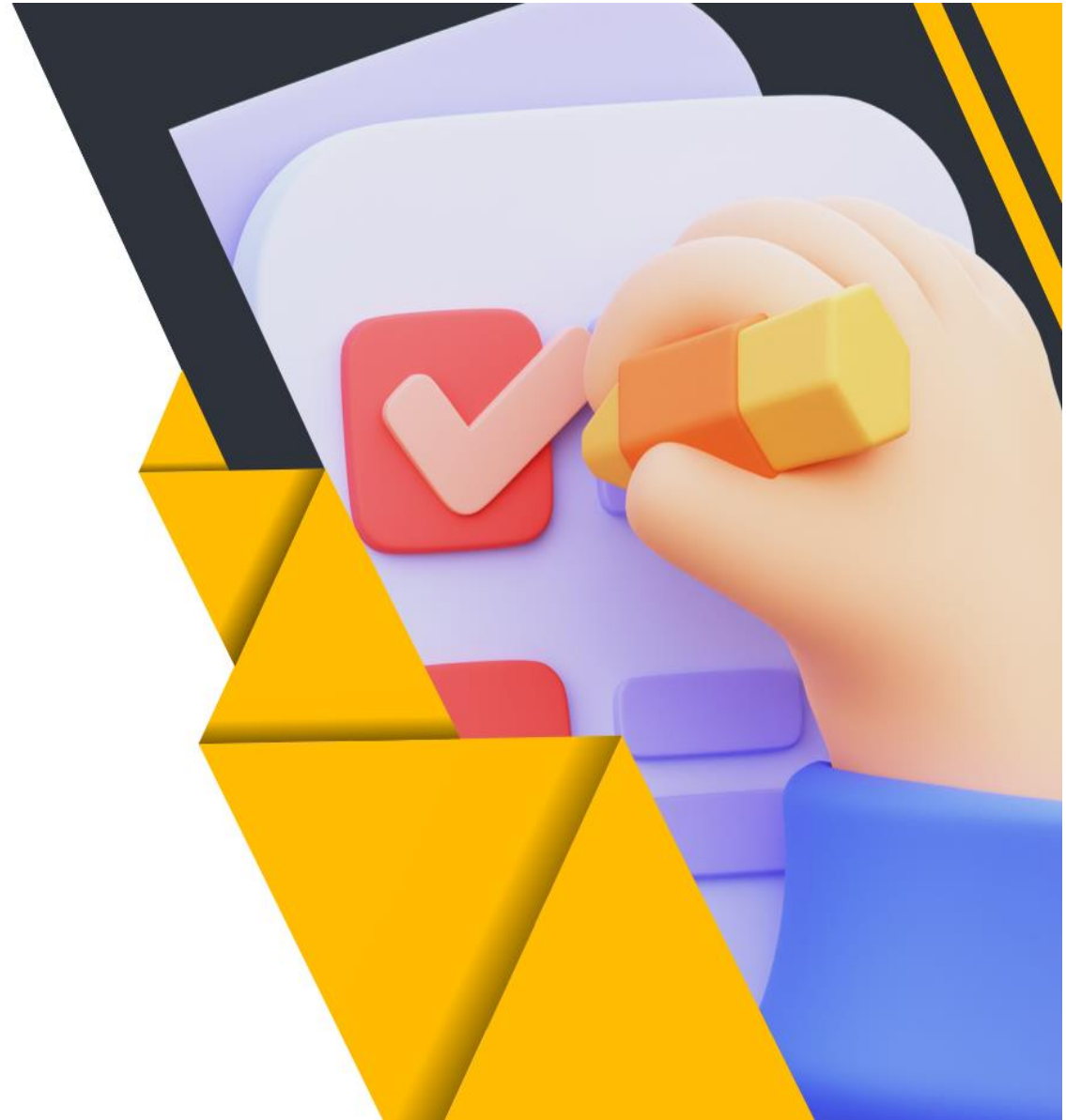




Leeds Jewish Free School

Y8 End of term Assessments

Raising achievement



Leeds Jewish Free School: Y7-Y10 End of term assessments

Students at LJFS start their new timetable and go up an academic year in June. This allows all students to embark on their new year curriculum before the summer holidays, so learning after summer is a continuation. The end of year exams will take place between Monday 8th April – Thursday 18th April, with end of year report being published on the 21st May and the new timetable started for all students on the 3rd June 2024.

Timetable of exams: all assessments will take place in normal lesson times.

Year 8

Week 1	1	2	3	4	5	6	7
Monday 8th April	Y8 Science		Y8 Spanish H Y8 JS C		Y8 Maths		
Tuesday 9th April	Y8DT	Y8DT			Y8 Spanish C Y8 JS H		
Wednesday 10th April	Y8 History (part 1)	Y8 French H			Y8 IVRIT H	Y8 French C	Y8 Science
Thursday 11th April				Y8 Maths		Y8 History (part 2)	
Friday 12th April	Y8 Science		Y8 English	Y8 English	Y8 Drama	Y8 Drama	

Week 2	1	2	3	4	5	6	7
Monday 15th April			Year 8 Spanish			Y8 Art	Y8 Art
Tuesday 16th April					Year 8 Spanish	Y8 JS H	Y8 IVRIT C
Wednesday 17th April			Y8 Music	Y8 Music			
Thursday 18th April	Y8 Geog	Y8 Geog					

Subject	Assessment	Where to find revision
English		
Maths	<p>End of term test 45 minutes (no calculator)</p> <ul style="list-style-type: none"> • Significant figures • Units of measurements • Using < and > • Ratio • Indices • Solving equations • Solving inequalities • % of amounts • Nth term • Standard form • Factorising • Coordinates 	Revision list will be given out on teams with more tailored and specific topics.
JS Core/higher		
French	<p>The assessment will be about all Y8 learning:</p> <ul style="list-style-type: none"> • Full conjugation of faire, être, avoir, aller, Regular –er verbs (aimer, porter), Regular –ir verbs (finir, choisir...) and regular –re verbs • Talk about activities, using faire + du, de la, des, de l’ • Describe your family, using être, avoir, and possessive adjectives: (mon frère est+ adjective. Il a + les yeux/les cheveux)) • Use aller + à, au, aux, à la, chez to say where you are going and to use the ‘near future’: aller+ infinitive • Talk about clothes using the verb porter. • Modal verbs <u>pouvoir, vouloir, devoir</u> +infinitive What you can do in your town (on peut visiter...) What you want (food and drinks), what you want to be (jobs) (je veux + être) What you have to do (je dois + infinitive) • -ir and –re verbs are not related to a specific topic, but may appear in a text and need to be understood. 	The notes in your books cover all these topics. Examples are given on your checklist at the start of your book Quizlet lists can help with vocabulary (access through your Quizlet class, or by scrolling up in Teams to find the links)
Spanish	<p>We will focus upon the 2 latest topics studied on Clothing and Hometown. We will look at Reading, Listening and Writing skills. You will need to show your understanding of:</p>	Read through your class exercise book with notes and tasks from lessons

	<ul style="list-style-type: none"> • Nouns and adjectival agreement • Expressing positive and negative opinions • Use of the future tense for yourself (voy a llevar) and others (mi amigo va a llevar) when talking about what you and others are going to wear • Giving justification as to why you like/ dislike a subject or item of clothing • Giving comparison about items of clothing, more.. than, less ...than, as... as • Describe what there is and is not in your town. • Describing your town • Describing what you can and cannot do in your town using the modal verb se puede + Infinitive 	Revise from your sentence builders given in each topic to help you recall key vocab and grammar chunks.
Music	Pupils will have a practical assessment on Samba Music	Pupils will not need to revise for this test. They will have been rehearsing and preparing in lessons
Drama	Pupils will have a practical assessment on The History of Theatre	Pupils will not need to revise for this test. They will have been rehearsing and preparing in lessons
Modern Hebrew (Higher)	<ul style="list-style-type: none"> • To like something or not • To gather facts about someone • Use adjectives about someone or about their work • Modal verbs: יכול, רוצה, אוהב • Talk about your town • Infinitives • Give and understand directions • Travelling: means of transport, verbs for travelling • Shopping, including the use of 1 & 2 	<p>The notes in your books cover all these topics. Examples are given on your checklist at the start of your book</p> <p>Quizlet lists can help with vocabulary (access through your Quizlet class, or by scrolling up in Teams to find the links)</p>
History	<p>Georgians and British Empire essay</p> <p>This will be an open-book test in which you will practise our key skill of writing an essay which evaluates historical evidence to support an argument.</p> <p>The subject will be on Georgian Britain and will include the following topics:</p> <ul style="list-style-type: none"> • The Age of Elegance • The Gin Craze 	<p>As this will be an open-book test, you do not need to learn content by heart. Instead, you should do this revision:</p> <ol style="list-style-type: none"> 1) Go back to your essay feedback and targets from your Tudors essay (October) and Stuarts essay (January). Come up with one or two ways you can work on hitting your target. 2) Read back through all our Georgian work and our British Empire work so far. Make sure you have not missed any of the topics in this list (catch-up help is

	<ul style="list-style-type: none"> • The Industrial Revolution (including inventions, transport, Luddites, factories and Leeds) • The French Revolution and its impact on Britain • The British Empire and slave trade <p>The question will ask you to think about whether society was transformed for better or worse during the Georgian period.</p>	<p>available) and go back over it so you can remember what is in your book ready to use it in the essay.</p> <p>3) Plan - think about what you might want to write your paragraphs about.</p>
Geography	<p>The assessment will relate to topics that we have covered in class since January. It will be one assessment, covering geographical skills and knowledge. This will include;</p> <ul style="list-style-type: none"> • 4 and 6 figure grid references • OS map symbols • Locational knowledge – countries and continents • Types of weather • Types of rainfall • Weather instruments • Population (we have not covered this yet but will do so in the coming weeks!) 	<p>In your book BBC Bitesize Internet geography</p>
Art	<p>Art – Day of the Dead. Students are to produce a final piece, starting in this session which is a portrait inspired by the Day of the Dead festival. Pupils will be able to develop their own composition, drawing inspiration from their research and combining elements of Aboriginal art too, such as pattern making to create a unique and effective portrait.</p>	<p>https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead</p> <p>https://store.anmm.gov.au/blog/what-do-the-colours-of-aboriginal-art-mean/</p>
Science	<p>Health and lifestyle Earth Ecosystems</p>	<p>What is a healthy lifestyle? - BBC Bitesize Planets of our Solar System - BBC Bitesize Ecosystems and habitats - KS3 Biology - BBC Bitesize</p>