

## **Year 7            Art Revision Guide**

Make sure you understand the following:-

- Colour Theory and mixing Primary and Secondary colours
- Proportions of a **Human Face** and how to draw details

You should practise drawing faces and colour mixing.

## **Year 8            Art Revision Guide**

- Use the Internet to research 'Still Life' Art and look at drawings of groups of objects that have shading (Tone)
- Practise drawing different shapes and shade them to look like solid forms.

## **Year 9            Art Revision Guide**

- Research the Art work of the Pop Artist Roy Lichtenstein and familiarise yourself with the techniques he used for creating light and dark in his paintings
- Research examples of words that have been designed to look like their meaning and try copying some examples

## **Year 10           Art Revision Guide**

- Using Google Image search find some examples of Art work that has been created using pencil and coloured crayons. Note the techniques used by the artists to create certain effects and try copying some of them

## **Year 11           Art Revision Guide**

- Go through your collection of ARTISTS' work and select TWO examples of styles/techniques/subjects that you are interested in
- Ensure you have at least TWO good quality photo images that you wish to work from during your exam and that relate to the Artists' work in some way.
- Use the website BBC Bite size to see more examples of good practice for each of the Art and Design objectives.

## January 2015 Exams

### Year 8 English

Revision website: [www.bbc.co.uk/bitesize/ks3/english](http://www.bbc.co.uk/bitesize/ks3/english)

Below are some hints and tips to help you with your revision!



#### Section A: Grammar, Punctuation and Vocabulary

Use the following checklist to help you to revise:

	I can...	☹	☺
1	Identify proper and common nouns		
2	Identify and use pronouns correctly		
3	Use TIPTOP to organise my writing into paragraphs		
4	Use -ed verbs to show when my writing is in the past tense		
5	Develop noun phrases using adjectives to expand my descriptions		
6	identify and use a range of verbs		
7	Identify and use a range of adverbs		
8	Identify and use simple, compound and complex sentences (see synchronised sentences)		
9	To use and understand comparative and superlative adjectives		
10	Identify and use prepositions to show location and time		
11	Identify word roots, prefixes and suffixes.		
12	Understand how word spellings change in plurals		
13	To use a range of connectives in my writing		
14	To use formal and informal language appropriately		

## Section B: Response to Reading

You should be reading independently. As part of your revision, pause in your reading – can you answer the following questions:

- What is the purpose of the text?
- Who is the audience?
- What are the language features of your text?
- What are the presentational features of your text?

Key words to revise:

**Genre Emotive Powerful adjectives Metaphor Narrative Voice Perspective  
Empathy Abstract nouns**

## Section C: Writing Imaginatively

For your revision, you should make a spider diagram of different ways to:

- Engage and sustain the reader's interest
- Adapt your style of language to suit different text types and forms
- Experiment with a range of sentence structures and varied vocabulary to create effects
- Organise ideas into well-linked paragraphs



**Remember, you will also be marked on the quality of your handwriting and the presentation of your work.**

Cardinal Griffin MFL department

Year 8 French - Revision Guide

Vocabulary and grammar to be revised:

- Giving a description of yourself
- Saying what you like and dislike
- Talking about your hobbies
- Talking about the foods and drinks that you like
- Using connectives
- Using the past tense

Talking about yourself / things you like

Je m'appelle	My name is
J'ai un frère / une sœur	I have a brother / sister
J'ai douze/treize ans	I am 12/13
J'habite à...	I live in...
Je suis...	I am...
J'ai un chien / un chat / un lapin	I have a dog / cat / rabbit
J'aime / j'adore	I like / I love
Je n'aime pas / je déteste	I don't like / I hate

**Task!** Make a French ID card in the space below

Remember, to get a level 3 or above you need to start extending your sentences using connectives...

et	and
mais	but
aussi	also
parce que	because
cependant	however

**Task!** Pick two sentences from your ID card and re-write them so they include a connective: .....

.....

## Talking about your hobbies

Je joue...	I play
du violon / du violoncelle / de la flute / du saxo / de la batterie	The violin / cello / flute / saxophone / drums
au foot / au basket / au tennis / au ping-pong / au golf	football / basketball / tennis / table-tennis / golf
Je fais...	I do...
du ski / du skate / de la natation / du vélo / du shopping	Skiing / skate-boarding / swimming / biking / shopping
Je vais...	I go...
au cinéma / au centre-ville / au McDo / au parc / à la piscine	To the cinema / town centre / McDonalds / the parc / swimming pool

**Task!** Write 5 sentences about your hobbies, using opinions when possible (j'aime ça = I like it/that)

Remember, it's really important to use the right VERB (the action word) when talking about activities you do...

**Task!** Fill in the gaps using je joue / je fais / je vais

- \_\_\_\_\_ du shopping le weekend.
- \_\_\_\_\_ du violon au collège.
- \_\_\_\_\_ au parc le samedi.
- \_\_\_\_\_ au foot avec mes amis.

## Using the past tense

J'ai joué	I played
J'ai fait	I did
Je suis allé(e)	I went
J'ai mangé	I ate
J'ai bu	I drank
C'était	It was

Task! Write a short paragraph describing what you did last weekend...take care to check your spellings of past tense verbs carefully.

Remember, it's really important to know the difference between the past and the present tense, as they look quite similar! Focus on little details and clues (eg: é)

**Task!** Are these sentences in the past or present tense?

- Hier, j'ai fait de la natation = .....
- Normalement, je joue au foot = .....
- Je fais du vélo avec mon ami = .....
- Je suis allé au parc hier = .....
- Je vais souvent au McDo = .....
- J'ai joué au tennis = .....

## Food and drink

(Food from other countries = la cuisine + nationality...  
anglaise / française / espagnole / allemande / chinoise /  
indienne / écossaise)

English	French
I eat	Je mange
I drink	Je bois
Fruit (apples, bananas, strawberries)	Des fruits (des pommes, des bananes, des fraises)
Vegetables (carrots, peas, potatoes)	Des légumes (des carottes, des petit-pois, des pommes de terre)
chicken	Du poulet
sausages	Des saucisses
chips	Des frites
bread	Du pain
milk	Du lait
Cola / lemonade	Du coca / de la limonade

### Task...

Complete these sentences to say what you eat at different times of the day:

Pour le petit déjeuner (breakfast) je mange.....

.....

A midi (lunch) je mange .....

Le soir (evening) je mange .....

.....



## Year 8 January 2015 Examination – Geography

- **Your examination will last for 50 minutes and is worth 100 marks**
- **You will be told when to move on in the next section, there are Parts A, B and C**
- **Part A has 20 marks, B has 40 marks, C has 40 marks**
- **You must answer on the examination paper**
- **We have completed everything on the paper, so no surprises!**

Topics to revise for each section:

### Section A: all one word answer questions

Basic geography of China – cities, deserts, highland areas, seas and oceans, neighbouring countries, continent etc.

Basic facts and culture – currency, food, politics, population, Chinese New Year, Chinese flag

Map work to identify features

### Section B: short answer questions

China's population patterns – most and least densely populated areas

China's links with the rest of the world – China's exports and pollution

China's development using the 'Trump Card' information – know what life expectancy, adult literacy, GDP and economy all mean

How animals adapt to the climate and environment in which they live – camels

### Section C: longer paragraph answers

**\*\*\*Warning – you only answer 4 out of the 6 questions in this section\*\*\***

Three Gorges Dam Project in China – advantages and disadvantages

Dongtan Eco-City – sustainability, energy, transport, buildings

Difference between an ecosystem and a biome

How plants and animals adapt to the climate

Desertification – causes and effects

China's rapid development



## Yr 8 Unit 4 Revision List

### The development of Church, state and society in Britain 1509-1745

For the forthcoming exam you should be familiar with the following topic areas:

#### Chronology

1. Knowing the chronological (time order) order of the Tudor monarchs (kings/queens)  
Knowing about some of the main events that took place when each monarch was on the throne:  
e.g The Reformation, The Dissolution of the Monasteries, the execution of Mary, Queen of Scots, The Spanish Armada

#### Knowledge and Understanding

1. Henry VIII's wives
2. The Reformation – knowing the differences between the Catholic and Protestant Church
3. The causes of Henry's break with Rome:
  - for this you should be familiar with the different type of causes there were: political, economic and religious
  - you should be able to write about events that fit in these types of causes: e.g political – power away from the Pope and support from powerful Protestant noblemen
    - economic – the wealth and money from the Church and why Henry needed money
    - religious – why some people did not like the Catholic Church
  - you should also think about the **most important cause** and who was to blame
4. What type of queen Elizabeth was
5. The Spanish Armada – the reasons for its defeat
6. The reasons for the growth of the British empire
7. Tudor education – what it was like

#### Using evidence/Interpretations of History

You need to be familiar with evidence from the past and how to use it to reach conclusions about events.

You will have done something like this with the following activities:

- Elizabeth 1 and maintaining an image

You will be asked specific questions that you should answer in a particular way:

### **1. Inference question**

‘What can you learn about...’

For this question you need to write ONE example of something you learn from the source. You should use an example from the source to ‘back up’ what you are saying.

### **2. ‘Briefly explain’ question**

For this question you need to try and include TWO or THREE features of something with supporting evidence.

### **3. ‘Describe’ question**

For this you need to make THREE developed statements using key factual detail about an event.

### **4. Essay question**

For this question you will have to reach a judgement - a conclusion about a key question.

You will have four factors you will need to discuss in the essay – they will be given to you on the exam paper. You will write a paragraph on each of them to explain how they relate to the key question.

You will also need to reach a conclusion and explain how all four factors are important and rely on each other but you can also say which one you think is the most important.

You will have revision lessons with your teacher all this week and you will be able to revise at home using this checklist to help you.

Remember to ask for help at home too – parents, grandparents, brothers and sisters or anyone else you live with might really enjoy helping you with this topic!!

Last thing...**GOOD LUCK!!!**

CARDINAL GRIFFIN  
Y8 ICT & COMPUTING EXAMINATION REVISION LIST  
JANUARY 2015



PUPIL NAME: \_\_\_\_\_

FORM: \_\_\_\_\_

# Unit 1: Under the Hood of a Computer 1

## Unit 1 Under the hood of a computer

### Key Terms

**Data:** A collection of facts without context, such as values or measurements. On a computer 'data' can be stored as files, emails, video games, songs, pictures, data logged by sensors and calculations carried out by the central processing unit (CPU).

**Compute:** The verb 'to compute' means to carry out mathematical calculations. Today, with electronic computers everywhere, the term is more commonly defined as 'the use of computers to solve problems'.

### Challenge


Your challenge is to learn to 'think' like a computer, and understand how computers process data.

## II Under the hood of a computer


### To compute

The word 'compute' is derived from the Latin word 'computare', which means 'to count up', 'to sum up', 'to reckon together'. The Romans certainly did not have computers and 'to compute' does not mean to use a computer. Computing is something that we all do whenever we perform a mathematical calculation.


The electronic computer is not the first device that people have used to help them to compute. For many centuries mathematicians have been inventing tools to help them to carry out calculations with greater speed and accuracy.




▲ The Ishango Bone



▲ An astrolabe



▲ An abacus

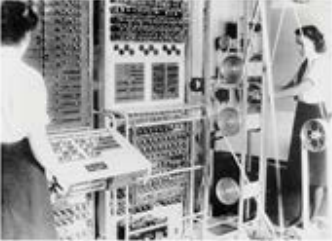


▲ The Analytical Engine

### Think-IT

III Draw a timeline stretching from the year 18000bc to today.

- Where do the computing machines in the photographs fit on the timeline?
- Can you think of any other computing devices or machines to add to the timeline?



▲ The first electronic computer, Colossus



▲ The Manchester Baby

Since prehistoric times and the very earliest civilisations there has been a need to compute in order to solve problems. The ancient Egyptians used mathematics to build their pyramids and the ancient Greeks applied geometry to their study of astronomy. Computing is so important that great mathematicians have always been highly revered. All over the world they have become well-known historical figures, such as the ancient Greek Pythagoras, Liu Hui from 3rd-century China, Muhammad Al-Khwarizmi from 9th-century Persia and Bhaskara from 12th-century India. You can find more details about famous mathematicians through time at [www.storyofmathematics.com/mathematicians.html](http://www.storyofmathematics.com/mathematicians.html).

2

3

# Unit 1: Under the Hood of a Computer 2

Unit 1 Under the hood of a computer

**Think-IT**  
 II.2 List all the computing devices you use at home and at school.

**What is under the hood of a modern computer?**  
 Traditionally we think of computers as the large desktop machines that many of us regularly use at home and at school. However, in recent years computers have become faster and smaller.

**Compute-IT**  
 II.3 a) Find an old computer to take apart. Make sure the machine is unplugged before you open the case and then examine all the component parts in turn. As you remove each part from the case, find out its function. Beware of sharp edges!

**The main components of a computer**

b) Now look at a Raspberry Pi, the credit-card-sized computer that you can plug into a TV and a keyboard. Can you locate the processor, the memory, the storage and the input and output?

**The Raspberry Pi**

Unit 1 Under the hood of a computer

It is possible to categorise the parts of a computer as **input devices**, **memory**, **storage devices**, **processor** and **output devices**.

**Key Terms**

**Input device:** An input device enables the user to 'input' data into a computer.

**Memory:** This is where a computer keeps the data that has been input, as well as software applications and the results of any processing it has carried out, for the short term. This memory is lost when the computer is off.

**Storage device:** This is where a computer stores files that have been created, as well as software that has been installed, for the longer term.

**Processor:** The part of a computer that processes data according to the instructions it has been given. It provides the user with information.

**Output device:** An output device enables the user to receive information from a computer.

**Think-IT**  
 II.4 Look at the table and name as many examples of each part of a computer as you can.

	Function	Examples
<b>Input devices</b>	Without external data a computer can do almost nothing. The role of the input device is to 'input' data into the computer.	
<b>Memory</b>	The computer has to keep the data that has been entered until it is ready to process it. It also has to load software applications. This memory is lost when the computer is off.	
<b>Storage</b>	Files and applications need to be stored safely until the computer is ready to load them again. This data is not lost when the computer is off.	
<b>Processor</b>	This is the part of the computer that processes data, according to the instructions it has been given, to provide the user with information.	
<b>Output devices</b>	Information has to be conveyed to the user. This function is performed by 'output' devices.	

# Unit 1: Under the Hood of a Computer 3

Unit 1 Under the hood of a computer

**Key Term**

**Central processing unit (CPU):** The part of the computer that interprets and executes instructions.

**Central Processing Unit**

The **central processing unit** (the **CPU**) is sometimes described as the computer's brain. It is an important part of the computer system and it usually consists of a single integrated circuit (chip). It isn't as complicated as a human brain though. It thinks more like a function machine, which you might have come across in maths lessons.

▲ A central processing unit

The CPU has to be told what to do with the data. The instructions usually come from software applications, which are also known as 'computer programs'. In the illustration there are two instructions, 'multiply by 3' and 'add 7'.

The result of the processing, 19, is sent to an output device, usually a display, monitor or data projector, so that the user knows what it is. Note that the instructions have to be processed in the correct sequence, otherwise the result would be 33.

The CPU has to have some data to process. This is often input using a keyboard or a touch screen. The data is stored in the computer's memory. In the illustration the number '4' has been entered into the function machine's memory.

**Think-IT**

**I15** Which internal component of a computer can be regarded as a function machine in its own right?

Unit 1 Under the hood of a computer

**Compute-IT**

**I16** Create a function machine, like the one in the picture. Decide on an input, describe the processing that will take place and think about the resulting output. Now create three cards containing this information. Place the cards face down on the function machine. Turn over the input and output, and ask a fellow student to work out what the processing card has on it.

When a teacher asks you to do something, you listen (fetch), work out what you are being asked to do (decode) and then do it (execute). A CPU works in a similar way. It:

- fetches the instruction from memory.
- decodes the instruction to find out what processing to do.
- executes the instruction.

**Think-IT**

**I17** What have you learned about the CPU and what it can and cannot do?

▲ A Fetch-Decode-Execute cycle

# Unit 1: Under the Hood of a Computer 4



## 1.2 Code breakers

### Enigma and the Lorenz machine

During the Second World War vital supplies were sent to Britain from the United States of America, but Nazi submarines (U-boats) were sinking large numbers of the ships bringing these supplies across the Atlantic. Winston Churchill understood that intelligence was crucial if Britain and its allies were to win the Second World War, and he put his faith in the team of code breakers at Bletchley Park. Their task was to decrypt Nazi communications. The Nazis were enciphering their messages using the Enigma machine and its successor, the Lorenz machine. If the Allies were able to break the codes, they could keep one step ahead of the Nazis.



▲ Some of the code-breaking team at Bletchley Park. Many of the code breakers were women.



▲ The Nazis used the Lorenz cipher machine to generate a code that they believed was unbreakable.

### Colossus

Code breaking requires vast numbers of computations to be carried out extremely quickly. The team at Bletchley Park were working against the clock. Alan Turing, the mathematician who led the team, knew that humans were just too slow at performing the required volume of calculations, so the code breakers built a computer, known as Colossus (see the photograph on page 2), to speed things up. Colossus decrypted codes generated by the Lorenz Machine by carrying out complex analysis on the messages that were intercepted. Colossus could read 5000 characters per second. This meant that the analysis could be carried out in hours, rather than weeks. In a sense, Colossus was a function machine because it was programmed to perform just one task.

It took the enciphered input, processed it and, after many repetitions, produced the deciphered output.

A computer uses stored programs and must have writeable memory to store, load and run them. The Manchester Baby, developed shortly after the Second World War, was one of the first programmable computers. It was the ability to store and run programs that turned the special purpose computer, or function machine, into a general purpose computer.

### The decimal number system

At school, you learn how to use the **decimal** number system, that is using units, tens, hundreds and thousands. The decimal number system is also known as base 10 because it uses ten different numbers – 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 – to make an infinite number of combinations.

Computers are electronic devices that use just two data values, 0 and 1. They can tell the difference between a high voltage and a low voltage, so we use high voltage to represent 1 and low voltage to represent 0. Using two values, 1 and 0, to represent numbers is known as **binary** or base 2. All data in a computer must be in binary, so anything that is to be processed or transferred between computers, including all words, sounds and images, must first be converted into a series of 1s and 0s.

#### Key Terms

**Decimal:** The system that is normally used for counting and computation. It uses ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. The decimal number system is also called base 10.

**Binary:** A number system which uses two digits, 0 and 1. All electronic computation is carried out using the binary system. The binary number system is also called base 2.

### Compute-IT

1.2 Think back to when you learned to organise numbers in multiples of ten, and then copy and complete the table.

Number	Hundreds	Tens	Units
146	1	4	6
	0	0	3
5			
24			
	0	6	5
93			
131			
	1	7	9
	2	1	3
255			





## KS3 Drama revision guide

Key Words	Try copying out the word or phrase to help you with the spelling
Facial expression	
Body language	
Tone of voice	
Movements	
Gesture	
Stance/posture	
Dialogue	
Thought-track	
Audience	
Scene	
Characters	
Atmosphere/tension	

### Useful phrases when evaluating performance work-

- Facial expressions are important because.....
- Music can help the audience to understand.....
- Our setting was funny/serious/appropriate because.....
- I pulled an angry/sad/frustrated face to show that.....
- I exaggerated my body language because.....
- My movements were fast when.....
- My movements were slow when.....
- We included a dramatic pause when.....
- My classmate's movements were slow/fast because.....
- My classmate played the role of.....
- The most important part of our scene was.....because....
- I spoke using a worried/happy/excited tone because.....
- I delivered dialogue in this way.....
- The success of our piece was due to.....

### Top tips for performing your practical work to an audience-

- Always face the front.
- Think about what message you wish to deliver to the audience.
- Does your tone of voice suit the character and their feelings?
- Are you moving as that character should/would move?
- Could you be a little bit more bold or confident when performing?
- Are you making eye contact with other performers?
- Does your scene reach a dramatic point?
- Think about how pauses can be used for effect.

# MUSIC

## Key Stage 3

### Revision Guide.

The Music exam at Key stage 3 will focus on **performing, composing** and **appraising** skills.

**Year 8 pupils** should be familiar with the following key words and be able to describe them in a sentence.

**Melody** : The tune of the music.

**Timbre**: The unique sound of different instruments.

**Texture**: the layers of sound.

**Structure**: how the music is put together.

**Ostinato**: A short repeated rhythm or tune.

**Pitch**: how high or low the notes are.

**Dynamics**: the volume of sound

**Duration**: How long the piece last for.

**Chord**: 2 or more notes played together at the same time.

**Walking bass** : A bass line that 'walks' up and down usually played on the double bass.

**Improvisation**: To make up music .

**12 bar blues chord sequence**: a sequence of 3 chords used as a basis for Jazz and blues music.

Pupils in year 8 will be asked to work as an individual or in a group to improvise a performance based on the 12 bar blues.

Pupils will then be asked to review their learning and appraise their own performance and that of their group.

Pupils should have researched the music of a famous jazz or blues musician be able to write it about it as part of their extended writing task in the exam.

Suitable Jazz/ Blues musicians to independently research are:

**Louis Armstrong, Miles Davies, Duke Ellington, Jamie Callum, Charlie Parker.**

Pupils may bring their research material into the examination to use as a resource.

Pupils are able to use school computers to research and print off information prior to the examination.

# MUSIC

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