



# FOREMARKE HALL

REPTON PREPARATORY SCHOOL

15<sup>th</sup> December 2017

Dear Parents,

Many thanks for your support for the French trip.

The flights have now been booked by the travel company and the timings are as below.

There is really little more to do at this stage other than to reassure you that everything is in hand and that more details will be given next term including another kit list, details of pocket money, schedules etc.

Could those of you who said that passports were out of date or that European medical cards were missing please ensure that renewals or replacements are organised well in advance and details forwarded to me as soon as you have them?

A bientôt

*Rachel Newham*

**Head of Modern Languages**

- |                                |                                 |              |
|--------------------------------|---------------------------------|--------------|
| • Depart from East Midlands    | Saturday 4 <sup>th</sup> August | 14.15 FR1652 |
| • Arrive back at East Midlands | Thursday 9 <sup>th</sup> August | 17.05 FR1653 |



# FOREMARKE HALL

REPTON PREPARATORY SCHOOL

14<sup>th</sup> December 2017

Dear Parents

I am pleased to inform you that the proposed hockey tour to Holland in July has been booked and deposits have been paid to the tour company. There will be thirty children travelling and four PE/Games staff.

For your diaries, I can confirm the travel dates will be Monday, 2<sup>nd</sup> July to Friday, 6<sup>th</sup> July. We will be flying out and back into East Midlands Airport. Further details will be forwarded in the summer term, but please can I ask that the following payment schedule takes place, this will enable the final deposit to be paid late March.

Payment schedule and payment details

20 <sup>th</sup> January 2018	£320
17 <sup>th</sup> March 2018	£320

Could I also ask that on return to school in January, the children hand in to me a copy of their passport.

With very best wishes for a happy and relaxing Christmas.

*Sam Mansfield*

**Director of Sport**



# FOREMARKE HALL

REPTON PREPARATORY SCHOOL

Dear Parents,

14<sup>th</sup> December 2017

## Interim Reports (Years 5 & 6)

Please find enclosed the first interim report for your child for this academic year.

This report is intended to give your child a clear and honest indication of how they are doing with respect to their school work in recent weeks. It reports on effort and outcome. **The outcome grade is relative to your child's particular teaching group.** They may be in different teaching groups for different subjects and so it is important to take into account any setting information.

You may notice a few changes to the interim reports this year. In particular, we have moved to a new system of grading outcome (previously 'attainment'). **There are five possible outcome grades, where the letter of the grade corresponds to the first letter of the grade description.** The meanings of each letter are described at the bottom of the report. The highest possible grade is now 5 O, which indicates that a pupil is working with outstanding levels of effort, and the outcome of their work is also outstanding.

Although the outcome grade is significant, we always emphasise to pupils the importance of the effort grade. It follows that an outstanding level of effort leads to better outcomes.

Your child has already seen this report and has used it to set targets, in consultation with their form tutors, which they should work to achieve once they return to school after the Christmas break.

I hope that you will find this report useful, and that you will discuss it with your child, paying particular interest to any targets/comments made by their subject teachers and their form tutor.

Finally, I would ask that you complete the reply slip below and return it to your child's form tutor.

I wish you a good and restful break.

Yours faithfully,

*Samantha Krbacevic*

**Assessment and Reporting Coordinator**

Dear \_\_\_\_\_ (Form Tutor)

I confirm that I have received Interim Report 1 for \_\_\_\_\_

Comment:

Signed: \_\_\_\_\_ (Parent/Guardian)



# FOREMARKE HALL

REPTON PREPARATORY SCHOOL

Dear Parents,

14<sup>th</sup> December 2017

## Interim Reports (Years 7 & 8)

Please find enclosed the second interim report for your child this academic year.

This report is intended to give your child a clear and honest indication of how they are doing with respect to their school work in recent weeks. It reports on effort and outcomes. **The outcomes grade is relative to your child's particular teaching group.** They may be in different teaching groups for different subjects and so it is important to take into account any setting information. The highest possible grade is therefore 50 which indicates that a pupil is working with outstanding levels effort, and that their work is outstanding within their teaching group.

Although the outcomes grade is significant, we will always emphasise to pupils the importance of the effort grade. It follows that if they are applying very good levels of effort to all of their work then their outcomes grade is also likely to be good.

Your child has already seen this report and has used it to set targets, in consultation with their form tutors, which they should work to achieve once they return to school after the Christmas break.

I hope that you will find this report useful, and that you will discuss it with your child, paying particular attention to any targets/comments made by their subject teachers and their form tutor.

Finally, I would ask that you complete the reply slip below and return it to your child's form tutor.

I wish you a good and restful break.

Yours sincerely,

*Samantha Krbacevic*

**Assessment and Reporting Coordinator**

Dear \_\_\_\_\_ (Form Tutor)

I confirm that I have received the Michaelmas Term Interim Report for \_\_\_\_\_

Comment:

Signed: \_\_\_\_\_ (Parent/Guardian)



# FOREMARKE HALL

REPTON PREPARATORY SCHOOL

December 2017

Dear Parent

## Internet safety

Prince William and The Royal Foundation have published a set of guidelines to help children who may have experienced cyber-bullying. In Upper School a great deal of discussion centred on such issues during our anti-bullying week. Cyber-bullying is bullying which takes place on-line through electronic devices, like phones or computers. It has become more common as a greater number of young people own their own mobiles, and use social media and gaming sites. The advice is aimed at 11-16 year olds and is called 'Stop, Speak, Support'.

### **What exactly does 'Stop, Speak, Support' mean?**

'Stop, Speak, Support' is an action plan of what you can do if you see nasty behaviour online.



### **1. STOP**

- **Action 1:** Take time out before getting involved, and don't share or like negative comments.
- **Action 2:** Try and get an overview of what's really going on.
- **Action 3:** Check the community guidelines for the site you're on.

cont/...



## 2. SPEAK

- **Action 1:** Ask an adult or friend who you trust for advice.
- **Action 2:** Use the report button for the social media it's happening on.
- **Action 3:** Speak to one of the charities set up to help with situations like this, such as Childline (0800 1111).



## 3. SUPPORT

- **Action 1:** Give the person being bullied a supportive message to let them know they're not alone.
- **Action 2:** Encourage the person being bullied to talk to someone they can trust.
- **Action 3:** Give the person being bullied a positive distraction from the situation.

For further details of 'Stop, Speak, Support' please visit  
<https://www.internetmatters.org/issues/cyberbullying/stop-speak-support/>

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

Yours sincerely,

*Lucy Kelly*

**Assistant Head - Pastoral**

## Upper School Activities - Lent 2018

Name: \_\_\_\_\_ Form: \_\_\_\_\_

### Day / Boarder (Please delete)

Monday		Tuesday		Thursday		Friday	
Boys Hockey 5&6		Swim Squad *		Swim Squad*		Cricket Nets*	
Boys Hockey 7&8		Boys Hockey Squad* 5&6		Football		Boys Hockey	
Girls Netball 5&6		Boys Hockey Squad* 1st and 2nd		Chemistry Club 7&8		Football	
Girls Netball 7&8		Football		Jewellery Making		Mindfulness	
Water Polo		Netball Squad* 1st, 2nd, 3rd, U11A		Quizzes		DT Scholars*	
Maths Clinic		Horrible Histories!		French Club		Hockey GKs*	
Board Games		Board Games		Cross Country		Tag Rugby 5&6	
DT Scholars *		Hockey GKs*		Warhammer		Film Club	
Bond Films		Chess		Textiles		Colouring for relaxation	
Hama Beads		Young Librarians		ICT		Street Dance	
Art Scholars *		ICT		Touch Rugby 7&8		Free Swim	
ICT		Scrabble and Word Games		Fencing(£)		ICT	
Warhammer		LEGO		Karate (£)		Tennis *(£)	
Dance (£)		Fencing(£)					
Tennis *(£)							
Drama rehearsals will take place throughout the week							
<b>Must stay</b>		<b>Must stay</b>		<b>Must stay</b>		<b>Must stay</b>	

- 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, 9 January 2018**.
- For tennis coaching please email me at [sowen@foremarke.org.uk](mailto: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

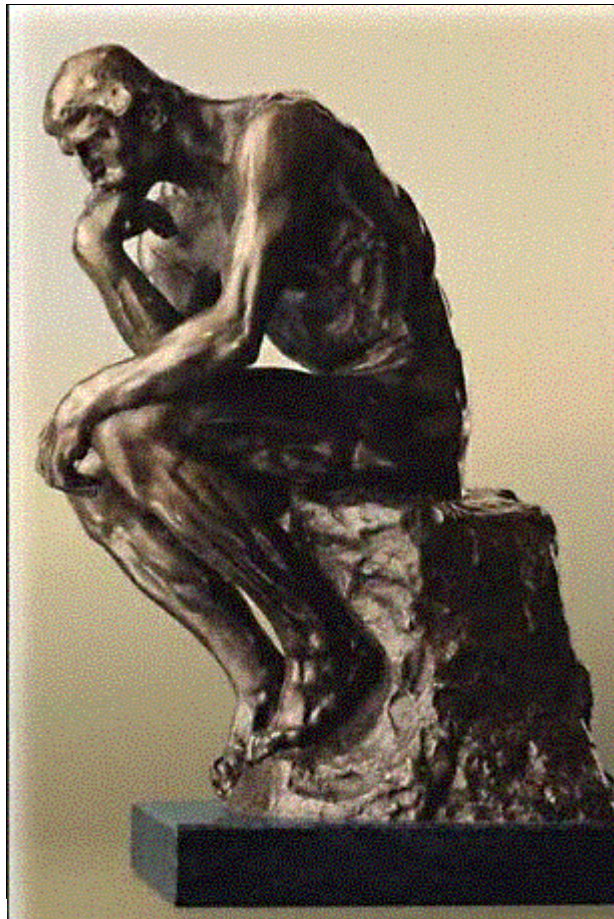
Latin Clinic	Latin help with Mr Williamson
Swim Squad	Training sessions for those selected
Art Scholars	Potential Art Scholars sessions
DT Scholars	Year 8 potential DT Scholars sessions
ICT	Time in the ICT room for work or fun
Lego	Lego challenges
Cross Country	Running with Mr Martin (Headtorch may be needed)
Football	Sessions with the football staff
Bond Films	Study 007 with Mr Saunders
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
Boys Hockey	Sessions with PE Staff
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 Hind
Film Club	Watch your favourites with Mr Williamson
Free Swim	Free Swim Session in the pool
Dance	Friday fun dance session
Gardening	Gardening with Mrs Coombs
Karate £	Karate sessions with an experienced coach
Jewellery Making	Making Jewellery to sell at the Christmas fair with Miss Bushby
Maths Clinic	Maths help with Mr Davis
Girls Netball	Netball Sessions with staff
Water Polo	Instruction with Mr Masters
Hama Beads	Craft items with Mrs Newham
Young Librarians	Write reviews for the new library system and learn how to manage a library as well as read.
Scrabble and Word Games	Wordsmith activities with Mrs Coombs





## **FOREMARKE HALL**

**Repton Preparatory School**



**A Family Guide to Preparing for Trial  
Scholarship Examinations in Year 8**

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## **INTRODUCTION**

At the information meeting with Year 8 parents earlier in the term we asked for your support in creating a partnership between home, school and children. In return, the Year 8 teaching staff promised to provide Year 8 with our best ever guidance towards preparing for examination success.

This booklet is designed to help you, as a family, plan and prepare for the forthcoming trial examinations. If you have been through this process before please do still take the time to sit with your child and read through this guide together. Both you as a parent and the child will benefit from reading our 'Tips for Parents' and our 'Guide for Pupils'.

The academic needs of each individual child are many and different but one factor that all have in common is that they will finish this term tired and in need of a rest. Trial examinations take place at the start of a term so that children can approach the examination period rested and prepared, not so they can cram as much revision as possible into the festive period.

The Foremarke Code encapsulates everything that is said in the following pages.

# **CARE**

**Common Sense**

**Aim high**

**Respect**

**Enjoy**

## **Tips for parents**

Encourage your child to plan a timetable and stick to it, so that once the day's revision is done they know their time is their own.

Make sure they have the 'tools' they need – stationery, pens, pencils, Post-it notes, revision cards etc.

Help them discover how and where they best revise.

Turn off or remove all electronic devices from the room in which your child is studying. If access is needed for revision purposes do check that their time is not being spent on social media.

Encourage them to take regular breaks and (as far as possible!) keep their study area reasonably tidy.

Help them put stress-busting tips into practice such as taking regular exercise, getting enough sleep and eating healthily.

Give them a break from household chores during the most pressurised weeks.

Stay around the house as much as possible, but try not to hover over them or nag them incessantly. As hard as it is, our job as parents is to help and encourage, not control!

Try to keep home life as calm and pleasant as possible, and keep the fridge well stocked!

Don't expect them to work solidly for the whole of the holiday period. Trips to places associated with their studies will help to reinforce their understanding and will be as useful as a few hours of book work.

Plan something special at the end of the exam period so that they have something to look forward to.

Just like you, they may fail sometimes. So above all else let them know you will support them and love them whatever grade they may get.

Remember, the most important aspect of your child's life is their emotional health.

Have a look at 'The Parent Guide', created in conjunction with ISEB, which is packed full of information and advice about 13+ entrance exams and aims to demystify the entrance exam process: [galorepark.co.uk/theparentguide](http://galorepark.co.uk/theparentguide)

## **A Guide for Pupils**

Spend a few days recharging your batteries.

Find a quiet place to revise; your bedroom, a quiet room downstairs, an office and refuse to be interrupted or distracted.

Turn off all electronic devices. Don't fool yourself that chatting to your friends is helping you revise. Save the social media until your revision time is over.

Set yourself realistic targets. Don't fool yourself in to thinking that you can revise all day, every day. This just won't happen and neither should it!

Short spurts of revision (30-35 minutes) are most effective. Your concentration lapses after about an hour and you will need to take a short break (15-20 minutes) – just like at school.

Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.

Make your own revision notes, because you will remember what you have written down more easily. Stick keynotes to a cupboard or a wall so you can see them every day!

Re-write the key points of your revision notes, read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read to ourselves.

Use different techniques. Make your own learning maps. Use post-it notes to write key words on, create flash cards. Ask parents/friends to test you. Use highlighter pens to mark important points.

Use mnemonics. Think about catchy adverts and jingles that stick in the mind. To remember the seven seas of Europe for example, take the initial letter and make a rhyme; Ben Brayford Climbs Norwegian Mountains At Night = Baltic, Black, Caspian, Norwegian, Mediterranean, Adriatic and North.

Practise past exam papers given to you by your teachers or revision tests available on the web. Initially do one section at a time and progress to doing the entire paper against the clock.

You will need help at some stage; ask parents, teachers, or even friends. Don't be afraid to ask for help. Chatting through topics will help you to understand them and explaining them to a friend or family member will ensure that you really understand the subject material.

After learning something it would be a great shame to forget it. Have you heard the old phrase; 'Use it or lose it?' To stop this happening you need to review regularly what you have learned. Gradually this will shunt the information into your long term memory so that you only need a quick skim

through notes the night before the exam to remind yourself. Chatting about a topic to your family over a meal will help enormously – try teaching it to them.

Treat yourself! When you have finished a topic or completed a question treat yourself to something you enjoy.

Don't get stressed out! Eat properly, exercise regularly and get lots of sleep.

Remember that these are trial examinations. They are designed to help you understand what you know and what you need to know more of. The result of these examinations will not determine your future.

Believe in yourself and be positive. If you think you can succeed you will.

Your emotional health is the most important factor that determines success. Aim to return next term refreshed, well rested and ready to start your exams.

## **DOWN TO BUSINESS**

### **FROM EACH TEACHER OF AN EXAMINED SUBJECT YOU WILL FIND:**

**What materials are needed?**

**What needs to be done?**



## ENGLISH:

### What materials are needed?

- The booklet entitled *The Guide for English at Common Academic Scholarship Level*.
- A couple of examples of exam papers – to be read & annotated but not answered.
- A good highlighter pen, pens (and ink cartridges if required), pencil, rubber and ruler will be needed for the exam.

### What needs to be done?

Read through *The Guide for English at Common Academic Scholarship* and make sure you understand what will be examined on the paper. Look at the papers too. You do not have to write answers for these as we will be looking at them in January.

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. (These will form the basis of our spelling tests next term anyway)

**Reading** should be at the heart of your preparation – try to read as often as possible, ideally on a regular daily basis. Read one of the pre-twentieth century Classics to become acquainted with a more formal style of writing.



If you haven't read it already '*A Christmas Carol*' is great and not very long; copies available from school.

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/gcsebitesize/englishliterature](http://www.bbc.co.uk/schools/gcsebitesize/englishliterature)

The section on poetry is a useful resource too.

# MATHS:

## What materials are needed?

- Your Maths teacher has given you a trial paper, which you should use for practice. The mark scheme is included but please don't be tempted to have a sneaky peek!
- You might also like to make sure that you have your class book, prep book and Maths folder as they contain past papers and example questions for you to have a look at.
- If you have the CGP revision and practice books, use these to brush up on any topics that are causing you problems. Alternatively, you could look up specific topics on MyMaths (remember your log-in details!)
- For the mock exams you need to a geometry set (with at least a protractor, ruler and compass). A 360° protractor is best. **The maths department will not be issuing this equipment on the day of the exams.**

## What needs to be done?

- Start by doing the CAS paper that you have been given. Try to do it in a distraction-free environment and give yourself the full time limit (90 mins). Once you have done the paper, mark it (or get someone else to mark it) to see if there are any topics that you struggled with.
- Pick 3-4 topics and revise these using your books or revision guide. You can look on MyMaths and do the practice questions on there as well. Alternatively have a look at the Big Brain Maths website (If you don't know your login details, just type in your first name and last name with no space or capitals, eg *fredbloggs*. Your password is *Triangle1*).
- After the holidays you will have a couple of days to ask any questions that have arisen from your revision. Be prepared to come along to Boot Camp or to see your Maths teacher during lunchtime.





# SCIENCE:

## What materials are needed?

- You should use your class books from Year 7 and Year 8 as the foundation for your revision. The detailed learning lists should be referred to. You have a KS3 Study Guide to support your revision. You also have a list of the topics that you will need to revise.
- On top of all of that, you have been given two revision booklets with one page revision summaries of all the topics covered in Years 7 and 8.
- You will require a calculator and a protractor for your Scholarship practice paper.

## What needs to be done?

- Thoroughly revise all the concepts in Biology, Chemistry and Physics, particularly the Year 7 topics as it is a while since you have looked at this work.
- Learn the word equations for chemical reactions and the physics formulae for speed, pressure and density and moment of a force.
- Make your own revision notes.
- [www.bbc.co.uk/schools/ks3bitesize](http://www.bbc.co.uk/schools/ks3bitesize) can be a useful revision tool.



## FRENCH:

### What materials are needed?

- You should have your French books, file, Vocabulary Book and Scholarship speaking document

### What needs to be done?

- Revise the prepared topics in your speaking booklet
- Focus on understanding and using the different tenses.
- Revise & learn as much vocabulary as possible.
- Try to do at least a couple of listening and reading exercises from the websites below
- [www.atantot.com](http://www.atantot.com)  
(Username: Foremarke Password: 4129)
- [www.zut.org.uk](http://www.zut.org.uk) Year 11 or 12 work  
(Username: 3692 Password: foremarkemfl)
- Also the BBC Bitesize (GCSE+) online exercises are useful.
- If there are any questions / problems, please feel free to email Mrs Newham at [newham@foremarke.org.uk](mailto:newham@foremarke.org.uk)

**Please note the listening and speaking exams will begin upon your return – be prepared!**

*A qui il a été beaucoup donné, il sera beaucoup demandé*

# GEOGRAPHY:

## What materials are needed?

- Revision booklets
- Exercise books
- Access to Oddizzi.com

## What needs to be done?

- Two scholarship papers, one to be completed at your own pace and using as many resources as necessary, the other paper in exam conditions.
- General revision using the booklet, exercise books and Oddizzi: Learn case studies, diagrams and topic knowledge.
- Read a newspaper and/or watch the news to keep abreast of current affairs and geographical events.

**Any problems: please email [ahobson@foremarke.org.uk](mailto:ahobson@foremarke.org.uk)**



# HISTORY:

## What materials are needed?

- A history file with hand-outs
- This Revision booklet  
The grid of previous scholarship essay questions
- Computer access

## What needs to be done?

- You should work through **The Guidance In Preparing For Examinations** in this booklet.

- You should be prepared to write **one essay** from the following list:

A conflict / reign in the Middle Ages

A revolution (social/political/industrial) in the Georgian & Victorian era

War

Great Men/Women

What is History?

- You should have a thorough overview and be able to identify and comment on significant themes, dates, people and events in the chosen essay.
- You should be familiar with the **KEY WORDS** for interpreting the source material in the evidence section of the exam.
- You should have looked through examples of previous scholarship papers to familiarise yourself with the type of questions you will have to select.

Any problems, please email: [kcoombs@foremarke.org.uk](mailto:kcoombs@foremarke.org.uk)

# Religious Studies:

## 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	
<b><u>Matters of Life</u></b> Abortion <b>Euthanasia</b> <b>Capital punishment</b> War <b>Medical ethics</b> <b><u>Crime &amp; Punishment</u></b> Types of punishment Purpose of punishment Crime vs Sin Justice	<b><u>Religion and the Environment</u></b> Stewardship vs Dominion <b>Animal Rights</b>  <b><u>The Nature of God</u></b> <b>Trinity</b> <b>The Omnis</b> <b>The Problem of Evil</b> <b>Gender inequality in the Bible</b>

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

**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**

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 Revision Guide
- Prescribed Vocabulary List (Levels 1-3 *and* Scholarship section)
- Exercise books - containing the extra grammatical sheets **and** your corrections
- Practice papers for revision – including specimen answer paper
- Note also the following - all in the grammar revision booklet:

Tables of Tenses

Tables of Nouns

Tables of Adjectives

List of Prepositions and the Cases which they govern

List of Irregular Verbs: *volo, nolo, possum*

List of Personal Pronouns: *ego, tu, nos, vos*

List of Demonstrative Pronouns: *hic, is, ille*

## What needs to be done?

### A thorough revision of the following:

- Vocabulary: 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 and Future Perfect Tense endings
  - (2) Learn the Principal Parts - this means the present tense, the infinitive, the perfect tense and the supine (e.g. *porto, portare, portavi, portatum*)
  - (3) Distinguish between the Active and Passive Voices  
e.g. I kill *or* I am being killed
- 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 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.**
-



## **THE NIGHT BEFORE THE EXAM**

**Do not panic!** The very worst thing you can do is to stay awake all night. If you have done your exam preparation as laid out here, you will know a lot more than you think.

- Have one last read through the cue cards or mind-maps on those subjects you are sitting tomorrow and then have a warm bath/drink before going to bed.
- Make sure you have everything you need for the exam, packed and ready to go.
- A good night's sleep will do you far more good than last minute cramming.

## **THE DAY OF THE EXAM**

- Get up at a reasonable time and give yourself time to eat a good breakfast and gather your thoughts. It is too late to revise now so don't even try!
- **Relax!**
- As you sit down, collect your thoughts and begin to focus on the cue cards or mind maps for the subject you are going to do.
- Remember that careful reading of the questions is the easiest way to do well.
- Keep one eye on the clock and then go for it!

# SIX GOLDEN RULES FOR PASSING EXAMINATIONS

## 1. READ THE INSTRUCTIONS AND QUESTIONS

- The single most common reason for people doing badly in exams is that they did not read the paper properly.

## 2. OBEY THE INSTRUCTIONS

- Exam instructions are there to be read and followed. They are not for decoration, nor to fill up space.
- There is an immense difference between *Underline the correct answer* **and** *Underline the incorrect Answer* **and between** *Answer one of the following* **and** *Answer all of the following*.

'So obvious!' you say. Yes, they are, yet so often these simple instructions are ignored or skimmed through with disastrous consequences. You do not save time by doing so. You risk losing marks or failing the exam by doing the wrong thing.

Questions include a variety of terms, each of which calls for a different type of answer, e.g.

*Explain*

*Describe*

*Account for*

*Name examples*

*List*

*Examine*

*Compare and contrast*

## 3. CHOOSE THE RIGHT QUESTIONS

After the first quick reading of all the paper you must read the questions again. If all questions are to be answered, no choice is necessary, so read each through carefully before answering. If you have to choose read through to eliminate the worst ones. You should be left with several you 'could answer', so choose the one you will do BEST at. Make sure you label your answers accurately with the right question numbers. Don't choose on the basis of the first line. Read all of it. Don't be put off by maps, tables, graphs, or apparent difficulty of translation! **Look at how many marks are for each part.**

## 4. DO WHAT YOU ARE TOLD TO DO!

- Look at what each question is asking for and do it. This is so obvious, but marks are thrown away by

- (a) not doing what is asked for - *'Describe what is meant by alternative energy'* and then you only give examples of it.
- (b) doing half of what is asked for - *'Give the comparative and superlative of audax'* - and you give only the comparative.
- (c) doing what is not asked for - *you explain the pros and cons when the question paper asked for just the cons.*

## 5. GET YOUR TIMING RIGHT!

- When you begin the exam, especially in essay subjects, allocate a time at which you go on to the next question no matter what. If there are three questions to be answered and you do only two, you can only get two-thirds of the marks (66%) even if you have answered all of them perfectly!
- Answer what you can and move on. See which parts of the question carry most marks and spend most time on those. Eg. If X is worth 5 marks and Y is worth 1 mark.. Spend 5 times as long on X. Got that?
- If you can't do a question, don't spend ten minutes finding this out. Move on and come back to it at the end. If you still can't do it, make a sensible guess. You start with a blank page and no marks. You have a 50% chance of gaining a mark for everything you write down, so get writing!

## 6. HAVE THE RIGHT EQUIPMENT!

- For all exams you need two pens - get one that works well, **NOT** a new one, and a back-up. Don't waste time changing cartridges. Get other equipment, e.g. ruler, pencil, calculator, protractor, colours as needed for other exams, but don't clutter up your desk with them. **Don't use tippex or ink erasers.** If you make a mistake **NEATLY CROSS IT OUT WITH A RULER**. Don't waste time and thought arranging your things.
- You need to be able see a watch or wall clock all the time.

## Year 8 Trial Exam Timetable 2018

MONDAY 15th January	Common Entrance Timetable	CASE Timetable
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>ENGLISH - READING &amp; WRITING 1</b> (1 hour 15 minutes + 18 mins SEND) 8.45 - 10.18	<b>RS</b>  (1 hour)  8.45 - 9.45
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020		<b>REVISION TIME/READING</b> 9.45 - 10.20
<b>Morning break</b>		
<b>Lesson 4</b> 1050-1125	<b>RS</b> (1 hour + 15 mins SEND) 10.55 - 12.10	<b>ENGLISH</b> (1 hour 45 minutes) 10.55 - 12.40
<b>Lesson 5</b> 1125-1200		
<b>Lesson 6</b> 1200 - 1235	<b>BIOLOGY</b> (40 minutes + 10 minutes SEND) 12.15 - 13.05	<b>REVISION TIME/READING</b> (Geography Revision) 12.45 - 13.10
<b>Lesson 7</b> 1235-1310		
<b>Lunch Time</b>		
<b>Lesson 8</b> 1415 – 1450	<b>GEOGRAPHY</b> (1 hour + 15 minutes SEND) 14.15 - 15.30	<b>GEOGRAPHY</b> (1 hour) 14.15 - 15.15
<b>Lesson 9</b> 1450 – 1525		
<b>Lesson 10</b> 1525-1600	<b>REVISION TIME/READING</b> (Maths/Chemistry)	<b>REVISION TIME/READING</b> (Science Revision)

<b>TUESDAY 16th January</b>	<b>Common Entrance Timetable</b>	<b>CASE Timetable</b>
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>ENGLISH - READING &amp; WRITING 2</b> (1 hour 15 minutes + 18 mins SEND) 8.45 - 10.18	<b>SCIENCE</b>  (1 hour 30 minutes) 8.45 - 10.15
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020		
<b>Morning break</b>		
<b>Lesson 4</b> 1050-1125	<b>MATHEMATICS NON- CALCULATOR</b> (1 hour + 15 mins SEND) 10.55 - 12.10	<b>MATHEMATICS</b> (1 hour 30 minutes) 10.55 - 12.25
<b>Lesson 5</b> 1125-1200		
<b>Lesson 6</b> 1200 - 1235	<b>CHEMISTRY</b> (40 minutes + 10 minutes SEND) 12.15 - 13.05	<b>REVISION TIME/READING</b> (French Revision) 12.25 - 13.10
<b>Lesson 7</b> 1235-1310		
<b>Lunch Time</b>		
<b>Lesson 8</b> 1415 – 1450	<b>FRENCH</b> (1 hour + 15 minutes SEND) 14.15 - 15.30	<b>FRENCH</b> (1 hour) 14.15 - 15.15
<b>Lesson 9</b> 1450 – 1525		
<b>Lesson 10</b> 1525-1600	<b>REVISION TIME/READING</b> (Physics)	<b>REVISION TIME/READING</b> (Latin)

<b>WEDNESDAY 17th January</b>	<b>Common Entrance Timetable</b>	<b>CASE Timetable</b>
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>MATHEMATICS CALCULATOR</b> (1 hour + 15 minutes SEND) 8.45 - 10.00	<b>LATIN</b>  (1 hour) 8.45 - 9.45
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020	<b>REVISION TIME/READING</b> 10.00-10.20	<b>REVISION TIME/READING</b> 9.45-10.20
<b>Morning break</b>		
<b>Lesson 4</b> 1050-1125	<b>HISTORY</b> (1 hour + 15 minutes SEND) 10.55 - 12.10	<b>HISTORY</b> (1 hour) 10.55 - 11.55
<b>Lesson 5</b> 1125-1200		
<b>Lesson 6</b> 1200 - 1235	<b>PHYSICS</b> (40 minutes + 10 minutes SEND) 12.15 - 13.05	<b>NORMAL TIMETABLE</b>
<b>Lesson 7</b> 1235-1310		
<b>Lunch Time</b>		
<b>Lesson 8</b> 1415 – 1450	<b>GAMES</b>	<b>GAMES</b>
<b>Lesson 9</b> 1450 – 1525		
<b>Lesson 10</b> 1525-1600		

<b>THURSDAY 18th January</b>	<b>Common Entrance Timetable</b>	<b>CASE Timetable</b>
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>LATIN/CLASSICAL STUDIES</b> (1 hour + 15 minutes SEND) 8.45 - 10.00	<b>8S ON NORMAL TIMETABLE</b>
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020		
<b>Morning break</b>		
<b>Lesson 4 onwards</b>	<b>YEAR 8 ON NORMAL TIMETABLE</b>	

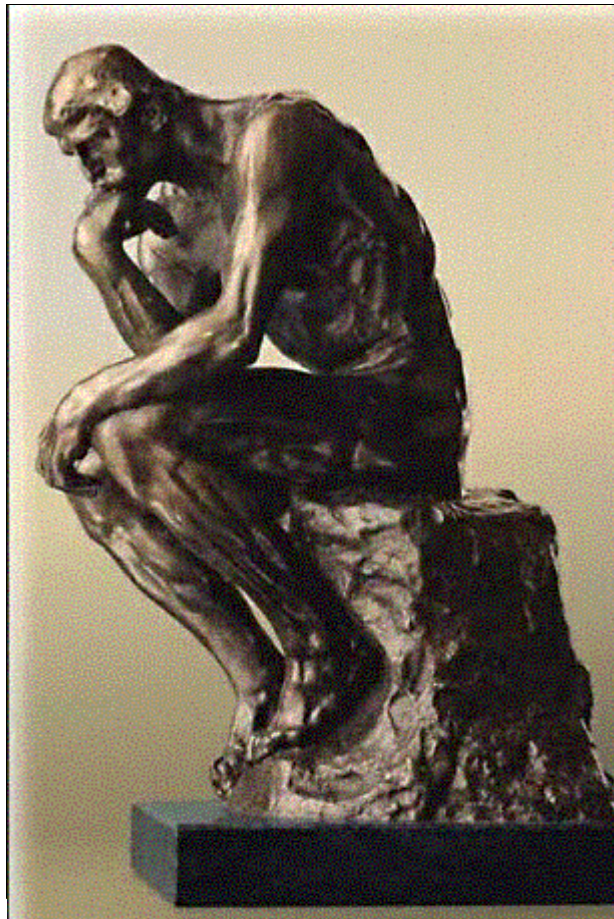
\* Maths mental arithmetic papers are due to take place within lessons on Saturday 13<sup>th</sup> January

\*\* French Listening and Speaking exams are due to take place in Week 1 of Lent term.



## **FOREMARKE HALL**

**Repton Preparatory School**



**A Family Guide to Preparing for  
Trial CE Examinations in Year 8**

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## **INTRODUCTION**

At the information meeting with Year 8 parents earlier in the term we asked for your support in creating a partnership between home, school and children. In return, the Year 8 teaching staff promised to provide Year 8 with our best ever guidance towards preparing for examination success.

This booklet is designed to help you, as a family, plan and prepare for the forthcoming trial examinations. If you have been through this process before please do still take the time to sit with your child and read through this guide together. Both you as a parent and the child will benefit from reading our 'tips for parents' and our 'guide for pupils'.

The academic needs of each individual child are many and different, but one factor that all have in common is that they will finish this term tired and in need of a rest. Trial examinations take place at the start of a term so that children can approach the examination period rested and prepared, not so they can cram as much revision as possible into the festive period.

The Foremarke Code encapsulates everything that is said in the following pages.

# **CARE**

**Common Sense**

**Aim high**

**Respect**

**Enjoy**

## **Tips for parents**

Encourage your child to plan a timetable and stick to it, so that once the day's revision is done they know their time is their own.

Make sure they have the 'tools' they need – stationery, pens, pencils, Post-it notes, revision cards etc.

Help them discover how and where they best revise.

Turn off or remove all electronic devices from the room in which your child is studying. If access is needed for revision purposes do check that their time is not being spent on social media.

Encourage them to take regular breaks and (as far as possible!) keep their study area reasonably tidy.

Help them put stress-busting tips into practice such as taking regular exercise, getting enough sleep and eating healthily.

Give them a break from household chores during the most pressurised weeks.

Stay around the house as much as possible, but try not to hover over them or nag them incessantly. As hard as it is, our job as parents is to help and encourage, not control!

Try to keep home life as calm and pleasant as possible, and keep the fridge well stocked!

Don't expect them to work solidly for the whole of the holiday period. Trips to places associated with their studies will help to reinforce their understanding and will be as useful as a few hours of book work.

Plan something special at the end of the exam period so that they have something to look forward to.

Just like you, they may fail sometimes. So above all else let them know you will support them and love them whatever grade they may get.

Remember, the most important aspect of your child's life is their emotional health.

Have a look at 'The Parent Guide', created in conjunction with ISEB, which is packed full of information and advice about 13+ entrance exams and aims to demystify the entrance exam process: [galorepark.co.uk/theparentguide](http://galorepark.co.uk/theparentguide)

## **A Guide for Pupils**

Spend a few days recharging your batteries.

Find a quiet place to revise; your bedroom, a quiet room downstairs, an office and refuse to be interrupted or distracted.

Turn off all electronic devices. Don't fool yourself that chatting to your friends is helping you revise. Save the social media until your revision time is over.

Set yourself realistic targets. Don't fool yourself in to thinking that you can revise all day, every day. This just won't happen and neither should it!

Short spurts of revision (20-25 minutes) are most effective. Your concentration lapses after about an hour and you will need to take a short break (15-20 minutes) – just like you would at school.

Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.

Make your own revision notes, because you will remember what you have written down more easily. Stick key notes to a cupboard or a wall so you can see them every day!

Re-write the key points of your revision notes, read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read to ourselves.

Use different techniques. Make your own learning maps. Use post-it notes to write key words on, create flash cards. Ask parents/friends to test you. Use highlighter pens to mark important points.

Use mnemonics. Think about catchy adverts and jingles that stick in the mind. To remember the seven seas of Europe for example, take the initial letter and make a rhyme; Ben Brayford Climbs Norwegian Mountains At Night = Baltic, Black, Caspian, Norwegian, Mediterranean, Adriatic and North.

Practise past exam papers given to you by your teachers or revision tests available on the web. Initially do one section at a time and progress to doing the entire paper against the clock.

You will need help at some stage; ask parents, teachers, or even friends. Don't be afraid to ask for help. Chatting through topics will help you to understand them and explaining them to a friend or family member will ensure that you really understand the subject material.

After learning something it would be a great shame to forget it. Have you heard the old phrase; 'Use it or lose it?' To stop this happening you need to review regularly what you have learned. Gradually this will shunt the information into your long term memory so that you only need a quick skim

through notes the night before the exam to remind yourself. Chatting about a topic to your family over a meal will help enormously – try teaching it to them.

Treat yourself! When you have finished a topic or completed a question treat yourself to something you enjoy.

Don't get stressed out! Eat properly, exercise regularly and get lots of sleep.

Remember that these are trial examinations. They are designed to help you understand what you know and what you need to know more of. The result of these examinations will not determine your future.

Believe in yourself and be positive. If you think you can succeed you will.

Your emotional health is the most important factor that determines success. Aim to return next term refreshed, well rested and ready to start your exams.

## **DOWN TO BUSINESS**

**FROM EACH TEACHER OF AN EXAMINED SUBJECT YOU WILL FIND:**



**What materials are needed?**

**What needs to be done?**

# ENGLISH:

## What materials are needed?

- The booklet entitled *The Guide for English at Common Entrance*.
- The two specimen exam papers.
- A good highlighter pen, pens (and ink cartridges if required), pencil, rubber and ruler will be needed for the exam.

## 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 papers 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.

**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](http://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](http://www.bbc.co.uk/schools/gcsebitesize/englishliterature)

The section on poetry is a useful resource too.

# MATHS:

## What materials are needed?

- Your Maths teacher has given you two papers (one non-calculator and one calculator), which you should use for practice. The mark schemes are included with these but please don't be tempted to have a sneaky peek!
- You might also like to make sure that you have your Class book / Maths folder as they contain past papers and example questions for you to have a look at.
- If you have the CGP revision and practice books, use these to brush up on any topics that are causing you problems. Alternatively, you could look up specific topics on <https://www.mymaths.co.uk> (remember your log-in details!) or BBC bitesize (KS3 maths).
- For the mock exams you need to have a scientific calculator and a geometry set (with at least a protractor, ruler and compass). A 360° protractor is best. **The maths department will not be issuing this equipment on the day of the exams.**

## What needs to be done?

- Start by doing the two CE papers that you have been given. Try to do these in a distraction-free environment and give yourself the full time limit (1 hour for each paper). Once you have done these, mark them (or get someone else to mark them) to see if there are any topics that you struggled with.
- Pick 3-4 topics and revise these using your books or revision guide. You can look on MyMaths and do the practice questions on there as well. Alternatively have a look at the Big Brain Maths website (If you don't know your login details, just type in your first name and last name with no space or capitals, eg *fredbloggs*. Your password is *Triangle1*).
- After the holidays you will have a couple of days to ask any questions that have arisen from your revision. Be prepared to come along to Boot Camp or to see your Maths teacher during lunchtime.



# SCIENCE:

## What materials are needed?

- You should use your class books from Year 7 and Year 8 as the foundation for your revision. The learning lists that are issued with each topic should be referred to. You can use your KS3 Study Guide to support you.
- You have been given a revision list which lists the topics that need to be revised.
- You have also been given two revision booklets with one page revision summaries of all the topics covered in Years 7 and 8.
- You will require a calculator for all three of your Science Common Entrance papers.
- You will need a protractor for the Physics paper.

## What needs to be done?

- You must **thoroughly** revise **all** the concepts in Biology, Chemistry and Physics. Year 7 work will need to be carefully reviewed as it is a while since you have looked at this.
- You must learn the word equations for chemical reactions and the physics formulae for density, speed, pressure and moment of a force.
- You should make your own revision notes.
- [www.bbc.co.uk/schools/ks3bitesize/science](http://www.bbc.co.uk/schools/ks3bitesize/science) is a useful website to aid revision.

# FRENCH:

## What materials are needed?

- You should have your speeches and question sheets.
- Your file (if you have one) containing the different topics and grammar notes and your exercise book

## What needs to be done?

- You must learn two speeches and the prepared questions which accompany them, ready for the start (week 1) of next term. It might help to record yourself saying your speeches. If someone can test you on your questions, this would be extremely useful.
- Time spent learning vocabulary and revising grammar is always valuable.
- In the written examination you will have a reading paper where answers will be in English and a writing paper where you will need to write a few short sentences to describe a picture and then write an email to a friend. This will be on topics we have covered.
- Use the websites [www.atantot.com](http://www.atantot.com)  
(Username: foremarke Password: 4129)  
[www.zut.org.uk](http://www.zut.org.uk) (Username: 3692 Password: foremarkemfl)
- If there are any questions / problems, please feel free to email Mrs Newham on [rnewham@foremarke.org.uk](mailto:rnewham@foremarke.org.uk)
- **Please note that the listening and speaking exams will take place as soon as we return – be prepared!**



# GEOGRAPHY:

## What materials are needed?

- CE Revision guides, Map Reading made Easy Peasy
- Exercise Books
- Access to Oddizzi.com

## What needs to be done?

- Global Location exercises on Oddizzi.
- General revision using the Geography for CE revision booklet, exercise books and Oddizzi.
- Complete the CE Papers given to you. Either take as long as you like, or, if you are feeling confident enough, try the paper in exam conditions!

If there are any problems, please email: [ahobson@foremarke.org.uk](mailto:ahobson@foremarke.org.uk) or [sdutton@foremarke.org.uk](mailto:sdutton@foremarke.org.uk)



# HISTORY:

## What materials are needed?

- Revision hand-outs from class, reference books and access to a computer.

## What needs to be done?

- **In the CE History examination paper, you will have to do two things in one hour:**
- **A source analysis (20 marks) and an essay (30 marks).**

### Source Analysis

- The **source analysis question** will be on either the Norman Conquest or Slavery. You have revision hand-outs, either in your history folder or in your book. You will need to demonstrate that you can interpret historical sources and support your interpretations with your own knowledge.
- You should also **know the 'Five Steps' formula and the KEY WORDS** to include in the source analysis question.

### Essay Question

- The **essay question topic** to be prepared may be from one of the three periods on the CE Paper, (medieval, early modern and modern).
- **You should return in January confident in your knowledge of just one essay topic** (more will be added after Christmas).
- We expect you to write an essay in the examination, but it is no good just writing a story or the events as a list: you must make sure it is **relevant to the question** and not just the topic in its entirety.
- If you can talk confidently/teach a relative about these topics then you stand a good chance of being successful.
- If you have a query or a problem, please contact us via:

Email: [imasters@foremarke.org.uk](mailto:imasters@foremarke.org.uk) or/and [kcoombs@foremarke.org.uk](mailto:kcoombs@foremarke.org.uk)

# Religious Studies:

## What materials are needed?

- The lists RW gave you of work covered in Years 7 & 8
- The Jewish Experience textbook
- The Christian Experience textbook
- The 'revision sheets' (set texts) that you have been told to revise

## What needs to be done?

### 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

### Revision of work completed during Year 8

#### Work from The Christian Experience:

Jesus (pages 4 to 6)  
Holy Book – The Bible (pages 10 to 13)  
What Christians Believe (pages 14 to 19)

**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

Calming of the Storm

The rich young man



# LATIN:

## What materials are needed?

### **8/1a and 8/1b (Latin) will need to have the following:**

- Common Entrance Grammar Booklet for Level 2
- Prescribed Vocabulary List (Levels 1+2)
- Practice papers for revision
- Exercise books - containing your work and corrections
- 'Greeks and Romans' by A M Wright. This is for question 4 of your paper, the Background question.
- Greek Mythology booklets - *for detailed study if wished*

## **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 - very, very very important;  
Nouns: Nominative, Genitive and Gender;  
Prepositions - and the cases they 'govern' (Acc. or Abl.).
- 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 handout (a separate sheet from this booklet) on the mythology 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
- Greek Mythology booklets – *for a deeper study of the mythology if you wish*
- Exercise books - containing your work

## **What needs to be done?**

- You have almost covered the whole course. On the trial examination paper there will be a choice of questions from the topics you have already studied: there will not be any questions on the Roman Army or on Roman Britain.

## **Don't forget: As you prepare for the examination -**

Read ... Make Notes ... Plan ... Write

The more information you can give in part (i) the higher your marks will be.

When the question says ‘Describe’ or ‘Explain’ do not just write a list; describe or explain what you have included in the list.

## **THE NIGHT BEFORE THE EXAM**

**Do not panic!** The very worst thing you can do is to stay awake all night. If you have done your exam preparation as laid out here, you will know a lot more than you think.

- Have one last read through the cue cards or mind-maps on those subjects you are sitting tomorrow and then have a warm bath/drink before going to bed.
- Make sure you have everything you need for the exam, packed and ready to go.
- A good night's sleep will do you far more good than last minute cramming.

## **THE DAY OF THE EXAM**

- Get up at a reasonable time and give yourself time to eat a good breakfast and gather your thoughts. It is too late to revise now so don't even try!
- **Relax!**
- As you sit down, collect your thoughts and begin to focus on the cue cards or mind maps for the subject you are going to do.
- Remember that careful reading of the questions is the easiest way to do well.
- Keep one eye on the clock and then go for it!



# SIX GOLDEN RULES FOR PASSING EXAMINATIONS

## 1. READ THE INSTRUCTIONS AND QUESTIONS

- The single most common reason for people doing badly in exams is that they did not read the paper properly.

## 2. OBEY THE INSTRUCTIONS

- Exam instructions are there to be read and followed. They are not for decoration, nor to fill up space.
- There is an immense difference between *Underline the correct answer* **and** *Underline the incorrect Answer* **and between** *Answer one of the following* **and** *Answer all of the following*.

'So obvious!' you say. Yes, they are, yet so often these simple instructions are ignored or skimmed through with disastrous consequences. You do not save time by doing so. You risk losing marks or failing the exam by doing the wrong thing.

Questions include a variety of terms, each of which calls for a different type of answer, e.g.

*Explain*  
*Describe*  
*Account for*  
*Name examples*

*List*  
*Examine*  
*Compare and contrast*

## 3. CHOOSE THE RIGHT QUESTIONS

After the first quick reading of all the paper you must read the questions again. If all questions are to be answered, no choice is necessary, so read each through carefully before answering. If you have to choose read through to eliminate the worst ones. You should be left with several you 'could answer', so choose the one you will do BEST at. Make sure you label your answers accurately with the right question numbers. Don't choose on the basis of the first line. Read all of it. Don't be put off by maps, tables, graphs, or apparent difficulty of translation! **Look at how many marks are for each part.**

## 4. DO WHAT YOU ARE TOLD TO DO!

- Look at what each question is asking for and do it. This is so obvious, but marks are thrown away by

- (a) not doing what is asked for - *'Describe what is meant by alternative energy'* and then you only give examples of it.
- (b) doing half of what is asked for - *'Give the comparative and superlative of audax'* - and you give only the comparative.
- (c) doing what is not asked for - *you explain the pros and cons when the question paper asked for just the cons.*

## 5. GET YOUR TIMING RIGHT!

- When you begin the exam, especially in essay subjects, allocate a time at which you go on to the next question no matter what. If there are three questions to be answered and you do only two, you can only get two-thirds of the marks (66%) even if you have answered all of them perfectly!
- Answer what you can and move on. See which parts of the question carry most marks and spend most time on those. Eg. If X is worth 5 marks and Y is worth 1 mark.. Spend 5 times as long on X. Got that?
- If you can't do a question, don't spend ten minutes finding this out. Move on and come back to it at the end. If you still can't do it, make a sensible guess. You start with a blank page and no marks. You have a 50% chance of gaining a mark for everything you write down, so get writing!

## 6. HAVE THE RIGHT EQUIPMENT!

- For all exams you need two pens - get one that works well, **NOT** a new one, and a back-up. Don't waste time changing cartridges. Get other equipment, e.g. ruler, pencil, calculator, protractor, colours as needed for other exams, but don't clutter up your desk with them. **Don't use tippex or ink erasers.** If you make a mistake **NEATLY CROSS IT OUT WITH A RULER.** Don't waste time and thought arranging your things.
- You need to be able see a watch or wall clock all the time.

## Year 8 Trial Exam Timetable 2018

MONDAY 15th January	Common Entrance Timetable	CASE Timetable
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>ENGLISH - READING &amp; WRITING 1</b> (1 hour 15 minutes + 18 mins SEND) 8.45 - 10.18	<b>RS</b>  (1 hour)  8.45 - 9.45
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020		<b>REVISION TIME/READING</b> 9.45 - 10.20
<b>Morning break</b>		
<b>Lesson 4</b> 1050-1125	<b>RS</b> (1 hour + 15 mins SEND) 10.55 - 12.10	<b>ENGLISH</b> (1 hour 45 minutes) 10.55 - 12.40
<b>Lesson 5</b> 1125-1200		
<b>Lesson 6</b> 1200 - 1235	<b>BIOLOGY</b> (40 minutes + 10 minutes SEND) 12.15 - 13.05	<b>REVISION TIME/READING</b> (Geography Revision) 12.45 - 13.10
<b>Lesson 7</b> 1235-1310		
<b>Lunch Time</b>		
<b>Lesson 8</b> 1415 – 1450	<b>GEOGRAPHY</b> (1 hour + 15 minutes SEND) 14.15 - 15.30	<b>GEOGRAPHY</b> (1 hour) 14.15 - 15.15
<b>Lesson 9</b> 1450 – 1525		
<b>Lesson 10</b> 1525-1600	<b>REVISION TIME/READING</b> (Maths/Chemistry)	<b>REVISION TIME/READING</b> (Science Revision)

<b>TUESDAY 16th January</b>	<b>Common Entrance Timetable</b>	<b>CASE Timetable</b>
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>ENGLISH - READING &amp; WRITING 2</b> (1 hour 15 minutes + 18 mins SEND) 8.45 - 10.18	<b>SCIENCE</b>  (1 hour 30 minutes) 8.45 - 10.15
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020		
<b>Morning break</b>		
<b>Lesson 4</b> 1050-1125	<b>MATHEMATICS NON- CALCULATOR</b> (1 hour + 15 mins SEND) 10.55 - 12.10	<b>MATHEMATICS</b> (1 hour 30 minutes) 10.55 - 12.25
<b>Lesson 5</b> 1125-1200		
<b>Lesson 6</b> 1200 - 1235	<b>CHEMISTRY</b> (40 minutes + 10 minutes SEND) 12.15 - 13.05	<b>REVISION TIME/READING</b> (French Revision) 12.25 - 13.10
<b>Lesson 7</b> 1235-1310		
<b>Lunch Time</b>		
<b>Lesson 8</b> 1415 – 1450	<b>FRENCH</b> (1 hour + 15 minutes SEND) 14.15 - 15.30	<b>FRENCH</b> (1 hour) 14.15 - 15.15
<b>Lesson 9</b> 1450 – 1525		
<b>Lesson 10</b> 1525-1600	<b>REVISION TIME/READING</b> (Physics)	<b>REVISION TIME/READING</b> (Latin)

<b>WEDNESDAY 17th January</b>	<b>Common Entrance Timetable</b>	<b>CASE Timetable</b>
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>MATHEMATICS CALCULATOR</b> (1 hour + 15 minutes SEND) 8.45 - 10.00	<b>LATIN</b>  (1 hour) 8.45 - 9.45
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020	<b>REVISION TIME/READING</b> 10.00-10.20	<b>REVISION TIME/READING</b> 9.45-10.20
<b>Morning break</b>		
<b>Lesson 4</b> 1050-1125	<b>HISTORY</b> (1 hour + 15 minutes SEND) 10.55 - 12.10	<b>HISTORY</b>  (1 hour) 10.55 - 11.55
<b>Lesson 5</b> 1125-1200		
<b>Lesson 6</b> 1200 - 1235	<b>PHYSICS</b> (40 minutes + 10 minutes SEND) 12.15 - 13.05	<b>NORMAL TIMETABLE</b>
<b>Lesson 7</b> 1235-1310		
<b>Lunch Time</b>		
<b>Lesson 8</b> 1415 – 1450	<b>GAMES</b>	<b>GAMES</b>
<b>Lesson 9</b> 1450 – 1525		
<b>Lesson 10</b> 1525-1600		

<b>THURSDAY 18th January</b>	<b>Common Entrance Timetable</b>	<b>CASE Timetable</b>
<b>Year 8 to report to sports hall after registration at 8.35am.</b>		
<b>Lesson 1</b> 0835-0910	<b>LATIN/CLASSICAL STUDIES</b> (1 hour + 15 minutes SEND) 8.45 - 10.00  <b>READING TIME</b> 10.00 - 10.20	<b>8S ON NORMAL TIMETABLE</b>
<b>Lesson 2</b> 0910-0945		
<b>Lesson 3</b> 0945-1020		
<b>Morning break</b>		
<b>Lesson 4 onwards</b>	<b>YEAR 8 ON NORMAL TIMETABLE</b>	

\* Maths mental arithmetic papers are due to take place within lessons on Saturday 13<sup>th</sup> January

\*\* French Listening and Speaking exams are due to take place in Week 1 of Lent term.



# FOREMARKE HALL

REPTON PREPARATORY SCHOOL

Dear Parent/Guardian

14th December 2017

## Year 8 Trip to Tyn y Felin, Nth Wales: 11<sup>th</sup>-15<sup>th</sup> June 2018

I am writing to you about an exciting rite of passage which – as I suspect you will already know – has become an established part of the Year 8 post CE calendar.

We would like to spend a few days with the boys and girls running a busy programme of activities designed to teach them some new skills and aiming to make them all the more ready to take on life at their new schools. It is also a super way of finishing their time here doing something memorable with their friends.

The programme starts with the annual Leavers trip, this year to Tyn y Felin, on the edge of the Snowdonia National Park. The children will be participating in a number of outward bound activities during their week away including; Rock Climbing and Abseiling, Coasteering, Bushcraft, we also intend to climb Snowdon.

The aim is for the children to build and develop their own characters through overcoming individual challenges, learning skills of team membership and leadership.

One of the main reasons previous trips have been so successful has been that the entire year group has participated and with this in mind all of the children are at present provisionally booked in. **The cost of the week should be approximately £420 depending on transport costs. If you would like your child to take part in the trip, please return the enclosed permission slip. A deposit of £200 will be placed on the Lent term bill. The remainder will be added to the Summer term bill.**

If you have any questions or concerns or would just like to find out a bit more about the week in store then please do not hesitate to contact me on either the telephone or via e-mail: [sowen@foremarke.org.uk](mailto:sowen@foremarke.org.uk).

I hope all the Year 8 pupils will be able to look back at their time at Foremarke with pleasure and this is a wonderful way of finishing on a high note.

I look forward to hearing from you shortly.

Yours sincerely,

*S Owen*

**Head of Year 8**

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*Please return to Mr S Owen*

**Year 8 Trip to Tyn y Felin**

I \_\_\_\_\_ (name) give my permission for my son/daughter

\_\_\_\_\_ (name) to take part in the 2018 Year 8 Trip and participate in the activities provided.

Signed \_\_\_\_\_

Date \_\_\_\_\_