

Upper School Activities - Summer Term 2018

Name: _____ Form: _____

Day / Boarder (Please delete)

Monday		Tuesday		Thursday		Friday	
Girls Hockey		1 st and 2 nd XI Cricket *		Cross country		Athletics	
Cricket 5&6		Rounders		Swim Squad*		Cricket Nets	
Cricket 7&8		Swim Squad*		Fencing (£)		Mindfulness	
Art Scholars *		Fencing (£)		Warhammer		Film Club	
Reading Club		Hockey GKs		Chemistry Club		Woodland Games	
Lego Club		Mindfulness		Textiles		Colouring for Relaxation	
Touch Typing		Gardening		Quiz Night		Street Dance	
DT Scholars *		Hama Beads		ICT		Tennis(£)*	
Board Games		Board Games		Touch Typing		DT Scholars *	
Dance (£)		Den Building		Jewellery Making		ICT	
Mario Cart Club		Chess		Outdoor Skills		Football	
Summer Walks		ICT					
ICT							
Tennis(£)*							
Must stay		Must stay		Must stay		Must stay	

- Please indicate your choices for this term by placing 1, 2 or 3 next to the activity of your first, second or third choice **for each day**.
- Please tick the 'Must stay' box if you have to stay at school until 6pm.
- Activities marked with a * are for selected children. The children will be informed if they have been selected for these activities.
- Activities marked with a £ incur a charge which will be added to your bill.
- Senior Activities start on **Tuesday the 17th April**.
- For tennis coaching please email me at sowen@foremarke.org.uk
- Parents / guardians please sign below to indicate you have completed the form with your child.

Signed _____ Please return to Mr Owen ASAP

Activity Outline

Cricket Nets	Time in the Outdoor Nets to hone your skills
Swim Squad	Training sessions for those selected
Board Games	with Mr Way
Art	Potential Art Scholars sessions
DT Scholars	Year 8 potential DT Scholars sessions
Hama Beads	Craft activity with Mrs Newham
ICT	Time in the ICT room for work or fun
Lego	Lego challenges with Mrs Lewis
Cross Country	Running with Mr Martin
1 st and 2 nd XI Cricket *	Cricket Squad Sessions for year 7 or 8
Den Building	In the woods with Mr Wells
Fencing £	Optional Fencing Activity with Mr Fensom
Textiles	Textile and needlecraft with Mrs Cooper, Mrs Golding and Mrs Coombs
Colouring for Relaxation	Take time out to relax with Mrs Cooper
Girls Hockey	Sessions with Mr Anderson
Chemistry Club	Experiments and Investigations for year 7 and 8 children
Quiz Night	Weekly quiz with Mr Davis
Warhammer	Modelling and gaming with Mrs Kerr
Dance Lesson £	Dance Tuition with Cara
Film Club	Watch your favourites with Mr Williamson
Dance	Friday fun dance session
Gardening	Gardening with Mrs Coombs
Woodland Games	High Energy Games with Mr Saunders
Reading Club	Reading and Discussion with Mrs Kerr
Mario Cart Club	Retro Mario mayhem with Mr Saunders
Summer Walks	In and around Foremarke with Mr Wells
Mindfulness	Explore the moment with Mrs Kelly
Den Building	Woodland Construction with Mr Wells
Outdoor Skills	Everything outdoors with Mr Owen
Chess	Try to checkmate Mr Martin
Touch Typing	Develop your skills on the Keyboard.
Jewellery Making	Make your own accessories with Miss Bushby
Athletics	Faster higher and stronger with the PE Department
Rounders	Rounders for anyone


Easter CAS Preparation

REVISION TIP




**SPEND ENOUGH
QUALITY TIME ON
YOUR REVISION**

REVISION TIP




USE PAST PAPERS TO
TEST YOURSELF ON
TOPICS YOU FIND HARD

REVISION TIP




MAKE SURE YOUR
NOTES ARE UP TO DATE
WITH NONE MISSING

REVISION TIP




MANAGE YOUR
TIME AND WRITE A
REVISION CHECKLIST

EXAM TIP




MAKE YOUR ANSWERS
MORE INTERESTING
BY USING DIAGRAMS

EXAM TIP



IF YOU HAVE ENOUGH
TIME AT THE END
CHECK THROUGH
YOUR ANSWERS

EXAM TIP



READ ALL THE
INSTRUCTIONS
CAREFULLY

How? What? Why?
How Long?

Everyone gets nervous as they prepare for exams, but revision does not have to be dull, as long as you do it in a way that works for you. In this booklet is a checklist for you to use to help you to plan your revision and to make sure that you are ready for your exams.

Please remember the importance of having a **balanced** holiday. There is plenty of time for you to rest, recharge, review what has been done and to take responsibility for some serious revision without interruption and distraction.

The 2018 CAS Examinations will be held on 8th – 10th May. Further information can be found at www.iseb.co.uk

Make a plan

Work out how much work you have to cover and how much time you have to do it in. Draw up a **realistic** timetable to fit it all in. If you base this around your school timetable, (with breaks, exercise and time away from your books) you won't go too far wrong. 3-4 sessions of 40-60 minutes should be the **maximum** you plan for each day.

Switch between subjects to avoid becoming bored of a single topic.

Know your stuff

The most effective way to revise is to concentrate on your understanding rather than memorising. Make it active and make it fun!

If you are struggling to understand, look for fresh sources of information rather than just your books/files. Revision guides, revision websites and the internet are all good places to look.

Revise with a friend and see if you can help each other (be careful you don't just distract each other though!)

Stay focused

Find a quiet place to work where you won't be distracted by your family, TV or electronic communication! Put your electronic devices away until the end of the day's revision.

Take short, regular breaks to give yourself a rest.

Drink water and eat healthy snacks to keep your brain ticking over.

Reward yourself after each revision session. Nothing extravagant, just a little treat to help you get back to your books.

ENGLISH:

What materials are needed?

- The CGP poetry guide
- We request that all pupils in Year 8 check your stationery items and return properly equipped with pens (roller ball, fountain pen or good quality handwriting pen but not biro), ink (sober blue or black), ink eraser (not Tippex), fluorescent highlighter pens, ruler, pencil and rubber.
- The CASE paper
- The Guide to Common Academic Scholarship



What needs to be done?

- Read through the poetry book taking careful note of the annotations.
- Read the CASE paper. Choose **one** of the essay questions, do it to the best of your ability and hand in on the first day back. Try to stick to the timing of the exam.
- Read The Guide to CAS. Make sure that you know how to spell the key literary terms, e.g. *alliteration*, *onomatopoeia* etc.

Reading should be at the heart of your preparation – try to read as often as possible, ideally on a regular daily basis. All staff recommend reading a Sunday and daily broadsheet paper to keep up to date with current affairs and to acquaint yourself with journalistic styles.



During your scholarship examination period you will be interviewed by the Headmaster and the Deputy Head, Academic. They may ask you about current affairs. Listen to the Today programme on Radio Four and watch the news, read the BBC news web site.

Try to build in reading as part of your relaxation time rather than see it as part of the revision programme. Read books that broaden your vocabulary. Look new words up in a dictionary.

MATHS:

What materials are needed?

- Make sure you have your maths folder, and notebooks as they contain past questions and notes on how to use various methods.
- You require a 30cm ruler and a geometry set for your CASE exam – **the Maths Department will not be issuing this equipment on the day of the exams.** A 360° protractor and highlighter pens are also very useful.



What needs to be done?

- You have been given a CASE paper to do over the holidays. Plan to do these under exam conditions where possible – give yourself 90 minutes of uninterrupted time with no distractions. Do it completely by yourself, with no help from anyone or reference to revision materials. The mark scheme has also been included for this paper. Once you have finished, mark it carefully to see how you have gone. Make a note of any topics you struggled with and try to revise these before the end of the holidays.
- Have a look through the past papers that have been completed this year for prep and in class – try some of the questions again – without looking at previous work or try to correct/complete previous problems.
- Whilst working through your revision booklets or papers, make your own notes about methods and important facts (eg formulae). If a particular topic is creating problems, look on MyMaths (see Mr Davis if you have lost your password) or one of the websites below for more help or practice questions. You can also search on YouTube for explanations of any topics you are unsure of:

www.mymaths.co.uk – use your login and password

www.bbc.co.uk/schools/ks3bitesize

www.bbc.co.uk/schools/gcsebitesize- some topics are higher level GCSE on here.

- Look up either Oundle School or Radley School Scholarship papers online for extra practice of scholarship style questions. Concentrate on the Paper II.
- Make sure that you are very confident with the basic skills – calculations with fractions, squares/square roots, simplifying algebra, solving equations and simultaneous equations. Learn all relevant formulae, such as Area/Circumference of circles, Pythagoras' Theorem. Practice any work with negative numbers to ensure that you won't make any errors with these.

SCIENCE (Biology/Chemistry/Physics):

What materials are needed?

- Class books from Year 7 and Year 8 should be used as the foundation for your revision. The detailed learning lists should be referred to. You also have a Study Guide to support your revision, a booklet with revision summaries for each topic and The 13+ Practice Book.
- You will require a calculator and a protractor for your scholarship examination.

What needs to be done?

- The most important thing that you can do during the holiday is to revise **all** the concepts in Biology, Chemistry and Physics.
- You should pay particular attention to the word equations for Chemical Reactions and all Physics formulae.
- You can complete some scholarship papers (mark schemes will be in the end of term mailing).
- You can use The 13+ Practice Book as a source of questions (with answers at the back) to check your understanding after you have revised each topic.
- Please see the 'Year 8 Easter Holidays Revision for Science' information sheet that you will have received in your Science lesson.

FRENCH:

What materials are needed?

- You should have your French file and vocabulary books. You should have your revision notes made in class and a revision pack (with answers).
You should have a (completed) speaking booklet

What needs to be done?

- Complete the revision pack.
- Focus on understanding and using the different tenses.
- Learn that verb wheel!
- Have a good look at the 'Wow Factor' notes
- Time spent learning vocabulary is always valuable.
- Use your 'Parler' booklet to help you work on answering questions for the Oral Exam.
- Try the following websites:
 1. www.atantot.com
(Username: foremarke Password: 4129)
 2. www.zut.org.uk (Username: 3692 Password: foremarkeMFL)
 3. The BBC Bitesize French online exercises are also useful although they are rather simplistic

- If there are any questions / problems, please feel free to email Mrs Newham at rnewham@foremarke.org.uk

GEOGRAPHY:

What materials are needed?

- You should use your class books from Year 7 and Year 8 as the foundation of your revision.
- You need to also use your revision guides to support these.
- Internet access (Global Location exercises; Current Affairs events; Oddizzi).

What needs to be done?

1. **Global Location revision** – use the revision booklets that have been handed out.
2. **Thematic Studies** - Using the revision guides your teacher has given you, put the information from them onto flash/revision cards as a way of processing the information. This will help you learn your case studies, diagrams and topic knowledge.
3. **LEARN YOUR CASE STUDIES IN DETAIL FOR ALL OF THE TOPICS COVERED!**
4. Complete the past paper in **timed** /exam conditions. Keeping to exam timing is an area that needs to improve for you all.
5. Parents may be interested in purchasing the Galore Park CE Geography Revision Books which can be found following the link below:

<http://www.galorepark.co.uk/SearchResults?text=CE%20Geography>

If there are any questions / problems, please feel free to email Mr Hobson on ahobson@foremarke.org.uk

HISTORY:

What materials are needed?

- Relevant handouts and reference books, websites
- Previous scholarship papers

What needs to be done?

- Revise your chosen essays. I suggest you revise two British history topics and two general history topics. Be **prepared to write one essay** in Week 1 of the summer term.
- Parents wishing to help might discuss any of the essay questions.
- **Look at your past essays and source analysis. Review my comments, read my model answers.**
- If you have serious query/problem please email: kcoombs@foremarke.org.uk

Religious Studies:

This information tells you what you need to revise for the Common Academic Scholarship Religious Studies Examination during the Easter holiday and through the early part of Summer term.

What materials are needed?

- The lists RW gave you of work covered in Years 7 & 8
- The 'scholars sheets' (set texts) that you were told to revise
- Marking guide-lines
- Practice papers

What needs to be done?

Topics highlighted in **bold** are key areas of focus, but it is always wise to revise broadly, as we cannot predict what topics will come up.

Section 1

The 25 mark Contemporary Question Topics	
<u>Matters of Life</u> Abortion Euthanasia Capital punishment War Medical ethics <u>Crime & Punishment</u> Types of punishment Purpose of punishment Crime vs Sin Justice	<u>Religion and the Environment</u> Stewardship vs Dominion Animal Rights <u>The Nature of God</u> Trinity The Omnis The Problem of Evil Afterlife

Remember a good trick is to hang arguments off definitions of terms in the question's statement. Clear explanation, convincing use of evidence, examples, or key terms is vital. Whilst balance and evaluation, of all key points, is also extremely important. Finally, always ensure you link points back to the question.

Timing wise, in the exam, do not spend longer than **30-35 minutes** on this section.

Section 2

Key stories to revise from the Old Testament	Key stories to revise from the New Testament
The Creation Accounts The Fall Cain and Abel The Near Sacrifice The Call of Moses The Passover The Ten Commandments David & Bathsheba; Nathan's parable Solomon's wisdom	Parable of the Good Samaritan Parable of the Lost Son Parable of the Sower

Remember your structures:

- Part a)** Describe in detail only the parts of the story required and deploy two quotes where possible.
- Part b)** Explain the example from the story, deploying at least 3-4 reasons from key themes and terms, ensuring you link them back to the example.
- Part c)** Evidence the point raised by again deploying at least 3-4 reasons from key themes and terms, but this time ensure you link them back with examples from the story (or other stories covered).
- Part d)** A mini essay. Argue and evidence one side, then respond with arguments from the other. Tie up with your evaluation of these points. Remember:
Point/Evidence/Explain

Be aware of timing and think about 1 minute per point in this section, with a little extra time given to **part d**.



LATIN:

What materials are needed?

- Scholarship Grammar Notes
- Prescribed Vocabulary List (Levels 1-3 *and* Scholarship section)
- Past Papers

What needs to be done?

- Revise the grammar in the Grammar Booklet and Vocabulary Levels 1, 2, 3 and Scholarship Level from the Vocabulary Booklet.
- Vocabulary: Make sure you know the following:
Verbs: Principal Parts;
Nouns: Nominative, Genitive and Gender;
Prepositions - and the cases they 'govern';
- Nouns be able to recognise the Cases and the functions they perform in the Latin sentence (subject, object, possessor, etc.);
- Verbs:
(1) Tenses - Present, Future, Imperfect, Perfect, Pluperfect Tense endings - active and passive;

(2) Tenses in the Subjunctive: Imperfect and Pluperfect;
Remember *ut/nē* + Subjunctive; *cum* + Pluperfect Subjunctive;

(3) Learn the Principal Parts - this means the present tense, the infinitive, the perfect tense and the supine (e.g. *porto, portare, portavi, portatum*);

(4) Remember that there are some verbs which take the Dative case for their object - like *persuadeō* and *imperō*;

(5) Remember: *imperō* + Dative + *ut* + Subjunctive
iubeō + Accusative + Infinitive.
- Study the Grammar notes in the booklet on:
Tenses
Nouns
Adjectives
Prepositions and the Cases they govern (i.e. the cases which follow them)
Irregular Verbs: *sum, possum, eō, ferō, volō, nōlō*
List of Personal Pronouns: *ego, tū, nōs, vōs, sē*
List of Demonstrative Pronouns: *hic, is, ille, quī, īdem, ipse*

- Make sure you know the **Constructions** thoroughly - a summary is to be found in the booklet on pages 71-73. There are lots of examples of these constructions on the pages before this summary, so do look at them.
- NB Remember that when you are translating to look at the text very carefully: it is the **endings - not the word order!** - which give the clues as to who is doing what to whom, and when.
- Finally, do not panic! You know so much: apply it!

**With best wishes for a healthy, balanced and productive holiday,
From the Year 8 Tutor Team**


Easter CE Preparation

REVISION TIP




**SPEND ENOUGH
QUALITY TIME ON
YOUR REVISION**

REVISION TIP




USE PAST PAPERS TO
TEST YOURSELF ON
TOPICS YOU FIND HARD

REVISION TIP




MAKE SURE YOUR
NOTES ARE UP TO DATE
WITH NONE MISSING

REVISION TIP




MANAGE YOUR
TIME AND WRITE A
REVISION CHECKLIST

EXAM TIP




MAKE YOUR ANSWERS
MORE INTERESTING
BY USING DIAGRAMS

EXAM TIP



IF YOU HAVE ENOUGH
TIME AT THE END
CHECK THROUGH
YOUR ANSWERS

EXAM TIP



READ ALL THE
INSTRUCTIONS
CAREFULLY

How? What? Why?
How Long?

Everyone gets nervous as they prepare for exams, but revision does not have to be dull, as long as you do it in a way that works for you. In this booklet is a checklist for you to use to help you to plan your revision and to make sure that you are ready for your exams.

Please remember the importance of having a **balanced** holiday. There is plenty of time for you to rest, recharge, review what has been done and to take responsibility for some serious revision without interruption and distraction.

The 2018 CE Examinations will be held on 5th – 8th June. Further information can be found at www.iseb.co.uk

Make a plan

Work out how much work you have to cover and how much time you have to do it in. Draw up a **realistic** timetable to fit it all in. If you base this around your school timetable, (with breaks, exercise and time away from your books) you won't go too far wrong. 3-4 sessions of 40-60 minutes should be the **maximum** you plan for each day.

Switch between subjects to avoid becoming bored of a single topic.

Know your stuff

The most effective way to revise is to concentrate on your understanding rather than memorising. Make it active and make it fun!

If you are struggling to understand, look for fresh sources of information rather than just your books/files. Revision guides, revision websites and the internet are all good places to look.

Revise with a friend and see if you can help each other (be careful you don't just distract each other though!)

Stay focused

Find a quiet place to work where you won't be distracted by your family, TV or electronic communication! Put your electronic devices away until the end of the day's revision.

Take short, regular breaks to give yourself a rest.

Drink water and eat healthy snacks to keep your brain ticking over.

Reward yourself after each revision session. Nothing extravagant, just a little treat to help you get back to your books.

ENGLISH:

What materials are needed?



- We request that all pupils in Year 8 check your stationery items and return properly equipped with pens (roller ball, fountain pen or good quality handwriting pen but not biro), ink (sober blue or black), ink eraser (not Tippex), fluorescent highlighter pens, ruler, pencil and rubber.
- The booklet entitled *The Guide for English at Common Entrance*.
- A specimen exam paper.

What needs to be done?

Read through 'The Guide for English at Common Entrance' and make sure you understand what will be examined on each of the papers. Look at the specimen paper too.

Remind yourself of the literary devices that writers use to create effects in their writing and make sure you can spell the words on the Literary Devices spelling list.

Look through any notes you have on the forms of writing that we have studied: letters, speeches and discursive or argumentative essays.

Read any notes on the novel we have read.



Reading should be at the heart of your preparation – try to read as often as possible, ideally on a regular daily basis. All staff recommend reading a Sunday and daily broadsheet paper to keep up to date with current affairs and to acquaint yourself with journalistic styles. As well as newspapers, magazines, brochures, biographies and letters are all useful types of non-fiction writing which would be well worth perusing. Try to build in reading as part of your relaxation time rather than see it as part of the revision programme.

www.bbc.co.uk/schools/ks3bitesize/english

This is a really useful resource for advice on the different forms of writing.

www.bbc.co.uk/schools/gcsebitesize/englishliterature

The section on poetry is a useful resource too.

MATHS:

What materials are needed?

- Make sure you have your maths folder, revision booklet and notebooks as they contain past questions and notes on how to use various methods.
- You require a 30cm ruler, a scientific calculator and a geometry set for your Common Entrance papers – **the Maths Department will not be issuing this equipment on the day of the exams**. A 360° protractor and highlighter pens are also very useful.



What needs to be done?

- You have been given two CE papers (1 calculator paper and 1 non-calculator paper). These are the same level of paper that you will sit in June. Plan to do these under exam conditions where possible – give yourself an hour of uninterrupted time per paper with no distractions. The mark scheme has also been included for these papers. Once you have finished, mark them carefully to see how you have gone. Make a note of any topics you struggled with and try to revise these before the end of the holidays.
- You may also have been given a booklet containing revision questions and activities concentrating on all of the CE topics. Read your notes and past questions carefully before attempting each page. Remember you are trying to show how much you understand a topic. You are not expected to finish the whole booklet. Choose a couple of pages to work through. You will continue to work through the folder in class and prep time next term.
- Whilst working through your revision booklets or papers, start to make your own notes about methods and important facts (eg formulae). If a particular topic is creating problems, look on MyMaths (see Mr Davis if you have lost your password) or one of the websites below for more help or practice questions. You can also search on YouTube for explanations of any topics you are unsure of:

www.bbc.co.uk/schools/ks3bitesize/maths

www.bbc.co.uk/schools/gcsebitesize/maths
(only Foundation/Intermediate level)

www.intermep.org

- Come back refreshed and ready for 6 weeks of solid revision work!

SCIENCE (Biology/Chemistry/Physics):

What materials are needed?

- You should use your class books from Year 7 and Year 8 as the foundation of your revision. The learning lists that are issued with each topic should be referred to. You can also use your CGP Study Guide, the booklet of revision summaries for Year 7 and 8 and The 13+Practice Book.
- You will require a calculator for all three of your Science Common Entrance papers and a protractor for the Physics paper.

What needs to be done?

- You must thoroughly revise all of the concepts in Biology, Chemistry and Physics.
- You must pay particular attention to the word equations for Chemical Reactions.
- You must pay particular attention to the Forces section of the Physics course as this includes density, speed and pressure and moments calculations.
- You can use The 13+ Practice Book which is full of questions (with answers at the back) after you have revised each topic to check understanding.
- Further details are on the information sheet: 'Year 8 Easter Holidays Revision for SCIENCE' which will be given to you in your Science lesson.

FRENCH:

What materials are needed?

- You should have your French files (if you have one), exercise books and vocabulary books **and speeches**

What needs to be done?

- **Level Two** Pupils must learn any **three of the four** speeches, ready for the start of next term. It might help to record yourself saying your speeches.
- You need to practise the questions and answers for these 3 topics
In the exam, you will do one speech of your choice and the other is chosen at random.
You should also practise the questions and answers to these 2 topics
- Work through the revision guide which you have been given
- Time spent learning vocabulary is always valuable
- Try the following websites:
 1. www.atantot.com
(Username: foremarke Password: 4129)
 2. www.zut.org.uk (Username: 3692 Password: foremarkemfl)

- **The Speaking exams will be in the week commencing 14th May.**
- **The Listening Exam will be on Tuesday 15th May. This is a date set by ISEB and is not negotiable. Please ensure you do not have any other commitments on this day.**
- If there are any questions / problems, please feel free to email Mrs Newham on rnewham@foremarke.org.uk

GEOGRAPHY:

What materials are needed?

- You should use your class books from Year 7 and Year 8 as the foundation of your revision.
- You need to also use your revision guides for each section (Thematic Studies) to support these.
- Internet access (Ordnance Survey – Mapzone/Digimap; Global Location exercises; Current Affairs events; Oddizzi).

What needs to be done?

- **Global Location revision** – use the booklets that have been handed out.
- **Ordnance Survey Map work** – we will spend time in lessons on this in the summer term. **(Google: Map Reading made Easy Peasy)**
- **Thematic Studies** - Using the revision guides your teacher has given you, put the information from them onto flash/revision cards as a way of processing the information. This will help you learn your case studies, diagrams and topic knowledge.
- Complete the past paper in **timed** /exam conditions. Keeping to exam timing is an area that needs to improve for you all.
- Parents may be interested in purchasing the Galore Park CE Geography Revision Books which can be found following the link below:

<http://www.galorepark.co.uk/SearchResults?text=CE%20Geography>

If there are any questions / problems, please feel free to email either Mr Hobson on ahobson@foremarke.org.uk or Miss Dutton on sdutton@foremarke.org.uk

HISTORY:

What materials are needed?

- An email will have been sent to your parents which contains a link which takes you to a section on the school website which contains History resources for Easter Common Entrance Revision, if you need extra revision material.
- If you have not received such an email please contact kcoombs@foremarke.org.uk

What needs to be done?

- You should have two or three essay topics safe and secure by the start of the summer term.
- You should plan these essays as part of your examination preparation.
- Prepare a few 'wow' sentences to begin and conclude your essays. Remember that Dr Pitts is looking for key sentences that answer the question at the start of every paragraph.
- You need to choose your source question period of History. You will need to learn facts for **both** source topics from the **same** period.

Medieval Realms 1066-1484 (81a/81b/ 82a/82b)

Norman Conquest
King John

The Making of the UK (81a/82a)

Mary I
The Causes of the English Civil war

Good luck!

Religious Studies:

What materials are needed?

- The lists RW gave you of work covered in Years 7 & 8 (include below)
- The Jewish Experience textbook
- The Christian Experience textbook
- The 'CE Revision Topics' sheets (set texts) containing likely topics that you are advised to concentrate on (but not exclusively) and advice on how to structure your answers.
- A3 planning sheet

What needs to be done?

This information tells you what you need to revise for the Common Entrance Religious Studies Examination during the Easter holiday and through Summer Term.

You should plan out your revision on either, the A3 planning sheet that I have given you or, on a planning guide that you have made.

Whichever planning document you choose, you must complete it in detail. This means that your guide should show when each topic is going to be revised and when it will be revised again during the weeks that lead up to the examination.

Revision of work completed during Year 7

Work from The Jewish Experience:

How Judaism Began (pages 6 to 9)

Jewish Holy Books (pages 10 to 14)

What Jews Believe (pages 15 to 17)

At the Synagogue (pages 18 to 20)

Orthodox and Reformed Jews (pages 21 to 22)

Jewish Family Life (pages 23 to 27)

Shabbat (pages 28 to 30)

Life Cycle: Birth to Bar Mitzvah (pages 31 to 33)

Life Cycle: Marriage and Death (pages 34 to 36)

Rabbis (pages 37 to 38)

Festivals: The Seasonal Cycle (pages 39 to 43)

Other Festivals (pages 44 to 46)

Old Testament narratives on work sheets:

The Creation

The Fall

Cain and Abel

The Near Sacrifice

The Call of Moses

The Passover

The Ten Commandments

David & Bathsheba/Nathan's Parable

Revision of work completed during Year 8

Work from The Christian Experience:

Jesus (pages 4 to 6)

One Church – and Many Branches (pages 7 to 9)

Holy Book – The Bible (pages 10 to 13)

What Christians Believe (pages 14 to 19)

Baptism (pages 20 to 22)

Christian Prayer (pages 28 to 30)

Where Christians Worship (pages 31 to 33)

Church Services – Holy Communion (pages 34 to 36)

Easter (pages 44 to 47)

New Testament narratives on work sheets:

Birth of Jesus

Peter's declaration

The Transfiguration

The Temptations

Zachaeus, Levi, The woman at the house of Simon the Pharisee

The call of the disciples

The rich young man

Calming of the Storm

The Good Samaritan

The Lost Son

The Sower

The Paralysed Man



CLASSICS:

LATIN:

What materials are needed?

8/1a and 8/1b will need to have the following:

- Common Entrance Grammar Booklet for Level 2
- Prescribed Vocabulary List (Levels 1+2)
- Past papers for revision
- 'Greeks and Romans' by A M Wright
- Greek Mythology booklets – for a deeper study of the mythology if you wish
- Exercise books - containing your work and corrections

What needs to be done?

- Revise the grammar in the C.E. Grammar Booklet Level Two.
- Vocabulary: learn the section of the Prescribed Vocabulary List for Levels 1 and 2;
Verbs: Principal Parts;
Nouns: Nominative, Genitive and Gender;
Prepositions - and the cases they 'govern'.
- Nouns be able to recognise the Cases and the functions they perform in the Latin sentence (subject, object, possessor, etc.).
- Verbs: (1) Tenses - all the tenses prescribed in the Revision Guide for Level 2;
(2) Learn the Principal Parts - this means the present tense, the infinitive, the perfect tense and the supine (e.g. *portō, portāre, portāvī, portātum*).
- Greek Mythology - read the Greek Mythology booklets and look at the mythology questions (or other questions) from past papers.
- 'Greeks and Romans' – of course, even though you have studied Greek mythology in depth, you may wish to answer a question on any of the other non-linguistic topics on the paper. If you choose the latter, please make sure that you are as thoroughly prepared for it as you are for the Greek Mythology.
- NB Remember that when you are translating to look at the text very carefully: it is the endings which give the clues as to **who** is doing **what** and **to whom**, and **when**.

- The Golden Rules for translating from Latin to English are:

- (1) **Read the Latin sentence very carefully.**
- (2) **Look at the verb first.** The verb tells us what is happening, and who is doing it. Look at the ending of the verb to see which person it is (I, you, he/she/it, etc.) and which tense (present, future, etc.). The verb is often *But not always* at the end of the sentence. You must also bear in mind whether the verb is Active or Passive.
- (3) **Look for a noun in the Nominative case.** Unless the subject is *in the verb*, there will be a noun in the Nominative case. If the verb is singular (he, she, it), this noun will be nominative singular. If the verb is plural (they), the noun will be Nominative plural - or two or more nouns joined by 'and'.
- (4) **Look for a noun in the Accusative case.** The object, if there is one, will be in the Accusative case. As a general rule you should *never translate an Accusative case before you translate the verb*. If you do, you will probably have muddled your subject with your object.

Note also that a favourite trick of the examiners is to put an Accusative at the start of the sentence in the hope that some careless pupil will translate it as the subject. Such carelessness is not infrequent! *You*, however, have been warned.

- (5) **Check your work. Above all, make sure your translation into English makes sense.**

CLASSICAL STUDIES:

What materials are needed?

8/2a and 8/2b will need to have the following:

- The Classical Studies programme – list of topics
- ‘Greeks and Romans’ by A M Wright
- Classical Studies: Past Papers booklet for revision
- Classical Studies Revision Notes
- Greek Mythology booklets – for a deeper study of the mythology if you wish
- Exercise books - containing your work

Please ensure that you only answer the questions you have revised for thoroughly. Take no risks! The four topics are listed below:

Domestic Life

Roman housing:	layout and rooms; decoration; furniture; amenities
Roman slavery:	sources; purchase; conditions and treatment; possibility and methods of freedom
Roman daily life:	clothing; food and meals; bathing
Life and death:	coming of age; marriage; death and burial

The City of Rome

Early Roman legends:	Romulus and Remus; Horatius; Cloelia; Mucius Scaevola; Coriolanus; Manlius Torquatus
Entertainment:	theatre; amphitheatre; circus; baths

The Army and Roman Britain

Army:	organisation; equipment; camp; tombstones
Roman Britain:	general historical outline; Julius Caesar; Claudius; Caratacus and Boudicca; towns; villas; Hadrian’s Wall

Greek Mythology

Perseus and Medusa
Jason and the Golden Fleece
Theseus and the Minotaur
The Labours of Hercules
The Trojan War
The Wanderings of Odysseus

How to answer a Classical Studies question - five points

1. Read the appropriate section of the textbook.
 2. Make some notes on what you read - not too many, but just enough to introduce a paragraph.
 3. Plan your answer - the order in which to mention things, paragraphs. (see below)
 4. Write your answer - in full sentences.
 5. Check your answer - by doing this you may well avoid silly mistakes.
-

For example, this is how you might prepare an answer to the question:

‘Tell the story of how the Golden Apple led to the Trojan War.’

No.3 - plan your answer

Wedding	Peleus and Thetis
Eris	not invited
Golden Apple	for the fairest
Goddesses	Hera, Athene, Aphrodite
Paris	bribery and judgement
Helen	Menelaus of Sparta and the pact
Agamemnon	and the Greek expedition
Trojan War	10-year siege

..... or **WEGGPHAT**

NB (*nota bene* = *Note well*)

If you run out of time, you could use bullet points to mention the important events.

**Best wishes from the
Year 8 Tutor Team!**



FOREMARKE HALL

REPTON PREPARATORY SCHOOL

March 2018

Dear Parent,

We spend a great deal of time in ICT and PSHE lessons talking to children about their Digital Footprint. Many children are now creating their own YouTube account, blogging or simply entering personal information on line without giving it a second thought.

In the future a digital footprint may carry far more weight than any resume and as with any form of technology it is about teaching our children to use it wisely and to reap the benefits of the internet age.

The following article by Rachel Rosen is taken from the magazine ParentZone and may be of interest to you.

Having a positive digital footprint

Young people today are constantly reminded that the things they do and say online won't go away. Often we focus on the downsides of having a public and permanent digital footprint, but your child's online presence can be just as beneficial as it could be damaging.

You and your children have probably heard that compromising photos or inappropriate comments on social media could hurt their chances of finding a job or getting into university. But while lots of employers and universities admit to looking up applicants online, it's better to have a positive digital presence than none at all. A thoughtful and carefully curated digital footprint that highlights your child's skills and interests could help them stand out in a good way.

Here's how to help your child make their digital footprint work for them.

1. Think before sharing

It's not new advice, but thinking carefully before sending or posting is one of the most important parts of looking after your digital footprint. Instead of just holding back from posting inappropriate comments, your child should think about how everything they share fits into their online 'brand' – does it represent how they want others to see them?

2. Use the right settings

It's best to only post things you're happy to make public, but that doesn't mean there should be no separation between what you share with the world and with your friends. It's natural – and important – for your child to share some things publicly and restrict others to a smaller group of friends and family. Have a look at this information about using safety and privacy settings on some popular social media platforms as a starting point.

3. Get involved

Especially as young people get a bit older, a good digital footprint should reflect the things that are important to them. If your child is interested in writing, for example, they could start a blog to build up an online portfolio. They don't have to accept comments or posts from people reading it if they don't want to. And you don't have to share your own work to make your interests part of your digital footprint – the things you like and the people you follow matter too.

4. Stay on top of things

If your child is working to have a positive digital footprint they should check regularly to make sure it stays good. They can Google their name, or use tools on some social media platforms to see their activity or their profile from someone else's perspective.

5. Be safety-conscious

It's hard to have a positive online presence if you're not in control of what 'you' share. Your child should use good passwords and keep them private to keep anyone else from getting access to their accounts.

6. Delete old accounts

Social media platforms go out of fashion quickly, and yesterday's craze might be out of favour with your child today. Nothing posted online ever disappears completely, but it's best to delete old profiles instead of leaving them unattended.

7. Stay careful

Your child shouldn't overshare online in the interest of having a good digital footprint. They still need to think about using privacy settings and avoid giving out too much identifying information. For some young people, like those in care, it might be more important to focus on privacy than building an online presence – and that's completely fine. A positive digital footprint is a bonus, not a requirement.

It's also worth reminding your child that their digital footprint isn't just what they share, it's what others say about them too. As a parent or carer, you might want to keep this in mind for your own posts as well.

Thank you for your support in helping to keep our children safe on-line.

Yours sincerely,

Lucy Kelly

Assistant Head Pastoral



FOREMARKE HALL

REPTON PREPARATORY SCHOOL

22nd March 2018

Dear Parents,

After some excellent care from the Royal Derby Hospital I am delighted to say that I feel well enough to resume my full teaching schedule next term. I will take back my forms for Geography, French and handwriting. This also means that I will restart the early morning 8.10am handwriting sessions for the children who were asked to attend.

Thank you very much for your continued support and good wishes which were sent during what has been a difficult time for my family and for Lower School itself. Mrs Crisp has done a marvellous job in running the department so smoothly in my absence and the rest of the Lower School team has stood in to ensure the teaching and duties have been covered effectively. In particular I must also mention Mr Casey, Madame Moore and Mr Saunders who have helped from the Upper School team.

Have a lovely Easter break and I look forward to seeing you all next term.

With best wishes,

Pauline M. Christodoulou

Pauline Christodoulou
Head of Lower School

Foremarke Photography Competition

A selection of
the best photos
will be entered
into the
Foremarke
Exhibition 2018

Are you an aspiring Photographer?



The topic of the photographs will be based on **‘Environment’**

Enter your photograph into the school
photography competition.

Entries must be your own work, printed on photo paper in a size of A4.

Your name and title of the photo should be displayed on the back.

Any more information contact Mrs Casey rcasey@foremarke.org.uk

Deadline for the photographs is the week after the Easter holidays 23rd April 2018





FOREMARKE HALL

REPTON PREPARATORY SCHOOL

12th March 2018

Dear Parents,

I am writing with information regarding the following event:

Year 6 PSHE Talk - Thursday 24th May

Personal, Social and Health Education (PSHE) is an important part of the formal teaching curriculum at Foremarke being timetabled once a week. I am pleased to inform you that these lessons continue to be very well received by pupils, who are benefitting a great deal from them.

In the Summer term, as a part of the Year 6 PSHE programme, we will be exploring the areas of 'Puberty and Personal Relationships' as outlined in the school's *Sex and Relationships Policy* which can be found on the school website. Whilst we are aware that many children receive help and support at home about growing up, developing physically and personal relationships, there are added benefits of advice and information being provided at school. To this end, we hold an afternoon for the Year 6 pupils with an external speaker to come into school and to introduce some of these issues to the children, in conjunction with myself, Mrs Kelly, Mr Rigney and Mr Clarkson. We are hoping to have Mrs Jane Rushton in to speak to the children this year. She has a strong background in PSHE as well as working pastorally with children. We will speak informally to the children and show them an appropriate video outlining the changes that happen to boys and girls during puberty. The children will then be split into single-sex groups where they can ask any questions they might have. All of this work will then be developed during the course of this term in their PSHE lessons, and also in their Science lessons where they will be completing a topic on 'Growing Up'.

The session will be informative for the children whilst being pitched at just the right level. The talk for the children will take place from 2.10 – 4.00pm on Thursday 24th May.

I have taken the liberty of researching some books that may be of interest to you and your son/daughter whilst discussing the issues surrounding puberty. All are available from Amazon.

The Smart Girls Guide to Growing Up by Anita Ganeri and Katie Mac
What's Happening to Me? (Girls) by Susan Meredith
What's Happening to Me? (Boys) by Alex Frith
Boy Files: Puberty, Growing Up and All That Stuff by Alex Hooper-Hodson

Please do not hesitate to contact me if you have any concerns.

Yours sincerely,

Aderyn Ellis

Head of PSHE



FOREMARKE HALL

REPTON PREPARATORY SCHOOL

23 March 2018

Dear Parent/Guardian,

As Head of Year 6 for 2018/19 I have organised a transition day trip for the current Year 5 pupils whereby they can meet the Year 6 Tutors for next year, Mr Wells, Miss Ellis and I.

This trip is also educational ahead of the Year 6 syllabus and therefore, we will be undertaking an excursion to Warwick Castle accompanied by History teacher, Mrs Coombs.

The children will also undertake a workshop at Warwick Castle and learn about the relevance of the Castle in the English Civil War, which is part of the Year 6 curriculum.

The cost of the trip, which takes place on **Monday June 25th**, is approximately £13, which will be added to your end of term bill.

We will leave by 8.30am and be back in time for a 4pm collection at Foremarke Hall.

Yours sincerely,

Ian Clarkson

Head of Year 6 (2018/19)

✂-----

Please return to: Mr Clarkson by April 27, 2018

Warwick Castle Trip

I give permission for _____ in Form _____ to attend.

In the event of an emergency, please contact: _____
[telephone number/ relationship]

I am happy for the cost of this trip will be added to the school bill.

Signed _____
[guardian]

Date _____



FOREMARKE HALL

REPTON PREPARATORY SCHOOL

23 March 2018

Dear Parents,

I am often asked what our expectations of the children in Year 8 are over the coming break.

Generally, the idea is that the children facing Scholarship or Common Entrance should have a **balanced** break; they should work, of course, but there must be fallow time too. The results will be their own and we ask only that they leave Foremarke Hall knowing that they could not have done any more.

We have stressed to the children that if they are caring, hardworking individuals they will achieve in life and enjoy happiness through attracting other like-minded people. En route they will also do things like pass exams and earn places in the right sets at their senior schools.

The vast majority have been working hard, and as anyone would be, Year 8 are currently tired. There are also lots of hormones bouncing around and there may be a few tetchy days ahead. Many adults would feel thus if they had the same breadth of activity and length of day! The children will bounce back quickly enough, but how to bring them to the boil at the right moment?

- **Rest and recharge: a change is as good as a rest - and then do some revision.**
- **Please be aware of the negative impact social media devices can have on revision time and the growing body of evidence that electronic devices can also disrupt children's sleep patterns.**
- **Revision should be based on the maxim 'little and often works wonders' and it must be active, that is to say involving either another person or pen-and-paper. Just gazing at the notes / text book / vocab list achieves far, far less.**
- **The message is that we want them returned, restored, revitalised, having demonstrated that they can take responsibility for their own learning and are ready for action without having causing inter-generational warfare.**

BALANCE is the target I would urge all parents to aim at sensitively during the term.

Cont/...

Some dates to note:

The Y8 Leavers' trip to North Wales runs from Monday 11th to Friday 15th June. This is often described by Leavers as the highlight of their 'Foremarke Experience.'

The preparations for the Y8 Leavers' Ball proceed. We look forward to the usual tasteful and eccentric variety of conveyances, however please bear in mind the safety of your child and others in the school grounds. As a rule of thumb your child should not do anything that would be considered as illegal on a public road. The School will have a member of staff acting as a marshal on the approach to Front Square and any activities that are considered to be illegal or dangerous will not be allowed to proceed onto Front Square and approach the main building. To save any last minute disappointment, please contact me to discuss your ideas should you be in any doubt.

One's final days at prep school are a marvellous time, a time to enjoy each other's company, a time to revel in the security and beauty of the place, a time "to be together like this as we shall never be again" – a time to remember that freedom is really a regard for one's own boundaries, rather than obedience to someone else's. We are remembered as we part – and I am sure it will be wonderfully.

I hope that helps, but if you do have a query, please do not hesitate to contact me:
sowen@foremarke.org.uk

Best wishes,

Simon Owen

Head of Year 8