



Ringwood School

A National Teaching Academy

Key Stage Three Assessment and Revision

How and when do we assess your children during Year 7, Year 8 and Year 9?



There are two types of assessment: formative and summative

Formative assessment happens on a regular basis, in all lessons and tend to check small amounts of knowledge and understanding.

It might be answering questions, doing small tasks, quizzing students, writing paragraphs.

These on-going, low-stakes assessments help the teacher to know what your child understands and can do;

Students don't usually revise for this type of assessment.

How and when do we assess your children during Year 7, Year 8 and Year 9?



There are two types of assessment: formative and summative

Summative assessment tends to happen at the end of a unit of work, or at the end of a term or a year;

This tests a greater amount of knowledge and understanding, and often tests knowledge and skills which were covered in the past.

Students should revise for these types of assessments

Why are we asking your child to revise in Key Stage 3?



Almost all GCSE and A-Levels are now tested at the end of the two year course through final exams, rather than coursework. All vocational subjects also have exams at the end of the two years, as well as coursework.

To help to get your child to get ready they will have end of year exams every year during Yr 7, Yr 8 and Yr 9.

When are your child's exams?



Dream **Big**
Be **Curious**
Be **Determined**
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Embrace **Opportunities**

The week of

Year 9: Mon 29th April – Friday 3rd May

Year 8: Tues 7th May – Monday 13th May

Year 7: Mon 3rd June – Friday 7th June

Exams will be:

In normal lesson time

No longer than 60 minutes

In students' normal classrooms

Getting organised and planning for success



Your child will need to know :

- **What** they need to know- they should ask their teacher if unsure and use Curriculum Maps and Unit Sheets
- **When** they need to know it by – when is the date of the exam? Teachers will tell them before exam week which lesson will be used
- **When** they are going to revise it- A revision timetable will be very helpful and your support with this will really help your child.
- **How** they are going to revise it – by knowing the best ways to revise and seeing which ones work for them

What to revise

Year 8 Curriculum Map: Science

Rotation 1 (September to November)		Rotation 2 (December to March)			Rotation 3 (March to July)	
999	Disco	Cars	Robotics	Sustainable Energy	Boots	Dinosaurs
<ul style="list-style-type: none"> Body systems How multicellular organisms are organised. The muscular skeletal system The gas exchange system 999 Representing chemical reactions Conservation of mass Combustion Exothermic and endothermic reactions Investigative skills Sources of error 	<ul style="list-style-type: none"> Light Properties of transverse waves Reflection Refraction Eyes and cameras The visible spectrum Sound Properties of longitudinal waves Volume and pitch The ear Speed of sound Ultrasound Investigative skills Evaluate a method and suggest improvements 	<ul style="list-style-type: none"> Reactions of metals The reactivity series Metals and acids Rusting Displacement reactions Materials Polymers Composites Ceramics Investigative skills Plan and carry out investigations Draw conclusions from data 	<ul style="list-style-type: none"> Electricity Static electricity Series and parallel circuits Current Voltage Resistance Magnets Magnetic fields Compasses Electromagnets Investigative skills Present data in charts and graphs Suggest explanations for patterns in data 	<ul style="list-style-type: none"> Energy Energy stores Energy transfers Conservation of energy Fuels and energy resources Renewable energy resources How much does energy cost? Earth and atmosphere – the impact of humans What is the atmosphere made of? Global warming The carbon cycle Investigative skills Use equations and carry out calculations 	<ul style="list-style-type: none"> Body systems (part 2) The reproductive system. Development of a baby. The digestive system Enzymes Health What is health? Impact of medicinal and recreational drugs on health. Neutralisation Revise the pH scale Neutralisation reactions Making salts Naming salts Investigative skills The importance of a preliminary investigation. Writing plans and risk assessments 	<ul style="list-style-type: none"> Genetics and evolution Simple model of inheritance The importance of variation Extinction Biodiversity Earth and atmosphere – rocks Igneous, sedimentary and metamorphic rocks Thermal decomposition of carbonates Investigative skills Use of keys Make and record observations and measurements. Analyse data commenting on accuracy, precision, repeatability and reproducibility.
<p>Super Curricular: Lots of articles and videos and examples of things to do will be appearing on the learning zone. To get you started here are some ideas...</p> <ul style="list-style-type: none"> Visit Hengistbury Head visitor centre – Find out about the range species living in this landscape and what is being done to conserve them. Explore the science and nature section of BBC iplayer – watch a documentary and write a short review. Go to Mudeford and watch the waves. How do the buoys move? Up and down or across? How frequently are waves breaking at the shore? What happens to the waves as they go through a small gap? How do the waves change as they go over a sandbank? 						
<p>How can I revise in this subject? Before each test you will receive a revision list that will reference page numbers in you revision guide. BBC bitesize KS3 science is also an excellent resource with information, videos and quick quizzes. It can be found at the following web address: https://www.bbc.com/education/subjects/zng4d2p</p>						



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Curriculum Map in each subject

What to revise



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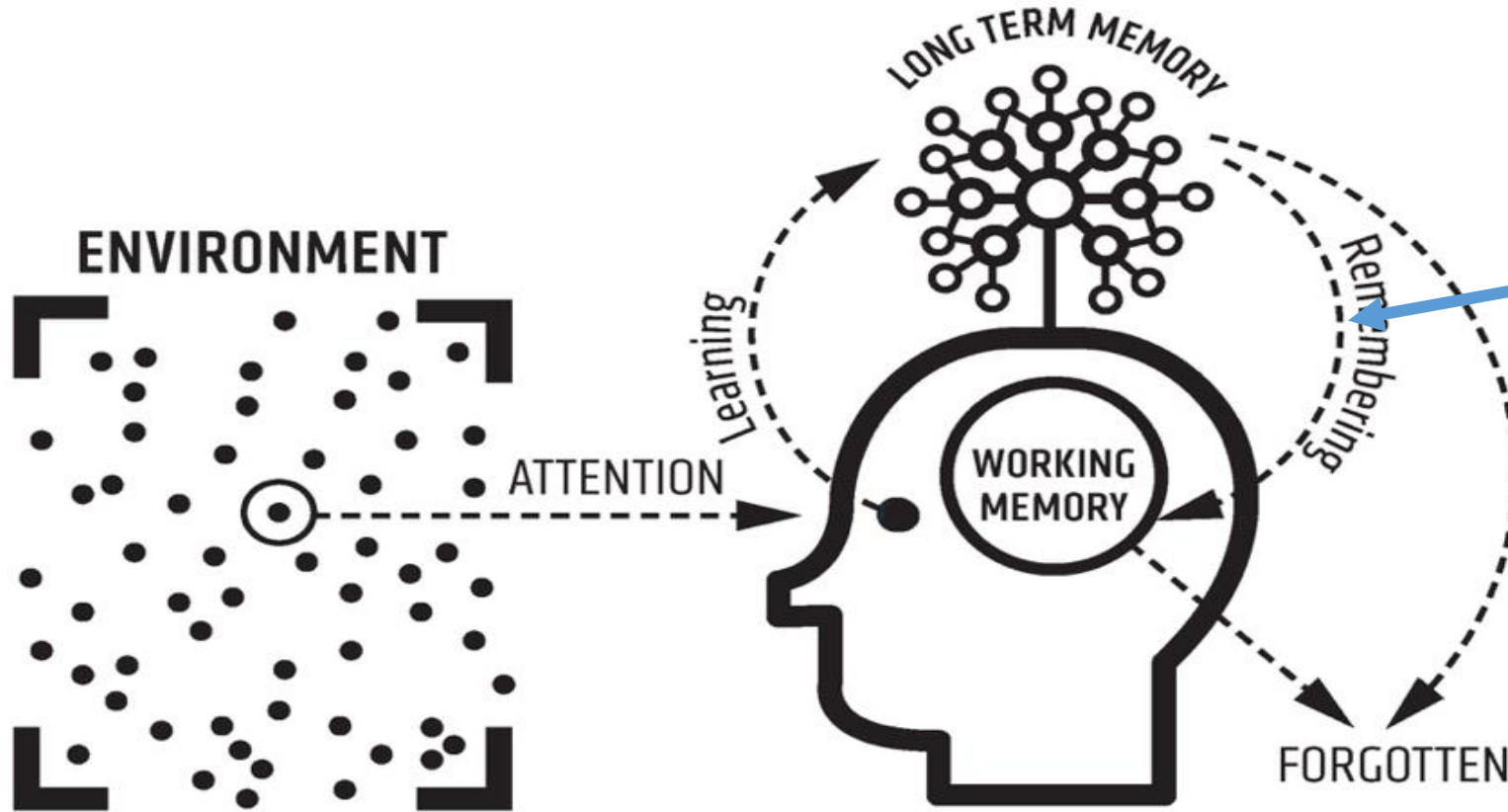
Unit Sheet for each unit / topic

Year 8 Theme: Robotics (Topics to be covered: 1. Electricity 2. Magnetism)		
Key words:		Key Questions:
ammeter	A device for measuring electric current in a circuit.	1. Atoms contain positive and negative charges. What are the negative charges called? (p98)
battery	Two or more electrical cells joined together.	2. Why would a cloth and a plastic rod become charged when they are rubbed together? (p98)
cell	A chemical store of energy, which provides the push that moves charge around a circuit.	3. What is an electric field? (p98)
conductor	A material that conducts charge or energy well, such as a metal or graphite.	4. Describe an electric current (p95)
current	The flow of electrical charge (electrons) around a complete circuit per second, measured in amps (A)	5. What instrument would you use to measure current and what is the unit? (p96)
electric charge	A property of a material or particle that can be positive or negative.	6. What is the potential difference in an electrical circuit? (p95)
electromagnet	A temporary magnet produced using an electric current.	7. What instrument would you use to measure potential difference and what is the unit? (p96)
electron	A negatively charged particle found in atoms. Electrons flow through a wire when a current flows.	8. Draw the circuit symbols for 5 different components. (p96)
electrostatic	The force acting between two charged objects.	9. Draw a circuit including a battery and two lightbulbs in; a) series b) parallel. (p97)
insulator	A material that does not conduct electricity or transfer energy well.	10. <i>Challenge – Describe how the current and potential difference differ in series and parallel circuits.</i>
magnetic field	A region where there is a force on a magnet or magnetic material.	11. How do you calculate the resistance of an electrical circuit? (p95)
magnetic force	The force between two magnets, or a magnet and a magnetic material.	12. Draw and label a magnetic field (p99)
motor	A component or machine that spins when a current flows through it.	13. How could you make an electromagnet and what would affect its strength? (p100)
neutral	Describes an object or particle that has no charge, or in which positive and negative charges cancel out, giving no charge overall.	CGP revision guide page references: p95-100
parallel circuit	A circuit in which there are two or more paths or branches for the current.	
potential difference	A measure of the push of a cell or battery, or the energy that the cell or battery can supply.	
resistance	How difficult it is for current to flow through a component in a circuit. Resistance is measured in ohms, symbol Ω .	
series circuit	A circuit in which components are joined in a single loop.	
voltmeter	A device for measuring voltage.	

How does revision actually help us remember?



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This process of revising (practising remembering) makes the information easier to remember later

Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

Forgetting, remembering, revising and re-visiting!



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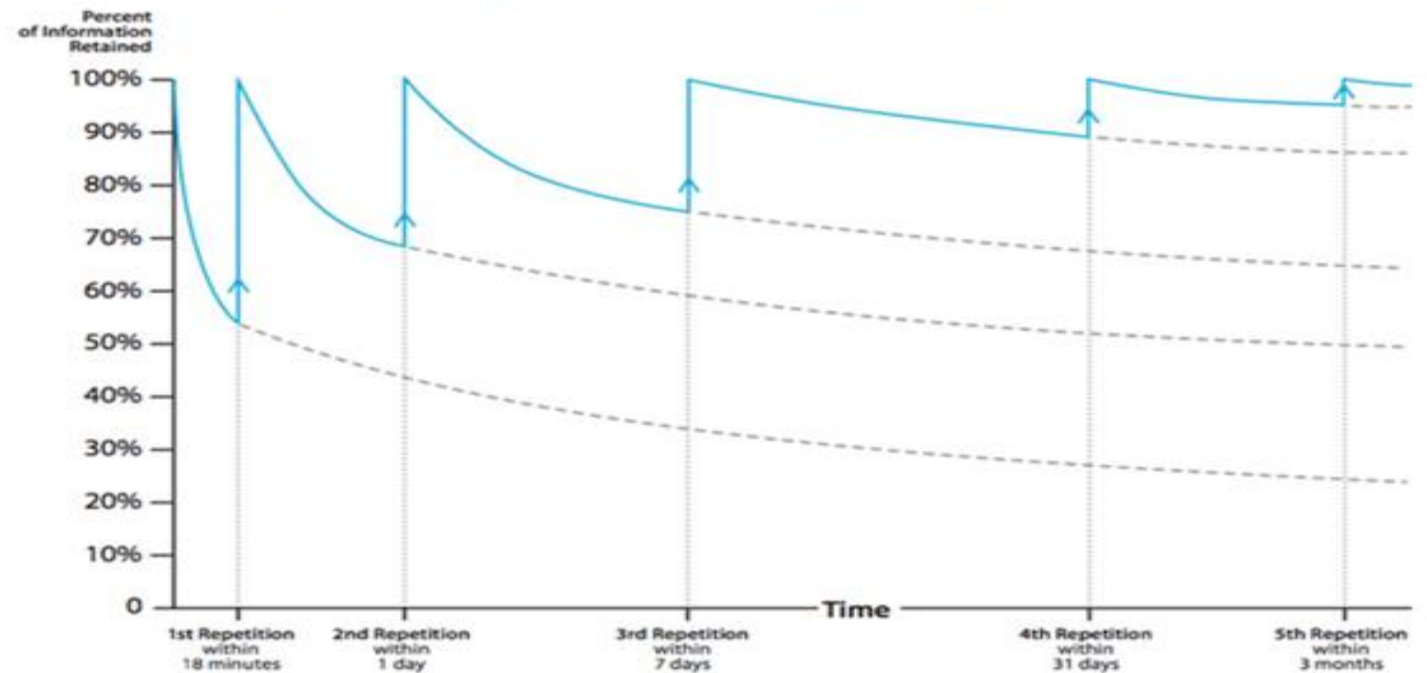
The first time we encounter something we forget much of it really quickly;

We need to do something to get it in our long term memory;

Then, we need to practice retrieving it from our long term memory

Each time we do that (through a revision activity), we forget a bit less of it

Rate of Forgetting with Study/Repetition



What do students often do when they 'revise'?



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Most commonly students tend to do 1 of 3 things when revising

Highlighting texts
Re-reading
Copying out notes



Why do students choose these types of revision activities? (Even when they are not very effective!)



We're drawn to ways of studying that **feel good** but are actually **quite poor at helping us learn.**

Re-reading notes can **give the illusion that information is well retained**, only for it to **disappear very quickly.**

Recognition and **Remembering** are two different things: one generates a **feeling of familiarity** ("I know this!") **but doesn't help with the second** ("I have been able to remember this!")

Tom Stafford – lecturer of Psychology at Sheffield University

The most effective revision strategies

1. Self quizzing using flashcards



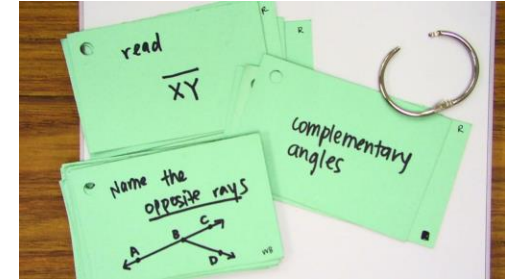
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The best flashcards...

Use card, so you can't see the answer through them

Keep info as short as possible – one term, one definition

Write clearly. You should be able to read what you wrote at a very quick glance



Using them to their best effect:

[Research has shown](#) that students tend to “drop” cards out of their decks too soon after they have mastered them (Karpicke, 2009). Ideally, a fact should be successfully checked three times before you move on from it.

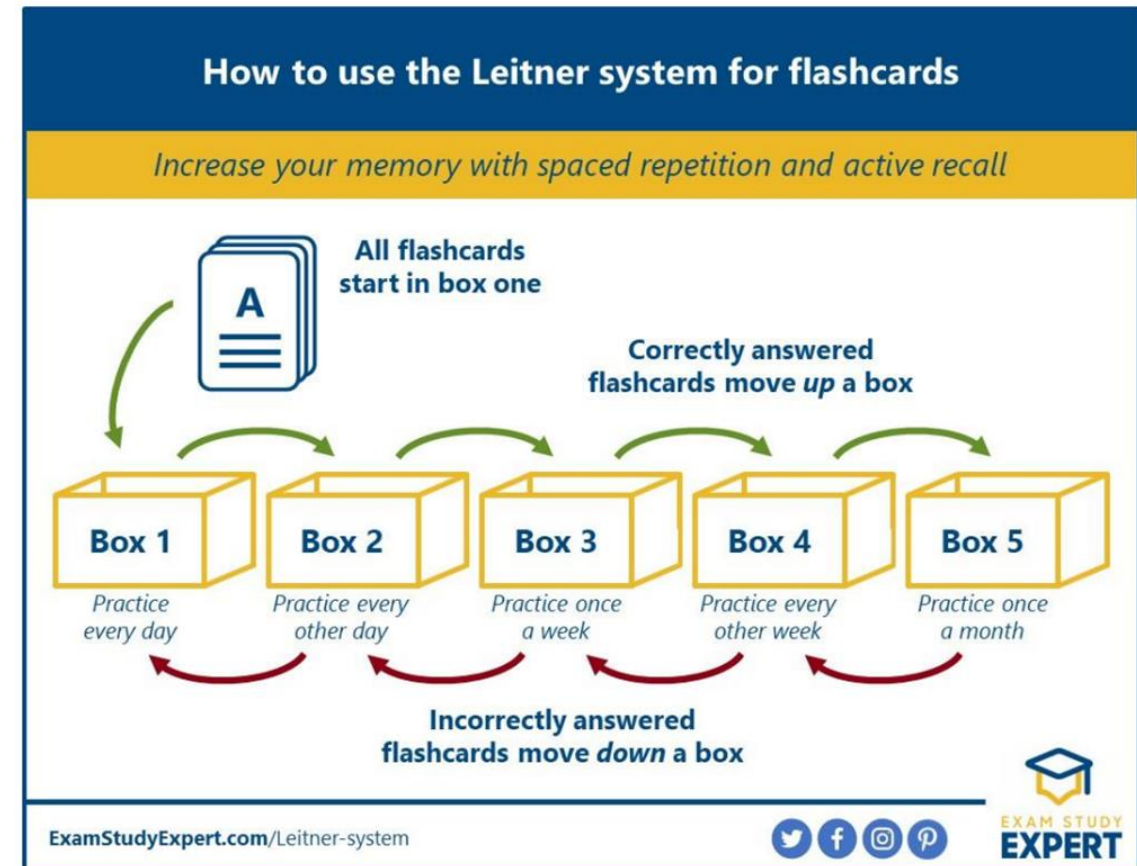
Use them to help somebody else test you (or test yourself) but the crucial part is **saying your answers aloud**

One way to use flashcards: watch this demo with your child

The Leitner System - What is it?

- Correctly answered flashcards move into the next pile; you will test yourself on these less often (as you know them better)
- Incorrectly answered flashcards are kept in the first pile and therefore will be tested every day – until you know them, and then you can move them.
- The better you know the flashcards the more infrequently you repeat them.

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

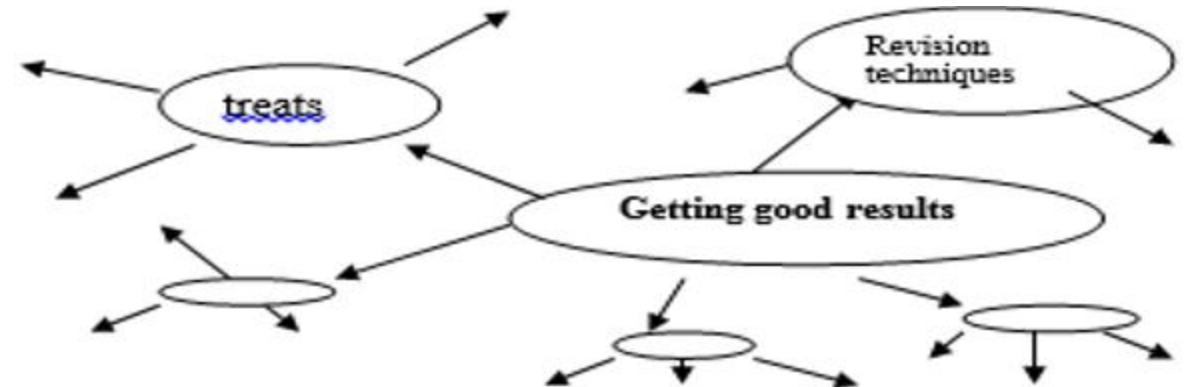
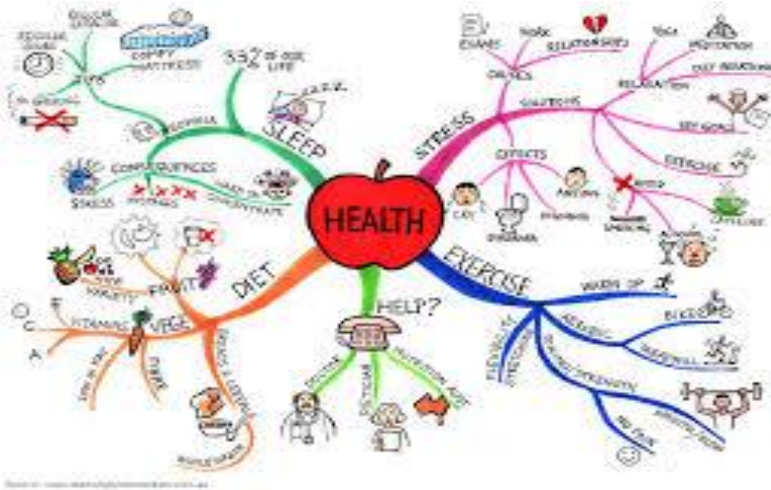


The most effective revision strategies

2. Creating mind maps



Mind maps are useful because they help you to link knowledge together, and this helps you to remember things efficiently



The most effective revision strategies

3. Quizzing activities



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Outburst

You will need: topic cards with 10 key words on each card.

Your child thinks of a topic eg. Cell structures in science and writes the topic and the ten most important words / phrases associated with it. You test them by giving them the topic; they give you as many of the ten words as they can

Pyramids:

Draw a page sized pyramid. In the top layer, write down the overall topic / key idea...etc In the next layer write down the main points. In the next layer write down the details to those main points. You can test yourself by drawing out the pyramid again and again, or by covering up layers and explaining what's in them, or by giving a pyramid you've drawn to someone else and getting them to test you.

Book marking:

Book mark each chapter, by summarising key words, key events, key ideas on one strip of paper and placing it at the beginning of each section in your book. Learn all the information on each book mark and use them to test yourself at a later date

Helping your child to keep in balance

1. Help them get into healthy sleep routines
2. Encourage healthy eating (but remember the power of treats!)
3. Encourage them (and us!) to unplug – time away from screens
4. Taking time out is just as important as putting time in- plan revision sessions (25 mins works well) and then take a break



Some interesting research about the impact of mobile phones



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It's a marathon, not a sprint



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- Re-visiting happens all the way through school
- Revision allows your child to work out what they have missed / find hard to understand
- Practice exams provide students with time to practise and experiment with revision strategies
- Revising helps set out schemas of information, which future knowledge can be slotted into
- It helps to create a sense of being in control and feeling calm
- This all reminds your children that it is a long journey but that they need to make the first steps



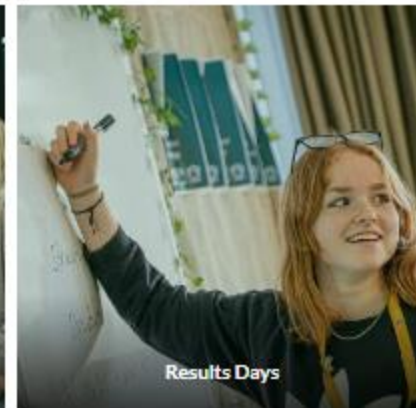
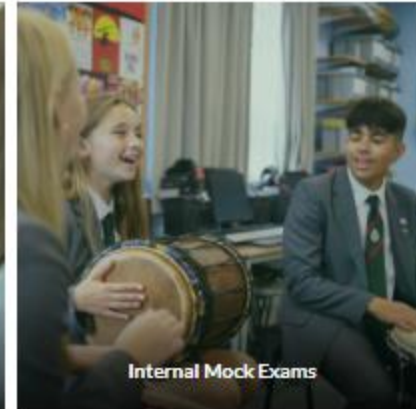
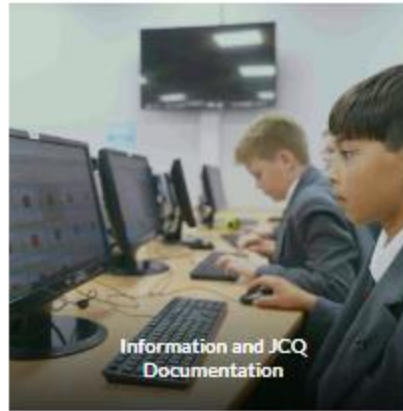


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Exams

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our new website – live
soon





Thank you for your time this evening

