

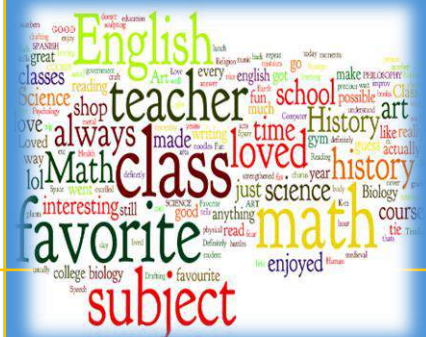
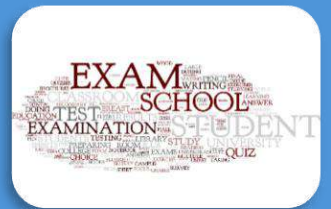


2026

CAYMAN PREP & HIGH SCHOOL

Year 8 May Exams Study Guide

Name: _____





**CPHS
HIGH SCHOOL
YEARS 7 – 10**

INFORMATION ON EXAMINATIONS

- It is your responsibility to have all the necessary equipment for examinations. In most cases this includes at least two pens, two pencils, coloured pencils, a ruler, and any maths equipment you are told to have. **You will not be allowed to borrow any of these items** once you are in the examination room unless it is something previously agreed with the teacher setting the paper.
- You should have been revising your work for some time. You will not be allowed to take notes into the examination room unless time has been specifically allocated for it.
- You will NOT be allowed to take bags into the hall, please leave them tidily where your form tutor tells you.
- If you need to ask a question during the examination, silently put up your hand and an invigilator will come to you. **At no time should you leave your seat until told to do so at the end of the examination.** Please go to the bathroom before the exam.
- The invigilator will give you any special instructions regarding the paper. It is up to you to read and follow the written instructions. Read these very carefully.
- When you have finished, check your work carefully for errors and make sure that you have answered in the way you were instructed.
- If a study period is scheduled in the examination room, ONLY studying may be done.
- You should pace yourself so that you complete the paper in the time allocated. Do not rush through your work. If you do finish a little early, take the opportunity to check your work, using the question paper to guide you as to whether you have followed instructions carefully and done your best.
- **Students who talk or seek to gain the attention of another, or in any way seek to gain an unfair advantage, will have their paper cancelled at the end of the examination and their parents will be informed.**

Date of policy: May 2024



Year 8 June 2025 exams

LOCATION

- All students will sit their exams in their classroom.
- Students with exam accommodations will sit their exams in a separate room.

INFORMATION ON EXAMINATIONS

- Prior to most exams taking place, students will have some time to study in classrooms. They should ensure that they have study materials with them. They will then be asked to put away all resources and will sit their exam in the classroom. Students with extra time will leave the classroom early and go to either room 43, 45 or the library. The specific room will be on their timetable in red.
- It is a student's responsibility to have all the necessary equipment for examinations. In most cases this includes at least two pens, two pencils, coloured pencils, a ruler, and any maths equipment they are told to have. These should be in a clear plastic bag and not in their usual pencil cases. As these exams will take place in classrooms (instead of the Multi-Purpose Hall), **we cannot guarantee that they will be able to borrow essential equipment** so it is important that they are prepared.
- Staff will be on hand during the exam to explain procedures and answer any questions, however, they are not able to help students with any content or explain what words mean. Students are expected to read any special instructions on the paper themselves.
- Students should pace themselves so that they complete the paper, to the best of their ability, in the time allocated. When they have finished their paper, they should spend any remaining time checking their work carefully for errors and make sure that they have completed all questions appropriately.
- **Students who talk or seek to gain the attention of another, or in any way seek to gain an unfair advantage, will have their paper cancelled at the end of the examination and their parents will be informed.**

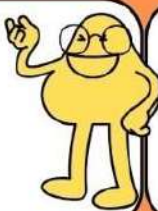
Date of policy: May 2024

GENERAL REVISION ADVICE

Revising effectively isn't just about working hard—it's about working smart! Being organised, having the right environment, and following a structured plan will help you stay focused and make the most of your study time. A well-planned approach will reduce stress and boost your confidence for exam day! 💡📖

GET ORGANISED

- Ensure you have all necessary equipment (pens, highlighters, calculator, etc.) in a clear plastic bag.
- Organise all your notes by subject and topic.
- Make sure you have a complete set of notes—borrow and photocopy anything missing.



CREATE THE RIGHT STUDY ENVIRONMENT

- Find a quiet place where you won't be disturbed.
- Ideally, use a dedicated space that isn't used for anything else.
- Ensure good lighting and a comfortable chair to avoid distractions.



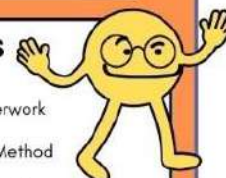
PLAN YOUR REVISION TIME

- Use a weekly timetable to schedule when you will revise.
- Identify the best time of day when you work most effectively.
- Break subjects into manageable chunks to avoid overload.



BALANCE STUDY & BREAKS

- Stick to your schedule but don't overwork yourself.
- Use techniques like the Pomodoro Method (25 mins study, 5 mins break).
- Stay active—take short walks or stretch during breaks.



STAY HEALTHY

- Get enough sleep—avoid cramming late at night.
- Eat well—brain food like nuts, fruit, and water keep you focused.
- Exercise regularly to boost energy and concentration.

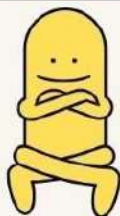


KEEP UP WITH HOBBIES & FUN

- Continue doing things you enjoy—sports, music, gaming, or socialising.
- Reward yourself for productive study sessions!
- Use rewards wisely—treat yourself after completing tasks (e.g., watching a show, calling a friend). Rewards should be earned, ensuring productivity and long-term success.



STAY POSITIVE & MOTIVATED



- Set clear goals for each session (e.g., "I will learn 4 key case studies today").
- Visualise success—imagine walking into the exam feeling confident.
- Remind yourself: **You've got this!**

TIME MANAGEMENT & EFFECTIVE STUDY



- Limit revision to 2-2.5 hours per day while still at school for better retention.
- Balance study with relaxation, exercise, healthy eating, and sleep.
- Avoid long sessions, as information in the middle is easily forgotten. Try buddy revision—teach a friend to reinforce learning.

STUDY TIPS FOR EXAM REVISION

By incorporating these evidence-based strategies into your exam revision, you're more likely to understand the material deeply and remember it during the exams. Keep it active! If you revise something tonight, by this time tomorrow you'll have forgotten at least some of it. So, take another quick look at it tomorrow, to "top up" your memory. Take another quick look next week and keep "topping up" until the night before the exam.

QUIZ YOURSELF AND OTHERS

- Instead of just reading, test yourself on what you've learned.
- Try a mini-quiz every day on different topics.
- Explain topics to a friend, or family member.
- If you can teach it, you understand it.



LOOK, COVER, WRITE, CHECK!

- Read a piece of information.
- Cover it up.
- Write it down from memory.
- Check if you got it right and correct mistakes.



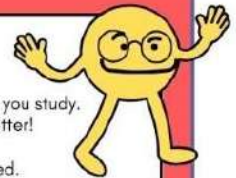
HIGHLIGHTING & ANNOTATION!

- Use color-coding to emphasize key points.
- Write brief notes or questions in the margins



WORDS AND PICTURES!

- Use both notes and diagrams when you study. Drawing can help you remember better!
- Once a week, draw what you learned.



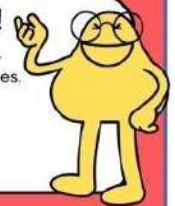
ASK "WHY?"

- Whenever you study something, ask yourself, "Why is this true?" or "How does this work?"
- This helps make sure you don't just memorise it.



SUMMARISING INFORMATION!

- Condense notes into key points even post-it notes.
- Use bullet points, lists, or quick explanations.
- Create acronym or acrostic



FLASHCARDS & MIND MAPS!

- Write key terms on one side and definitions on the other.
- Test yourself regularly.
- Create visual diagrams to connect ideas.
- Use colors and images to aid memory.



PAST PAPERS & PRACTICE QUESTIONS

- Familiarise yourself with exam formats.
- Use specifications/revision guides to check that you have knowledge on all content
- Identify gaps in knowledge.



REVISION POWER HOUR!

- 60 minutes of focused revision.
- Break it into smaller tasks (e.g., 20-minute chunks with a 5 min break in between).



POMODORO TECHNIQUE!

- Study hard for 25 minutes, then take a 5-minute break. That's one "Pomodoro."
- After 4 "Pomodoros," take a longer break (15-30 minutes).
- This helps stop you getting too tired.



AI TOOLS & APPS FOR REVISION!



- Quizlet - Make digital flashcards & play games.
- Anki - Spaced repetition flashcard system.
- Seneca Learning - Interactive quizzes and revision notes.
- Brainscape - Adaptive flashcards for efficient learning.
- Forest / Flora - Stay focused by growing virtual trees.
- Google Keep / Notion - Organize revision notes digitally.
- YouTube (e.g., BBC Bitesize, CrashCourse) - Educational videos.
- NotebookLM - create podcasts from notes/content

Get organised with your time, do not leave everything until the last minute!

Countdown – from 4 weeks before the June exams



Get organised with your time, do not leave everything until the last minute!

You need to create an Effective 4 Week Revision Timetable

You may wish to use the timetable included OR devise one of your own OR use a timetabling app on your tablet OR computer OR phone as there are some great ones available.

How To Create an Effective Revision Timetable

Outcomes – find out how you will be assessed? (Note: written exams are not for every subject)

Activities – find out how many topics you have to revise for each subject - it does vary.

Time – decide approximately how long it will take you to make study material & review each subject.

(add your own subjects below)	number of topics I must learn for this subject are:	time (in hours) I need to make the study cards/mind maps /notes needed for this subject are: Active Revision can be completed in 30 – 60 minute slots	will need to review the study material for this subject are: Review can be completed in 10 – 15 minute slots	number of study sessions I need each week is:	number of review sessions I need each week is:
Maths					
English					
Science					
RE					
History					
Geography					
Drama					
Art					
Music					
ICT					
French					
Spanish					

REMEMBER

YOU WILL NOT BE TAKING YOUR BOOKS INTO THE EXAMS WITH YOU.
ALL THAT YOU WILL BE TAKING IS WHAT IS INSIDE YOUR HEAD!

My Daily Schedule

Which topics will you study each day?

Week 1						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 2						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 3						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 4						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Use this plan to make sure you revise ALL the topics for EACH subject.

Please write the subject & topic you are studying in each box.

Use the abbreviations: *Maths /Eng /Science /ICT /CS/ Span /Hist /Fren /Dram/Geog /Music /RS /Art*

Fill in the subjects and topics you are going to study each day.

Creating a schedule will allow you to ensure you are revising all of the subjects, not just your favourite ones!

5 Steps to Effective Revision

Step 1 Read and Understand

You won't be able to learn what you don't understand, so the first step in successful revision is to read the information and make sure it all makes complete sense. You should understand every word *and* all the detail. If there is anything you don't understand, now is the time to look it up or ask someone to explain it to you – before you start to try to learn it! At exam time use the syllabus or study guide to identify the topics which you need to cover.

Step 2 Highlight Important Information

Read the text again, but this time use your highlighters to shrink the information down, by picking out only the information you need to learn and ignoring the rest. Make sure you also pick out any **Key Words** for the topic you are studying.

What are Key Words?

Words unlock meaning. A Key Word is *any* word which does this. It could be a subject-specific

Step 3 Active Learning

You've found out *what* you need to know, so now you need to begin the learning process. Find out what works for you for different subjects. The important thing is that you are actively involved in the process. If all you do is read your notes, you will only remember approximately 10% of the information the following day. Be creative; this step is about beginning to **encode the information in your brain**. Take your highlighted information and **make study materials** for use in Step 4 by creating any of the following:

- Mind Maps
- Linear Notes
- Study Cards
- Online Study Cards
- MP3 Recordings
- etc...

There are so many ways to study!

Don't Stop Here! The next two steps are critical to the learning process.

Step 4 Frequent Review – to Memorise the Information

Once you understand the topic and you've created your study materials, you need to memorise the information. Review all the study materials in short frequent bursts. You might find useful websites to help you. The more times you repeat your review the more effective your learning will be. The aim is to move the information from your short term memory into your long term memory so it becomes *knowledge*.

Step 5 Test Yourself

Once you've learnt the information, it's important to test that you can recall it quickly when you need to. Ask friends, parents or siblings to test you, use online testing tools or, when you are studying for I/GSCEs and A levels, use past papers with mark schemes to test your knowledge. Check, that you can recall all the necessary detail. Completing past papers and using mark schemes to check them will allow you to better understand what is expected by the examiner, so the more past papers you complete the better prepared you will be. Don't be tempted to use past papers as your only form of revision. You need to cover the whole syllabus, not just the areas that have come up in previous exams.

English

Assessment Overview

Students will complete **two papers**, each lasting **45 minutes**:

Paper 1: Reading

- **Unseen text**
- Questions will include:
 - **Comprehension**
 - **Language analysis** using **PEE / PEEL / PETAL paragraphs**

Paper 2: Writing

- **Creative writing task**
- Choice between:
 - **Descriptive writing**
 - **Narrative writing**

How to Prepare

Reading Skills

Students should practise:

- Selecting **precise quotations**
- Analysing **language choices** (words, imagery, tone)
- Developing explanations in detail:
 - What does the language suggest?
 - Why has the writer used it?

Writing Skills

Students should practise:

- Creating **engaging openings**
- Using a range of **language techniques**
- Varying sentence structures
- Structuring writing clearly (beginning, middle, end)

TOP TIPS

- Read the questions and instructions carefully before you begin.
- Read the passage carefully, picking out key ideas based on the questions. You may highlight/annotate the passage if it helps you.
- Be very precise and accurate in your responses.
- Use the number of marks and the space provided for your answer to guide you as to how long you should spend on each question.
- You do not need to write in full sentences if it is a short-answer question.

Key Vocabulary

You should know the following key words and phrases before the exam:

- Words to describe effects, e.g. tension and suspense, shock, frustration, hope.
- Literary and persuasive techniques, e.g. simile, rhetorical question.

How can I prepare?

- Pay attention in your classwork and homework assignments, particularly to advice your teacher gives you.
- Study your progress grids for English. These success criteria show you exactly what you need to do to achieve your target grade.
- Practise completing reading and writing tasks in 45 minutes.
- Keep reading. Read a wide range of books and articles, testing yourself using Accelerated Reader (including Accelerated Reader articles).
- Complete practice comprehensions on ReadTheory |

Science

Requirements:

Pupils should bring the following equipment.

- Pens
- Pencils
- Ruler
- Calculator
- Protractor – vital for ray diagrams in the Light questions.

It is very important that students bring all their own equipment. We cannot guarantee that we will be able to provide students with items they are missing.

Format:

The exam will be **45 minutes** in duration and will consist of short written responses, calculations, and graph work. The questions will test ability in four areas:

1. Comprehension – understanding of key concepts.
2. Evaluation – ability to interpret data.
3. Investigative – ability to plan fair tests and to produce tables and graphs.
4. Calculations – ability to use formulae and to calculate values.

Topics:

- Properties of Materials
- Respiration
- Forces
- Chemical Reactions
- Properties of Materials
- Magnetism
- Diet and Digestion
- Ecosystems

Students should use their class notes and textbooks to study, as well as revision checklists, summary notes, quizzes and weblinks.

<http://www.senecalearning.com>

<https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

Mathematics

Examinations: 1 x 45 minute non calculator paper

Equipment needed: Geometrical instruments, pen, pencil, eraser, ruler

Revision websites:

<https://www.drfrstmaths.com/>

<https://corbettmaths.com/contents/>

Topics to be tested: All work taught in Year 8

- Estimate the volume of cubes and cuboids; Calculate the volume of cuboid, including cubes
- Recognise when it is possible to use formulae to calculate area and volume
- Find the surface area of cuboids (including cubes)
- Convert between metric units of area in simple cases
- Convert between metric units of volume in simple cases
- Know circle definitions and properties, including centre, radius, chord, diameter, circumference
- Calculate the circumference of a circle when radius or diameter is given; Calculate the perimeter of composite shapes that include simple sections of a circle
- Calculate the area of a circle when radius or diameter is given; Calculate the area of composite shapes that include sections of a circle
 - Convert fluently between metric units of length; Convert fluently between metric units of mass
 - Convert fluently between metric units of volume/capacity
 - Use a ruler to accurately measure line segments to the nearest millimetre
 - Convert fluently between units of time
 - Convert fluently between units of money
 - Solve problems involving converting between measures
 - Know simple fractions, decimals and percentages equivalences (e.g. 10%, 20%, 25%, 50%, 75%, 100%)
 - Find equivalences between any fractions, decimals and percentages
 - Write a percentage as a fraction; Write a quantity as a percentage of another
 - Increase/decrease by a percentage (multiples of 5%)
 - Identify the multiplier for a percentage increase or decrease
 - Compare two quantities using percentages
 - Know that percentage change = $\frac{\text{actual change}}{\text{original amount}}$
 - Calculate the percentage change in a given situation, including percentage increase / decrease
 - Solve problems involving percentage change
 - Solve original value problems when working with percentages (including non calc)
 - Solve financial problems including simple interest
- Use coordinates to describe the position of a point in all four quadrants; Use coordinates to plot the position of a point in any of the four quadrants
- Solve geometrical problems on coordinate axes

- Write the equation of a line parallel to the x-axis or the y-axis; Identify and draw the lines $y = x$ and $y = -x$
 - Construct and describe reflections in horizontal, vertical and diagonal mirror lines (45° from horizontal)
 - Describe a translation as a 2D vector
 - Construct and describe rotations using a given angle, direction and centre of rotation
 - Solve problems involving rotations, reflections and translations, enlargements
 - Use the centre and scale factor to carry out an enlargement with a positive integer scale factor
 - Find the centre of enlargement and the scale factor of an enlargement
 - Know that graphs of functions of the form $y = mx + c$, $x \pm y = c$ and $ax \pm by = c$ are linear
 - Plot graphs of functions of the form $y = mx \pm c$; Plot graphs of functions of the form $ax \pm by = c$
 - Find the gradient of a straight line on a unit grid; Find the y-intercept of a straight line
 - Sketch linear graphs
 - Identify and interpret gradients of linear functions algebraically; Identify and interpret intercepts of linear functions algebraically
 - Use the form $y = mx + c$ to identify parallel lines
 - Find the equation of a line through one point with a given gradient
 - Find the equation of a line through two given points
 - Plot and interpret distance-time graphs (speed-time graphs) including approximate solutions to kinematic problems
 - Distinguish between a linear and quadratic graph
 - Plot graphs of quadratic functions of the form $y = x^2 \pm c$; Sketch a simple quadratic graph
-
- Recognise and describe a linear sequence
 - Find the next terms/missing terms in a linear sequence
 - Generate a linear sequence from its description
 - Solve problems involving linear sequences
 - Use a term-to-term rule to generate a linear/non-linear sequence
 - Generate terms of a sequence from a position-to-term rule
 - Find the n th term of an ascending/descending linear sequence
 - Use the n th term of a sequence to deduce if a given number is in a sequence
-
- Calculate probabilities using a possibility space
 - Use theoretical probability to calculate expected outcomes
 - Use experimental probability to calculate expected outcomes
 - List outcomes of combined events using a tree diagram
 - Know and use the multiplication law of probability
 - Now and use the addition law of probability
 - Use a tree diagram to solve simple problems involving independent combined events
 - Use a tree diagram to solve complex problems involving independent combined events
 - Use a tree diagram to solve simple problems involving dependent combined events
 - Use a tree diagram to solve complex problems involving dependent combined events
 - Understand that relative frequency tends towards theoretical probability as sample size increases

- Understand the meaning of 'average' as a typicality (or location)
- Calculate the mean of a set of discrete data; Interpret the mean of a set of discrete data
- Use the mean to find a missing number in a set of data
- Find the mode of set of data
- Find the median of a set of data including when there are an even number of numbers in the data set
- Calculate the mean, median and mode from a frequency table (discrete data only)
- Calculate and understand the range as a measure of spread (or consistency)
- Analyse and compare sets of data, appreciating the limitations of different statistics (mean, median, mode, range)
- Choose appropriate statistics to describe a set of data
- Find the modal class, the class containing the median, estimate of the mean from a set of grouped data
- Estimate the range from a grouped frequency table

Religious Education

Your exam will last for 45 minutes

You will be tested on the topics outlined in the table below.

CHRISTIANITY	ISLAM	DIFFERENT PERSPECTIVES
1. Nature of belief 2. Baptism and Confirmation 3. Life after Death	1. The Five Pillars 2. Prophethood 3. Al Qadr	1. The meaning of life

CHECKLIST

1. Read the question
2. Read the command word
3. Decide what the command word requires
4. Identify the number of marks available
5. Identify the key words in the question

You must answer all of the questions on the exam.

Before you answer the question, you should complete the **checklist** like we do in class.

There will be a variety of questions covering each of the assessment objectives (AOs).

Assessment Objective	Requirements	Example command words
AO1	Direct recall questions test your knowledge .	Account, describe, list.
AO2	Knowledge and understanding questions test your ability to apply your knowledge to the question.	Apply, explain, summarise.
AO3	Evaluation questions test your ability to judge how far you agree or disagree with something and give reasons for your answer.	Analyse and evaluate, contrast, assess, compare.

Your teacher will provide you with revision notes and practice exam questions.

- **You should complete answers to practice questions as part of your revision.**
- **There is a lot of content to remember so start revising early.**
- **Good luck 😊**

Geography

The June exam is 45 minutes. You should use the learning objectives below to help revise the content for each topic.

The exam will cover the units of ‘Coasts’ and ‘Changing Climates’ and will include a variety of knowledge and understanding and skills-based questions. Some questions will require simple points and others will require you to write in depth using fully developed points. We encourage you to pay close attention to the command word in the question (e.g. describe, suggest, explain, evaluate, assess) and to use key words as much as possible. The exam will also include some map work questions so please come prepared with pencils, a ruler, colouring pencils and a calculator as you may need them.

Coasts	Changing Climates	Map skills
<ol style="list-style-type: none"> 1. Define: weathering, erosion and deposition 2. To describe 3 types of weathering 3. To understand the importance of weathering and geology in shaping coasts 4. To name and explain the types of coastal erosion 5. To identify erosional coastal landforms on sketches, photographs (headlands and bays, wave-cut notches and platforms, caves, arches, stacks and stumps) 6. To explain how these landforms are formed. 7. To suggest how erosional coastal landforms may change over time 8. To identify and describe different types of waves. 9. To identify and describe the four processes of transportation 10. To explain how sediment is transported along a beach through the process of longshore drift 11. To state where (bay or sheltered area) and why (waves lose their energy) deposition occurs 12. To explain how bars and spits are formed 13. Opportunities and hazards of living near the coast 14. To understand what is meant by “coastal management” and identify types of sea defences 15. To evaluate different types of sea defences, including sustainability of them 16. Case study – Cayman Islands, the strategies and techniques used to protect the coast to help manage coastal erosion. A basic evaluation of the best strategy for the island (thinking about sustainability) 	<ol style="list-style-type: none"> 1. Define: global warming, climate change and sustainable 2. To understand that climate change is a controversial issue 3. To identify evidence of climate change 4. To describe the natural causes of climate change 5. To explain the natural greenhouse effect. 6. To explain the human causes of greenhouse gas production 7. To compare the natural and human-enhanced greenhouse effect. 8. To suggest the impacts of climate change globally 9. To suggest the impacts of climate change locally (on the Cayman Islands). 10. To evaluate strategies to manage climate change including evaluation of adaptation versus mitigation 	<ol style="list-style-type: none"> 1. 4 and 6 figure grid referencing 2. 16-point compass 3. Scale 4. OS map symbols 5. Identification of coastal features

History

Overview

The **45-minute exam** will cover all content students have learnt since September. However, students will need to use skills they have been developing since last year. These skills include examining sources and their meaning, interpretation of events, continuity and change and focussing on significance on specific events before reaching a judgement.

Unit 1 – Who were the Pirates in the Caribbean?

Students should be able to:

1. Describe a pirate's life and where they lived.
2. Describe the key events of the most famous pirates' lives (Hornigold, Blackbeard, Bonney, Bellamy, Vane).

Unit 2 - Slavery in the British Empire/Cayman study

Students should be able to:

1. Understand what slavery is (including the triangle trade system)
2. Explain conditions on the Middle Passage
3. Explain life on a plantation.
4. Analyse a source on slavery
5. To be able to explain how and why Slavery ended in the British empire and in Cayman

Unit 3 – The Civil Rights Movement

Students should be able to:

1. Describe the situation freed slaves found themselves in after 1865.
2. Explain the impact of the Jim Crow laws and other barriers to progress (KKK, Supreme Court)
3. Describe the attempts made by FDR in the 'New Deal' to help black Americans.
4. Explain the impacts of the mainstream (MLK, Freedom Summer, Birmingham protest) movement and the more radical movement (Black Panther Party, Malcolm X) on the Civil Rights of black Americans up to 1970.
5. Understand the impact of the Vietnam war on the CR movement.

Unit 4– The Russian Revolution

Students should be able to:

- 1) Explain the long- and short-term causes of the Russian Revolution
- 2) Describe the role of Rasputin
- 3) Describe what happened to Tsar Nicholas II
- 4) Explain how the Bolsheviks took power
- 5) Explain the impact of the Revolution
- 6) Explain the changes that Stalin introduced

Unit 5 – World War One

Students should be able to:

1. Analyse the major causes of World War One in terms of their importance (Militarism, Alliances, Imperialism, Nationalism, Assassination).
2. Describe the Schlieffen Plan and explain how it led to trench warfare.
3. Describe trench conditions and tactics and medical care.
4. Describe what life was like back in Britain (propaganda, life for women)

Top Tips

- Read all questions carefully.
- If you get stuck miss out the question and come back to it at the end
- Plan your time accordingly.
- Don't just revise facts; you need to know how to write a good answer. Look back at the comments and targets on your classwork.
- Make sure your paragraphs PEEL – Point, Evidence, Explain, Link.
- Use all of your classwork as revision. Make sure you have all of the handouts you have been given stuck into your book.
- Power-points will be on the VLE!

French

The June examinations will review all work covered since the beginning of Year 8. Year 8 builds on the skills from Year 7 so there will be common verbs, words, etc. in the Year 8 exams.

- **Speaking exam (in class):** Students will complete a reading-aloud task followed by three additional questions. A detailed speaking exam guide, including specific preparation resources, has been shared with students.
- **Listening exam (in class):** pupils will tick boxes and write letters and short sentences according to the French they hear.
- **Reading & Writing exam (1 hour):** for the reading section of the paper, pupils will tick boxes and write short answers after reading longer texts. For the writing part of the exam students will be asked to write a 130-140 words composition based around 5 bullet points on the 5 topics studied this year. Students will need to answer all bullet points to achieve full marks. (The past, present and the near future tenses with a wide range of verbs, opinions, justifications, negatives, intensifiers and connectives will be required).

Topic	Page nos.	Key Ideas
Module 1: Vive les vacances	8 – 20	Talking about holidays in the present and what you did last year. Describe a disastrous holiday. Using present tense of être and avoir and the passé composé
Module 2: J'adore les fêtes	32– 44	Describing your favourite celebrations, buying food, talk about your next school trip Using the near future and the present tense
Module 3: A loisir	56 – 68	Describing celebrities and TV programs. Talk about your digital life, arranging to go out, talk about your leisure and shopping in the perfect tense Using accurate adjective agreements, forming questions. Use the present and perfect tense.
Module 4 : Le monde est petit	69-92	Talk about where you live and the weather. Describe what you do to help at home, your daily routine and moving house. Using modal verbs, reflexive verbs. Be able to use present, perfect and future tenses.
Grammar	End of each module	Grammar covered in years 7 and 8.
Vocabulary	End of each module	Vocabulary covered in year 8.

We recommend that students use www.quizlet.com, www.seneca.com and www.practionline.org.uk vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking and writing using the vocabulary pages.

Students should consult the grade descriptors on their progress grids in their books to check how they get the top grades.

Spanish

The June examinations will review all work covered since the beginning of Year 8. Year 8 builds on the skills from Year 7 so there will be common verbs, words, etc. in the Year 8 exams.

- **Speaking exam (in class):** Students will complete a reading-aloud task followed by three additional questions. A detailed speaking exam guide, including specific preparation resources, has been shared with students.
- **Listening exam (in class):** pupils will tick boxes and write letters and short sentences according to the French they hear.
- **Reading & Writing exam (1 hour):** for the reading section of the paper, pupils will tick boxes and write short answers after reading longer texts. For the writing part of the exam students will be asked to write a 130-140 words composition based around 5 bullet points on the 5 topics studied this year. Students will need to answer all bullet points to achieve full marks. (The past, present and the near future tenses with a wide range of verbs, opinions, justifications, negatives, intensifiers and connectives will be required).

Topic	Page nos.	Key Ideas
Module 1: Mis vacaciones	8– 20	Describing where you went on holiday, how, what you did and your opinion. Using the past tense and opinions. Preterite tense
Module 2: Todo sobre mi vida	30– 42	Talking about your use of your mobile phone, music, TV programmes and opinions. Revising of present tense and preterite
Module 3: A comer!	52 – 66	Describing meals and food, ordering in restaurants, and what you like to eat. Using near future, polite form and negatives
Module 4: ¿ Qué hacemos?	76 – 90	Arranging to go out, using excuses, talking about clothes. Use of me gustaría, querer and poder and near future
Grammar	End of each module	Grammar from year 8 and year 7 Spanish.
Vocabulary	End of each module	Vocabulary from year 8.

We recommend that students use www.quizlet.com, www.seneca.com and www.languagesonline.org.uk to practise vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking and writing using the vocabulary pages.

Students should consult the grade descriptors on their progress grids in their books to check how they get the top grades.

Computing

The Computing exam will be one 45 minute and will be based on the topics covered this year in lessons. This exam will have a combination of multiple-choice questions, short written response questions and an extended written response question which will be completed in the hall during exam week.

Topics to study for this exam:

Understanding Computers & Networks

- Components of a computer (CPU, memory, input/output devices)
- The CPU and its role (fetch, decode, execute cycle)
- Number systems: binary and denary, and binary addition
- Storage (types of storage, capacity, and purpose)
- Convergence and new technologies (how devices combine functions and modern developments)

Computer Programming – Introduction to Python

- Purpose of programming and how Python is used
- Variables and data types (string, integer, float, boolean)
- Input and output (`input()`, `print()`)
- Arithmetic operations (+, -, *, /)
- Selection statements (if, elif, else)

Videography

- What makes a good video (planning and quality)
- Shot types and camera angles, and choosing the correct orientation (landscape vs portrait)
- Using transitions effectively, and the importance of suitable music and its impact on mood

Revision Suggestions:

- Watch a short **Lightworks** beginner tutorial and practise trimming, splitting, and adding transitions to clips: https://www.youtube.com/results?search_query=lightworks+beginner+tutorial
- Watch film trailer examples on **YouTube** and identify 3 different camera shots (close-up, medium shot, long shot): https://www.youtube.com/results?search_query=movie+trailers
- Revise computer components and the CPU using **BBC Bitesize** – Computer Systems: <https://www.bbc.co.uk/bitesize/topics/zf2f9j6>
- Practise binary to denary conversions using **Teach-ICT Binary Quiz**: https://www.teach-ict.com/as_as_computing/ocr/H447/F453/3_3_4/data_types/miniweb/pg6.htm
- Revise storage devices, primary vs secondary storage, and convergence using **GCF Learn Free** – Computer Basics: <https://edu.gcfglobal.org/en/computerbasics/>
- Use **W3Schools Python** to practise variables, data types, arithmetic, and if statements: <https://www.w3schools.com/python/>

Drama

Duration: 1 hour

Exam Format:

The exam will be a practical, in-class assessment where students will have chance to rehearse, perform and write a written response to peer feedback using the grading criteria.

They will work in groups to perform a scripted piece based on *The IT* by Vivienne Franzmann. As students are given the script lessons in advance of the assessment, they will have time to learn all lines and will perform in their exam without a script.

Students should ensure they are confident using the following skills:

- Focus
- Vocal skills
- Characterisation
- Performing scripts

Assessment Criteria:

Students will be assessed on:

- Rehearsing: learning lines from a set scripted piece, working as a group, using drama techniques.
- Performing: staying in role, vocal and physical skills and supporting others on stage.
- Evaluating: use grading criteria, appropriate Drama terminology and peer/ teacher feedback, write a short-written response identifying strengths and weakness in own work and set targets for improvement.

Revision/Preparation:

All of the preparation and revision of dramatic techniques will take place in class leading up to the assessment as we are currently studying *‘The IT’*. Groups will be allowed to use the Drama Studio to rehearse at lunchtimes during the week leading up to the exam, if they choose to.

Music

Exam: In class

Duration: 1 hour

Exam Format:

The exam will be an **in-class assessment** where students will do a Multiple Choice test based on curriculum covered, as well as a playing test on their instrument

Revision/Preparation: Students prepare for the exam by practising during the lesson(s) and/or at home and revising The Elements of Music and Minimalist composition techniques

Assessment criteria:

1. Knowledge of The Elements of Music i.e. Pitch, Rhythm, Timbre, Texture, Instrumentation, Dynamics
2. Recognition of the elements of Minimalist music
3. Playing test covering tone, posture, rhythm, intonation and musicality through music covered this term.

Art

Exam: In class.

Duration: 1 hour.

Task: A drawing using skills we have practised in Art this year

Subject: Lettering

Revision/Preparation: Students prepare for the exam by practising during the lesson(s) in the week(s) leading up to the exam.

Assessment criteria:

1. Evidence of sustained and careful observation
2. Evidence of skilled and sensitive use of line, tone, colour and texture.
3. Evidence of spatial understanding in the use of shape, proportion and scale.