

# Year 7 Exam Revision Guidance and List - 2022

## Revision tips for your exams:

### How much revision should I be doing?

- You should start revising 3-4 weeks before your exams.
- Create a simple timetable which gives each subject an equal amount of time over the course of the week.
- You should aim to complete 1.5 hours of revision each evening and a couple of hours on a Saturday and a Sunday.
- You should increase this time as the exams approach and you will receive less homework. E.g. in the two weeks before your exams you might be spending 2-3 hours revising each evening and 4 hours on a Saturday and Sunday.

### What should my revision look like?

#### Stage 1: Writing revision notes

- In the first 2-3 weeks of your revision you should use your revision lists to write notes under each of the headings, these notes should be a summary of the information from your exercise books and text books. Aim to condense the information by a half.
- Remember that most of your subjects design courses for you and so text books or revision guides will not necessarily be relevant. Stick to the revision lists you have been given and use your exercise books as the main source of information for your learning (unless other advice is given in your subjects).
- It is best if notes are colourful, organised and include pictures as these will help you to remember them better
- Your notes can be handwritten or completed on the computer.

#### Stage 2: Learning the content

- In the final days/weeks of your revision, you should be aiming to learn the information in your revision notes. The best way to do this is to test yourself, read a few pages of your revision notes and then do one of the following (without looking at your notes):
  1. Produce a mind map of all the ideas
  2. Define a list of terms

3. Answer some questions about the content of the notes
  4. Ask someone to ask you questions about the content of the notes
  5. Use an online revision site such as MyMaths, Seneca or BBC Bitesize to test you on the content (just make sure that the topic content is the same)
- Then go back and highlight / underline the things you did not remember from your notes, you should focus on these points the next time you revise this content.
  - You should aim to test yourself on everything on your revision lists at least three times before you do your exam. **THE CRUCIAL THING HERE IS THAT YOU RECALL THE INFORMATION IN VERBAL AND WRITTEN FORMAT WITHOUT LOOKING AT YOUR NOTES!**

### **Tips and suggestions for revision**

- Research has shown that our brains remember the starts and ends of revision sessions best and so learning in short chunks is more effective than long revision sessions. E.g. if you are revising for 1 hour, spend 20 minutes on three different subjects rather than one hour on one subject.
- Research has also shown that our brains start to forget things as soon as we have learned them and so we should aim to review the same information frequently. E.g. if you have a topic about electricity to learn, it would be best to review the topic every Monday evening for three weeks than spend a whole Saturday afternoon studying it.
- Finally, our brains remember best when we are calm and relaxed and so start your revision early so that you don't get stressed.

**You should not worry unduly about these exams. We give you end of year exams to help you to get used to the revision and exam process. This is only one way that we use to assess how well you have understood your lessons, we have lots of other evidence about your progress. Just try your best and ask your teachers if you need help.**

***There is a famous sporting quote that says: "the more I practise, the luckier I get". Think about what this might mean.***

**Good Luck!**

## Exam information for Year 7 pupils – June 2022

Your exams will take place between Monday 6<sup>th</sup> – Wednesday 8<sup>th</sup> June 2022. This document includes revision guidance for the exams.

**Art** - Exams will take place in lesson time. Your teacher will advise you when this will take place.

**Computer Science** - You will not sit an exam in Computer Science.

**Physical Education** – You will not sit an exam in Physical Education.

**Languages** - There will be no exam in June. At the end of the year you will complete an exam in your second language and your teachers will advise you of the content closer to the time.

### Mathematics

This is a simple list of topics. The Key Stage 3 scheme of work on STU Maths has further information.

The exam will cover all topics on the scheme of work up to the end of summer 1. A revision booklet will be handed out during lessons. The following websites are recommended for further revision:

[www.mymaths.co.uk](http://www.mymaths.co.uk) (username agsb, password addition), [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize), [corbettmaths.com](http://corbettmaths.com), [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk), [www.dr frostmaths.com](http://www.dr frostmaths.com).

<b>Number</b>	Decimal notation & place value X and $\div$ by powers of 10 Rounding to decimal places and significant figures, and estimating Column +, - & x Long division Multiplying & dividing decimals HCF, LCM & prime factor trees Equivalent fractions, decimals to fractions Add & subtract fractions Multiply & divide fractions Calculate simple percentages Percentage increase & decrease	Adding & subtracting negative numbers Multiplying & dividing negative numbers Powers, roots and Index notation Index laws for multiplying & dividing powers Order of operations (BODMAS) Recognise and use square numbers (up to $12 \times 12$ ) & cubes (up to $5 \times 5$ ) Square root of a number Recognise the first few triangle numbers Ratio & proportion Simplifying ratio
<b>Algebra</b>	Algebraic shorthand Simplifying expressions Collecting 'like' terms Index notation & algebra Multiplying brackets Factorise expressions Substitution Solve simple linear equations Solve equations with brackets, negative numbers	Changing the subject of an equation/ formula Using algebra to solve shape problems

	Solve equations with unknowns on both sides	
<b>Shape &amp; Space</b>	Area & perimeter of compound shapes Area and perimeter of 2-D shapes Properties of quadrilaterals & triangles	Alternate & Corresponding Angles Angles in Polygons (interior & exterior) Tesselations
<b>Data Handling &amp; Probability</b>	Mode, Median, Mean and Range (including data in a table) Probability scale Sample space diagrams	Calculating basic probabilities Expected values Mutually exclusive events

## English

The exam will be based on a simplified version of the GCSE English Language Paper 1 format.

All revision materials are available on STU\_English/Y7/Exam Revision

There will be **two** sections in the exam:

**A: reading and understanding previously unseen fiction**

**B: descriptive or narrative writing.**

**A: Reading and understanding unseen fiction**

There will be **3** questions:

**Q1** focuses on the skill of **finding and listing** 4 pieces of information in the text (4 marks)

Whilst this question may appear easy, the information selected has to be completely precise and the 4 answers must not cover the same ground.

**Q2** focuses on the **language** used by the writer to create a certain impact or achieve certain purposes (8 marks).

Useful **language terms** to revise are:

- adjective – size, age, shape, colour, material, quantity
- adverb – of time, place, manner
- noun – concrete, abstract, proper
- verb – imperative, dynamic
- pronoun – targeted, inclusive, personal
- sentence – simple, compound, complex
- simile
- metaphor
- personification
- alliteration

A useful pattern to follow when analysing language is: T>Q>I ie

**TOPIC/TECHNIQUE>QUOTE>IMPACT/INFER**

Useful **verbs** to use when analysing texts are:

**The writer....**

.... uses, states, conveys, presents, explains, describes, portrays, depicts, shows, emphasises, highlights  
Eg How does the phrase "New pupils lined the corridor walls like knock-kneed deer" show how it felt on the first day at school for some children?

A good answer would show detailed interest in language:

*The simile "like knock-kneed deer" conveys the timid fear of new pupils. Young deer often appear vulnerable as they are fragile. Like deer, the pupils cower against the walls hoping not to be attacked, or unable to protect themselves.*

A low scoring answer would be brief and uninterested in language.

*The new pupils are scared and are hiding in the corridor.*

**Q3** focuses on the **structure** used by the writer to create certain effects or achieve certain purposes (8 marks).

Useful **structure terms** to revise are:

- perspective – first person, second person, third person, omniscient
- tense – past, present, future
- narrative focus – tracking what, where or who the writer is focusing on
- tonal shift – key changes in mood or tone
- sequence
- opening
- ending

- paragraph
- repetition
- dialogue

Useful areas of structural interest include shifts in place, person, time, and mood. Students are expected to notice the effect of tense, perspective, and other patterns across a whole text.

An extract from a good answer might notice a shift in place:

*The writer begins by describing the sky but quickly shifts her focus downwards, first to the treetops "littered with birds", then lower still to the animals of the forest floor such as lizards. She gradually moves the reader's attention to the insects "buzzing" around the explorer. Finally, in the last paragraph we are given our first glimpse of the explorer's "flushed" face and eyes like "black pools".*

**B: Descriptive or narrative writing.**

There will be a choice of writing tasks. Students complete **one** task from a choice of two.

The writing task, which will test creativity, organisation of material, use of an appropriate range of sentence structures and vocabulary, and accuracy of spelling, punctuation and grammar.

Many of the features identified in Section A will be relevant when students come to writing their own text – but a useful list of important and lively writing features is **ARRESTED**

- A** adjectives, adverbs, alliteration
- R** rhetorical question
- R** repetition
- E** emotive language, exaggeration
- S** structure, sentence variety, simile, start well
- T** tone, tricolon, task (stay on topic)
- E** end well
- D** dialogue, description

Nearly half the marks for writing are for accuracy of spelling, punctuation and grammar. Students need use paragraphs and sentences carefully. Mature, well-chosen vocabulary will be rewarded. Creativity is highly prized. Students should strive to avoid cliché and generate imaginative, original ideas.

A "typical" paper will be made available to students in lessons and via STU\_English.

Practice for both sections will take place in lessons beforehand.

## Science

Topic starter sheets should be used to inform you of all the learning points you need to recall before the exam. Use and tick the third column on the front of each sheet as your revision list. If you have any questions, or would like help with your revision, please attend Science mentoring which runs from 12:20 until 1pm in N4 on Monday lunchtimes.

<b>Topic</b>	<b>Sub-topics</b>	<b>Revision Sources</b>
Scientific Investigation & CASE	Variables Values and relationships Sampling and fair test	Exercise books – the coloured topic descriptor sheets are a useful revision checklist
1. Starting Science	Safety in lab Observing Measuring Recording	
2. Cells & Living things	Taxonomies Classifying plants & animals Animal & plant cell structures Specialised cells	Your own KS3 Science Revision Guide
3. Energy & Electricity	Types of energy transfer Energy and living things Energy generation Electrical circuits	BBC Bitesize
4. Particles	Solids, Liquids and Gases Changes of State Particle Theory Expansion of materials	Practice Questions and revision advice on Office 365 STU Science group
5. Solutions	Dissolving Solution/ solute/ solvents Separating mixtures	
6. Reproduction	Male & Female Reproductive Systems Egg & Sperm Cells as Specialised Cells	

## Technology

An overview of subject content for the exam is on O365 (Sharepoint) under “STU Year 7 Technology”. Go to the “Documents” section and you will find a pdf called “Year 7 revision notes”. This is a mind map for each project that you have completed. It is suggested that you print off the mind map for each of the projects and annotate it with further relevant information to remind you what you did in each project. You will be asked multiple choice questions based on the project that you choose to answer questions on. Your choice will depend on what project you have completed.

A good website to help you revise is [www.technologystudent.com](http://www.technologystudent.com)

# **History**

## **Structure and Content of the Exam**

Your Y7 History exam is 60 minutes long. It will be marked out of 44 marks. It has four types of questions:

- Key Fact Questions (with one or two-word answers) on 1066 (including the Battle of Stamford Bridge and the Battle of Hastings)
- Keyword Questions on Medieval Castles
- A Source Question on the Islamic Golden Age
- A choice of 1 out of 2 Mini-Essay Questions on either (a) The Murder of Thomas Becket or (b) The Reasons why Christians went on Crusade.

## **Resources for Revision**

In each case, you should use your exercise book in the first instance. Beyond that, you should undertake further online research.

The BBC Bitesize website is a great place to start. Here you will find sections on The Normans (including Hastings), Thomas Becket, the Crusades and Medieval Islamic Civilizations including the Abbasid Empire:  
<https://www.bbc.com/bitesize/topics/zfphvcw>

The Spartacus Educational website is also very good. For sections on the Battle of Hastings, William the Conqueror, Norman Castles and Thomas Becket, see:  
<https://spartacus-educational.com/Normans.htm>

This site has further information on the Abbasid Empire:  
[https://www.ducksters.com/history/islam/abbasid\\_caliphate.php](https://www.ducksters.com/history/islam/abbasid_caliphate.php)

# Philosophy and Ethics

## Religious and philosophical literacy

- Knowledge of the meaning and significance of key terminology, especially:  
Theism/theist; atheism/atheist; agnosticism/agnostic;  
monotheism; polytheism
- What is philosophy?

## The nature of philosophical questions

- What sorts of questions do philosophers ask?
- In what ways are philosophical questions different from other types of questions e.g. scientific ones?
- The basic structure of philosophical arguments: premises and conclusions

## Case study: Plato's Cave

- Outline the key details of Plato's 'Analogy of the Cave', from *The Republic*.
- The meaning of symbolism in Plato's Cave

## Creation

- Ideas about the origin of the universe: scientific, philosophical and religious approaches
- The significance of myth in religion
- Creation myths: an African creation myth and a Native American creation myth
- The creation myths of Genesis 1 and Genesis 2

## Introduction to classical arguments for the existence of God

- The Cosmological Argument  
Why is there something rather than nothing?  
What is the 'cause' of the universe?
- The Design [Teleological] Argument  
Why is the universe like it is?  
Why do some people think it is ordered and structured?  
Must 'order and structure' be the product of an intelligent mind, a designer?  
What about disorder/evil and suffering?

## Death and the Afterlife

- Afterlife beliefs in the world's religions
- The concept of 'soul'
- The early life of the Buddha
- Reincarnation in Hinduism
- Karma in Hinduism

## Skills tested in the Yr7 summer end of year examination

In addition to the explicit content and knowledge detailed under the above topic headings, we expect pupils by the end of Year 7 to be able to:

- Annotate text in order to extract information and analyse its meaning and significance.
- Label diagrams and explain the meaning and significance e.g. Plato's Cave.
- Write one word, sentence, paragraph and extended prose [essay] answers to questions AND identify the appropriate length of response needed for particular questions.
- Present a philosophical argument clearly and logically.
- Critique a philosophical argument clearly and logically, by identifying and explaining objections.

# Geography

## Structure of the Exam

Your Y7 Geography exam is 50 minutes long. It has 4 types of questions:

- Short knowledge questions
- Map skills questions
- Source-Based Questions
- Short and extended Writing

Topic	Sub topics	Revision Sources
Unit 1: Geography of Great Britain	<ul style="list-style-type: none"> <li>• Human and physical features of Britain including location of major cities, mountain ranges and rivers.</li> <li>• Britain's weather and climate (relief, convection and frontal rain; types of air masses; regional variations e.g. NW Scotland compared to SE England)</li> <li>• Employment in Britain: primary, secondary and tertiary jobs</li> <li>• Advantages and disadvantages of migration for the UK</li> </ul>	Your geography exercise book is your best source – assuming you have been in every lesson and work is up to date, you'll have everything you need to revise.
Unit 2: Mapwork and Shipwrecked Island.	<ul style="list-style-type: none"> <li>• Human and physical features of the world: continents, oceans, key lines of latitude.</li> <li>• Directions using compass points</li> <li>• 6 figure grid references</li> <li>• Using Ordnance Survey map symbols</li> <li>• Using scale/measuring distance</li> <li>• Contour lines</li> <li>• Geographical vocab for describing places</li> </ul>	KS3 Progress in Geography (Hodder) - some of you have bought a personal copy and you can use this for extra research.
Unit 3: Is China the greatest superpower on earth?	<ul style="list-style-type: none"> <li>• What is a superpower</li> <li>• Physical characteristics of China</li> <li>• How China's population has changed</li> <li>• How globalisation changed China</li> <li>• Why China is helping Ethiopia</li> <li>• Pollution and sustainability in China</li> </ul>	BBC bitesize website has good revision resources for Unit 3.
Unit 4: Rivers	<ul style="list-style-type: none"> <li>• Water Cycle</li> <li>• Drainage basin</li> <li>• How a river changes from source to mouth</li> <li>• Waterfalls</li> <li>• Ox-bow lakes</li> <li>• Hydrographs</li> <li>• Flooding</li> </ul>	

## **Music**

Students should prepare for a formal performance assessment, to be completed at home.

Students should use their theory books (units 1-4) to revise the topics covered so far:

The stave.

Notes in the treble and bass clefs

Simple time signatures

Note lengths and rests, including dotted notes and rests

Ties and slurs