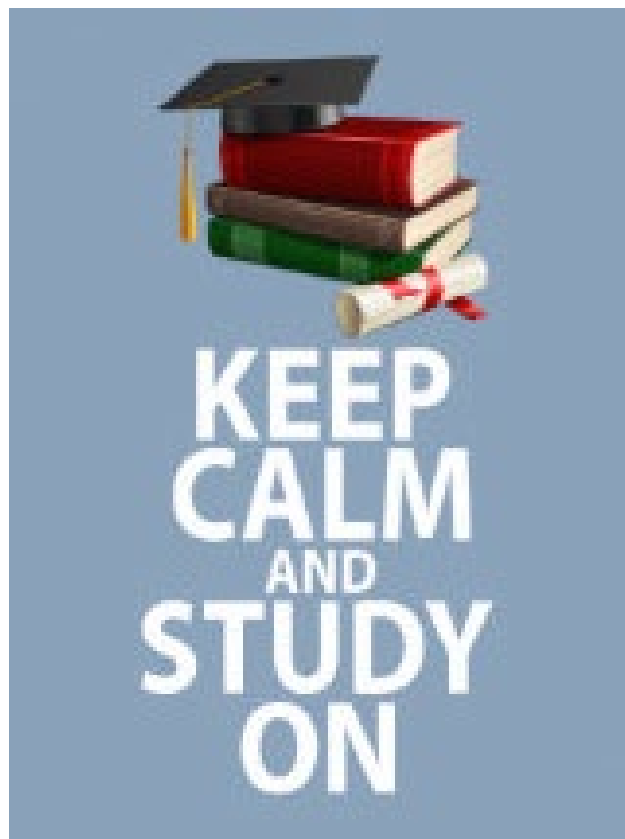


# **Year 8**

## **End of Year**

### **Assessment Guidance**



# **YEAR 8**

## **Assessment Information**

- Use this booklet as a guide to ensure you have revised all topics for each subject correctly.
- There is also information on the nature of each assessment and what you will need for subject areas.
- Remember you will need to bring a clear pencil case with all correct equipment for every assessment.
- For any further questions on the assessments, please liaise with the individual teachers.

**YEAR 8 Assessment Information**

## Core Assessments: Monday 22 June – Thursday 25 June 2026

As part of our on-going assessment programme, all our Year 8 students will sit a range of core subject assessments which will take place under formal conditions.

Students are expected to attend school as normal, with an 8:30am start each day. When not sitting a formal assessment, students will remain in their usual lessons.

### Equipment and Preparation:

Subject teachers will brief students on what to expect from each assessment.

For all assessments, students must bring the following:

- At least **two black pens**
- **Pencil**
- **Rubber**
- **Ruler**

All equipment must be in a **clear pencil case or transparent plastic bag**.

Additional subject-specific equipment may be required, for example, a **calculator** for Maths.

Students will be informed in advance by their subject teachers of any specific requirements.

### Year 8 Core Assessment Timetable:

Year 8	Session 1 Line up 8:30am Start time 8:50am	Session 2 Line up 11:00am Start time 11:20am
Monday 22 June	English 1hr 45min	Timetabled Lessons
Tuesday 23 June	Timetabled Lessons	Maths (non-calculator) 1hr 30min
Wednesday 24 June	Science 1hr 30min	Timetabled Lessons
Thursday 25 June	Maths (calculator) 1hr 30min	Timetabled Lessons

## ENGLISH

### What will the assessment look like?

**Section A Reading Section (40 marks):** assessing comprehension skills

Four questions (not of equal weighting) based on an extract from a novel

**Section B Writing Section (40 marks):** assessing creative writing

One question with an image and story brief for students to choose from

### What topics will I need to revise?

#### Reading section:

- Practise answering comprehension questions
- Practise making inferences from quotes given in the extract and interpreting ideas
- Revise language and structural techniques
- Practise doing language and structure analysis

#### Writing section:

- Learn challenging and interesting vocabulary
- Practise using various sentence/ paragraph lengths for effect
- Continuously practise spellings
- Learn how to accurately use a range of punctuation

### What skills will I be tested on?

#### Reading skills:

- Comprehension
- Inference and Interpretation
- Analysis of language and structure

#### Writing skills:

- Vocabulary
- Sentences and paragraphs
- Spelling, punctuation and grammar

### Useful revision sources:

BBC Bitesize (<http://www.bbc.co.uk/education/subjects/z3kw2hv>)

Reading for pleasure

Practice questions on o365 and GCSE Pod

## SCIENCE

### What will the assessment look like?

The paper will be one hour and 30 minutes long and will cover all of the topics covered during year 7 and year 8 as it is the end of Key Stage Assessment. There will also be questions to test your understanding of scientific information and your ability to plan experiments.

<p><b>What topics will I need to revise?</b></p> <p><b>Biology</b></p> <p><b>3.8 Organisms</b></p> <p>3.8.1 Movement</p> <p>3.8.2 Cells</p> <p>3.8.3 Breathing</p> <p>3.8.4 Digestion</p> <p><b>3.9 Ecosystems</b></p> <p>3.9.1 Interdependence</p> <p>3.9.2 Plant reproduction</p> <p>3.9.3 Respiration</p> <p>3.9.4 Photosynthesis</p> <p><b>3.10 Genes</b></p> <p>3.10.1 Variation</p> <p>3.10.2 Human reproduction</p> <p>3.10.3 Evolution</p> <p>3.10.4 Inheritance</p>	<p><b>Chemistry:</b></p> <p><b>3.5 Matter</b></p> <p>3.5.1 Particle model</p> <p>3.5.2 Separating mixtures</p> <p>3.5.3 Periodic table</p> <p>3.5.4 Elements</p> <p><b>3.6 Reactions</b></p> <p>3.6.1 Metals and non-metals</p> <p>3.6.2 Acids and alkalis</p> <p>3.6.3 Chemical energy</p> <p>3.6.4 Types of reactions</p> <p><b>3.7 Earth</b></p> <p>3.7.1 Earth structure</p> <p>3.7.2 Universe</p> <p>3.7.3 Climate</p> <p>3.7.4 Earth resources</p>	<p><b>Physics:</b></p> <p><b>3.1 Forces</b></p> <p>3.1.1 Speed</p> <p>3.1.2 Gravity</p> <p>3.1.3 Contact forces</p> <p>3.1.4 Pressure</p> <p><b>3.2 Electromagnets</b></p> <p>3.2.1 Voltage and resistance</p> <p>3.2.2 Current</p> <p>3.2.3 Electromagnets</p> <p>3.2.4 Magnetism</p> <p><b>3.3 Energy</b></p> <p>3.3.1 Energy costs</p> <p>3.3.2 Energy transfer</p> <p>3.3.3 Work</p> <p><b>3.3.4 Heating and cooling</b></p> <p>3.4 Waves</p> <p>3.4.1 Sound</p> <p>3.4.2 Light</p> <p>3.4.3 Wave effects</p> <p>3.4.4 Wave properties</p>	<p><b>What skills will I be tested on?</b></p> <p>Ability to interpret data</p> <p>Graph Skills</p> <p>Maths skills - Solving problems</p> <p>Classifying</p> <p>Describing patterns</p> <p>Evaluating</p> <p>Recall</p>
<p><b>Useful revision sources:</b></p> <p>You will find all of the lesson resources and a list of the topics on SharePoint. Go to my subjects, science, and then click the KS3 science tab on the left of the screen.</p>	<p><a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hv">https://www.bbc.co.uk/bitesize/levels/z4kw2hv</a></p> <p>CGP KS3 Science Study Guide</p> <p>Century</p>		

# MATHS

## What will the assessment look like?

Two papers. Paper 1 – to be completed **without** a calculator; paper 2 – to be completed **with** a calculator

The papers will consist of multiple choice questions and short/long answer questions.

Length of each paper: 1 hour 30mins Total score: 80 marks per paper

## What equipment will I need?

Black pen, pencil, sharpener, ruler, compass, protractor, scientific calculator

## What topics will I need to revise?

The National Curriculum up to and including the level you are expecting to get under the following

### Number operations

- $+/-/x/\div$  with positive and negative integers
- Order of operations
- Factors, multiples and primes
- LCM, HCF, Venn diagrams
- Squares, cubes, and roots
- Rounding and estimation
- Ordering numbers
- Standard Form

### FDPRP – fractions, decimals, percentages, ratio and proportion.

- $+/-/x/\div$  with FDP, converting between FDP (including proper, improper, and mixed fractions)
- Fraction and percentages of an amount
- Increase/decrease percentages, percentage change
- Share amounts using ratio and solve problems with proportion

### Expressions, Equations and Formulae

- Simplify, collect like terms, expand brackets, factorise, substitution, solve equations, write an equation

### Geometric Reasoning

- Properties of 2D and 3D shapes
- Find missing angles using rules
- Pythagoras' Theorem

### Calculating space

- Area and perimeter of 2D shapes
- Volume and surface area of 3D shapes

### Sequences

- Recognise patterns
- Find the  $n^{\text{th}}$  term

### Mental, written, and calculator methods

#### Measure

- Accurately measure/draw lines and angles
- Convert between metric units of length, mass, and volume/capacity
- Units of time and money

### Transformations and Co-ordinates

- Reflect, rotate, translate and enlarge 2D shapes
- Plot co-ordinates in 4 quadrants
- Equations of straight lines,
- Plot linear and simple quadratic graphs

### Construction

- Construct SAS, ASA, SSS, and RHS triangles

### Data Handling

- Specify a problem, plan, and collect data
- Process and represent data using tables and diagrams (tally and frequency tables, grouped data in tables, pictograms, pie charts, bar charts)
- Mean, median mode and the range
- Mean median and mode from tables

### Probability

- Know vocabulary
- Find outcomes
- Find probability of an event
- Use of Venn Diagrams

## What skills will I be tested on?

Mathematical processes and applications

Representing

Analysing – use mathematical reasoning

Analysing – use appropriate mathematical procedures

Interpreting and evaluating

## Revision sources

MyMaths

CGP KS3 Maths study guide/ Workbook

Kerboodle

BBC Bitesize KS3 Maths

## UNDERSTANDING THE QUESTIONS

### in Assessments and Exams

Half the battle with assessments and exams is being able to understand the questions in order to identify what sort of answer is required. Once you understand what these phrases or words actually mean, this should give you clues as to the type of answer and detail that is required for a good outcome.

Many of the 'command' words used are the same across all subjects and require a similar response, even if the subject is different. Therefore, what follows is a glossary of the types of 'command' language you should expect to see in your assessments or examinations. Those in bold all require the same sort of analytical skill and are the types of question that require more depth and detail – more marks are awarded for these types of question.

<b>Advise</b>	Requires you to help somebody reach a decision through a mixture of facts, opinions, commands and options.
<b>Analyse</b>	Look closely at the detail; give reasons <b>why</b> or <b>how</b> something is done and the effect of this – use P.E.E/ P.E.A paragraphs which help you to back up your points with evidence and <b>explain</b> your thoughts.
<b>Argue</b>	Put forward a point of view in a structured and reasoned way – usually one sided but takes account of other points of view.
<b>Calculate</b>	Work out.../ Marks are usually awarded for both the process and outcome.
<b>Combine</b>	Put together...
<b>Comment on...</b>	This requires you to <b>analyse</b> and <b>evaluate</b> in a balanced way. Give your opinions or point of view, with reasons.
<b>Compare</b>	Looking closely at two or more things which have something in common in order to see how they are the same and how they are different. This is looking for an <b>analytical</b> response – P.E.A paragraphs could be used.
<b>Complete</b>	Finish in full.
<b>Consider</b>	Discuss from all angles/ <b>analyse</b> .
<b>Contrast</b>	Often used with ' <b>compare</b> '; look at the differences of two or more things.
<b>Describe...</b>	A detailed account. More simply – 'Write down...' Tell the assessor in your own words what/ how/ or why something happens; must use words precisely (in scientific subjects this means using scientific terms).
<b>Describe in detail</b>	Will often be linked to more marks and therefore you will be required to go into more depth in your answer and develop your key points using precise, clear language.
<b>Describe the differences</b>	Structure around key points which you compare across the two things up for discussion – don't describe all the features of one thing and then all the features of the other – link ideas together.
<b>Develop...</b>	Go beyond and expand something; take it forward; add detail; improve upon a basic idea.
<b>Discuss</b>	Also known as ' <b>examine</b> ' and ' <b>consider</b> ' – give the main reasons 'for' and 'against' and come to a conclusion.
<b>Draw</b>	Similar to 'sketch' or 'illustrate'. Obvious I know, but people can panic in an assessment or exam and do completely the wrong thing...don't let this be you!
<b>Ensure</b>	Make sure/ make certain.
<b>Estimate</b>	Guess/ calculate approximately/ give a rough idea with evidence.
<b>Evaluate</b>	Make a judgement about how good or bad/ successful or unsuccessful something is, usually against a specific criteria. This is an opinion based response but it may require you to provide

	evidence for your points and clear <b>explanations</b> as to why you think the way you do. In Maths it means – work out/ calculate!
<b>Examine</b>	Look closely at something and discuss in a balanced and detached way in order to come to a decision/ conclusion.
<b>Explain</b>	Give reasons for <b>how</b> or <b>why</b> something happens; you need to give examples. They are questions which normally carry a lot of marks and they require you to treat the subject analytically – often using a P.E.A paragraph will help in certain subjects.
<b>Explore</b>	<b>Investigate/</b> Look deeply at... – often this will require you to look at reasons.
<b>Give</b>  <b>Give reasons</b> <b>(normally they will specify how many)</b>	These tend to be short, factual answers and normally they will specify how many points are to be made.  Say <b>why</b> or <b>how</b> something might happen
<b>How</b>	<b>Explain</b> something.
<b>How far/ successfully...</b>	Requires you to <b>explain, evaluate</b> and <b>make a judgement</b> about the effectiveness of something – depending on the subject, use evidence and P.E.A paragraphs.
<b>Identify</b>	Pick out/ select/ find/ highlight.
<b>Illustrate</b>	Give examples that make your point clear (diagrams/ figures/ drawings)/show how.../ demonstrate/ make clear.
<b>Interpret</b>	Explain the meaning in your own words. How do you ‘see’, ‘read’ or ‘understand’ something?
<b>Justify</b>	Give a reason to support an argument/ give an explanation for something/ defend a point of view.
<b>List</b>	Can require single words or phrases – sometimes the order will be important. Questions with this word in do not require any reasoning or explanation remember – simply select the information required and write it – don’t waste time on anything else.
<b>Modify</b>	Change/ adapt a drawing or sketch (more often than not).
<b>Name</b>	Again, simply name but be very specific – no general terms.
<b>Outline</b>	Give only the most important details/ give a brief overview/ a brief explanation – often carries fewer marks.
<b>Persuade</b>	Aim to change your reader’s mind about something using biased points and persuasive devices.
<b>Predict</b>	Say what you think or expect will happen – the second part of this question may require you to explain this and justify your ideas.
<b>Present</b>	Show your ideas/ demonstrate your ideas (remember to look how you are meant to be presenting – drawing? writing?).
<b>Produce</b>	Create/ make/ construct/ bring to life/ bring into being.
<b>Show the method</b>	Demonstrate/ illustrate/ explain a way of doing something or a process.
<b>Show how...</b>	<b>Explain how...</b>
<b>Sketch</b>	Draw/ draft/ outline using a pencil. In Maths you need to use a ruler and a pencil.
<b>State</b>	Write, briefly, the main point.
<b>Study</b>	Look in detail at a picture, passage or drawing in order to access information necessary to answer the question.
<b>Suggest</b>	Offer ideas/ put forward ideas/ propose something.
<b>Summarise</b>	Draw your key ideas and points together/ review key points in one paragraph.
<b>Use...</b>	This often means they are directing you to a specific passage, rule or drawing – check carefully.

<b>What is meant by...</b>	You are being asked for a definition of the word. A simple form of discussion.
<b>What are the disadvantages and advantages...</b>	You are being asked to highlight key information appropriate to a process in your response.
<b>What do you need to consider...</b>	'What' questions usually carry fewer marks.
<b>Why</b>	Involves you discussing and explaining a process, outcome or point of view using evidence to back up your ideas. Will involve a balanced approach usually.
<b>Work out...</b>	Asks you to solve something – marks are usually awarded for you showing the process behind your thinking as well as the answer you come up with.
<b>Write down</b>	Could mean 'Describe' or require you to select relevant information.
<b>Write about how</b>	This is more detailed and requires you to explain a process/ how something happens.