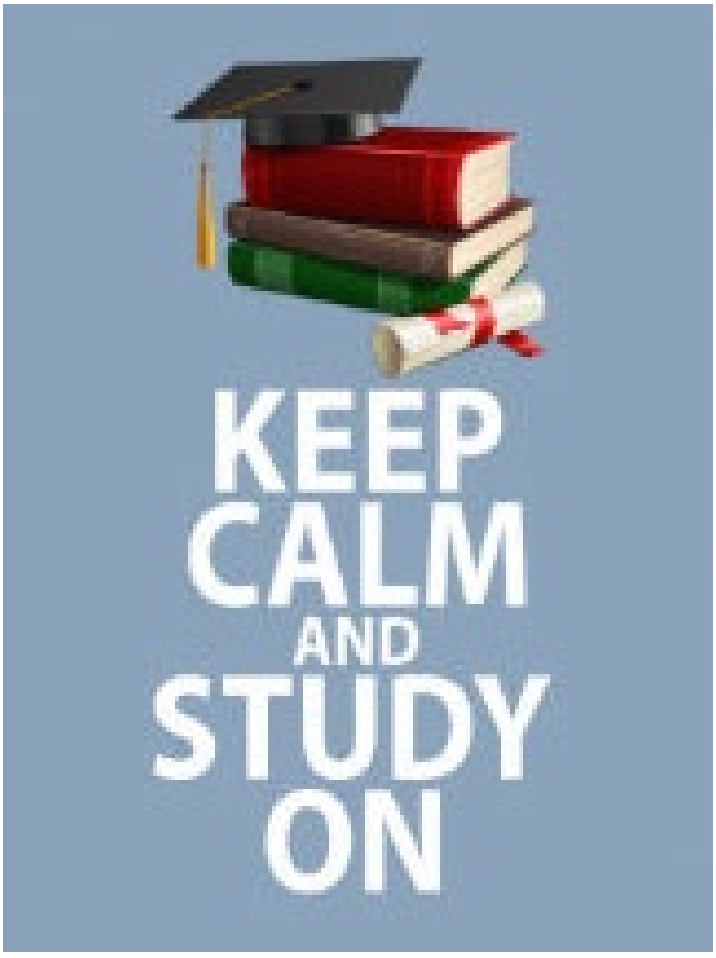
Year 7

End of Year

Assessment Guidance



Year 7
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 your individual teachers.
- Assessment information and dates for non-core subjects will be on teams in due course
- During tutor time after half term we will be completing some study skills sessions on how to revise efficiently and coping with anxiety and stress.

YEAR 7 Assessment Information

Year 7 Core Assessments: Monday 22 June – Thursday 25 June

As part of our on-going assessment programme, all our Year 7 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 assessment, 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 7 Core Assessment Timetable:

Year 7	**Session 1** **Line up 8:30am** **Start time 8:50am**	**Session 2** **Line up 11:00am** **Start time 11:20am**
Monday 22 June	Timetabled Lessons	Maths (non-calculator) 1hr
Tuesday 23 June	English 1hr 45min	Timetabled Lessons
Wednesday 24 June	Timetabled Lessons	Science 1hr 30min
Thursday 25 June	Timetabled Lessons	Maths (calculator) 1hr

6 tips for

EXAM REVISION

1.START EARLY

Don't leave it to the last minute! Start revising a couple of weeks before your exams to give your brain time to absorb.

2. PLAN YOUR TIME

Failing to prepare is preparing to fail, so plan wisely. Make a revision timetable to help you plan.

3. AVOID YOUR PHONE

Revision is tough, but looking at social media every ten minutes wont help you learn! Put your phone away so you can focus.

4. PRACTISE!

Athletes don't win gold without rigorous training, and neither will you! Actively practicing can help reinforce knowledge.

5. TAKE BREAKS!

Your body needs to rest in order to get stronger and so does your brain!
Take regular breaks during revision.

6. DRINK WATER

Staying hydrated will ensure your brain is working sufficiently. avoid fizzy drinks and sweets.

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 Fronter

SCIENCE:

What will the assessment look like?

Length of paper: 1 hour and 30 minutes: Total score: 90 marks You need to revise everything we have covered in your Science lessons in Y7.

The paper will cover a mixture of Biology, Chemistry and Physics short answer questions ranging from grade 1 to grade 5.

What topics will I need to revise?

Biology:

- Cells
- Interdependence
- Reproduction
- Inheritance

Chemistry:

- Particle Model
- Separating Mixtures
- Acid and Alkali Reactions
- Metals and Non-metals

Physics:

- Energy
- Electricity and magnetism
- Forces
- Waves

Useful revision sources:

- KS3 Science - BBC Bitesize
- Century
- Kerboodle (online textbook)
- CGP KS3 science revision guide
- Year 7 folders on Rutlish 365/Teams

What skills will I be tested on?

- Identifying variables
- Practical skills
- Explaining processes, such as fertilisation
- Describing processes such as separation techniques and pollination
- Graph skills – choosing scales and reading values, plotting data, calculating a mean, analysing data
- Explain how to record and present accurate and precise data
- Compare and contrast data suggesting reasons for why data may be different
- Describing links between different concepts such as resultant force and the motion of an object
- Using key scientific terms appropriately
- Recall definitions for key terms
- Use the appropriate units for measurements

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 Total score: 60 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/÷ with positive and negative integers
- Place value
- Factors, multiples and primes
- Order of operations
- LCM, HCF, Venn diagrams
- Squares, cubes, and roots
- Rounding and estimation
- Ordering numbers

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

- +/-/x/÷ with fractions and decimals
- converting between FDP (including proper, improper, and mixed fractions)
- Fraction and percentage of an amount
- Increase/decrease percentages
- 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 shapes 2D and 3D
- Find missing angles using rules

Calculating space

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

Sequences

- Recognise patterns
- Find the n^{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

Construction

- Construct SAS, ASA, SSS and RHS triangles

Data Handling

- Specify a problem, plan, and collect data (survey, data collection sheets)
- 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 range

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

Kerboodle

CGP KS3 Maths Study Guide / Workbook

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 sorts of analytical skill and are the types of question that require more depth and detail – more marks are awarded for these types of question.

Advise	Requires you to help somebody reach a decision through a mixture of facts, opinions, commands and options.
Analyse	Look closely at the detail; give reasons **why** or **how** 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 **explain** your thoughts.
Argue	Put forward a point of view in a structured and reasoned way – usually one sided but takes account of other points of view.
Calculate	Work out…/ Marks are usually awarded for both the process and outcome.
Combine	Put together…
Comment on…	This requires you to **analyse** and **evaluate** in a balanced way. Give your opinions or point of view, with reasons.
Compare	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 **analytical** response – P.E.A paragraphs could be used.
Complete	Finish in full.
Consider	Discuss from all angles/ **analyse.**
Contrast	Often used with '**compare'**; look at the differences of two or more things.
Describe… **Describe in detail** **Describe the differences**	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). 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. 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.
Develop…	Go beyond and expand something; take it forward; add detail; improve upon a basic idea.
Discuss	Also known as '**examine'** and '**consider'** – give the main reasons 'for' and 'against' and come to a conclusion.
Draw	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!
Ensure	Make sure/ make certain.
Estimate	Guess/ calculate approximately/ give a rough idea with evidence.
Evaluate	Make a judgement about how good or bad/ successful or unsuccessful something is, usually against a specific criterion. This is an opinion-based response but it may require you to provide

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

What is meant by… **What are the disadvantages and advantages…** **What do you need to consider…**	You are being asked for a definition of the word. A simple form of discussion. You are being asked to highlight key information appropriate to a process in your response. 'What' questions usually carry fewer marks.
Why	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.
Work out…	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.
Write down **Write about how**	Could mean 'Describe' or require you to select relevant information. This is more detailed and requires you to explain a process/ how something happens.