

Year 8 Guidance booklet for End of Year tests

April 2026

**Information and Support for Students and
Parents/Carers**



Shaftesbury School

“Be the best you can be.”

Belonging Empathy Service Thrive

Dear Year 8 Students,

You will shortly be sitting your end of year 8 exams. These will take place during a 2 week window commencing on the week beginning the 1st June. You will have exams in most subjects (see below) your exams will take place during your normal timetabled lesson for that subject in your usual classroom. A timetable will be supplied shortly detailing which exams will take place on each day.

These exams are designed to help us assess your progress so that we can ensure appropriate work and support is provided for you as you enter year 9. This guidance booklet has been designed to support you with understanding which content you will be tested on so you know which topics and information you will be assessed on in the exams. To further support you in the final 2 weeks before the exams start your lessons will be focused on revision led by your subject teacher. Additionally, we will be looking at effective revision techniques in tutor time to support you with your independent revision; which this Guidance Booklet will help you with. We want this to be a positive experience for you and to help you to develop skills such as how to revise and time management which will be crucial in helping you succeed in your GCSEs.

During the assessments, there are expectations that you need to abide by:

- **Be on time.** If you arrive late you may not be given extra time and could disrupt others.
- **Bring the equipment you need.** (e.g. pens, pencils, erasers, calculators)
- **Stay silent and avoid any form of communication with others during the exams.** This avoids disturbing others and is strictly enforced during your GCSE exams so it's a good habit to practice.
- **Please use the toilet before school and at break or lunch.** A toilet break will only be allowed in extreme cases and you will need to have your planner on so that a note can be written in it allowing you to go to the toilet.

Absence

- If you are ill on the day of the exam and too unwell to attend school your parent/carer **MUST** telephone the school by 8am to explain this. Every effort should be made to attend where possible as we cannot guarantee you will have another chance to sit the exams.

You will receive your results in a result assembly, when you will be given a paper copy of your scores. The results will also be shared with your parents in your end of year report.

Please remember you have an expert team of tutors and teachers to support you who have many year's experience of successfully supporting students through their exams. Please take this opportunity to show us the best you can be, use your team of experts for advice and support and use this booklet to help with your independent revision for your exams.

Ms Baxter

ART: ART, Textiles and Graphics

Head of Department contact email: philippa.greening@shaftesburyschool.co.uk

Jo.COATES@shaftesburyschool.co.uk

Test length(s) and papers

Art, Textiles and Graphics are practical subjects, and the amount of time needed to complete a substantial piece of work suitable for an assessment is not compatible with the year 8 timetable.

Therefore, all Art students will not need to complete a Test in this subject. Assessments will be based on the work completed thus far in their folders, sketchbooks, and final pieces.

COMPUTER SCIENCE

Department contact email: Sarah.Broughton@shaftesburyschool.co.uk

Exam length(s) and papers: 50 minutes

Topics to be covered

Students will sit one paper and may be assessed on the following topics:

- Ethics, ESafety and the Computer Misuse Act
- Vector Graphics using InkScape
- Binary numbers

Part of this assessment will include a practical assessment using Inscape to demonstrate skills that pupils have learnt this year

Glossary:

Computer Misuse Act, unauthorised access, Plagiarism, casting, ethics, accurate, binary, cyberbullying, digital footprint, phishing, Browser, Vector Graphic

Resources/links to aid revision and preparation

[Computers and the law - The law and ethics - KS3 Computer Science Revision - BBC Bitesize](#)

[How computers see the world - Binary - KS3 Computer Science Revision - BBC Bitesize](#)

[What is the internet? - Internet and communication - KS3 Computer Science Revision - BBC Bitesize](#)

[Search engines - Search engines - KS3 Computer Science Revision - BBC Bitesize](#)

[Online dangers - Online safety - KS3 Computer Science Revision - BBC Bitesize](#)

[Bias and reliability - Bias and reliability - KS3 Computer Science Revision - BBC Bitesize](#)

[Computers and the law - The law and ethics - KS3 Computer Science Revision - BBC Bitesize](#)

GCSE DESIGN & TECHNOLOGY

Head of Department contact email: Mahta.Rezvani@shaftesburyschool.co.uk

Test exam length(s) and papers

Design and Technology, being a hands-on subject, requires a considerable amount of time to produce substantial work that aligns with assessment criteria. Given the constraints of the year 8 general exam timetable, it's impractical to schedule separate assessments for this subject. Thus, students' D&T assessments will be derived from the projects completed within the designated timeframe.

Topics to be covered

Polymers and their properties

CAD/CAM

2d design software for the laser cutter

Zaha Hadid

Alessi

Isometric drawing

Orthographic drawing

Designing

Prototyping

Glossary

Resources/links to aid revision and preparation



2d design software

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

<https://www.youtube.com/watch?v=azPkJcwv04E&list=RDLVPq4Al49FigY&index=5>

(669) [Zaha Hadid in 7 Minutes: What Makes Her Architecture So Extraordinary? - YouTube](#)

DRAMA

Head of Department contact email: hattie.lacey@shaftesburyschool.co.uk

Exam length(s) and papers

Students will sit two assessments. One practical which will be a small group performance they will be working on in class, and a written paper which will be based on a play they have studied.

The written paper will be 20 minutes.

Topics to be covered

Students should have a general understanding of the implications of stage configurations and the use of performance space.

Drama and theatre terminology and how to use it appropriately:

Stage positioning: upstage (left, right, centre) downstage (left, right, centre) centre stage.

Staging configuration: theatre in the round, proscenium arch, thrust stage, end on staging promenade.

Other areas:

- Interpretation of character
- Physical and Vocal Skills
- Stage Positioning
- Analyzing Skills used
- Evaluating Success of Skills used
- ***CARRR Paragraphs*** -

Students should have an understanding of how to structure and write CARRR paragraphs when approaching an acting question.

They will be expected to creatively discuss the vocal and physical skills they would use to perform an extract from a play and explain the effects that they would hope to create.

Please see the links below for further guidance and support.

Resources/links to aid revision and preparation

[Car Paragraphs](#)

[Acting Terms.docx](#)

ENGLISH

Head of Department contact email: David.Bennett@shaftesburyschool.co.uk

Exam length(s) and papers: Reading Assessment Fiction 50 minutes

Topics to be covered:

Q1: Pick 4 things from the text. Testing students' reading skills to extract information.

Q2: Analysing writer's language. Testing students' ability to make inferences about the writer's choices of words and sentences to create meanings and effects.

Q3 :Analysing the writer's use of structure: testing the students' ability to analyse the writer's sequencing of events and key moments in a story for a particular purpose and effect.

Marked out of 30.

Glossary:

Q2: Language features and terminology:

Nouns, verbs, adverbs, adjectives, pronouns.

Personification, alliteration, metaphor, similes, imagery, hyperbole, onomatopoeia, oxymoron

Q3: Structure features and terminology:

Simple/short sentence. Compound sentence. Complex/long sentence.

Exposition, complication, rising action, climax, falling action, denouement, resolution

Fous, shift of focus, zoom in/zoom/out, flashback, cliffhanger, internal focus/external focus

Linear narrative, circular narrative

Present, past and future tense.

Resources/links to aid revision and preparation

KS3 Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zfdh8xs>

Food Preparation and Nutrition

Head of Department contact email: Mahta.Rezvani@shaftesburyschool.co.uk

Exam length(s) and papers 25 mins as the paper will be sat with the DT paper

Topics to be covered

Methods of cookery

Method of heat transfer used in cookery

Knife skills, cuts of vegetable

Food hygiene and correct storage of food.

Macronutrients and why they are needed by our bodies

Mother sauces

Classification of fruit

Classification of vegetables

Glossary

Your year 8 class book.

Resources/links to aid revision and preparation

[Nutritional needs through life \(14-16 Years\) - Food A Fact Of Life](#)

[Eduqas Digital Educational Resources](#)

[Chef Clive - YouTube](#)

French

Head of Department contact email: amy.holly@shaftesburyschool.co.uk

Test length(s) and papers: 55 minutes

Students will have 2 papers to complete in a 55 minute period. Students will spend 25 minutes of the paper on the reading element of their paper, and 30 minutes on the writing paper.

The reading paper will be made up of a series texts, of varying lengths and complexity, followed by some multiple-choice and short response comprehension questions. The Writing Paper will include some short sentences to translate into French as well as a free-writing question in the target language.

Topics to be covered

T'es branché?: Television, Cinema, Reading, Internet Use, Past Tense Activities

Paris Je t'adore: Past tense activities, tourist attractions, transport

Mon Identité: Personality, relationships, music preferences, style, passions/hobbies, future tense.

Chez moi, Chez toi: Where you live, rooms of the house, mealtimes, carnivals.

Quel talent: Talents and Ambitions, encouragement and persuasion.

Glossary

The students have two vocabulary booklets, term 1 and term 2 which give them all of the vocabulary needed for these assessments. They should be in the students' French books and they are free to take these home, if they have lost them there is also a digital version attached to any of the homework tasks on Teams.

Resources/links to aid revision and preparation

Activelearn- Online textbook package which has vocabulary quizzes and reading activities online. Students have a log in for this and are able to access activities from the above modules.

Quizlet, Blooket, Kahoot- Students can use this to learn and practice vocabulary

Attendance in Lessons: This half term is all about recapping the vocabulary they have seen over the last year as well as giving them exam techniques and preparing them for these two papers.

Should there be anything else that your child requires, please do not hesitate to tell them to come and ask us!

GEOGRAPHY

Head of Department contact email: lucas.allen@shaftesburyschool.co.uk

Test length(s) and papers 50 minutes

Topics to be covered

Africa

Coasts

Cold Environments

Glossary

Africa

Desertification - The process that sees productive land turned into non-productive desert.

Drought - There is less rain than usual, so there is not enough water for our needs.

Economic opportunities - Positives created from money and business.

Gross Domestic Product (GDP) - A measure of wealth in a country

Social opportunities - Ways in which quality of life improves for people

Exploit - To make use of a place, or people, or things, for your own benefit.

Famine - When food is scarce; people may starve to death.

Youthful population - Where a large percentage of the population are under 18

NEE (Newly emerging economy) - A country that has begun to get richer and develop very quickly

Rural to urban migration - Moving from the countryside to the city

Environmental challenges - Problems that affect the environment

Overgrazing - Excessive grazing which causes damage to grassland

Poverty - Being extremely poor

Coasts

Abrasion: wearing away of cliffs by sediment flung by breaking waves. See **Corrasion**.

Arch: wave-eroded passage through a small headland. This begins as a cave formed in the headland, which is gradually widened and deepened until it cuts through.

Attrition: erosion caused when rocks and boulders transported by waves bump into each other and break up into smaller pieces.

Backwash: the return of water to the sea after waves break on a beach.

Bar: where a spit grows across a bay. A bar can eventually enclose the bay to create a lagoon.

Bays: found between headlands where there are alternating outcrops of resistant (harder) rock and less resistant (softer) rock. Waves erode the areas of softer rock more rapidly to form bays.

Beach: the temporary deposition of sand and shingle along the coastline.

Beach Replenishment: the addition of new material to a beach naturally, through the action of longshore drift or artificially, through the dumping of large amounts of material.

Biological Weathering: the breakdown of rock through the action of plants and animals.

Cave: found in coasts formed of resistant rock. Corrasion, Corrosion and Hydraulic action widen any weakness within the rock e.g. joint, bedding plane or fault, to form a cave.

Chemical Weathering: the decomposition (or rotting) of rock caused by a chemical change within that rock; sea water causes chemical weathering of cliffs.

Cliffs: hard, resistant rocks form steep cliffs; soft rocks such as clay create low, gentle cliffs.

Constructive Waves: found on low-angled beaches and mainly responsible for coastal deposition. They are gently breaking, with a much stronger swash than backwash.

Corrasion: wearing away of cliffs by sediment flung by breaking waves. See **Abrasion**.

Destructive Waves: found on steep beaches, are steeply breaking and mainly responsible for coastal erosion. Their backwash is much stronger than their swash.

Erosion: the wearing away of the land by rivers, ice sheets, waves and wind.

Fetch: the maximum distance of water over which winds can blow. In the case of south-west England the maximum fetch is from the south-west (5000 miles). This also coincides with the direction of the prevailing wind and leads to large storm waves attacking Barton on Sea, particularly in Winter.

Freeze-Thaw Weathering: also called frost-shattering as it occurs in cold climates when temperatures are often around freezing point and where exposed rocks contain many cracks. Water enters the cracks during the warmer day and freezes during the colder night. As the water turns into ice it expands and exerts pressure on the surrounding rock, causing pieces to break off.

GEOGRAPHY

Gabions: steel wire mesh filled with boulders used in coastal defenses.

Groyne: a wooden barrier built out into the sea to stop the longshore drift of sand and shingle, and so cause the beach to grow.

Headlands: areas of land protruding out to sea formed of resistant (harder) rock. They help protect the bay which forms between them from wave attack.

Hydraulic Action: the process by which breaking waves compress pockets of air in cracks in a cliff. The pressure may cause the crack to widen, breaking off rock.

Longshore Drift: waves approaching the coast at an angle result in the gradual zig-zag movement of beach materials along the coast.

Managed Retreat: allowing cliff erosion to occur as nature taking its course: erosion in some areas, deposition in others. Benefits include less money spent and the creation of natural environments.

Mass Movement: the downhill movement of weathered material under the force of gravity. The speed can vary considerably, from soil creep, where the movement is barely noticeable, to slumps, slides and mudflows, where the movement becomes increasingly more rapid.

Physical Weathering: the disintegration of rock into smaller pieces without any chemical change in the rock; this is most likely in areas of bare rock where there is no vegetation to protect the rock from extremes of weather e.g. freeze-thaw and exfoliation (or onion weathering).

Sea Defences: measures taken to defend the coast from erosion, cliff collapse and flooding.

Sea Walls: aim to prevent erosion of the coast by providing a barrier which reflects wave energy.

Sediment: material originating from rock weathering and erosion. Shingle and sand are examples found along the coast.

Spit: a long, narrow accumulation of sand and shingle formed by longshore drift and deposited where the coastline abruptly changes direction. One end of the spit is connected to the land and the other end projects out to the sea, often with a curved (hooked) end.

Stack: rock left standing out at sea after wave erosion has separated it from the mainland.

Stump: formed by continuing wave action attacking a stack until it collapses.

Swash: forward movement of a wave up a beach.

Tombolo: a spit joining an island to the mainland.

Cold Environments

Antarctica: The southern polar continent

Biodiversity: The amount of plants and animals living in a particular area or region.

Adaptation: The way plants and animals have evolved to ensure they can survive in a certain environment

Tourism: When people go on holidays to places of interest/

Fishing: Catching of fish to provide food

Scientific research: Studying an area or topic to discover more about the world.

Resources/links to aid revision and preparation

[KS3 Geography - BBC Bitesize](#)

HISTORY

Head of Department contact email: lucas.allen@shaftesburyschool.co.uk

Test length(s) and papers: 50 minutes

Topics to be covered

The Stuarts
British Empire
Industrial Revolution
Women's Suffrage Movement

Glossary

Divine Rights of Kings – The idea that monarchs are appointed by God and their decisions and actions come from God.

Gunpowder Plot – The plan in 1605 to blow up parliament and the king led by English Catholics including Robert Catesby and Guy Fawkes

English Civil War – War between the king and parliament fought within England.

Oliver Cromwell – Leader of the parliamentarians during the English Civil War.

Charles I – The king and leader of the royalists during the English Civil War.

Empire – A group of lands ruled over by another sovereign country.

East India Company – A trading company that took control of India through trade.

Amritsar Massacre – A massacre of unarmed people who wanted India to govern itself.

Gandhi – The Civil Rights leader who encouraged India to gain independence from Britain.

Partition – The idea of dividing India into two countries.

Industrial Revolution – The large change in the way people lived and worked that took place from 1750-1900.

Factories – The places of work during the Industrial Revolution that included harsh working conditions, low wages and child labour.

Overseers – The factory workers who ensured that other workers were working hard. They would punish people violently for failure to work well.

Suffrage – The ability to vote

Women's Suffrage Movement – The idea that women should have the right to vote equally with men.

Suffragette – Women who campaigned for the right to vote, often violently.

Emily Davison – A suffragette who died trying to pin a suffragette rosette to the King's horse during the Epsom derby.

Suffragists – Women who campaigned peacefully for the right to vote.

War work – The work many women did during WW1 to fill the jobs left by men going to war.

Resources/links to aid revision and preparation

[KS3 History - BBC Bitesize](#)

Music

Head of Department contact email: catherine.lark@shaftesburyschool.co.uk

Test length(s) and papers.

Students will receive an end of year result that is an average of the three disciplines; Performance, composition, and appraisal (listening). They have already completed their performance assessment and are currently completing their composition assessment in class. They will sit a final listening assessment which will be 1 hour long in class.

Topics to be covered

All the topics that have been covered this year;

- The musical Elements (Mad T-shirt)
- Rhythms and rhythmic notation
- Stave notation
- Instrument recognition
- Minimalism
- Blues music

Glossary:

They have all key terms in their books.

Resources/links to aid revision and preparation

Use their books and look at the specific topics that we have covered online.

Mathematics

Head of Department contact email: clare.davenport@shaftesburyschool.co.uk

Test length(s) and papers: 1 x Calculator assessment 60 Minutes

Topics to be covered:

- Solving problems with addition and subtraction
- Writing a number as a product of its prime factors
- Labelling a 3-D shapes with edges, faces and vertices
- Algebraic skills, such as simplifying, substitution, expanding and factorising
- Solving equations
- Rounding numbers to decimal places and significant figures
- Ordering decimals
- Percentage increase/decrease
- Straight Line Graphs
- Surface area of cuboids
- Area of compound shapes
- Circumference and area of a circle
- Mean, median, mode and range
- Equivalent fractions and fractions of amounts
- Sharing out a ratio

Key words :

Edges - are the straight or curved lines where two faces of a 3D shape meet, or the boundary lines connecting vertices in 2D shapes

Vertices - are the corners or points where two or more lines, edges, or curves meet in 2D or 3D geometry

Faces - are the flat or curved surfaces of a 3D object

Simplify - means rewriting expressions, fractions, or equations into their most concise, compact form without changing their value.

Solve – work out the value of x

Round - Rounding a number involves replacing the number with an approximation of the number

Expand - means to remove brackets by multiplying the term outside the brackets by every term inside.

Straight line graph – represents a linear equation, generally written as $y = mx +$

Area - is the total amount of 2D space, surface, or region enclosed within a shape's boundary.

Perimeter - Perimeter is the total distance around the outside of a 2D shape, calculated by adding the lengths of all its sides.

Surface area - Surface area is the total, summed area of all faces on a 3D object, measured in square units

Product of prime factors - The product of prime factors (or prime factorization) is the expression of a composite number as the product of its prime number factors

Circumference - The circumference of a circle is the total distance around it (its perimeter), calculated by multiplying pi by the diameter or twice the radius.

Mode - the **mode** is the value that appears most frequently in a data set.

Mean - refers to the mathematical average, worked out by sum of values divided by how many pieces of data there are.

Mathematics

Median – is the middle value in an ordered data set.

Equivalent fractions - are different fractions that represent the same value, amount, or portion of a whole.

[Sparx Maths](#)

[Corbettmaths – Videos, worksheets, 5-a-day and much more](#)

[KS3 Maths - BBC Bitesize](#)

Physical Education

Head of Department contact email: elizabeth.batchelor@shaftesburyschool.co.uk

Exam length(s) and papers - No written assessment

Practical assessments will take place in lessons and will be dependent on the sport they are currently studying

Topics to be covered

Practice of the sport they are covering

RELIGIOUS STUDIES

Head of Department contact email: lucas.allen@shaftesburyschool.co.uk

Test exam length(s) and papers 50 minutes

Topics to be covered

- From Life to Death
- Birth and Death Rites
- Christianity and Justice
- Holocaust

Glossary

Islam – The religion of Muslims

Christianity – The religion of Christians

Hinduism – The religion of Hindus

Reincarnation – The belief in being reborn after death.

Afterlife – The belief in a life after death

Akhirah – The Muslim belief in the life experienced after death.

Atheist – Someone who does not believe in God.

Theist – Someone who believes in God.

Soul – The spiritual part of a person that is not part of their physical body.

Conscience – A person's sense of right and wrong.

Judaism – The religion of Jews.

Circumcision – The removal of male's foreskin, practiced in Islam and Judaism.

Baptism – Christian ceremony welcoming someone into the religion.

Funeral – Christian ceremony taking place after death.

Just War – A war which follows the Just War Theory by Thomas Aquinas.

Justice – Fairness for all people.

Pacifism – The idea of non-violence.

Gender Equality – Belief that males and females should be treated equally.

Human Rights – The rights that all people in the world should be entitled to.

Racism – Treating someone differently based on their race.

Holocaust – The persecution and extermination of Jews during World War Two in Germany.

Ghetto – Areas of cities during the Holocaust that Jews were put into and prevented from leaving.

Resources/links to aid revision and preparation

[KS3 Religious Studies - BBC Bitesize](#)

Spanish

Head of Department contact email: amy.holly@shaftesburyschool.co.uk

Test length(s) and papers:

Students will have 2 papers to complete in a 55 minute period. Students will spend 25 minutes of the paper on the reading element of their paper, and 30 minutes on the writing paper.

The reading paper will be made up of a series texts, of varying lengths and complexity, followed by some multiple-choice and short response comprehension questions. The Writing Paper will include some short sentences to translate into French as well as a free-writing question in the target language.

Topics to be covered:

Mis vacaciones: Talking about holidays in the past

Todo sobre mi via: Mobile phone use, musical preferences, TV shows, past tense activities

¡A Comer!: Food and drink, mealtimes, ordering in a restaurant, talking about a party

¿Qué hacemos?: Arranging to go out, making excuses, getting ready, clothes, sporting events

Operación verano: Describing a holiday home, holiday activities, asking for directions

Glossary

The students have two vocabulary booklets, term 1 and term 2 which give them all of the vocabulary needed for these assessments. They should be in the students' French books and they are free to take these home, if they have lost them there is also a digital version attached to any of the homework tasks on Teams.

Resources/links to aid revision and preparation

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Attendance in Lessons: This half term is all about recapping the vocabulary they have seen over the last year as well as giving them exam techniques and preparing them for these two papers.

Should there be anything else that your child requires, please do not hesitate to tell them to come and ask us!

Science

Head of Department contact email: harry.collis@shaftesburyschool.co.uk

Test length(s) and papers

1 paper

50 minutes

Topics to be covered

Organ Systems

Digestive System

Plants

Acids and Alkalis

Materials

Metals

Light

Sound

Glossary

Accurate Close to the true value of what you are measuring.

Analyse The process of looking at data and writing about what you have found out.

Bar chart A way of presenting data when one variable is discrete or categoric and the other is continuous.

Categoric A variable that has values that are words.

Conclusion What you write down to say what you have found out during an investigation.

Confidence How sure you are of your conclusion based on the data/

Continuous A variable that has values that can be any number.

Control variable A variable that you have to keep the same in an investigation.

Data Words or numbers that you obtain when you make observations or measurements.

Dependent variable A variable that changes when you change the independent variable.

Discrete A variable that can only have whole-number values.

Evaluate To discuss the quality of data collected during an investigation and suggest improvements to the method.

Independent variable A variable you change that changes the dependent variable.

Investigation An experiment or set of experiments designed to produce data to answer a scientific question or test a theory.

Line graph A way of presenting results when there are two numerical variables.

Line of best fit A smooth line on a graph that travels through or very close to as many of the points plotted as possible.

Mean An average of a set of data, found by adding together all the values in the set and dividing by the number of values in the set.

Observation Carefully looking at an object or process.

Outlier A result that is very different from the other measurements in a data set.

Pie chart A way of presenting data when one variable is discrete or categoric and the other is continuous.

Science

Plan A description of how you will use equipment to collect valid data to answer a scientific question.

Precise This describes a set of repeat measurements that are close together.

Prediction A statement that says what you think will happen.

Random error An error that causes there to be a random difference between a measurement and the true value each time you measure it.

Range The difference between the lowest and highest values a variable can have.

Repeatable When you repeat measurements in an investigation and get similar results they are repeatable.

Reproducible When other people carry out an investigation and get similar results to the original investigation the results are reproducible.

Risk assessment A description of how you will make it less likely that people will be injured, or equipment damaged, and what to do if this happens.

Spread The difference between the highest and lowest measurements of a set of repeat measurements.

Systematic error An error that causes there to be the same difference between a measurement and the true value each time you measure it.

Uncertainty The doubt in the result because of the way that a measurement is made.

Variable A quantity that can change, for example, time, temperature, length, mass.

Resources/links to aid revision and preparation

Seneca

[Seneca Revision Notes for KS3 – Study Smarter, Succeed Faster](#)

BBC Bitesize

[KS3 Science - BBC Bitesize](#)

YouTube

[Ms Dunphy - YouTube](#)

Wellbeing tips for revision

Looking after your wellbeing can have a positive impact on how well you do in your exams.

Below are five simple things to bear in mind during revision:

1. Not all stress is bad:

The **right amount of stress** can motivate you to get revision done. It can be important to **recognise when stress has tipped over** from becoming a motivating force to an overwhelming emotion.

Signs of overwhelming stress vary, but common signs are: feeling irritable, feeling overwhelmed, difficulty concentrating, raised heart rate and breathing. If you feel your stress is overwhelming, take a **break** and **speak** to someone about how you are feeling.



2. Sleep is your friend!

If you sleep well (8-10 hours per night) you are scientifically proven to **retain more** of what you are studying and **concentrate** better.

Try to maintain a **consistent getting up time** and allow yourself **30 minutes** to unwind before you plan to go to sleep.

3. 30-minute study rule:

No-one can study for six-hours straight without a break. Trying to do so will increase your stress unnecessarily. Break up your time into **30-minute chunks** to be most effective. Take **micro-breaks** after every 30 minutes: stand up, check your phone, listen to a song, get some food.



4. Talk about exam nerves:

Feeling stressed and a little anxious about exams is normal. **Talk** to a friend or parent and share how you are feeling. You might feel better having spoken to someone.

5. Breaks = GOOD. Constant distraction = BAD:

Taking **planned breaks** is great and will help you remain on task but checking your social media every 5 minutes is a sure-fire study fail and might increase your feelings of stress unnecessarily. Research shows that it can take up to 20 minutes to refocus on a task when you've been unnecessarily distracted.