

## Year 8 Formal Assessments - 2022/23

### YEAR 8 FORMAL ASSESSMENT SCHEDULE - 2022/2023

DEPARTMENT	FORMAL ASSESSMENT (31 <sup>st</sup> October)	FORMAL ASSESSMENT (20 <sup>th</sup> December)	FORMAL ASSESSMENT (16 <sup>th</sup> March)	SUMMER ASSESSMENT June
<b>ICT</b>	<p><b>Getting Started and Basic Skills</b>            Students will be introduced to ICT in St. Patrick's and will complete an <i>online assessment</i> to determine their understanding and awareness of elements covered throughout Unit 1 including: Log-in procedures and passwords; Rules of the ICT room and the importance of the School Acceptable Use policy; file/folder management; printing in school and accessing MySchool/Fronter/Files at home.</p>	<p><b>Rules of the ICT Room</b>            Students will be assessed on their ability to use MS Word tools to create a professional poster focusing on "The Rules of the ICT Room".</p>	<p><b>Internet Safety</b>            Students will complete a number of tasks throughout this unit on Internet Safety. The purpose of this unit is to alert students to the dangers of the online world.             Students will be assessed on their ability to use MS PowerPoint tools to create an informative presentation to raise awareness of the dangers of social media and how to stay safe online.</p>	<p><b>Excel Skills</b>            Students will be assessed on their knowledge and understanding of MS Excel tools to manipulate spreadsheet data and make effective use of various functions and formulae to perform calculations.</p>
<b>English</b>	<p><b>Fictional/ Creative Recount:</b>  <b>Write in the form of a ghost/ horror story</b>, using the correct features and accurate SPaG.   <b>Task:</b> Write a 'traditional' ghost/ horror story.   <b>Pupils are assessed on their ability to write an interesting and engaging recount, in the given genre, using the correct features and accurate SPaG.</b></p>	<p><b>Reading Media Texts: Deconstruction of a film poster</b> to analyse colour, image, layout and font (and, also, language) for effect.   <b>Task:</b> How do the presentational devices (and words) used in the film poster help to advertise and sell the film?   <b>Pupils are assessed on their ability to analyse the</b></p>	<p><b>Talking and Listening Assessment - Role-play</b>             Teachers to agree on chosen poem for Readers' Theatre.   <b>Task:</b> Take part (participate) in a choral speaking performance (presentation/role-play) of a given poem.</p>	<p><b>Fiction, Non-Fiction and Media Texts, Poetry and Drama Assessment</b>   <b>Task:</b> (1) <i>write</i> a personal <i>recount</i> (non-fiction) using the correct features and accurate SPaG; (2) <i>analyse</i> the presentational devices (and language) in a <i>media text</i>; and (3) <i>identify</i> the features of a <i>ghost</i>/</p>

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		<p>use of presentational features (and language) in a media text.</p>	<p>Pupils are assessed on their ability to: listen and respond to others; contribute ideas about the poem; and adapt talk, using appropriate vocabulary and register.</p>	<p><b>horror story, a ballad, and likewise a play script.</b></p> <p>Pupils are assessed on their knowledge and understanding of Fiction, Non-Fiction, and Media Texts, and also Poetry and Drama.</p>
Maths	<p><b><u>STATISTICS</u></b></p> <ul style="list-style-type: none"> <li>• Pictograms</li> <li>• Bar Charts</li> <li>• Tallying</li> <li>• Stem &amp; Leaf</li> <li>• Mean Mode Median &amp; Range Calculations</li> <li>• Venn Diagrams</li> <li>• Two Way Tables</li> </ul> <p><b><u>Using Maths Task</u></b> <b>Boys v Girls</b></p>	<p><b><u>PERIMETER</u></b></p> <p><b><u>AREA &amp; TIME</u></b></p> <ul style="list-style-type: none"> <li>• Metric units mm-cm-m</li> <li>• Imperial units</li> <li>• Perimeter and Area of           <ul style="list-style-type: none"> <li>❖ Squares</li> <li>❖ Rectangles</li> <li>❖ Triangles</li> <li>❖ Parallelograms</li> <li>❖ Compound Shapes</li> </ul> </li> </ul> <p><b><u>TIME</u></b></p> <ul style="list-style-type: none"> <li>• Reading a clock</li> <li>• Analogue &amp; Digital</li> <li>• 12H &amp; 24H Conversions</li> <li>• Calculating Time</li> <li>• Bus &amp; train Timetables</li> </ul> <p><b><u>Using Maths Task</u></b> <b>John's New Floor</b></p>	<p><b><u>ANGLES</u></b></p> <ul style="list-style-type: none"> <li>• Angle Vocabulary           <ul style="list-style-type: none"> <li>❖ Acute</li> <li>❖ Obtuse</li> <li>❖ Reflex</li> </ul> </li> <li>• Estimating sizes of angles</li> <li>• Reading a protractor</li> <li>• Using a protractor to measure an angle</li> <li>• Drawing accurately a given angle</li> <li>• Calculating missing angles           <ul style="list-style-type: none"> <li>❖ on a Straight line</li> <li>❖ in a Full turn</li> <li>❖ in a Triangle</li> <li>❖ in a quadrilateral</li> </ul> </li> </ul> <p><b><u>SYMMETRY</u></b></p> <ul style="list-style-type: none"> <li>• Recognising Symmetry</li> <li>• Line Symmetry</li> <li>• Rotational Symmetry</li> </ul> <p><b><u>CO-ORDINATES</u></b></p> <ul style="list-style-type: none"> <li>• Co-ordinates in the first quadrant</li> </ul>	<p><b><u>ALGEBRA</u></b></p> <ul style="list-style-type: none"> <li>• Function Machines</li> <li>• Simplifying</li> <li>• Substitution</li> <li>• Forming expressions</li> <li>• Solving Equations</li> <li>• Graphs</li> </ul>

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			<ul style="list-style-type: none"> <li>• Co-ordinates in all four quadrant</li> <li>• Negative co-ordinates</li> <li>• Plotting co-ordinates</li> <li>• Reading co-ordinates</li> </ul>	
<b>Religion</b>	<p>The Bible</p> <ul style="list-style-type: none"> <li>• God Communicates with Us</li> <li>• The Bible is the inspired word of God</li> <li>• The OT</li> <li>• The NT</li> </ul>	<p>The Bible</p> <ul style="list-style-type: none"> <li>• God Communicates with Us</li> <li>• The Bible is the inspired word of God</li> <li>• The OT</li> <li>• The NT</li> <li>• The Gospels</li> <li>• the importance of the Bible today</li> </ul>	<p>Jesus' Early Years</p> <ul style="list-style-type: none"> <li>• The Holy Family</li> <li>• Palestine at the time of Jesus</li> <li>• Jesus' life in Nazareth</li> <li>• Religious leaders</li> </ul>	<p><b>Yearly Overview:</b></p> <ul style="list-style-type: none"> <li>• the Bible</li> <li>• Jesus' early Years</li> <li>• Jesus' Work on Earth</li> </ul>
<b>Home Economics</b>	End of Unit Test: Introduction to Home Economics	Christmas Themed Practical Assessment	End of Unit Project and Presentation: Breakfast Busters	End of Year Exam: will cover all units of work studied throughout the year.
<b>Music</b>	<p><u>The orchestra</u></p> <p>String Section</p> <p>Woodwind Section</p> <p>Percussion Section</p> <p>Brass Section</p> <p>Listening Assessment</p>	<p><u>Keyboard Skills</u></p> <p>Level 1 - Right hand melody Keyboard</p>	<p><u>The Elements of Music</u></p> <p>Duration</p> <p>Dynamics</p> <p>Timbre</p> <p>Tempo</p>	<p>Samba Rhythms</p> <p>Percussion Rhythms using musical scores.</p>
<b>History</b>	<p><u>The Skills of History.</u></p> <p>All students will be assessed on their ability to use key historical terms correctly and to demonstrate their understanding of them (e.g. source and chronology).</p> <p><u>The Tollund Man</u></p> <p>8AMS &amp; 8DMCC students will also be assessed on their ability to make observations and hypotheses on the death of the Tollund Man based on historical evidence.</p>	<p><u>The Claims to the English Throne and The Battle of Hastings 1066.</u></p> <p>Students will be assessed on their knowledge and understanding of the various claims to the English throne in 1066 and assess the relative merits of each.</p> <p>Students will demonstrate the ability to use historical information to make direct comparisons and begin to show skills of analysis.</p> <p>Students will demonstrate an understanding of the historical concepts of cause and consequence when assessing the reasons why William of Normandy won the Battle of Hastings in 1066.</p>	<p><u>The Norman Conquest of England</u></p> <p>Students will be assessed on their knowledge and understanding of how William gained full control of England through the use of castles, the feudal system and the Domesday Book.</p> <p><u>The Norman Conquest of Ireland</u></p> <p>Students will be assessed on their understanding of why the Normans invaded Ireland in 1169 and the role that individuals played. They will also be assessed on their understanding of how life in Ireland changed as a result.</p>	All areas covered throughout Year 8.

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<b>Geography</b>	<b><u>World of Geography</u></b>	<b><u>Map Skills</u></b>	<b><u>Weather</u></b>	<b><u>Flooding</u></b>
	<ul style="list-style-type: none"> <li>Physical, human and environmental geography</li> <li>Latitude and Longitude</li> <li>Graphs</li> <li>Atlas Work</li> <li>Maps - Ireland and Europe</li> </ul>	<ul style="list-style-type: none"> <li>Direction</li> <li>4 and 6 figure grid references</li> <li>Measuring distances</li> <li>Map symbols</li> <li>Map skills - spot heights, contours and layer contouring</li> <li>Sketch map</li> </ul>	<ul style="list-style-type: none"> <li>Weather and describing</li> <li>Weather and climate</li> <li>Weather and the news</li> <li>Weather elements - measuring the weather</li> <li>Cloud types</li> <li>The Hydrological Cycle</li> <li>Forests &amp; Weather Symbols</li> </ul>	<ul style="list-style-type: none"> <li>River Basin</li> <li>World Rivers</li> <li>Journey of a River</li> <li>Causes of Flooding</li> <li>Reduce the Risk of Flooding</li> <li>Boscastle Flood</li> </ul> <p><u>Tropical Rainforests Project</u></p> <p>Project completed in class which is 20% of FA.</p>
<b>Art</b>	<b>Anti-Bullying poster</b>  Pupils will design an Anti-Bullying themed poster. They will be assessed on their creative outcomes and entered into a whole school Art competition.	<b>Portraiture</b>  This is a self-portrait project. Pupils will be assessed on their ability to draw and colour portraits applying the correct facial proportions.	<b>Ceramic face pots</b>  Pupils will create a ceramic face. They will apply the correct facial proportions and add detail where appropriate. The outcomes will be painted.	<b>Fantasy fish-mixed media</b>  3D mixed media fantasy fish construction. Pupils will be assessed on their ability to construct in 3D and apply surface decoration to their outcome.
<b>Irish</b>	Students will complete a written task to assess how to introduce oneself in Irish and provide basic personal details.	Students will complete a speaking task, building on the previous topic of introductions and include physical descriptions. Students will prepare and learn their answers beforehand, with a focus on pronunciation.	Students will complete a number of listening tasks about pets, family members, physical descriptions and birthdays.	Students will complete a reading and writing assessment covering all topics from the start of Year 8.
<b>Spanish</b>	Students will complete a speaking task to assess how to introduce oneself in Spanish and provide basic personal details. Students will prepare and learn their answers beforehand, with a focus on pronunciation.	Students will complete reading and writing tasks, including listing key vocabulary, translations and independent use of written Spanish. We will build on the previous topic of introductions and include physical descriptions.	Students will complete a number of listening tasks about pets, family members, physical descriptions and birthdays.	Students will complete a reading and writing assessment covering all topics from the start of Year 8.
<b>Technology</b>	<b>Health &amp; safety</b>  100% Written exam  <u>Written:</u>	<b>Trinket Dish Project</b>  100% Practical  <b>Pupils will be assessed on their trinket dish practical project</b>	<b>LED Torch Project</b>  50% Practical  50% Exam	All areas covered <ul style="list-style-type: none"> <li>Health &amp; Safety</li> <li>Tools and Machines</li> </ul>

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	Pupils will complete a written exam covering all areas of the safe use of the workshop.	that they will complete using the workshop tools and machinery.	Pupils will be assessed on their LED torch practical project that they will complete using the workshop tools and machinery.	<ul style="list-style-type: none"> <li>• Electronics</li> <li>Materials and Processes</li> <li>• Graphics/ rendering techniques</li> </ul>
<b>PE</b>	Girls Gaelic Football  Boys Gaelic Football	Netball  Soccer	Gymnastics/Health related fitness  Gymnastics/Health related fitness	<a href="#">Athletics</a>  <a href="#">Athletics</a>
<b>LLW</b>	1. What it means to have an identity  2. Your own identity profile  3. Advantages and disadvantages of being part of a group  4. Groups that you belong to  5. Family identity around the world  6. Key words - diversity, prejudice, stereotype, discrimination  7. Diversity in your community  8. Challenges and opportunities of diversity	1. Basic needs for survival  2. Difference between needs and wants  3. What the UDHR is why it was set up  4. Identify articles of the UDHR - 4  5. What does UNCRC stand for and what does it do  6. Identify articles in the UNCRC - 2  7. Children and the law - specific to young people in N.I	Employability Task: to create a job advertisement	End of Year Exam: will cover all units of work studied throughout the year