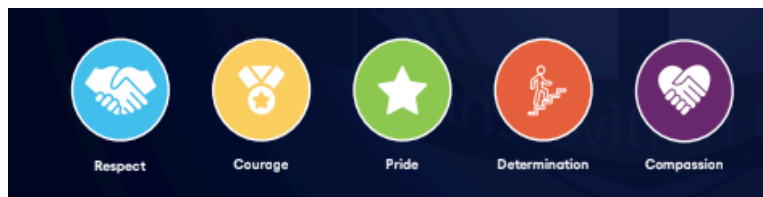


Work together; Succeed together



Year 8 Assessment 1

Information Booklet



Year 8 Assessment 1
2nd-13th November 2026

During the next half term, pupils will have the first of two summative assessments this academic year. As well as the subject specific support on the next few pages, we have put together some revision tips, an assessment schedule and a revision timetable. Which we will also be talking to pupils about in assemblies and form time.

Revision Support

Subject Teachers will begin preparing pupils for the Assessments over the next few weeks in lessons. Revision guidance and materials for each subject area is available on:

- **GoogleClassroom** As you will know, revision and support resources are also always available on Google Classroom which all pupils have a unique school-based login for. More information, including help videos, on how pupils can and should access this platform is available [here](#).
- After school Subject Revision Sessions - Pupils can stay in the library to complete revision until 4pm each night.
- Helping pupils with their Mental Health during Exams - we will be running some support sessions on this to support healthy habits to reduce anxiety during exams. There are also lots of helpful resources on our [website](#).
- We will be using the results and analysis of the end of year assessments to plan summer revision support and adapt and personalise our curriculum offer, next year, to ensure any gaps pupils have, are closed.

Subject Specific Assessment Information

Year 8 GL Progress Tests

During the autumn term, all Year 8 pupils will complete GL Progress Tests. These are nationally standardised assessments designed to help us understand how well pupils are progressing and identify their individual strengths and any areas where they may need additional support.

Pupils will complete a GL assessment in English, Maths and Science.

There is nothing specific that pupils need to revise in preparation for these assessments. However, the tests are designed to assess pupils' knowledge and understanding, so learning they have covered so far during Key Stage 3 may be included. We would therefore encourage pupils simply to continue engaging fully with their lessons and the learning they complete in school.

The results will be considered alongside the other assessment information we have about your child to give us a rounded picture of their progress and help teachers plan appropriate teaching and support.

Subject	Type of Assessment	What will my child be assessed on?	What can my child do to revise?
RE	Keywords, Knowledge Retrieval and Extended writing	Selected topics that they have studied so far this academic year, as shown on the revision sheet provided.	Pupils will be sent home with a double sided revision sheet based on everything that will be in the assessment. This will also be uploaded to their RE Google Classroom. They should use this to create flashcards and mindmaps and get someone at home to test them on the knowledge.
History	Section A: Historical Concepts & Knowledge, Section B: Extended Writing based on Source Work	Section A: Unit 1: Benin & Asante Unit 2: Trans-Atlantic Slave Trade Unit 3: The British Empire Section B: Extended Writing on a source encompassing all of the different colonies that Britain controlled for the students to discuss and add their own knowledge.	Seneca Homework set weekly, a revision sheet which will be handed to all pupils and posted on Google Classroom.

DT & Food and Nutrition	A variety of multiple choice and extended writing questions.	Food and Nutrition: Personal and Food Safety, Food Related Illnesses, Energy Balance, Nutritional Needs of Groups, Factors affecting food choice, Sensory Analysis, Food Labelling, Functions of Ingredients, Planning Meals. Memphis Clock: The Memphis design movement and modern designers, Polymer source & categories, Plastic impact on the environment, Sketch modelling/ Idea generation, modelling, CAD/CAM	Pupils have their class folders for revision and knowledge organisers are provided as revision resources for all topics. Lesson powerpoints are available on google classroom to access and review.
Geography	Multiple choice questions, skills based questions and extended writing	The topics; Weather and Climate; the Boy Who Harnessed the Wind; Is Renewable Energy Really the Solution?	Pupils will be provided with a revision sheet based on the information they need for the assessment. This will be printed, given out in class and set as homework; spare copies will be available in the Geography Department. It will also be available on Google Classroom
French	Listening / reading / translating	My home town	Vocabulary to be found on Google Classroom
Computer Science	Computer based assessment with multiple choice and written questions	AI and machine learning, Spreadsheets, Programming and Computational thinking	Knowledge organisers are available for each topic on Google Classroom.

Art	AO4- Creative response	Practical assessment of personal response to their artist research.	Use their design ideas and development to help inform design decisions.
Music	On Going Practical assessment against key assessment objectives: Performing, Composing and Appraising	Practical assessment of key music composing skills in a real world context. Pupils will be taught how to respond to a commercial brief and will compose a piece of music to represent an oil painting	Ongoing revision of key principles during lessons
Drama	On Going Practical assessment against key assessment objectives: Respond Develop Perform Evaluate	Practical assessment of Key skills, conventions and performance craft	Knowledge organiser on Google Classroom
Dance	On Going Practical assessment against key assessment objectives: Respond Develop Perform Evaluate	Practical assessment of Key skills, conventions and dance performance	Knowledge organiser on Google Classroom
PE	Practical assessment	Courage & Compassion classes- Basketball & Rugby Pride,Persistent & Determination classes- Netball & Football	Use the Knowledge Organisers on the Google Classroom along with attending extracurricular clubs to further develop subject knowledge. Basketball Friday Lunchtime in the Sports Hall, Football Monday & Tuesday after school for girls. Rugby Tuesday after school.

Revision Tips

There is no correct way to support learners when preparing for assessments. Choose the approaches that work best for you, your family, and your situation. Below are a few suggestions you may wish to trial.

- Talk to your child about their upcoming assessments.
- Ask them how you can help.
- Try to provide a quiet space for your child to complete homework/revision.
- Encourage your child to think creatively about revision e.g. Record facts/ revision notes on your phone/ laptop, make your revision notes into a podcast, listen to it a couple of times a day.
- Talk to your child about having their mobile phone in another room when completing homework/revision.
- Ensure learners get enough sleep. Regular bedtimes, and wake times, will help concentration spans.
- Set your child a challenge. For example, you could ask them to revise a short topic; using the revision resources, you could then 'test' them on what they have just revised.
- Talk to your child about the importance of trying to get their 5-a-day, enough exercise.
- Encourage your child to drink lots of water.
- Ensure they take adequate breaks.
- Stay positive. Look for ways in which you can help them to believe in themselves by reminding them of the successes they have had.
- If there are any revision sessions/intervention at school that your child has been invited to, encourage them to attend.
- Remember teachers will set homework tasks that will count towards preparation/revision for the assessment.
- Children should avoid 'just' reading a revision guide; always try and build some activity or interactivity e.g. summarise in their own words, draw and label diagrams, get someone to test them, use online resources that the school has to offer; Google Classroom; Sparx Maths, Seneca learning and Tassomai.

REVISION METHODS

Effective revision isn't just about how long you study, but how you study. Using active techniques helps you understand information more deeply, remember it for longer, and recall it more easily in exams. This guide outlines three powerful revision methods: flashcards, mind maps, and concept maps with clear step-by-step instructions for each. By using these strategies, you can organise your knowledge, identify gaps in understanding, and revise in a more focused and efficient way.

HOW TO MAKE FLASHCARDS

Step 1 - Make Your Flashcards

- One question per card: Keep it simple. Write a question or keyword on one side, and the answer or explanation on the other.
- Use your own words: This helps you understand the topic better.
- Mix formats: Include diagrams, definitions, formulas, or short explanations.

Step 2 - Organise Your Decks

- Group cards by topic (e.g. Biology: Cells, Physics: Forces).
- Colour-code or label them to make sorting easier.

Step 3 - Revise Actively

- Quiz yourself: Look at the question side and try to answer before flipping.
- Say it out loud: Speaking helps memory stick.
- Shuffle regularly: Avoid memorising the order instead of the content.

Step 4 - Track Your Progress

- Make three piles:
 -  Got it right
 -  Not sure
 -  Got it wrong
- Focus more on the  and  piles next time.

Step 5 - Use Spaced Practice

- Don't cram! Review your flashcards over several days or weeks.
- Revisit tricky cards more often.

HOW TO MAKE A MIND MAP

Step 1 - Start in the centre

Write your main topic (e.g. "Photosynthesis") in the middle of the page.

Step 2 - Add branches

Draw lines outwards for key subtopics (e.g. "Light", "Chloroplasts", "Glucose").

Step 3 - Add detail

Off each branch, add facts, definitions, diagrams, or examples.

Step 4 - Use colour and images

Highlight key terms, draw symbols, or use colour to group ideas.

Step 5 - Keep it clear

Don't cram too much — aim for clarity over clutter.

HOW TO MAKE A CONCEPT MAP

Step 1 - List key ideas

Write down the main concepts you need to understand.

Step 2 - Draw boxes or circles

Put each idea in its own shape.

Step 3 - Connect with arrows

Use arrows to show how ideas link (e.g. "Carbon dioxide → used in → Photosynthesis").

Step 4 - Label the arrows

Write short phrases on the arrows to explain the relationship.

Step 5 - Review and refine

Rearrange if needed to make the flow clearer.

HOW TO PLAN A REVISION SESSION

Planning your revision helps you stay focused, avoid stress, and make real progress. Here's how to do it step by step..



Step 1: Set a time limit

Aim for 30 - 60 minutes per session.
Use a timer to stay on track.
Include short breaks (e.g. 5 - 10 minutes after 25 minutes of work).



Step 4: Set a goal

Decide what you want to achieve by the end: "Be able to explain how enzymes work", "Complete 3 exam-style questions", "Learn 10 key quotes from Macbeth"



Step 2: Choose a specific topic

Don't try to revise everything at once.
Pick one clear focus (e.g. "Physics: Forces" or "English: Macbeth themes").



Step 5: End with a quick review

Spend 5 minutes checking what you've learned. Use a checklist or quiz yourself. Note anything you still find tricky - that's your next target.



Step 3: Pick your method

Choose one or two revision techniques: Flashcards, Mind maps or concept maps, Practice questions/Past Papers



Bonus Tips

Mix subjects across the week.
Use a revision timetable to track your sessions. Reward yourself after a productive session!

Assessment Schedule

Use this schedule to allow you to know when your assessments are so you can best plan your revision.

Day/Date	Monday 2nd November	Tuesday 3rd November	Wednesday 4th November	Thursday 5th November	Friday 6th November
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Day/Date	Monday 9th November	Tuesday 10th November	Wednesday 11th November	Thursday 12th November	Friday 13th November
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Revision Timetable

Use the revision timetable on the next page to plan your revision. You should be revising your core subjects of English, Maths, Science and RE at least three times per week. Your other subjects you should be revising at least twice per week.

Use a coloured dot system to plan your revision for example:

Blue = Maths

Yellow = English

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

Revision Lists

Maths

Tick Red, Amber or Green for each topic. Use the Sparx clips to practise your revision.

UOW 8.1 – Ratio				
Topic	Sparx Clip	Red	Amber	Green
Writing and simplifying ratios	M885	☐	☐	☐
Using equivalent ratios to find unknown amounts	M801	☐	☐	☐
Sharing in a ratio when the whole is given	M525	☐	☐	☐
Finding amounts when one part is given	M801	☐	☐	☐
Finding amounts when the difference is given	M525, M801	☐	☐	☐
Converting between ratios, fractions and percentages	M267	☐	☐	☐
Writing ratios in the form 1 : n	M543	☐	☐	☐
UOW 8.2 – Proportion and Scale				
Topic	Sparx Clip	Red	Amber	Green
Solving direct proportion problems	M478	☐	☐	☐
Drawing and interpreting scale diagrams and maps	M112	☐	☐	☐
Converting currencies using exchange rates	M478	☐	☐	☐
Converting units of length	M772	☐	☐	☐
Converting units of length, mass and capacity	M774	☐	☐	☐
Interpreting graphs of direct proportion	M448	☐	☐	☐
UOW 8.3 – Algebraic Manipulation				
Topic	Sparx Clip	Red	Amber	Green
Using algebraic notation and forming expressions	M813	☐	☐	☐
Simplifying expressions with one variable	M795	☐	☐	☐
Simplifying expressions with multiple variables	M531	☐	☐	☐
Substituting directed numbers into expressions	M327	☐	☐	☐
Expanding single brackets	M237	☐	☐	☐
Expanding single brackets and simplifying	M792	☐	☐	☐
Factorising into one bracket	M100	☐	☐	☐

English

The Year 8 Assessment will check your Spelling, Punctuation and Grammar skills as well as your comprehension (understanding) of texts you read.

You will be tested on spellings so you could revise:

- **Homophones**
 - they're/there/their
 - where/wear
 - its/it's
 - your/you're/your
 - here/hear
 - are/our
 - weather/whether
 - which/witch
 - to/too/two
 - break/brake
- **Suffix Endings** Words ending in **-ant/-ance/-ancy** vs. **-ent/-ence/-ency**, and **-able/-ible**.
- **Tricky Phonetic Endings:** Suffixes sounding like "shus" (**-cious/-tious**), "shul" (**-cial/-tial**), and "shun" (**-sion/-tion/-cian**).
- **Commonly Misspelled KS3 Vocabulary:** Words frequently mistyped due to silent letters or unusual combinations (e.g., *definitely*, *conscientious*, *recognise*, *miscellaneous*, *prioritise*).

You will be asked to identify where mistakes in punctuation have been made and be able to correct them so make sure you know how to use:

- Capital letters
- Full stops, Exclamation marks, Question marks
- Commas
- Apostrophes (for possession and contraction)
- Speech marks
- Semi colons
- Colons
- Parentheses/Brackets and Dashes

You will be tested on your grammar skills so you may want to revise:

- **Word Classes:** Identifying and properly utilizing nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- **Tense Consistency:** Recognizing correct past, present, perfect, and continuous tenses.
- **Clause Structure:** Distinguishing main clauses from subordinate clauses, relative clauses, and phrases.
- **Vocabulary in Context:** Selecting the most appropriate word to fit the tone and meaning of a sentence.

Your **comprehension** skills will be assessed possibly using both fiction and non-fiction texts. This will include:

- **Retrieval Tasks:** Find information or details in a text
- **Vocabulary in Context:** Using surrounding text clues to define unfamiliar words or explain why an author chose a specific verb or adjective.
- **Inference and Deduction:** you must read between the lines, using text clues with logic to work out what is being implied rather than said outright.
- **Figurative Language:** Identifying and explaining the effect of literary devices like **similes, metaphors, personification**. For example, evaluating what a phrase like "*the wind howled*" implies about the setting.

In non-fiction articles:

- **Main Idea Identification:** Being able to explain the main or key point of a paragraph from its supporting details.
- **Fact vs. Opinion:** Recognise where facts are being used and where opinions are being used to sound like facts

Summary of Question Formats

GL Assessment uses a structured format to test these tasks, blending multiple-choice and short-answer questions:

Task Type	Common Format	Example Objective
Literal & Retrieval	Multiple-choice or short sentence fill-ins	"Identify the two reasons why..."
Inference & Meaning	Short-answer with text evidence	"How do we know the character is anxious? Use a quote to support your answer."
Language & Device Analysis	Multiple-choice or text evaluation grids	"What technique is used in line 12, and what is its effect on the tone?"

1. Cells

- ☐ Identify the structures in plant and animal cells and state their functions.
- ☐ Explain why cells are viewed using a microscope and describe the correct focusing sequence.
- ☐ Define diffusion and state that particles move from high to low concentration.
- ☐ Explain how root hair, palisade, red blood, nerve and sperm cells are specialised.
- ☐ Describe Amoeba and Euglena and how their structures help them survive.

2. Body Systems

- ☐ Describe the five levels of organisation: cell → tissue → organ → organ system → multicellular organism.
- ☐ Identify the main organs and functions of the respiratory, digestive and other body systems shown.
- ☐ Describe the functions of the skeleton: support, protection, movement and blood cell production.
- ☐ Identify hinge, ball-and-socket and fixed joints and explain the roles of cartilage and ligaments.
- ☐ Explain inhalation and exhalation using ribs, diaphragm, chest volume and pressure.
- ☐ Explain how antagonistic muscles work, including biceps and triceps.

3. Reproduction

- ☐ Define adolescence and puberty and describe key changes during puberty.
- ☐ Identify the main parts of the male and female reproductive systems and their functions.
- ☐ Describe the menstrual cycle, including ovulation around day 14.
- ☐ Explain fertilisation, implantation, embryo development and the roles of placenta, umbilical cord and fluid sac.
- ☐ Describe how condoms and the contraceptive pill prevent pregnancy.
- ☐ Identify flower structures and explain pollination, fertilisation, germination and seed dispersal.

CHEMISTRY

4. Particles and their Behaviour

- ☐ Describe the arrangement and movement of particles in solids, liquids and gases.
- ☐ Explain melting, freezing, boiling/evaporation, condensation and sublimation using particle movement and energy.
- ☐ Define diffusion and explain how temperature, particle size and state of matter affect its rate.
- ☐ Identify melting and boiling points and explain why a pure substance has a sharp melting point.
- ☐ Calculate density using $\text{density} = \text{mass} \div \text{volume}$ and explain how particle arrangement affects density.

5. Elements, Atoms and Compounds

- ☐ Define atom, element, molecule and compound.
- ☐ Explain that an element contains one type of atom and cannot be broken down into other substances.
- ☐ Use chemical symbols for common elements and locate elements on the periodic table.
- ☐ Explain that molecules contain chemically joined atoms and distinguish molecules of elements from compounds.
- ☐ Interpret chemical formulae such as H_2O , MgCl_2 and NaOH to give the relative numbers of atoms.
- ☐ Describe basic rules for naming compounds such as oxides and chlorides.

6. Chemical Reactions

- ☐ Define chemical reaction and distinguish a chemical change from a physical change.
- ☐ Identify reactants and products and write word equations and balanced formula equations.
- ☐ Recognise signs of a chemical reaction, including fizzing, temperature change, smell, flames or sparks.
- ☐ Explain how catalysts affect reaction rate and that a catalyst is not used up.
- ☐ Explain conservation of mass: atoms are not created or destroyed, only rearranged.
- ☐ Describe decomposition, thermal decomposition, oxidation and combustion; distinguish endothermic and exothermic reactions.

7. Separation Techniques

- ☐ Define mixture, pure substance, impure substance, solution, solute and solvent.
- ☐ Choose and describe filtration for an insoluble solid and liquid; identify residue and filtrate.
- ☐ Describe evaporation when the solute is required.
- ☐ Describe distillation when the solvent is required, including evaporation and condensation.
- ☐ Describe chromatography and explain how it produces a chromatogram.
- ☐ Define solubility and saturated solution and explain how temperature can affect solubility.

8. Forces

- ☐ Define force and identify contact forces and non-contact forces.
- ☐ Explain interaction pairs and distinguish balanced and unbalanced forces.
- ☐ Explain friction, air resistance and water resistance and how lubrication/streamlining affect them.
- ☐ Distinguish mass and weight and use $\text{weight} = \text{mass} \times \text{gravitational field strength}$.
- ☐ Explain reaction forces, support forces and upthrust.
- ☐ Describe extension, tension, elastic limit and Hooke's law, including the linear force-extension relationship.

9. Space

- ☐ Define galaxy, star, planet, asteroid, satellite, meteor and meteorite.
- ☐ Describe the structure of the Solar System, including terrestrial planets, gas giants, asteroid belt, Kuiper belt and comets.
- ☐ Explain why Earth has seasons and how Earth's rotation causes day and night.
- ☐ Describe the Moon's orbit and explain the phases of the Moon.
- ☐ Explain solar and lunar eclipses, including umbra and penumbra.
- ☐ Explain the relationship between the Universe, galaxies, stars, planets and moons and define an exoplanet.

 Key Vocabulary — I can define these without looking

- ☐ diffusion • cell • tissue • organ • organ system • respiration • alveolus • joint
- ☐ puberty • ovulation • fertilisation • embryo • placenta • pollination • germination
- ☐ particle • density • diffusion • melting • boiling • condensation • sublimation
- ☐ atom • element • molecule • compound • chemical symbol • chemical formula
- ☐ chemical reaction • reactant • product • catalyst • oxidation • combustion • conservation of mass
- ☐ mixture • solution • solvent • solute • filtration • distillation • chromatography • solubility
- ☐ force • friction • weight • mass • gravitational field strength • Hooke's law • extension
- ☐ galaxy • Solar System • asteroid • satellite • phases of the Moon • eclipse • Universe

 My confidence

Area	 Learn	 Almost	 Secure
Cells	☐	☐	☐
Body systems	☐	☐	☐
Reproduction	☐	☐	☐
Particles	☐	☐	☐
Elements & compounds	☐	☐	☐
Chemical reactions	☐	☐	☐
Separation techniques	☐	☐	☐
Forces	☐	☐	☐
Space	☐	☐	☐

RE

Concupiscence	The inclination we have to sin because of Adam and Eve
Freewill	The ability to make our own decisions
Conscience	The inner voice of the rightness or wrongness of an action
Pacifism	The belief that war and violence can never be justified and disputes should be solved peacefully
Original Sin	The sin humans inherited from Adam and Eve disobeying God
Personal Sin	The sin we decide to commit ourselves through using our freewill
Covenant	A promise or agreement between two parties



The Fall

The story of the Fall in Genesis is about how the first humans, Adam and Eve, disobeyed God. God placed them in the Garden of Eden, a perfect paradise, and told them they could eat from any tree except the Tree of the Knowledge of Good and Evil. But a serpent convinced Eve to eat from that tree, and she gave some to Adam.

Because they disobeyed God, they realised they were naked and felt ashamed. As a result, God punished them by making life harder: they had to leave the garden, work for food, and experience pain and death.

The 10 Commandments

The 10 Commandments, also known as the Decalogue were given by God to Moses on Mount Sinai and they were rules that God wanted people to live by. God explained that if people followed these then he would protect them.

The 10 commandments include:

- There is one God
- Do not bow down to idols
- To not misuse the word of God
- Honour the Sabbath day and keep it holy
- Honour your mother and father
- Do not kill
- Do not commit adultery
- Do not lie
- Do not steal
- Do not covet (be jealous)



The Greatest Commandment

In the New Testament Jesus explained that these 10 commandments could be summed up using the Greatest Commandment, of which there is two parts;

"Love the Lord your God with all your heart, with all your soul, and with all your mind" and "Love your neighbour as yourself". Together, these two commandments sum up the most important teachings in the Bible.



Conscience

- Conscience is the inner voice inside your head that helps you make a moral decision (a decision which is good or bad).
- For Catholics, this voice is God and he is speaking directly to you to help you make the right choice.
- Therefore, Catholics are taught to follow their conscience and listen to that voice.

Baptism

Baptism is a Sacrament in the Catholic Church and it is the gateway to all the other sacraments. There are two types of Baptism in Christianity, Infant Baptism (when you baptise a baby) and Believers Baptism (when the person is old enough to make the decision themselves).

There are lots of symbolic features used in Baptism, these include;

- White Garment – to represent purity
- Candle – to represent Jesus as the light of the world
- Church doors – entering into a community of Christians
- Oil of Chrism - Represents the Holy Spirit
- Oil of Catechumens – Symbolises strength for the person getting baptised
- Water – Washing away of original sin



Effects of Baptism

An effect is something that happens because of something else. The effects of Baptism include:

- Being welcomed/initiated into the Church – this means the person becomes part of God's family and the Christian community.
- They are washed away of original sin – the sin that was inherited from Adam and Eve is washed away with holy water during the ceremony.
- They are given strength through the anointing or oil and guidance through the Godparents.

Pacifism

Pacifism is the belief that violence and war are never acceptable ways to solve problems. People who are pacifists believe in peaceful solutions and often refuse to participate in wars or any kind of violent conflict, choosing non-violence to promote peace and resolve issues.

Some people believe in Pacifism because:

- The Ten Commandments forbid killing – 'You shall not commit murder', life is supposed to be special and a gift from God, so we should not end anybody else's life
- Jesus taught that people should love their enemies. This was part of his Greatest Commandment, which means it is a really important teaching within Christianity.
- Jesus stopped his followers from using violence, he offered forgiveness and reconciliation (coming back together), rather than violence or anger.

- Nuclear weapons and weapons of mass destruction can cause unimaginable suffering of innocent people. Violence can often just lead to more violence in the form of revenge.



Desmond Doss

Desmond Doss was born in the United States. He was a dedicated Christian and very strong in his beliefs. At the start of World War II, he joined the US Army as a medic, responsible for treating injured soldiers on the battlefield. He strongly believed in the **Commandment** 'Thou shall not kill'.

Unlike many soldiers, he also refused to carry a gun or knife. He was determined that, no matter what situation he faced, he would not take the life of another human being (he was a conscientious objector). During the course of the war, it is thought that he saved the lives of over 75 soldiers.