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Dear Parent/Carer,

Year 8 End of Year Assessments

I would like to congratulate Year 8 students for their effort and behaviour this academic year. This letter provides a curriculum update and information about next term.

Term 6 marks the start of the second round of formal assessments which students will be undertaking during the first three weeks of next term after the May half-term break. In a very few instances, students have already completed assessments in some subjects or will be completing assessments next week.

The Year 8 assessment window will run between: **Monday 3rd to Friday 21st June.**

During this three week period students will complete an assessment for each subject during lesson time. Students will be assessed on topics they have studied in recent weeks or earlier in the year and the table over the page outlines the key assessment areas for each subject.

Class teachers will support students in the build-up to the assessment and provide revision activities and resources to help students prepare for each assessment. There are also resources available on the [academy website](#), [Satchel One \(SMHW\)](#) and [BBC Bitesize](#) to help you support your child at home.

Thank you for your ongoing support.

Yours sincerely,

Mr David McFaul
Assistant Principal



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Subject	Assessment Focus	Total mark	Content assessed
Art	How have artists depicted the landscape through the language of art? - Create a draft or design of a personal response to the theme and artist studied, using the skills explored	/30	<ul style="list-style-type: none"> • Skills based
Design Technology	Product analysis, redesign and evaluation based on a medical need (Potato peeler for Carpal Tunnel syndrome)	/80	<ul style="list-style-type: none"> • Non-practical assessment • ACCESS FM to assess limitations with original product • Use ACCESS FM to evaluate the improved design
Drama	Why do we need to tell stories? - Written evaluation of devised performance	/20	Already completed
English	Woman in Black and Shakespeare, Romeo and Juliet	/35	<ul style="list-style-type: none"> • Romeo and Juliet: Plot and characters • Gothic literature: features of gothic genre • Woman in Black: Plot, characters
Geography	Why do so many people live in hazardous areas?	/30	<ul style="list-style-type: none"> • Reasons for migration • HDI (Human Development Index) • Responses to natural disasters • Development in China and India
History	Impact of transatlantic enslavement and the British Empire	/29	<ul style="list-style-type: none"> • Features of migration • Reasons for abolition of enslavement • Reasons for the British Empire • Impact of the British Empire
Maths	Geometric Reasoning – x2 45 minute written tests. Non-calculator and calculator paper.	/39 /36	<ul style="list-style-type: none"> • Scales • Graphs • Percentages • Angles • Ratio
MFL (French OR Spanish)	Typical and Past Holidays: Vocabulary, extended opinions and 90-word writing.	/51	<ul style="list-style-type: none"> • Writing and translation from English to French/Spanish • Vocabulary and description of typical and past holidays • Knowledge of present and past tense
Music	Glastonbury - group performance assessment. Listening assessment	/20	<ul style="list-style-type: none"> • Elements of the music (eg. Dynamics, tempo, texture) • Common band instruments
PE	My mentality and my actions – Yoshi	/10	<ul style="list-style-type: none"> • Skills based
Religious Education	'Religious practices are more important than religious beliefs'	/20	<ul style="list-style-type: none"> • Five Pillars of Islam: Shahadah, Salah, Zakat, Sawm, Hajj • Importance of Five Pillars of Islam
Science	Earth and the atmosphere	/45	<ul style="list-style-type: none"> • Photosynthesis • Ecosystems • Earth and atmosphere