



**THE KING'S SCHOOL**  
GRANTHAM

**YEAR 8 EXAM WEEK 2019**

**REVISION BOOKLET**

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## **I. INTRODUCTION**

This booklet is designed to help you prepare for the Year 8 Exam Week. You will have exams for the rest of your school career, so you need to start learning how to prepare successfully and get the highest grades you can.

The more organised you are, the easier it will be for you to revise. Many students find it difficult to get started and waste a lot of valuable time because they cannot find the notes they need or their original exercise books for each subject.

When you revise, it is important to use techniques that will help you remember facts. Do not just spend time reading and re-reading your notes in the hope that somehow you will take everything in.

You will need to make a real effort to learn what you are reading and that means working on your notes and using strategies that will help you to focus on each topic and pick out the key facts and fix them in your mind. The first part of this booklet offers a series of methods to aid you with revision. In the final section, Subject Leaders have provided a breakdown of what each exam will involve.

## **II. TEN TOP TIPS FOR SUCCESSFUL REVISION**

- Find a good place to work where you cannot be disturbed or distracted.
- Draw up a plan of what you are going to revise and when. Give yourself targets to achieve when revising.
- Don't work for too long at any one time and take regular breaks of 5-10 minutes during revision.
- Eat, sleep and live healthily during revision time and during the exams. Make sure you have breakfast on the day of exams.
- Try to vary the ways you revise, don't just sit reading a book. There are lots of ideas in this booklet to help you.
- Revise with a friend, talking to someone about a topic/problem often helps your memory.
- Test yourself (or get someone to test you) regularly without looking at your notes.
- Re-visit topics/subjects regularly to help you memorise them effectively.
- Mix up your weak and strong subjects when you revise.
- Make sure whatever revision you do you make it stick – don't convince yourself you have revised by sitting in front of the TV with your book on your lap!

### III. TIMETABLING YOUR REVISION

Organising how, where and when you are going to revise is very important and varies for everyone. Good advice is to write out a timetable which you can stick to no matter what the subject.

#### Warm up your brain

It is always a good idea to warm your brain up before you start to revise. Try some of these:

What If...?	Invent A Name	It Does What?	Plus points, Minus points, Interesting points
<ul style="list-style-type: none"><li>◇ The moon was made of cheese</li><li>◇ All the grass disappeared overnight</li><li>◇ Water was poisonous</li></ul>	<ul style="list-style-type: none"><li>◇ A shampoo that instantly gave you curly hair</li><li>◇ A robot that takes your dog for a walk</li><li>◇ A pair of glasses which shows you what's happening behind you</li></ul>	<ul style="list-style-type: none"><li>◇ Oxyputer</li><li>◇ Kangastep</li><li>◇ Aquadigger</li></ul>	<ul style="list-style-type: none"><li>◇ Everyone should wear a mood badge</li><li>◇ All children should adopt an elderly neighbour</li><li>◇ All cars should be painted blue</li></ul>

#### Set a target and time

Decide what you want to accomplish by the end of your study time and set little targets within this time. Try not to be unrealistic to avoid rushing and missing key points.

#### Set a reward

When you have set a target and time frame think of a reward you can enjoy when, and only when, these are met. This could be anything from chocolate, playing a computer game or meeting up with friends.

#### Choose a suitable place to revise

Only you know where you work best and won't be easily distracted, try to think of a place, or better a couple of places, where you will not be tempted to check Facebook, your phone or top up your drink, etc.

#### Plan in breaks

Plan breaks at sensible intervals when you can stretch your legs, get a drink and have a short change of scenery. Booking in your lunch break to have a shorter afternoon session than the morning session will make the time go faster.

#### How well did you do?

When your time is up look over your progress, have you accomplished all you set out to do? Is there anything you could add next session? Is it time for your reward?

## **IV. REVISION STRATEGIES**

In the weeks before the exams, plan a revision programme. Make a list of the topics you need to revise for each subject and draw up a revision timetable. Use the revision programme sheets provided in this booklet to plan your study.

There are many ways to revise. A list of strategies is provided below followed by more detailed explanations of a number of specific strategies.

### **Index Cards**

The main points can be written out on cards to carry round with you. You can even design coloured symbols on the back. The symbols can then be used as a trigger for your memory.

### **Post-its**

Stick post-its with key ideas in your bedroom, hallway or around the house. They can be re-ordered on a flat surface.

### **Posters**

Dramatic and colourful posters which summarise ideas visually can be placed at eye level, or above.

### **Review to music**

An enjoyable, easy way to remember. Music with 60-70 beats per minute is supposed to be the best to help your long term memory.

### **Dramatic monologues**

It can help you remember if you speak out loud, especially if the voices are outrageous.

### **Get a manager**

Make an arrangement with someone (other than a teacher) to listen to, test or interrogate you at fixed times.

### **Highlighter pens**

Practice picking out the main points with a highlighter. Ask your teacher if you're right then have another go with something else.

### **Against the clock**

Make a game of answering as many questions as you can against the clock. Keep trying to beat your last score.

### **Prize bribes**

Ask your parents to reward you with something good for reaching a target you set yourself.

### **Visualise it**

Conjure up pictures in your mind of what you're revising.

### **Make it silly**

Think up silly suggestions. Things that make us smile get remembered more easily.

### **Talk into your phone**

This way you have to think about what goes in – and listen to what comes out.

### **Points of view**

In partner revision, or by yourself, take one person's point of view – then swap over and argue the other side.

### **Interview**

Set up an interview situation – but the questions are on what you're revising.

### **Walkabout**

Help your memory by learning things in different places and unusual locations. Learn different chapters of a book, say, in different rooms. Or put index cards on the floor in different sequences and walk between them, memorising as you go.

### **Colour cards**

Colour code your revision cards to help you.

### **Diagrams and flow charts**

Tree charts, flow charts, spidergrams, split lists, sets – all are useful for organising your thinking.

### **Mnemonics**

These make words out of the first initials, e.g. CHOPINS – Carbon, Hydrogen, Oxygen, Phosphorous, Iodine, Nitrogen, Sulphur.

### **Reading out loud**

Saying things out loud can help you by making you slow down and organise your thoughts.

### **Test, cover and re-test**

Learn something, cover it and test yourself – then check. Repeat until a genius.

### **Word games**

Use word games, e.g. a Stalagmite MIGHT reach the ceiling, and a Stalactite holds TIGHT to the ceiling.

### **Buddy testing**

Revise with a friend or group of friends. Some people do well when they bounce ideas off others.

### **Puzzles**

Make logic games, anagrams or puzzles out of what you're revising e.g. codes, symbols or crosswords.

### **Poems**

Make your subject matter into a rhythmical poem. Remember the rhythm – remember the facts!

### **Keep a revision journal or diary**

For some, this allows a feeling of progress and a way to track your own progress.

**Collage**

Make a collage of your main facts, pictures, symbols, cuttings, quotations, formulae etc.

**Journey round the known universe**

Put key ideas, cards or summaries at eye level around your room, in sequence. Visit them in order – then imagine you're visiting them. What do they say?

**Insist lists**

Make lists of your MUST DO jobs – and carry them with you everywhere.



## Command Words

So often time and marks are wasted by not **reading a question correctly** or by 'waffling', it is important that you **recognize and understand** the command words within the question before you attempt it to maximize your marks:

<b>Describe</b>	To provide a detailed account of a topic and give reasons for it.
<b>Explain/ Give Reason For/ Account For</b>	To give a clear account of your knowledge and understanding, or give reasons for why something is so.
<b>Compare</b>	To show how two, or more, things are different or similar.
<b>Analyse</b>	To identify important features of a subject and separate it into parts and examine how they relate to one another.
<b>Clarify</b>	To give reasons for.
<b>Criticise</b>	To examine all the positive and negative aspects of a topic.
<b>Demonstrate</b>	To examine and give evidence to support an argument.
<b>Discuss</b>	To examine by giving positive and negatives.
<b>Evaluate</b>	To discuss the worth, importance or usefulness of something by giving evidence to support your view.
<b>Explore</b>	To follow the development of something systematically from its origin.
<b>Illustrate</b>	To provide the main points, showing the main structure rather than great detail.
<b>Interpret</b>	To make compatible that which appears to be in conflict.
<b>Justify</b>	To give evidence which supports an argument or idea. Show why decisions or arguments were made considering objections others may make.
<b>Outline</b>	To provide a detailed description with examples.
<b>State</b>	To express briefly and clearly.
<b>Summarise</b>	To give a concise account of the main points omitting detail.
<b>Suggest</b>	To expand your knowledge and understanding to a topic you are not necessarily expected to know well and to transfer other knowledge to give a sensible account.

## Memory Techniques

There are a number of memory techniques which may help you to develop a more effective memory. However, before you set out remembering everything in sight, it is important to CONDENSE what you need to learn. CONDENSING your work and identifying KEY WORDS are the first step to committing it to memory.

Depending on the subject you are studying, these might be:

NAMES                      PLACES                      DATES                      FACTS/FIGURES                      SEQUENCES

When you have identified the keywords, underline them or mark them with a **highlighter**. It is a good idea to use several pens of different colours. You could even develop a system that uses different colours for different information



RED  
GREEN  
BLUE  
YELLOW  
ORANGE

PEOPLE  
PLACES  
FACTS & FIGURES  
QUOTATIONS  
DATES

Spend about **10 – 15 minutes** learning your list of keywords until you are confident you can recite the list (also that you know what each word means!)

Then, in the weeks leading up to your exam, spend about **5 minutes** on **2 or 3 occasions** to check through the list again. Nearer to the exam, check how well you have remembered the keywords. You should find it easy to recall the list again with only a few minutes revision.

## Image Chains

The key to your memory is **imagination**. When you watch television, you expect to see a programme that captures your imagination. Unfortunately, the things you need to remember for your exams don't tend to possess the contents of a Hollywood blockbuster!

Image chains are an imaginative way to remember a list of random words by linking them to a story. The trick is to be **imaginative and creative** – the more so the better.

Use **positive, pleasant images**. The brain often blocks out unpleasant ones. **Exaggerate** the size of the important parts of the image. Use humour. **Funny** or **peculiar** things are easier to remember. **Rude things** are also easier to recall.

**Symbols** can be used. Bright, **colourful** images are easier to remember than dull ones. Try to use all the **senses** in your story by using sounds, smells, tastes, touch movements and feelings as well as pictures.



Example:

Spice Potato Dance Window Plant Finger Bin Wet Purple Log

One day a **spicy purple potato** was **dancing** on a **log** but it was **wet** because it had been raining and so he fell off and knocked the **plant** off the **window** with his **finger** and it fell in the **bin**.

Your turn

Tree

House

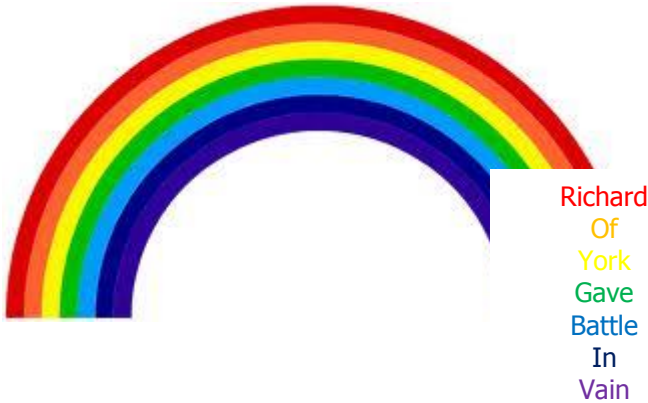
Dog

Pencil

Cheese

## Triggers and Mnemonics

Take the first letter of each word you need to remember and use them to make an **imaginative** sentence. You should use this type of memory strategy to help you remember things **IN THE RIGHT ORDER**. You have used this one before:



Naughty	Never
Elephants	Eat
Squirt	Shredded
Water	Wheat



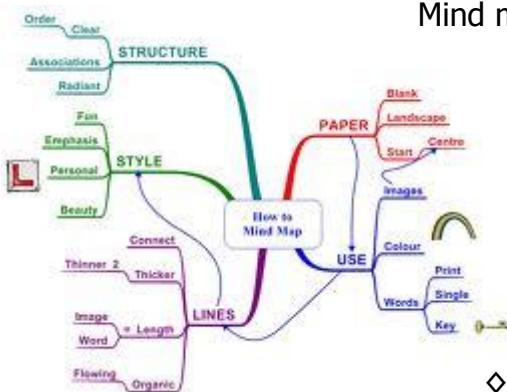
Try it yourself with the Continents of the World:

Europe	E
Asia	A
Africa	A
Oceania	O
Antarctica	A
North America	N
South America	S

## Mind Mapping

This is a very **effective** way of representing **large amounts of information** in an attractive, easily-remembered way. You may have used a 'spider diagram' – which are very similar.

- ◇ Use a large piece of paper turned landscape.
- ◇ In the centre write a name of the topic that you are going to revise – and add a simple illustration if you wish.
- ◇ Now draw lines like branches (coming out from the centre) to represent the main areas of the topic. Each of these can be illustrated or could be in different colour – or a different type face.
- ◇ In turn, each of these could sub-divide into several more sections. Continue adding more branches until all the main information is on the mind map.
- ◇ The finished mind map could contain diagrams, names (and pictures) of important people, dates, places, etc. If it gets crowded, you could create a separate mind map for a particular section.



Mind maps start with a **theme**, have **main ideas** and are held together with **details**.

To make mind maps more **memorable**:

- ◇ Use **doodles, pictures** and **diagrams**.
  - ◇ Use different **colours**.
  - ◇ Use different **type fonts**.
  - ◇ Use **humour** (cartoons), etc.
- ◇ Design **your own** (don't just copy other peoples).
  - ◇ **CONDENCE**.

## Case Studies

Case studies may be the bane of your life, but you can guarantee you WILL have questions which will require both vague and detailed answers to show your understanding.

They help to bring a theory to life and make the real work more engaging. They illustrate [key points](#), [key messages](#) and how things are done in practice, but there is a lot of detail to remember so to break this down, as well as mind maps, a case study card can be used.

For example:

<b>Case Study:</b>			
Topic:			
Section Of Syllabus:			
<b>Location:</b>	Town/City/Region:	Country:	Continent:
<b>What?</b>	<b>What were the causes?</b>		
<b>When?</b>			
<b>Why?</b>			
<b>Facts And Figures:</b>			
<b>What were the effects?</b>	<b>How can the changes be managed or solved? By whom?</b>		
	<b>What are the options for the future?</b>		
<b>Key Words:</b>			

<b>Book:</b>	
Author:	
Date:	Genre:
Main Characters and Relationships:	Synopsis:
Key Chapter Plot:	Author Techniques:
<b>Key Quotes:</b>	

Separate subjects could be printed on different coloured paper, or each corresponding section in the same colour font.

## The Process of Learning

1) Don't know and I don't know that I don't know  Unconscious Incompetence	2) I don't know stuff and I realise that I don't know it  Conscious Incompetence
4) I know it and I can do it even without having to think about it  Unconscious Competence	3) I am beginning to get it and when I concentrate really hard and I know I am beginning to get it  Conscious Competence

Your turn:

Work with a partner and each take a turn to do this exercise:

Think of a time when you were very motivated to do something and it was a challenge and you achieved it (it could be school work, learning a sport, or something artistic).

How did you keep yourself motivated (wanting to stick to it and keep trying) so that you moved from box two to box three and box four?

How did you overcome any setbacks you experienced?



## **V. STRESS BUSTERS**

“There is no such thing as failure – only feedback”

Everyone gets nervous before an exam and has different ways of dealing with it.

How you respond to stress may impact on your attainment. Below are some suggestions to help you relax and concentrate both before and during the exam:

### **Visualisation**

- ◇ Visit the exam room so you are familiar with its set up.
- ◇ Keep visualising the journey from your house to the exam room.

### **Relaxation**

- ◇ Start from the toes: Clench for ten seconds and R-E-L-A-X.
- ◇ Move up the body, clenching and relaxing.

### **Breathing**

- ◇ Empty your lungs out and hold for as long as possible.
- ◇ Then breathe in slowly.

### **The Three Minute Breathing Space**

Your breathing space provides a way to step out of automatic pilot and reconnect with the moment at hand.

### **Awareness**

Bring yourself into the present moment by deliberately adopting an upright and dignified posture. If possible, close your eyes and ask: “What is my experience right now...in thoughts...in feelings...and in body?”

Acknowledge and register your experiences, even if it’s unwanted.

### **Gathering**

Then, gently redirect your full attention to your breathing, to each in and out breath as they flow, one after the other.

Your breathing can be used as an anchor to bring you to the present and help you to tune into a state of awareness and stillness.

### **Expanding**

Expand the field of your awareness around your breathing, so that it includes a sense of body as a whole, your posture and facial expression.



## VI. WORRY BUSTERS

### Write down your concerns

This immediately helps you to feel calmer and more objective.

### Ask the key question: Are these worrying thoughts helpful?

If they are drawing your attention to something that needs dealing with, then start the pattern for dealing with things in the next three points below:

### Face the worst

What's the worst that could happen? Write it down. Now write down a few ways you'd cope if it did happen. Create a plan A and an alternative plan B, then think of the ways to make the worse less likely.

### Get the facts

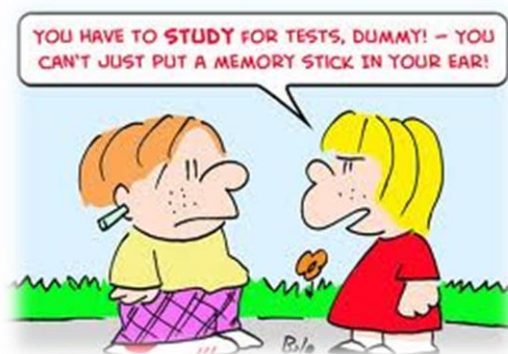
Worry can arise from confusion, or trying to make a decision without enough knowledge. Imagine you are collecting all the facts for someone else will help you stay calm and objective, or try to imagine you're a lawyer, whose job it is to stay impartial.

### Analyses the facts once you have them

Decide what to do. DO IT!

### Use your night thoughts

When you've a worry, your mind goes on thinking about it during the night. Lie still for a few minutes when you wake to give helpful ideas a chance to drift into your mind.



## **VII. THE DAY OF THE EXAMINATION**

Do not try to do any revision on the day of the exam. Get to school on time – you do not want to start the exam feeling flustered because you arrived late. Try not to get drawn into conversations with your friends about what revision they have done and what questions might be asked in the exam. This would cause unnecessary panic.

In the exam read the instructions on the front of the paper to make sure you understand what you have to do. For example, you may not need to answer all the questions. When answering a question, re-read the question carefully to make sure you understand exactly what it is asking. Pace yourself with time. Do not spend too much time on any one question. Do not waste time giving too detailed an answer to questions which only carry a few marks. Finally, read through your answers at the end to check your spellings and any careless mistakes.

**VIII. REVISION PLANNERS**

**Weekly Revision Planner**

Week beginning:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
07.00							
07.30							
08.00							
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### Preparing for examinations: What do I need to know?

The most important part about revising for examinations is to determine what you need to know and where you can find the information. Fill in the table below to help:

**Examination subject:**

**Date of examination:**

<b>Topic in Specification</b>	<b>Exactly what do I have to do/learn/know</b>	<b>Source of material/information (include page references)</b>

### Monthly /Daily Revision Timetable

Day	Date	Subject	Topic	Details
1				
2				
3				
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## IX. SUBJECT INFORMATION

### MATHEMATICS

<b>What will the examination involve?</b>	30 minute speed test – short questions on numeracy and algebra requiring answers only. 1 hour non-calculator paper on all topics – longer questions with working required. 1 hour calculator paper on all topics – longer questions with working required.
<b>Main topics for revision</b>	All topics covered in Year 8 MEP textbooks.
<b>What can a student do to prepare?</b>	Practise all methods thoroughly – don't just read a textbook. Use resources below and listen carefully to advice given by your teacher.
<b>Useful resources</b>	The contents of the MEP textbooks are available online with other resources at <a href="http://www.cimt.plymouth.ac.uk">www.cimt.plymouth.ac.uk</a> Also links available on the school website and on FROG (VLE).

### ENGLISH LANGUAGE

<b>What will the examination involve?</b>	Exactly the same format as previous tests but with a <b>pre – twentieth century</b> comprehension passage.  <b>Comprehension</b> with a <b>vocabulary</b> and <b>grammar</b> element <b>Writing task.</b>  The exams will be scheduled during two hour long lessons.
<b>Main topics for revision</b>	This is <b>skills</b> based not topic based. Everything done in lessons is relevant.
<b>What can a student do to prepare?</b>	<ul style="list-style-type: none"><li>• Look at previous tests to identify weaknesses.</li><li>• Read widely to improve vocabulary. This cannot be acquired overnight, hence the importance of regular reading. There are many examples of nineteenth century fiction texts available online.</li><li>• Look at teacher comments on written work.</li><li>• Use CGP book to revise grammar.</li><li>• Revise stylistic devices and their effects.</li></ul>
<b>Useful resources</b>	CGP book to revise grammar.

## SCIENCE

<p><b>What will the examination involve?</b></p>	<p>The end of year exam will be formed of two tests. The first will be a 1-hour structured examination paper. The second will be a 30-minute written paper testing spelling and use of key terms.</p>
<p><b>Main topics for revision</b></p>	<p>All topics covered in Years 7 and 8:</p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Induction.</li> <li>• Living systems.</li> <li>• Diet and health.</li> <li>• Genetics and evolution.</li> <li>• Particle model.</li> <li>• Atoms, elements and compounds.</li> <li>• Reactions.</li> <li>• Forces and motion.</li> <li>• Energy.</li> <li>• Electricity and electromagnetism.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis and respiration.</li> <li>• Reproduction and growth.</li> <li>• Ecosystems.</li> <li>• Acids and alkalis.</li> <li>• Materials and everyday chemistry.</li> <li>• Earth and its atmosphere.</li> <li>• Levers and moments.</li> <li>• Waves.</li> <li>• Space.</li> </ul>
<p><b>What can a student do to prepare?</b></p>	<p>Look over their notes and make revision notes / mindmaps / posters. Answer past paper SATs questions.</p>
<p><b>Useful resources (books, websites etc.)</b></p>	<p>Smart Science learning books Use resources from FROG (VLE). BBC KS3 Science Bitesize website: <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> Past KS3 Science SATs paper questions: <a href="http://www.satspapers.org.uk">www.satspapers.org.uk</a></p>



## HISTORY

<b>What will the examination involve?</b>	An essay question on the causes of the Industrial Revolution. Factual knowledge test on what they have covered this year. They will have the whole lesson (1 hour).
<b>Main topics for revision</b>	Causes of the Industrial Revolution.
<b>What can a student do to prepare?</b>	Revise the Industrial Revolution topic. Look at the subject knowledge tests (will be given to them).
<b>Useful resources</b>	Exercise books. BBC Bitesize KS3 History. Link from the History page on FROG (VLE).

## GEOGRAPHY

<b>What will the examination involve?</b>	1 hour. 1 paper. Short answer questions.
<b>Main topics for revision</b>	Urbanisation and economic activity. Population. India. Weather and climate. Hazards.
<b>What can a student do to prepare?</b>	Use revision sheet. Produce revision notes on each topic. Use exercise book and textbook.
<b>Useful resources (books, websites etc.)</b>	BBC Bitesize. Geog.2 textbook. Year 8 Geography site on FROG (VLE).

## GERMAN

<b>What will the examination involve?</b>	Writing, listening and reading. Exact dates will be issued to students by their subject teachers.
<b>Main topics for revision</b>	All topics covered in year 8.
<b>What can a student do to prepare?</b>	Revise vocab lists and grammar points from the textbook and exercise books as well as online resources. Revision papers.
<b>Useful resources (books, websites etc.)</b>	Stimmt 2 – textbook. <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://linguascope.com">linguascope.com</a>

## MUSIC

<b>What will the examination involve?</b>	One written and listening examination lasting 1 hour. Section A will involve answering questions about short extracts of music taken from the set pieces/styles covered this year and general listening. Section B will be music theory questions.
<b>Main topics for revision</b>	Chords. Structures in Music. Mozart Rondo. Poulenc Carillon. Rhythm and Metre. Pitch notation.
<b>What can a student do to prepare?</b>	Listen to different styles of music and try to talk about what you hear using the elements of music thinking grid. Listen to the set pieces/styles covered this year through FROG (VLE). Revise pitch, rhythm, metre, theory and notation.
<b>Useful resources (books, websites etc.)</b>	CBBC 10 pieces website. The ABRSM Theory Book 1. Ted Kirk's Theory worksheets. Online theory (websites linked through Frog VLE).

## COMPUTING

<b>What will the examination involve?</b>	One practical software test in lessons. 30 minutes.
<b>Main topics for revision</b>	IT software use Fusion Fireworks  Please note:  As this is a practical subject, the skills test will only account for a proportion of their final grade - the majority of the mark is based on their folder of work over the last several months.
<b>What can a student do to prepare?</b>	Use their folder to examine what they have done during the year. Make sure they are familiar with the skills and key words they have used.
<b>Useful resources (books, websites etc.)</b>	Folder. R drive teacher resources available through FROG. BBC Bitesize ICT.

## DESIGN TECHNOLOGY

<b>What will the examination involve?</b>	There will be one examination paper covering the three areas of DT; Food Technology, Resistant Materials and Graphics. In the exam, students are to select the two areas of Design Technology they have completed so far to answer questions on. The questions will be a range of multiple choice, extended questions and some drawing/diagram tasks.
<b>Main topics for revision</b>	Food – The Eatwell plate, food hygiene, food safety, high risk foods, food contamination and healthy options.  Resistant Materials – Sources of energy, Sustainability, Insect habitats, Tools, Equipment and processes used throughout the project.  Graphics – Artists, definitions of key terms, 2D Design as a design tool, Primary and Secondary sources.
<b>What can a student do to prepare?</b>	Revise all topics in their current exercise books. They must have their green Art book as well as the red Food/Resistant materials book.  Revise using information from their current exercise books.  Use available websites and text books.  Ask your DT teacher for clarification of topics.  Create mind maps to test knowledge of specific topics as well as question and answer each other on specific topics.
<b>Useful resources</b>	<a href="http://www.Technologystudent.co.uk">www.Technologystudent.co.uk</a>

## ART

Students complete a series of coursework tasks during the year. The end of year mark will be the highest mark achieved in one of these tasks.

## FRENCH

<p><b>What will the examination involve?</b></p>	<p>Your examination in French will be made up of 4 elements: Speaking (which you have already done as CAT 2), Writing, Listening and Reading.</p> <p><b>Important dates:</b> The writing exam will be in the week commencing 13 May. The listening and reading exams will be in the week commencing 20 May (unless your teacher tells you otherwise). All exams take place in lesson time.</p>
<p><b>Main topics for revision</b></p>	<p><b>You need to revise Unit 5 of Studio 1 and units 1 and 2 of Studio 2.</b></p> <p><b>Reading Exam:</b> This exam is made up of short reading passages which will test your comprehension of units 1 and 2. It will also include a short translation passage into English which will include vocabulary and structures from unit 5 of Studio 1.</p> <p><b>Listening Exam:</b> This exam is made up of short listening passages which will test your comprehension of units 1 and 2.</p> <p><b>Writing:</b> Section 1 – write a 90-word account of a holiday you went on to Paris. This should include: how you travelled, how long you stayed, where you stayed, what you did, ate, drank and bought, descriptions and opinions. This is based on Unit 2. Section 2 – Translate 10 sentences into French. You need to know vocabulary and structures from all three units.</p>
<p><b>What can a student do to prepare?</b></p>	<p>Revise the following from each unit:</p> <p>Studio 1 Unit 5: Holidays; routine; drinks and snacks in a café; future holiday plans; your dreams for the future; reflexive verbs; higher numbers; near future tense; use of 'voudrais'.</p> <p>Studio 2 Unit 1: Television programmes and films; reading; internet and uses of technology; what you did yesterday evening; present tense of 'er', 'ir' and 're' verbs; 'avoir' and 'être'.</p> <p>Unit 2: Activities and sights in Paris; understanding and giving information about tourist attractions; modes of transport; past tense of regular and irregular verbs; verbs taking 'être' in the past tense; use of time phrases; questions in the past tense; opinions in the past tense.</p>
<p><b>Useful resources</b></p>	<p>Unit résumés for each unit of work covered. Work in the exercise book. All pupils will be given a revision guidelines sheet. Use the online platform.</p>