

Launceston College

Part of Athena Learning Trust

Year 8

**Revision
Guide**

This Year 8 Revision Guide contains some of the core knowledge needed to be successful in the Year 8 End of Year Assessments.

Complete all questions and check you are correct. The Year 8 Revision Guide is arranged in alphabetical order.

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There are no sections for English and maths. Please revise English and maths using Sparx Reader, Sparx Maths and Time Tables Rock Stars.

Year 8 French

This revision guide is designed to help you prepare for your Year 8 French End of Year Assessment by covering the key topics included in the test.

Section 1: Weather (La Météo)

To describe the weather, we often use the phrase "**Il fait...**" (It is...) or "**Il y a...**" (There is...).

Common Weather Phrases:

- **Il fait du soleil** or **il y a du soleil** – It is sunny.
- **Il y a des nuages** or **il y a du vent** – It is cloudy.
- **Il fait du vent** – It is windy.
- **Il pleut (beaucoup)** – It is raining (a lot).
- **Il neige** – It is snowing.
- **Il fait froid** – It is cold.
- **Il fait beau** – The weather is good/nice.
- **Il fait mauvais** – The weather is bad.
- **Le ciel est dégagé** – The sky is clear.

Practice Question 1: Which of these means "It is raining"? A) Il fait froid B) Il pleut C) Il fait beau D) Il fait du soleil

Section 2: Time and Daily Routine

Telling the time in French uses "**Il est...**" followed by the number of hours and then the minutes.

Key Time Phrases:

- **Il est [number] heures** – It is [number] o'clock.

- **Et quart** – Quarter past.
- **Et demie** – Half past.
- **Moins le quart** – Quarter to.
- **Midi / Minuit** – Midday / Midnight.

Daily Routine (Reflexive Verbs):

- **Je me réveille** – I wake up.
- **Je me lève** – I get up.
- **Je me douche** – I shower.
- **Je m'appelle** – My name is (Note: This is reflexive but not a morning routine activity).
- **Je prends le petit-déjeuner** – I have breakfast.

Practice Question 2: How do you say "It is half past ten" in French? A) Il est dix et trente B) Il est dix heures et quart C) Il est dix heures et demie D) Il est onze heures moins le quart

Practice Question 3: Which of these is NOT a verb for a morning routine? A) Je me réveille B) Je me lève C) J'habite D) Je me douche

Section 3: Clothing (Les Vêtements)

When describing what you are wearing, use the verb "**porter**" (to wear).

Key Items:

- **Un tee-shirt , un jean , un short.**
- **Une jupe** (skirt) , **une robe** (dress) , **une chemise** (shirt).
- **Des chaussettes** (socks) , **des baskets** (trainers) , **des sandales.**
- **Un chapeau/une casquette** (hat/cap) , **une écharpe** (scarf) , **des gants** (gloves).

Practice Question 4: What is "une jupe"? A) A shirt B) A dress C) A skirt D) A hat

Section 4: Where I Live (Ma Ville)

To say where you live, use "J'habite...".

Locations and Buildings:

- **J'habite dans le sud-ouest de l'Angleterre** – I live in the southwest of England.
- **Une grande maison** – A big house.
- **Un appartement** – A flat.
- **Places in town:** Une église (church) , une poste (post office) , un hôpital , une banque , un cinéma , une piscine (pool) , une gare (train station).

Practice Question 5: Translate "I live in a big house." A) J'habite dans un petit maison
B) Je habite dans une grande maison C) J'habite dans une grande maison D) J'habite dans un grand maison

Section 5: Food and Quantities (La Nourriture)

Shopping List Quantities:

- **Un litre de lait** – A litre of milk.
- **Une douzaine d'œufs** – A dozen eggs.
- **Cent grammes de fromage** – 100 grams of cheese.
- **Une boîte de bonbons** – A box of sweets.

Meals:

- **Le petit-déjeuner** (breakfast) , **le déjeuner** (lunch) , **le dîner** (dinner).
- **Food items:** Du poisson (fish) , du poulet rôti (roast chicken) , un sandwich.

Practice Question 6: Which of these items would you normally DRINK? A) Du poulet B) Du café C) Du fromage D) Du pain

Practice Question 7: What is "un litre de lait"? A) A box of sweets B) A dozen eggs C) A litre of milk D) 100g of cheese

Section 6: Plans and Holidays

Past and Future:

- **Hier, j'ai joué...** – Yesterday, I played....
- **Le week-end dernier, je suis allé...** – Last weekend, I went....
- **Le week-end prochain, je vais...** – Next weekend, I am going to....
- **Demain, je voudrais...** – Tomorrow, I would like to....

Transport:

- **En bateau** (by boat).
- **En train** (by train).
- **En avion** (by plane).

Practice Question 8: How do you say "by plane" in French? A) En bateau B) En voiture
C) En train D) En avion

Answer Key

1. **B** (Il pleut)
2. **C** (Il est dix heures et demie)
3. **C** (J'habite - it means "I live", not a routine action)
4. **C** (A skirt)
5. **C** (J'habite dans une grande maison)
6. **B** (Du café)
7. **C** (A litre of milk)
8. **D** (En avion)

Year 8 Geography

This revision guide is designed to help you master the key concepts covered in your Year 8 Geography Assessment. We will break down each section—from Map Skills to Urbanisation—and test your knowledge as we go.

1. Map Skills & Fundamentals

To succeed in map reading, you must master **grid references** and **map symbols**.

- **4-Figure Grid References:** These point to a whole square. Remember: "Along the corridor (Eastings) and up the stairs (Northings)." For example, Hathersage is found at **2381**.
- **6-Figure Grid References:** These identify a specific point within a square. The third and sixth digits represent tenths of a square. For instance, **268858** identifies a **Building**.
- **Contour Lines:** These show the height and shape of the land. When lines are **close together**, it indicates a **steep gradient**.
- **Map Symbols:** Large blue areas often represent **reservoirs**. Linear features like **railway lines** can be identified by specific symbols running across grid squares.

Knowledge Check 1:

What does it mean when contour lines on a map are spaced very far apart?

- A) The land is a vertical cliff.
- B) The land is relatively flat or has a gentle slope.
- C) There is a large river in the area.
- D) The area is at a very high altitude.

2. Population & Migration

Understanding how and why people live where they do is vital.

- **Population Density:** This measures the **number of people per square kilometre**. Physical factors like **mountainous relief** cause low density, while human factors like **job opportunities** encourage high density.
- **Natural Increase:** This is calculated by taking the **Birth Rate minus the Death Rate**.
- **Migration:** * **Refugee:** Someone forced to flee due to war or persecution.

- **Pull Factor:** A positive reason that attracts someone to a new place (e.g., higher wages is an **Economic Pull Factor**).
- **Push Factor:** A negative reason that makes someone want to leave (e.g., **high unemployment**).

Knowledge Check 2:

If a country has a Birth Rate of 15 and a Death Rate of 10 (per 1,000), what is the Natural Increase?

- A) 25
- B) -5
- C) 5
- D) 150

3. Coasts

The coastline is constantly being shaped by waves and erosion.

- **Waves: Destructive waves** have a **weak swash and strong backwash**, meaning they remove material from the beach.
- **Erosional Landforms:** Hard rock (granite/limestone) forms **Headlands**. The sequence of erosion is: **Cave** → **Arch** → **Stack** → **Stump**.
- **Erosion Processes: Hydraulic Action** is when the force of water and compressed air breaks rock apart.
- **Longshore Drift:** The **zigzag movement** of sediment along a coast.

Knowledge Check 3:

Which process involves rocks smashing against each other and breaking into smaller, smoother fragments?

- A) Attrition
- B) Solution
- C) Hydraulic Action
- D) Abrasion

4. Tectonics (Hazards)

- **Earthquakes:** The **focus** is the point **underground** where the earthquake starts.
- **Measurement:** A **seismometer** measures shaking , while a **tiltmeter** measures the changing shape of a volcano.
- **Responses: Immediate responses** include search and rescue , while **secondary effects** are indirect impacts like fires or disease.
- **Protection: Rubber shock absorbers** reduce the amount of shaking a building experiences.

Knowledge Check 4:

What is the point on the Earth's surface directly above where an earthquake begins?

- A) The Focus
- B) The Epicentre
- C) The Fault Line
- D) The Magnitude

5. Urbanisation

- **City Zones:** The **Central Business District (CBD)** is in the **centre** and is mostly **commercial** (shops/offices). The **Rural-urban fringe** is where the city meets the countryside.
- **Deindustrialisation:** The decline of heavy industry leads to **urban dereliction** (abandoned buildings).
- **Spiral of Decline:** The **negative multiplier effect** describes the downward spiral of job loss and rising crime.

Knowledge Check 5:

Which zone would you most likely find large detached houses with gardens and garages?

- A) The CBD
- B) The Inner City
- C) The Outer Suburbs
- D) The Industrial Zone

6. Geographical Skills (Data)

- **Climate Graphs:** These show temperature (line graph) and rainfall (bars). Always check the axes carefully.
- **Averages (Mean):** Add all values together and divide by the number of months (12).
- **Range:** The difference between the highest and lowest values.
- **Choropleth Maps:** These use shades of color to show distribution, such as **GNI per person** or **population density**.

Knowledge Check 6:

On a climate graph, if the bars for June, July, and August are the shortest, what does this indicate?

- A) It is the hottest time of year.
- B) Those months have the lowest precipitation.
- C) Those months have the highest wind speed.
- D) It is winter in the Northern Hemisphere.

Practice Questions (Continued)

Knowledge Check 7: A person moving from a rural farm to a city to find work is an example of:

- A) International migration
- B) Rural-to-urban migration
- C) Counter-urbanisation
- D) Deindustrialisation

Knowledge Check 8: Which of these is a *Primary* impact of a volcanic eruption?

- A) Businesses closing down due to ash.
- B) Lava flows destroying houses.
- C) A decrease in global temperatures.
- D) Flooding caused by melting glaciers (lahars).

Knowledge Check 9: What is a "Spit"?

- A) An erosional landform made of hard rock.
- B) A narrow ridge of sand or shingle joined to the land at one end.
- C) A deep crack in a cliff face.

D) A type of wave with a strong swash.

Knowledge Check 10: If a map shows a "Greenbelt," what is its primary purpose?

A) To encourage urban sprawl.

B) To provide land for new factories.

C) To prevent cities from merging and preserve open space.

D) To mark the location of the CBD.

Answer Key

1. **B** (Gentle slope)
2. **C** ($15 - 10 = 5$)
3. **A** (Attrition)
4. **B** (Epicentre)
5. **C** (Outer Suburbs)
6. **B** (Lowest precipitation)
7. **B** (Rural-to-urban migration)
8. **B** (Lava flows - direct result)
9. **B** (Depositional landform)
10. **C** (Preserve open space)

Year 8 History

This revision guide is designed to help you master the key historical periods covered in your Year 8 assessment. Use the summaries and practice questions to prepare.

Section 1: The Tudors

The Tudor dynasty began after **Henry VII** defeated Richard III at the **Battle of Bosworth Field**. His son, **Henry VIII**, famously broke away from the Catholic Church because the Pope refused to **annul his marriage to Catherine of Aragon**. This led to the **Act of Supremacy (1534)**, making the King the head of the **Church of England**.

- **Edward VI** succeeded Henry VIII but died young.
- **Mary I** ("Bloody Mary") attempted to return England to Catholicism.
- **Elizabeth I** oversaw the **Elizabethan Age**, a time of cultural growth, and her navy defeated the **Spanish Armada** in 1588.

Practice Question 1: What was the primary purpose of the Act of Supremacy in 1534?

- A) To end the Wars of the Roses
- B) To make Henry VIII the head of the Church of England
- C) To allow the Spanish Armada to land
- D) To grant women the right to vote

Section 2: The Slave Trade

The **Transatlantic Slave Trade** focused on transporting enslaved Africans to work on **plantations** in the Americas growing sugar, cotton, and tobacco. This was part of the **Triangular Trade**:

1. **Europe to Africa:** Manufactured goods.
2. **Middle Passage:** Enslaved Africans were taken from **West Africa** to the Americas in **crowded, unsanitary, and deadly** conditions.
3. **Americas to Europe:** Raw materials (sugar, rum, cotton).

Abolitionists campaigned to end this trade, and Britain officially abolished it in **1807**. The

trade caused the devastation of African communities and forced migration.

Practice Question 2: Which leg of the Triangular Trade involved the voyage of enslaved Africans to the Americas?

- A) The Great Circuit
- B) The Silk Road
- C) The Middle Passage
- D) The Western Route

Practice Question 3: In what year did Britain officially abolish the Transatlantic Slave Trade?

- A) 1707
- B) 1807
- C) 1833
- D) 1865

Section 3: The Age of Empire

Imperialism is when a stronger country controls a weaker one. European powers wanted to expand territories to access **raw materials and markets**. During the "**Scramble for Africa**," European nations rapidly divided the continent. This was regulated at the **Berlin Conference (1884-1885)**.

Europeans used **advanced guns and steamships** to dominate regions like **India**. They often justified this by claiming they were "civilizing" people (the "White Man's Burden").

Practice Question 4: Which conference regulated the European colonization and division of Africa?

- A) The Treaty of Versailles
- B) The Berlin Conference
- C) The Yalta Conference
- D) The Congress of Vienna

Section 4: The English Civil War

The war was a power struggle between **King Charles I** and **Parliament** over religion and authority.

- **Royalists (Cavaliers):** Supported the King.
- **Parliamentarians (Roundheads):** Supported Parliament and were led by **Oliver Cromwell**.

The **New Model Army** was a disciplined force that won a decisive victory at the **Battle of Naseby**. After the war, Charles I was **executed for treason**, and England became a **Republic (Commonwealth)**.

Practice Question 5: Who was the leader of the Parliamentary army during the English Civil War?

- A) Charles I
- B) Richard III
- C) Oliver Cromwell
- D) William of Orange

Practice Question 6: What was the fate of King Charles I following the Civil War?

- A) He fled to France
- B) He was tried and executed
- C) He was restored to full power
- D) He was exiled to Scotland

Section 5: The Glorious Revolution

In **1688**, the Catholic King **James II** was overthrown because he tried to increase royal power. Parliament invited **William III and Mary II** to take the throne. This resulted in a **Constitutional Monarchy**, where the monarch's power was limited by the **Bill of Rights 1689**.

Practice Question 7: The Glorious Revolution resulted in England becoming what type of government?

- A) An absolute monarchy
 - B) A Republic
 - C) A Constitutional Monarchy
 - D) A Dictatorship
-

Section 6: The Industrial Revolution

Beginning in **18th-century Britain**, this era saw a shift from farming to factories. Key inventions included the **Spinning Jenny** and **James Watt's** improved **steam engine**.

- **Urbanization:** People moved to cities for work.
- **Conditions:** Workers faced long hours and unsafe conditions.
- **Labor Unions:** Formed to fight for better pay and conditions.

Practice Question 8: Who is credited with improving the steam engine to make it useful for factories?

- A) James Hargreaves
- B) George Stephenson
- C) James Watt
- D) Eli Whitney

Practice Question 9: What term describes the rapid growth of cities as people moved for factory jobs?

- A) Industrialization
- B) Urbanization
- C) Colonization
- D) Imperialism

Section 7: The Victorian Era

Named after **Queen Victoria** (reigned **1837–1901**), this era was defined by a **strict social hierarchy** and the continued growth of industry. Reformers focused on improving **education, public health, and working conditions**.

Practice Question 10: Which of these was a major focus of social reform during the Victorian Era?

- A) Expanding the power of the King
 - B) Building more castles
 - C) Improving public health and education
 - D) Ending the Church of England
-

Answer Key

1. B
2. C
3. B
4. B
5. C
6. B
7. C
8. C
9. B
10. C

Year 8 Religious Studies

This revision guide is designed to help you master the key concepts from your Year 8 Religious Studies Assessment. It covers Christian beliefs, ethical theories, and modern philosophical challenges.

Section 1: Christian Beliefs and Teachings

The Nature of God

In Christianity, God is described using three "omni" words to show his ultimate power and nature:

- **Omnipotent:** God is **all-powerful**.
- **Omniscient:** God **knows everything**.
- **Omnibenevolent:** God is **all-loving** and perfectly good.

The Trinity and the Incarnation

- **The Trinity:** The belief that God exists as three persons: the Father, the Son, and the Holy Spirit. This is shown in worship through baptisms and blessings given in the name of all three.
- **The Nicene Creed:** A statement of faith that **unites Christians** by expressing these core beliefs.
- **The Incarnation:** The belief that **God became human** in the person of Jesus Christ. This is important because it allows Christians to understand God more fully and believe in salvation.

Key Events in Jesus' Life

- **Crucifixion:** Jesus' death is seen as a **sacrifice** that brings **forgiveness of sins** for humanity.
- **Resurrection:** Proves Jesus has **power over death** and offers believers hope of eternal life.
- **The Last Supper:** Jesus shared bread and wine, symbolizing his **body and blood** given for humanity.

Check Your Understanding 1:

What does the word 'Omniscient' mean?

- A) God is all-powerful
- B) God is everywhere
- C) God knows everything
- D) God is always kind

Check Your Understanding 2:

Which document unites Christians by expressing core beliefs about the Trinity?

- A) The Ten Commandments
- B) The Nicene Creed
- C) The Parable of the Good Samaritan
- D) The Sermon on the Mount

Section 2: Atheism and Philosophy

Challenges to Faith

- **Evolution:** Atheists often use the theory of evolution (natural selection) to argue that humans developed **without needing a designer** or creator.
- **Friedrich Nietzsche:** He argued that Christianity promoted "weakness". His phrase "**God is dead**" meant that the concept of God had lost its power to influence modern life.
- **Richard Dawkins:** He views religious belief as a **delusion**—a false belief held despite contradictory evidence.

Plato's Allegory of the Cave

This story represents how people can be **trapped in ignorance**.

- **The Cave:** Represents a limited reality.
- **The Shadows:** Represent **false beliefs** or illusions.
- **The Goal:** To seek truth and knowledge.

Check Your Understanding 3:

In Plato's Allegory, what do the shadows on the wall represent?

- A) The ultimate truth
- B) Memories of the past
- C) False beliefs or illusions

D) The power of the sun

Check Your Understanding 4:

Why do some atheists feel evolution makes God "unnecessary"?

- A) It proves the Bible is 100% literal
- B) It provides a scientific explanation for life without a creator
- C) It shows that humans are the most important species
- D) It suggests God changed humans over time

Section 3: Ethics and Morality

Ethical Theories

There are different ways to decide if an action is "right":

- **Consequentialism:** The morality of an action depends solely on its **consequences**.
- **Utilitarianism:** A type of consequentialism where the goal is to **maximize overall happiness**. A criticism is that it can justify harming a minority to benefit the majority.
- **Deontology:** The idea that actions are right or wrong based on **rules and duties**, regardless of the outcome.
- **Natural Law (Aquinas):** Includes primary precepts like "**to preserve life**". It is often criticized for being **too rigid**.
- **Situation Ethics (Fletcher):** The most **loving action** depends on the situation.

The Banality of Evil (Hannah Arendt)

Arendt observed that "evil" isn't always committed by monsters. In the case of **Adolf Eichmann**, she saw a bureaucrat who followed orders **without critical thinking**.

Check Your Understanding 5:

Which theory focuses on "maximizing overall happiness"?

- A) Deontology
- B) Natural Law
- C) Utilitarianism
- D) Situation Ethics

Check Your Understanding 6:

What does "The Banality of Evil" suggest?

- A) Evil is always committed by people with malicious intent
- B) Ordinary people can commit evil by simply following orders
- C) Evil has no place in modern discussions
- D) Only unstable people commit crimes

Section 4: Artificial Intelligence (AI)

- **The Turing Test:** Measures if a machine can simulate human-like conversation.
- **The Chinese Room (John Searle):** This experiment argues that just because a computer gives the "correct" answer by following rules, it **does not mean it actually understands** what it is doing.

Check Your Understanding 7:

What is the main point of the Chinese Room experiment?

- A) Computers will eventually replace humans
- B) AI can feel emotions
- C) Following rules to give answers is not the same as real understanding
- D) Machines can learn languages faster than children

Section 5: Crime and Punishment

Why does crime happen?

- **Social:** Poverty or lack of resources.
- **Psychological:** Untreated mental illness.
- **Environmental:** Living in areas where crime is "normalized".

Aims of Punishment

- **Deterrence:** Discouraging others from committing the same crime by warning them of the consequences.
- **Rehabilitation:** Helping the offender change and reintegrate into society.
- **Retribution:** Ensuring the offender "pays" for what they did.

Check Your Understanding 8:

Which aim of punishment focuses on helping an offender rejoin society as a law-abiding citizen?

- A) Retribution
- B) Deterrence
- C) Rehabilitation
- D) Isolation

Check Your Understanding 9:

What is a "social" reason for crime?

- A) Personal preference for rebellion
- B) Poverty and lack of resources
- C) High levels of education
- D) A desire for fame

Check Your Understanding 10:

How does 'Deterrence' help protect the public?

- A) By rewarding people who follow the law
- B) By discouraging potential offenders from harming others
- C) By allowing criminals to choose their own punishment
- D) By removing all crime instantly

Answer Key

1. **C** | 2. **B** | 3. **C** | 4. **B** | 5. **C** | 6. **B** | 7. **C** | 8. **C** | 9. **B** | 10. **B**

Year 8 Science

This revision guide is designed to help you master the key concepts for your Year 8 Science Assessment. It covers three main areas: Chemical Reactions, The Periodic Table, and Electricity & Magnetism.

Section 1: Chemical Reactions

To understand how substances change, we first need to define the building blocks of matter:

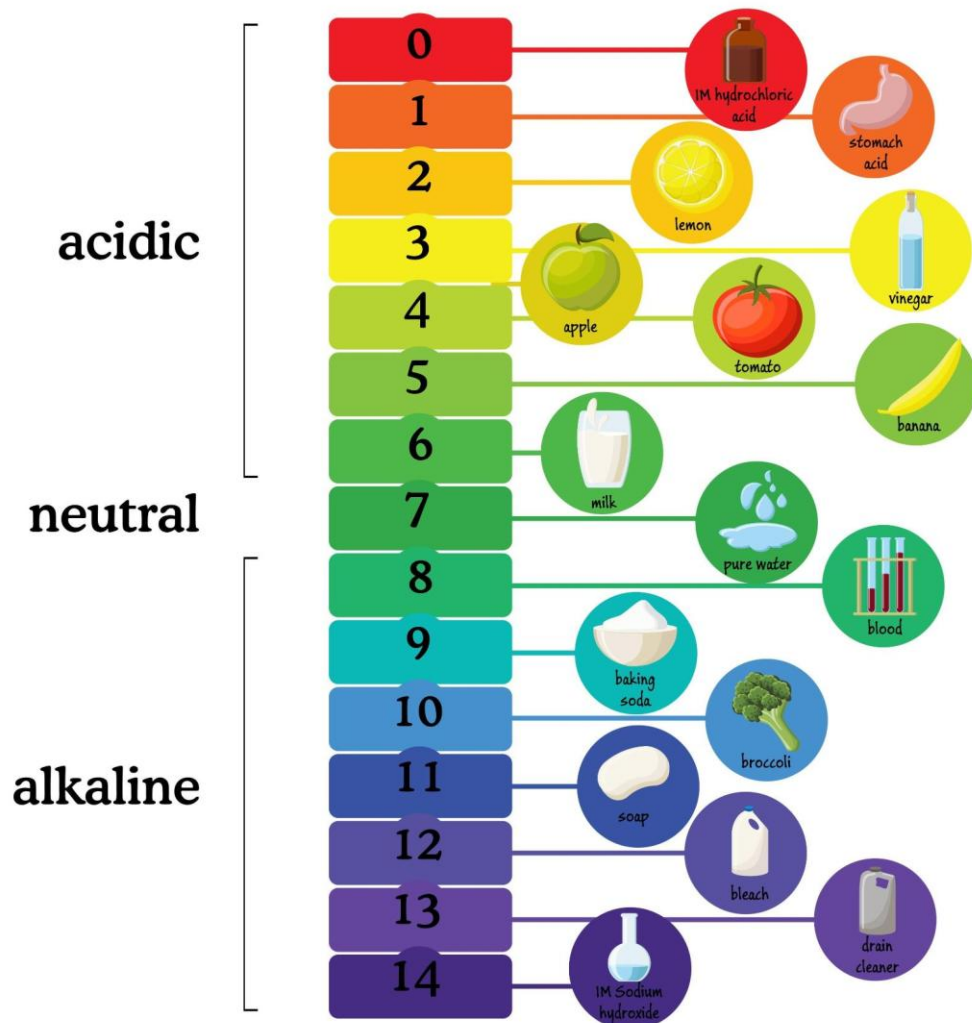
- **Atom:** The smallest part of an element that can exist on its own.
- **Compound:** A substance made of two or more elements that are **chemically joined** together.
- **Combustion:** A specific type of reaction where a fuel burns in **oxygen**, producing carbon dioxide and water.

The pH Scale:

The pH scale measures how acidic or alkaline a substance is:

- **Acids:** pH 1 to 6.
- **Neutral:** pH 7 (like pure water).
- **Alkalis:** pH 8 or higher.

pH scale



Ph Scale Diagram With Corresponding Acidic Or Alkaline Values For Common Substances, Food, Household

Practice Question 1: A substance is tested and found to have a pH of 10. How would you classify it?

- A) A strong acid
- B) A neutral substance
- C) An alkali
- D) Pure water
- E) A fuel

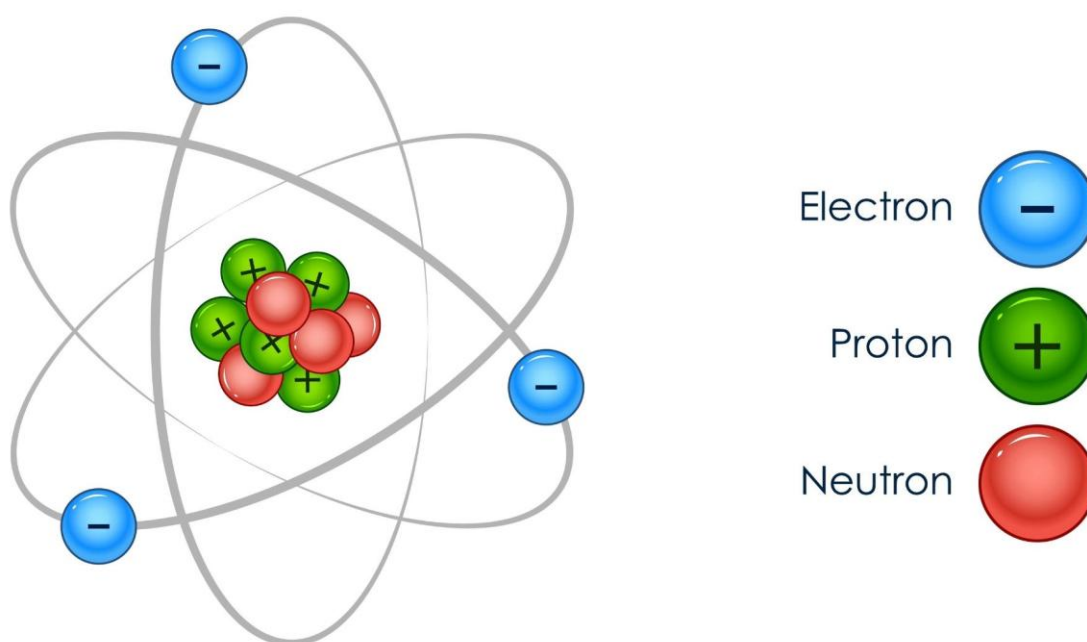
Section 2: The Periodic Table and Atoms

Every atom is made up of three subatomic particles: **Protons, Neutrons, and Electrons.**

Key Definitions:

- **Nucleus:** The center of the atom containing protons and neutrons.
- **Atomic Number:** This is the number of **protons** in the nucleus. It identifies the element (e.g., every Carbon atom has 6 protons).
- **Mass Number:** The total number of **protons plus neutrons.**

Atom Structure



Practice Question 2: If an atom has an atomic number of 8, what does this tell us?

- A) It has 8 neutrons.
- B) It has a total mass of 8.
- C) It has 8 protons in its nucleus.
- D) It has 8 electrons in its nucleus.
- E) It is a compound.

Practice Question 3: What is the "smallest part of an element that can exist on its own"?

- A) A compound
- B) An atom
- C) A molecule

D) A proton

E) A mixture

Section 3: Electricity and Circuits

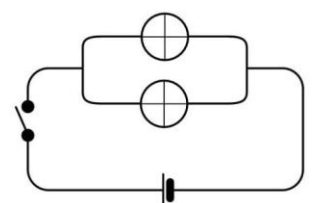
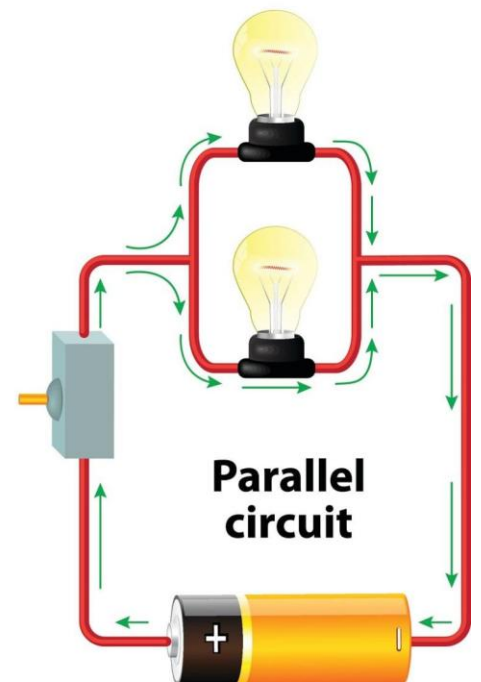
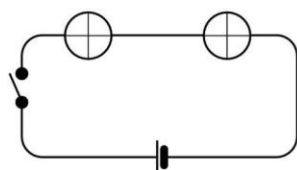
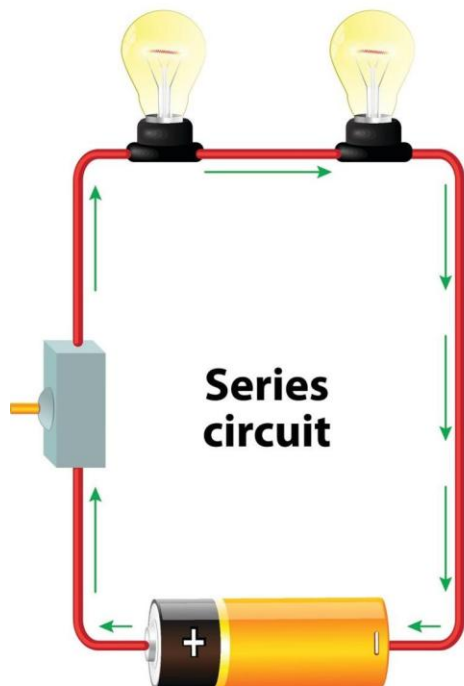
Electricity involves the flow of charge. We measure this using different terms:

- **Current:** The flow of electrical charge (measured in Amps).
- **Potential Difference (Voltage):** The "push" that moves the charge (measured in Volts).
- **Resistance:** How difficult it is for the current to flow.

Series vs. Parallel Circuits:

- **Series:** All components are in one loop. If one bulb breaks, the circuit is broken and all lights go out.
- **Parallel:** Components are on separate branches. If one bulb breaks, the others stay lit because there is still a complete path for the electricity.

Series and parallel circuits



Series and parallel circuits

Practice Question 4: In which type of circuit will other bulbs stay lit if one bulb fails?

- A) A series circuit
- B) A battery circuit
- C) A parallel circuit
- D) A high resistance circuit
- E) A magnetic circuit

Practice Question 5: What happens to the current in a circuit if you increase the resistance?

- A) The current increases.
- B) The current decreases.
- C) The current stays the same.
- D) The current turns into potential difference.
- E) The current changes direction.

Section 4: Energy and Power

Power is the rate at which energy is transferred. You can calculate the energy used by an appliance using this formula:

Energy (J) = Power (W) × Time (s)

Example: A 1000W microwave used for 30 seconds transfers 30,000 Joules of energy.

Practice Question 6: A kettle has a power rating of 2000 W. How much energy does it transfer in 10 seconds?

- A) 200 J
- B) 2,000 J
- C) 20,000 J
- D) 200,000 J
- E) 20 J

Section 5: Magnetism and Static Electricity

Electromagnets:

You can make a magnet stronger by:

1. Increasing the **number of coils** of wire.
2. Increasing the **current** flowing through the wire.
3. Using a magnetic core (like iron).

Static Electricity:

Static charge is caused by **friction**. When you rub two insulators together (like a plastic rod and a cloth), **electrons** move from one to the other.

- If an object **gains** electrons, it becomes **negatively** charged.
- If an object **loses** electrons, it becomes **positively** charged.
- *Note: Protons never move during this process!*

Practice Question 7: Which of the following would NOT make an electromagnet stronger?

- A) Increasing the number of coils.
- B) Increasing the current.
- C) Using a wooden core instead of iron.
- D) Using a thicker iron core.
- E) Wrapping the wire more tightly.

Practice Question 8: A student rubs a balloon on their hair and it becomes negatively charged. Why?

- A) Protons moved from the hair to the balloon.
- B) Electrons moved from the hair to the balloon.
- C) The balloon is a conductor.
- D) The hair lost protons.
- E) Friction created new protons.

Section 6: Materials

- **Conductors:** Materials (like copper) that allow electricity to flow easily.
- **Insulators:** Materials (like plastic or rubber) that prevent electricity from flowing. This is why wires are covered in plastic—to keep you safe from electric shocks.

Practice Question 9: Why is plastic used to cover copper wires in a charger?

- A) It is a good conductor.
- B) It is a magnetic material.
- C) It is a good insulator and prevents shocks.
- D) It increases the resistance of the wire.
- E) It makes the wire look better.

Practice Question 10: What occurs during a combustion reaction?

- A) A substance joins with oxygen without burning.
- B) A fuel burns in oxygen, producing CO₂ and water.
- C) A metal turns into an alkali.
- D) Atoms are split into protons and neutrons.
- E) A solid dissolves in a liquid.

Answer Key

1. **C** (An alkali - pH 8 or higher)
2. **C** (Number of protons)
3. **B** (An atom)
4. **C** (Parallel circuit)
5. **B** (Current decreases as resistance increases)
6. **C** ($2000 \times 10 = 20,000$ J)
7. **C** (Wood is not magnetic and won't help the field)
8. **B** (Electrons are the particles that move via friction)
9. **C** (Insulator prevents electricity flowing to you)
10. **B** (Fuel + Oxygen → CO₂ + Water)

Year 8 Spanish

This revision guide is designed to help you prepare for the Year 8 Spanish End of Year Assessment by covering the key topics included in the test.

Section 1: Weather (El Tiempo)

To describe the weather in Spanish, we often use the verb **hace** (it does/makes) or **hay** (there is).

Common Weather Phrases:

- **Hace sol** – It is sunny.
- **Está nublado** – It is cloudy.
- **Hace viento** – It is windy.
- **Llueve / Llueve mucho** – It is raining / It is raining a lot.
- **Nieva** – It is snowing.
- **Hace frío** – It is cold.
- **Hace calor** – It is hot.
- **Hace buen tiempo** – The weather is good.
- **Hace mal tiempo** – The weather is bad.
- **El cielo está despejado** – The sky is clear.

Practice Question 1: Which of these phrases would you use to describe a rainy day? A) Nieva B) Hace sol C) Llueve D) Hace viento

Section 2: Time and Daily Routine

Telling the Time:

- **Son las...** is used for most hours (e.g., *Son las dos* – It is two o'clock).
- **Es la...** is used for one o'clock (e.g., *Es la una*).

- **Special times:** **Es mediodía** (It is midday) and **Es medianoche** (It is midnight).
- **Minutes:** Use **y cuarto** (quarter past), **y media** (half past), and **menos cuarto** (quarter to).

Daily Routine (Reflexive Verbs):

- **Me despierto** – I wake up.
- **Me levanto** – I get up.
- **Me ducho** – I shower.
- **Desayuno** – I have breakfast.
- **Note: Me llamo** (My name is) is a reflexive verb but is **not** part of a morning routine.

Practice Question 2: How do you say "It is half past ten" in Spanish? A) Son las diez y cuarto B) Es las diez y media C) Son las diez y media D) Son las diez y medio

Practice Question 3: Which of these verbs is NOT typically used for a morning routine? A) Me levanto B) Me ducho C) Me llamo D) Me despierto

Section 3: Clothing (La Ropa)

To say what someone is wearing, use the verb **llevar** (to wear).

Key Items:

- **Una camiseta** (t-shirt), **una camisa** (shirt), **un jersey** (jumper).
- **Unos vaqueros** (jeans), **unos pantalones cortos** (shorts), **una falda** (skirt), **un vestido** (dress).
- **Zapatos** (shoes), **zapatillas** (trainers), **botas** (boots), **sandalias** (sandals).
- **Un gorro** (hat), **una bufanda** (scarf), **guantes** (gloves), **gafas de sol** (sunglasses).

Practice Question 4: What is "una falda" in English? A) A shirt B) A dress C) A skirt D) A scarf

Section 4: Where I Live (Mi Pueblo/Ciudad)

Locations and Phrases:

- **Vivo en el suroeste de Inglaterra** – I live in the southwest of England.
- **Vivo en una casa grande** – I live in a big house.
- **Un piso** – A flat.
- **Places in town:** Un ayuntamiento (town hall), una iglesia (church), una oficina de correos (post office), un hospital, un banco, un cine, una piscina (pool).

Practice Question 5: Translate "I live in the southwest of England." A) Vivo en Inglaterra B) Vivo en el sureste de Inglaterra C) Vivo en el suroeste de Inglaterra D) Vivo en la suroeste de Inglaterra

Section 5: Food and Shopping (La Comida)

Quantities:

- **Un litro de leche** – A litre of milk.
- **Una docena de huevos** – A dozen eggs.
- **Cien gramos de queso** – 100 grams of cheese.
- **Una barra de pan** – A loaf of bread.

Meals and Choices:

- **El desayuno** (breakfast), **el almuerzo** (lunch), **la cena** (dinner).
- **Food:** Pescado (fish), pollo asado (roast chicken), un bocadillo (sandwich), fruta (fruit).
- **Drinks:** El café (coffee), el agua (water), el zumo (juice).

Practice Question 6: Which of these items would you normally DRINK? A) El pollo B) El pan C) El agua D) El queso

Section 6: Plans and Holidays

Past and Future Activities:

- **Ayer, decidí...** – Yesterday, I decided....
- **El fin de semana próximo voy a...** – Next weekend I am going to....
- **Voy a hacer mis deberes** – I am going to do my homework.
- **Transport:** En barco (by boat), en tren (by train), en avión (by plane).

Practice Question 7: How do you say "by plane" in Spanish? A) En barco B) En tren C) En coche D) En avión

Practice Question 8: If someone is "en el campo," where are they? A) In the mountains B) On the coast C) In the countryside D) In the centre

Answer Key

1. **C** (Llueve)
2. **C** (Son las diez y media)
3. **C** (Me llamo - it is not an activity)
4. **C** (A skirt)
5. **C** (Vivo en el suroeste de Inglaterra)
6. **C** (El agua)
7. **D** (En avión)
8. **C** (In the countryside)

YEAR 8 KS3 ASSESSMENT TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8F English	8F Maths	8S Geography & History	8F Language & Science	8F RE
Period 2	8F English Sparx	8S Maths			
BREAK 1					
Period 3	8S English Sparx		8F Geography & History	8S Language & Science	8S RE
Period 4	8s English				
BREAK 2					
Period 5					

TERM TIME STUDY TIMETABLE w/b 05 May & w/b 11 May

	Monday	Tuesday	Wednesday	Thursday	Friday
7.30 - 8 am					
8 - 8.30 am					
Working Lunch					
4.30 - 5 pm					
5 - 5.30 pm					
7 - 7.30 pm					
7.30 - 8 pm					