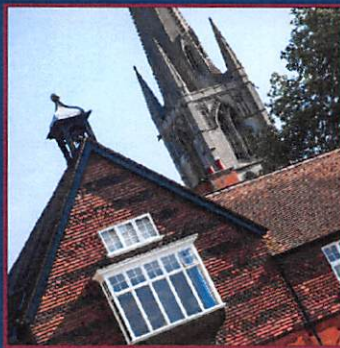
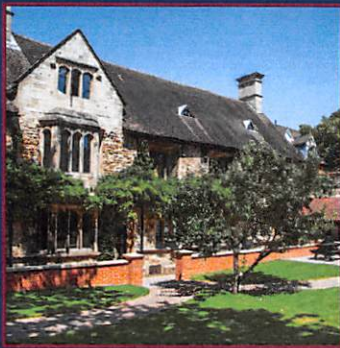




THE KING'S SCHOOL
GRANTHAM

Isaac Newton's School



YEAR 8 END OF YEAR EXAMS 2016

REVISION BOOKLET

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Introduction

This booklet is designed to help you prepare for your end of year exams. You will have exams at the end of the year for the rest of your school career, so you need to start learning how to prepare successfully and get the highest grade you can.

The more organised you are, the easier it will be for you to revise. Many students find it difficult to get started and waste a lot of valuable time because they cannot find the notes they need or their original exercise books for each subject.

When you revise, it is important to use techniques that will help you remember facts. Do not just spend time reading and re-reading your notes in the hope that somehow you will take everything in.

You will need to make a real effort to learn what you are reading and that means working on your notes and using strategies that will help you to focus on each topic and pick out the key facts and fix them in your mind. The first part of this booklet offers a series of methods to aid you with revision. In the final section, Subject Leaders have provided a breakdown of what each exam will involve.

Ten Top Tips for Successful Revision

- Find a good place to work where you cannot be disturbed or distracted.
- Draw up a plan of what you are going to revise and when. Give yourself targets to achieve when revising.
- Don't work for too long at any one time and take regular breaks of 5-10 minutes during revision.
- Eat, sleep and live healthily during revision time and during the exams. Make sure you have breakfast on the day of exams.
- Try to vary the ways you revise, don't just sit reading a book. There are lots of ideas in this booklet to help you.
- Revise with a friend, talking to someone about a topic/problem often helps your memory.
- Test yourself (or get someone to test you) regularly without looking at your notes.
- Re-visit topics/subjects regularly to help you memorise them effectively.
- Mix up your weak and strong subjects when you revise.
- Make sure whatever revision you do you make it stick – don't convince yourself you have revised by sitting in front of the TV with your book on your lap!

Timetabling Your Revision

Organising how, where and when you are going to revise is very important and varies for everyone. Good advice is to write out a timetable which you can stick to no matter what the subject.

Warm up your brain

It is always a good idea to warm your brain up before you start to revise. Try some of these:

What If...?	Invent A Name	It Does What?	Plus points, Minus points, Interesting points
◊ The moon was made of cheese	◊ A shampoo that instantly gave you curly hair	◊ Oxyputer	◊ Everyone should wear a mood badge
◊ All the grass disappeared overnight	◊ A robot that takes your dog for a walk	◊ Kangastep	◊ All children should adopt an elderly neighbour
◊ Water was poisonous	◊ A pair of glasses which shows you what's happening behind you	◊ Aquadigger	◊ All cars should be painted blue

Set a target and time

Decide what you want to accomplish by the end of your study time and set little targets within this time. Try not to be unrealistic to avoid rushing and missing key points.

Set a reward

When you have set a target and time frame think of a reward you can enjoy when, and only when, these are met. This could be anything from chocolate, playing a computer game or meeting up with friends.

Choose a suitable place to revise

Only you know where you work best and won't be easily distracted, try to think of a place, or better a couple of places, where you will not be tempted to check Facebook, your phone or top up your drink, etc.

Plan in breaks

Plan breaks at sensible intervals when you can stretch your legs, get a drink and have a short change of scenery. Booking in your lunch break to have a shorter afternoon session than the morning session will make the time go faster.

How well did you do?

When your time is up look over your progress, have you accomplished all you set out to do? Is there anything you could add next session? Is it time for your reward?

Revision Strategies

In the weeks before the exams, plan a revision programme. Make a list of the topics you need to revise for each subject and draw up a revision timetable. Use the revision programme sheets provided in this booklet to plan your study.

There are many ways to revise. A list of strategies is provided below followed by more detailed explanations of a number of specific strategies.

INDEX CARDS

The main points can be written out on cards to carry round with you. You can even design coloured symbols on the back. The symbols can then be used as a trigger for your memory.

POST-ITS

Stick post-its with key ideas in your bedroom, hallway or around the house. They can be re-ordered on a flat surface.

POSTERS

Dramatic and colourful posters which summarise ideas visually can be placed at eye level, or above.

REVIEW TO MUSIC

An enjoyable, easy way to remember. Music with 60-70 beats per minute is supposed to be the best to help your long term memory.

DRAMATIC MONOLOGUES

It can help you remember if you speak out loud, especially if the voices are outrageous.

GET A MANAGER

Make an arrangement with someone (other than a teacher) to listen to, test or interrogate you at fixed times.

HIGHLIGHTER PENS

Practice picking out the main points with a highlighter. Ask your teacher if you're right then have another go with something else.

AGAINST THE CLOCK

Make a game of answering as many questions as you can against the clock. Keep trying to beat your last score.

PRIZE BRIBES

Ask your parents to reward you with something good for reaching a target you set yourself.

VISUALISE IT

Conjure up pictures in your mind of what you're revising.

MAKE IT SILLY

Think up silly suggestions. Things that make us smile get remembered more easily.

TALK INTO A TAPE

This way you have to think about what goes in – and listen to what comes out.

POINTS OF VIEW

In partner revision, or by yourself, take one person's point of view – then swap over and argue the other side.

INTERVIEW

Set up an interview situation – but the questions are on what you're revising.

WALKABOUT

Help your memory by learning things in different places and unusual locations. Learn different chapters of a book, say, in different rooms. Or put index cards on the floor in different sequences and walk between them, memorising as you go.

COLOUR CARDS

Colour code your revision cards to help you.

DIAGRAMS AND FLOW CHARTS

Tree charts, flow charts, spidergrams, split lists, sets – all are useful for organising your thinking.

MNEMONICS

These make words out of the first initials, e.g. CHOPINS – Carbon, Hydrogen, Oxygen, Phosphorous, Iodine, Nitrogen, Sulphur.

READING OUT LOUD

Saying things out loud can help you by making you slow down and organise your thoughts.

TEST, COVER AND RE-TEST

Learn something, cover it and test yourself – then check. Repeat until a genius.

WORD GAMES

Use word games, e.g. a Stalagmite MIGHT reach the ceiling, and a Stalactite holds TIGHT to the ceiling.

BUDDY TESTING

Revise with a friend or group of friends. Some people do well when they bounce ideas off others.

PUZZLES

Make logic games, anagrams or puzzles out of what you're revising e.g. codes, symbols or crosswords.

POEMS

Make your subject matter into a rhythmical poem. Remember the rhythm – remember the facts!

KEEP A REVISION JOURNAL OR DIARY

For some, this allows a feeling of progress and a way to track your own progress.

COLLAGE

Make a collage of your main facts, pictures, symbols, cuttings, quotations, formulae etc.

JOURNEY ROUND THE KNOWN UNIVERSE

Put key ideas, cards or summaries at eye level around your room, in sequence. Visit them in order – then imagine you're visiting them. What do they say?

INSIST LISTS

Make lists of your MUST DO jobs – and carry them with you everywhere.

Command Words

So often time and marks are wasted by not **reading a question correctly** or by 'waffling', it is important that you **recognize and understand** the command words within the question before you attempt it to maximize your marks:

Describe	To provide a detailed account of a topic and give reasons for it.
Explain/Give Reason For/Account For	To give a clear account of your knowledge and understanding, or give reasons for why something is so.
Compare	To show how two, or more, things are different or similar.
Analyse	To identify important features of a subject and separate it into parts and examine how they relate to one another.
Clarify	To give reasons for.
Criticise	To examine all the positive and negative aspects of a topic.
Demonstrate	To examine and give evidence to support an argument.
Discuss	To examine by giving positive and negatives.
Evaluate	To discuss the worth, importance or usefulness of something by giving evidence to support your view.
Explore	To follow the development of something systematically from its origin.
Illustrate	To provide the main points, showing the main structure rather than great detail.
Interpret	To make compatible that which appears to be in conflict.
Justify	To give evidence which supports an argument or idea. Show why decisions or arguments were made considering objections others may make.
Outline	To provide a detailed description with examples.
State	To express briefly and clearly.
Summarise	To give a concise account of the main points omitting detail.
Suggest	To expand your knowledge and understanding to a topic you are not necessarily expected to know well and to transfer other knowledge to give a sensible account.

Memory Techniques

There are a number of memory techniques which may help you to develop a more effective memory. However, before you set out remembering everything in sight, it is important to CONDENSE what you need to learn. CONDENSING your work and identifying KEY WORDS are the first step to committing it to memory.

Depending on the subject you are studying, these might be:

NAMES

PLACES

DATES

FACTS/FIGURES

SEQUENCES

When you have identified the keywords, underline them or mark them with a **highlighter**. It is a good idea to use several pens of different colours. You could even develop a system that uses different colours for different information



RED
GREEN
BLUE
YELLOW
ORANGE

PEOPLE
PLACES
FACTS & FIGURES
QUOTATIONS
DATES

Spend about **10 – 15 minutes** learning your list of keywords until you are confident you can recite the list (also that you know what each word means!)

Then, in the weeks leading up to your exam, spend about **5 minutes** on **2 or 3 occasions** to check through the list again. Nearer to the exam, check how well you have remembered the keywords. You should find it easy to recall the list again with only a few minutes revision.

Image Chains ...

The key to your memory is **imagination**. When you watch television, you expect to see a programme that captures your imagination. Unfortunately, the things you need to remember for your exams don't tend to possess the contents of a Hollywood blockbuster!

Image chains are an imaginative way to remember a list of random words by linking them to a story. The trick is to be **imaginative and creative** – the more so the better.

Use **positive, pleasant images**. The brain often blocks out unpleasant ones. **Exaggerate** the size of the important parts of the image. Use humour. **Funny** or **peculiar** things are easier to remember. **Rude things** are also easier to recall.

Symbols can be used. Bright, **colourful** images are easier to remember than dull ones. Try to use all the **senses** in your story by using sounds, smells, tastes, touch movements and feelings as well as pictures.



Example:

Spice Potato Dance Window Plant Finger Bin Wet Purple Log

One day a **spicy purple potato** was **dancing** on a **log** but it was **wet** because it had been raining and so he fell off and knocked the **plant** off the **window** with his **finger** and it fell in the **bin**.

Your turn...

Tree

House

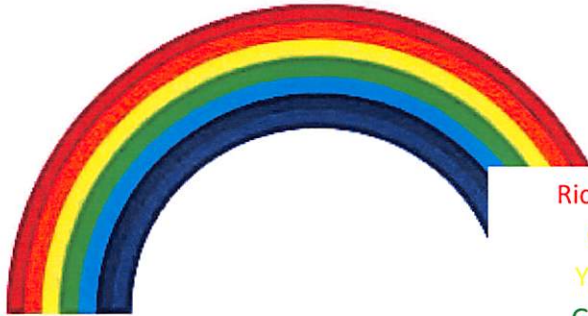
Dog

Pencil

Cheese

Triggers and Mnemonics ...

Take the first letter of each word you need to remember and use them to make an **imaginative** sentence. You should use this type of memory strategy to help you remember things **IN THE RIGHT ORDER**. You have used this one before:



Richard
Of
York
Gave
Battle
In
Vain



Naughty

Never

Elephants

Eat

Squirt

Shredded

Water

Wheat

Try it yourself with the Continents of the World:

Europe

E

Asia

A

Africa

A

Oceania

O

Antarctica

A

North America

N

South America

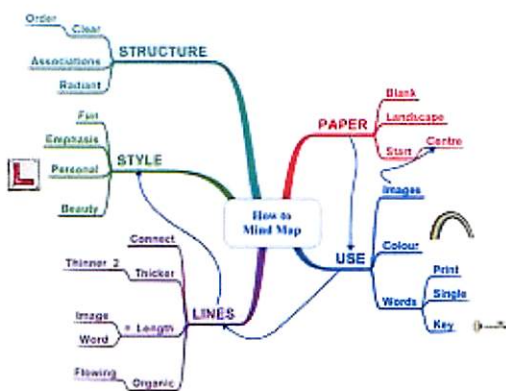
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Mind Mapping

This is a very **effective** way of representing **large amounts of information** in an attractive, easily-remembered way. You may have used a 'spider diagram' – which are very similar.

- ◇ Use a large piece of paper turned landscape.
- ◇ In the centre write a name of the topic that you are going to revise – and add a simple illustration if you wish.
- ◇ Now draw lines like branches (coming out from the centre) to represent the main areas of the topic. Each of these can be illustrated or could be in different colour – or a different type face.
- ◇ In turn, each of these could sub-divide into several more sections. Continue adding more branches until all the main information is on the mind map.
- ◇ The finished mind map could contain diagrams, names (and pictures) of important people, dates, places, etc. If it gets crowded, you could create a separate mind map for a particular section.

Mind maps start with a **theme**, have **main ideas** and are held together with **details**.



To make mind maps more **memorable**:

- ◇ Use **doodles, pictures** and **diagrams**.
- ◇ Use different **colours**.
- ◇ Use different **type fonts**.
- ◇ Use **humour** (cartoons), etc.
- ◇ Design **your own** (don't just copy other peoples).
- ◇ **CONDENCE**.

Case Studies

Case studies may be the bane of your life, but you can guarantee you WILL have questions which will require both vague and detailed answers to show your understanding.

They help to bring a theory to life and make the real work more engaging. They illustrate [key points](#), [key messages](#) and how things are done in practice, but there is a lot of detail to remember so to break this down, as well as mind maps, a case study card can be used.

For example:

Case Study:			
Topic:			
Section Of Syllabus:			
Location:	Town/City/Region:	Country:	Continent:
What? When? Why? Facts And Figures:		What were the causes?	
What were the effects?		How can the changes be managed or solved? By whom? What are the options for the future?	
Key Words:			

Book:	
Author:	
Date:	Genre:
Main Characters and Relationships:	Synopsis:
Key Chapter Plot:	Author Techniques:
Key Quotes:	

Separate subjects could be printed on different coloured paper, or each corresponding section in the same colour font.

The Process of Learning

1) Don't know and I don't know that I don't know Unconscious Incompetence	2) I don't know stuff and I realise that I don't know it Conscious Incompetence
4) I know it and I can do it even without having to think about it Unconscious Competence	3) I am beginning to get it and when I concentrate really hard and I know I am beginning to get it Conscious Competence

Your turn:

Work with a partner and each take a turn to do this exercise:

Think of a time when you were very motivated to do something and it was a challenge and you achieved it (it could be school work, learning a sport, or something artistic).

How did you keep yourself motivated (wanting to stick to it and keep trying) so that you moved from box two to box three and box four?

How did you overcome any setbacks you experienced?



Stress Busters

“There is no such thing as failure – only feedback”

Everyone gets nervous before an exam and has different ways of dealing with it. How you respond to stress may impact on your attainment. Below are some suggestions to help you relax and concentrate both before and during the exam:

Visualisation

- ◊ Visit the exam room so you are familiar with its set up.
- ◊ Keep visualising the journey from your house to the exam room.

Relaxation

- ◊ Start from the toes: Clench for ten seconds and R-E-L-A-X.
- ◊ Move up the body, clenching and relaxing.

Breathing

- ◊ Empty your lungs out and hold for as long as possible.
- ◊ Then breathe in slowly.

The Three Minute Breathing Space

Your breathing space provides a way to step out of automatic pilot and reconnect with the moment at hand.

Awareness

Bring yourself into the present moment by deliberately adopting an upright and dignified posture. If possible, close your eyes and ask: “What is my experience right now...in thoughts...in feelings...and in body?”

Acknowledge and register your experiences, even if it's unwanted.

Gathering

Then, gently redirect your full attention to your breathing, to each in and out breath as they flow, one after the other.

Your breathing can be used as an anchor to bring you to the present and help you to tune into a state of awareness and stillness.

Expanding

Expand the field of your awareness around your breathing, so that it includes a sense of body as a whole, your posture and facial expression.

Worry Busters

Write down your concerns

This immediately helps you to feel calmer and more objective.

Ask the key question: Are these worrying thoughts helpful?

If they are drawing your attention to something that needs dealing with, then start the pattern for dealing with things in the next three points below:

Face the worst

What's the worst that could happen? Write it down. Now write down a few ways you'd cope if it did happen. Create a plan A and an alternative plan B, then think of the ways to make the worse less likely.

Get the facts

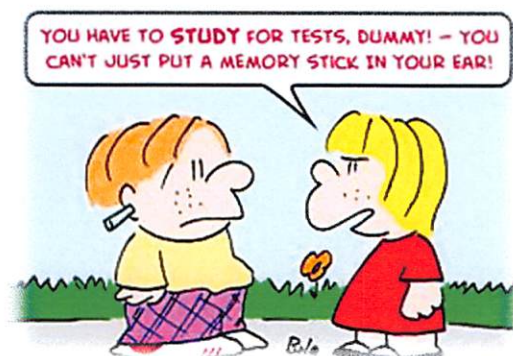
Worry can arise from confusion, or trying to make a decision without enough knowledge. Imagine you are collecting all the facts for someone else will help you stay calm and objective, or try to imagine you're a lawyer, whose job it is to stay impartial.

Analyses the facts once you have them

Decide what to do. DO IT!

Use your night thoughts

When you've a worry, your mind goes on thinking about it during the night. Lie still for a few minutes when you wake to give helpful ideas a chance to drift into your mind.



The Day of the Exam

Do not try to do any revision on the day of the exam. Get to school on time – you do not want to start the exam feeling flustered because you arrived late. Try not to get drawn into conversations with your friends about what revision they have done and what questions might be asked in the exam. This would cause unnecessary panic.

In the exam read the instructions on the front of the paper to make sure you understand what you have to do. For example, you may not need to answer all the questions. When answering a question, re-read the question carefully to make sure you understand exactly what it is asking. Pace yourself with time. Do not spend too much time on any one question. Do not waste time giving too detailed an answer to questions which only carry a few marks. Finally, read through your answers at the end to check your spellings and any careless mistakes.

Revision planners

Weekly Revision Planner

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
07.30							
08.00							
08.30							
09.00							
09.30							
10.00							
10.30							
11.00							
11.30							
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23.00							

Preparing for examinations: What do I need to know?

The most important part about revising for examinations is to determine what you need to know and where you can find the information. Fill in the table below to help:

Examination subject:

Date of examination:

Topic in Specification	Exactly what do I have to do/learn/know	Source of material/information (include page references)

Monthly /Daily Revision Timetable

Day	Date	Subject	Topic	Details
day	1			
day	2			
day	3			
day	4			
day	5			
day	6			
day	7			
day	8			
day	9			
day	10			
day	11			
day	12			
day	13			
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day	26				
day	27				
day	28				
day	29				
day	30				
day	31				

SUBJECT INFORMATION

MATHEMATICS

What will the examination involve?	30 minute speed test – short questions on numeracy and algebra requiring answers only. 1 hour non-calculator paper on all topics – longer questions with working required. 1 hour calculator paper on all topics – longer questions with working required.
Main topics for revision	All topics covered in Year 8 MEP textbooks.
What can a student do to prepare?	Practise all methods thoroughly – don't just read a textbook. Use resources below and listen carefully to advice given by your teacher.
Useful resources	The contents of the MEP textbooks are available online with other resources at www.cimt.plymouth.ac.uk Also use www.mathspace.co.uk and links available on the school website and on FROG (VLE).

ENGLISH

What will the examination involve?	Exactly the same format at previous tests but with a pre – twentieth century comprehension passage. Comprehension with a vocabulary and grammar element Writing task The exams will be scheduled during two hour long lessons.
Main topics for revision	This is skills based not topic based. Everything done in lessons is relevant.
What can a student do to prepare?	<ul style="list-style-type: none"> • Look at previous tests to identify weaknesses. • Read widely to improve vocabulary. This cannot be acquired overnight, hence the importance of regular reading. There are many examples of nineteenth century fiction texts available online. • Look at teacher comments on written work. • Use CGP book to revise grammar. • Revise stylistic devices and their effects.
Useful resources	CGP book to revise grammar.

SCIENCE

What will the examination involve?	Three papers (one biology, one chemistry, one physics) each 40 minutes long. Questions will be in the style of the structured part of their end of topic tests - spellings will form a small portion of these exams and will not be a separate paper.
Main topics for revision	<p>All Year 7 topics and the following Year 8 topics:</p> <p>Biology: 7A – Tissues and transplants 7B – Sex and science 7C – Ecology matters 7D – Classified 8A – Food, glorious food 8B – Going for gold 8C – Doctors and diseases</p> <p>Chemistry: 7E – Acids and alkalis 7F – Bubbles, bangs and burning 7G – What a waste! 7H – Materials from the Earth 8E – Water 8F – Materials and recycling 8G – All that glitters</p> <p>Physics: 7I – Energy and sustainable living 7J – Electrical circuits 7K – Forces and their effects 7L – The Solar System and beyond 8I – Heat transfers 8K – Light 8L – Sound and hearing</p>
What can a student do to prepare?	Look over their notes and make revision notes/mindmaps/posters. Answer past paper SATs questions.
Useful resources	Checklists, summary sheets and spellings on FROG (VLE). BBC KS3 Science Bitesize website. Past SATs paper questions.

HISTORY

What will the examination involve?	An essay question on the effects or causes of the Industrial Revolution. They will have the whole lesson (1 hour).
Main topics for revision	Effects and causes of the Industrial Revolution.
What can a student do to prepare?	Revise the Industrial Revolution topic.
Useful resources	Exercise books. BBC Bitesize KS3 History. Link from the History page on FROG (VLE).

ART

Students complete a series of coursework tasks during the year. The end of year mark will be the highest mark achieved in one of these tasks.

GEOGRAPHY

What will the examination involve?	1 hour 1 paper Short answer questions
Main topics for revision	Urbanisation and economic activity Population India Weather and climate Ecosystems
What can a student do to prepare?	Use revision sheet. Produce revision notes on each topic. Use exercise book and textbook.
Useful resources (books, websites etc.)	BBC Bitesize. Geog.2 textbook. Year 8 Geography site on FROG (VLE).

RE

What will the examination involve?	The exam will generate the CAT 4 assessment.
Main topics for revision	Term 5 topic: Pilgrimage Islam The Hajj- Beliefs and motivations.
What can a student do to prepare?	Research 'The Hajj experience of British Muslims'
Useful resources	BBC Bitesize - KS3 Religious Studies - Islam www.bbc.co.uk/education/subjects/zh3rkqt

GERMAN

What will the examination involve?	Listening, reading, speaking and writing. Exact dates will be issued to students' by their subject teachers after the Easter break.
Main topics for revision	All topics covered in year 8.
What can a student do to prepare?	Revise vocab lists and grammar points from the textbook and exercise books. Revision papers.
Useful resources (books, websites etc.)	Logo 2 – textbook. Vocabulary lists in exercise books. www.languagesonline.org.uk linguascope.com

MUSIC

What will the examination involve?	One written and listening examination lasting 1 hour. Section A will involve answering questions about short extracts of music taken from the set pieces/styles covered this year and general listening. Section B will be music theory questions.
Main topics for revision	Chords Structures in Music Mozart Rondo Poulenc Carillon Rhythm and Metre Pitch notation
What can a student do to prepare?	Listen to different styles of music and try to talk about what you hear using the elements of music thinking grid. Listen to the set pieces/styles covered this year through FROG (VLE). Revise pitch, rhythm, metre, theory and notation.
Useful resources (books, websites etc.)	CBBC 10 pieces website. The ABRSM Theory Book 1. Ted Kirk's Theory worksheets. Online theory. (websites linked through Frog VLE)

COMPUTING

What will the examination involve?	One paper sat in lessons. 30 minutes.
Main topics for revision	IT software use HTML and web design Multimedia Gamemaker Please note: As this is a practical subject, the exam will only account for a proportion of their final grade - the majority of the mark is based on their folder of work.
What can a student do to prepare?	Use their folder to examine what they have done during the year. Make sure they are familiar with the skills and key words they have used.
Useful resources (books, websites etc.)	Folder R drive teacher resources available through FROG. BBC Bitesize ICT

DT

What will the examination involve?	There will be one examination paper covering the four areas of DT; Food Technology, Resistant Materials, Graphics and Systems. In the exam, students are to select their two strongest areas of the four available to answer questions on. The questions will be a range of multiple choice, extended questions and some drawing/diagram tasks.
Main topics for revision	<p>Food – The Eatwell plate, food hygiene, food safety, high risk foods, food contamination and healthy options.</p> <p>Resistant Materials - Metals, categories, names, properties, uses and key terminology.</p> <p>Graphics – Pop Art artists, characteristics of Pop Art, compilation of colours and imagery.</p> <p>Systems – 2D Design software/use, understanding of the toolbar icons, how to create an image, change grids and contour.</p>
What can a student do to prepare?	<p>Revise all topics in their current exercise books. They must have their green Art book as well as the red Food/Resistant materials book.</p> <p>Revise using information from their current exercise books.</p> <p>Use available websites and text books.</p> <p>Ask your DT teacher for clarification of topics.</p> <p>Use of DT ICT rooms to update software knowledge at lunchtimes.</p> <p>Create mind maps to test knowledge of specific topics as well as question and answer each other on specific topics.</p>
Useful resources	<p>www.Technologystudent.co.uk</p> <p>Software – 2D Design (available in rooms 13 and 14 at lunchtimes).</p>

FRENCH

<p>What will the examination involve?</p>	<p>The exam is based mainly on units 1, 2 and 3 of the Year 8 course. You have unit résumés for these units as well as booklets. Of course, there may be a place to exploit any work done in Year 7 or work done recently from unit 4. The notes below will help you to focus revision and give you an idea of what to expect in each part of the exam.</p> <p>Listening and Reading exams will take place in the week of May 16th, Writing in the week of May 23rd. Speaking exams will be before the exam period as indicated by class teachers.</p>
<p>Main topics for revision</p>	<p>1. READING EXAM: There are 4 sections:</p> <ol style="list-style-type: none"> 1. Matching names to texts dealing with leisure activities. 2. Translating sentences with a particular focus on the tense of verbs used in each sentence. 3. A comprehension exercise based mainly on holiday activities. 4. A comprehension text about an evening out. <p>Where vocab is unknown, you may need to try to deduce meaning.</p> <p>2. LISTENING EXAM: There are three areas:</p> <ol style="list-style-type: none"> 1. phone numbers 2. food and drink and prices including quantities 3. a holiday last year <p>3. SPEAKING: Will be based on the pictures from page 13 of the Unit 3 booklet with accompanying texts on page 14. You will need to relate the story suggested by the pictures. This might be a basic version based on the top text page 14, or a version based on most of the language suggested in the bottom version page 14, or a version including almost all of the language given in the bottom account page 14 with some additions of your own.</p> <p>MARKING:</p> <p>You will be marked for CONTENT. Try to make sure your account is as interesting as possible. FLUENCY will be marked. Try to say as much as possible without hesitating. ACCURACY will be marked, so try to avoid making errors, particularly with verbs and small words. Finally you will have a mark for</p>

	<p>ACCENT. Make an effort with pronunciation – it is a question of approach as well as having an ear for accent.</p> <p>4. WRITING:</p> <p>Section 1 – write an account of a holiday you went on last year. Pictures as the basis for your answer will be provided.</p> <p>Section 2 – write a text about what you are going to do on holiday next year. Once again, pictures will be provided.</p> <p>The mark scheme will reflect the following:</p> <p>The highest marks will be awarded to writing which has ambitious and varied content, making good use of additions including opinions and justifications. Verbs and tenses will be used accurately. There will also be accuracy on spellings and the correct use of little words such as du, de la, des, au, à la, aux etc.</p> <p>Lower marks would be awarded for work that lacks accuracy on verbs, spellings, use of small words and work that has limited content.</p>																																				
What can a student do to prepare?	<p>In the Writing Exam, you will be required to use the past or perfect tense to say what you DID last summer. You will also need to use the near future tense to say what you are going to do. There might be a possibility to use the present tense to make a general point about what you do. Learning the table below might be useful. Refer also to your notes in résumés and booklets.</p> <table><tr><th>VERB</th><th>PAST / PERFECT</th><th>PRESENT</th><th>FUTURE</th></tr><tr><td>aller = to go</td><td>I went</td><td>I go</td><td>I'm going to go</td></tr><tr><td></td><td>je suis allé</td><td>je vais</td><td>je vais aller</td></tr><tr><td>jouer = to play</td><td>I played</td><td>I play</td><td>I'm going to play</td></tr><tr><td></td><td>j'ai joué</td><td>je joue</td><td>je vais jouer</td></tr><tr><td>faire = to do</td><td>I did</td><td>I do</td><td>I'm going to do</td></tr><tr><td></td><td>j'ai fait</td><td>je fais</td><td>je vais faire</td></tr><tr><td>se coucher = to go to bed</td><td>I went to bed</td><td>I go to bed</td><td>I'm going to go to bed</td></tr><tr><td></td><td>je me suis couché</td><td>je me couche</td><td>je vais me coucher</td></tr></table>	VERB	PAST / PERFECT	PRESENT	FUTURE	aller = to go	I went	I go	I'm going to go		je suis allé	je vais	je vais aller	jouer = to play	I played	I play	I'm going to play		j'ai joué	je joue	je vais jouer	faire = to do	I did	I do	I'm going to do		j'ai fait	je fais	je vais faire	se coucher = to go to bed	I went to bed	I go to bed	I'm going to go to bed		je me suis couché	je me couche	je vais me coucher
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	<p>SMALL WORDS – these cause a lot of problems.</p> <p>Remember, after the jouer, you will often use à la, à l', au or aux. Which one you use depends on what follows.</p> <p>je joue à la pétanque (I play bowls) – à la because pétanque is feminine.</p> <p>j'ai joué à l'ordinateur (I played on the computer) – à l' because ordinateur starts with a vowel.</p> <p>je vais jouer au foot (I'm going to play football) – au because foot is masculine.</p> <p>je joue aux boules (I play bowls) – aux because boules is plural.</p> <p>These words also frequently follow the verb aller:</p> <p>je vais à la plage (I go to the beach) – plage is feminine.</p> <p>je suis allé à l'église (I went to the church) – église starts with a vowel.</p> <p>je vais aller au stade (I'm going to go to the stadium) – stade is masculine.</p> <p>je vais aux magasins (I go to the shops) – magasins is plural.</p> <p>de la, de l', du and des also cause problems. They frequently follow the verb faire.</p> <p>je fais de la natation (I do swimming) – de la before feminine word natation.</p> <p>j'ai fait de l'escalade (I went climbing) – de l' before word starting vowel escalade.</p> <p>je vais faire du vélo (i'm going to go cycling) – du before masculine word vélo.</p> <p>j'ai fait des promenades (I went on walks) – des before plural word promenades.</p> <p>NOTE to go – use aller with places; use faire with activities.</p>
Useful resources	Unit résumés for each unit of work covered. Studio 1 text book.



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