



Ark John Keats  
Academy

# End of Term Exams

## Year 8 Parent Information Booklet

This booklet contains details of the assessments that pupils will be taking over the next couple of weeks. Most of these exams will be during assessment week (5<sup>th</sup> – 8<sup>th</sup> December). Pupils will receive the details of when they will sit these assessments as it varies depending on which class they are in. Pupils will sit the exams in the hall in exam conditions.

Please contact [j.witford@arkjohnkeatsacademy.org](mailto:j.witford@arkjohnkeatsacademy.org) if you have any other queries about the assessments.



In Art this term, your child has been working on their '**Abstract Cityscape**' project. All pupils have explored their own **surroundings** through observational drawing and developed **opinions** on Abstract artwork. Pupils have learnt how to create a **cityscape** in perspective, as well as completed **artist research** to discover the theory behind our artist of the term **Hundertwasser**. Pupils have used a range of **drawn and painterly** techniques to extend their knowledge.

Your child has developed some of their **own ideas and research** to use within their final piece, in order to make their piece more personal. Your child has created a test piece to help them prepare for their final piece and expand their **abstract ideas**.

Your child's **AP1** will be made up of a practical assessment 60% and a written theory assessment 40%.

**In your child's practical assessment they will be assessed on:**

- How successfully they convey a combination of Abstract and Reality within their cityscape.
- How successfully they have used the formal elements within their cityscape.
- How successfully they are using a variety of materials (e.g. Painted texture, shadow, gradient).

**In your child's written theory assessment your child will be assessed on:**

- Their extended knowledge of the elements (recapped since September, e.g. form, pattern).
- Their ability to explain and justify ideas explored within the project (e.g. abstract concepts).
- Their ability to explain the techniques and processes of painted and drawn methods learnt throughout the year (e.g. perspective, tone, texture).
- Their ability to make specific assessment comments about example work.

**Your child can prepare for their final piece by:**

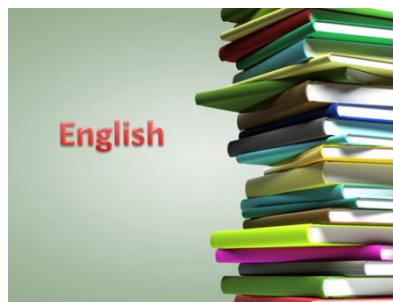
- Carefully reading and considering the success criteria stuck in their sketchbook.
- Ensuring they have acted upon their 'improves' from their test piece.
- Coming back to the Art room if they need to catch up, or want to recap anything.
- Making sure they have everything they need to create their final piece.

**Your child should revise for their written theory assessment by:**

- Using their revision booklet to practise writing out the definitions of the formal elements.
- Practice writing out reasons for using a mind map, the process of drawing perspective and creating tone.
- Practice writing specific evaluation comments about their own and example artwork.

**You can help by:**

- Testing your child on their knowledge of the formal elements and their definitions.
- Ensure that your child always completes drawn examples in pencil, not pen.
- Ensuring that your child is completing their revision booklet to the best of their ability.
- Discussing the GLOWs and IMPROVEs of your child's test piece and how they can make adjustments to their final piece (referring to the success criteria in your child's sketchbook).



In English this term, your child has been studying *The Adventure of Sherlock Holmes* by Arthur Conan Doyle. They have also been improving their writing accuracy in Grammar lessons and boosting their vocabulary and comprehension through Reading for Pleasure.

**Their first assessment will be:**

- To write an essay in response to a question on *The Adventures of Sherlock Holmes*. They will be marked for the quality of their response as well as the accuracy of their writing.

**How your child should revise:**

- Complete the activities in the revision booklet
- Read the three stories that we have studied again so they know where to find key quotations (*A Scandal in Bohemia*, *The Red-Headed League* and *the Blue Carbuncle*)
- Read over their notes in their exercise books
- Learn spellings and meanings of keywords in their glossary and vocabulary pages in their planner
- Have a go at the Sherlock Holmes quizzes at [www.iamlearning.co.uk](http://www.iamlearning.co.uk)
- Practise writing analytical paragraphs, using the examples they have worked on in class to help them improve on their targets from the last assessment
- Read through their spelling booklets, practising words they have spelt incorrectly

**How you can help:**

- Check that they are completing the activities in the revision booklet
- Quiz them on keywords and definitions from their glossary and vocabulary pages in their planner
- Ask them to teach you the new vocabulary they have learned and what it means
- Ask them to tell you about the sort of person Sherlock Holmes is in *The Adventures of Sherlock Holmes*
- Ask them to give you a summarised version of the three stories that we have studied (*A Scandal in Bohemia*, *The Red-Headed League* and *the Blue Carbuncle*)
- Ask them to tell you all they know about the Victorian era (the new police force, crime, science and London)
- Encourage them to talk them through the work they have done on *The Adventures of Sherlock Holmes* in your exercise books
- Ask them to teach you the new vocabulary they have learned and what it means

## French



This term in French pupils have been studying ‘**Harry Potter**’ and have learnt how to give and justify opinions about school, school rules and uniform and time.

For AP1 they will sit **a translation and reading paper** which will last 1 hour.

Pupils’ assessments will cover **everything we have studied since September.**

For the **translation** section, pupils will need to translate 3 paragraphs from English into French

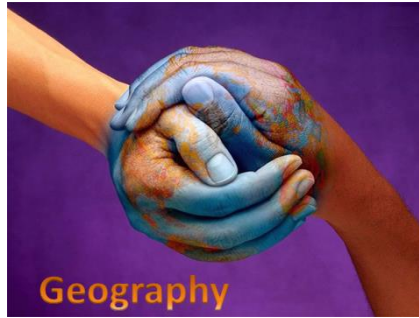
For the **writing** section, pupils will need to read 2 short texts in French and answer questions on the texts in English.

### **How your child should revise:**

- Use notes in their exercise books
- Learn spellings and meanings of key vocabulary
- Practice key verbs
- Complete the AP1 revision booklet
- Create a revision mind map on the vocabulary of the topics above on the A3 paper provided
- Review their mastery quizzes, marking and previous feedback to focus on their areas for development

### **How you can help:**

- Test them on the key vocabulary from the topics above (cover the English, get your child to read the French and then tell you what it means in English)
- Ask them to teach you the new vocabulary that they have learnt and what it means in English
- Use the AP1 revision booklet to test their learning
- Encourage your child to talk through the work they have done in their exercise book
- Help them review their mastery quizzes and marking feedback to focus on areas for development.



This half term pupils have been focussing on human Geography. Their assessment will have two sections, focussing on Settlement and Migration.

For each unit there will be a mixture of multiple choice, short and long answer questions. They will need to write PEE paragraphs as extended answers. The extended answers will be focussed on our two case studies; Dharavi and the migrant crisis. There will also be source questions; we will give them photographs and pieces of writing they will need to read and answer geographical questions about.

**How your child should revise:**

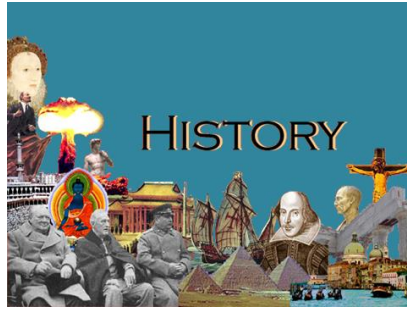
Complete the revision booklet in full, matching the level of effort to their class book. Check all their classwork is complete and any missing work is caught up. Ask Ms Bates or Ms Kent if there is any missing work they are unsure about. Check their unit passports are complete and all improvements are finished to a high standard in green pen. They should also make sure they have a strong grasp of precise, numerical evidence for Dharavi and the migrant crisis.

**How you can help:**

**General revision** – read over your child’s exercise book and ensure all classwork and improves are completed. Check they have completed their revision booklet to a high standard, at least equal to their classwork.

**Multiple choice and shorter answer questions**– ask your child the multiple choice questions written in their mastery quiz and check they can choose and explain the correct answer. Review the key terms written in their glossary and ask them to give a definition.

**Case study answers: Dharavi and the migrant crisis** – Read the longer answer paragraphs in your child’s orange book and ask them to explain the key issues they have written about. Check they can give you a fact or number to support their ideas. They must be able to explain why poor sanitation is a problem in Dharavi, and why people are migrating away from Syria at the moment. Check they are aware of what a good quality piece of writing in Geography looks like.



Students have spent the past few weeks studying the Norman consolidation of England the Islamic Empire. Pupils have looked at the three different men who could have been king in 1066 and why William won the Battle of Hastings. They have also investigated the different methods the Normans used to consolidate their power over Saxon England. This term pupils have learnt about the reasons why the Islamic Empire spread so quickly and how new discoveries at the House of Wisdom in Baghdad helped to develop trade and knowledge.

Your child will answer a series of questions testing their knowledge and understanding of these topics. They will need to recall specific information and demonstrate their understanding through explaining, prioritising and linking this information.

#### **How your child should revise:**

Use the revision resources given in lesson and complete the tasks attached. They should use their booklet and their exercise book to create a half page summary of what they have learnt including key words, dates, people and key ideas.

#### **How your parents can help:**

- **General revision** – Read over your child’s booklet, make sure all their improvements are completed in their book and they have used the revision materials given to them in the week before the assessment.
- **Revising for specific facts** – encourage your child to create fact files on the different Pharaohs they have studied. Create flash cards with facts on, which you can use to test them and to go back through their books and learn key words in their glossary and on the front of the booklet. They can use mind maps to help them show you their understanding of the different facts, dates and evidence they have learnt.
- **Extended answer paper** – Review the model answers in their revision books and ask your child what the strengths and weaknesses of these answers are. Read over their Battle of Hastings, Norman consolidation, spread of Islam and House of Wisdom essays. You can ask them to highlight the evidence they used in their answer and to redraft one of the paraphrased to make it even better.



This term in Maths pupils have been studying fractions, negative numbers, prime factorisation and algebra.

For AP1 all pupils will sit a non-calculator core paper that is one hour long. All pupils will then sit an additional 30 minute paper which will be either a consolidation or extension paper depending on the group they are in.

This assessment will include topics from year 7 as well as the topics we have covered this term.

**Your child should revise by:**

- Completing the revision booklet that they have been given by their teacher and seeking help if there are topics they do not understand.
- Looking through the notes from their exercise book and making flash cards to learn keywords.
- Logging on to [www.mymaths.co.uk](http://www.mymaths.co.uk) with the username 'arkjohn' and the password 'calcu1ate1'. On this website there are lessons that explain all of the topics we have covered this term. They can go through the lesson themselves and then complete the online homework to test their understanding.

**You can help by:**

- Asking them to show you how the website [www.mymaths.co.uk](http://www.mymaths.co.uk) works. You can look at the scores they have been getting in the 'my results' section.
- Asking them to show you their revision booklet and checking that they have completed the working out for each question.



Since September pupils have worked on two topics in Music: 'Using the Axis of Awesome', where they have developed their keyboard technique and learnt to play as a band by learning to play a pop song which used four chords, and; 'Setting the Scene and Filling your Composition Toolbox', where they learnt about how composers create different atmospheres in film music, and used those ideas to create their own pieces.

**Pupils have already completed their practical assessment for AP1, with a performance of their Axis of Awesome pop song. They were assessed on:**

- The accuracy of their notes.
- Performing in time.
- Working well as part of a group.
- Arranging the songs in their groups

**In the written part of their assessment they will be assessed on:**

- Their ability to evaluate their performance by recognising what went well and what they need to improve on, and how they can do this.
- Their understanding of treble and bass clef notation.
- Working out chords in different keys.
- Identifying whether music is major or minor.
- Analysing film music using key headings such as tempo and instrumentation.

**Your child should revise by:**

- Completing the activities on the revision sheets.
- Listening to a range of music and describing the pieces using the headings on their revision sheets (Instruments, Key, Dynamics, Tempo, Pitch).
- Using these quizzes to revise major and minor keys and bass clef notation:  
\*<http://eartrainingpro.com/exercises/major-and-minor-chords/start>  
\*[http://www.musictechteacher.com/music\\_quizzes/aq\\_bass\\_clef\\_words/quiz.html](http://www.musictechteacher.com/music_quizzes/aq_bass_clef_words/quiz.html)

**You can help by:**

- Testing your child on chords and notation using the revision booklets.
- Asking them to analyse their favourite pieces of film music using the headings which they have been given and then asking them to explain their answers to you.
- Making sure that they complete the activities on the revision sheets, and mark them in green pen using the answer sheets.







## Science

This term in Science pupils have been studying **Physics**. Pupils have learnt about waves and electricity.

For AP1 pupils will **sit one paper** which will last **60 minutes and have 60 marks available**.

Pupils' assessments will include **everything they have studied in Year 8** and will assess them in a range of different ways:

- Short and extended answer questions.
- Questions based on graphs.
- Questions asking pupils to explain why things happen and how they are linked together.

To make great progress, your child must have a great understanding of:

- The function of waves.
- The main types of wave and examples of each.
- How sound travels, the speed it travels at and how it is detected by the ear.
- How light travels, the speed it travels at and how it is detected by the eye.
- What reflection is and the law of reflection.
- What refraction is and the law of refraction.
- How to draw and label scientifically accurate ray diagrams.
- The two types of lenses and how they affect the path of light.
- What electricity is and how it moves through circuits.
- Standard circuit symbols and what they represent.
- How voltage and current change in series and parallel circuits.
- What resistance is and how it can be calculated from current and voltage.

**Your child should revise by:**

- Completing **weekly revision homework** in their **revision pack**, using their notes to support them.
- Using their **notes from lessons** (in their books)
- Learning spellings and meanings of **keywords**
- Using online resources like **BBC Bitesize**. Find it by searching on Google for 'BBC Bitesize KS3 Science' and click on the relevant topic.
- Reflecting on **previous assessment feedback**, and focus on those areas for development.

**You can help by:**

- **Quizzing** your child on keywords and definitions from their science book.
- Asking them to explain concepts and what they have been learning.
- Asking them to **describe the practicals** they have carried out, what they found out and what the variables were.
- Helping them **review their mastery quizzes** and **marking feedback** to focus on areas for development.