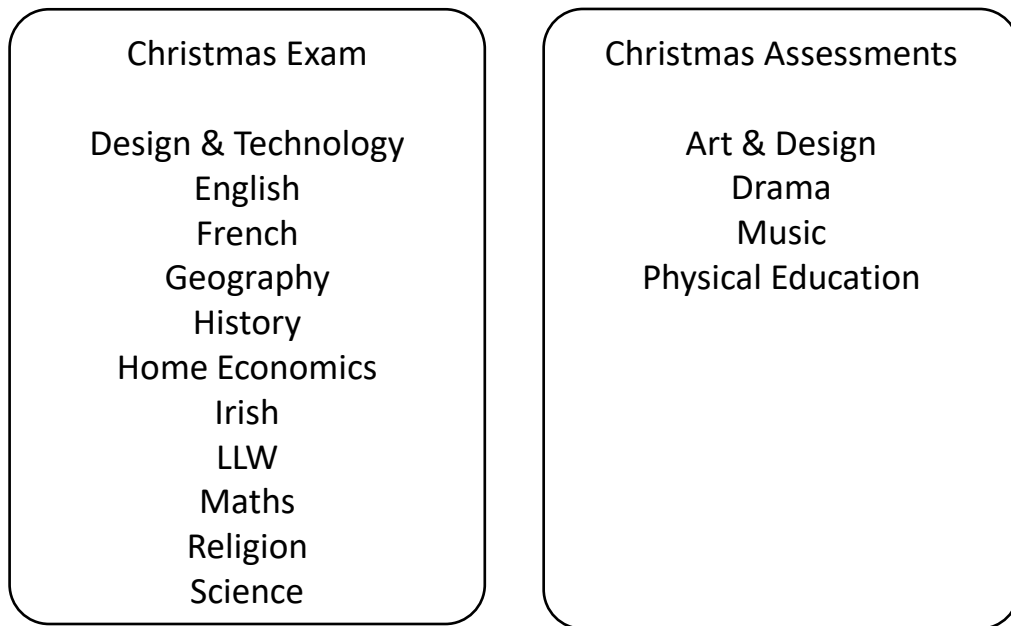


Revision Booklet

Year 8

Christmas 2024

Welcome to the Edmund Rice College Christmas Revision Guide. The assessment window will open on Monday 02nd December for subjects who do not complete Christmas Exams. Exam week however will begin on Monday 09th December- Monday 16th December. In the exam window students will follow an exam timetable instead of attending normal classes. Details of which subjects have Christmas assessments, and which subjects have Christmas exams is detailed in the diagram below.



This booklet not only contains the Christmas revision lists for all subjects, but it also contains some revision techniques to help students prepare for examinations. QR codes will also direct you to the ERC Assessment website for more information on each subject.

It is very important that all students are fully prepared for the examinations, and we would encourage them to come fully equipped with stationery including black pens, pencils, rubbers, rulers, colouring pencils and calculators where required.

All that remains is for us to wish our students the best of luck in the forthcoming exams and for further information please access the ERC assessment website using the QR codes provided.

Revision - Dos and Don'ts



People struggle with revision because there is not one set of instructions that work for everyone. There are revision techniques that can be used as a guide but some techniques will work for you and some won't. There are some common things that you should think about before you set out to revise.



DO'S

- Get in a routine of revising at a particular point everyday.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.

- Depend on when you want to revise (you may never want to!)
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



DON'TS

THINK ABOUT IT

- Do you have music playing? (is it distracting?)
- Where is your mobile phone? (Is it beside you?)

THINK ABOUT IT

From: Eyal & Li (2019)
'Indistractable'

How To RESIST DISTRACTION & increase cognitive control

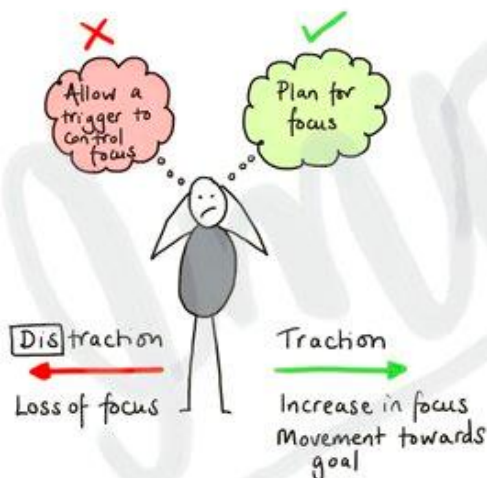
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Cognitive control is the ability to monitor, reflect on & govern our thoughts & actions. It is linked to attention, working memory & goal management.

5 STRATEGIES to increase cognitive control

- 1 Identify & acknowledge potential distractions e.g. tv, music, social media, games, chatter
- 2 Limit access to the distraction - turn phone off, work in a separate room to tv.
- 3 Work & reward in chunks - set a specific time limit on work time, e.g. work for 20 mins, Follow this with 10 mins reward time watching tv, playing outside, on social media.
- 4 Engage other's help - be transparent about the behaviour change. Tell others when you will be unavailable
- 5 Set your own goals. Don't just work to the teacher's deadline, decide how to break up that goal into manageable chunks.








When should I revise?



In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when you find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Managing your time when revising

To help you with we are going to try the Pomo techniques. The pomo technique can help you manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. The technique is designed to combat multitasking and improve concentration. For example an hour of revision could look like this:

Step 1		Pick a task
Step 2		Set a 15 min timer
Step 3		Work on your task
Step 4		Take a 5 min break
Step 5		Every 3 pomos take a 30 min break



In preparation for your Christmas exams you will have to think about a lot of different things which you will have to juggle. You need to revise independently so you can close specific gaps which you have in your knowledge.

However, you have to plan your own independent revision, its easy to forget revision or to only do it in large bursts right before an assessment.

Prioritise your subjects

- List all your subjects
- Rank your subjects from 1 - 12 (1 being the strongest)
- Also consider the order your exams come in during exam week.
- Then rewrite your list in the order you have numbered the subjects.

Christmas Exam

Design & Technology

English

French

Geography

History

Home Economics

Irish

LLW

Maths

Religion

Science

Your list:

Writing your timetable



1. Write in everything you have planned prior to creating your revision timetable (Going out for tea, playing sport, Christmas shopping etc).
2. Write in upcoming exams and deadlines.
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely to choose – but they are the highest priority,
5. Write in the subjects you are going to cover and when, Be specific around what you will cover each time you sit down to revise.

WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM -4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM- 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM- 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM- 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM- 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM- 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM- 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM- 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM- 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM- 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM- 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM- 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



Summary: How to use flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Flash card top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.





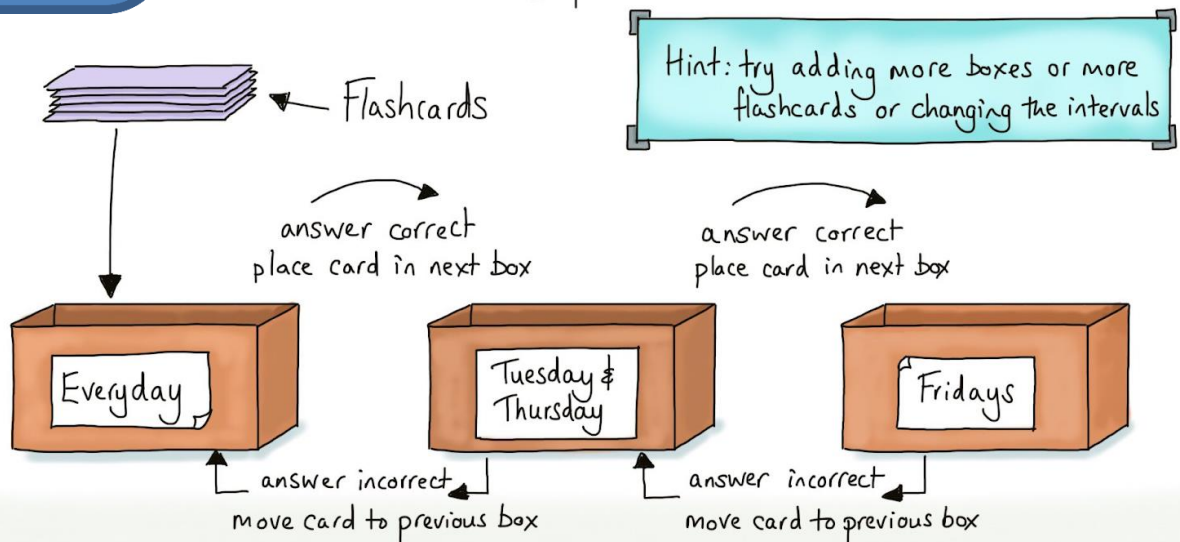
Using flash cards: Self Quizzing

1. Read the question on your flash card
2. Write your answer in a separate book
3. Put your flash card down to one side
4. Move onto the next card
5. Repeat steps 1-3
6. Keep your flash cards in the order you have quizzed them.
7. Mark your answers – highlight any answers you got incorrect.

OR

LEITNER Flash card method

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1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1.

Flash Cards – Getting Started



Quiz 1

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Quiz 2

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Quiz 3

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Quiz 4

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.

2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4.

Self mark & reflect

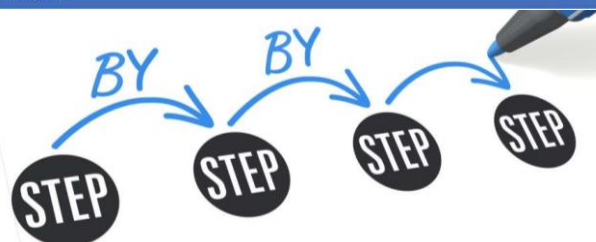
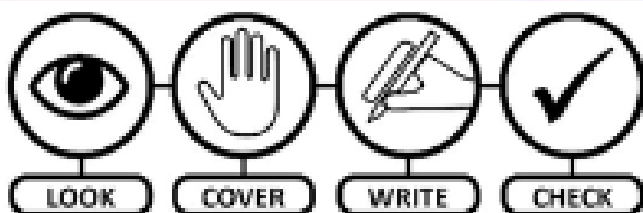
Go back to the content and self mark your answers in **green** pen.

5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!



1. Use your revision list, pick one topic and read it until you think you can remember its all.
2. Write out no more that 10 questions (you can use the template provided on the next page if you wish).
3. Cover your notes and answer you questions.
4. Uncover your notes and check your answers.



1. Set up your self quizzes weeks in advance and test yourself on a more regular basis as you get towards the exams.
2. Create new quizzes specifically focusing on the content that you could not remember (don't shy away from things you don't know!).

Self Quizzing

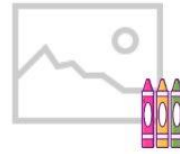


Quiz 1	Question	Answer
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Quiz 2	Question	Answer
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

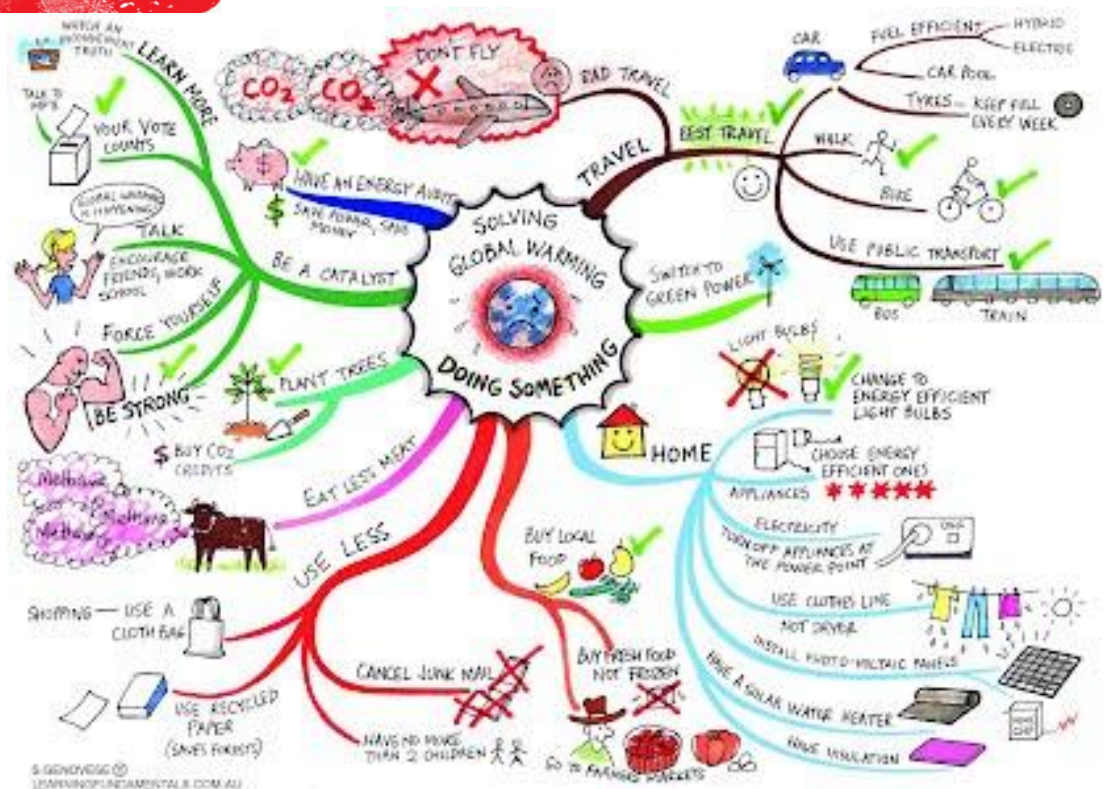
5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

EXAMPLE





Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.

2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

5.

Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

**TRY
IT OUT**

Follow the 5 step process to complete your brain dumps for different topics of your choice.

You can also complete this in two colours. One colour for content you know and another colour for content you need to revise / that you added.

Remember these do not need to be as organised as a mind map at first. You just write down everything that you remember about your chosen topic, then you organise it, then you can change colour and add in any information that you have missed out.

You might end up with more than one version of a brain dump.

REMINDER



Exam: Reading for Understanding

Topic: Genre

Resources: Pupils should use notes and work produced in lessons and homework.

Section A

Task: You will analyse two different blurbs, showing your understanding of genre in each.

You will need to know the following:

- Definition of fiction
- Definition of non-fiction
- Definition of genre
- Types of genre
- Features of genre types (character, setting, plot, word choice)
- Language Devices

You must be able to:

- identify devices
- explain why and how the writer has used a device for effect

Adjective; Verb; Noun; Adverb ;Simile; Metaphor; Alliteration; Rhetorical Question; Onomatopoeia; Exclamations; Short Sentences

Section B

Task: Writing a Blurb

- You must be able use your knowledge of genre and language devices to write your own blurbs
- You should practise writing blurbs for different genre types, including the features that belong to that genre type.



Write a letter to your friend. Add information on the following points;

- your name
- how you are doing
- your age
- your birthday
- where you live
- describe your hair & eyes

Pupils will also be assessed on their reading skills



Numbers 1-30



Months



Description &
Personality



Eyes and Hair



Eyes and Hair



Colours



Family



Opinions



TOPIC	What to learn	Tick Box when revision notes are complete
<p>What is Geography?</p>	<ul style="list-style-type: none"> - The 3 types of Geography - Examples of the different types of Geography 	
<p>Map Skills and making connections</p>	<ul style="list-style-type: none"> - European capital cities - UK Map - Continents and Oceans - Compass Directions - Drawing a sketch map - How am I connected? - Map Symbols - Grid References 	



Topic	What to learn	Tick
Romulus & Remus	Know the story of Romulus & Remus.	
	Keywords; <ul style="list-style-type: none"> • CONSUL • SENATE • GOVERNOR • LEGEND • MYTH 	
The Roman Army	Why did the army benefit the empire?	
	Life of Soldiers at Vindalando in Britain	
	Why were soldiers fit?	
Roman Religion	Know why Romans worshipped each of the gods.	
	The link between the English words CEREAL & CHRISTMAS with Roman gods.	
	Who were the DRUIDS?	
	Differences in religious worship Romans v Modern religion.	



Laethanta/Míonna (Days and Months)

Laethanta na seachtaine
Míonna na Bliana



Uimhreacha 1-30

Numbers 1-30



Mise & Daoine eile

Myself and others

Mise agus mo theaghlach
Súile/ gruaige
Cá mhéad atá i do theaghlach?
Scoil/rang
Aois
Cá bhfuil tú i do chónaí?



Beannachtaí - Greetings/General classroom phrases
Greetings Cad é mar atá tú?



An Scoil Rudaí sa seomra ranga-Objects in the classroom
School



Any additional notea...



You will be asked to complete six sections and the questions will be asked from the topics below. Once you are confident that you know each topic, place a tick in the end column.

Topic 1 – Being a good citizen		✓
What citizenship means		
Explain why rules are important in school		
Describe ways how people can be good citizens in the community		
Topic 2 – Identity		
What the term identity means		
Explain a part of your identity		
Explain ways how people can express their identity		
Explain an influence on your cultural identity		
Topic 3 – Diversity		
Write down the meaning of difference		
Describe how you are different to another pupil in your class		
Explain ways that difference is seen in your community		
Explain the challenges that diversity has had on NI		
Topic 4 – Prejudice and Stereotyping		
Write down the meaning of prejudice and stereotyping		
Explain the causes of prejudice and one type of discrimination		
Explain the consequences of sectarianism		
Topic 5 – Discrimination		
Write down the meaning of racism		
Explain the causes and consequences of racism		
Identify the key parts of Section 75 – the 3 P's		
Write down the meaning of immigration and emigration		
Topic 6 – Source Question		
In this question you will asked to read information about tackling prejudice and discrimination and answer questions about this.		



You will be asked to complete six sections and the questions will be asked from the topics below. Once you are confident that you know each topic, place a tick in the end column.

Topic 1 – Different types of jobs and skills and qualities needed	✓
Name a job available in a supermarket	
Explain skills and qualities needed in the workplace	
Topic 2 – Transferable skills and qualities	
What the meaning of transferable skills	
Describe a quality you have	
Explain skills that a chosen person has (You choose the person)	
Topic 3 – Career Planning	
Write down the meaning of Personal Career Planning	
Explain the goals and targets a GCSE pupil would set themselves	
Explain the ways people can help you make a decision in your life	
Topic 4 – Changes in technology and employment pattern	
Name one change in employment patterns	
Explain how technology has changed the workplace	
Describe how technology has changed your home and lifestyle	
Topic 5 – Source Question	
In this question you will asked to read information about changes in technology and answer questions about this.	
Topic 6 – Advances in new technologies	
Explain the advantages and disadvantages of new technologies	



- **SparxMaths**- use the 'Independent Learning' tab on your home page to access the tasks listed in the table (watch the videos if you are stuck)
- Work through the questions in the revision booklet- they are very similar to those on your exam. Ask your teacher for help if there is anything you do not understand.

	Learning Objective	SparxMaths Code	Completed
1	Understand and use place value for integers and decimals	M704, M113, M522	
2	Use formal written methods for addition and subtraction of integers and decimals	M928, M429, M347, M152	
3	Use formal written methods for multiplication and division of integers and decimals	M187, M354, M262	
4	Round numbers and measures to an appropriate degree of accuracy	M111, M431, M994	
5	Compare and order positive and negative integers and decimals	Q976, Q509, M527	
6	Understand and use the correct order of operations	M521	
7	Understand and use inverse operations		

Any additional notes...



Topic	What to Learn?	Revision Complete
New Beginnings	List feelings associated with making a new beginning	
	Explain your feelings about starting a new school.	
	Explain the ways in which you are special.	
The Bible	Name the two sections and the types of book in each section of the bible.	
	Be able to use Bible references	
	Recall key facts about the history of the Bible	
	Recall the discovery of the Dead Sea Scrolls	
The Gospel of Mark	Name the four Evangelists and their Symbols	
	Recall the stages in writing the Gospels	
	Recall key facts about the Gospel of Mark	

Any additional notes...



AIM FOR THE
MOON
IF YOU FALL,
YOU WILL FALL AMONG THE
STARS

Excellence
Respect
Care