

# Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

## YEAR 8

### Spring Assessments 2025



Name:

“Knowledge through the light of faith”



CARDINAL  
NEWMAN  
CATHOLIC SCHOOL

# Assessment Booklet Introduction

Dear Parents/Carers and Students

## Re: Spring Assessments

This year we will administer three assessment seasons within the school year. At the end of the Autumn term, students completed their Autumn assessments. Students will complete their Spring assessments before Easter and the final assessment season is towards the end of the Summer term. These assessments will be used by teachers to identify strengths and any areas where more support may be needed. Students also have the opportunity to reflect on their progress and to set targets for moving forward.

As with the Autumn assessments, the results of the upcoming Spring assessments will be shared with students and parents in a progress review report at the end of the term. Students will receive a report which details the percentage outcome from each assessment alongside the average percentage outcome for the class. This will enable parents to assess progress alongside the average outcome for the class and to see if your child is progressing at the expected standard for the group following the learning covered. More information will be provided alongside the assessment outcome results later in the term.

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Spring assessments will begin on **Monday 3rd March until Friday 14th March 2025**. Teachers will advise students on how to use this booklet in lessons. It can also be used to help students study at home to help remember and recall information. As such, it is vitally important that students bring this booklet into school every day to use in lessons as well as home.

We recognise that sometimes assessment season can cause some students to feel anxious or stressed. If you have any concerns or worries, please contact the Head of Year via the school telephone or email below.

We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

Yours faithfully

**Mr R Poole**  
Head of Year 8  
Email: [Robert.Poole@hccmac.co.uk](mailto:Robert.Poole@hccmac.co.uk)

  
**Ms E O'Connor**  
Headteacher  
Email: [Emma.OConnor@hccmac.co.uk](mailto:Emma.OConnor@hccmac.co.uk)



# Timetable

Step One: Circle your assessments



YEAR 8			WEEK A					WEEK B				
			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A SIDE	APPLIED SUBJECTS AB SIDE	8A1				ART						
		8A2								ART		
		8A3							ART			
		8B1					ART					
		8B2										
	CORE SUBJECTS	8A1			SCIENCE		GEOGRAPHY	MATHS	RE		ENGLISH	HISTORY
		8A2			SCIENCE			MATHS	RE		ENGLISH	HISTORY
		8A3	RE			ENGLISH			MATHS			HISTORY
		8A4	GEOGRAPHY		SCIENCE			MATHS	RE		SCIENCE	ENGLISH
		8A5	MATHS		HISTORY	SCIENCE		MATHS	RE		ENGLISH	GEOGRAPHY
B SIDE	APPLIED SUBJECTS CD SIDE	8C1							ART			
		8C2							ART			ART
		8D3							ART			
		8D4										
	CORE SUBJECTS	8B1	HISTORY		RE			MATHS	ENGLISH	GEOGRAPHY	SCIENCE	
		8B2	RE				GEOGRAPHY	MATHS	ENGLISH		HISTORY	SCIENCE
		8B3	GEOGRAPHY		RE	ENGLISH	SCIENCE	MATHS			HISTORY	
		8B4	GEOGRAPHY		MATHS	RE	SCIENCE	ENGLISH			HISTORY	

Step Two: Using your school timetable and assessment timetable, create your assessment schedule below:

Date <i>(e.g. Mon 14<sup>th</sup> March)</i>	Period <i>E.g. P2</i>	Assessment <i>E.g. English</i>	Topic <i>E.g. Transactional Writing</i>
English			
Maths			
Science			
RE			
Geography			
History			
Spanish			
French			

# Assessment Booklet

## English

### What am I being assessed on?

In your exam, you will be asked to answer questions from two sections. You will be tested on your knowledge of subject terminology, and you must evidence your understanding of a poem from our power and conflict poetry unit.

#### Timings:

Section A:

Terminology (10 minutes)

Section B: Poetry

Response (5 minutes  
planning and 30 minutes  
writing)

### What revision material should I revise from?



- Use the revision tasks on the next page
- Use the PPT/ revision support provided by your teacher
- Review BBC Bitesize for the key poems taught
- Use Seneca learning to review poetic devices and the key poems we have learnt

**Bitesize**

### How can I revise?

- Quizzing:** create a mini text or quiz on a topic with a friend and swap
- Graphic organisers:** are a handy vehicle to get students reconstructing their revision topics, making meaningful links and connections
- Example Questions:** test yourself on the skills by practicing example questions
- Mindmaps:** A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole.
- Flashcards:** to write keywords or notes on cards and test yourself on the meaning

# Assessment Booklet

## English

### Additional Revision Tasks

#### Terminology

#### Task: Match the term to the correct definition!

- |   |  |
|---|--|
| <input type="checkbox"/> Adjective        | <input type="checkbox"/> A comparison using the words 'like' or 'as' |
| <input type="checkbox"/> Metaphor         | <input type="checkbox"/> Using the 5 senses to create an image       |
| <input type="checkbox"/> Noun             | <input type="checkbox"/> A word that describes a noun                |
| <input type="checkbox"/> Simile           | <input type="checkbox"/> A direct comparison                         |
| <input type="checkbox"/> Sensory language | <input type="checkbox"/> The sections of a poem                      |
| <input type="checkbox"/> Stanza           | <input type="checkbox"/> A pause within the line of poetry           |
| <input type="checkbox"/> Enjambment       | <input type="checkbox"/> A person, place or thing                    |
| <input type="checkbox"/> Caesura          | <input type="checkbox"/> No rhyme scheme                             |
| <input type="checkbox"/> Free Verse       | <input type="checkbox"/> The emotion or attitude in the poem         |
| <input type="checkbox"/> Tone             | <input type="checkbox"/> When a line of poetry runs onto the next    |

#### **The Hero by Siegfried Sassoon**

"Jack fell as he'd have wished," the Mother said,  
And folded up the letter that she'd read.  
"The Colonel writes so nicely." Something broke  
In the tired voice that quavered to a choke.  
She half looked up. "We mothers are so proud  
Of our dead soldiers." Then her face was bowed.  
Quietly the Brother Officer went out.  
He'd told the poor old dear some gallant lies  
That she would nourish all her days, no doubt.  
For while he coughed and mumbled, her weak eyes  
Had shone with gentle triumph, brimmed with joy,  
Because he'd been so brave, her glorious boy.  
He thought how "Jack," cold-footed, useless swine,  
Had panicked down the trench that night the mine  
Went up at Wicked Corner; how he'd tried  
To get sent home; and how, at last, he died,  
Blown to small bits. And no one seemed to care  
Except that lonely woman with white hair.

#### Poetry Tasks:

1. Write a sentence summarising the story of the poem.
2. Highlight the key quotations in the poem.
3. Label the poetic devices you can identify in the poem.
4. Explain the meaning of your quotation.
5. Explain how the reader might feel.

#### Additional Tasks:

- Create revision flash cards to learn the key terms
- Get someone to quiz you on the definitions
- Give an example of each of the terms in the terminology task
- Practice writing PETER paragraphs about the poem: The Hero

# Assessment Booklet

## Maths

### What am I being assessed on?

#### Your Spring Assessment will be focused on the following areas:

- Factors, Multiples and Primes
  - Algebra and Sequences
  - Rounding and Estimation
  - Fractions and Decimals
    - Ratio
    - Powers and Roots
- Geometry (Area, Volume, Pythagoras)

### What revision material should I revise from?

Use the revision material on the next page

MathsWatch



Maths - BBC Bitesize.com



### How can I revise?

- ✓ Make flash cards
- ✓ Make a poster
- ✓ Make a mind map
- ✓ Teach someone at home about a topic
- ✓ Complete questions on MathsWatch
- ✓ Watch videos using MathsWatch
- ✓ Test yourself using your revision resources



# Assessment Booklet Maths

## Additional Revision Tasks

**Year 8 Revision Checklist:** Login to mathswatch and search for the tasks below. Give yourself a Red/Amber/Green rating. If you still need to work on a topic then watch the video clip to help you, it has a full worked example for each topic.

Topic	Skill	RAG
Algebraic Manipulation	<ul style="list-style-type: none"><li>Collect like terms</li><li>Expand and Simplify</li><li>Factorise</li></ul>	
Angles	<ul style="list-style-type: none"><li>Angle Rules</li><li>Angles in Parallel Lines</li></ul>	
Fractions	<ul style="list-style-type: none"><li>Four operations</li><li>Improper Fractions</li><li>Fraction of amount</li></ul>	
Equations	<ul style="list-style-type: none"><li>Solve 1 and 2 step Equations</li><li>Unknowns on both sides</li></ul>	
Area and Perimeter	<ul style="list-style-type: none"><li>Triangles</li><li>Trapezia</li><li>Compound Shapes</li><li>Circles</li></ul>	
Geometry	<ul style="list-style-type: none"><li>Volume of Cuboids</li><li>Pythagoras' Theorem</li></ul>	
Ratio	<ul style="list-style-type: none"><li>Simplify</li><li>Express as a fraction</li><li>Divide in a given ratio</li><li>Recipes</li></ul>	
Sequences	<ul style="list-style-type: none"><li>Term to term rule</li><li>Generating a sequence</li><li>Nth term</li></ul>	

The screenshot shows the Mathswatch website interface. At the top, there are navigation links: "My Watch", "Videos", "My Progress", "Feedback", "Extras", "Account", and "Logout". The "Videos" link is highlighted with a red box and an arrow pointing to it from a text box. Below the navigation is a "Find a Clip" section with several dropdown menus: "Qualification" (set to GCSE), "Tier" (set to All), "Grade" (set to All), and "Topic" (set to All). A search box contains the word "factors" and is also highlighted with a red box and an arrow. Below the search filters is a "Choose Clip (5)" section with a table of video clips:

Clip	Title
20	Factors, Multiples and Primes
79	Highest Common Factor (HCF)
141	Simple Factorisation
157	Factorising and Solving Quadratics
192	Factorising Hard Quadratics

Click on the button  
labelled "Videos"

Type the topic  
into this box

Choose from this list

# Assessment Booklet

## Science

### What am I being assessed on?

**Biology- Respiration and Photosynthesis**  
**Chemistry- Changing Substances**  
**Physics- Movement and Pressure**

### What revision material should I revise from?

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/subjects/zrkw2hv> (AQA exam board)

<https://www.freesciencelessons.co.uk/>

### How can I revise?

- ✓ Make flash cards
- ✓ Write your own quiz questions
- ✓ Make a poster
- ✓ Teach someone at home about a topic
- ✓ Complete questions on Educake
- ✓ Complete questions on seneca
- ✓ Watch videos using the links above
- ✓ Test yourself using your revision resources





### Additional Revision Tasks

#### Biology

- 1) Use the link to find out more about **Respiration and Photosynthesis**.

<https://www.bbc.co.uk/bitesize/articles/zjqfsk7#zpmptd>

- 2) Revise key words- Photosynthesis, Respiration, Aerobic, Anaerobic, Oxygen debt, Muscle Fatigue.
- 3) Recall differences between aerobic and anerobic respiration.
- 4) Recall word equations for Photosynthesis, Aerobic and Anaerobic respiration.

#### Chemistry

- 1) Use the link to find out more about **Changing Substances**

<https://www.bbc.co.uk/bitesize/topics/zypsgk7>

- 2) Revise keywords- Oxidation, Reduction, Physical Change, Chemical change.
- 3) Attempt Simple balanced equations.
- 4) Gas tests for Oxygen, Carbon dioxide, and Hydrogen.
- 5) Reactions with acids

#### Physics

- 1) Use the link to find out about **Movement and Pressure**

<https://www.bbc.co.uk/bitesize/topics/z4brd2p>

- 2) Revise keywords- Speed, Velocity, Acceleration, Pressure, Moments.
- 3) Revise Distance- time graphs

# Assessment Booklet Religious Education

## What am I being assessed on?

### Topics: Prophecy and Promise and Galilee to Jerusalem

Your assessment will have 3 sections:

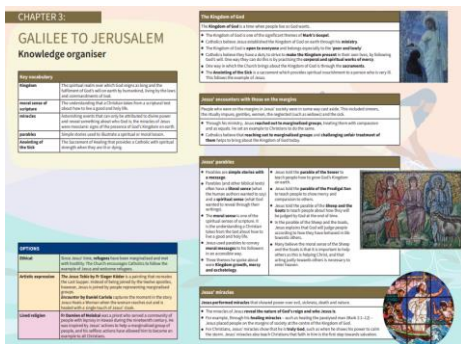
- Key terminology Knowledge and understanding
- Extended writing



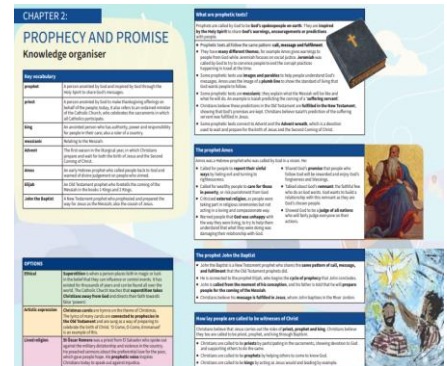
Subtopics:

- Prophetic texts
- Prophets (Amos and John the Baptist)
- The Kingdom of God
- Anointing of the sick
- Jesus' encounters, miracles and parables

## What revision material should I revise from?



You should use the knowledge organisers and resources uploaded to ClassCharts by Miss Jacob.



If you require paper copies of the knowledge organisers, see Miss Jacob in CA14.

## How can I revise?

- Highlight key points on your knowledge organiser
- Create flash cards or mindmaps using your knowledge organiser
- Create test yourself questions and get a family member or friend to check your knowledge
- Create your own visual key word bank
- Practice PEE paragraphs on different topics

# Assessment Booklet

## Religious Education

### Additional Revision Tasks

#### Key terminology: Test yourself

Kingdom -

Parables -

Miracles -

Prophet -

Priest -

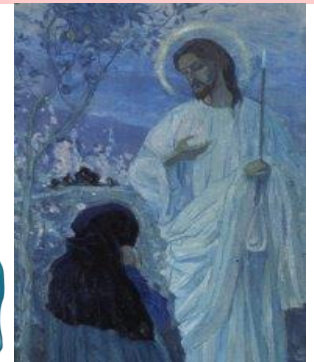
Advent -

Elijah -

#### Extended writing

Choose a topic from the list and write 1xPEE paragraph about it:

- Prophetic texts
- Prophets (Amos and John the Baptist)
- The Kingdom of God
- Anointing of the sick
- Jesus' encounters, miracles and parables



#### Challenge:

1. Write 1xPEE about Jesus; encounters with marginalised people to Catholics, including a direct source of wisdom.
2. Write 1xPEE about the importance of the anointing of the sick, including a direct source of wisdom.



# Assessment Booklet Geography

## Assessment Topics & Focuses

### Key Revision Themes – Year 8 Spring Assessment

#### Term 1.1: Crumbling Coasts | Term 1.2: Supply & Demand | Term 2.1: Devastating Disasters

##### Term 1.1: Crumbling Coasts

- Geology – Differences between sedimentary, metamorphic and igneous rock (including formation/distribution).
- Coastal Processes – Forms of erosion, weathering, transportation, deposition and mass movement.
- Effects – Social, economic and environmental impacts of coastal erosion.
- Climate Change/Global Warming – Causes and consequences upon the coastal landscape/tropical islands.

##### Term 1.2: Supply & Demand

- Classifying Energy Resources – Types of renewable, non-renewable and recyclable energy.
- Distribution of renewable energy resources and reasons for their distribution.
- Consequences of consuming fossil fuels (non-renewable resources).
- Features of sustainable communities.

##### Term 2.1: Devastating Disasters

- Natural Disasters – Types, causes and effects.
- Tectonic Hazards – Causes and effects.
- Tectonic Plate Movement – Divergent, Convergent & Conservative.
- Tectonic Hazard Case Studies - The 1960 Valdivia Earthquake, The Eyjafjallajökull Iceland Eruption (2010), Pompeii Eruption (79 AD) and the Japan (Tokohu) Earthquake & Tsunami of 2011.

## Revision Material & Resources

### Main Geography Revision Resources

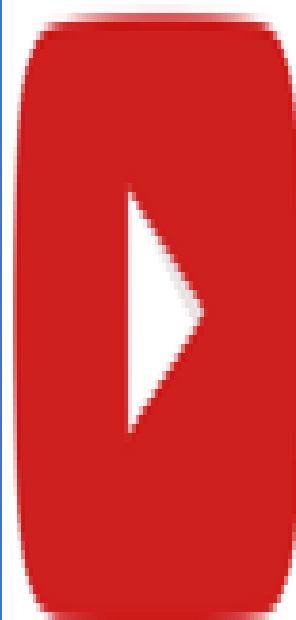
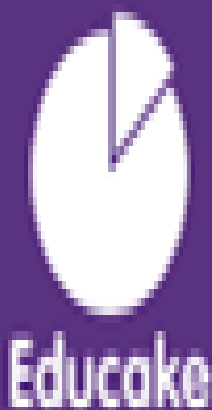
1. Educake Quizzes
2. YouTube Videos (Next Page)

### Extra Geography Revision Resources

- BBC Bitesize
- Revision Resources (Available In Class)

### Further Guidance

Feel free to contact Mr. Miller (Head of Geography) via email or discuss your assessment criteria with your class teacher.



# Assessment Booklet

## Geography

### Optional Revision Tasks

#### AO1 – Key Term Practice

Erosion  
Hydraulic Action  
Abrasion  
Corrosion  
Attrition  
Freeze-Thaw Weathering  
Chemical Weathering  
Longshore Drift  
Climate Change  
Global Warming  
Renewable Energy  
Non-Renewable Energy  
Recyclable Energy  
Fossil Fuels  
Landscape Scarring  
Coral Bleaching  
Sustainability  
Tectonic Hazards  
Convection Currents  
Divergent Plate Margin  
Convergent Plate Margin  
Subduction  
Conservative Plate Margin  
Conception Earthquakes

#### AO2 – Geographical Knowledge Questions

1. **List** two forms of mass movement.
2. **Describe** one effect of destructive waves.
3. **Explain** how longshore drift carries sediment down the coastline.
4. **Suggest** one reason why sedimentary rock is vulnerable to coastal erosion.
5. **List** five impacts of coastal erosion upon the landscape.
6. **Explain** two consequences of global warming.
7. **Compare** the differences between the causes of climate change (natural) and global warming (human activities).
8. **Describe** one reason why fossil fuels are running out.
9. **Describe** one benefit of using renewable energy.
10. **Explain** one reason for the distribution of fossil fuels.
11. **Explain** two features of a sustainable house.
12. **Explain** how convection currents cause tectonic plate movement.
13. **Compare** the differences between convergent, divergent and conservative plate boundaries.
14. **Assess** the severity of impacts by comparing different tectonic hazard case studies
15. **Explain** one reason for the global distribution of tectonic hazards (earthquakes/active volcanoes).

#### Supporting Videos – Crumbling Coasts

[Causes and Effects of Climate Change | National Geographic - YouTube](#)

[Should we protect properties affected by coastal erosion? | BBC Teach - YouTube](#)

[Geography | KS3 | Erosion | BBC Teach - YouTube](#)  
[Longshore Drift - YouTube](#)  
[Kiribati: Battling for Survival \(Rising Sea Levels\) - YouTube](#)

#### Supporting Videos – Supply & Demand + Devastating Disasters

[Global Warming 101 | National Geographic - YouTube](#)  
[renewable and non renewable energy - YouTube](#)  
[Powered by @GeographyHawks - YouTube](#)  
[Geography | KS3 | Explain This... | Plate Tectonics | BBC Teach - YouTube](#)  
[1960 chile earthquake - YouTube](#)  
[Eyjafjallajokull Case Study - YouTube](#)

[What happened when Vesuvius erupted in 79AD? | History - Pompeii - YouTube](#)  
[Rare Video: Japan Tsunami | National Geographic - YouTube](#)  
[What are the threats facing the Amazon? | WWF - YouTube](#)

# Assessment Booklet

## History

### What am I being assessed on?

1. Causes of the Industrial revolution
2. Richard Arkwright
3. Factory conditions
4. Factory Act
5. Conditions in Towns
6. Cholera
7. Public Health improvements
8. How far the Industrial Revolution changed Britain
9. Issues with politics in Britain
10. Peterloo
11. Other protests e.g. Luddites, Chartists etc

### What revision material should I revise from?

1. Exercise books
2. Educake
3. BBC Bitesize
4. Video QR codes



### How can I revise?

- Quizzing:** create a mini text or quiz on a topic with a friend and swap
- Mind maps:** A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole.
- Flashcards:** to write keywords or notes on cards and test yourself on the meaning



# Assessment Booklet

## History

**Additional Revision Tasks: Ensure you can define the following key words. Answer the knowledge questions**

### Key words

1. Industrial Revolution
2. Population
3. Entrepreneur
4. Richard Arkwright
5. Factory Act
6. Back to Back Housing
7. Cholera
8. Public Health
9. Public Health Acts
10. Luddite
11. Chartist
12. Blanketeer
13. Peterloo
14. Rotten Borough
15. Pocket Borough

### Knowledge questions

1. What was the Industrial Revolution?
2. Name one invention that helped factories produce goods faster.
3. What was the main source of power before steam engines became common?
4. What disease spread easily in dirty, overcrowded cities during the Industrial Revolution?
5. Who was the doctor who discovered that cholera was spread by dirty water?
6. What was the name of the 1848 law that aimed to improve public health?
7. Who were the Luddites?
8. Why did the Luddites attack factories and machines?
9. What was the name of the document that listed the Chartists' demands?
10. Name one demand of the Chartists.
11. Did the Chartists succeed in getting their demands met straight away?
12. In which city did the Peterloo Massacre happen in 1819?
13. What were the people at Peterloo protesting for?
14. How did the government respond to the protest?
15. What was a rotten borough?

### YEAR 8 Assessment for French and Spanish

**You will either have been assessed for languages before half term or will be after.**

**Your class teacher will direct you with revision based on content taught in lesson**

#### How can I revise languages?

- Learn the vocabulary of this topic (you have a copy in your book and in Class Chart):

How to learn vocabulary? Take one section at a time, read the words a few times, then look at the French/Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French/Spanish, and write/ say the meaning.

- Check the work we have done in lessons and re-do the most important grammar and writing tasks. Use all information, and grammar you have in your book.
- As an extra, to help you prepare for your assessments complete the tasks below

# Assessment Booklet

## ART

### What am I being assessed on?

You will be provided with half a portrait image and you will need to draw out the missing side. We will be looking for:

- Accurate face shape
- Well positioned facial features
- Good sense of proportion
- A sense of 3D form created by using dark and light tone
- Use of shading to create skin and hair texture
- Appropriate use of shadows and highlights
- You will be using pencil only for the assessment.

**ARTEMIS AIM:**  
Apply very light shading to all of the skin area and make some areas darker to show shadows on the face. Blend softly.

### What revision material should I revise from?

You could practice by sketching from photographs or internet images.



### How can I revise?

It may be helpful to follow these step-by-step tutorials on how to draw a portrait.

<https://www.youtube.com/watch?v=NJHwXoNU3lo>

<https://www.youtube.com/watch?v=O08EF1TpdDs>

<https://www.youtube.com/watch?v=03YpeQU0N8Q>

<https://www.youtube.com/watch?v=-c3L90nsesw>