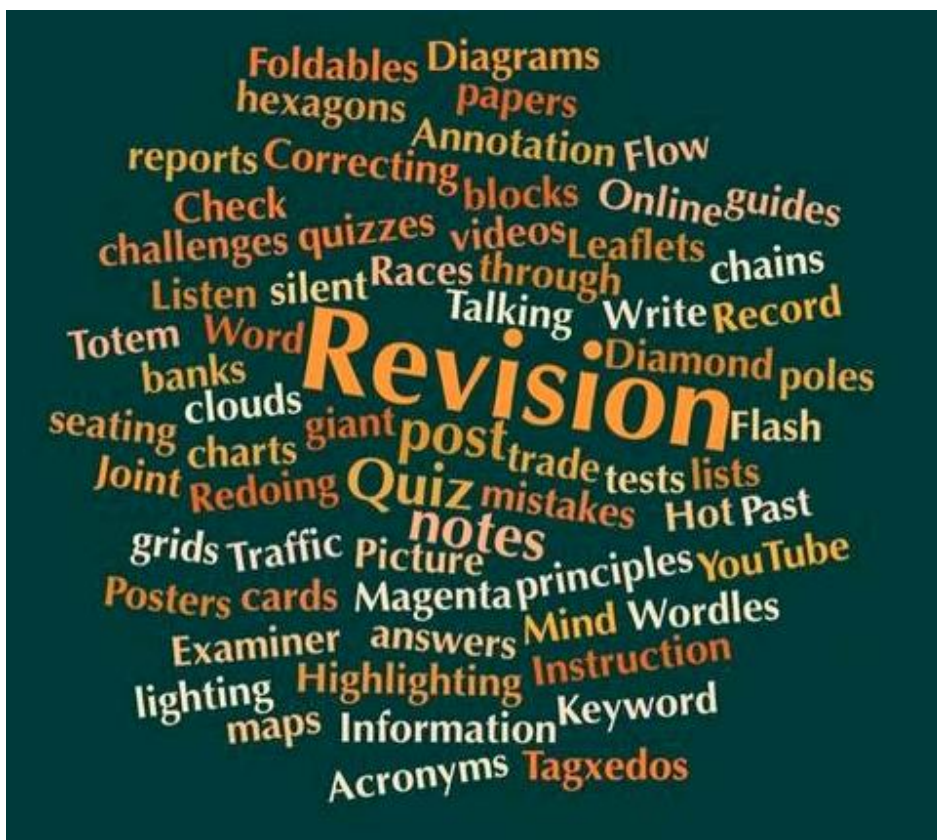


# Year 7 to 9 Internal Assessments support pack



May 2022

# Understanding assessment language and technique

The end of year subject assessments are designed to test pupils in a variety of ways. One obvious way is that subject courses are comprised of many distinct units / topics, which include various aspects of content and material to be learned and used under timed conditions. A second way is in the skills necessary to succeed in the various types of questions asked. Mastering the necessary techniques required can often mean the difference between high marks or not!

Below is a list of types of questions you may encounter and some keys trigger words to look out for.

## 1. Factual recall.

These often take the form of one or two-mark questions (though not always!) and target quite specific elements of the topic work covered. The key here is to be concise and to stick to the point. There will not be a great deal of room available for the answer, so this should not be too hard to do. Remember that for two mark versions you may be required to bring in more than one aspect to the answer or to develop the one point made by way of a simple explanation / example.

Words to look out for: **DEFINE, WHAT IS, DESCRIBE.**

Example questions:

- *Define the term 'voluntary migration'.*
- *What is a 'Bunsen burner'?*
- *What is meant by the term 'smart technology'?*
- *Describe the characteristics of stage two of the Demographic Transition Model.*

## 2. Source response.

Questions at the start of each section often require pupils to respond or react to stimulus material, including graphs, tables, diagrams etc. The key to these questions is to refer to the data when answering the question. This way the examiner can be sure that you have firstly, understood the question, and secondly, used the source material accurately. Pupils may be asked to give data in their answer by it being stated in the question. In these incidents, full credit cannot usually be obtained if data is not used as part of the response.

Words to look out for: **WHICH, WITH REFERENCE TO, ANNOTATE, CALCULATE**

Example questions:

- *Look at figure 1. Which is the correct value for angle P on triangle X?*
- *With reference to figure 2, what is suggested about the relationship between volume of migration and distance?*

- *Annotate diagram B, highlighting the principle adaptations of the plant to its surroundings.*
- *Using the figure in table 2, calculate the dependency ratio for India.*

### 3. Description.

You are always going to find questions in any topics that require you to describe a theme, concept, extract or other piece of information. These are technically very straight forward, though you do have to be careful to ensure that you don't waste time (and marks!) by including unnecessary information.

Words to look out for: **DESCRIBE, OUTLINE, SUMMARISE**

Example questions:

- *Describe the emotions displayed by the author in the opening sequence.*
- *Outline the main reasons behind Oliver Cromwell's rise to power.*
- *Summarise three ways in which the process of filtration might be found in a domestic setting.*

### 4. Explanation.

These questions are again important, as they are likely to have a greater weighting of marks attributed to them. These types of questions are most probably found towards the end of a section and are there primarily to sort out the stronger from the weaker pupils. Do not be surprised to see these questions preceded by a 'describe' lead-in, either in the part before or as part of the same question. Marks are attributed here for clarity and relevance.

Words to look out for: **EXPLAIN, ACCOUNT FOR, GIVE REASONS FOR, WHY**

Example questions:

- *How and why do the components used in the manufactured chair make it more suitable for outdoor use?*
- *Explain the main reasons for a high birth rate, as found in Kenya.*
- *Give two reasons for the current low levels of economic growth in the UK.*
- *Account for the relationship between increasing global temperatures and fossil fuel consumption.*

### 5. Case studies / Examples.

These are the questions that often hold higher marks than any and are hence the most important to score well in in order to achieve highly. Quite simply, they target a theme that has most likely been built up in some of the lead-up questions in the section, and then they request case study (located example!) information to illustrate a point. The questions may be in two halves, so if this is the case be sure to split the marks available.

These questions require the pupils to identify an appropriate example as well as an ability to use it!

Words to look out for: **USING A LOCATED EXAMPLE, ILLUSTRATE**

Example questions:

- *Illustrate, using an example, ways in which genetically modified crops can impact upon the surrounding environment.*
- *Using a located example, account for the physiological changes which occur following a period of cardiovascular activity.*

# Tips for effective revision

It is important that you approach the revision period with the correct attitude and adopt the correct techniques early on so that the huge amount of work that you have to plough through does not overwhelm you. This is the case irrespective of the subject and exam you are preparing for.

Here are a few tips to ease the pressure over this short break:

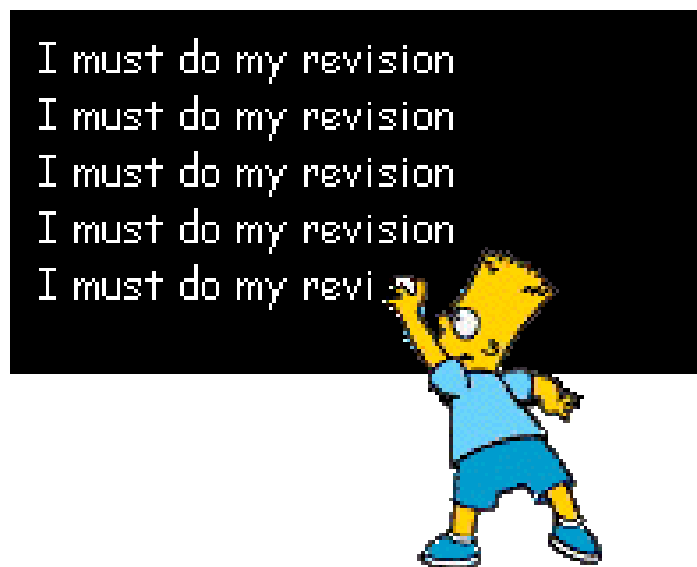
- **Make a diary / study revision plan.** Work out what you are going to study and when you are going to study it. It will help you plan and structure the time available to you and give you achievable goals. This is essential in the run-up to the assessments!
- **Tackle small chunks of information at a time.** It will mean that you have a definite target for the session and that there is a definite sense of achievement and completion at the end.
- **Set realistic targets.** Do not attempt to revise whole units (or subjects even!) in one go. Break them down into realistic and doable pieces. Use the revision schedule template at the back of this pack to help with this.
- **Use noting cards or summary sheets.** These are often very useful in taking you through the skeletal basics of the syllabus information and showing how the different strands of the units link together.
- **Isolate examples.** Try to identify every piece of information concerned with examples you have (using notes, textbook etc.) and present it on a single sheet of paper. This will be useful for testing yourself later.
- **Use the textbook / work booklet / exercise book etc. together.** By using these in conjunction with each other, you can compile revision notes from a much greater breadth of material. You may even try repeating some of the class exercises we have done as a means of consolidation.
- **Test yourself.** Give yourself 10 to 15-minute slots and see how much you can remember on certain topics. It will really serve to highlight what you know, and more importantly, what you DON'T!
- **Examine yourself.** Use the practice question material provided for you by teachers and see how you get on. Simulate assessment conditions by isolating yourself away from distraction and noise. Check the answers against your notes afterwards.

- **Have regular breaks.** You will be no good to yourself if you are tired, so take regular study breaks. Try not to work for more than 2 hours at a stretch (50 minutes - 1 hour is preferable if you work efficiently). 4 hours during a non-school day is a good, reasonable target to aim for in total.
- **Put the mobile phone away!** Whilst there is a place for technology to support revision, the mobile phone is more often than not a source of distraction. Put it away and then use it during your downtime.

### AND FINALLY...

- **DON'T PANIC!** (in the words of the Hitchhikers Guide to the Galaxy!). It will be counter-productive if you see the task ahead as an insurmountable obstacle. Break it up into small, manageable pieces and it will seem much more doable.

If there are any problems, then just ask! You can contact your teacher in person or via any of the online platforms available (Teams, SMHW, email etc.).



# Assessment timetables May 2022

Senior School Assessments								
Monday 23rd May - Friday 27th May								
YEAR 7	08.40-09.10	09.10-09.40 revision 09.50-11.10	Break 11.10-11.30	11.30-12.50	Lunch 12.50-13.30	13.30-14.00 revision 14.00 -15.15	Break 15.15-15.30	15.30-15.45
Boys based in tutor rooms 7SQ room 13 7QS room 15								
W E E K B	Monday 23rd May	T U T O R I A L	ENGLISH	7 SQ COMPUTER SCIENCE 7QS ART		7QS DESIGN TECH 7SQ MUSIC		T U T O R I A L
	Tuesday 25th May		SPANISH	HISTORY		7SQ DESIGN TECH 7QS MUSIC		
	Wednesday 26th May		CHEMISTRY	7 QS COMPUTER SCIENCE 7SQ ART		RS		
	Thursday 27th May		MATHS	BIOLOGY		GEOGRAPHY		
	Friday 28th May		PHYSICS	FRENCH		GAMES		
		1 hour 20 min window		1 hour 20 min window		1 hour 15 min window		

Senior School Assessments								
Monday 23rd May - Friday 27th May								
YEAR 8	08.40-09.10	09.10-09.40 revision 09.50-11.10	Break 11.10-11.30	11.30-12.50	Lunch 12.50-13.30	13.30-14.00 revision 14.00 -15.15	Break 15.15-15.30	15.30-15.45
Boys based in tutor rooms 8AS room 16 8RS room 14								
W E E K B	Monday 23rd May	T U T O R I A L	8AS DESIGN TECH 8RS MUSIC	ENGLISH		HISTORY		T U T O R I A L
	Tuesday 25th May		8AS COMPUTER SCIENCE 8RS ART	MATHS		PHYSICS		
	Wednesday 26th May		CHEMISTRY	GEOGRAPHY		FRENCH		
	Thursday 27th May		RS	BIOLOGY		GAMES		
	Friday 28th May		8RS DESIGN TECH 8AS MUSIC	8RS COMPUTER SCIENCE 8AS ART		SPANISH	TUTORIAL	
		1 hour 20 min window		1 hour 20 min window		1 hour 15 min window		

# Senior School Assessments

**Monday 23rd May - Friday 27th May**

	YEAR 9	08.40-09.10	09.10-09.40 revision 09.50-11.10	Break 11.10-11.30	11.30-12.50	Lunch 12.50-13.30	13.30-14.00 revision 14.00 -15.15	Break 15.15-15.30	15.30-15.45
Boys based in tutor rooms 9SG room 12 9SN room 18* 9ST 54									
W E E K  B	Monday 23rd May	T U T O R I A L	GEOGRAPHY		CHEMISTRY		GAMES		T U T O R I A L
	Tuesday 25th May		ENGLISH		9SG MUSIC 9SN COMPUTER SCIENCE 9ST ART		HISTORY		
	Wednesday 26th May		9SN MUSIC 9ST COMPUTER SCIENCE 9SG ART		PHYSICS		9SG DESIGN TECH 9SN FRENCH 9ST FRENCH		
	Thursday 27th May		9ST MUSIC 9SG COMPUTER SCIENCE 9SN ART		9SN DESIGN TECH 9SG SPANISH 9ST SPANISH		9SG FRENCH 9SN SPANISH 9ST RS		
	Friday 28th May		MATHS		BIOLOGY		9ST DESIGN TECH 9SG RS 9SN RS		
			1 hour 20 min window		1 hour 20 min window		1 hour 15 min window		

# Revision timetable

It is important that you plan your revision in advance. Below is a template which can be used to complete your own personalised revision schedule

Week commencing: \_\_\_\_\_

Day	Work / revision completed in school	Revision completed at home
<b>Monday</b>	<u>Period 1</u>	
	<u>Period 2</u>	
	<u>Period 3</u>	
	<u>Period 4</u>	
<b>Tuesday</b>	<u>Period 1</u>	
	<u>Period 2</u>	
	<u>Period 3</u>	
	<u>Period 4</u>	
<b>Wednesday</b>	<u>Period 1</u>	
	<u>Period 2</u>	
	<u>Period 3</u>	
	<u>Period 4</u>	

Thursday	<u>Period 1</u>		
	<u>Period 2</u>		
	<u>Period 3</u>		
	<u>Period 4</u>		
Friday	<u>Period 1</u>		
	<u>Period 2</u>		
	<u>Period 3</u>		
	<u>Period 4</u>		
Weekend			

The timetable allows for any revision scheduled to be completed at home to tie in with work / revision completed in school.

It is recommended that between **1 and 2 hours of work are completed at home during each weekday**, with a further **6 to 8 hours completed over the weekend**.

Remember to take **regular breaks**. 15 minutes for every hour of work is a good rule of thumb, with a more substantial break for every 2 hours of work completed.