



Oasis
Academy
Mayfield

END OF YEAR REVISION

YEAR 8 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**.

ASSESSMENT TIMETABLE

SPORTS HALL CORE ASSESSMENTS

SUBJECT	DATE
ENGLISH	27 June
MATHS	28 June
SCIENCE	04 July

CLASSROOM READING ASSESSMENTS

TEST	BAND	DATE	PERIOD
NGRT	A-band	20 June	2
	B-band	20 June	5
READING PLUS	A-band	23 June	4
	B-band	23 June	2

CLASSROOM SUBJECT ASSESSMENTS

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

	GEOGRAPHY	HISTORY	FRENCH	COMPUTING	RELIGIOUS STUDIES
8R	23 June	24 June	16 June	05 July	04 July
8O	22 June	21 June	13 June	08 July	06 July
8Y	17 June	24 June	14 June	06 July	08 July
8G	22 June	22 June	16 June	05 July	07 July
8B	17 June	22 June	16 June	05 July	04 July
8I	20 June	22 June	14 June	07 July	05 July
8V	17 June	21 June	14 June	07 July	06 July

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:

- Making Inferences
- Analysing Texts
- Creative Writing

It is **essential** that you can recognise and use the versatile vocabulary you have learned this year. Use the versatile vocabulary lists below, together with the precise definitions and examples, to practise your recall of this **critical** vocabulary from *Romeo and Juliet*.

PRECISE DEFINITION	VERSATILE VOCABULARY		PRECISE DEFINITION
1. <i>Fate</i> is the things that will happen in the future. 2. <i>Fate</i> is the power that controls everything; it can't be stopped.	fate	free will	If you have <i>free will</i> , you can do what you want and you have power over what happens.
To be in <i>turmoil</i> is to be in a state of great disturbance, confusion, or uncertainty.	turmoil	tranquillity	<i>Tranquillity</i> is a state of calm.
<i>Reverence</i> for someone or something is a feeling of great respect for them.	reverence	scorn	If you treat someone or something with <i>scorn</i> , you show contempt for them.
If there is <i>excess</i> , there is more than is necessary.	excess	moderation	If something is in <i>moderation</i> , the amount is reasonable; not extreme.
To <i>objectify</i> someone is to treat them as an object.	objectify	value	If you <i>value</i> someone, you think that they are important and you appreciate them.

MATHS

AUTUMN 1 – NUMBER & ALGEBRA EQUATIONS AND INEQUALITIES		AUTUMN 2 – ALGEBRA GRAPHS	
UNIT	HEGARTY	UNIT	HEGARTY
UNIT 1 Sequences	  196 198	UNIT 4 Linear Graphs	  207 208
UNIT 2 Forming and Solving Equations	  178 179		 214
UNIT 3 Forming and Solving Inequalities	  265 267	UNIT 5 Accuracy and Estimation	  56 130

SPRING 1 – RATIO AND PROPORTION PROPORTIONAL REASONING		SPRING 2 – PROBABILITY AND STATS DATA: REPRESENTING & REASONING	
UNIT	HEGARTY	UNIT	HEGARTY
UNIT 6 Ratio	  329 332	UNIT 9 Univariate Data	  393 405
UNIT 7 Real Life Graphs	  894 895		  423 426
UNIT 8 Direct and Inverse Proportion	  339 342	UNIT 10 Bivariate Data	  551 405

SUMMER 1 – GEOMETRY ANGLES		SUMMER 2 – GEOMETRY AREA, VOLUME AND SURFACE AREA	
UNIT	HEGARTY	UNIT	HEGARTY
UNIT 11 Angles in Parallel Lines and Polygons	  481 483	UNIT 13 Circles and Composite Shapes	  534 592
	  561 563		UNIT 14 Volume of Prisms
UNIT 12 Bearings	  492 494	UNIT 15 Surface Area of Prisms	 584

SCIENCE

	LEARNING OUTCOME	SENECA	WEBSITE	R	A	G
BIOLOGY	Describe key food groups and the impact of balanced and unbalanced diets.	<u>1.4.1</u> <u>1.6.9</u>	bbc.in/3LLLpJK			
	Describe the key organs in the digestive food and explain the digestion of food.	<u>1.4.4</u> <u>1.4.5</u>	bbc.in/39SUigS			
	Describe photosynthesis and explain how a plant is adapted for this process.	<u>1.5.2</u>	bbc.in/3PH1nIj			
	Describe the lungs, the processes of breathing and gas exchange.	<u>1.6.6</u> <u>1.6.8</u>	bbc.in/3LNj4b1			
	Compare aerobic and anaerobic respiration.	<u>1.6.5</u> <u>1.6.7</u>	bbc.in/38iHVkKj bbc.in/3Nztm4r			
	Compare communicable and non-communicable diseases and how our body, life choices and immune system can protect us from these.	-	bit.ly/38Qg4BN bit.ly/3MQEgKs			
CHEMISTRY	Describe how elements are organised in the periodic table and their properties.	<u>2.4</u>	bbc.in/3PFfA21			
	Describe exo- and endothermic reactions	<u>2.7.6</u>	bbc.in/3wKSEaf			
	Describe how to test for oxygen, carbon dioxide and hydrogen.	<u>2.8.1</u>	bit.ly/3NC9MEE			
	Describe common reactions (metal + oxygen, metal + acid, combustion, acid + hydroxide, and acid + carbonates), and write word and symbol equations.	<u>2.2.1</u> <u>2.2.2</u> <u>2.6.5</u>	bbc.in/3yYVcmw bbc.in/3sVQBhp			
	Rank metals in terms of reactivity.	<u>2.6.4</u>	bbc.in/3IHMi5b			
	Describe the composition of the earth and some properties of each rock type.	<u>2.5.1</u> <u>2.5.2</u>	bbc.in/38TNu2g			
PHYSICS	Describe how sounds are produced, travel and are heard.	<u>3.3.4</u> <u>3.3.5</u>	bbc.in/3wN28k4			
	Describe how light is reflected and refracted, giving examples in everyday life and drawing ray diagrams.	<u>3.3.8</u> <u>3.3.9</u>	bbc.in/3NrkPR8			
	Classify conductors and insulators.	<u>3.1.4</u>	bbc.in/3wN2g32			
	Draw simple circuits with components.	<u>3.4.1</u>	bbc.in/3NBgr1X bbc.in/38MUdVb			
	Describe how current and potential difference can be measured and predicted in a series and parallel circuit.	<u>3.4.2</u> <u>3.4.3</u>	bbc.in/39TBrSR bbc.in/3wQvZbu			
SKILLS	Draw simple graphs to represent data (bar charts, line graphs).	-	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
LOCATION	Normal Classroom
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:

- Climate Change
- Population and Urbanisation
- Cold Environment
- Globalisation and Superpowers
- Coasts

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 8 Curriculum</i>	bit.ly/3PF1yO3
Knowledge Organiser <i>Globalisation and Superpowers</i>	bit.ly/39Tpih4
Seneca Learning	bit.ly/3a95BBO
BBC Bitesize	bbc.in/3wFbS12

HISTORY

LENGTH	50-minutes
LOCATION	Normal Classroom
MARKS	50 marks
ASSESSMENT FORMAT	4 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:

- Mughal Empire
- Charles I
- Charles II
- William III
- Enlightenment
- French Revolution

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>Mughal Empire</i>	bit.ly/3abBPfl
Knowledge Organiser <i>Monarchy</i>	bit.ly/39VijUz
OneNote	bit.ly/3NBBBx8
Seneca Learning	bit.ly/3LDklpz

FRENCH

LENGTH	50-minutes
LOCATION	Normal Classroom
MARKS	55 marks
ASSESSMENT FORMAT	3 sections as follows: 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 – My House and Home
- Unit 2 – Sport and Leisure
- Unit 3 – My Clothes, My Look
- Unit 4 – At the Market

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/3LNTVBN
Linguascope (<i>oasismayf / mflmayf</i>)	www.linguascope.com
Quizlet	www.quizlet.com

COMPUTING

LENGTH	30-minutes
LOCATION	Normal Classroom
MARKS	20 marks
ASSESSMENT FORMAT	Formative

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

- Networks and protocols
- Introduction to Scratch
- Binary
- Introduction to Python
- Gaining Support for a Cause
- Mobile App Development

To support you in revisiting the key knowledge and skills from this year, please see the resources below. You will complete a revision session in advance of your End of Year Assessment for Computing, and additional revision resources have been shared through your Computing OneNote.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>Digital Literacy</i>	bit.ly/3NxltfN
Knowledge Organiser <i>Scratch</i>	bit.ly/3LCTZ7n
Knowledge Organiser <i>Data Representation</i>	bit.ly/38hc39h
Seneca Learning	bit.ly/3NASAiK
BBC Bitesize	bbc.in/3LJSLY3
OneNote	bit.ly/3NBBBx8

RELIGIOUS STUDIES

LENGTH	30-minutes
LOCATION	Normal Classroom
MARKS	21 marks
ASSESSMENT FORMAT	Written response questions Extended response questions

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

- Extremism and Radicalisation
- The Purpose of Suffering
- Social Justice and Religious Responses
- Purpose of Worship

It is **essential** that you review the key knowledge found within your knowledge organisers. Additional resources have been shared via OneNote on your iPad and in your Files section in Teams. You can find this by navigating to your RE class on OneNote and/or Teams.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>Extremism</i>	bit.ly/3NDZ28H
Knowledge Organiser <i>Worship</i>	bit.ly/3wKyzQh
OneNote	bit.ly/3NBBBx8



END OF YEAR RESULTS DAY

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

WEDNESDAY 20 JULY 2022

YEAR 10	08.40 – 09.10am
YEAR 9	09.40 – 10.10am
YEAR 8	11.00 – 11.30am
YEAR 7	12.00 – 12.30pm

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