



# Year 8 Assessment Point 1 Information

08/10/18—12/10/18

Subject	Assessment Information
Art	This assessment will be based on students' WW1 Flag.
Spanish & French	<p>This assessment requires student to revise the basics from Y7.</p> <p>The main focus will be on the topic of <b>school</b>. Students will need to revise: subjects, opinions, the time, days of the week and the school day. They will have to translate into English and write in Spanish.</p>
Music	<p>This assessment will be based on the Samba Unit.</p> <p>It will be a combination of performance grades in the vocal samba and call &amp; response.</p> <p>Assessments will take place over the next few weeks.</p>
History	There will be no formal assessment.
Science	<p>This assessment will require students to revise the following topics:</p> <ul style="list-style-type: none"><li>• Healthy diets and unhealthy diets</li><li>• Nutrients needed for a healthy diet</li><li>• Food groups and food tests</li><li>• Healthy life styles</li><li>• Effects of smoking, drugs and alcohol on the body</li></ul>

<p>Geography</p>	<p>This assessment will be based on <b><u>Challenge of Natural Hazards.</u></b></p> <p>Students will need to revise the following:</p> <ul style="list-style-type: none"> <li>• Definition of a natural hazard</li> <li>• Types of natural hazard</li> <li>• Factors affecting hazard risk</li> <li>• Plate tectonics theory</li> <li>• Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins</li> <li>• Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity</li> <li>• Primary and secondary effects of a tectonic hazard</li> <li>• Immediate and long-term responses to a tectonic hazard</li> <li>• Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth (New Zealand and Haiti case studies)</li> <li>• Reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>• How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> </ul>
<p>Food &amp; Nutrition</p>	<p>This assessment will require students to answer GCSE style written questions based around the following areas:</p> <ul style="list-style-type: none"> <li>• Food Hygiene</li> <li>• Balanced Diets</li> <li>• Carbohydrates</li> <li>• Shortening</li> <li>• Gelatinisation</li> <li>• Coagulation</li> </ul>

English	<p>The assessment is Paper 1 Fiction Reading paper Q1-4.</p> <p>To revise:</p> <p>Students can use their WAGOLLS and success criteria in books. The class teacher will also give a practice extract and questions to the student in lessons.</p>										
Ethics	<p>This assessment will be based on a Philosophy unit and will cover the following:</p> <ul style="list-style-type: none"> <li>• Ultimate vs moral questions</li> <li>• William Paley and the watch theory</li> <li>• The Chilean Miners Miracle</li> </ul>										
Physical Education	<p>This assessment will be based on Principles of Training.</p> <p>Students will be required to complete a written task demonstrating their knowledge and understanding of the principles of training, they have been learning about in their practical lessons.</p>										
Drama	<p>There will be no formal assessment.</p>										
Technology	<p>This assessment will be split into two parts, students will be assessed their knowledge of the material areas as well as their ability to create effective design ideas.</p> <p><b>Part 1.</b> GCSE style questions based on the material areas</p> <p><b>Part 2.</b> Students will respond to an allocated design brief and specification criteria – It is essential for students to demonstrate their ability to sketch in 3D using isometric drawing techniques as well as showing that they understand how to enhance their design ideas with the use of colour, annotation and evaluation.</p>										
Computing	<p>This assessment will be based on this term's learning.</p> <p>Students will be expected to interpret blocks of code from scratch and explain how they will control a robotic device.</p> <p>Students will be expected to explain why robots are used in real life situations and the advantages and disadvantages of this.</p> <p>Students will be expected to write a set of command to allow a robot to successfully navigate around a selected course.</p>										
<p>Maths - 83X &amp; 83Y</p>	<p><b><u>Numbers and the number system</u></b></p> <table border="1" data-bbox="268 1688 1495 1955"> <thead> <tr> <th data-bbox="268 1688 1310 1733">Success Criteria</th> <th data-bbox="1310 1688 1495 1733">Maths Watch</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 1733 1310 1778">• Understand place value in numbers with up to three decimal places</td> <td data-bbox="1310 1733 1495 1778">1, 3</td> </tr> <tr> <td data-bbox="268 1778 1310 1879">• Multiply whole numbers by 10 (100, 1000) • Divide whole numbers by 10 (100, 1000) when the answer is a whole number • Multiply (divide) numbers with up to three decimal places by 10 (100, 1000)</td> <td data-bbox="1310 1778 1495 1879">19, 20, 30</td> </tr> <tr> <td data-bbox="268 1879 1310 1912">• Understand (order, write, read) place value in numbers with up to eight digits</td> <td data-bbox="1310 1879 1495 1912">1</td> </tr> <tr> <td data-bbox="268 1912 1310 1955">• Understand and use negative numbers when working with temperature</td> <td data-bbox="1310 1912 1495 1955">23</td> </tr> </tbody> </table>	Success Criteria	Maths Watch	• Understand place value in numbers with up to three decimal places	1, 3	• Multiply whole numbers by 10 (100, 1000) • Divide whole numbers by 10 (100, 1000) when the answer is a whole number • Multiply (divide) numbers with up to three decimal places by 10 (100, 1000)	19, 20, 30	• Understand (order, write, read) place value in numbers with up to eight digits	1	• Understand and use negative numbers when working with temperature	23
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• Understand (order, write, read) place value in numbers with up to eight digits	1										
• Understand and use negative numbers when working with temperature	23										

<ul style="list-style-type: none"> <li>Understand and use negative numbers when working in other contexts</li> </ul>	
<ul style="list-style-type: none"> <li>Know the meaning of a common multiple (factor) of two numbers</li> </ul>	28
<ul style="list-style-type: none"> <li>Identify common multiples (factors) of two numbers</li> </ul>	
<ul style="list-style-type: none"> <li>Know how to test if a number up to 120 is prime</li> </ul>	28

**Calculating**

Success Criteria	Maths Watch
<ul style="list-style-type: none"> <li>Combine addition and subtraction when multiplying mentally</li> <li>Multiply a two-digit number by a single-digit number mentally</li> </ul>	
<ul style="list-style-type: none"> <li>Add a three-digit number to a two-digit number mentally (when bridging of hundreds is required)</li> <li>Multiply a four-digit number by a two-digit number using long multiplication</li> </ul>	19
<ul style="list-style-type: none"> <li>Identify when addition, subtraction or multiplication is needed as part of solving multi-step problems</li> <li>Explain why addition or subtraction is needed at any point when solving multi-step problems</li> </ul>	17, 18, 19, 20
<ul style="list-style-type: none"> <li>Solve multi-step problems involving addition, subtraction and/or multiplication</li> </ul>	17, 18, 19, 20
<ul style="list-style-type: none"> <li>Know that addition and subtraction have equal priority</li> <li>Know that multiplication and division have equal priority</li> <li>Know that multiplication and division take priority over addition and subtraction</li> </ul>	75

Maths - 82X & 82Y

**Numbers and the number system**

Success Criteria	Maths Watch
<ul style="list-style-type: none"> <li>Recall prime numbers up to 50. Know how to test if a number up to 150 is prime</li> </ul>	28
<ul style="list-style-type: none"> <li>Know the meaning of 'highest common factor' and 'lowest common multiple'</li> </ul>	79, 80
<ul style="list-style-type: none"> <li>Recognise when a problem involves using the highest common factor of two numbers</li> <li>Recognise when a problem involves using the lowest common multiple of two numbers</li> </ul>	79, 80
<ul style="list-style-type: none"> <li>Understand the use of notation for powers</li> </ul>	82, 131
<ul style="list-style-type: none"> <li>Know the meaning of the square root symbol (<math>\sqrt{\quad}</math>) Use a scientific calculator to calculate powers and roots</li> <li>Make the connection between squares and square roots (and cubes and cube roots)</li> </ul>	81
<ul style="list-style-type: none"> <li>Identify the first 10 triangular numbers</li> <li>Recall the first 15 square numbers</li> <li>Recall the first 5 cube numbers</li> <li>Know the first 6 cube numbers</li> </ul>	81, 104
<ul style="list-style-type: none"> <li>Use linear number patterns to solve problems</li> </ul>	37

**Counting and Comparing**

Success Criteria	Maths Watch
<ul style="list-style-type: none"> <li>Place a set of negative numbers in order</li> <li>Place a set of mixed positive and negative numbers in order</li> </ul>	23
<ul style="list-style-type: none"> <li>Identify a common denominator that can be used to order a set of fractions</li> <li>Order fractions where the denominators are not multiples of each other</li> </ul>	25
<ul style="list-style-type: none"> <li>Order a set of numbers including a mixture of fractions, decimals and negative numbers</li> <li>Use inequality symbols to compare numbers</li> <li>Make correct use of the symbols = and <math>\neq</math></li> <li>Know the symbols =, <math>\neq</math>, <math>&gt;</math>, <math>\geq</math>, <math>&lt;</math>, <math>\leq</math></li> </ul>	2, 3, 5

Maths - 81X & 81Y

**Numbers and the number system**

<b>Success Criteria</b>	<b>Maths Watch</b>
<ul style="list-style-type: none"> <li>Recall prime numbers up to 100</li> <li>Understand the meaning of prime factor</li> <li>Write a number as a product of its prime factors</li> </ul>	28,78
<ul style="list-style-type: none"> <li>Use a Venn diagram to sort information</li> <li>Use prime factorisations to find the highest common factor of two numbers</li> </ul>	127a 78,79
<ul style="list-style-type: none"> <li>Know how to identify any significant figure in any number</li> <li>Approximate by rounding to any significant figure in any number</li> </ul>	90, 91
<ul style="list-style-type: none"> <li>Write a large (small) number in standard form</li> </ul>	83
<ul style="list-style-type: none"> <li>Interpret a large (small) number written in standard form</li> </ul>	83

### **Calculating**

<b>Success Criteria</b>	<b>Maths Watch</b>
<ul style="list-style-type: none"> <li>Add or subtract from a negative number</li> <li>Add (or subtract) a negative number to (from) a positive number</li> <li>Add (or subtract) a negative number to (from) a negative number</li> </ul>	68a
<ul style="list-style-type: none"> <li>Multiply with negative numbers</li> <li>Divide with negative numbers</li> </ul>	68b
<ul style="list-style-type: none"> <li>Know how to square (or cube) a negative number</li> </ul>	81
<ul style="list-style-type: none"> <li>Substitute negative numbers into expressions</li> </ul>	95
<ul style="list-style-type: none"> <li>Enter negative numbers into a calculator</li> <li>Interpret a calculator display when working with negative numbers</li> </ul>	68a, 68b
<ul style="list-style-type: none"> <li>Understand how to use the order of operations including powers</li> <li>Understand how to use the order of operations including roots</li> </ul>	75