audit that they will use throughout the year to track their progress in the following 3 areas: Performance, Composition and Appraising.
- This unit will assess performance and appraising skills with the scope to assess composition skills as part of extended learning.
- Students will be assessed throughout the rotation on their ability to describe, evaluate and perform in a variety of skills. They will be using their skills audits and develop through teacher and self-assessment.
- Short paragraph at the end of the rotation comparing 2 different styles of music using musical keywords that we have studied.
- This assessment will be part of year 8s first rotation in music so may not fall in December.

### **What resources are available to help the students prepare?**

- Online self-assessments each lesson
- Listening to a wide range of musical genres
- SMHW genre quizzes
- Music will be uploaded to year 8 Google classroom for practice



### **What is being assessed?**

Students are assessed after each project they complete on the Creative Faculty rotation. The four assessment criteria are;

1. Artist Information Research
2. Recording
3. Developing ideas
4. Final outcome and evaluation

All work is completed in their sketchbooks and is produced in Class or Home Learning projects:

- Classroom; Exercises and activities they have completed in their sketchbook, based on the project that they have been studying each rotation.
- Home Learning Project; A 6-week project is set as an extension to the project studied in school

### **Projects to be assessed in 2021-22**

- **Urban Art** – A study of the Street Art movement across the world, looking at International Artists and the impact on the environment - Introduction to Photoshop
- **Robots** - Various mixed media studies based on Artists work on the Theme of Robots. Designing, researching and producing a 3D model
- **Culture Capital** - Barcelona, Tokyo, London - A study of the Art from some of the Worlds Capitals. A wide range of artistic styles and historical and cultural context

### **How will they be assessed?**

- Students work will be assessed using the four assessment criteria on each project.
- Sketchbooks are marked from the work produced in their sketchbooks completed in Class and in their Home Learning projects

### **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



**What is being assessed?**

Students are assessed after each project they complete on the Creative Faculty rotation. The assessment criteria for Drama are;

- Effective use of physical theatre techniques
- Application of the term's stimuli; Alice in Wonderland Text
- 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 create a 3 scene performance telling an abstract performance working from extracts of Alice in Wonderland. Students will be challenged to apply physical theatre techniques they have learnt during the term for example, balance and support, mirroring and moulding. Students will apply imagination and high levels of creativity as they communicate a representational piece that stretches their skills in symbolism.

Students will receive a holistic mark that represents their ability to perform, evaluate and communicate. This mark will be determined throughout the rehearsal, performance and evaluation period and processes. Providing students with lots of opportunity to demonstrate what they know and can do, making every moment count!

**What resources are available to help the students prepare?**

- Students are welcome to sign up for rehearsals outside of lessons in the Drama Studio



## **Design & Technology – Textiles**

### **What is being assessed?**

Students are assessed after the Textiles project that they complete on the Creative Faculty rotation. The four assessment criteria are;

- 1 – Artist Information Research
- 2 – Recording
- 3 – Developing ideas
- 4 – Final outcome and evaluation

All work is completed in their sketchbooks and is produced in Class or Home Learning projects

- Classroom; Exercises and activities they have completed in their sketchbook, based on the project they have been studying
- Home Learning Project; A 6-week project is set as an extension to the project studied in school

### **Project to be assessed in 2021-22**

- **Sculpture Pop Art Junk Food** – Students will complete the following;
  1. Observational Drawing (Colouring Pencil)
  2. Gridding Method
  3. Pattern Cutting
  4. Sewing Machine Introduction
  5. Hand Embroidery (Blanket Stitch)
  6. Construction/Stuffing

### **What is being assessed?**

Students work will be assessed using the four assessment criteria on each project.

Sketchbooks are marked from the work produced in their sketchbooks completed in Class and in their Home Learning projects

### **How will they be assessed?**

- 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



## **Design & Technology – Food & Nutrition**

### **What is being assessed?**

Students are assessed after the Food project they complete on the Creative Faculty rotation. The assessment criteria are;

- The two grips used when using knives
- How to use a cooker safely
- The correct procedure to follow if you cut or burn yourself
- Show an understanding of the Eatwell guide, what it is, what the different sections are and how they contribute towards a healthy balanced diet
- Methods of cooking used in this module
- Name of equipment and utensils used in this module

### **What is being assessed?**

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

### **How will they be assessed?**

- Exercise books
- BBC Bitesize clip on Eatwell guide
- <https://www.bbc.com/bitesize/clips/zc3vxsg>



## **Design & Technology – Engineering**

### **What is being assessed?**

Students are assessed after each project they complete on the Creative Faculty rotation. Students cover a range of skills and knowledge, specific to each module which have been placed in these 4 categories that form part of the assessment criteria:

- Designing
- Making
- Evaluating
- Technical knowledge

Within each of the assessment criteria above, students will be tasked with a range of specific questions from each area. The type of topics to be covered are mentioned below:

- Show an understanding by the terms such as ergonomics and anthropometrics
- Produce/complete missing information in ordered sequences and schedules for manufacturing products they design, detailing resources required
- Produce costings for products they design and make
- Have knowledge of specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture
- Understand the process of risk assessment
- Know how to classify materials by structure e.g. hard woods, soft woods, thermoplastic and thermosetting plastics
- Knowledge about the physical properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal

### **What is being assessed?**

- 50% Exam - Students will sit a written paper examination which will be a mixture of multiple choice, written and sketching styled questions.
- 50% Practical - Students will create a 3D product that will be assessed by their teacher at the end of the module

### **How will they be assessed?**

- Classroom; All resources, information and guidance will be provided for each lesson as the students complete each activity
- <https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/1>
- <https://www.bbc.co.uk/bitesize/guides/zdkr97h/revision/2>
- <https://technologystudent.com/>



## **Design & Technology – Skills**

### **What is being assessed?**

Students are assessed after each project they complete on the Creative Faculty rotation. Students cover a range of skills and knowledge, specific to each module which have been placed in these 4 categories that form part of the assessment criteria:

- Designing
- Making
- Evaluating
- Technical knowledge

Within each of the assessment criteria above, students will be tasked with a range of specific questions from each area. The type of topics to be covered are mentioned below:

- Show how to make simple use of planning tools, for instance Gantt charts
- To be able to follow and explain procedures for safety understand the process of risk assessment and how to minimise the risks associated with particular machinery
- Be able to identify a range of finishing techniques for metal and plastic
- Know about the properties of ferrous and non-ferrous metals
- Be able to identify and label casting machine and explain how materials can be cast in moulds
- Understand the difference between CAD /CAM
- Be able to list the advantages and disadvantages of both CAD/CAM

### **What is being assessed?**

- 50% Exam - Students will sit a written paper examination which will be a mixture of multiple choice, written and sketching styled questions.
- 50% Practical - Students will create a 3D product that will be assessed by their teacher at the end of the module

### **How will they be assessed?**

- Classroom; All resources, information and guidance will be provided for each lesson as the students complete each activity
- <https://www.bbc.co.uk/bitesize/guides/zdqdqhv/revision/4>
- <https://www.bbc.co.uk/bitesize/guides/zhq8jty/revision/7>
- <https://www.bbc.co.uk/bitesize/guides/z6q8jty/revision/11>



## **Physical Education (PE)**

### **What is being assessed?**

Students are assessed based on their understanding, attainment and attitude to learning across a variety of activities.

Students complete 2 short blocks of work over half a term from a selection of activities and will continue to complete more, but not necessarily all, from the list below as the year progresses:

- Badminton
- Table Tennis
- Fitness
- Football
- Netball
- Alternative games
- Rugby
- Basketball
- Dance
- Gymnastics
- Athletics
- Cricket
- Outdoor Adventurous Activities

### **How will they be assessed?**

Teachers will make ongoing assessment during each block of work. During the final lesson of each block of work staff will give an attainment and attitude to learning grade based on the student's performance over the half term. Grades from all activities completed during the year will then be used to make an average PE grade.

### **What resources are available to help the students prepare?**

Assessment is continual through the block of work so having the correct kit and being involved in as many lessons as possible will help with the accuracy of the assessment. Extra-Curricular clubs are available in many of the activities that are covered in PE lessons that everyone is welcome to attend and improve their skills and understanding.



## **Relationships, Sex & Health Education (RSHE)**

### **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

	<b>Monday 29<sup>th</sup> November</b>	<b>Tuesday 30<sup>th</sup> November</b>	<b>Wednesday 1<sup>st</sup> December</b>	<b>Thursday 2<sup>nd</sup> December</b>	<b>Friday 3<sup>rd</sup> December</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					



**Year 8 December Assessment**

**Assessment Timetable**

	<b>Monday 6<sup>th</sup> December</b>	<b>Tuesday 7<sup>th</sup> December</b>	<b>Wednesday 8<sup>th</sup> December</b>	<b>Thursday 9<sup>th</sup> December</b>	<b>Friday 10<sup>th</sup> December</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					