

Glastry College



KS3 Winter 2019

Examination and Revision Guide



Art



Drama



English



French



Geography



History



Home Economics



ICT



Learning for Life and Work



Maths



Music



Physical Education



Religious Studies



Science



Technology

KS3 Winter 2019 Examination and Revision Guide

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KS3 Examination Timetable

Period	Year 8	Year 9	Year 10
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Tuesday 3 December

1	8A Spanish	9A Spanish	Religious Studies
2	<i>Revision</i>	<i>Revision</i>	<i>Revision</i>
3	Maths	Home Economics	English
4	<i>Revision</i>	<i>Revision</i>	<i>Revision</i>
5	Geography	Science	History

Wednesday 4 December

1	Religious Studies	French	Maths
2	<i>Revision</i>	<i>Revision</i>	<i>Revision</i>
3	Home Economics	History	Geography
4	<i>Revision</i>	<i>Revision</i>	<i>Revision</i>
5	Science	English	French

Thursday 5 December

1	French	Maths	<i>Revision</i>
2	<i>Revision</i>	<i>Revision</i>	Home Economics
3	English	Religious Studies	<i>Revision</i>
4	<i>Revision</i>	<i>Revision</i>	Science
5	History	Geography	-

*Please note, periods when there is no exam should be used for independent study and revision.

Exam and Revision Guidance and Tips

Get Organised:

It really helps your brain to remember things if you are able to order your thoughts. This means that to help your brain do this you need to organise all aspects of your learning:

1. Find the best place for your revision – bedroom, dining room table etc
2. Find your favourite styles of revision – see the points below
3. Find the best times for you to revise
4. Keep the area where you revise organised – neat, tidy, room to spread out
5. Create a detailed revision plan – what are you going to revise and when?
6. Make sure you know what you are revising – see the subject guidance in this booklet
7. Stay healthy - get fresh air, drink water and eat healthy food

Brain facts:

1. Your brain has an ability to remember everything and anything you want it to!
2. To do this we all need to give our brains some help to store information.
3. It is important to try different ways to revise as this will help your memory to improve.
4. Your memory works best if you stimulate your imagination.
5. Your brain needs rest and breaks – so revise in chunks of 30 to 45 minutes and then take a break, have a healthy snack for 15 to 20 minutes and then get back to another chunk of revision.

Revision Techniques/Memory Aids:

1. Note taking:

This is the most common form of revision for most people. Get the information down and keep it organised by using sub-headings, topics or bullet points. When you turn information into something else, even if it's just the writing, it will help it stick in your brain!

2. Test Yourself:

Research has proven that the most effective way to revise is to regularly test yourself on what you know. There are a number of ways you can do this, point 6 and 8 are some examples. However, the most effective is to do the following:

- a) Make organised notes as above in point 1
- b) Rest, take a break etc
- c) Write out everything you can remember from what you have made notes on.
- d) Compare what you have written out with your organised notes.
- e) Read over, make more notes, highlight etc what you missed.
- f) Repeat b to e, until you are able to recall everything!

3. Underlining:

Underlining key words or picking out the key facts can be helpful. Underlining command words or key words in exam questions is also a good idea, so that you know more clearly what the question is asking you.

4. Colour coding:

Use highlighter pens to 'highlight' information under a range of headings e.g. topic headings in yellow, all key terms in green, important facts in pink . . . Using different colours for different ideas or themes or topics helps you to organise your thoughts and so better remember things.

5. Spider diagrams/Memory/Mind Maps:

These are a quick and excellent way of organising and remembering information. Your brain is much more likely to remember things when you use words, colours and images than if you were to use any of them on their own.

1. Start with the paper in landscape.

2. Use your favourite colours.
3. Start in the centre with an image that summarises the topic and write this on it.
4. From the centre draw lines. In capitals write a main idea linked to the theme.
5. From these branches use smaller lines to expand the ideas and illustrate them with small images.
6. Stick them around your bedroom!

6. Acrostics and acronyms:

Often these can seem like things you used in Primary School, but they can be very effective in sparking ideas and helping you to remember. Use this concept to sequence information or remember a list. Turn the initials of the words into another word. A classic is 'King Richard Of York Gave Battle In Vain' for remembering the colours of the rainbow.

7. Quiztastic:

Turn revision for a subject into 10 or 20 quiz questions and test your friends. You could make answering them a text or email challenge.

8. Repetition:

Repeating something 5 times helps your brain to remember:

1. First repetition just after you have first learnt it.
2. Second repetition one day after.
3. Third repetition one week after.
4. Fourth repetition one month after.
5. Fifth and final repetition 3 to 6 months after.

9. Babble Gabble:

This is a brilliant way to check what you know and understand as if you can talk about it clearly and concisely, you know you've learnt it! Find a friend and tell them everything you know about a topic in 60 seconds. They should then repeat it back in 30 seconds. At the end you can discuss what you missed out.

10. Perspective:

1. You can complain about exams and why you have to do them until the cows come home, but whatever your opinion, exams are inevitable and you need to accept this as soon as possible.
2. Listen to your teachers. They are professionals with a wide range of experience and they will be able to help you!
3. Talk to your family. Explain to them that you need their support over the coming weeks and there may be moments when you are stressed or anxious and you may be even more grumpy than usual. Ask them to be understanding and help you to get through this and succeed.
4. Make an agreement with your friends. You must still have a social life but try to include revision in it somewhere and ask your friends not to pressurise you into going out if there is work you want to finish.
5. In your revision plan, include lots of relaxation breaks. These give your brain a chance to learn and remember your work.
6. Consider your health. If you are feeling overwhelmed or unusually sad or tired, speak to someone.
7. Eat healthily and drink plenty of water. Bananas are supposed to help your brain remember things!
8. Plan a celebration event with all of your friends at the end of the final exam.
9. Everyone can improve and get better at something. To do this you just need to keep trying, listen to and act on feedback and advice and believe you can do it.
10. Finally, be positive and remind yourself that with hard work and effort you are someone who can do well and who deserves to succeed. Be proud of your abilities and efforts and support others by being positive about school, learning, revision, hard work and success.



English

Year 8	Year 9	Year 10
<p>Literacy (KAL)</p> <ul style="list-style-type: none">▪ Alphabetical ordering▪ Full stops and capital letters▪ Nouns▪ Verbs▪ Adjectives▪ Adverbs▪ Paragraphing	<p>Literacy (KAL)</p> <ul style="list-style-type: none">▪ Apostrophes▪ Homonyms/Homophones▪ Alliteration▪ Onomatopoeia▪ Speech marks▪ Commas	<p>Poetry Analysis</p> <ul style="list-style-type: none">▪ Mid Term Break



French

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ▪ Numbers 1 – 31 ▪ Days ▪ Accents ▪ Months ▪ Dates ▪ Colours ▪ Names ▪ Ages ▪ Brothers and sisters ▪ Items in the classroom ▪ Items in the schoolbag <p style="text-align: center;">Listening Reading Writing Grammar Translation</p>	<ul style="list-style-type: none"> ▪ Numbers 1 – 100 ▪ -ER verbs ▪ -IR verbs ▪ Negatives NE...PAS ▪ Days, months, dates ▪ Personal Details ▪ Family ▪ Places in town ▪ Asking the way in town (Pour aller . . .) ▪ Activities in town <p style="text-align: center;">Listening Reading Writing Grammar Translation</p>	<ul style="list-style-type: none"> ▪ Numbers 1 – 1000 ▪ Days, months, dates ▪ Items in the schoolbag ▪ Personal details <p><u>Past Tense</u></p> <ul style="list-style-type: none"> ▪ 3 Parts ▪ Pronouns (je/tu/il/elle/nous/vous/ils/elles) ▪ AVOIR (ai/as/a/avons/avez/ont) ▪ Regular endings er – é ir – i re - u <p style="text-align: center;">Listening Reading Writing Grammar Translation</p>



Geography

Year 8	Year 9	Year 10
<p><u>Where am I? Northern Ireland!</u></p> <ul style="list-style-type: none"> ▪ Name the 3 types of Geography and give examples of what you learn about in each. ▪ Give directions using N/E/S/W. ▪ Read and write 4 and 6 figure grid references. ▪ Know what things are shown on a physical map and a political map. ▪ Be able to name and label the following on a map of Northern Ireland <ul style="list-style-type: none"> ○ The 3 main rivers ○ The 3 main mountain ranges ○ The 3 largest inland loughs ○ The 6 counties ○ The 5 cities. <p><u>My Local Area</u></p> <ul style="list-style-type: none"> ▪ Name the main types of settlement. ▪ Explain what a settlement hierarchy is and organise one for the Ards Peninsula. ▪ Explain why large settlements have lots of services and small settlements few services ▪ Name and describe the 3 main types of settlement pattern. ▪ Name some settlement siting factors e.g. water supply, wood, flat land, high land etc and be able to explain why having these makes a place a good site for a settlement. ▪ The 3 types of rock and how they are formed: igneous, sedimentary and metamorphic. 	<p><u>Where am I? Europe!</u></p> <ul style="list-style-type: none"> ▪ Name and locate EU countries and their capital cities. ▪ Name and locate the main rivers in the Europe. ▪ Name and locate the main mountain ranges in the Europe. ▪ Name and locate the main seas and oceans in Europe. ▪ Use map symbols, 4 and 6 figure grid references and direction on OS maps. ▪ Explain why the EU was created. ▪ Know what a Eurosceptic is ▪ Describe 3 positives about the EU and 3 negatives about the EU. ▪ Write your opinion on whether the EU is a good idea or not. <p><u>Environmental Issues</u></p> <ul style="list-style-type: none"> ▪ Group different resources together e.g. fossil fuel, biomass, renewable, finite etc ▪ Explain what renewable and non-renewable mean and give examples of these types of resources. ▪ Explain how fossil fuels are created. ▪ Describe an environmental issue you know about. ▪ Describe 3 positives and 3 negatives of wind farms and 3 positives and 3 negatives of nuclear power. ▪ Write your opinion on whether wind farms and nuclear power are a good idea. 	<p><u>Where am I? The World!</u></p> <ul style="list-style-type: none"> ▪ Name and locate the world's 7 continents. ▪ Name and locate the world's major mountain ranges, oceans and rivers. ▪ Name and locate the world's highest mountain and longest river. ▪ State 2 things a political map shows and 3 things a physical map shows. ▪ Use latitude and longitude to describe the location of a place on a world map. ▪ Use 6 figure grid references, map symbols and measure distances on OS maps. <p><u>Perilous Planet</u></p> <ul style="list-style-type: none"> ▪ State 2 types of natural disaster. ▪ Label the key parts of a volcano. ▪ Label the main layers that make up the structure of Earth. ▪ Explain why volcanoes happen at destructive plate boundaries. ▪ Explain how volcanoes and earthquakes happen at plate boundaries ▪ Describe the effects of a volcanic eruption you have studied.



History

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ▪ Local, national and global definitions and examples ▪ Chronology – putting events/dates in the correct order ▪ Centuries ▪ Historical skills ▪ Identifying anachronisms ▪ Historical evidence; primary and secondary, written, visual, oral and physical, bias. ▪ Jobs/careers history is relevant to and why – matching up to historical skills ▪ Source skills – the 5Ws ▪ Reasons why History is relevant today – extended writing 	<ul style="list-style-type: none"> ▪ The Renaissance – definition ▪ Inventions/changes/discoveries of the Renaissance ▪ Facts about the Renaissance ▪ How the Renaissance affects our lives to today – connections past and present ▪ Why is Henry VIII significant/important? ▪ Why did Henry VIII break away from the Church in Rome and bring the Reformation to England? ▪ Henry’s children, wives and what happened to each. ▪ Why was the Church important in the Middle Ages? ▪ What was the Reformation and when did it happen? ▪ Why did the Reformation happen and what were Martin Luther’s criticisms of the Church? ▪ Results of the Reformation and differences between the Roman Catholic and Protestant Churches. ▪ Source Exercise on Henry VIII ▪ Extended writing on reasons why Henry was a Saint or a Sinner? 	<ul style="list-style-type: none"> ▪ Germany at the end of World War One ▪ The Treaty of Versailles ▪ The Weimar Republic ▪ Why and how Hitler rose to power? ▪ Why did Hitler and the Nazis persecute the Jews? ▪ How did the Nazis treat the Jews in Germany in the 1930s ▪ Why did the outbreak of WW2 change the fate of the Jews? ▪ Ghetto definition and life in the Ghettos ▪ The Wannsee Conference/Final Solution ▪ How the Holocaust was carried out and why it should be commemorated.



Home Economics

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ▪ List 4 hygiene rules that must be followed in a Home Economics Room ▪ List 3 safety rules that must be followed in a Home Economics Room. ▪ What are the following pieces of equipment used for in a kitchen.. sieve, palette knife, vegetable knife, scales, spatula? ▪ Explain how to use a sandwich toaster safely to ensure you have a nicely toasted sandwich. ▪ Why do you use a chopping board when chopping vegetables? ▪ Explain 3 reasons why it is necessary to eat a breakfast. ▪ Why is a recipe needed when making apple crumble? ▪ How do you remove the skin and the core of the apples when making apple crumble? ▪ What part of the hands is used when making the crumble for the apple crumble? ▪ Explain why it is important that you use this part of the hand. ▪ List 3 main cooking areas of the cooker. ▪ Explain the term 'garnish'. ▪ Explain the term 'season' in relation to food. ▪ State 2 rules for grilling. ▪ How would you treat a burn/scald? 	<ul style="list-style-type: none"> ▪ What are 'Roles'? Explain two roles you might have. ▪ What are 'Responsibilities'? Explain 2 responsibilities you might have. ▪ Revise equipment names and uses, for example what is a flour dredger and what is it used for? What piece of equipment would you use to aerate flour? What pieces of equipment measure 5 ml, 10 ml, 15 ml, 100 ml and 100g? ▪ Re-read your recipes. Why is an omelette pan 'proved'? Why is fruit juice used in fruit salad? What technique is used to combine margarine and flour in cinnamon scones? ▪ Explain the term 'Role Reversal'. Give an example. ▪ What does 'conflict' in a family mean? How can this be resolved? (remember curfew times / sharing TV times). ▪ Name 5 plant foods and 5 animal foods. ▪ parsley, Sage, Rosemary and Thyme are types of _____. ▪ What range of colours can peppers be? ▪ Name the foods : a red vegetable R _ _ _ _ _ a small dark plum D _ _ _ _ _ a fruit from New Zealand K _ _ _ what do grapes grow on V _ _ _ _. ▪ Name an unusual fruit. ▪ Re-read reasons why we eat food and give 6 reasons. ▪ Vegetables can be categorised into 3 main groups – Green, Root and Pulse. Suggest 3 vegetables for each group. 	<ul style="list-style-type: none"> ▪ List and explain 5 safety rules in an H E room. ▪ List and explain 5 hygiene rules in an H E room. ▪ Explain 5 reasons why we eat. ▪ Write (in detail) 10 sentences to explain why it is important to plan meals e.g. it is important to consider whether a person has allergies when planning a meal. Allergies could be shellfish so prawns need to be avoided. It could be gluten so items made from flour need to be avoided. ▪ Give 6 examples of topping that could be used for a pizza. ▪ Write 6 key points about Hallowe'en and Easter. ▪ Describe how to make shortcrust pastry. ▪ Use the map on page 29. List 3 foods from a) N.I., b) England, c) Wales d) Scotland. ▪ State 6 reasons why we are eating more foreign foods. ▪ List 4 world religions. ▪ Why is it important to rinse boiled rice after it has been cooked? ▪ What is ROUX? ▪ What ingredients thicken a white sauce? ▪ What is a garnish? What could you use to garnish a quiche? ▪ From what country does a quiche originate? ▪ What is the purpose of: a) a palette knife. b) a pastry brush and c) a tablespoon? ▪ What date is St Patricks Day, Christmas Day and Guy Fawkes Night and Hallowe'en? ▪ What are staple foods? Give examples of 3 staple foods.



Maths – E, I, O, U

Year 8 E, I, O, U	Year 9 E, I, O, U	Year 10 E, I, O, U
<p>Data</p> <ul style="list-style-type: none"> ▪ Bar Chart ▪ Pictogram ▪ Mode ▪ Median ▪ Range ▪ Mean <p>Calculating</p> <ul style="list-style-type: none"> ▪ Add/Subtract/Multiply/Divide ▪ Negative Numbers ▪ Multiply and divide by 10, 100, 1000 <p>Algebra</p> <ul style="list-style-type: none"> ▪ Function Machines ▪ Collecting Like terms ▪ Using Formulae <p>Equipment needed</p> <ul style="list-style-type: none"> ▪ Pen ▪ Pencil ▪ Rubber ▪ Sharpener <p style="text-align: center;">*No calculators allowed*</p>	<p>Number Properties and Calculations</p> <ul style="list-style-type: none"> ▪ +, -, x and ÷ including negatives and decimals ▪ BIDMAS including brackets <p>Shape and measure</p> <ul style="list-style-type: none"> ▪ 3D solids – names, nets, volumes and surface areas <p>Data</p> <ul style="list-style-type: none"> ▪ Data collection sheets ▪ Bar charts (dual/side by side and compound/stacked bar charts) ▪ interpreting pie charts <p>Equipment needed</p> <ul style="list-style-type: none"> ▪ Pen/Pencil/Rubber <p style="text-align: center;">*No calculators allowed*</p>	<ul style="list-style-type: none"> ▪ add and subtract simple fractions and simple mixed numbers ▪ estimate answers and check calculations using approximation and estimation ▪ write a fraction as a decimal ▪ express one quantity as a fraction of another ▪ express one quantity as a percentage of another ▪ solve problems involving whole numbers, fractions, decimals, and percentages without a calculator ▪ apply ratio and proportion to real life contexts ▪ Straight line graphs ▪ Conversion graphs, distance/time graphs <p style="text-align: center;">*Calculator Required*</p>



Maths – A

Year 8 A	Year 9 A	Year 10 A
<p>Data</p> <ul style="list-style-type: none"> ▪ Grouping data ▪ Line graphs ▪ Mode/Modal class ▪ Median ▪ Range ▪ Mean <p>Calculating</p> <ul style="list-style-type: none"> ▪ Add/Subtract/Multiply/Divide ▪ Negative Numbers ▪ Factors/multiples/primes/square numbers <p>Algebra</p> <ul style="list-style-type: none"> ▪ Writing expressions ▪ Simplifying/Collecting Like terms ▪ Using Formulae <p>Equipment needed</p> <ul style="list-style-type: none"> ▪ Pen ▪ Pencil ▪ Rubber ▪ Sharpener <p>*No calculators allowed*</p>	<p>Number Properties and Calculations</p> <ul style="list-style-type: none"> ▪ +, -, x and ÷ including negatives and decimals ▪ Powers and roots ▪ Multiples and factors <p>Shape and measure</p> <ul style="list-style-type: none"> ▪ Area of triangles/parallelogram/trapezium ▪ Volume and surface areas of cubes and cuboids ▪ 3D shapes <p>Data</p> <ul style="list-style-type: none"> ▪ Stem and leaf diagrams ▪ Using tables ▪ Stem and Leaf diagrams ▪ Scattergraphs inc line of best fit ▪ Misleading graphs <p>Equipment needed</p> <ul style="list-style-type: none"> ▪ Pen/Pencil/Rubber <p>*No calculators allowed*</p>	<ul style="list-style-type: none"> ▪ Understand that increasing sample size generally leads to better estimates of probability ▪ List all outcomes for single events, and for two successive events ▪ Apply systematic listing strategies by outlining all possible outcomes in an event ▪ Identify different mutually exclusive outcomes and know that the sum of the probabilities of all these outcomes is 1 ▪ Find the midpoint and length of a line in 2D co-ordinates ▪ Use the speed, distance and time triangle in order to work out calculations ▪ Use and interpret maps, scale factors and scale drawings ▪ Use compound measures and units such as density ▪ Use Pythagoras' theorem in 2D problems ▪ Use and understand 3 figure bearings ▪ Complete compass constructions and loci constructions ▪ Describe and transform 2D shapes using reflections in lines parallel to the x or y axes ▪ Describe and transform 2D shapes using rotations about any point ▪ Describe and transform 2D shapes using translations, to include using vector notation <p>*Calculator Required*</p>



Religious Studies

Year 8	Year 9	Year 10
<p><u>All about Me</u></p> <ul style="list-style-type: none"> ▪ How are we different? ▪ Positive descriptive words about ourselves and our friends ▪ What the Bible teaches about respecting ourselves <p><u>The Bible</u></p> <ul style="list-style-type: none"> ▪ What is the Bible? ▪ Facts about the Bible ▪ The Bible library – types of writing in the Old Testament. ▪ Finding your way around the Bible, chapter and verse – references. <p><u>The Gideon Association</u></p> <ul style="list-style-type: none"> ▪ Who began the Gideon Association, why and when? ▪ What do they do as an Association? ▪ What does their badge look like and why? ▪ What must you be and believe before you can join? 	<p><u>Moses</u></p> <ul style="list-style-type: none"> ▪ Birth, family and early years e.g. Moses in the bulrushes ▪ Why Moses was a wanted man – the murder of an Egyptian guard ▪ God speaks to Moses for the first time – Moses’ and the burning bush ▪ The 10 plagues – the result of Pharaoh saying ‘No’ to God ▪ The Passover and the foods and their meaning associated with the Passover festival today ▪ The 10 Commandments and their importance in our society ▪ Moses and the Israelites at Mount Sinai. 	<p><u>Pentecost and the Holy Spirit</u></p> <ul style="list-style-type: none"> ▪ What happened on the Day of Pentecost? ▪ Why is the Day of Pentecost seen as the ‘birthday of the Christian Church’? ▪ Work of the Holy Spirit ▪ Worship in the early Christian Church compared to 21st century worship in the Church. <p><u>Prayer and worship – Judaism and Islam.</u></p> <ul style="list-style-type: none"> ▪ Judaism ▪ Tallit and Kippah ▪ Tefillin ▪ Ark ▪ Torah scrolls ▪ Bimah ▪ Menorah ▪ Ner Tamid ▪ Cantor ▪ Synagogue features and plan of building ▪ Islam ▪ Salah prayers ▪ Subha ▪ Du’a prayer ▪ Wudu/Ablution ▪ Mosque features and plan of building ▪ Prayer mat features and meaning ▪ Christianity ▪ Church features ▪ Lord’s Prayer ▪ Rosary beads



Science

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Apparatus▪ Measurement▪ The Bunsen Burner▪ pH scale, Acids and Alkalis	<ul style="list-style-type: none">▪ Elements, Compounds and Mixtures▪ Parts of the Plant and Flower▪ Seed Dispersal and Germination▪ Using Keys▪ Poles of a Magnet▪ Animal groups and how animals can become adapted to suit the food/habitat▪ Life Cycles▪ Separation Techniques▪ Drawing a graph.	<ul style="list-style-type: none">▪ Materials and their properties▪ Metals, The Reactivity Series and Displacement Reactions▪ Plants and Photosynthesis▪ The Heart, Heart rate and Circulation▪ Breathing, Gas exchange and Respiration



Art

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Practical assessment completed in class time before and after winter exam week.▪ Speak to your individual class teachers to find out details of your practical assessment.		



Drama

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Practical assessment completed in class time before and after winter exam week.▪ Speak to your individual class teachers to find out details of your practical assessment.		



ICT

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Practical assessment completed in class time before and after winter exam week.▪ Speak to your individual class teachers to find out details of your practical assessment.		



Learning for Life and Work

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Practical assessment completed in class time before and after winter exam week.▪ Speak to your individual class teachers to find out details of your practical assessment.		



Music

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Practical assessment completed in class time before and after winter exam week.▪ Speak to your individual class teachers to find out details of your practical assessment.		



Physical Education

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Practical assessment completed in class time before and after winter exam week.▪ Speak to your individual class teachers to find out details of your practical assessment.		



Technology

Year 8	Year 9	Year 10
<ul style="list-style-type: none">▪ Practical assessment completed in class time before and after winter exam week.▪ Speak to your individual class teachers to find out details of your practical assessment.		