

YEAR 8



ASSESSMENT MANIFESTS

TERM 4 – MARCH 2019

Year 8 Assessment Manifests 2018/2019

English Language

Year Group	8																																															
Date of Assessment	Term 4 Assessment Window March 2019																																															
Title of Assessment	Language Paper 1 - Explorations in creative writing																																															
Structure and timing of the examination	Section B: Writing to describe or narrate. (45 minutes) You will be given a picture and asked to write a description based on this image. A05 Content and Organisation (24 marks) A06 Technical Accuracy (16 marks)																																															
What content / topics do I need to know?	You should know how to <u>use</u> the follow techniques: <table><tr><th>Show words</th><th>Language words</th><th>Structure words</th><th>Effect words</th></tr><tr><td>Reflects</td><td>Imagery</td><td>Focus shift</td><td>Conclusion</td></tr><tr><td>Echoes</td><td>Verb, adverb</td><td>Cliff-hanger</td><td>Result</td></tr><tr><td>Conveys</td><td>Noun, adjective</td><td>Cyclical / repetition</td><td>Scenario</td></tr><tr><td>Implies</td><td>Pathetic fallacy</td><td>Flashback/forward</td><td>Close</td></tr><tr><td>Suggests</td><td>Atmosphere/tone</td><td>Narrow or broad focus</td><td>Consequence</td></tr><tr><td>Presents</td><td>Semantic field</td><td>Disjointed</td><td>Reader/Audience</td></tr><tr><td>Paints</td><td>Onomatopoeic</td><td>Perspective</td><td>Response</td></tr><tr><td>Demonstrates</td><td>Repetition</td><td>Dialogue</td><td>Outcome</td></tr><tr><td>Represents</td><td>Sibilance</td><td>Climax</td><td>Importance</td></tr><tr><td>Reveals</td><td>Simile/metaphor</td><td>Resolution</td><td>Significance</td></tr></table>				Show words	Language words	Structure words	Effect words	Reflects	Imagery	Focus shift	Conclusion	Echoes	Verb, adverb	Cliff-hanger	Result	Conveys	Noun, adjective	Cyclical / repetition	Scenario	Implies	Pathetic fallacy	Flashback/forward	Close	Suggests	Atmosphere/tone	Narrow or broad focus	Consequence	Presents	Semantic field	Disjointed	Reader/Audience	Paints	Onomatopoeic	Perspective	Response	Demonstrates	Repetition	Dialogue	Outcome	Represents	Sibilance	Climax	Importance	Reveals	Simile/metaphor	Resolution	Significance
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To achieve a grade 5 I must be able to ...	Section B In the writing section (Section B Writing to describe or narrate) ensure: A05 Content <ul style="list-style-type: none">You plan carefullyThere is extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none">You use varied and inventive use of structural featuresWriting is compelling, incorporating a range of convincing and complex ideas A06 <ul style="list-style-type: none">Wide range of punctuation is used with a high level of accuracyYou vary your sentence starters and sentence formsThere is a high level of accuracy in spelling, including ambitious vocabulary																																															



What pages in the revision guides should I focus on?	<p>To revise for this exam, you can:</p> <ul style="list-style-type: none"> • Read fiction texts • Practice writing descriptively • Practice writing sentences which begin with a <u>verb</u>, <u>adverb</u>, <u>adjective</u> or <u>noun</u>. (E.G. <u>Gasping</u> for breath, David marched on defiantly. / <u>Carefully</u>, she crept forward. / <u>Hideous</u> and forbidding, the walls of the prison loomed before her. / <u>Trees</u> bowed and broke before the wind's onslaught.) • Read over and edit practice and mock exam questions • Use BBC Bitesize resources https://www.bbc.co.uk/education/examspecs/zcbchv4
Total marks available for the paper.	40 marks (24 for content/16 for technical accuracy - SPAG)



Assessment Manifests 2018/2019

Maths

Year Group	Year 8
Date of Assessment	End of Term 4 Assessment March 2019
Title of Assessment	End of Term United Learning Assessment
Structure and timing of the examination	Examination paper consisting of topics taught across the academic year. 75 minutes assessment divided into two sections A and B assessed over two lessons. Non Calculator paper
What content / topics do I need to know?	The following topics will be covered in the assessment Indices Prime factorisation Rounding Fractions Percentages Linear Equations Expressions and equations from Real World situations Coordinates Unites of Measurement Angles Circumference Fractional, decimals and reasoning Ratio
To achieve well in the assessment I should be able to	Demonstrate an understanding of the mathematical concepts covered. Show full workings for all solutions given. Ensure all questions are answered showing consideration for the number of marks allocated.
What resources should I use to help prepare for the assessment?	Class books to recap learning from Term 1-2 Hegarty Maths Fix it 5 and QLA sheets to recap topics highlighted as weaknesses.
Total marks available for the assessment.	80 Marks



Assessment Manifests 2018/2019

Science

Year Group	Year 8
Date of Assessment	Term 4 Assessment Window March 2019
Title of Assessment	Year 8 Spring Term Test
Structure and timing of the examination	A one hour written exam consisting of short and longer answer questions.
What content / topics do I need to know?	The test covers the units Materials and the Earth, Digestion and Nutrition, and Light and Space.
To achieve well in the assessment I should be able to	<p>Use your knowledge and understanding of the key concepts to be able to...</p> <ul style="list-style-type: none"> - describe the structure and composition of the earth and link this to the rock cycle - explain how carbon is recycled in the Earth's atmosphere and link the impact of human activity to climate change - describe and explain the components that make up a balanced diet, describing the consequences of an imbalanced diet - evaluate how different lifestyles have different energy needs - describe the symbiotic relationship between bacteria and the human digestive system - describe how and explain why foods are broken down in the digestive system, in terms of enzymes - describe how light interacts with different materials - describe the effects of absorption of light in terms of energy - use ray diagrams to show how images are formed - describe the properties that affect the sizes of gravitational forces between different objects in the Solar system - calculate the weight of an object on different planets - explain why we experience seasons - compare the relative sizes of different astronomical structures within the universe using astronomical distances
What resources should I use to help prepare for the assessment?	<p>BBC Bitesize KS3 Chemistry Earth and the Environment (https://www.bbc.com/bitesize/topics/z3fv4wx), Ceramics, polymers and composites (https://www.bbc.com/bitesize/guides/ztxnsbk/revision/1) and Biology Nutrition and Digestion (https://www.bbc.com/bitesize/topics/zf339j6), and Physics Light, (https://www.bbc.com/bitesize/guides/zq7thyc/revision/1) and Space (https://www.bbc.com/bitesize/topics/z8c9q6f).</p> <p>Knowledge Organiser sections Materials and the Earth, Digestion and Nutrition, and light and Space. CGP Revision Guide pages 6 to 9 and 46, 59 to 64, and 87 to 90, and 102 to 104.</p>
Total marks available for the assessment.	60 Marks



Assessment Manifests 2018/2019

French

Year Group	Year 8	
Date of Assessment	Term 4 Assessment Window March 2019 Individual teachers will give the exact dates for each class (over two lessons)	
Title of Assessment	Year 8 T3&4 Assessment Listening, Reading, Writing & Speaking	
Structure and timing of the examination	<p>All assessments are in class. Listening and Reading 60mins (one lesson) Speaking 2-3mins + preparation time 15mins & Writing 40mins (one lesson)</p> <p>Listening, Reading and Writing are a series of tasks with written responses Speaking will be individually with the class teacher/in pairs in the classroom</p>	
What content / topics do I need to know?	<p>Topics covered in the assessment:</p> <p>Term 3: Paris, je t'adore!</p> <ul style="list-style-type: none"> • What you can do in Paris • What you like doing • Asking/Answering questions • What you visited/did and what it was like (using the perfect tense) 	<p>Term 2: Mon identité</p> <ul style="list-style-type: none"> • Character/personality adjectives • Relationships and activities with friends • Music • Clothes (using the near future)
To achieve well in the assessment I should be able to	<p>Grade 2:</p> <p>Listening & Reading: I can understand the main points and some details from written and spoken passages about familiar topics. I am able to use context to work out the meaning of unfamiliar vocabulary.</p> <p>Speaking & Writing: I can ask & answer questions giving reasons for my opinions and I can develop more complex responses, giving more information than a basic response. I can write a paragraph on a familiar topic, mostly from memory.</p> <p>Grade 3:</p> <p>Listening & Reading: I can understand the main points and opinions of written and spoken passages containing language from a range of familiar contexts. I can discern written and spoken information about the present with either the past and/or the future.</p> <p>Speaking & Writing: I can talk and write about activities I usually do (present) and that I am going to do (near future) and/or have done (past). I can also talk/write about another person.</p>	



What resources should I use to help prepare for the assessment?	<p>Topic- based vocabulary sheets – in books and posted on SMH for revision</p> <p>Questions to prepare for speaking – given in class and on SMH</p>
Total marks available for the assessment.	A grade will be given for each skill with an overall average for the T4 grade.



The basics of waves:

- Waves are formed as a result of **wind** blowing over the ocean. The longer the **fetch** (the distance the wind blows over the water), the bigger the wave will be.
- They can also be formed as a result of **earthquakes** or **volcanic eruptions**. These waves are usually very large and are called **tsunamis**.
- As waves approach land, the rising seabed disrupts their shape and they break on the land. Waves at the coast are either **destructive** or **constructive**.

Constructive waves:

- These waves are **gentle** and they are **far apart**.
- They have a **strong swash** and a **gentle backwash**.
- As a result, these waves transport and deposit a large amount of material onto the beach, 'constructing' a new beach.



Destructive waves:

- These waves are steep and they are close together.
- They have a weak swash and a strong backwash.
- As a result, these waves erode sand and pebbles from the beach, 'destroying' it.



Coastal erosion and weathering:

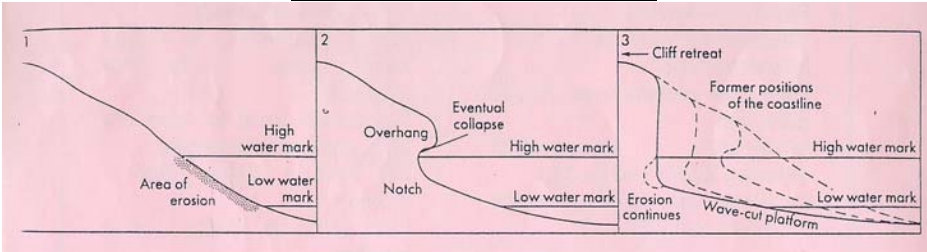
- Coasts are constantly changing due to waves, through erosion, transportation and deposition.
- How coasts change depends on the types of rocks that are in different areas. **Harder rock**, like limestone and sandstone, **erodes slowly**. **Softer rock**, like clay, **erodes more quickly**.

Name	Description
Abrasion	As waves smash rocks against cliff surfaces, they are worn away and become smoother. This is known as the "sandpaper effect".
Hydraulic power	Air becomes trapped in faults in cliffs. When waves break against the cliffs, the air is compressed and forces the fault to become bigger. This eventually causes a piece of the cliff to break away.
Solution	Acids in sea water dissolve certain types of rock, such as limestone or chalk, causing them to gradually erode over time.
Attrition	Material from the coastline collides with other material, breaking into smaller pieces.
Freeze-thaw weathering	Water collects in faults during the day. At night, this water freezes and expands. This makes faults bigger over time and is similar to hydraulic power.

KPI 8.1.1

KPI 8.1.1

Landforms of erosion – Wave cut platforms.

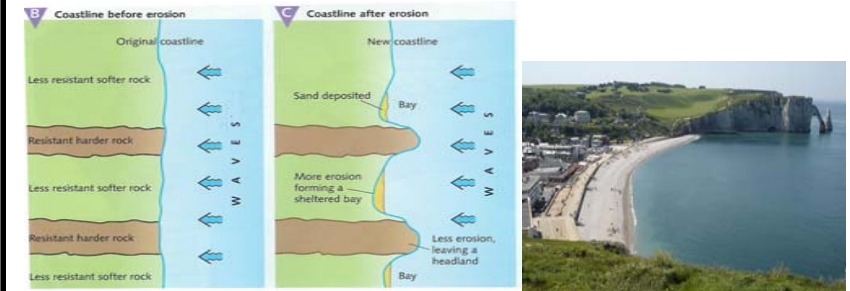


As you can see the cliff is retreating leaving behind a **sloping wave-cut platform**. The erosion happens between the **high water mark** (high tide) and the **low water mark** (low tide).

- The base of the cliff is eroded, **undercutting** the cliff and forming a **wave cut notch**
- The cliff is **unsupported**, so it **collapses**
- The process **repeats** and the cliff **retreats**.

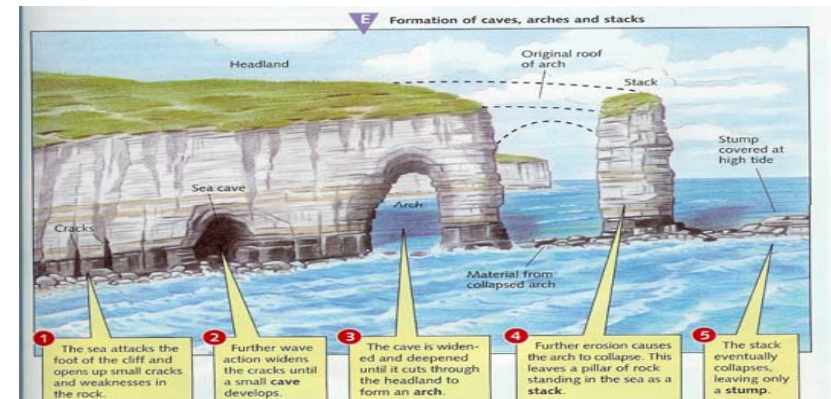
KPI 8.1.1

Landforms of erosion – Headlands and bays



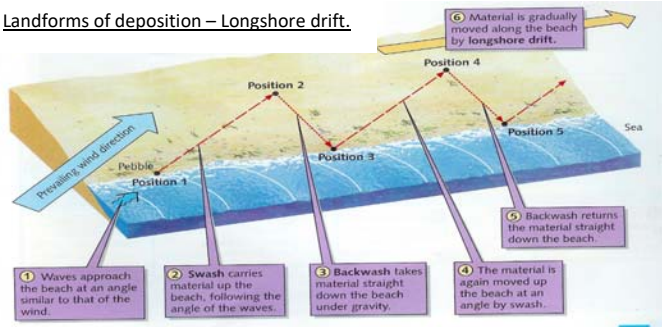
- Due to destructive waves the coastline is **eroded**, by **hydraulic action** and **abrasion**.
- **Soft rock** erodes **quicker** and **retreats**.
- The hard rock **remains** and forms headlands.
- Due to **attrition** the eroded rock is broken down to form **sand** and then **deposited** in the bay.

Landforms of erosion – Caves, arches and stacks.

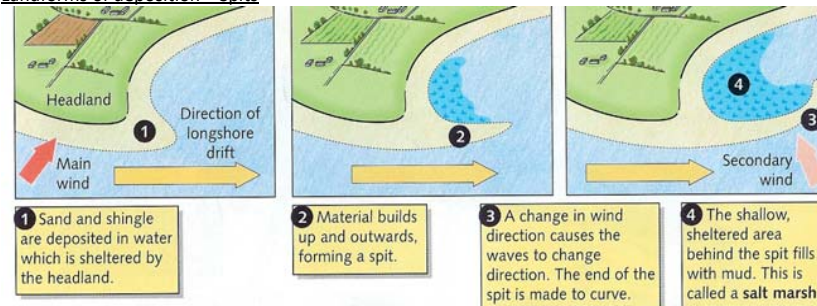


KPI 8.1.2

Landforms of deposition – Longshore drift.



Landforms of deposition – Spits



Landforms of deposition – Bars and Tombolos

If there is **no river** running into the sea where the spit has formed, it could become a **BAR** and stretch all the way across. Behind the bar is a **Lagoon** which in time may become a **Salt Marsh**.



If the material reaches an offshore island it is a **TOMBOLO**.



Changes in sea level:

- Sea levels change on a daily basis due to tides.
- However, earth's sea levels are also generally rising due to **global warming**. The increase in the earth's average temperature is causing the polar ice caps to melt, causing sea levels to rise.
- This rise in sea levels can increase **erosion** and can cause area to permanently flood.
- This affects **coastal areas** but can also affect low lying countries, such as **the Maldives** and cities such as **New York, Shanghai and London**, which will be forced to spend billions on flood defences.

KPI 8.1.4

Case study of coastal management – Eastbourne and Birling Gap

Background

- Birling Gap and Eastbourne are in East Sussex, South East England.
- Birling Gap suffers some of the fastest erosion rates in Sussex.
- Loses around **1-2 metres of coastline per year**.
- The cottages and Café and visitor centre are now in danger of falling into the sea.
- Eastbourne is well protected by groynes and a sea wall as well as plenty of shingle on the beaches.

Cause

- **Soft rock**, made of **till** and chalk at Birling Gap is vulnerable to erosion.
- Very strong waves and no sea defences.

Response

- Millions of pounds spent to protect Eastbourne's homes and businesses.
- Birling Gap's cottages are gradually getting demolished safely as the cliff retreats. They are not protected. This is called **Managed Retreat**.

Effects

POSITIVE:

- Has stopped erosion at Eastbourne. The groynes trap shingle giving nice wide beaches.
- Tourism businesses at Eastbourne are doing well as they are safe from erosion from the sea. Old buildings are preserved.
- Birling Gap is kept natural as there are no manmade defences.

NEGATIVE:

- Longshore Drift moves Birling Gap's shingle, leaving it even more vulnerable.
- Home owners of Coastguard Cottages losing their homes. They blame the council and National Trust for not protecting against erosion.
- Farmland at Birling Gap is being lost. Farmers losing income.

Hard Engineering:

Groynes



- Stops Longshore Drift = beach.
- Wooden posts out to sea.
- **No beach further down coast = more erosion.**

Gabions



- Stones in mesh cages.
- Waves energy is dispersed through them
- **Look ugly and are a danger for animals e.g birds.**

Sea Wall



- Concrete Wall – reflects waves energy.
- **Can increase wave backwash meaning the beach is removed.**
- **Ugly, expensive, graffiti.**

Off-Shore Break Water



- A build up of rocks out at sea.
- Disperses waves energy out at sea.
- Beach builds up behind them as there is little sea current.
- **Ugly, expensive, dangerous – children.**

Revetments



- Sloping concrete / wooden platform.
- Allows wave energy to be dispersed as it travels up the revetment.
- **Ugly, expensive.**

KPI 8.1.3

Soft Engineering:

- 1. Beach Nourishment** – which means placing sand in front of the eroding coast.
- 2. Managed Retreats** – Let the coast erode naturally and move the people and businesses away slowly.
- 3. Cliff Drainage** - Pipes which allow wet cliffs to drain the heavy rain water away.

Coasts KPIs

8.1.1 Explain the processes that lead to the formation of erosional landforms and the resulting features.

8.1.2 Explain the processes that lead to the formation of depositional landforms and the resulting features.

8.1.3 To be able to explain the causes and impacts of coastal erosion.

8.1.4 To assess the effectiveness of coastal management strategies along a specific stretch of coastline.

Coasts

Assessment Manifests 2018/2019

History

Year Group	Year 8
Date of Assessment	Term 4 Assessment Window March 2019
Title of Assessment	The British Empire
Structure and timing of the examination	1 x 16 mark question 1 hour to write
What content / topics do I need to know?	Revise the following topics: <ul style="list-style-type: none">- America- India- Australia- Ruling the waves- Wealth and trade
To achieve well in the assessment I should be able to	Level 7 AO1: You can include accurate and precisely selected historical knowledge to support your answers. AO2: You can explain historical events with in-depth analysis and you can show an understanding of historical linkage (how one event led to the next). Level 4 AO1: You include relevant information in your answers. AO2: You can explain historical events using some analysis.
What resources should I use to help prepare for the assessment?	<ul style="list-style-type: none">- Exercise books- Topic knowledge organisers (available on SMHW)
Total marks available for the assessment.	20 [4 marks SPaGst]

Assessment Manifests 2018/2019

Computer Science

Year Group	8
Date of Assessment	Term 4 Assessment Window March 2019
Title of Assessment	Computer Science
Structure and timing of the examination	<p>In Lesson, the assessment will be online using Office 365 – Forms.</p> <p>Students will be given an hour to complete the assessment.</p> <p>The exam will cover what we have mainly been studying in terms 3 & 4. There will however be questions that have been covered in terms 1 & 2.</p>
What content / topics do I need to know?	<p>Students will need to know the following:</p> <ul style="list-style-type: none"> • E-Safety – Specifically Social Media Safety • Binary Bitmaps – <ul style="list-style-type: none"> ○ How are bitmaps formed. <ul style="list-style-type: none"> ▪ Resolution ▪ Pixels ▪ Bits ▪ Colour Depth ○ Working out image file sizes (Height x Width) x Colour Depth) x 8 = Byte Size Byte Size / 1024 = Kb Size, Kb Size / 1024 = Mb size. • Boolean- <ul style="list-style-type: none"> ○ Boolean Operators: <ul style="list-style-type: none"> ▪ AND ▪ OR ▪ NOT ○ Boolean Algebra • Problem Solving <ul style="list-style-type: none"> ○ Decomposition ○ Algorithms ○ Flowcharts • Coding (Python) <ul style="list-style-type: none"> ○ Reading coding ○ Variables ○ IF
To achieve well in the assessment I should be able to	<ol style="list-style-type: none"> 1. Be able to understand code in a text format. 2. Explain how IF and variables work in Python. 3. Explain what decomposition and algorithms are.



What resources should I use to help prepare for the assessment?	All of your notes that you have made in the class which are available on OneNote and in Teams. Every lesson we have completed is in Teams in the files section.
Total marks available for the assessment.	30 Marks



Assessment Manifests 2018/2019

Design and Technology

Year Group	Year 8 D&T (Mrs Halliburton's groups)
Date of Assessment	Term 4 Assessment Window March 2019
Title of Assessment	<p>Mackintosh Storage project:</p> <ul style="list-style-type: none"> ➤ Manufacture of product (Takes place in silence during Lesson 1 of the two Assessment lessons) ➤ Step-By-Step of Manufacture (Takes place in silence during Lesson 2 of the two assessment lessons and completed for homework)
Structure and timing of the examination	<p>These activities will take place over two lessons</p> <p>(Any remaining time in the lesson will be given to improving previous work in this project to achieve the highest possible grade)</p>
What content / topics do I need to know?	<ul style="list-style-type: none"> ➤ Lesson 1 (Manufacture): Use previous knowledge in lessons and demonstrations on how to produce a high quality product ➤ Lesson 2 (Step-by-step): Record all stages clearly in a Step-by-step
To achieve well in the assessment I should be able to	<ul style="list-style-type: none"> ➤ Lesson 1 (Manufacture): <ul style="list-style-type: none"> • Mark out all of my materials accurately • Use equipment for accuracy with confidence • Cut my work out accurately and precisely • Assemble my work with precision • Shape and smooth my work and achieve a high quality finish • Use all appropriate tools and equipment accurately and safely ➤ Lesson 2 (Step-by-step): <ul style="list-style-type: none"> • Record all stages clearly • Correctly name all tools and equipment used • Produce high quality sketches and diagrams to explain each stage • Reflect upon and evaluate your work in detail
What resources should I use to help prepare for the assessment?	<ul style="list-style-type: none"> • My book with my 'Manufacture plan' • My book with notes on demonstrations and 'starters' which may help
Total marks available for the assessment.	The top level available will be a 4+



Assessment Manifests 2018/2019

DRAMA

Year Group	Year 8
Date of Assessment	Term 4 Assessment Window March 2019
Title of Assessment	'ISSUE BASED DRAMA'
Structure and timing of the examination	REHEARSAL PERFORMANCE EVALUATION To take place over the two lessons in that fortnight- one hour to rehearse and prepare in small groups- 1 hour to show work to the class and evaluate
What content / topics do I need to know?	Themes, Plot, Characters from Issue based drama Practical skills- vocal and physical techniques in performance
To achieve well in the assessment I should be able to	AO3- Demonstrate Knowledge and understanding of how drama and Theatre is developed and performed and to understand... 1. Theatre terminology 3. Stage Positioning 4. Context of a play 5. characterisation
What resources should I use to help prepare for the assessment?	PRACICAL SKILLS IN LESSONS
Total marks available for the assessment.	GCSE GRADES 1- 9 Drama Subject Assessment Grid

Assessment Manifests 2018/2019

Music

Year Group	Year 8	
Date of Assessment	Term 4 Assessment Window March 2019	
Title of Assessment	Cover Versions	
Structure and timing of the examination	Performance of your chosen piece	
What content / topics do I need to know?	Practical skills: fluency on your chosen instrument; accuracy of timing; ensemble skills	
To achieve well in the assessment I should be able to	Play your chosen part fluently as part of a group, with accurate timing and good ensemble skills (ie playing in time with a good balance between the parts). Your performance will be musical and will demonstrate contrasts of dynamics (louds and softs) and timbre (musical sounds).	
What resources should I use to help prepare for the assessment?	Class instruments	
Total marks available for the assessment.	GCSE equivalent grades (1-9) for performance	
	Grade	Description
	5	music with some technical challenges broadly fluently with some sensitivity
	4	music with some technical challenges eg 2 hands together on keyboard, strumming/picking patterns on ukulele or guitar broadly fluently with some sensitivity
	3	simple pieces with relative fluency and some sensitivity
	2	simple pieces with limited fluency and sensitivity
	1	a short section of music with some accuracy



Assessment Manifests 2018/2019

Physical Education

Year Group	8
Date of Assessment	Term 4 Assessment Window March 2019
Title of Assessment	Year 8 Assessment point 4 KPI assessment
Structure and timing of the examination	A one-hour assessment observing students ability to meet KPI's in the sport they are currently studying. Students will be observed completing skills and then in a game situation.
What content / topics do I need to know?	The rules of the sport you are studying. The tactics of the sport you are studying. The skills of the sort you are studying.
To achieve well in the assessment I should be able to	<p>Team Sports</p> <p>KPI 1: Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in drills and games.</p> <p>KPI 2: Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.</p> <p>KPI 5: Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p> <p>KPI 7: Uses different components of fitness to improve their health and well-being in Football.</p> <p>Individual Sports and Activities</p> <p>KPI 5: Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p> <p>KPI 7: Uses different components of fitness to improve their health and well-being in gymnastics.</p> <p>KPI 8: Demonstrates good functional knowledge of basic anatomical structures.</p>
What resources should I use to help prepare for the assessment?	Youtube matches of handball, gymnastic routines and basketball matches. There are also a number of good skills videos looking at basic skills in gymnastics, shooting in basketball.
Total marks available for the assessment.	Each KPI carries the following grading 'working towards, working at, or exceeding'.



Assessment Manifests 2018/2019

Religious Studies

Year Group	8
Date of Assessment	Term 4 Assessment Window March 2019
Title of Assessment	Religion and the Media
Structure and timing of the examination	A one hour test which will include questions to test what students have learned up to this term and questions that allow students to produce extended pieces of writing.
What content / topics do I need to know?	<ul style="list-style-type: none">• To be able to give up to three different examples of people in conflict because of their beliefs• To be able to give examples of how Christian and Sikh school students came into conflict with their schools• To be able to give an example of where a worker came into conflict with their employer over their religious beliefs• To evaluate whether people should be able to express their religious beliefs through what they wear
To achieve well in the assessment I should be able to	Remember and use effectively key religious words, write reasons and back up your answers with religious knowledge. Also, write in detail for the extended writing questions.
What resources should I use to help prepare for the assessment?	Exercise books, the internet for key information, classroom revision grids in class preparation.
Total marks available for the assessment.	30 marks

