

Year 8 exam revision tasks

The end of year exam will check the students' knowledge and understanding of the texts we have studied, by asking questions using associated vocabulary and literary terminology. The final section will ask students to express their point of view on a particular aspect of one of the texts studied; this could be an essay on character or theme.

Section One - Vocabulary:

Five marks. Checks knowledge of texts and associated vocabulary.

In this section, students will use their knowledge of the texts to judge which answer best fits the word given, or, give an example of how a word is represented in a text they have studied. The words chosen will have been taught in class alongside the texts read, and they are also in the KS3 booklet along with definitions. *The words have been chosen as they can be linked to all the texts we study at key stage three, therefore supporting students with developing their vocabulary in the context of their lesson studies. Vocabulary studied in year 7 can, therefore, be revisited and new meanings established in relation to later studies in year 8 and 9.*

Practice questions for section one:

Read the following questions and **circle the answer(s) you think are correct.**

MUCH ADO ABOUT NOTHING:

Question One:

Which of the following characters would you associate with the word **illegitimate**?

- A) Beatrice
- B) Don Pedro
- C) Don John

Question Two:

Which of the following would **NOT** be an example of **misrepresentation**?

- A) Hero being accused of betraying Claudio with Borachio
- B) Hero and Ursula tricking Benedick into thinking Beatrice is in love with him
- C) Leonato declaring that there is a 'merry war' between Beatrice and Benedick

Question Three:

Give an example of **trickery** in the play?

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Question Four:

Why does Beatrice have more **autonomy** than Hero?

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Question Five:

Which of the definitions below best fits the word **antagonism**?

- a) The act of telling lies
- b) The act of hostility or opposition between groups or individuals
- c) The act of spreading rumours between groups of people

THE GIVER:

Question One:

Which of the following words **best** describes the relationship between The Giver and Jonas? Explain your choice.

- A) Dependent
- B) Compassionate
- C) Dishonest

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Question Two:

Which of the following would **NOT** be an example of **sacrifice**?

- a) Jonas lying to his parents
- b) The Giver sharing his favourite memories with Jonas
- c) Jonas asking the Giver to keep his memory of music for himself

Question Three:

Which character would you associate most with the concept of **immorality** in the novel?

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Question Four:

Give three examples of **restrictions** in the community:

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Question Five:

Which of the situations below best shows an outcome of **deception**?

- a) Jonas leaving the community at night-time
- b) Children being unaware of animals
- c) Asher being made Director of Recreation

Section Two: Unseen poetry.

Five marks. Checks knowledge of literary terminology and confidence in analysing poetry.

In this section, students will be given a short poem to read and interpret. Their main task is to identify the metaphor or explain a technique used. Some questions will be multiple choice; others will expect students to write freely to explain their thoughts and interpretations.

Revision for this section is best done using the poems that students have studied in the 'identity poetry' unit; the questions below can be answered with reference to these poems. Some students will have studied different poems to those below, so can ask their teacher for questions that link in to the particular poems they focused on in lessons. **In the exam, there will be a poem printed on the exam that students have not seen before.**

Question One - Catrin:

All three of the ideas below represent a possible meaning for the metaphor 'skating in the dark.' Explain which interpretation you think is most accurate:

- A) Doing something dangerous in the dark
- B) Doing something exciting but not knowing the dangers
- C) Staying out at night longer than is right for a child

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Question Two – The Follower:

What could be the meaning behind the final lines 'But today It is my father who keeps stumbling behind me, And will not go away.'

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Question Three – Phenomenal Woman:

How does the rhyme pattern in this poem add to its meaning and effect?

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Question Four – Invictus:

What does the poet mean by the final line, 'I am the captain of my soul'?

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Question Five – Annotation of titles:

Annotate the poem titles below as if you were beginning the poetry 'moves.' Explore connotations and associations and offer an idea of what each poem could be about.

NAME OF POEM	ASSOCIATIONS/CONNOTATIONS	THIS POEM COULD BE ABOUT....
Julia		
Opening the Door		
Caged Tiger		
Diversion		

Section Three: Characters and Themes in Of Mice and Men.

Twenty marks. Checks knowledge and understanding of characters and themes, and offers opportunity to express opinions and point of view on the novel.

In this section, students will be asked to write a short essay response to a question about the characters and themes of the novel *Of Mice and Men*. They need to choose one question to answer. They will have approximately 30 minutes to complete this essay.

There will be a planning grid to help them write their response.

EITHER

1. Explain how one or more characters are affected by **loneliness** in *Of Mice and Men*.

OR

2. What does the novel *Of Mice and Men* have to tell us about **delusion and dreams**?

Planning Grid

EITHER

3. Explain how one or more characters show **friendship** in *Of Mice and Men*.

OR

4. What does the novel *Of Mice and Men* have to tell us about **hope**?

Planning Grid

EITHER

5. Explain how one or more characters show **mercy** in *Of Mice and Men*.

OR

6. What does the novel *Of Mice and Men* have to tell us about **power and hierarchy**?

Planning Grid
