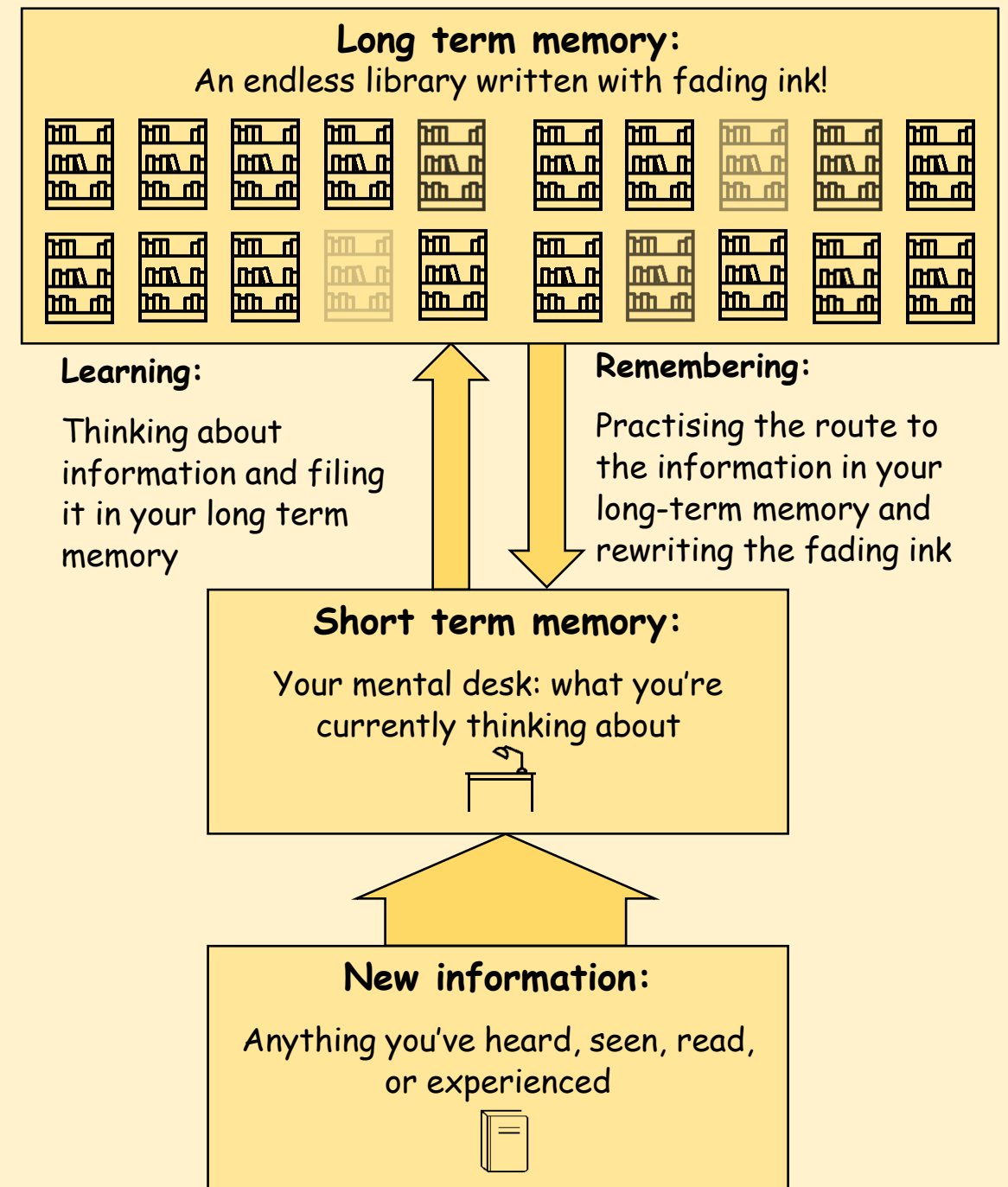


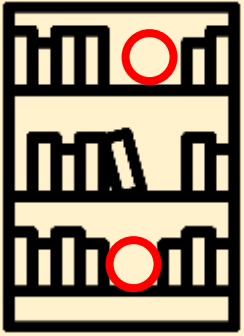
Year 8 - How do I revise?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



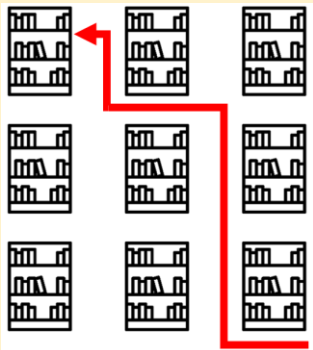
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

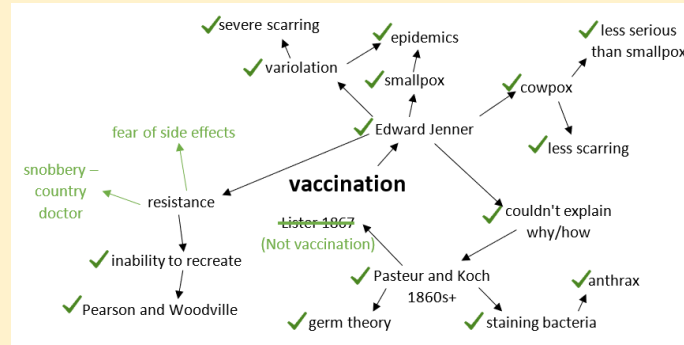
Revision strategies to try:

Use your exercise book to help create these revision resources.

Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

Writing a concept map:



Watch videos:



Flashcards:

osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:



Online platforms:



Year 8 – English

Multiple Choice Quiz:

You will be asked to read two transactional sources, the topics of each source are 'Freak Shows' and Reality TV, linked to your study of persuasive writing. There will be comprehension and inference questions based on each source.

Use your exercise book and completed homework to revise the following:

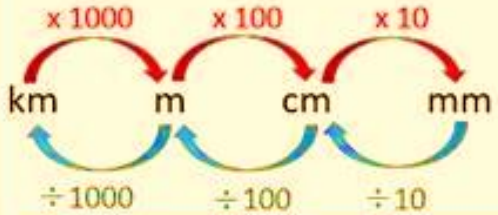
Deconstructing and interpreting Non-Fiction Texts

Features of an article

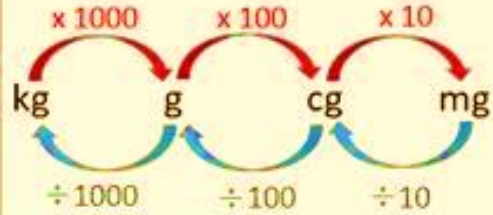
Park Reading Process

Mathematics Year 8 - Spring

Converting Metric Lengths



Converting Metric Weights



Convert to Standard Form

Move the decimal point until there is one digit to the left of the decimal point.

Exponent goes **up** ← Decimal point moves **left** • Decimal point moves **right** → Exponent goes **down**

Examples:

$$156000. = 1.56 \times 10^5$$

Move decimal point 5 places left,
exponent goes up by 5

$$0.0000053 = 5.3 \times 10^{-6}$$

Move decimal point 6 places right,
exponent goes down by 6

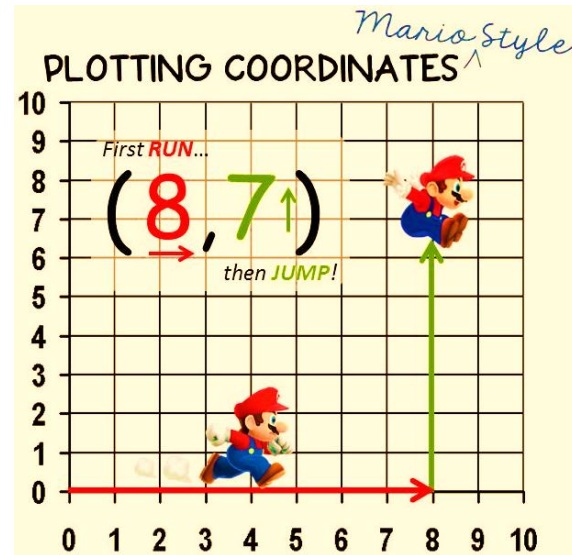
Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**

Workings

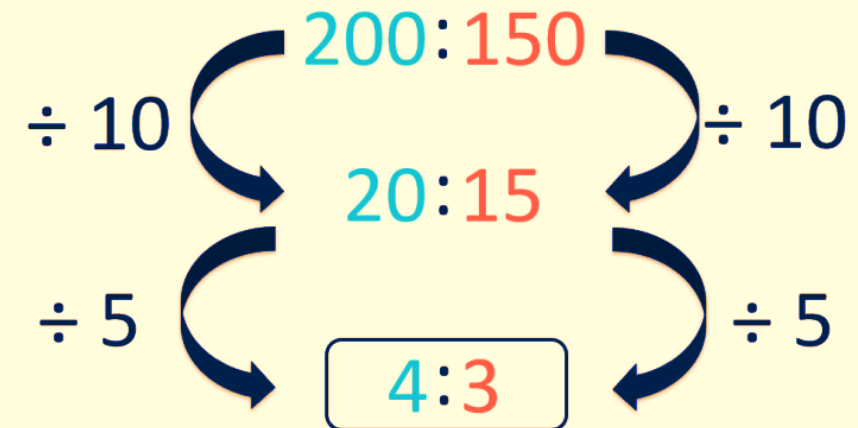
Show each stage of your working, try not to do too much calculating in your head, we can't mark what isn't written!!

Show off what you know!

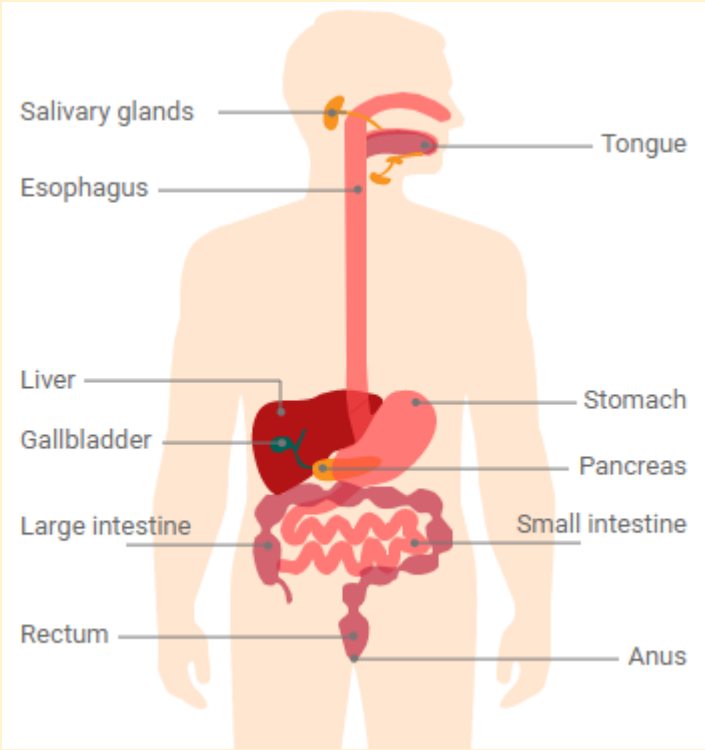


To simplify a ratio, divide all numbers in the ratio by the same amount

You can keep dividing a ratio in stages to simplify it further

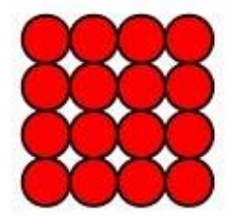
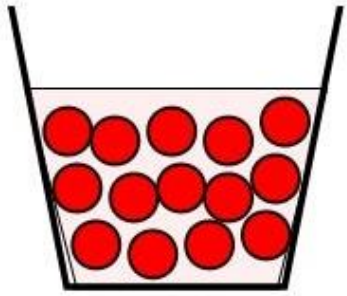
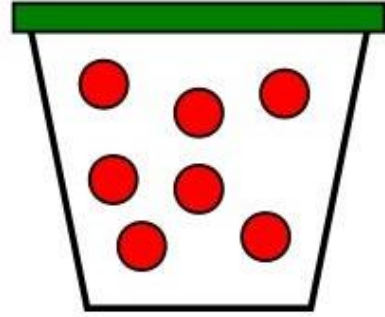


Year 8 - Science revision for KA2

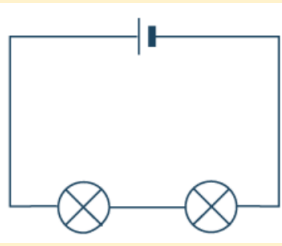


Current - flow of electrons around a circuit
Voltage - the amount of energy (push) in the circuit
Resistance - how difficult it is for energy to flow in a circuit

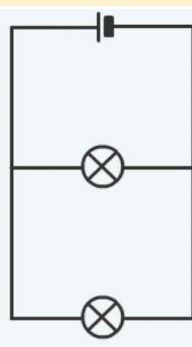
Components for a healthy diet:
Carbohydrates - for energy
Protein - for growth and repair
Fats - for insulation and some energy
Vitamins and minerals - for healthy bones, teeth, skin etc
Fibre - to aid digestion

SOLIDS	LIQUIDS	GASES
		
<p>The molecules are held together with strong bonds. They don't move very easily so SOLIDS can keep their own shape and size</p>	<p>The molecules have weaker bonds. They can move around slightly so LIQUIDS can flow. They can't keep their shape unless they're in a container.</p>	<p>The molecules are free to move around. They can spread around an open space quickly and freely. GASES can't keep their shape unless they are kept in a sealed container.</p>

Series circuit



Parallel circuit



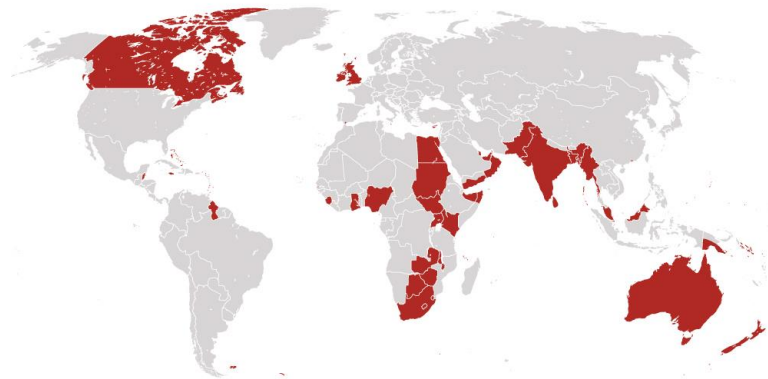
Elements - contain the same type of atoms
Mg ✓ MG ✗
Compounds - contain different atoms chemically combined together.
Mixtures - different substances, not chemically combined but can be easily separated.

History Key Assessment 3



Key areas to focus on:

- The British Empire
- The Transatlantic Slave trade including the Middle Passage and conditions on plantations.
- The Industrial Revolution.

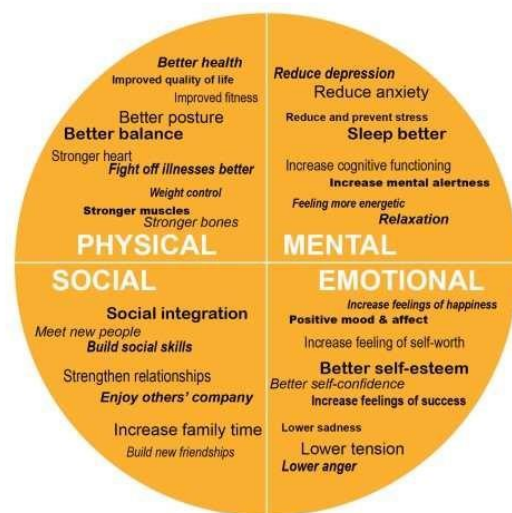


PE End of Term 2 Revision – Year 8

1. Read the question carefully
2. Check you selected answer carefully

Key topics –

- BORG Scale
- RPE – HR (rate of perceived exertion to heart rate)
 - Principles of training
- Physical, psychological and social benefits of exercise



Remember

- Read each question carefully
- Select the correct number of responses

More info at –
[BBC Bitesize Home -](#)
[BBC Bitesize](#)



Borg RPE	Description	Heart Rate	%VO ₂ max	% HR max	Training Zone	CR-10 Borg
6	Rest	60				0
7	Very, very light	70				0.5
8		80				
9	Very Light	90			Rehabilitation	1
10		100				
11	Fairly light	110				2
12		120				3
13	Somewhat hard	130	40-60	55-70	Aerobic Training	4
14		140			Lactate Threshold	5
15	Hard	150	60-85	70-90		6
16		160				7
17	Very hard	170				8
18		180	>85	>90	Anaerobic Training	9
19	Very, very hard	190				10
20	Maximal	200	100	100		

Cardiovascular System

KEY TERMS
 Stroke Volume
 Cardiac Output



Short Term or Immediate

- Increased heart rate
- Increased of blood pressure
- Increased systolic blood pressure

Long Term effects (Adaptations)

- Cardiac hypertrophy
- Increased stroke volume
- Increased max cardiac output
- Lower resting heart rate.
- Increase in capillarisation.
- Increase in red blood cells.

Respiratory System

KEY TERMS
 Vital Capacity
 Tidal Volume
 Oxygen Debt



Short Term or Immediate

- Increased breathing rate.
- Increased depth of breathing.

Long Term effects (Adaptations)

- Increased number of alveoli.
- Increased strength of intercostal muscles.
- Increased vital capacity
- Increased strength of diaphragm

PRINCIPLES OF EXERCISE

- Overload:** Training must be raised to a higher level than normal to create the extra demands to which your body will adapt.
- Specificity:** Training must be specific to the sport or activity, the type of fitness required and the particular muscle groups.
- Progression:** As your body adapts to training, you progress to a new level of fitness. To then take this to the "next level", a gradual increase in intensity is needed to create an overload.
- Reversibility:** The effects of training are reversible. If exercise is reduced in intensity or even stopped, the benefit can be lost quickly.
- Adaptation:** With continued practice, your body will eventually turn a new sport, activity or movement skill into second nature.
- Individual Differences:** Each person has a different response to an exercise or training program and each person needs to exercise and train accordingly.

PE student pages



WTa = 0-30%
 WTb = 31-49%
 ARE = 50-69%
 AGD = 70-100%

Spanish

What you need to know to do well in Key Assessment 2:

- Say where they live (types of houses, types of areas).
- Describe their using adjectives + opinion about their house.
- Describe their house saying what rooms are in their houses.
- Describe their ideal house using the conditional.
- Describe their towns saying what there is and isn't + giving opinions.
- Describe their ideal town using the conditional.
- Understand people when they describe where they live and what they think of it.
- Use a range of adjectives to describe their house/town/area.

What an ARE paragraph looks like in Year 8 for KA2 – can you translate it?

Hola, soy Jessica y vivo en Winchester en una casa grande y moderna con mi familia.

Me gusta mi casa ya que es confortable. En la planta baja, hay el salón y la cocina con el comedor. En la primera planta, hay dos habitaciones y el baño. En mi casa ideal, habría una piscina y una sala de videojuegos y sería fantástico.

En mi pueblo hay una iglesia y una biblioteca. También, hay un parque. Sin embargo, no hay un estadio de fútbol y no hay un cine. Mi pueblo ideal tendría un cine grande, un castillo histórico y una piscina. Sería bonito y moderno con un parque.

CONDITIONAL VERBS:

me gustaría = I would like

me encantaría = I would love

habría = there would be

tendría = it would have

sería = it would be

	<p>Los Lugares</p>	<p>OPINION VERBS</p> <ul style="list-style-type: none"> - Me gusta(n) - Me encanta(n) - Me chifla(n) - Me mola(n) - Me interesa(n) - Me flipa(n) - Me apasiona(n) - Prefiero <p>Thumbs Up</p> <ul style="list-style-type: none"> - No me gusta(n) - No me gusta(n) nada - Odio - Detesto - No soporto - No aguanto <p>Thumbs Down</p>	
<p>Vivir (To live)</p> <p>yo vivo ns. vivimos tú vives vs. vivís él/ella vive ellos/ellas viven</p>	<p>Un supermercado Un cine Un museo Un banco Un restaurante Un parque Un estadio de fútbol Un hospital</p> <p>Una piscina Una tienda Una iglesia Una biblioteca</p>	<p>una ciudad = a city un pueblo = a town un bosque = a forest el campo = the countryside la costa = the coast la montaña = the mountains</p>	<p>una casa = a house un piso = a flat una caravana = a caravan un castillo = a castle un bungalow = a bungalow una villa = a villa una mansion = a mansion</p>

Tips to revise for your Spanish assessment:

- use the student page to look at the lessons again and revise from the power points.
- log into MEMRISE (password: Park2022) and complete the revision courses available.
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- attend Spanish KS3 club on Monday after school in C10 to revise with a teacher.
- write a FREE TIME paragraph - send it to your teacher for feedback.

Geography

Key Questions:

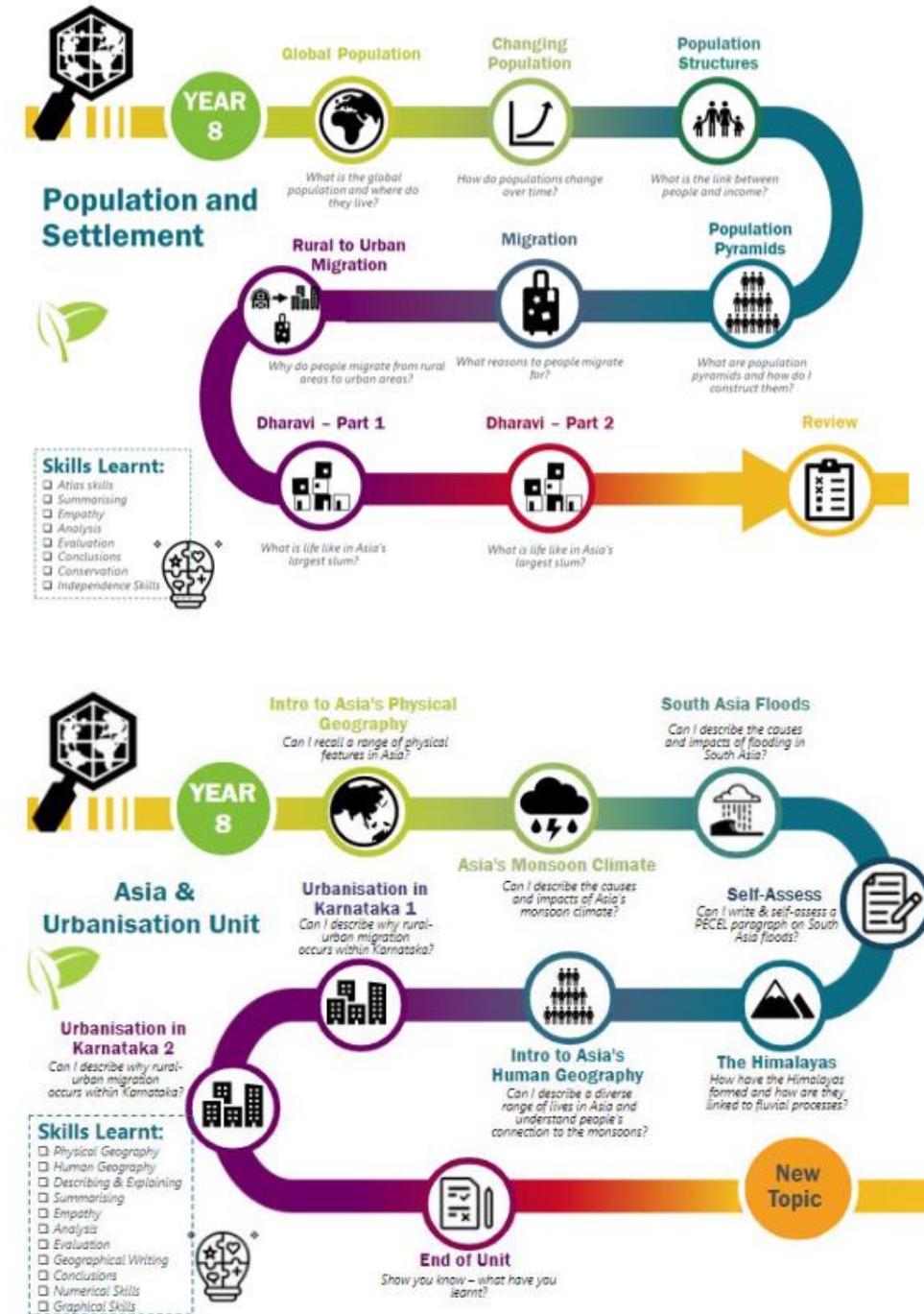
- How is the world population changing?
- What is the Demographic Transition Model and why is it useful?
- What are push and pull factors leading to migration?
- What are the positive and negatives of migration?
- How can informal settlements improve?

Use the student area to recap and review all our lessons

[Y8 - Population and Settlement \(sharepoint.com\)](#)



[Y8 - Asia and Urbanisation \(sharepoint.com\)](#)



Year 8 - Computer Science

Introduction to Python

For effective revision of Python Programming, focus on mastering basic concepts like input/output, variables, arithmetic, selection, iteration, and Boolean logic. Practice writing Python programs, paying attention to syntax and mechanics of program execution.

Use pair programming, live coding, and worked examples for better understanding. Review progression of concepts covered and apply them to solve problems. Utilize Python cheat sheets and external references to reinforce knowledge.

Unit Keywords:

Algorithm	Step-by-step procedure for solving a problem, fundamental to all programming languages.
Interpreter	Software that executes code line by line, essential for interpreting code in various languages.
Assignment	Storing a value in a variable.
Selection	Decision-making based on conditions.
Program	Set of instructions written in code to perform a specific task.
Programming Environment	Software tools for writing, testing, and debugging code.
Operators	Symbols representing actions performed on operands in Python (e.g., +, -, *, /).
Sequence	Ordered arrangement of instructions to be executed within code.
Programming Language	Set of rules and syntax used to write Python code.
Input	Data provided to a program, necessary for processing and manipulation in programming tasks.

Expressions	Combinations of variables, literals, and operators evaluated to produce a value in programming.
Iteration	Repetitive execution of a block of code, a key construct for looping in programming.
Translation	Conversion of code into machine-readable instructions or another language, essential for cross-platform compatibility.
Output	Result produced by a program, crucial for communicating the outcome of computations.
Integers	Whole numbers used in programming, a fundamental data type for numerical operations.
Boolean	Data type representing truth values (True or False).
Execution	Process of running a program, the ultimate goal of writing and debugging code.
Variables	Named storage locations holding data in programming, essential for storing and manipulating information.
Strings	Sequences of characters, commonly used for text manipulation in programming.
Conditions	Criteria used to control the flow of execution in programming, often implemented with if statements or loops.

App Development

For effective revision of Mobile App Development, focus on mastering key concepts such as problem decomposition, event-driven programming, user input handling, and project evaluation. Practice using App Lab from code.org to build mobile apps.

Understand the significance of breaking down large problems into manageable parts and implementing GUI (Graphical User Interface) elements to meet user needs. Develop skills in coding environment navigation, debugging, and documentation. Review progression of concepts covered and assess project success against predefined criteria.

Utilize external resources to reinforce understanding and enhance subject knowledge.

Unit Keywords:

Decomposition	Breaking down complex problems into smaller, manageable components.
Event - Driven Programming	Programming paradigm where the flow of the program is determined by events.
Workspace	Environment for organising and developing code, including editors, compilers, and debuggers.
Event Handler	Code that responds to specific events triggered by user actions or system events.
Mobile App	Application software designed to run on mobile devices such as smartphones and tablets.
Variables	Named storage locations holding data values, used extensively in app development for storing and manipulating information.
Parameters	Variables used to pass information into functions or methods, facilitating reusability and flexibility in app development.
Input	Data provided to an app, including user input from various sources such as touchscreens, keyboards, and sensors.

Properties	Characteristics or attributes of app elements, such as colour, size, and position, defining their behaviour and appearance.
Sequence	Ordered arrangement of instructions executed in an app, determining the flow of operations.
Object Properties	Attributes or characteristics of objects within an app, defining their behaviour and appearance.
Output	Result produced by an app, including visual feedback, data display, or system responses.
Checkbox	Graphical user interface element allowing users to select or deselect options, commonly used for user input in forms and settings.
Object - IDS	Unique identifiers assigned to objects within an app, facilitating manipulation and interaction with specific elements.
Evaluate	Process of determining the value or outcome of an expression or operation.
Abstraction	Conceptualization of app components or functionality at a higher level, hiding implementation details for simplicity and efficiency.



RE



Key Topics:

- Community
- Morality
- Care for the environment
- Agape
- Incarnation
- Historical Jesus
- Stewardship

What you will be asked to do:

- Complete a multiple-choice test across all of these topics
- Complete a written task from a choice of options across these topics

At Communicate	... respond creatively as well as offer more detailed explanations for their own responses to their experiences of the concepts/words introduced.
At Apply	... explain examples of how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	<p>... accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step).</p> <p>... accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the Contextualise step).</p> <p>... appreciate and begin to explain how the concepts/words may interact together to influence the way people think and speak and act in the world.</p>
At Evaluate	<p>... discern value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise articulating the value of their interconnections.</p> <p>... discern possible value for their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>

Where to find information:

- Your book- this should contain everything you need
- BBC Bitesize Christianity
- Textbooks- speak to Mr May for the loan of a textbook if you would like further information
- Your class teacher- if you are unsure about anything speak to your teacher

Revision Topics Year 8

Catering

1. Health and Hygiene in the kitchen
2. Bacteria Growth
3. Food Poisoning
4. High Risk Foods
5. Nutrition

Graphics

1. Typography
2. Drawing techniques
3. Rendering techniques
4. Design Movements
5. Visual Elements definitions

3D Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process



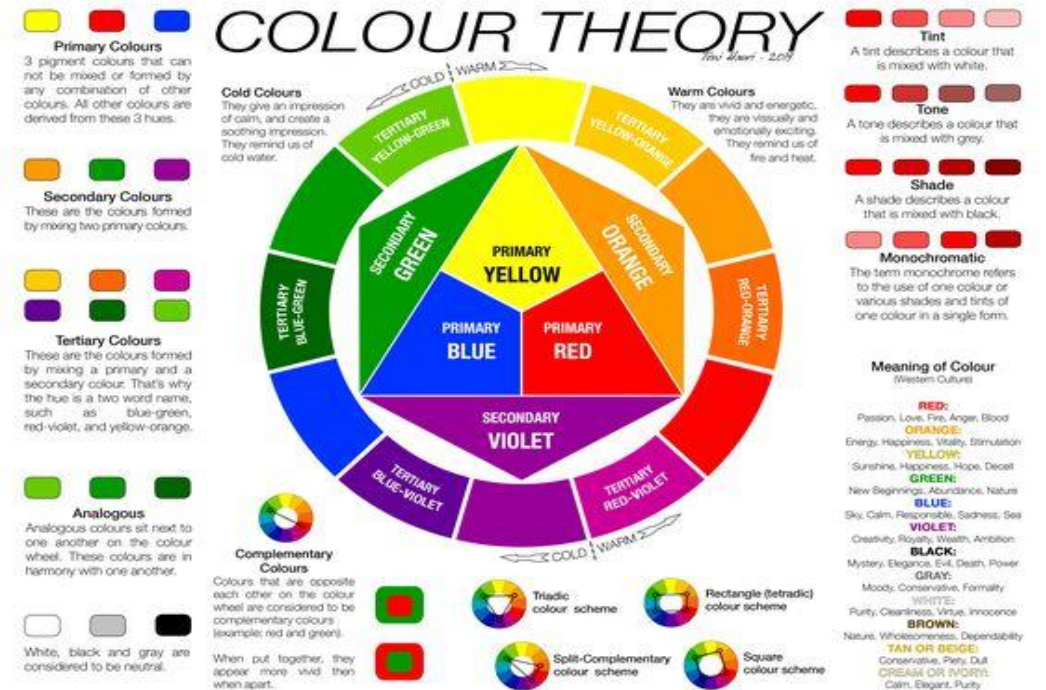
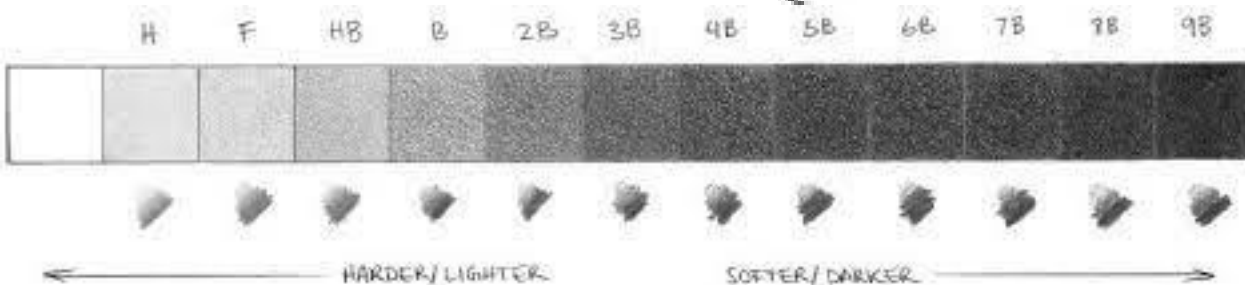
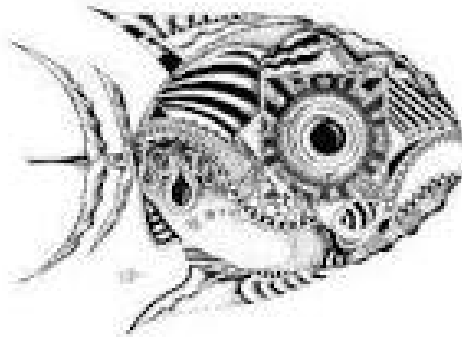
Please refer to the big pictures printed in the front of your book for more in-depth topic information

Scan here for extra resources on student portal.

Art

What you need to know to do well...

1	Who is Scarpace
2	Colour theory and mixing
3	How to use oil pastels
4	Lifelike drawing of fish
5	Using tone



Tips to revise for your Art assessment:

- Practice colour mixing with colours to create different tones i.e. blue + red + white or black
- Research Scarpace and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: [Elements of Art - GCSE Art and Design Revision - BBC Bitesize](#)
- Attend an after school drop in if you are struggling with anything

Year 8 Performing Arts

For each subject, please revise the listed knowledge:

Drama

Devising (Creating) Drama
Characterisation
Stage Craft
Physical Skills (Gait, Gesture)
Vocal Skills (Pitch, Tone)
Stage Directions (Implicit & Explicit)
Conventions of comedy
Slapstick, Melodrama

Phoenix productions

Brands	Product placement
Advertising	Companies
Job roles	Brief
Logos	Qualifications
Slogan	Structures

Music

Tonality (major/minor)
Timbre (sound quality)
Tempo (speed/pace)
Structure (verse-chorus)
Minor triads (1,b3,5)
Performance steps
Critically analysing/ listening to assessment songs

Dance

Choreographic devices
Key definitions
Basic/complex dance actions
Expressive skills
Stimulus
Motif and development
Skills and techniques
Warm up/cool down

