

# Year 8 Summer Exams

# Revision Guide

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# 2024

Dear student,

Your summer exams are fast approaching. They are an opportunity for you to show what you have learnt and evaluate the ways in which you learn. We were so impressed by the quality of your work in your interim exams, and the preparation that went into them to ensure good results – we expect no less in these final big exams before the end of the year.

We hope that this revision guide will be a useful tool for you as you prepare for your summer exams. They will take place in your lessons during the **week commencing Monday 20 May 2024**

Please make sure that you are prepared practically for the exams. This means making sure that you have the correct equipment (including spare pens and pencils!). Interim exams take place in your usual classrooms, and will be conducted in exam conditions – any circumstances where our right to education is being affected will be dealt with very seriously.

I know that in your assemblies, lessons and tutor times, your teachers have been discussing how you will be examined in each subject and they have been sharing strategies for revision. There are also a range of useful revision tips for each subject on the relevant pages. Most importantly, the exams are an opportunity for you to demonstrate your ability to **recall knowledge** and **practise the skills** you have learnt in your lessons. Your **exercise books** should always be your first port of call when starting your revision.

The **secure** knowledge and skills for each subject are those that we expect every student in Year 7 to be able to demonstrate in their exams. In order to be secure, you will need to score 50% or higher in your exam. For those of you who are stretching yourself, we would expect you to demonstrate some, if not all, of the **expert** knowledge and skills. Expert students score 70% or above in their exams.

We wish you the best of luck when preparing for and completing your exams.

Ms C Robinson  
*Assistant Headteacher*

M O Burton  
*Raising Standards Leader – Year 8*

ENGLISH	EXAM
<b>How will you be assessed:</b>	Students will complete an essay on a theme or character from William Shakespeare's 'Much Ado About Nothing'. They will have a choice of two questions and must write one answer.
<b>When will you be assessed:</b>	21 <sup>st</sup> May 2024
<b>Expert knowledge and skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- independently choose the best quotations to support my argument;</li> <li>- evaluate the writer's intentions with the theme and character;</li> <li>- create an argument about a theme or character in the play;</li> <li>- integrate contextual factors about the Elizabethan era as a part of my argument.</li> </ul>
<b>Secure knowledge and skills:</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- make a clear point about the theme or character in the play</li> <li>- begin to embed quotations in my writing</li> <li>- provide a range of interpretations of how the sophisticated theme or character is presented</li> <li>- link my explanations to Shakespeare and his context.</li> </ul>
<b>How can you revise:</b>	<ul style="list-style-type: none"> <li>- Use your exercise book to look at examples of model answers, key vocabulary and relevant context.</li> <li>- Create a storyboard of the key events in the play. Add at least two quotations for each event.</li> <li>- Create character profiles for the main characters in the play, with quotations. Try to answer the question, 'why does Shakespeare include this character in the play'?</li> <li>- Use your book to revise the conventions of comedy – how does 'Much Ado About Nothing' fit with the conventions of Shakespearean comedy?</li> <li>- Use websites such as Sparknotes and BBC Bitesize to revise key the plot, characters and themes of the play. Also use these sites, and your purple book, to revise the context of the play – what were Elizabethan attitudes towards love, marriage, gender, loyalty?</li> <li>- Make essay plans and write practice paragraphs, using the themes, characters and models in the revision guide that you have been given by your teacher.</li> </ul>

<b>MATHS</b>	<b>SUMMER EXAM</b>
<b>How will you be assessed:</b>	Assessment of all Year 8 content
<b>When will you be assessed:</b>	Tuesday 21 <sup>st</sup> May
<b>Expert knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Pie charts.</li> <li>• Calculations with money</li> <li>• Percentage calculations.</li> <li>• Ratios with recipes.</li> <li>• Rates.</li> <li>• Adding and subtracting fractions in context.</li> <li>• Forming and solving equations with shapes.</li> </ul>
<b>Secure knowledge and skills:</b>	<ul style="list-style-type: none"> <li>• Factors, multiples, squares and primes.</li> <li>• Sample space diagrams.</li> <li>• Simplifying algebra.</li> <li>• Naming 2D shapes.</li> <li>• Features of 3D shapes</li> <li>• Angles on parallel lines.</li> <li>• Collecting like terms.</li> <li>• Factorising simple expressions.</li> <li>• Comparing fractions, decimals, and percentages.</li> <li>• Fraction of an amount.</li> <li>• Frequency trees and percentages.</li> <li>• Solving problems with ratio</li> </ul>
<b>How can you revise:</b>	You should use your exercise books to revise each topic. Use your EPPs (Worked Example / Thinking Column / One To Try) to revise each topic. To do this, read through the worked example and the thinking column, while covering up the One to try question and then have a go at the One to try. If you need more practice, there should be ample questions to practice in your exercise books.

<b>SCIENCE</b>	<b>SUMMER EXAM</b>
<b>How will you be assessed:</b>	Assessment in class on the following units: Unit 1 – Heredity and life cycles, Unit 2 – Variation, adaptation and evolution, Unit 3 – Organisms and their environments, Unit 4 – Chemical Change, Unit 5 Dynamic Earth & Earth Chemistry, Unit 6 – Sound, light and waves, Unit 7 - Matter
<b>When will you be assessed:</b>	Thursday 23 <sup>rd</sup> May
<b>Expert knowledge and skills</b>	<ol style="list-style-type: none"> <li>1. Explain variation in organisms due to genetics and environment, how genetic information is stored and inherited, cell division, gametes' role in plant and animal life cycles, menstrual cycle steps and hormones, and assess effectiveness of contraceptives.</li> <li>2. Explain classification, graphing data based on type, the process of natural selection, how characteristics evolve through natural selection, and how fossil records reveal species relationships and past climate.</li> <li>3. Use a food diagram to predict population changes and impacts on other organisms, compare biotic and abiotic factors, investigate ecosystem factors, and assess the efficacy of pesticides versus biological controls in agriculture.</li> <li>4. Explain reactions, predict mass changes when metals burn in air, describe combustion processes, discuss energy changes in reactions, write neutralization equations, and describe trends in the periodic table</li> <li>5. Explain the formation of acid rain and the effects on weathering and pollution, explain the processes that form distinct types of rocks and explain tectonic action.</li> <li>6. Explain how different waves travel and compare the differences of light and sound, explain how light interacts with objects and how this can determine the colour that we see.</li> <li>7. Explain wave properties, temperature effects on volume, conservation of energy, thermal conductors and insulators, thermal energy and temperature, specific heat capacity, and energy calculations for temperature changes.</li> </ol>
<b>Secure knowledge and skills:</b>	<ol style="list-style-type: none"> <li>1. Describe environmental and genetic variation, DNA, genes, chromosomes, and genomes, inheritance, human growth, plant and animal life cycles, human sexual organs and reproductive processes, and types of contraceptives.</li> <li>2. Describe how we define a species, the purpose of classification, continuous and discrete data, types of competition, natural selection, and uses of the fossil record.</li> <li>3. Define producer, consumer, predator, and prey, drawing a food chain and food web, define community, population, and ecosystem, describe ways organisms are interdependent, describe biotic and abiotic factors of an ecosystem, how farmers use pesticides for specific pests, and how pesticides can harm ecosystems through biomagnification.</li> <li>4. Describe observations in chemical reactions, describe combustion, neutralisation, and endothermic reactions.</li> <li>5. Describe the composition of the atmosphere, the composition of the Earth and the processes in the rock cycle.</li> <li>6. Describe the properties of sound and light and draw ray diagrams to show reflection and refraction of light.</li> <li>7. Describe the arrangement and movement of particles in a solid and liquid, how temperature affects particle movement, predicting resulting temperature when hot and cold fluids are mixed, energy dissipation during cooling, identifying thermal conductors and insulators and their properties, and defining thermal energy store and how it is affected by an object's temperature and mass.</li> </ol>
<b>How can you revise:</b>	<ul style="list-style-type: none"> <li>- Use your exercise book to look at key concepts studied in class</li> <li>- Make use of the Topic Checklists at the start of each topic</li> <li>- Use your revision mats and checkpoint assessments to identify areas for development</li> <li>- Use your homework booklet to review/re-attempt exam questions</li> <li>- Make use of these websites:</li> <li>- <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a></li> <li>- <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></li> <li>- <a href="https://app.senecalearning.com/courses?Price=Free&amp;Subject=Science">https://app.senecalearning.com/courses?Price=Free&amp;Subject=Science</a></li> </ul>

FRENCH	SUMMER EXAM
<b>How will you be assessed:</b>	Students will complete Reading, Listening, Writing and Translation exams using all the vocabulary covered in the first half term and revising language covered in Year 8.
<b>When will you be assessed:</b>	w/c 20th May in both your French lessons.
<b>Expert knowledge and skills</b>	I can: <ol style="list-style-type: none"> <li>2. Understand a range of vocabulary from all the topics we have studied so far this year in both written and spoken texts</li> <li>3. Translate sentences in a range of tenses confidently from French into pb and English into French</li> <li>4. Link your ideas together in extended sentences to form a detailed paragraph</li> </ol>
<b>Secure knowledge and skills:</b>	I can: <ol style="list-style-type: none"> <li>3. Use regular and key irregular verbs in the present, past and future tenses</li> <li>4. Understand key vocabulary from the topics we have studied so far this year in both written and spoken texts.</li> <li>5. Write a few sentences about the topics that we have covered so far this year.</li> </ol>
<b>How can you revise:</b>	Test yourself frequently on new vocabulary covered in class. <ul style="list-style-type: none"> <li>• CGP revision guides</li> <li>• Visit either of the following websites: BBC Bitesize <a href="http://www.linguascope.com">www.linguascope.com</a> The login details for Linguascope are available via your class teacher.</li> </ul>

<b>SPANISH</b>	<b>SUMMER EXAM</b>
<b><i>How will you be assessed:</i></b>	Students will complete Reading, Listening, Writing and Translation exams using all the vocabulary covered in the first half term and revising language covered in Year 8.
<b><i>When will you be assessed:</i></b>	w/c 20 <sup>th</sup> May in both your Spanish lessons.
<b><i>Expert knowledge and skills</i></b>	I can: <ul style="list-style-type: none"> <li>- Understand a range of vocabulary from all the topics we have studied so far this year in both written and spoken texts</li> <li>- Translate sentences in a range of tenses confidently from Spanish into English and English into Spanish</li> <li>- Link your ideas together in extended sentences to form a detailed paragraph</li> </ul>
<b><i>Secure knowledge and skills:</i></b>	I can: <ul style="list-style-type: none"> <li>- Use regular and key irregular verbs in the present, past and future tenses</li> <li>- Understand key vocabulary from the topics we have studied so far this year in both written and spoken texts.</li> <li>- Write a few sentences about the topics that we have covered so far this year.</li> </ul>
<b><i>How can you revise:</i></b>	Test yourself frequently on new vocabulary covered in class. <ul style="list-style-type: none"> <li>- CGP revision guides</li> <li>- Visit either of the following websites:</li> <li>- BBC Bitesize</li> </ul> <p><a href="http://www.linguascope.com">www.linguascope.com</a> The login details for Linguascope are available via your class teacher.</p>



HISTORY	SUMMER EXAM
<b>How will you be assessed:</b>	One written exam: 1 hour
<b>When will you be assessed:</b>	The week beginning 20 <sup>TH</sup> May
<b>Expert knowledge and skills</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently answer the full range of exam questions using my deep knowledge of the abolition movement, the Industrial Revolution, and the British Empire (units 2-5 of your learning journey).</li> <li>- use my deep knowledge of abolition to accurately describe historic features of the movement and its impact, using the most relevant evidence to back up my points.</li> <li>- demonstrate my deep understanding of the concepts of urbanisation and revolution and support this with detailed examples from the topic.</li> <li>- use my understanding of the concept of evidence to explain in detail how useful sources are in telling us about the how the British Empire took control.</li> </ul>
<b>Secure knowledge and skills:</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently answer the full range of exam questions using my knowledge of the abolition movement, the Industrial Revolution, and the British Empire (units 2-5 of your learning journey).</li> <li>- use my knowledge of abolition to accurately describe historic features of the movement and its impact, and support these with examples from the topic.</li> <li>- demonstrate my understanding of the concepts of urbanisation and revolution and support this with examples from the topic.</li> <li>- use my understanding of the concept of evidence to explain how useful sources are in telling us about the how the British Empire took control.</li> </ul>
<b>How can you revise:</b>	<ol style="list-style-type: none"> <li>1. Your classwork book is your main source of revision. This should be well organised and presented so you it can easily be used.</li> <li>2. Use your Microsoft Teams 'class team' to find the PowerPoints and any other resources your teacher has shared.</li> <li>3. Ensure revision is active, try these ideas: <ul style="list-style-type: none"> <li>- Pick a topic and then draw lots of pictures and/or symbols to try and remember that topic.</li> <li>- Use timelines to help you see what happened when – go one step further and explain consequences of each event.</li> <li>- Use spider diagrams to quickly write down all the things you can remember and how they link to each other.</li> <li>- Make flash cards- this means on card sized paper write down a question on one side and the answer on the other OR key facts. You then use the flashcards to test yourself or your classmates!</li> <li>- Write your own quiz. If you work with others, you could use these to test each other.</li> <li>- Teach someone else. Create lessons and presentations on different topics. You remember a lot of what you teach!</li> <li>- Record yourself repeating different topics- you could use a phone recording.</li> <li>- Create songs/raps/poems about topics.</li> </ul> </li> </ol>



<b>GEOGRAPHY</b>	<b>EXAM</b>
<b>How will you be assessed:</b>	<i>One written exam: 1 hour</i>
<b>When will you be assessed:</b>	<i>The week beginning 20th May.</i>
<b>Expert knowledge and skills</b>	<p><b>Is there a sustainable solution to climate change?</b></p> <ul style="list-style-type: none"> <li>- I can describe and explain key features of the environment with reference to interdependence.</li> <li>I can explain the impact of local air pollution in London with reference to social, economic and environmental and judge the importance of these impacts.</li> <li>- I can explain the evidence we have for climate change and make a judgement about what evidence is strongest.</li> <li>- I can explain the causes of climate change with reference to human and physical factors.</li> <li>- I can explain the impacts of climate change and judge the importance of these impacts.</li> <li>- I can define the concept of environmental racism with reference to named examples around the world.</li> <li>- I can explain how climate change is impacting the UK and consider how this might change in the future, with judgement on what are the most severe impacts.</li> <li>- I can explain strategies to reduce the causes and impacts of climate change and consider the strengths and weaknesses of these strategies.</li> </ul> <p><b>Should we protect the cryosphere?</b></p> <ul style="list-style-type: none"> <li>- I can explain the location of glaciers with reference to specific places and explain how they are formed using key terms.</li> <li>- I can explain key landforms and processes of glaciers and recognise different landforms from pictures.</li> <li>- I can use OS maps with accuracy to suggest evidence of glaciers in the UK with 6 figure grid references and accurately identify landforms from these maps.</li> <li>- I can explain how ablation and accumulation cause changes to glaciers. I can explain how the albedo effect links to climate change.</li> <li>- I can explain the impacts of glacial retreat with reference to specific places and determine whether these impacts are local or global. I begin to assess the significance of these impacts.</li> <li>- I can counter stereotypes about Indigenous peoples and describe how life for the Inuit people has changed over time.</li> <li>- I can explain why life for the Inuit people has changed due to a range of reasons and assess the significance of these impacts.</li> <li>- I can make a balanced judgement on whether commercial seal hunting should be allowed in the Arctic using evidence from multiple viewpoints.</li> <li>- I can make a balanced judgement on whether oil drilling should be allowed in the Arctic using evidence to justify my opinion. I begin to assess the different social and economic opportunities and challenges.</li> <li>- I can make a balanced judgement about whether tourism should be allowed in the Arctic using evidence to justify my opinion. I begin to understand how climate change will affect this opportunity and challenge.</li> <li>- I can confidently debate whether human interaction in the Arctic is harmful or not.</li> </ul>
<b>Secure knowledge and skills:</b>	<p><b>Is there a sustainable solution to climate change?</b></p> <ul style="list-style-type: none"> <li>- I can describe and explain key features of the environment.</li> <li>I can explain the impact of local air pollution in London.</li> <li>- I can describe and explain the evidence we have for climate change.</li> </ul>

- I can explain the causes of climate change.
- I can explain the impacts of climate change.
- I can define the concept of environmental racism.
- I can explain how climate change is impacting the UK.
- I can explain strategies to reduce the causes and impacts of climate change.

**Should we protect the cryosphere?**

- I can describe the location of glaciers and explain some of the key features of them and I have some understanding of how they are formed.
- I can describe key landforms and processes of glaciers and recognise different landforms from pictures.
- I can use OS maps to suggest evidence of glaciers in the UK using 4 figure grid references.
- I can define ablation, accumulation and calving and describe what the albedo effect is.
- I can explain the impacts of glacial retreat with reference to specific places.
- I can describe who Indigenous peoples are and how life for the Inuit people has changed.
- I can explain why life for the Inuit people has changed.
- I can make a judgement on whether seal hunting should be allowed in the Arctic using evidence to justify my opinion.
- I can make a judgement on whether oil drilling should be allowed in the Arctic using evidence to justify my opinion.
- I can make a judgement about whether tourism should be allowed in the Arctic using evidence to justify my opinion.
- I can debate whether human interaction in the Arctic is harmful or not.

**How can you revise:**

1. **Your classwork book is your main source of revision.** This should be well organised and presented so you it can easily be used.
2. **Use your Microsoft Teams ‘class team’ to find the PowerPoints and any other resources your teacher has shared.**
3. **Ensure revision is active, try these ideas:**
  - Pick a topic and then draw lots of pictures and/or symbols to try and remember that topic.
  - Write a story using as many senses as possible about your chosen topic. Link to what we can see, hear, smell and touch helps our memories.
  - Use mind maps to revise a full topic. If you google ‘mind map rules’ you will see the rules that are important when creating a mind map
  - Use spider diagrams to quickly write down all the things you can remember and how they link to each other
  - Make flash cards- this means on card sized paper write down a question on one side and the answer on the other OR key facts. You then use the flashcards to test yourself.
  - Write your own quiz. If you work with others you could use these to test each other.
  - Teach someone else. Create lessons and presentations on the different skills. You remember a lot of what you teach!

<b>D&amp;T</b>	<b>SUMMER EXAM</b>
<b>How will you be assessed:</b>	The exam will be broken up into two parts: <ul style="list-style-type: none"> <li>- Recap of materials covered in practical projects (identification of specific materials and properties/uses). This will also include questions about the tools and equipment you have used this year.</li> <li>- Unseen brief with a design, make (intention of make) and evaluate component.</li> </ul>
<b>When will you be assessed:</b>	w/c 20 <sup>th</sup> May
<b>Expert knowledge and skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- Identify the differences between natural woods and manufactured boards and be able to explain, with examples, properties and uses of them.</li> <li>- I can explain in detail the differences between thermoplastics and thermosetting plastics and can name a few for each.</li> <li>- Draw a variety of creative ideas and label them, explaining about the aesthetics and layout in detail.</li> <li>- Explain how my maze was made in detail referencing quality control measures and all the tools I used. I can confidently explain how I've used joints within my jewellery box design.</li> </ul>
<b>Secure knowledge and skills:</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- Name the materials I've used this year (which woods and plastics) and explain what tools I've used in my different projects. I can briefly explain why I've used these types of tools (what types of saws).</li> <li>- I can draw out 2-3 ideas with basic labels which relate to a brief.</li> </ul>
<b>How can you revise:</b>	<ul style="list-style-type: none"> <li>- Use <a href="http://technologystudent.com">technologystudent.com</a> (your teacher will let you know what sections to look at to prepare you for your exam).</li> <li>- Read through your design journal and all the notes you've made this year during each project.</li> </ul>

<b>MUSIC</b>	<b>SUMMER EXAM</b>
<b>How will you be assessed:</b>	Written and listening exam.
<b>When will you be assessed:</b>	w/c/ 20 May 2023
<b>Expert knowledge and skills</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- Identify at least 5 different percussion instruments.</li> <li>- Identify and define at least 4 key elements of Reggae Music.</li> <li>- Identify notes on a keyboard.</li> <li>- Identify at least 8 notes on the staff and be able to draw 8 notes when asked to by the teacher.</li> <li>- To understand rhythm e.g. semibreve, minim, crotchet, quaver, semiquaver and triplets.</li> <li>- To be able to identify at least 4 different elements of what makes effective rap music.</li> <li>- To label at least 4 ukulele chords correctly.</li> </ul>
<b>Secure knowledge and skills:</b>	<b>I can:</b> <ul style="list-style-type: none"> <li>- Identify at least 3 different percussion instruments.</li> <li>- Identify and define 3 key elements of Reggae Music.</li> <li>- Identify notes on a keyboard.</li> <li>- Identify at least 6 notes on the staff and be able to draw 6 notes when asked to by the teacher.</li> <li>- To understand basic rhythm e.g. semibreve, minim, crotchet and quaver.</li> <li>- To be able to identify at least 4 different elements of what makes effective rap music.</li> <li>- To label at least 3 ukulele chords correctly.</li> </ul>
<b>How can you revise:</b>	Revision sheets will be provided on teams.

PHYSICAL EDUCATION	THERE IS NO EXAMINATION
<b>How will you be assessed:</b>	<p><b>Continual Teacher observations:</b> The curriculum has been planned to apply to holistic assessment frameworks. On-going formative assessment will inform summative judgements</p> <p><b>Peer discussions and feedback:</b> During lessons peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning.</p> <p><b>Questioning:</b> During every lesson there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding.</p>
<b>Expert knowledge and skills</b>	<ul style="list-style-type: none"> <li>- Students understand how the different components of fitness affect performance and explain how different types of exercise contribute to your fitness and health.</li> <li>- Students can explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their own choices and preferences.</li> <li>- Students are able to apply the principles of advanced strategies, tactics and compositional ideas in your own and others' work, and modify them in response to changing circumstances.</li> <li>- When leading practices and activities, they can apply basic rules, conventions and/or compositional ideas consistently and with confidence.</li> </ul>
<b>Secure knowledge and skills:</b>	<ul style="list-style-type: none"> <li>- Students will develop an understanding of the term 'resilience' and be encouraged to demonstrate this concept.</li> <li>- Students will understand what is meant by failure and demonstrate how it can aide learning</li> <li>- Students will gain an understanding of how marginal gains can lead to big improvements over time</li> <li>- Students will understand what persistence is and demonstrate it when faced with a challenge.</li> <li>- Students will understand the role of and advantages of being proactive alongside determination and perseverance.</li> <li>- Students will understand the difference between a fixed and growth mindset.</li> </ul>
<b>How can you revise:</b>	<p>They key is to be apply to apply knowledge and skills in different situations which come from taking part in a wide range of activities. Attending extra-curricular sessions either at lunch or after school. We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion in a live or televised is beneficial to understand the rules conventions and appreciate high level performance. Watching YouTube videos of high-level performance and the numerous coaching Vlogs. Reading sporting biographies and keeping up to date with sporting current affairs through newspapers, magazines and websites.</p>

PBE	INTERIM EXAM
<b>How will you be assessed:</b>	<p><b>In-class exam:</b> w/c 20<sup>th</sup> May, although teachers may move this date if it supports students in spacing out exams</p> <p>2 x 1 marker, 2 x 2 marker, 2 x 4 marker, 2 x 5 marker, 1 x 9 marker Students will have 50 minutes to complete this exam.</p>
<b>Expert knowledge and skills</b>	<ul style="list-style-type: none"> <li>- Develop two clear reasons (PDD + PDD) using several examples or further explanations</li> <li>- Choose between examples and quotes to pick the most appropriate supporting evidence in essays</li> <li>- Explain key religious concepts using a range of key terms</li> <li>- Begin to refer to sources of authority to explain some differences <i>within</i> religions and how religion <i>influences</i> individuals</li> <li>- Evaluate in more depth, providing several developed points on either side of the debate and a clear conclusion in order to achieve 8 or 9 in essays (PDD+PDD // PDD+PDD)</li> </ul>
<b>Secure knowledge and skills:</b>	<ul style="list-style-type: none"> <li>- Give two clear developed points using some examples and quotes</li> <li>- Describe key concepts clearly</li> <li>- Outline a few differences <i>within</i> religions</li> <li>- Evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD, PDD)</li> <li>- Give a clear conclusion that sums up some of the arguments</li> <li>- Explain the <i>influence</i> of beliefs on individuals and communities</li> </ul>
<b>How can you revise:</b>	<p>Use the revision guide to revise the content for this exam and read the sample answer. This will be uploaded onto Teams. Practise bullet pointing two key points per topic to prepare for 4 and 5 markers. Use MRI from previous essays to ensure you are clear on how to write 9 markers. You can use mind-maps, flash cards or write your own quiz to remember the content. Make sure that you summarise as opposed to copying out ideas.</p>