Edmund Rice College

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SCAN ME

# Revision Booklet

Year 8

# Christmas 2022

# Welcome

Welcome to the Edmund Rice College Christmas Revision Guide. The assessment window will open on Monday 28th November for subjects who do not complete Christmas Exams. Exam week however will begin on Wednesday 7th - Tuesday 13th December. In the exam window students will follow the exam timetable on the next page instead of attending normal classes. Details of which subjects have Christmas assessments and which subjects have Christmas exams is detailed in the diagram below.

| Christmas Exam | Christmas Assessments |
| --- | --- |
| Design & Technology | Art & Design |
| English | Drama |
| French | Music |
| Geography | Physical Education |
| History | |
| Home Economics | |
| Irish | |
| LLW | |
| Maths | |
| Religion | |
| Science | |

This booklet not only contains the Christmas revision lists for all subjects but it also contains some revision techniques to help students prepare for examinations. QR codes will also direct you to the ERC Assessment website for more information on each subject.

It is very important that all students are fully prepared for the examinations and we would encourage them to come fully equipped with stationery including black pens, pencils, rubbers, rulers, colouring pencils and calculators where required.

All that remains is for us to wish our students the best of luck in the forthcoming exams and for further information please access the ERC assessment website using the QR codes provided.

# Year 8 Exam Timetable

*All examinations in form rooms.*

| Wednesday 7th | Thursday 8th | Friday 9th | Monday 12th | Tuesday 13th |
|---|---|---|---|---|
| **PANTOMIME TRIP** | P 1-2<br>**Maths** | P 1-2<br>**Irish** | P 1-2<br>**English** | P 1-2<br>**Geography** |
| | P 3-4<br>**Home Economics** | P 3-4<br>**Science** | P 3-4<br>**French** | P 3-4<br>**ICT** |
| | P 6-7<br>**Religion** | P 6-7<br>**Music** | P 6-7<br>**LLW** | P 6-7<br>**History** |

# Revision - Dos and Don’ts

People struggle with revision because there is not one set of instructions that work for everyone. There are revision techniques that can be used as a guide but some techniques will work for you and some wont. There are some common things that you should think about before you set out to revise.

**DO'S**

- Get in a routine of revising at a particular point everyday.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.

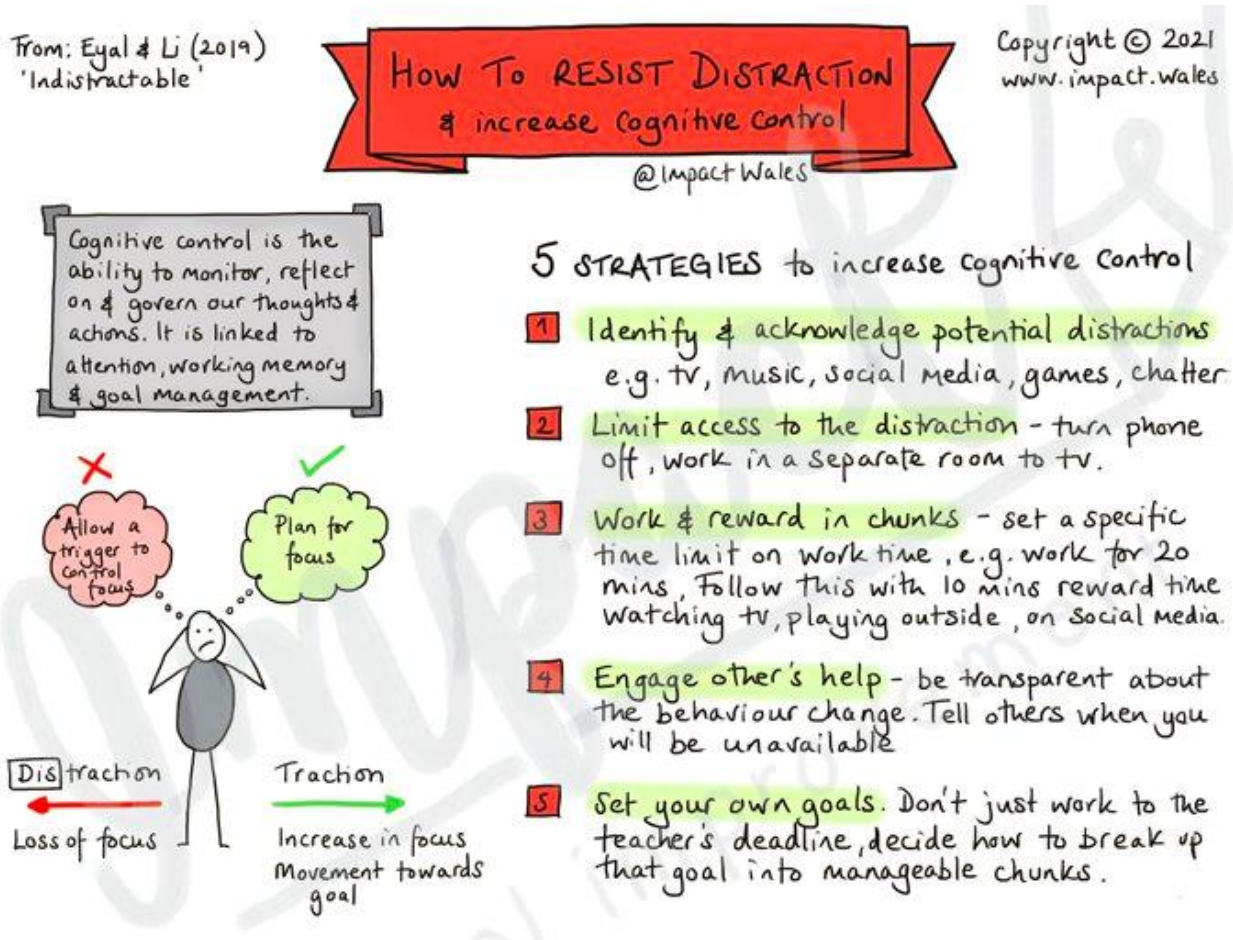
**DON'TS**

- Depend on when you want to revise (you may never want to!)
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.

**THINK ABOUT IT**

- Do you have music playing? (is it distracting?)
- Where is your mobile phone? (Is it beside you?)

**THINK ABOUT IT**



# When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when you find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

**Managing your time when revising**

To help you with we are going to try the Pomo techniques. The pomo technique can help you manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. The technique is designed to combat multitasking and improve concentration. For example an hour of revision could look like this:

| | | |
|---|---|---|
| Step 1 | | Pick a task |
| Step 2 | | Set a 15 min timer |
| Step 3 | | Work on your task |
| Step 4 | | Take a 5 min break |
| Step 5 | | Every 3 pomos take a 30 min break |

# Revision Timetable

In preparation for you Christmas exams you will have to think about a lot of different things which you will have to juggle. You need to revise independently so you can close specific gaps which you have in your knowledge.

However, you have to plan your own independent revision, its easy to forget revision or to only do it in large bursts right before an assessment.

Prioritise your subjects

- List all your subjects
- Rank you subjects from 1 - 12 (1 being the strongest)
- Also consider the order your exams come in during exam week.
- Then rewrite your list in the order you have numbered the subjects.

Christmas Exam

Design & Technology
English
French
Geography
History
Home Economics
Irish
LLW
Maths
Religion
Science

Your list:

# Writing your timetable

1. Write in everything you have planned prior to creating your revision timetable (Going out for tea, playing sport, Christmas shopping etc).
2. Write in upcoming exams and deadlines.
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely to choose – but they are the highest priority,
5. Write in the subjects you are going to cover and when, Be specific around what you will cover each time you sit down to revise.

## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|---|
| 8:30AM –4PM | SCHOOL | SCHOOL | SCHOOL | SCHOOL | SCHOOL | 9AM–10AM | BREAKFAST/ SHOWER | BREAKFAST/ SHOWER |
| 4PM–5PM | HOMEWORK | TV/ GAMING/ SOCIAL MEDIA | HOMEWORK | TV/ GAMING/ SOCIAL MEDIA | HOMEWORK | 10AM–11AM | REVISION – ENGLISH | REVISION – SCIENCE |
| 5PM–6PM | DINNER | DINNER | DINNER | DINNER | DINNER | 11AM–1PM | SEEING FRIENDS/ LUNCH | SPORT/ LUNCH |
| 6PM–7PM | REVISION – GEOGRAPHY | HOMEWORK | REVISION – HISTORY | REVISION – FRENCH | REVISION – SCIENCE | 1PM–3PM | REVISION – MATHS | REVISION – FLASH CARDS |
| 7PM–8PM | REVISION – MATHS | REVISION – ENGLISH | FREE TIME | HOMEWORK | FREE TIME | 3PM–5PM | OUT WITH FAMILY | SPORT/ TV/ GAMING |
| 8PM–9PM | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | 6PM–8PM | DINNER/ FREE TIME | DINNER/ FREE TIME |

# Writing your timetable

## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|---|
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# Writing your timetable

## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|---|
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# Writing your timetable

## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
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# Writing your timetable

## WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
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# Flash Cards

## Summary: How to use flash cards

**1. Identify knowledge**

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

**2. Colour coding**

Use different coloured flash cards for different topics. This helps with organization NOT recall

**3. Designing**

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

**4. Using**

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

**5. Feedback**

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Flash card top tips

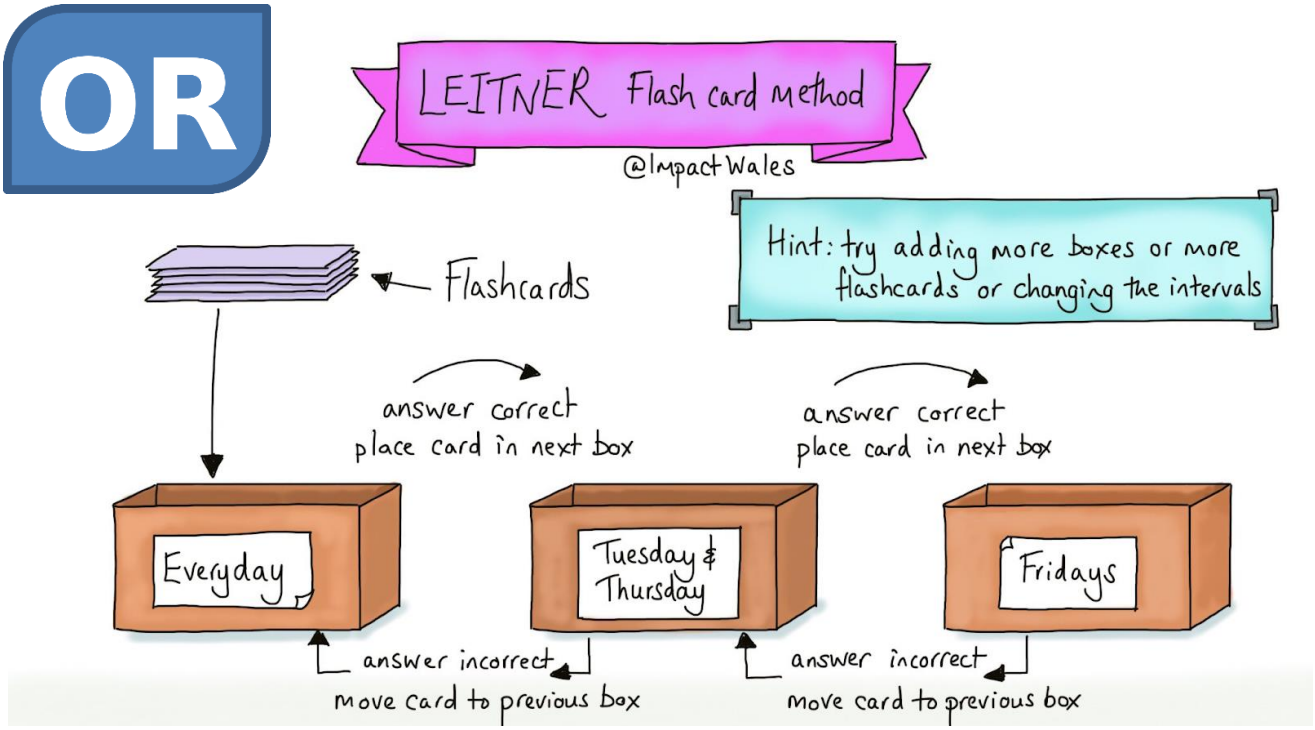
- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.

# Flash Cards

Using flash cards: Self Quizzing

1. Read the question on your flash card
2. Write your answer in a separate book
3. Put your flash card down to one side
4. Move onto the next card
5. Repeat steps 1-3
6. Keep your flash cards in the order you have quizzed them.
7. Mark your answers – highlight any answers you got incorrect.

**OR**




1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1.

# Flash Cards – Getting Started

| Quiz 1 | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

| Quiz 2 | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

| Quiz 3 | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

| Quiz 4 | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

# Self Quizzing

## Summary: Self Quizzing

**1. Identify knowledge**

Identify knowledge/content you wish to cover.

**2. Review and create**

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

**3. Cover and answer**

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

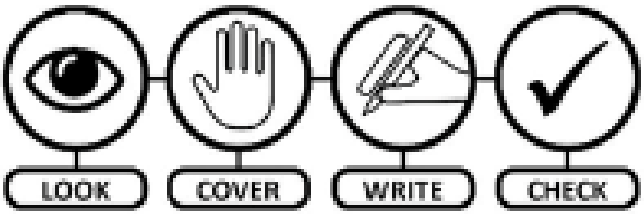
**4. Self mark & reflect**

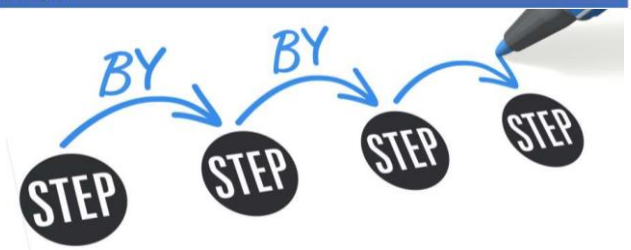
Go back to the content and self mark your answers in **green** pen.

**5. Next time**

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!




1. Use your revision list, pick one topic and read it until you think you can remember its all.
2. Write out no more that 10 questions (you can use the template provided on the next page if you wish).
3. Cover your notes and answer you questions.
4. Uncover your notes and check your answers.

1. Set up your self quizzes weeks in advance and test yourself on a more regular basis as you get towards the exams.
2. Create new quizzes specifically focusing on the content that you could not remember (don't shy away from things you don't know!).

# Self Quizzing

| Quiz 1 | Question | Answer |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

| Quiz 2 | Question | Answer |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

# Summary: How to create a mind map

**1. Identify knowledge**

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

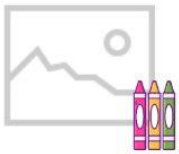
**2. Identify sub topics**

Place the main topic in the centre of your page and identify sub topics that will branch off.

**3. Branch off**

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.



**4. Use images & colour**

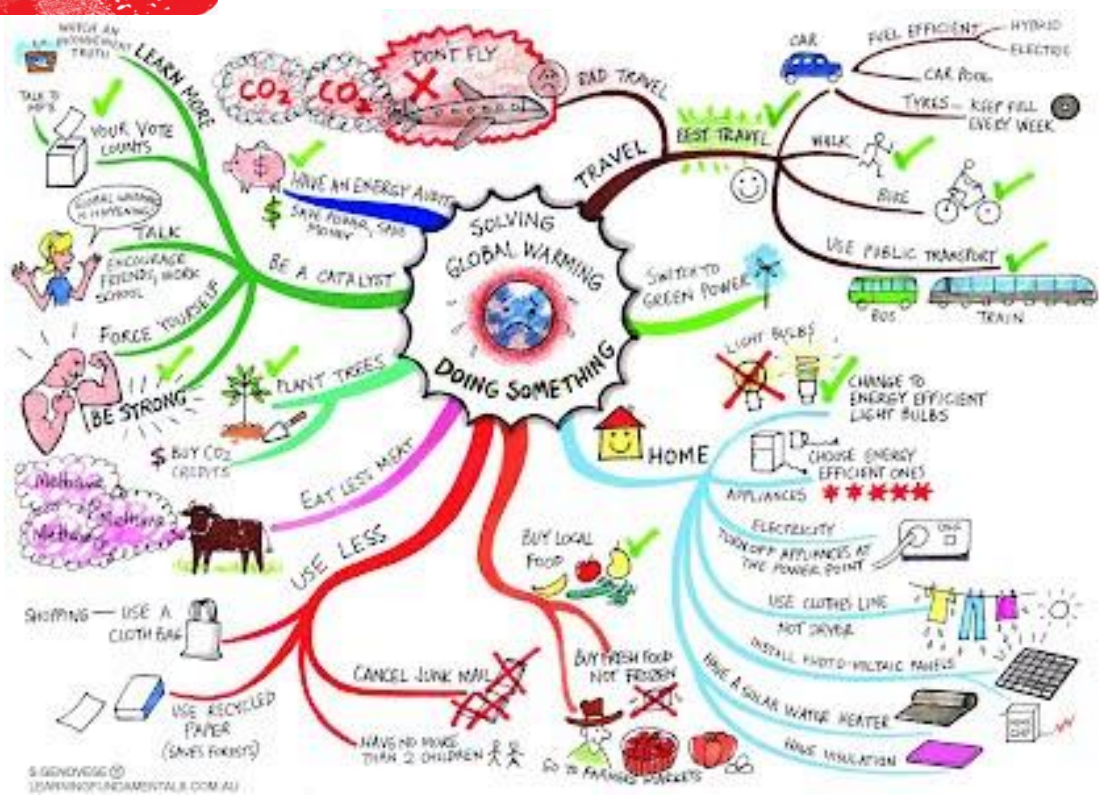
Use images and colour to help topics stick into your memory.

**5. Put it somewhere visible**

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

EXAMPLE



# Summary: Brain dumps

**1. Identify knowledge**

Identify the knowledge/topic area you want to cover.

**2. Write it down**

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

**3. Organise information**

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

**4. Check understanding**

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

**5. Store and compare**

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Follow the 5 step process to complete your brain dumps for different topics of your choice.

You can also complete this is two colours. One colour for content you know and another colour for content you need to revise / that you added.

Remember these do not need to be as organised as a mind map at first. You just write down everything that you remember about your chosen topic, then you organise it, then you can change colour and add in any information that you have missed out.

You might end up with more than one version of a brain dump.

# Design & Technology

| Topic | What to Learn? | Revision Complete |
|---|---|---|
| Health & Safety | Safety Signs; Prohibited, Warning; Mandatory; Emergency | |
| | Safety while using machine tools. | |
| The Key Ring Project | Process of finishing Acrylic. | |
| | Evaluating a specification for a key ring. | |
| The Cross Project | Hand Tool; Names and uses. | |
| | Marking out and measuring. | |
| | How to create a cross halving joint. | |

Any additional notes…

Exam: Reading for Understanding

Topic: Genre

Resources: Pupils should use notes and work produced in lessons and homework.

**Section A**

Task: You will analyse two different blurbs, showing your understanding of genre in each.

You will need to know the following:

- Definition of fiction
- Definition of non-fiction
- Definition of genre
- Types of genre
- Features of genre types (character, setting, plot, word choice)
- Language Devices

You must be able to:

- identify devices
- explain why and how the writer has used a device for effect

Adjective; Verb; Noun; Adverb ;Simile; Metaphor; Alliteration; Rhetorical Question; Onomatopoeia; Exclamations; Short Sentences

**Section B**

Task: Writing a Blurb

- You must be able use your knowledge of genre and language devices to write your own blurbs
- You should practise writing blurbs for different genre types, including the features that belong to that genre type.

# French

- Describing yourself - hair/eye colour/style
- Opinions on family members.
- Give descriptions & describe personality of family

*Focus on spellings and grammar as this assessment will be a written one

Numbers 1-30

Months

Description & Personality

Eyes and Hair

Eyes and Hair

Colours

Family

Opinions

# Geography

| TOPIC | What to learn | Tick Box when revision notes are complete |
|---|---|---|
| What is Geography? | - The 3 types of Geography<br><br>-Examples of the different types of Geography | |
| Map Skills and making connections | - European capital cities<br>- UK Map<br>- Continents and Oceans<br>- Compass Directions<br>- Drawing a sketch map<br>- How am I connected?<br>- Map Symbols<br>- Grid References | |

# History

| TOPIC | What to learn | Tick Box when revision notes are complete |
|---|---|---|
| **Romulus & Remus**<br><br>**Keywords**<br><br>– You must know the following; | - Know the story of Romulus & Remus.<br><br>- CONSUL<br>- SENATE<br>- GOVERNOR<br>- LEGEND<br>- MYTH | |
| **The Roman Army** | - Why did the army benefit the empire?<br><br>- Life of soldiers at Vindalando in Britain.<br><br>- Why were soldiers fit? | ☐ |
| **Roman Religion** | - Know why Romans worshipped each of the gods.<br>- The link between the English words CEREAL & CHRISTMAS with Roman gods.<br>- Who were the DRUIDS? | |

I am able to: ✓ or ✗

| | | |
|---|---|---|
| **Identify good hygiene in the kitchen** | | |
| **Identify good safety in the kitchen** | | |
| **Identify the different pieces of equipment** | | |
| **Label the 5 sections of the eat well guide** | | |
| **List the job of each section of the eat well guide** | | |
| **List one reason why wholegrain foods should be eaten** | | |
| **3 examples of wholegrain foods** | | |
| **List one reason why calcium is important in the diet** | | |
| **3 examples of calcium foods** | | |

Any additional notes…

**Microsoft Publisher Newsletters**

Revision List

- Components of newsletters – text, images, background
- Storyboards
- Considerations when making a newsletter
- Positives and negatives of newsletters

Any additional notes…

# Irish

**Laethanta/Míonna (Days and Months)**

Laethanta na seachtaine

Míonna na Bliana

**Uimhreacha 1-30**

Numbers 1-30

**Mise & Daoine eile**

Myself and others

Mise agus mo theaghlach

Súile/ gruaige

Cá mhéad atá i do theaghlach?

Scoil/rang

Aois

Cá bhfuil tú i do chónaí?

**Beannachtaí** - Greetings

Greetings/General classroom phrases

Cad é mar atá tú?

**An Scoil**

School

Rudaí sa seomra ranga-Objects in the classroom

Any additional notea…

# LLW - Citizenship

You will be given a written test on _____. You will be asked to complete five sections.

The questions will be asked from the topics below (we have covered these in class). Once you are confident that you know each topic really well, place a tick in the end column.

| **Topic 1 – Being a good citizen** | ✓ |
|---|---|
| What being a good citizen means | |
| Explain why rules are important in school | |
| Describe ways how people can be good citizens in the community | |
| **Topic 2 – Identity** | |
| What the term identity means | |
| Explain what people may choose to hide their identity | |
| Explain ways how people can express their identity | |
| **Topic 3 – Diversity** | |
| Write down the meaning of difference | |
| Describe how you are different to another pupil in your class | |
| Explain ways that difference is seen in your community | |
| **Topic 4 – Political Parties** | |
| Be able to correctly identify political parties from their abbreviations | |
| Name another two parties in Northern Ireland | |
| Explain changes you would make in NI if you were a politician for a day | |
| **Topic 5 – Source Question** | |
| In this question you will asked to read information about tackling prejudice and discrimination and answer questions about this. | |

# LLW - Employability

You will be given a written test on _____. You will be asked to complete five sections.

The questions will be asked from the topics below (we have covered these in class). Once you are confident that you know each topic really well, place a tick in the end column.

| **Topic 1 – Job Types** | ✓ |
|---|---|
| Different roles in a supermarket | |
| What qualities are needed in the workplace? | |
| Explain skills needed in the workplace | |
| **Topic 2 – Skills and Qualities** | |
| What does transferable skill mean? | |
| Examples of personal qualities you have used | |
| Explain skills that celebrities have | |
| **Topic 3 – Goals and Targets** | |
| The term used to describe the end result which a person wants to achieve | |
| Goals that GCSE pupils might have | |
| Personal targets to achieve at home and in school | |
| **Topic 4 – Changes in Technology** | |
| Changes to jobs due to technology | |
| Explain how technology is changing in the workplace | |
| How technology has changed your life | |

**Calculators not allowed**

| | Learning Objective to Revise | Revision Complete |
|---|---|---|
| 1 | Read, write and understand the place value of integers and decimals of any size | |
| 2 | Compare and order positive and negative integers and decimals using the symbols less than (<) and more than (>) | |
| 3 | Round numbers to an appropriate degree of accuracy | |
| 4 | Use formal written methods for addition and subtraction of integers and decimals | |
| 5 | Recognise and use relationships between addition and subtraction and inverse operations | |
| 6 | Use formal written methods for multiplication and division of integers and decimals | |
| 7 | Understand and use order of operations | |

Any additional notes…

# Religion

| Topic | What to Learn? | Revision Complete |
|---|---|---|
| New Beginnings | List feelings associated with making a new beginning | |
| | Explain your feelings about starting a new school. | |
| | Explain the ways in which you are special. | |
| The Bible | Name the two sections and the types of book in each section of the bible. | |
| | Be able to use Bible references | |
| | Recall key facts about the history of the Bible | |
| | Recall the discovery of the Dead Sea Scrolls | |
| The Gospel of Mark | Name the four Evangelists and their Symbols | |
| | Recall the stages in writing the Gospels | |
| | Recall key facts about the Gospel of Mark | |
| Advent and Christmas | Recall the history and the season of Advent | |
| | Retell the Christmas Story | |
| | Explain the role of Mary and the qualities she showed | |

Any additional notes…

| I am able to…. | Tick |
|---|---|
| Label an Animal Cell | |
| Label a Plant Cell | |
| Identify main features of an Animal Cell | |
| Identify main features of a Plant Cell | |
| Name the 3 main differences between Plant and Animal cells | |
| Identify a Ciliated Cell | |
| Explain the job of Ciliated Cell | |
| Label the parts of a Microscope | |
| Name a stain used for viewing cells under microscope | |
| Recall the Levels of Organisation | |
| Identify the Main Organ Systems of the Body and their roles | |
| Recall the 3 main States of Matter | |
| Recall the ways in which matter can change state | |
| Draw the arrangement of particles in each state (Solid, Liquid & Gas) | |

Any additional notes…

Edmund Rice College

excellence • respect • care

# Excellence
# Respect
# Care