

Seaford Head School

Year 8 Revision Guide



Achieving Excellence Together

Seaford Head School

INDEX

English

Mathematics

Science

History

Geography

French

Spanish

Music

Design & Technology

Computer Science

English Revision

There will be **2 sections** in your exam - a section on *A Midsummer Night's Dream* and a section on *Creative Writing*.

Section 1: A Midsummer Night's Dream

This extract is from the Shakespeare play *A Midsummer Night's Dream*, Act 1, Scene 1 and shows Helena feeling upset and sad as her friend Hermia is madly in love and has run off with Lysander while Helena loves Demetrius, who does not love her in return.

Helena:
How happy some o'er other some can be!
Through Athens I am thought as fair as she.
But what of that? Demetrius thinks not so;
He will not know what all but he do know:
And as he errs, doting on Hermia's eyes,
So I, admiring of his qualities:
Love looks not with the eyes, but with the mind;
And therefore is wing'd Cupid painted blind.
For ere Demetrius look'd on Hermia's eyne,
He hail'd down oaths that he was only mine;
And when this hail some heat from Hermia felt,
So he dissolved, and showers of oaths did melt.
I will go tell him of fair Hermia's flight:
Then to the wood will he to-morrow night
Pursue her; and for this intelligence
If I have thanks, it is a dear expense:
But herein mean I to enrich my pain,
To have his sight thither and back again.

What is Helena saying here? What does the exclamation mark suggest about her feelings?

How does the audience know that Helena is jealous of Hermia?

What is the symbolism of 'Cupid'? What is Helena saying about love?

How do we know that Demetrius used to love Helena? What happened?

What would the audience think about Helena's betrayal of Hermia here? Is it cruel and mean?

Why is the ending of the soliloquy important?
Why is it worth Helena revealing Hermia's escape?

Why does Shakespeare use rhyming couplets here?

1. Try and answer the questions above - thinking about Helena's thoughts and feelings. How does she reveal that she is heartbroken - and angry at Hermia?
2. Then spend 20 minutes answering the question, '**Look at how Helena is speaking and behaving here. How do you think an audience might respond to this part of the play?**'

Optional sentence starters:

This extract is from *A Midsummer Night's Dream*, Act 1, Scene 1 and shows...
The soliloquy begins with Helena saying... This suggests...
Further on...

Section 2: Creative Writing

Practise writing a piece of description about a crime scene - as if you have just walked into a crime scene. It does not have to be a story with a beginning middle and end but description about your surroundings.

Think about using this success criteria:

Varied sentence openers
A range of sentence types
The use of the senses
Show not Tell
Imagery
Interesting vocabulary
A range of punctuation

Try and time yourself - how much can you write in 20 minutes?

When you're done, read back through your work and see if you can spot any errors and then correct them. Can you use more interesting vocabulary?



You can use this image from The Nutshells (the FBI diorama's that we looked at in class last term) as inspiration or an idea from your own imagination.

Mathematics Revision

Multiply single brackets

$3(2x + 4)$

Area model: $3 \times 2x = 6x$, $3 \times 4 = 12$. Total: $6x + 12$.

Bar model: Three bars of length $2x + 4$. Total: $6x + 12$.

Different representations of $3(2x + 4) = 6x + 12$

Factorise into a single bracket

$8x + 4$

Rectangle with sides $2x + 1$ and 4 . Area: $8x + 4$.

Try and make this the highest common factor

The two values multiply together (also the area of the rectangle)

$8x + 4 \equiv 4(2x + 1)$

Note:
 $8x + 4 \equiv 2(4x + 2)$
 This is factorised but the HCF has not been used

Simplifying a ratio

Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"

6:4

rain sun

Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 the biggest factor (number that multiples into them is 2)

$3:2$

"For every 3 days of rain there are 2 days of sun" - when this happens twice the ratio becomes 6:4

Form and solve inequalities

Two more than treble my number is greater than 11

Find the possible range of values

Form: $x \rightarrow x3 \rightarrow +2 \rightarrow 11$

$3x + 2 > 11$

Solve: $x \leftarrow -3 \leftarrow -2 \leftarrow 11$

$x > 3$

Check: This would suggest any value bigger than 3 satisfies the statement
 $3 \times 3 + 2 = 11 \checkmark$ $10 \times 3 + 2 = 32 \checkmark$

Algebraic constructs

Expression
A sentence with a minimum of two numbers and one maths operation

Equation
A statement that two things are equal

Term
A single number or variable

Identity
An equation where both sides have variables that cause the same answer includes \equiv

Formula
A rule written with all mathematical symbols e.g. area of a rectangle $A = b \times h$

Solve equations with brackets

$3(2x + 4) = 30$

Expand the brackets

$6x + 12 = 30$

-12 -12

$6x = 18$

-6 -6

$x = 3$

Substitute to check your answer. This could be negative or a fraction or decimal

Express as a % - Non-calculator

Percent - per hundred

7 per every 10 are orange $\frac{7}{10}$ This means that 70 per every 100 are orange $\frac{70}{100}$ 70%

27 per every 50 shaded $\frac{27}{50}$ 54 per every 100 shaded $\frac{54}{100}$ 54%

Denominator 100 Equivalent fractions

Express as a % - Calculator

Rosie

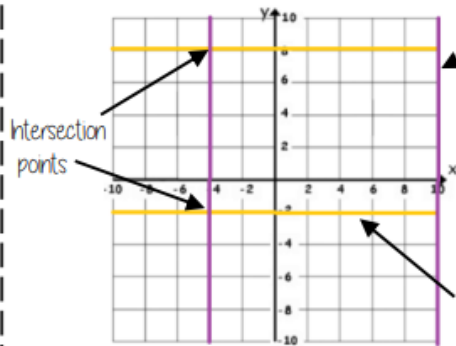
$\frac{13}{30}$ \rightarrow $\frac{13}{30}$ \rightarrow $\times 100$ \rightarrow 43.3333...% \rightarrow 43%

This is the same as $13 \div 30$

Can't use equivalence easily to find 'per hundred'

Decimal percentages are still a percentage

Lines parallel to the axes



All the points on this line have a x coordinate of 10

Lines parallel to the y axis take the form $x = a$ and are vertical

Lines parallel to the x axis take the form $y = a$ and are horizontal

All the points on this line have a y coordinate of -2

e.g (3, -2) (7, -2) (-2, -2)
all lay on this line because the y coordinate is -2

'a' can be ANY positive or negative value including 0

Standard form with numbers > 1

Any number between 1 and less than 10 $\rightarrow A \times 10^n$ \leftarrow Any integer

Example

$$3.2 \times 10^4$$

$$= 3.2 \times 10 \times 10 \times 10 \times 10$$

$$= 32000$$

Non-example

$$0.8 \times 10^4$$

$$5.3 \times 10^{07}$$

Addition/ Subtraction laws for indices

$$3^5 \times 3^2 \rightarrow 3^7$$

$$= (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3)$$

The base number is all the same so the terms can be simplified

Addition law for indices

$$a^m \times a^n = a^{m+n}$$

$$3^5 \div 3^2 \rightarrow 3^3$$

$$\frac{3 \times 3 \times 3 \times \cancel{3} \times \cancel{3}}{\cancel{3} \times \cancel{3}} \rightarrow \frac{3^3}{3^0} \rightarrow \frac{3^3}{1}$$

Subtraction law for indices

$$a^m \div a^n = a^{m-n}$$

Sequences from algebraic rules

$$3n + 7$$

This will be linear - note the single power of n. The values increase at a constant rate

$$2n - 5$$

e.g
1st term = 2(1) - 5 = -3
2nd term = 2(2) - 5 = -1
100th term = 2(100) - 5 = 195

Checking for a term in a sequence

Is 201 in the sequence $3n - 4$?

$$3n - 4 = 201$$

Algebraic rule

Solving this will find the position of the term in the sequence. ONLY an integer solution can be in the sequence.

This is substitution!

$$3n^2 + 7$$

This is not linear as there is a power for n

Substitute the number of the term you are looking for in place of 'n'

Numbers between 0 and 1

$$0.054$$

$$= 5.4 \times 10^{-2}$$

1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
10^0	•	10^{-1}	10^{-2}	10^{-3}
0	•	0	5	4

A negative power does not mean a negative answer - it means a number closer to 0

Complex algebraic rules

$$2n^2$$

2 times whatever n squared is

e.g
1st term = 2 x 1² = 2
2nd term = 2 x 2² = 8
100th term = 2 x 100² = 20000

Misconceptions and comparisons

$$(2n)^2$$

2 times n then square the answer

e.g
1st term = (2 x 1)² = 4
2nd term = (2 x 2)² = 16
100th term = (2 x 100)² = 40000

$$n(n+5)$$

e.g
1st term = 1(1+5) = 6
2nd term = 2(2+5) = 14
100th term = 100(100+5) = 10500

You don't need to expand the expression

Please also find attached the relevant Sparx codes that will aid in your maths revision.

These can be accessed from the “Independent Study” tab when you log in.

All activities have supporting videos.

Rounding decimals	M431
Rounding decimals using significant figures	M131
Using appropriate units	M487
Using appropriate units	M487
Converting units of capacity	M761
Expanding single brackets	M237
Writing and simplifying ratios	M885
Writing probabilities as fractions	M941
Writing probabilities as fractions	M941
Simplifying expressions using index laws	M120
Simplifying expressions using index laws	M120
Algebraic terminology	M830
Solving equations with one step	M707
Solving single inequalities	M118
Finding percentages of amounts with a calculator	M905
Converting between ratios, fractions and percentages	M267
Converting between ratios, fractions and percentages	M267
Using equivalent ratios to find unknown amounts	M801
Converting between fractions, decimals and percentages	M264
Substituting into position-to-term rules	M166
Substituting into position-to-term rules	M166
Substituting into position-to-term rules	M166
Using standard form with positive indices	M719
Using standard form with negative indices	M678
Factorising into one bracket	M100
Expanding single brackets and simplifying expressions	M792
Plotting straight line graphs, Substituting into algebraic formulae	M932, M208
Plotting horizontal and vertical lines	M797
Percentage change without a calculator, Adding decimals	M476, M429
Substituting into expressions, Using the correct order of operations	M327, M521

Science Revision

Year 8 Exam 2

Use the grid below to help you to plan your revision.

Topic	I can...	All good ☺	Not quite sure	Need to revise ☹
A healthy you	...identify the organs involved in the process of digestion			
	...identify the seven different food groups (nutrients), give examples of foods found in each group and explain why we need them			
	...explain why some people might need different amounts of nutrient in their diet			
	...describe what enzymes are and how they are involved in the process of digestion			
	...describe the process of respiration and explain how factors such as exercise may affect the rate at which this process occurs			
	...state which organs may be affected by excessive alcohol consumption			
Electricity and magnetism	...identify the correct symbols for components in an electrical circuit e.g. lamp, switch, cell etc			
	...recognise circuits as either series or parallel			
	...identify a material as either a conductor or an insulator			
	...describe the behaviour of current in series and parallel circuits			
	...predict the measurements of current in both series and parallel circuits			
	... explain why magnets repel and attract			
	...recognise which metals are magnetic and how they would behave in the presence of a magnet			

The exam will also test you on your ability to read and interpret data from experiments.

History Revision

Depth Study

7.5 'The jewel in the crown'

India was the largest and richest of all the countries in Britain's Empire. In the 1850s a **vicero**y, appointed by the British in London, was put directly in charge of the country and ran it on behalf of Queen Victoria. The Queen even gave herself an extra title and started calling herself 'Empress of India' as well as 'Queen of Great Britain and Ireland'!

Mission Objective

- Identify ways that the British takeover of India could be viewed as a good thing... or a bad thing.

India was a colony that many people in Britain treasured most – even calling it 'the Jewel in the Crown'. So how did the British rule India? What was it like for Britons living there? And what was it like for Indians? Study the following sources carefully; they give a fascinating (and revealing) insight into British rule in India.



SOURCE A: Many Britons abroad in India enjoyed a lifestyle far more luxurious than the one they had at home.

'The British who lived in the colonies liked their creature comforts and were able to enjoy them more luxuriously than they generally could at home. With their hordes of servants they could live in a class above themselves.'

SOURCE B: Written by James Morris in Pax Britannica, 1968.



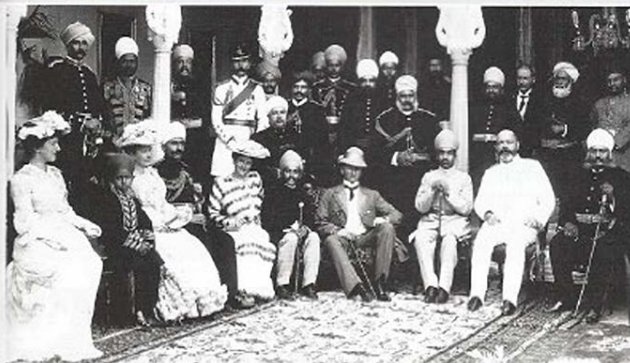
SOURCE C: The British India flag. The term 'British Raj' was used to describe the period of British rule in India between 1858 and 1947. The word 'raj' is Hindi for 'rule'.

'Ceylon (now Sri Lanka) was unified under British rule in 1815. Over the next 80 years the British built 2300 miles of road and 2900 miles of railway in India. The land used for farming increased from 400,000 acres to 3.2 million acres, the schools from 170 to 2900, the hospitals from 0 to 65...'

SOURCE D: Written by James Morris in Pax Britannica, 1968.



SOURCE E: The British built thousands of miles of railway over India. This railway station was built in Bombay (now Mumbai) in 1897. It was known as Victoria Station until 1996, when it was renamed after a seventeenth-century Hindu king.



SOURCE F: George Nathaniel Curzon (seated fourth from right) was Viceroy of India from 1898 to 1905, ruling directly for Queen Victoria. This famous photograph was taken at a well-known Indian palace. Curzon is known today for doing lots of good work in India – like building schools, setting up a national irrigation system to help relieve famine and rebuilding many old Indian buildings. It was Curzon who restored the Taj Mahal to its former glory.

SOURCE G: A quote from the Indian leader Nehru.

'After every other Viceroy has been forgotten, Curzon will be remembered because he restored all that was beautiful in India.'

'India has become impoverished [poor] by their [Britain's] government. They take away our money from year to year. The most important jobs are reserved for themselves. We are kept in a state of slavery. They behave insolently [insultingly] towards us and disregard our feelings...'

SOURCE I: Written by Mohandas K. Gandhi in Indian Home Rule, 1938.

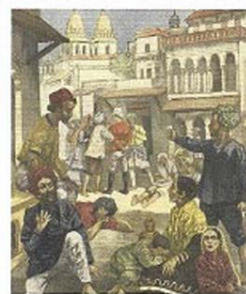
Changing a nation

The issue of British control and influence in India has always been controversial and has often been interpreted differently. Some argue that India benefited from British influence in some ways. By 1900 the British had built dams and dug nearly 70,000 miles of canal. They also introduced a new legal system and helped settle ancient feuds between rival areas and regions... whether the Indians wanted these things or not!

But India suffered too. British customs were forced on the people and local traditions, culture and religions tended to be ignored. Indian workers were often exploited, the country's raw materials were taken back to Britain and native lands were seized... and if there was ever any resistance, the British Army usually came down very hard on the rebels.

Wise Up Words

vicero



SOURCE H: A picture of the Indian famine of the late 1800s. Approximately 6 million Indians died – and many Indians blamed the British for not doing enough. Even Florence Nightingale, the famous British nurse, said 'We do not care enough to stop them dying slow and terrible deaths from things we could easily stop. We have taken their land, and we rule it, for our good, not theirs.'

Work

- Write a sentence or two explaining the following terms:
 - vicero
 - Empress of India
 - British Raj
- Make two lists, one of all the good things that British rule brought to India and one of all the negative things about British rule.
 - Create a poster called 'The British in India'. Using no more than ten words (what a challenge!) show the positives and negatives of British rule.

Depth Study

Militarism

People took great pride in their armies and navies. To make sure that theirs were the best, countries spent more and more money on bigger and bigger armies (known as 'militarism'). Nobody wanted the smallest army, so countries got caught up in an **arms race**. To many, there was no point in having a big, expensive army if you weren't going to use it, and whenever countries fell out the temptation to use those weapons was always there.



Imperialism

Britain had conquered lots of land all over the world by 1914 and had a huge empire. But other nations wanted big empires too – a desire known as 'imperialism' (from the word 'empire'). The race to gain control of other nations, particularly in Africa, led to tension and fierce rivalries among European countries. They began to see each other as a threat to their overseas possessions and thought war was the only way to remove this threat permanently.



Long-term causes of WW1

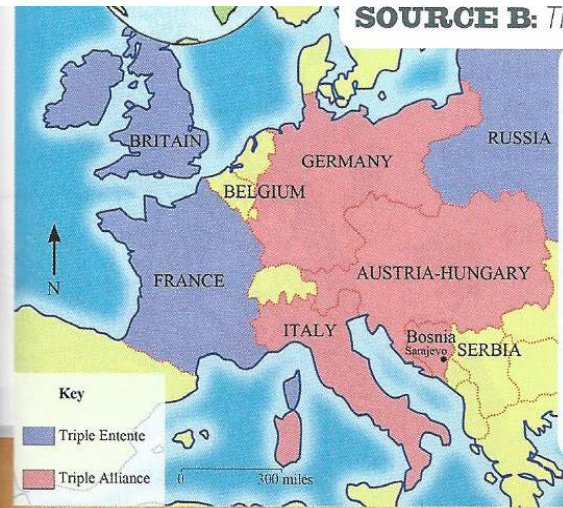
What could so many countries fall out about? And why did so many young men volunteer to join the slaughter?

Nationalism

At the beginning of the twentieth century, people started to take great pride in their countries. This is called 'nationalism' – thinking that your nation is better than others. Unfortunately, for many leaders of Europe, the best way to prove they were the best was to have a war with their rivals.



SOURCE B: *The Alliance System.*



Alliances

As each country began to feel threatened, they looked for friends to back them up in a war – known as allies. Europe split into two alliances. Britain, France and Russia formed the **Triple Entente**, and Germany, Austria-Hungary and Italy formed the **Triple Alliance**. The idea was to put people off starting a war as it would mean fighting against three nations instead of one. Although this made them feel more secure, it meant it would only take one small disagreement between any two nations involved and all of Europe would be dragged into a war.

Depth Study

2.1B Why did the Great War start?

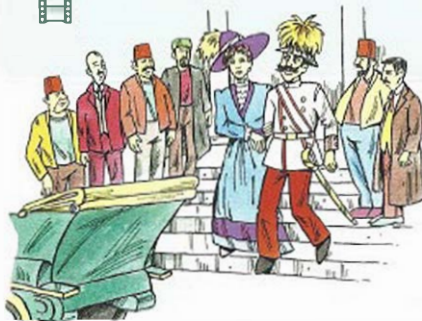
The short-term reason

Some historians have compared Europe in 1914 to a barrel of gunpowder in that it only needed a spark to make the whole thing explode. On 28 June 1914 the spark arrived. All it took was the murder of one man and his wife and all of the major nations of Europe were plunged into war. So who was this man? How was he murdered and why? And how did his death lead to the Great War?

Unhappy anniversary

On 28 June 1914, the heir to the kingdom of Austria-Hungary – Archduke Franz Ferdinand – arrived in the Bosnian city of Sarajevo. It was his wedding anniversary, so he was joined on the visit by his wife, Sophie. Bosnia was part of Austria-Hungary – but only since 1908 when it had been conquered. Many Bosnians were still deeply unhappy about this. They wanted to join with their neighbours, Serbia, and many Serbians wanted Bosnia to join with them. One gang of Serbians, known as the 'Black Hand', decided to take drastic action to highlight their cause – they planned to **assassinate** the Archduke. His visit to Sarajevo was the perfect opportunity.

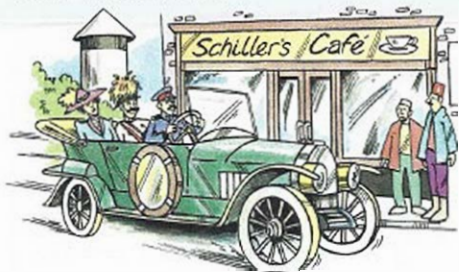
1 Archduke Franz Ferdinand and his wife arrived at Sarajevo train station at 9:28am. They were driven towards the Town Hall to meet the Mayor. Crowds lined the streets and the car drove slowly so that the royal couple could wave to the people.



2 Six Black Hand assassins waited for the car by the Cumurja Bridge. As the open-topped car passed, one of the Serbians threw a bomb at the royal couple. The bomb ended up beneath the car behind and blew up, injuring several people. The Archduke's car sped off to the Town Hall with a terrified Ferdinand inside.



3 The Archduke cancelled the rest of his visit, but decided to visit those injured by the bomb before he went home. At 11:00am, he again got into the chauffeur-driven car – but it drove a lot faster this time! As they passed Schiller's café, the driver was informed that he'd taken a wrong turn. He stopped to turn around.



4 After the bomb attack, the assassins had split up and run into the crowds. By coincidence, one of the gang – 19-year-old Gavrilo Princip – was standing outside the café. He took out a pistol, walked towards the car and fired two shots. Ferdinand was hit in the throat; his wife Sophie was shot in the stomach. Both were killed.



How did this murder lead to war?

Although the assassination was a terrible event, you might be wondering how this started a war. Read **Source B** carefully and you will discover that the murder started a countdown to the biggest war the world had ever known.

28 July: Austria-Hungary blames Serbia for killing the Archduke and attacks Serbia.

29 July: Russia, which has promised to protect Serbia against attack, gets its army ready to attack Austria-Hungary.

1 August: Germany, which supports Austria-Hungary, hears about Russian preparations for war. Germany declares war on Russia.

2 August: Britain prepares its warships.

3 August: Germany, which is more worried about the French army than about the Russians, decides to attack France first. It declares war on France, hoping to defeat the French quickly, and then on to face the Russians!

2 August: Germany asks Belgium to allow German soldiers to march through Belgium to attack France. Belgium says 'no'. Germany marches in anyway two days later. Britain, which has a deal to protect Belgium from attack (dating back to 1839), declares war on Germany.

6 August: Austria-Hungary declares war on Russia.

12 August: Britain and France declare war on Austria-Hungary.

▲ **SOURCE B:** *Timeline of events.*

Why was Hitler elected?

Hitler/Nazi strengths

- Hitler was a great public speaker who could get a crowd excited about his message.
- Hitler and the Nazis used propaganda to persuade the Germany people to vote for them. They produced posters and held huge meetings around Germany to gain support.
- The Nazis developed a striking image with a powerful logo (the Swastika) and simple messages that had strong appeal. Hitler and the Nazis promised to set up public work programs to help get people back to work.
- The Nazis made lots of promises to appeal to different groups of people. They said they'd increase old age pensions, help farmers and shop keepers and make Germany a great power again
- The Nazis promised to end the Treaty of Versailles, end reparations and blamed on the Jews for the bad situation of Germany in the 1930s instead of the Germans

Economic problems in Germany

- After WWI Germany had to pay £6.6 billion to France and Belgium in compensation. This was a huge amount of money to pay especially when Germany was suffering from the impact of the war. This helped lead to hyperinflation and many Germans lost their savings in the early 1920s.
- The economic depression in America after 1929 effected the whole world. Germany was
- very badly effected as its government and businesses had borrowed money from US banks. These banks now wanted their money back and could offer no more. Many German businesses went bankrupt and many Germans became unemployed.
- Hitler and the Nazi's promised 'work and bread' – in other words to give people jobs so they could support their families.

Geography Revision

Create a revision poster including the following topics:

1. Describing weather - <https://www.metoffice.gov.uk/weather/forecast>
2. The water cycle (list and describe 4 key features)
3. Measuring weather (list 4 measuring tools, what they measure and their unit of measurement.)
4. Air pressure and masses (identify 4 air masses and describe typical conditions)
5. UK winter storm (identify the causes, impacts and responses)
6. Climate zones (identify and describe 4 climate zones)
7. Russia's climate
8. Climate change (identify the causes and impacts)

Success criteria:

- Split an A4 page into 8 sections
- Write at least 4 bullet points for each section.

You must also revise previous topics studied in Year 8, including Tectonic Hazards, Development and World Cities.

French Revision

Key words and vocabulary

Module 1

Hier – Yesterday

Le weekend dernier – last week

mardi dernier – last Tuesday

j'ai joué au tennis - I played tennis

j'ai mangé des glaces - I ate ice creams

j'ai retrouvé mes amis - I met up with my friends J'ai

écouté de la musique - I listened to music j'ai acheté des baskets - I bought some trainers

j'ai regardé des clips vidéo - I watched video clips j'ai nagé dans la mer - I swam in the sea

j'ai traîné à la maison - I hung around the house Qu'est-ce que tu as fait pendant les vacances? - What did you do during the holidays?

j'ai visité un parc d'attractions - I visited a theme park

j'ai bu un coca au café - I drank a coke at the café J'ai pris beaucoup de photos. - I took lots of photos J'ai vu un spectacle - I saw a show

j'ai fait une balade en bateau - I went on a boat ride j'ai vu mes personnages préférés - I saw my favourite characters j'ai fait tous les manèges - I went on all the rides

Sequencers:

d'abord - first of all ensuite/puis - next, then après - afterwards, after finalement – finally

opinions:

c'était - it was fantastique - fantastic

génial - great / super - brilliant / amusant - fun

Ce n'était pas mal - It wasn't bad

Module 2 -

demain – tomorrow

le weekend prochain – next week

mercredi prochain – next Weds

Ca va être...+adj - It's going to be...+adj

Je vais + infinitive ... - I am going+to ...

Qu'est-ce que tu vas manger pour la fête ? - What are you going to eat for the festival?

Je vais manger ... - I am going to eat ...

Qu'est-ce que tu vas faire? - What are you going to do?

visiter le marché de Noël. - to visit the Christmas market.

acheter un cadeau. - to buy a present.

admirer les maisons illuminées. - to admire the illuminated houses.

écouter des chorales. - to listen to some choirs. manger

une tarte flambée. - to eat a pizza-like tart. boire un jus de

pomme chaud. - to drink a hot apple juice

aider – to help

laisser – to leave (an object)

le fromage - cheese

le jambon - ham

un chou-fleur - a cauliflower

un haricot vert - a green bean

un melon - a melon

un œuf - an egg

un oignon - an onion

une banane - a banana

une pomme - an apple

une pomme de terre - a potato

une tomate - a tomato

des pommes de terre - potatoes

des pommes - apples

des oignons - onions

du jambon - ham

du fromage - cheese

des tomates - tomatoes

des bananes - bananas

des haricots verts - green beans

des oeufs - eggs

Qu'est-ce que tu vas manger pour la fête ? - What are you going to eat for the festival?

Je vais manger ... - I am going to eat ...

une salade niçoise. - a tuna and olive salad.

une tarte flambée. - a pizza-like tart.

un couscous aux légumes. - a vegetable couscous.

une crêpe - a pancake

des moules-frites - mussels and chips

une quiche lorraine - a bacon quiche

du thon - tuna

du fromage blanc - soft white cheese

de la pâte - pastry

des olives - olives

des pois chiches - chickpeas

des carottes - carrots

C'est comment? - What is it like?

C'est très bon. - It is very good.

C'est délicieux. - It is delicious.

C'est savoureux. - It is tasty.

Module 3

J'aime/je n'aime pas I like/ I don't like

Les comédies Comedies

Les dessins animés Cartoons

Les documentaires Documentaries

Les feuilletons Soaps

Les infos The news Les jeux Game shows

Les séries Series

les émissions de... Programs

...cuisine Cookery

...musique Music

...sport Sport

...science-fiction Science fiction

...télé réalité Reality

Parce qu'ils/elles sont Because they are Ridicul(e)s Ridiculous

Divertissant(e)s Entertaining

intéressant(e)s interesting

Passionnant(e)s exciting

Plein(e)s d'action

Full of action ennuyeux/ses boring

Nuls/nulles rubbish marrant(e)s funny

Bête(s) stupid

Je regarde la télé I watch tv

Avant les cours Before lessons

tous les soirs Every evening

Le weekend At the weekend

Dans le salon In the living room

Dans le bus On the bus

Grammar:

Dans ma chambre In my bedroom
Avec ma famille With my family Seul(e) Alone

Je regarde I watch

Des chaînes sur youtube YouTube channels
À la demande, sur netflix On demand ,on Netflix
Sur mon smartphone
On my smartphone
Sur mon ordinateur On my computer Sur ma tablette On my tablet

Je pense que ... - I think that ...
il fait beau. - the weather is fine.
il fait mauvais. - the weather is bad.
il fait chaud. - it is hot.
il fait froid. - it is cold.
le matin - (in) the morning
l'après-midi - (in) the afternoon
le soir - (in) the evening

OPINIONS:

J'aime
Je n'aime pas
Je déteste – I hate J'adore – I love
Je pense que – I think that A mon avis – in my opinion
C'est facile It's easy
C'est varié Its varied
Ce n'est pas cher It's not expensive

- Adjective endings (masc and plural)

Many adjectives change with masculine and feminine nouns.

	masculine singular	feminine singular
most adjectives	arrogant intelligent	arrogant e intelligent e
ending in -e	drôle modeste	drôle modeste
ending in -eux	généreux sérieux	génére use série use
irregular	beau	belle

In the masculine form, the final *t* is silent (*Il est arrogant*).

In the feminine form, you pronounce the *t* (*Elle est arrogante*).

- Timphrases
- Opinions: j'aime... car c'est ...
- Verbs in present for Je
- Verbs in past for Je (refer to Module 1)
- Verbs in future for Je (refer to Module 2)
- "some" for food.

To say 'some' in French, use the partitive article:

masculine	du thon
feminine	de la pâte
vowel or h	de l' eau
plural	des olives

You always need an article before a food item in French:

*Il y a **du** thon et **des** olives.*

When you translate into English, you can translate the partitive article by using the word 'some', or by leaving it out:

There is **some** tuna and **some** olives. or There is tuna and olives.

- Quantities: une tranche de (a slice of), un kilo de (1 kilo of), un litre de (1 litre of), un morceau de (a piece of), beaucoup de (a lot of)

Key words**¿Qué haces con tu móvil?**

Chateo con mis amigos.
 Comparto mis vídeos favoritos.
 Descargo melodías o aplicaciones.
 Hablo por Skype.
 Juego.
 Leo mis SMS.
 Mando SMS.
 Saco fotos.
 Veo vídeos o películas.

What do you do with your mobile?

I chat with my friends.
I share my favourite videos.
I download ringtones or apps.
I talk on Skype.
I play.
I read my texts.
I send texts.
I take photos.
I watch videos or films.

¿Con qué frecuencia?

todos los días
 dos o tres veces a la semana
 a veces
 de vez en cuando
 nunca

How often?

every day
two or three times a week
sometimes
from time to time
never

¿Qué tipo de música te gusta?

el rap
 el R'n'B
 el rock
 la música clásica
 la música electrónica
 la música pop
 ¿Qué tipo de música escuchas?
 Escucho rap.
 Escucho la música de ...
 Escucho de todo.

What type of music do you like?

rap
R'n'B
rock
classical music
electronic music
pop music
What type of music do you listen to?
I listen to rap.
I listen to ...'s music.
I listen to everything.

Opiniones

Me gusta (mucho)...
 Me encanta...
 No me gusta (nada)...
 la letra
 la melodía
 el ritmo
 porque es guay/triste/horrible
 ¿Te gusta la música de...?
 Me gusta la música de ...
 mi canción favorita
 mi cantante favorito/a
 mi grupo favorito
 En mi opinión...

Opinions

I like... (very much)
I love...
I don't like... (at all)
the lyrics
the tune
the rhythm
because it is cool/sad/horrible
Do you like ...'s music?
I like ...'s music.
my favourite song
my favourite singer
my favourite group
In my opinion...

Prefiero las comedias**I prefer comedies**

un programa de deportes
un concurso
un documental
un reality
una comedia
una serie policíaca
una telenovela
el telediario
más... que...
divertido/a
informativo/a
interesante
aburrido/a
emocionante

*a sports programme
a game show
a documentary
a reality show
a comedy
a police series
a soap opera
the news
more... than...
funny
informative
interesting
boring
exciting*

¿Qué hiciste ayer?

Bailé en mi cuarto.
Fui al cine.
Hablé por Skype.
Hice gimnasia.
Hice kárate.
Jugué en línea con mis amigos/as.
Jugué tres horas.
Monté en bici.
Vi una película.
Salí con mis amigos/as.
No hice los deberes.
ayer
luego
por la mañana
por la tarde
un poco más tarde

What did you do yesterday?

*I danced in my room.
I went to the cinema.
I talked on Skype.
I did gymnastics.
I did karate.
I played online with my friends.
I played for three hours.
I rode my bike.
I watched a film.
I went out with my friends.
I didn't do my homework.
yesterday
later, then
in the morning
in the afternoon
a bit later*

Palabras muy frecuentes

así que
más... que...
mi/mis
su/sus
normalmente
no
nunca
o
además
porque
también
y

High-frequency words

*so (that)
more... than...
my
his/her
normally
no/not
never
or
in addition, furthermore
because
also, too
and*

Grammar

Gramática

You use the present tense to talk about what usually happens.

There are three groups of regular verbs:

■ -ar verbs

hablar	to talk
hablo	I talk
hablas	you talk
habla	he/she talks
hablamos	we talk
habláis	you (pl) talk
hablan	they talk

■ -er verbs

leer	to read
leo	I read
lees	you read
lee	he/she reads
leemos	we read
leéis	you (pl) read
leen	they read

■ -ir verbs

compartir	to share
comparto	I share
compartes	you share
comparte	he/she shares
compartimos	we share
compartís	you (pl) share
comparten	they share

Some verbs are stem-changing:
jugar → to play juego → I play

>> p46

Gramática

When you give opinions with **me gusta**, make sure you use the definite article **el, la, los** or **las** before the noun. You may not use 'the' in English, but you must use **el, la, los** or **las** in Spanish.

Me gusta el rap.
I like rap.

Le encanta la música pop.
He/she loves pop music.

However, you don't need **el** or **la** if you are saying what style of music you listen to.

Escucho rap. I listen to rap.

Gramática

The verb **hacer** (to do/to make) is irregular. Learn its preterite form by heart.

hice	I did
hiciste	you did
hizo	he/she did
hicimos	we did
hicisteis	you (plural) did
hicieron	they did

Gramática

When you want to compare two things, you use the comparative.

más + adjective + que...
more... than...

The adjective must agree with the noun.

Los realitys son más divertidos que los concursos.
Reality shows are funnier than game shows.

Las series policíacas son más aburridas que las telenovelas.
Police series are more boring than soap operas.

>> p46

Gramática

You use:

- the **present tense** to talk about what **usually happens**.
- the **preterite** to talk about **past events**.

All types of verbs (regular -ar, -er and -ir verbs, stem-changing verbs and irregular verbs) change their endings to show whether they are in the present or the preterite.

Present	Preterite
monto, juego, veo, salgo, hago, voy	monté, jugué, vi, salí, hice, fui

>> p47

Gramática

Preferir (to prefer) is a stem-changing verb. Some people call these 'boot' verbs.

prefiero	I prefer	preferimos	we prefer
prefieres	you prefer	preferís	you (plural) prefer
prefiere	he/she prefers	prefieren	they prefer

Music Revision

Year 8 Practical Exam (Summer Term)

The second music exam is a practical assessment. This is representative of the skills required at GCSE or BTEC music.

You will be assessed on the following practical skills:

1. Listen to a rhythm and clap this back in time with a beat.
2. Play the following Chords on keyboard or guitar:
E major (E+G#+B)
G major (G+B+D)
D major (D+F#+A)
A major (A+C#+E)
3. Play 3 of these chords in time with a rhythm (one chord per bar) with whichever of the two songs you have studied with your teacher in your lessons:
a) Bittersweet Symphony b) Born to be Wild
4. Improvise/compose a bass or guitar riff over the chord pattern given by your teacher.

Steps 1 and 2 will be assessed live by your teacher.

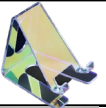



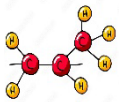

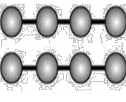
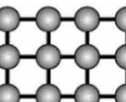

Steps 3 and 4 can be assessed live or on Logic Pro software.

There are no facts to revise for your exam, but you may wish to make use of instruments at home or the music department at lunchtime to practise these skills.

Good luck with your practical assessment – Seaford Head School Music Department

Design & Technology Revision

Y8 DT Exam Revision Part 1

Key Term	Picture of Term	Meaning
Design Brief	YOU ARE TO DESIGN AND MAKE...	A brief explanation of what you need to do for a project.
Design Specification	ACCESS FM	A more detailed / specific explanation of what you need to do for a project.
Product		Something that a Designer makes and is used by people.
Function		What a product does.
User		The person that uses the product.
Design		To produce a visual idea of what you could make.
Polymer		The material that is made up of a chain of molecules, plastic is a polymer.
Plastic		A synthetic human-made polymer using Crude Oil.
Thermo-plastic		The type of plastic that can be reheated again and again and can be recycled. The polymers are loosely connected so can move when heated.
Thermosetting Plastic		The type of plastic that can not be reheated or recycled and will only char when reheated. The polymers are strongly connected so can not move when heated.
Acrylic Plastic		The Thermo-plastic / polymer you are using for the plastic phone stand .

ART DECO 1924 - 1940

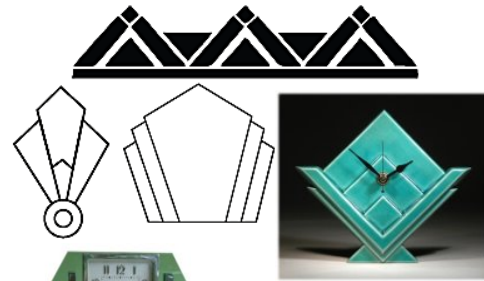


Art Deco is an international decorative arts movement, popular between the years 1924 - 1940. Art Deco is usually associated with the architecture of the 1930s and speed and luxury. Recently it has seen a revival. www.technologystudent.com
It is a style, that relies on bold designs, clear lines, vibrant colours and patterns. Geometric shapes and intense colour schemes are prominent.

KEY FEATURES

BOLD DESIGNS SYMMETRICAL DESIGNS
GEOMETRIC SHAPES AND PATTERNS
VIBRANT COLOUR SCHEME
STREAMLINED STYLISH ELEGANT

ART DECO - SHAPES AND FORMS - 1



Revision Task
Copy and or draw something in the Art Deco style.

The 6Rs of Sustainability

Are ways to design and think about products/materials to be more environmentally friendly.

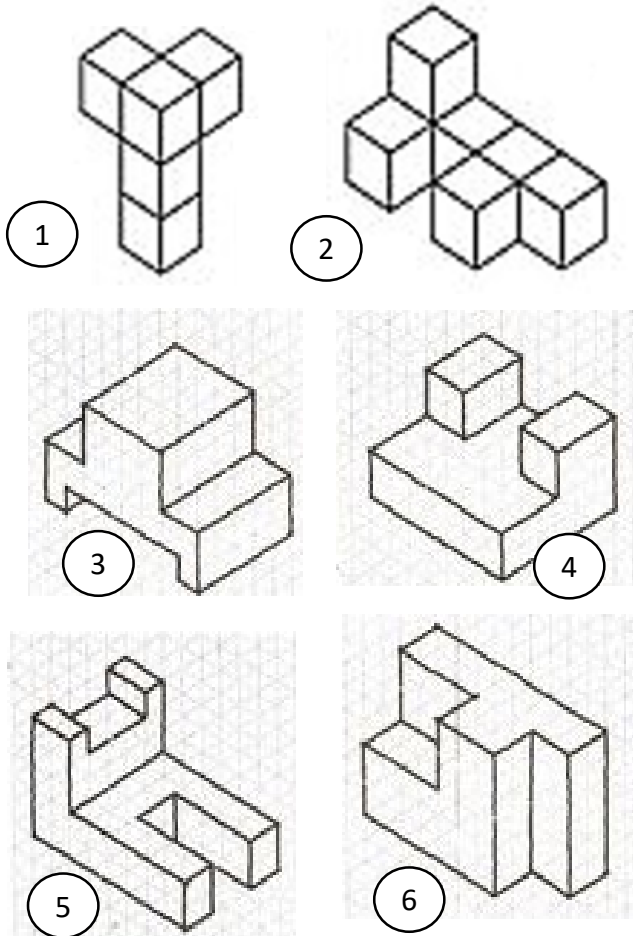
Reduce	Cut down the amount of material and energy you use as much as you can
Refuse	Refuse to use a material or buy a product if you don't need it or if it's bad for people or the environment
Reuse	Use a product to make something else with all or parts of it
Rethink	Do we make too many products? Rethink designing, and design in a way that considers people and the environment
Repair	When a product breaks down or doesn't work try to fix it
Recycle	Recycle and reprocess a material or product to make something else

The rules of 3D Isometric drawing are that your drawn lines must follow the lines on the paper.
Lines go at diagonals and verticals.

But NEVER horizontal.

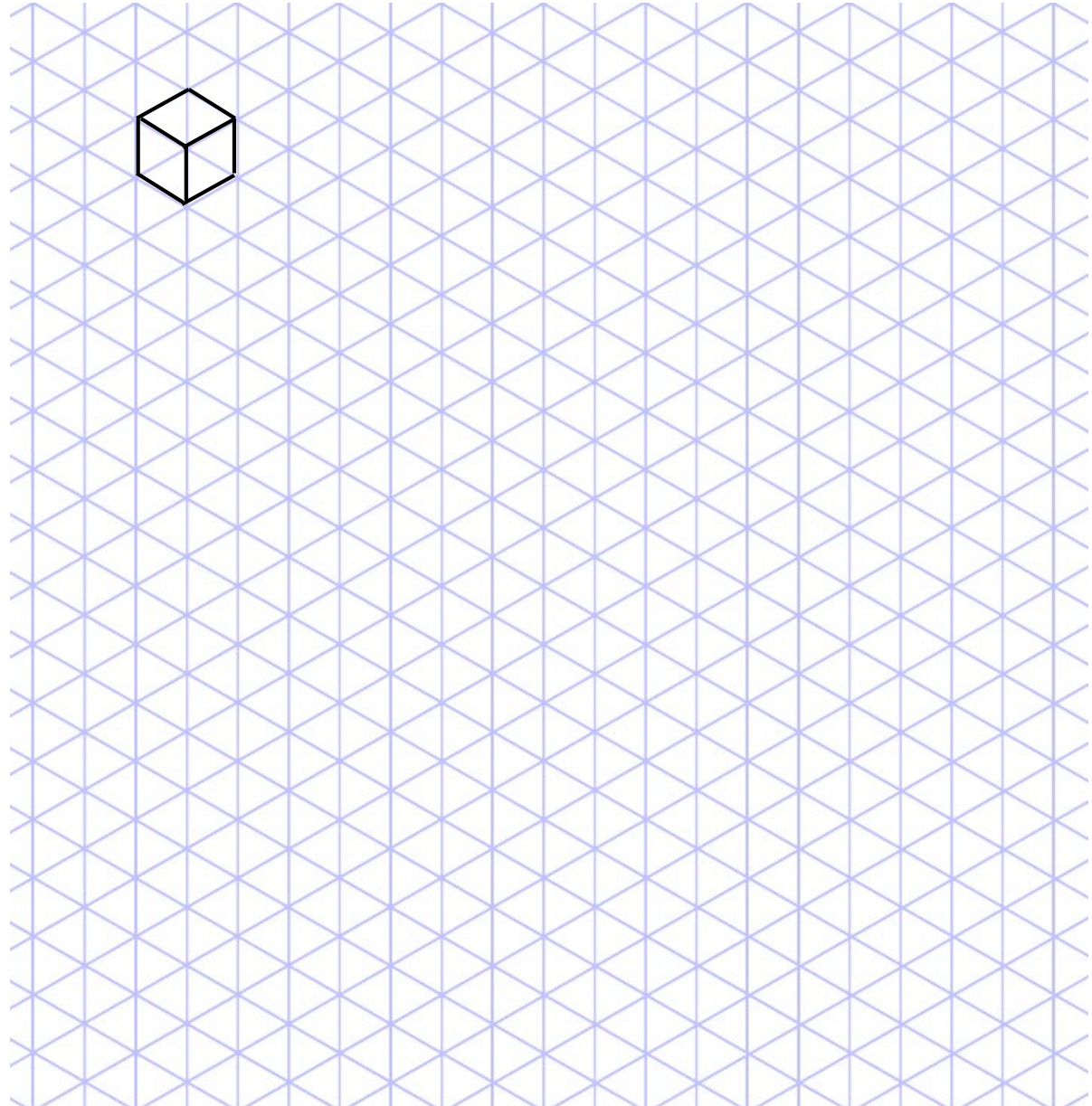
To Revise - Practice drawing cubes, cuboids and shapes on the isometric paper. The shapes go from easy to hard.

First cube has been drawn for you.



Y8 DT Exam Revision Part 2

Isometric Drawing



Copyright law:

Copyright law protects the owner of a creative work from having it illegally copied. (books, apps, music, videos etc.)

When you see the symbol and text, e.g.

© Copyright David Morris



This means that you are not allowed to copy or redistribute this work

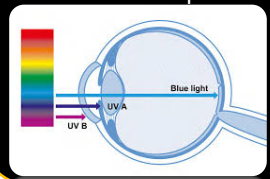
The Computer Misuse Act:

A law to prevent unauthorised access to a computer system without permission. To also prevent illegally accessing, modifying or deleting files without permission.

Example: Hacking into someone's computer and deleting files



Blue Light – Blue light from computer screens and mobile phones can cause health issues such as 'eye strain', 'blurry vision' and 'sleep loss'.



RSI - Repetitive strain injury (a general term used to describe the pain felt in muscles caused by repetitive movement and overuse)

Most Commonly found in...

- forearms and elbows
- wrists and hands
- neck and shoulders



Y8 Computer Science Revision



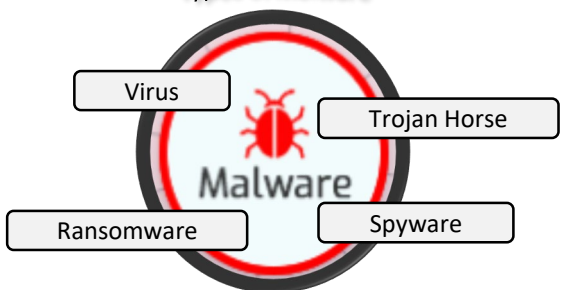
The Data Protection Act:

The principals include:

- Data must be accurate and up to date
- You have a right to see what data is held about you
- The data must be protected from unauthorised access

Malware – Short for Malicious Software that is design to cause damage or hard to you or your computer / files.

Types of Malware



Computer Memory Size: (in order)	Example:
Bit	1 or 0
Nibble	4 x bits (Example: 1010)
Byte	8 x bits (Example: 10110011)
Kilobyte (Kb)	1024 bytes
Megabyte (Mb)	1024 Kilobytes
Gigabyte (Gb)	1024 Megabytes
Terabyte (Tb)	1024 Gigabytes
Petabyte (Pb)	1024 Terabytes

ISP– Internet Service Providers
Company you pay to provide you access to the internet



Cloud Storage: – Files saved online on a server.



RAM– Random Access Memory (short term memory for programs running on the computer)

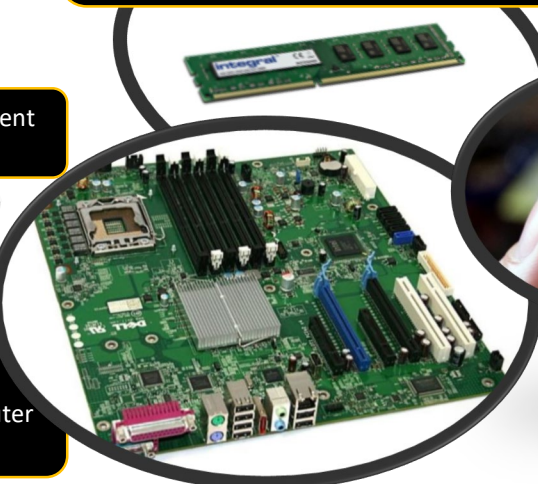
Volatile – Data is lost when power is lost.

Server– Large storage computer that other computer devices can connect to on a network.

Bus– Carries data to all the different components. (wires and cables)

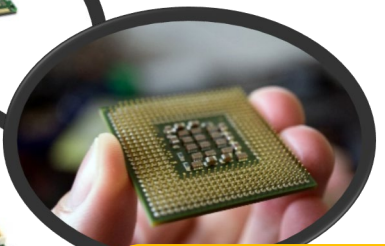


Motherboard– The main circuit board inside (internal) the computer that all components connect too.



CPU– Central Processing Unit Sometimes known as 'Processor'. Performs all the calculations with binary data.

Hertz – speed the processor is measured in.



Y8 Computer Science Revision

Interact with the user (input and output)

Python code examples:

```
Print a message
print('Hello, world!')

Print multiple values (of different types)
ndays = 365
print('There are', ndays, 'in a year')

Asking the user for a string
name = input('What is your name? ')

Asking the user for a whole number (an integer)
num = int(input('Enter a number: '))
```

Decide between options

```
Decide to run a block (or not)
x = 3
if x == 3:
    print('x is 3')

Decide between two blocks
mark = 80
if mark >= 50:
    print('pass')
else:
    print('fail')

Decide between many blocks
mark = 80
if mark >= 65:
    print('credit')
elif mark >= 50:
    print('pass')
else:
    print('fail')
```

```
Are two values
x == 3

Are two values not equal?
x != 3

Less than another?
x < 3

Greater than another?
x > 3

Less than or equal to?
x <= 3

Greater than or equal to?
x >= 3
```

Variable: a container for storing a data value (it can change)

```
name = input('What is your name? ')
```

Syntax error: an error in your code (normally speech marks or brackets missing)

Comparison Operators For comparing two things

Comparison Operator	Meaning
==	Equals to
>	Greater than
<	Less than
>=	Greater than or equals to
<=	Less than or equals to

Arithmetic Operators For doing calculations

Arithmetic Operator	Meaning
+	Addition
-	Subtraction
*	Multiplication
/	Division

Binary code:

Used to represent all types of digital data:

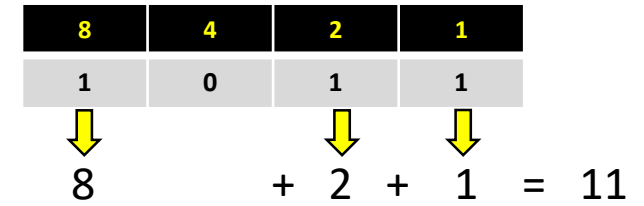
- Numbers
- Text & symbols
- Sound
- Images
- Colours



NOTE: All digital data

Binary – Add up the value of the switches that are on...

1 = On
0 = Off

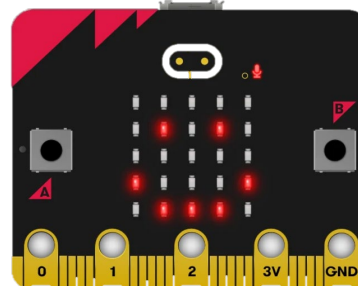
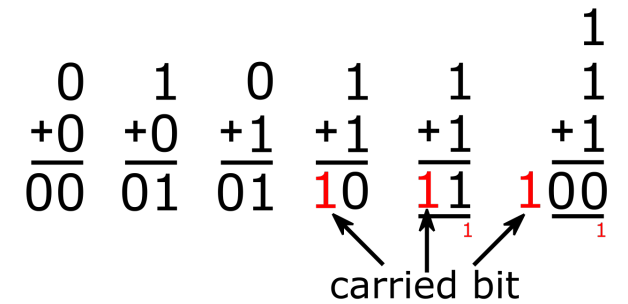


Binary Addition Rules:

Like column addition but always written as binary number when carrying the digits

Binary Addition Rules:

0 + 0 = 0
 1 + 0 = 1 (2 in binary)
 1 + 1 = 10 (3 in binary)
 1 + 1 + 1 = 11



Microbit coding:

- Microbit - Small programmable computer.
- Emulator – used to test code (the virtual on-screen microbit)
- Compile – download a file that is converted to run on a specific device.
- Accelerometer – measures movement
- Magnetometer – calculates the direction (North, South, East, West)

Coding Terms:

- Decomposition – breaking down a problem
- Abstraction – Removing any unnecessary information not needed to code
- Sequence code – In a particular order
- Selection code – IF statements (used to check conditions and make decisions)
- Iteration Code – Repeating code