



**Key Stage 3**  
**Year 8 Revision Lists**



**May 2017**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Parent / Guardian signature:** \_\_\_\_\_

**Exam dates:** Thursday 1 June  
Friday 2 June  
Tuesday 6 June  
Wednesday 7 June

Study day for Year 8 pupils: Monday 5 June (New Year 8 Intake Day).

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## **8FGIJ Mathematics Revision List**

- 1) Reading from timetable, calendar, time
- 2) Measuring, drawing angles, angle facts
- 3) Coordinates
- 4) Mean, Median, Mode and Range
- 5) Fractions- mixed numbers, +/-, change to a %
- 6) Algebra



## **8L / 8N Mathematics Revision List**

- 1) Number Work
- 2) Pictograms
- 3) Time
- 4) Fractions
- 5) Coordinates
- 6) Types of angles including their value
- 7) Measuring and Drawing Angles
- 8) Compass Points
- 9) Measurements
- 10) Symmetry
- 11) Perimeter and Area
- 12) Fractions



## **Year 8 Art Assessment**

- Year 8 –Portraiture.
- Drawing the proportions of the face.
- Shading using pencil.
- Students must bring their own equipment to the exam (pencil, sharpener and rubber).

## Year 8 Science Revision Topics for F/G/I/J classes

### Term 1:

- Hazard Symbols
- Separating Techniques [separating funnel/filtration/distillation and evaporation]
- Interpreting graphs
- Fair Tests

### Term 2:

- Types of energy with examples
- Energy transfers
- Energy resources – renewable and non-renewable
- Circuit symbols
- Circuit diagrams
- Series and Parallel circuits

### Term 3:

- Food Chains and Food Webs



## Year 8 Science Revision Topics for L & N classes

### Term 1:

- Hazard Symbols
- Separating Techniques [filtration and evaporation]
- Interpreting graphs
- Fair Tests

### Term 2:

- Types of energy with examples
- Energy transfers
- Energy resources – renewable and non-renewable with examples
- Circuit symbols
- Circuit diagrams
- Series and Parallel circuits

### Term 3:

- Food Chains and Food Webs



## **Year 8 Geography Revision List**

1. Key words –energy, igneous rocks, sedimentary rocks, metamorphic rocks, non-renewable, weather, climate, condensation, aspect, micro-climate.
2. Weather & climate (a) know the factors that affect micro-climates (b) can describe the weather in Britain in summer and winter.
3. Micro-climate study – be able to answer questions relating to your micro-climate school based fieldwork.
4. Rainfall formation – be able to describe the formation of the different types of rainfall – relief, convectional and frontal.
5. Rock Types – be able to describe rock type (igneous, sedimentary & metamorphic) formation and name examples for each.
6. Maps
  - (a) Know the British Isles (countries & surrounding seas/oceans)
  - (b) NI induction map
  - (c) Know your map of rocks of Ireland – match the rock type to locations.
7. Energy:
  - (a) Be able to recognise renewable and non-renewable examples of energy
  - (b) Wind Farms – be able to read information about them and answer questions about why they are needed, and their advantages and disadvantages.

## **Year 8 History Revision List**

- 1066 Battle of Hastings
- The Bayeux Tapestry
- The Feudal System
- Black Death
- Primary and secondary sources
- Keywords in History
- Centuries
- Sam's Story



## Year 8 Home Economics Revision List

- Definition of home economics
- Hygiene rules
- Safety rules
- Functions of the nutrients
- Why we need food
- Basic human needs
- Types of housing
- Kitchen equipment (include cooker)
- Dangers in the home
- Types of Family Structures
- The Eatwell Plate



## Year 8 Home Economics Revision Questions

- 1) Write a definition of Home Economics
- 2) Explain the following key words: **Management, Food Preparation, Nutrition, Human Development and Shelter**
- 3) State 5 safety rules which need to be followed when in the home economics room
- 4) State the function and sources of **carbohydrate, fat, protein, dietary fibre and calcium**
4. Why do we need food?
5. State the 4 basic human needs and an example of each
6. Draw and write a definition of the following types of housing: **Detached, Terraced, Flats, Semi-detached, Fold** and a **Caravan**
7. State the names and uses of ten pieces of equipment.
8. Draw a picture of a cooker and label the following: **Grill, Oven, Hob** and the **Control Panel**
9. State 2 foods in which sugars found naturally and 2 foods which have sugar added during manufacture.
10. List 10 dangers you might find in a kitchen

## **Year 8 RE Revision List**

### **Bible Work**

Year 8 pupils must practise using their red Gideon's Bibles

- e.g. look up Mark 1:16-20
- **All pupils must have their red bible for the exam.**

### **Jesus' Ministry**

Pupils must learn:

- How Jesus called the 12 disciples
- Information about the 12 disciples
- The parable of the Sower

### **Passover and Last Supper**

Pupils must learn:

- The story of how Moses freed the Israelites
- The food eat during the Passover Meal and what each food means
- The Last Supper – especially the words Jesus said about bread and wine.

### **Easter**

Pupils must learn:

- Jesus in Gethsemane
- The Trial before the Sanhedrin
- The Trial before Pilate
- Jesus' Death
- The Resurrection

### **Ash Wednesday and Lent**

Pupils must learn all facts about Ash Wednesday and Lent.

## **Year 8 Technology & Design Revision List**

### **Bug Booklet**

- 1.Soldering
- 2.LEDs and bulbs
- 3.Circuit diagram for bug
4. Plywood
- 5.Thermoplastics
- 6.Create a bar chart from given data.



### **Clock Booklet**

1. Tools - mitre saw, coping saw.
2. All information about Gears.
3. Reduce, Reuse, Recycle
4. Different ways of producing Energy – those which damage the environment and those that are environmentally friendly
5. Evaluation of the clock project – good points and bad points
6. Use notes and sketches to show the different stages taken to make your clock.
7. Hexagon and Octagon.

### **Year 8 Irish Revision List**

1. Greetings
2. Numbers 0-100
3. Classroom Objects
4. Colours
5. Prepositions (on the, at the etc.)
6. Days of the Week
7. Months of the Year
8. Time
9. Weather

The summer exam will be made up of Listening, Reading and Writing exercises. A full list of the vocabulary required for the Writing exercises will be provided nearer the time of the exam.

### **8L/N Irish Revision List**

1. Greetings
2. Numbers 1-20
3. Classroom Objects
4. Colours
5. Days of the Week
6. Months of the Year
7. Weather

## Year 8 French Exam Revision.

### Unit 1: Classroom & Colours.

un stylo =  
un crayon =  
une règle =  
un cahier =  
un livre =  
un classeur =  
un ordinateur =  
une gomme =  
une chaise =  
une porte =  
des feutres =  
un sac/un cartable =  
grand =  
petit =  
sur =  
sous =  
noir =  
rouge =  
bleu =  
vert =  
orange =  
blanc =  
rose =  
violet =  
gris =  
jaune =

### Unit 2: School.

J'apprends =  
J'aime =  
Je n'aime pas =  
J'adore =  
Je déteste =  
l'anglais =  
le français =  
l'irlandais =  
l'espagnol =  
les maths =  
le dessin =  
la musique =  
l'informatique =  
les sciences =  
les arts ménagers =  
la géographie =  
la technologie/l'EMT =  
l'éducation physique/l'EPS =  
l'histoire =  
l'allemand =  
amusant =  
génial =  
fatigant =  
ennuyeux =  
nul =  
facile =  
difficile =  
intéressant =

### Unit 3: Family.

Il y a combien de personnes dans ta famille? =

Dans ma famille il y a \_\_\_ personnes =

mon père =  
ma mère =  
mon frère =  
ma soeur =  
mon grand-père =  
ma grand-mère =  
mes grand-parents =  
mon oncle =  
ma tante =

### Unit 4: Days, months, birthdays.

lundi =  
mardi =  
mercredi =  
jeudi =  
vendredi =  
samedi =  
dimanche =  
janvier =  
février =  
mars =  
avril =  
mai =  
juin =  
juillet =



<p>mon cousin =  ma cousine =  mon demi-frère =  ma belle-soeur =</p> <p>Tu as un animal à la maison? =</p> <p>un chien =  un chat =  un hamster =  un poisson =  un lapin =</p>	<p>août =  septembre =  octobre =  novembre =  décembre =</p> <p>un =  deux =  trois =  quatre =  cinq =  six =  sept =  huit =  neuf =  dix =  onze =  douze =  treize =  quatorze =  quinze =  seize =  dix-sept =  dix-huit =  dix-neuf =  vingt =  vingt et un =  vingt-deux... =  trente =  trente et un =  Mon anniversaire, c'est le ____ =</p>
<p><b><u>Unit 5: Hobbies.</u></b></p> <p>J'adore =  J'aime =  Je n'aime pas =  Je déteste =  le sport =  la télé =  nager à la piscine =  faire de la natation =  j'écoute des CDs =  écouter la radio =  je fais du cyclisme =  je vais au club des jeunes =  jouer au basket =  lire / la lecture =  aller à la pêche =  danser / la danse =  C'est amusant =  C'est ennuyeux =  C'est passionnant =</p>	<p><b><u>Extra Vocabulary :</u></b></p> <p>une maison =  un appartement =  une salle à manger =</p>

## Year 8 LLW Revision

### 1. Identity

- **Identity**- your identity is formed by a number of different things such as your likes, dislikes and beliefs. It is influenced by where you are from, your community, your family and your church.
- **Cultural Identity**- this is aspects of identity that we share with others. For example: the sports team we play for; the language we speak; the music we listen to and play; the festivals we celebrate. Your cultural identity can be **influenced by** the place you are born (your country), your religion and the sports you play.

### 2. Key words

- **Prejudice** - pre-judging a person or a group of people without really knowing them.
- **Sectarianism** - hating someone because they have a different religion to you.
- **Stereotypes**- putting a label on a group of people e.g. all boys are lazy.
- **Ethnic group** - people from a different cultural background than you e.g. black African, Asian, and Chinese.
- **Cultural Diversity**- Ireland is culturally diverse because people from all over the world live here.
- **Racism**- treating someone badly because they are different to you. This can be caused because you fear difference and are ignorant about other people's cultures.
- **Conflict**- when people can not settle their differences through talking it can result in fighting.
- **United Nations**- is an organisation that works to prevent conflict around the world.
- **NGOs**- non government organisation e.g. Trocaire that help people around the world in times of emergencies e.g. famines

### 3. Reasons for conflict:

Conflict may be caused by Religion and Race

Ways of dealing with conflict include: schools working together e.g. PIRCH trips and local communities working together e.g. shared sporting facilities.

Conflict can have a negative affect on young people:

- they can experience violence which may lead to death
- they may be bullied and feel threatened because of their identity.

### 4. Young people have Human Rights

As a young person you have rights. No one should force you to work long hours for low pay. This is happening to young people all over the world. They are often making products e.g. trainers and T-shirts which we buy. All young people are entitled to have an education by attending school. They are entitled to have leisure time e.g. take part in sporting activities. Young people should not be forced to work for a living if they are under 18. If they are working in such conditions then their human rights are being abused.

**Year 8 ENGLISH DEPARTMENT  
SUMMER EXAMINATION REVISION SUPPORT MATERIALS**

In your Summer examination you will be assessed on your knowledge and understanding of:  
**Non-Fiction Texts.**

**You will have two Sections:**

- **Section One will test your ability to read and understand Non-Fiction Texts**
- You will need to be able to **FIND & SELECT** information + **IDENTIFY KEY POINTS**
- **Section Two will test your ability to write in a Non-Fiction Format for a functional purpose**
- You will write A Letter and an Email

Over the next few weeks your class teacher will help you understand what you have to do in the test. You can also use the following materials to read ahead at home and to guide your revision before the test.

**READING SECTION REMINDERS**

<p><b>Reading Non Fiction Texts: Newspapers, Advertisements, leaflets Brochures etc.</b></p> <p><b>Always Read a Non- Fiction Text for meaning and look carefully at the following parts!</b></p>	
<p><b>Heading</b> – the bigger the heading the more noticeable it will be! Explain:</p> <ul style="list-style-type: none"> <li>• How it grabs attention</li> <li>• Why it makes you want to read on</li> </ul>	<p><b>Text:</b> The choice of <b>words</b> and <b>details</b> are very important. Explain:</p> <ul style="list-style-type: none"> <li>• What is said</li> <li>• How it is said (Does it use facts and/or opinion, other <b>language techniques</b>- if so why and to what effect?)</li> </ul>
<p><b>Illustrations/Images:</b> these are photographs; drawings and diagrams Explain:</p> <ul style="list-style-type: none"> <li>• <b>Size:</b> The bigger an illustration the more noticeable it is</li> <li>• <b>Position:</b> on the page. The top is seen first, having more impact and importance</li> <li>• What: the picture <b>shows</b> and draws your attention to.</li> </ul>	
<p><b>Layout/Appearance:</b> Words stand out by using different fonts, capitals, bold, underlining, columns, colour, shading, frames, etc. Explain:</p> <ul style="list-style-type: none"> <li>• Why attention is drawn to each highlighted feature</li> </ul>	<p><b>Order:</b> This means the order in which information is given. Look at how it is brought to our attention. Explain:</p> <ul style="list-style-type: none"> <li>• Where it is</li> <li>• How the information builds up its impact</li> </ul>

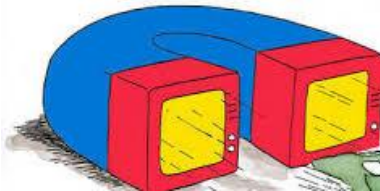
# What type of features should I look out for when I am reading the texts?

**First look quickly at all reading texts and skim and scan only to identify PAF  
This is very important!**

<b>Purpose</b>	<b>Audience</b>	<b>Form</b>
<p>What is the main purpose of this text?            What is it about?            What does it do?            Does it give information?            Does it use <b>FACTS</b> (These are things that are known and can be proven to be true for example Dates; Percentages; etc)                Does it use <b>OPINIONS</b> (a view or judgement formed about something, not necessarily based on fact or knowledge)            Does it explain? Does it describe?            Does it give advice?            Does it give any contact details?            times additional information?</p>	<p>Who is the intended reader also known as the target audience?            Why is this clear?            What clues in the text help you to spot this?            Be specific when you identify the intended audience e.g This article is targeted at people who would like to volunteer for...!</p>	<p>What type of document is this, e.g. an Article; a leaflet an advertising poster etc.?            What features make this clear?            Headlines            Sub headings            Bullet Points            Columns            Images            Use of Colour            Tables            Graphics</p>

**Next: Read the Questions/Task carefully and then only look for what you need to find out to answer the question!**

**Imagine you are a magnet and you are going to pull all the most important points from the text!**



**Look For: Signal words; key words; topic sentences**



**Look For: a central theme; key messages; that summarise what the text is all about**

**Don't Forget to:**

**!!!!!!**

**Look For: Punctuation clues**

**??????**

**“”””””””**

**”””””**

**.....**

## WRITING SECTION REMINDERS

<b>Learn these Text features thoroughly!</b>	
Document Type	Must have features
<b>Letter</b>	<ul style="list-style-type: none"> <li>• Sender and recipients addresses</li> <li>• Date</li> <li>• Open and close salutations/greetings</li> </ul>
<b>Emails</b>	<ul style="list-style-type: none"> <li>• To</li> <li>• Subject</li> <li>• Acceptable greeting</li> <li>• Finish with appropriate name</li> </ul>

The screenshot shows an email client window titled "Vietnam Trip" with a menu bar (File, Edit, View, Insert, Format, Tools, Message, Help) and a toolbar (Send, Cut, Copy, Paste, Undo, Check, Spelling, Attach, Priority). The email header includes:

To: pbrenner@crimininvest.org  
 Cc:  
 Subject: Vietnam Trip

Annotations on the left side:

- "Concise subject line" points to the subject field.
- "Specific background information" points to the first paragraph of the body text.

Annotations on the right side:

- "Important detail accessible" points to the second paragraph of the body text.
- "Concise, pertinent information" points to the third paragraph of the body text.

The email body text is as follows:

Dear Paul,

Thank you for contacting Veteran's Travel to arrange your trip. As we discussed, you will be traveling from BWI Airport roundtrip to Noi Bai Airport, Hanoi, Vietnam. Your date of departure will be August 1st, 2008 with a return flight on September 1st, 2008.

Our current price for this flight is \$876. I am able to hold this flight for you for 24 hours; please contact me if you'd like to book it. If you need a rental car, let me know and I can add that to the fare.

If I can provide anything else or answer any questions, call me at 202-799-8611 or through email at [sweber@vta.com](mailto:sweber@vta.com). Thank you for considering Veteran's Travel Associates for your upcoming trip.

Sincerely,

Susan Weber  
 Veteran's Travel Associates

sender → Mrs D Jeffries  
16 Park Road  
Wolvistan  
Cleveland  
CL4 5FL

recipient → Mr A Pierce  
Martin's Bank  
Stockton on Tees  
County Durham  
DR1 1AC

date → 14<sup>th</sup> October 2016

formal salutation → Dear Mr Pierce

formal tone used → Thank you for your letter regarding my bank loan. I can confirm that I will need the money to be transferred into my account on Friday 18<sup>th</sup> October.  
If you need to contact me further about this please telephone me on 01652 554498.

correct closing → Yours sincerely  
.....  
D. Jeffries

name following signature → Mrs D Jeffries

**A formal letter will have**

- Sender's address (Your address)
- Recipient's address (Their address)
- Date
- Correct salutation & closing
- Name & signature

**S.P.G MUST BE OF A VERY HIGH STANDARD**

**Spelling; Punctuation & Grammar will be assessed in all parts of your English Exam!**

**Use the following S.P.G. Checklist to Revise**

1. Do my sentences make sense?
2. Do they start with a capital letter?
3. Do they end with a full stop?
4. Are there any silly spelling errors of words I know e.g. there/their?
5. Have I put capital letters for people and places?
6. Is all my punctuation correct (. , ? ! ' ") ?
7. Are all my small words spelt correctly (how/who/the/and/but)?
8. Are my sentences interesting and varied?
9. Have I used the correct tense (saw/have seen, did/have done)?
10. Have I separated different ideas into **paragraphs**?



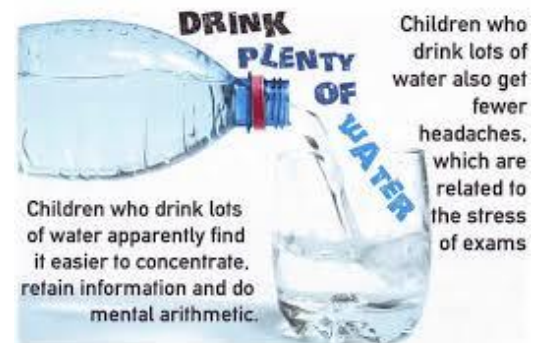


## Top 10 Tips for Revision



Exams can be a stressful time for many students. The following revision tips may be of some help.

1. Study in a **quiet place** away from distractions such as the TV and computers.
2. Make out a '**revision timetable**'. A revision timetable can add structure to your revision and helps you to organise your study time.
3. Create **summary notes** and anything simple that helps your **memory**. Short notes, drawings or mind maps are much easier to remember.
4. **Get help**. Ask friends and family to **test you**.
5. **Record yourself** reading notes and **occasionally listen** to them instead of reading.
6. Take a **5 or 10 minute break** every hour and do some stretching exercises, go for a short walk or make yourself a drink.
7. Allow yourself some fun-time each day to **relax**...and aim to get **eight hours of sleep** each night.
8. **Eat well**. Good brain foods? Wholegrain foods, fruit and vegetables such as blueberries, broccoli and tomatoes, oily fish and nuts.
9. **Don't panic** if you feel nervous. A certain amount of **nervousness actually helps you perform** to the best of your ability.
10. Understand **Your Learning Style** (see p37 in your homework diary). Everyone thinks that there is a **best way to study** but each person is different. Once you understand your learning style (by deciding if you are a visual, auditory or kinesthetic learner), then remembering and recalling new information will become much easier.



## Organising your Revision to suit your Learning Style

In school you have had the opportunity to determine which learning style suits you best. Below is a list of practical ways to revise – choose the ones which best suit you.

### **VISUAL LEARNING** – “Seeing” Learners

1. Mind Maps
2. Pictures
3. Diagrams
4. Charts/Graphs
5. Colour – marker/highlighters
6. Symbols
7. Doodle while thinking something through
8. Take notes while someone is talking (teacher)
9. Sit quietly and visualise what you have just seen, read or heard. Make a ‘mental movie’ in your mind.
10. Learn in groups & with others



### **AUDITORY LEARNING** – “Hearing” Learners

1. In the same way as you have a mind’s eye where you can ‘see’ things in your head you also have a mind’s ear.
  - a). Repeat subjects to be learned in your head using differed accents. Make it sound as funny or ridiculous as you like.
  - b). Repeat subjects to be learned in your head using your teacher’s voice for that subject. It is a clear link for your brain.
2. When you are on your own speak out loud so that **your** ears are hearing **your** voice.
3. The use of background music can either assist or irritate some auditory learners. Generally classical music is the best. It has no lyrics and the tempo maintains and supports concentration.
4. Audio record your essay answers and completed questions and play them back to yourself regularly.
5. Mind Maps
6. Learn in groups – especially when you can discuss topics



### **KINESTHETIC LEARNING** – “Touch” Learners

1. If you like to fiddle while you learn and study then you **must** fiddle or you will not learn well;
  - a). Tangles
  - b). Stress Balls
  - c). Even blue-tac!
2. Walk around while you learn!!
3. Use Mind Maps
4. Notes on Index Cards that can be shuffled and re-arranged
5. Use Post-it notes
6. Always write it out to show you know it





### My Revision Plan:

Design your own revision plan / schedule – the dates shown below may help. The A3 planning page given to you during the “Amazing Brains” workshop should also help.

<b>Week</b>	<b>Day / Date</b>	<b>Revision to be done</b>
<b>Week One</b>	Thursday 11 May	Plan my revision – make out a schedule
	Friday 12 / Weekend	
<b>Week Two</b>	Monday 15 May	
	Tuesday 16	
	Wednesday 17	
	Thursday 18	
	Friday 19 / Weekend	
<b>Week Three</b>	Monday 22 May	
	Tuesday 23	
	Wednesday 24	
	Thursday 25	
	Friday 26 / Weekend	
<b>Exam Week(s)</b>	Monday 29 May Bank holiday – No school	
	Tuesday 30	
	Wednesday 31	
	Thursday 1 June Exams – Day 1	
	Friday 2 June Exams – Day 2	
	Monday 5 June Study Day	
	Tuesday 6 June Exams – Day 3	
	Wednesday 7 June Exams – Day 4	

