



END OF YEAR REVISION

YEAR 7 ASSESSMENTS

**NO MOBILE PHONES
NO WATCHES
NO MP3/4 PLAYERS**

**NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

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Your memory will work most effectively when you are not overloading it with information all at the same time.

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WHY HAVE END OF YEAR ASSESSMENTS?

At Oasis Academy Mayfield, everything we do – everything we **believe** – is about offering all students an **exceptional education**. We **believe** in striving for **educational excellence**. We therefore offer a curriculum that meets the needs of all students in our school.

We all benefit from being acknowledged when something has been done well – being told we have done a ‘good job’. We want to celebrate your successes with you. These are the things you **know** and **can do** – your **academic strengths**.

*“It is the **action** that you take **before** and **after** an assessment that will **influence** the rest of your life.”*

The true power of assessment comes from your areas of development – the knowledge and skill gaps that are identified for you to **grow** and **secure**. Turning your attention to **revisiting** these areas of development will enable you to unlock your **potential** and your personal **academic excellence**.

WHAT IS AN END OF YEAR ASSESSMENT?

End of Year Assessments are an opportunity for you to showcase what you **know** and **can do** in a formal setting. These assessments will test your knowledge and skills in each subject. The assessment will include the content learned during the summer term, along with questions from topics covered earlier in the year. You will also be assessed on content from previous years (Year 7 and Year 8) where this is appropriate.

As a school the purpose of the **End of Year Assessment** is to enable teachers and leaders to **evaluate** the **effectiveness** of the taught curriculum in each subject so that we can **adapt** our teaching and curriculum as necessary. This empowers us with information we need to be able to offer a curriculum that meets the needs of all students in our school.

HOW CAN I PREPARE FOR ASSESSMENTS?

End of Year Assessments provide a valuable opportunity for you to build up your experience and skills in relation to how to revise effectively, as well as ensuring that key knowledge is revisited regularly to help you to retain this in your long-term (working) memory.

This **End of Year Revision Booklet** provides you with topic lists for each subject, shared by your subject teachers, to help you focus your revision. Our expert team of tutors will provide guidance on how to revise effectively, including revision techniques and memory strategies.

“Identify your problems, but give your power and energy to finding solutions.”

Lessons at Oasis Academy Mayfield have a regular focus on retrieval practice (**remembering** more) through a **Do Now** or **Fast Five**. You must be making your best **effort** in these activities as they challenge you to recall your knowledge from previous lessons – critical in assessment.

WHERE ARE ASSESSMENTS COMPLETED?

In Years 7, 8 and 9 all **End of Year Assessments** in English, Maths and Science will take place in the **Sports Hall** and students will have a seating plan. All other assessments will take place in your normal classroom. All assessments will last for 50-minutes. **End of Year Assessments** are **formal** school assessments and **exam conditions** will be enforced.

You will receive an assembly in advance of assessments starting so that the expectations for student conduct during assessments is clear. For a very small number of students who have Exam Access Arrangements (EAAs), assessments will take place in G07 or G08. If this applies to you, you will be made aware before you complete your **End of Year Assessments**.

YEAR 7 ASSESSMENT TIMETABLE

CLASSROOM SUBJECT ASSESSMENTS

These assessments take place in your **normal** timetabled lesson on the date outlined below.

SUBJECT	A-BAND	B-BAND
ENGLISH	20 June Period 4	20 June Period 1
MATHEMATICS	22 June Period 5	22 June Period 4

	SCIENCE	GEOGRAPHY	HISTORY	FRENCH
7R	19 June (P2)	21 June (P2)	27 June (P5)	20 & 27 June (P2)
7O	19 June (P4)	22 June (P3)	30 June (P1)	20 & 27 June (P3)
7Y	20 June (P1)	21 June (P1)	29 June (P4)	22 & 29 June (P2)
7G	19 June (P2)	21 June (P2)	28 June (P3)	22 & 29 June (P3)
7B	19 June (P3)	21 June (P3)	27 June (P5)	22 & 29 June (P2)
7I	19 June (P2)	20 June (P2)	29 June (P5)	21 & 28 June (P3)
7V	19 June (P2)	21 June (P1)	28 June (P3)	20 & 27 June (P2)

WEEKLY REVISION TIMETABLE

DAY	3.30pm	4.00pm	4.30pm	5.00pm	5.30pm
MON					
TUE					
WED					
THU					
FRI					

DAY	8.00am	9.00am	10.00am	11.00am	12.00	1.00pm	2.00pm	3.00pm	4.00pm	5.00pm
SAT										
SUN										

REVISION SKILL – FLASHCARDS

USING FLASHCARDS

- Using flashcards is a **repetition** strategy
- Simple **cue** on the front and an 'answer' on the back
- Flashcards engage **active recall**

WHY FLASHCARDS CAN HELP YOU LEARN

- They engage in **active recall**
- They promote **self-reflection** (aka **metacognition**)
- They can help you **memorise** facts quickly

You need to be smart when making and using flashcards to make sure you are effective.

HOW TO MAKE FLASHCARDS

Ensure flashcards have a **question** or **key term** on one side and the **answer** or **definition** on the other.

1. Ensure the right questions and knowledge are on the cards.
2. Keep information as short as possible.
3. Write clearly so you can read your writing at a quick glance.
4. Use different **coloured cards** or **pens** to group flashcards.

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than glancing at them every so often.

USING A SYSTEM TO REVISE WITH FLASHCARDS

The **Leitner System** is a well-known and very effective method of using flashcards. It's a form of **spaced repetition** that helps you to study the cards you don't know more often than the cards you already know well.

LEITNER SYSTEM – THE METHOD

BOX 1	BOX 2	BOX 3	BOX 4
All flashcards start in Box 1. For any wrong answers, that card stays in Box 1.	As you review the cards, each card answered correctly goes into Box 2.	When you review cards in Box 2, if you still get it right you move the card to Box 3.	Repeat until all cards are in Box 4. If you get a card wrong in any box, return it to Box 1.

The key is that the cards you know less well are reviewed **more frequently** than the cards in the higher boxes.

REVISION SKILL – INTERLEAVING

WHAT IS INTERLEAVING?

- Technique to use when revising or reviewing material
- Helps you remember more for an exam
- Helps you understand better
- It is about **what you do with your time** when revising

HOW DOES INTERLEAVING WORK?

Learning is spread **over time** rather than concentrating on a range of topics one after the other.

|| *Do little and often,
and mix it up every day.* ||

HOW TO APPLY INTERLEAVING

With blocking, in each revision session focuses on only a single knowledge or skill. In interleaving, all the knowledge and skills are broken down into small chunks and split over several days, revisited at the start of each session. To interleave your revision:

1. Break units of learning down into small chunks
2. Split chunks over a few days rather than revising all at once
3. Decide on the key topics you need to learn for each subject
4. Use a revision timetable to organise your time and space your learning

|| *Short, targeted bursts are more effective
that extended revision sessions.* ||

WHAT ARE THE BENEFITS OF INTERLEAVING?

- Strengthens memory recall
- Your brain is continually changing focus and attempting to find different responses to drawn on short-term memory
- Revisiting material from each topic several times, in short bursts, can increase the amount you remember in exams
- Each time you review it strengthens your memory recall

|| *Research shows that 'mixing it up' boosts learning compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams.* ||

REVISION SKILL – SPACING

WHAT IS SPACING?

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed. It means introducing **time intervals** into your revision sessions as well as spacing out the days which you use to revise for topics. To commit something to memory, it takes **time** and **repetition**.

WHY IS SPACING BENEFICIAL?

Doing something little and often – **spacing** – beats doing it at once, or cramming. The time in between revision allows you to forget and re-learn the information, which cements it in your **long-term memory**. Spacing is also beneficial since we can learn more information **over time**, rather than in one longer session and so it helps you revise more efficiently.

The brain requires a physical prompt so that it can keep something in its long-term memory. Otherwise, it is designed to let it go.

OPTIMUM SPACING

Research suggests there is an optimal gap between revision sessions so you can retain the information. For an assessment that takes place in **one month**, you should review the information *at least* **once a week**.

CREATE A REVISION PLAN USING SPACING TECHNIQUE

1. **Organisation** – determine where you need to focus your time – e.g. which subjects, topics, learning priorities, etc.
2. **Planning** – map out what you are going to revise and when. Use a timetable or revision planner to do this. Remember to space your subjects as well as subject content.
3. **Review** – build in different revision techniques to help you complete quick 5- or 10-minute reviews of your topics throughout your revision plan.
4. **Transformation Task** – These are 30-minute activities to help you take in information. For example, writing summary sheets or creating flash cards or mind maps for topics.
5. **Practice Testing** – test yourself on the area that you have reviewed, either by quizzing or testing yourself with a friend.
6. **Exam Questions** – complete an exam question or on the area you have reviewed and mark this yourself, using a mark scheme

ENGLISH

You will be assessed on the knowledge and skills which you have learned in your English lessons throughout this year. The themes that you have covered include:

- Recalling and applying Versatile Vocabulary
- Comprehension
- Analysing Texts

It is **essential** that you can recognise and use the vocabulary within the texts you have read this year. Use the vocabulary lists below, together with the precise definitions and examples, to practise your recall of this **critical** vocabulary.

VOCABULARY	PRECISE DEFINITION	EXAMPLE
immoral <i>adjective</i>	If you describe someone or their behaviour as immoral , you believe that their behaviour is wrong or bad.	She made a great deal of money stealing from charity she worked for: she was rich but immoral .
moral <i>adjective</i>	A moral person behaves in a way that is believed by most people to be good and right.	My parents were decent , moral people strong values, who gave me a wonderful childhood.
stable <i>adjective</i>	If something is stable , it is not likely to change or come to an end suddenly.	Despite the frequent difficulties the child faced the parents remained a stable and loving support.
unstable <i>adjective</i>	You can describe something as unstable if it is likely to change suddenly, especially if this creates difficulty or danger.	The man's moods were unstable ; he was unpredictable and easily upset by small things.
stability <i>noun</i>	If something has stability , it is not likely to change or come to an end suddenly.	Despite the frequent difficulties the child faced the parents showed relentless stability .
instability <i>noun</i>	You can describe something as showing instability if it is likely to change suddenly, especially if this creates difficulty or danger.	The instability of his mind meant that he was unpredictable and easily upset by small things.

VOCABULARY	PRECISE DEFINITION	EXAMPLE
captivity <i>noun</i>	Captivity is the state of being kept imprisoned or trapped.	Animals in zoos are in a state of captivity .
courageous <i>adjective</i>	Someone who is courageous decides to do something difficult or dangerous, even though they may be afraid.	She courageously stood up in front of a crowd of people and began her speech.
oppress <i>verb</i>	To oppress people means to treat them cruelly, or to prevent them from having the same opportunities, freedom, and benefits as others.	Ouranos felt he had to oppress the Cyclopes and Hecatoncheires because they were so powerful.
emancipate <i>verb</i>	If people are emancipated , they are freed from unpleasant or unfair social, political, or legal restrictions.	Zeus emancipated his brothers from Tartarus. Daedalus' plan was to emancipate himself from captivity on Crete.
naive <i>adjective</i>	If you describe someone as naive , you think they lack experience and so expect things to be easy or people to be honest or kind.	Pandora naively opened the box, she had no idea how bad the consequences would be. Icarus was naive to believe that living in captivity on Crete was a good thing.
enchanted <i>verb</i>	If you are enchanted by someone or something, they cause you to have feelings of great delight or pleasure, almost like being under a spell.	Hades was enchanted by Persephone's beauty.
superficial <i>adjective</i>	If you describe someone as superficial , you disapprove of them because they do not think deeply, and have little understanding of anything serious or important.	This guy is a superficial airhead with no intellect whatsoever.
avaricious <i>adjective</i>	An avaricious person is very greedy for money or possessions.	He could never have enough, he had an avaricious and greedy appetite for money.
objectify <i>verb</i>	If someone objectifies a person, they treat them as though they are a lifeless object.	She felt objectified when he referred to her as a dishwasher and demanded that she hurry up.

MATHS

AUTUMN 1 – NUMBER THE NUMBER SYSTEM – PART 1		AUTUMN 2 – ALGEBRA THE NUMBER SYSTEM – PART 2	
UNIT	SPARX	UNIT	SPARX
UNIT 1 Numbers and Numerals	M113 / M803	UNIT 5 Positive and Negative Numbers	M527 / M106
UNIT 2 Axioms and Arrays	M409 / M952 M187		
UNIT 3 Factors and Multiples	M823 / M227	UNIT 6 Expressions, Equations and Inequalities	M795 / M531 M949 / M237
UNIT 4 Order of Operation	M521 / M187 M354		

SPRING 1 – GEOMETRY 2D GEOMETRY		SPRING 2 – GEOMETRY THE CARTESIAN PLANE	
UNIT	SPARX	UNIT	SPARX
UNIT 7 Angles	M780 / M331 M502	UNIT 10 Co-ordinates	M618 / M797 M276
UNIT 8 Classifying 2D Shapes	M276 / M351 M276	UNIT 11 Area of 2D Shapes	M690 / M269 M291
UNIT 9 Constructing Triangles and Quadrilaterals	M565	UNIT 12 Transforming 2D Figures	M290 / M139

SUMMER 1 – NUMBER FRACTIONS		SUMMER 2 – RATIO AND PROPORTION RATIO AND PROPORTION	
UNIT	SPARX	UNIT	SPARX
UNIT 13 Prime Factor Decomposition	M698	UNIT 16 Ratio	M525 / M267
UNIT 14 Equivalent Fractions	M410 / M335 M958	UNIT 17 Percentages	M264 / M437
UNIT 15 Operations acting on Fractions	M157 / M110 M835 / M601		

SCIENCE

	LEARNING OUTCOME	WEBSITE	R	A	G
BIOLOGY	Describe the 5 kingdoms, classes of vertebrates and classify organisms using classification keys.	bbc.in/3PGTz32			
	Describe the environment and habitats of different organisms.	bbc.in/3lzn5dc			
	Describe the key parts of a microscope.	bbc.in/38Jvqlp			
	Compare and contrast animal and plant cells and prokaryotic and eukaryotic cells.	bbc.in/3No1HDA bbc.in/3PGCXlq			
	Describe the features of key specialised cells in the body (and stem cells).	bbc.in/3wl3Zqw bbc.in/3PBFiZf			
	Link organisms using food chains and food webs and use this to describe the impact of one organism on another (including increase and decrease in numbers and competition).	bbc.in/3Nw9tLB			
CHEMISTRY	Describe atoms, elements, compounds, and mixtures and know the symbols and formulae.	bbc.in/3NuacwX			
	Describe the structure of an atom (electrons, protons and neutrons).	bbc.in/3IEzKeY			
	Describe the difference between physical and chemical reactions.	bbc.in/38Ekfkp			
	Describe four separation techniques (crystallisation, filtration, simple distillation, chromatography).	bbc.in/3IEAdhe			
	Describe the structure of the periodic table (inc. the properties of metals and non-metals).	bbc.in/3GbluUi			
	Describe the three states of matter and link these to the properties of substances (including changes of state, melting and boiling points, Brownian motion and types of transport).	bbc.in/3wJHX6A			
PHYSICS	Describe atoms, elements, compounds, and mixtures and know the symbols and formulae.	bbc.in/3PCTD3G			
	Explain the impact of balanced and unbalanced forces on an object.	bbc.in/38MhrBB			
	Calculate speed and interpret distance time graphs and velocity time graphs.	bbc.in/3PEV41p			
	Describe the different energy stores and how energy is transferred from one store to another.	bbc.in/38M1YBA			
	Describe efficiency and how energy can be lost during different energy transfers.	bbc.in/3IFGsRI			
SKILLS	Draw simple graphs to represent data (bar charts, line graphs with scales provided).	bbc.in/3GdfiLo			
	Calculate mean average.	bbc.in/39RU89P			
	Round numbers to 2 decimal places.	bbc.in/3wL7mwJ			
	Simple unit conversions (minutes to seconds, km to m, cm to m).	bbc.in/3Gc3M33			

GEOGRAPHY

LENGTH	50-minutes
MARKS	50-marks
ASSESSMENT FORMAT	5 sections – 10-marks per section Multiple choice and written response questions

You will be assessed on the knowledge and skills which you have learned in your Geography lessons throughout this year. The topics that you have covered include:

- Geography of the UK and Beyond
- Natural Hazards
- Social and Economic Development
- Weather and Climate
- Rivers

It is **essential** that you review the key knowledge found within your knowledge organisers. You can also access Seneca Learning or BBC Bitesize to review your learning once you have mastered your knowledge organiser.

We have provided you with homework booklets for Geography and these suggest the type and style of questions you might be asked in your End of Year Assessment so it would be sensible to use these, too, to practice.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>Year 7 Curriculum</i>	bit.ly/3MQE07a
Knowledge Organiser <i>Weather and Climate</i>	bit.ly/39PiqRw
Seneca Learning	bit.ly/3a95BBO
BBC Bitesize	bbc.in/3wFbS12

HISTORY

LENGTH	50-minutes
MARKS	50-marks
ASSESSMENT FORMAT	5 sections Multiple choice and extended response questions

You will be assessed on the knowledge and skills which you have learned in your History lessons throughout this year. The topics that you have covered include:

- Constantinople
- Islamic World
- Norman England
- Crusades
- Mongol Empire and the Silk Road
- Mansa Musa
- Black Death
- Renaissance

It is **essential** that you review the key knowledge found within your knowledge organisers. Additional resources have been shared via OneNote on your iPad. You can find this by navigating to your History class on OneNote. You can also access Seneca Learning to review your learning once you have mastered your knowledge organiser and OneNote content.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>10th Century</i>	bit.ly/39MhfCy
Knowledge Organiser <i>Mansa Musa</i>	bit.ly/3yWzGPI
Knowledge Organiser <i>Mongols</i>	bit.ly/3yWxHdZ
OneNote	bit.ly/3NBBBx8
Seneca Learning	bit.ly/3LDklpz

FRENCH

LENGTH	50-minutes
MARKS	50-marks in each assessment
ASSESSMENT FORMAT	2 assessments as follows: <ul style="list-style-type: none">▪ Listening & Reading▪ Grammar & Writing

You will be assessed on the knowledge and skills which you have learned in your French lessons throughout this year. The topics that you have covered include:

- Unit 1 – In Class
- Unit 2 – Free Time
- Unit 3 – My Family, Friends and I
- Unit 4 – My School and Studies

Vocabulary revision is **essential** in developing depth in your written and spoken responses. Use your knowledge organisers to master the common vocabulary you have been developing this year. You can enhance this further by using Linguascope and/or Quizlet.

RESOURCE	ONLINE ACCESS
Knowledge Organiser	bit.ly/3sVB6FY
Linguascope (<i>oasismayf / mflmayf</i>)	http://www.linguascope.com/
Quizlet	http://www.quizlet.com/



END OF YEAR RESULTS DAY

End of Year Assessment Results
will be shared in an assembly on

WEDNESDAY 19 JULY 2022

Exam results will be published on MCAS
at **3.00pm** for parents / carers to access.