

CONVENT OF JESUS AND MARY LANGUAGE COLLEGE

# YEAR 9 Attainment Tests

November 2010



## INFORMATION BOOKLET FOR PARENTS & STUDENTS

# CONTENTS PAGE

## PAGE

2	Year 9 Contents page
3	Letter to Parents and Mock Attainment Test timetable
5	Students: General Guidance
6	Study Skills
7	Top Ten Hints for Homework, Coursework & Revision
8	Clue words in Examination Questions
9	Proof Reading
10	English Attainment Tests
12	Maths Attainment Tests
16	Science Attainment Tests
19	ICT Revision Websites
20	Reflection

Dear Parents / Carers

Thank you very much for coming to tonight's short presentation. As you may be aware there is no longer external Standard Attainment Tests (SATs) for Year 9 students. Your daughter will instead take internally assessed **Attainment Tests in January 2011**. We have taken this decision to continue formal assessments as we believe this provides sound preparation for GCSE exams. Furthermore, the information is used to establish targets for your daughter in her GCSE's and where appropriate, tiers of entry. I hope that you will find the information given helpful.

*The following points will be emphasised during the evening:*

Your daughter last took SATs whilst she was in Year 6 at primary school. In English, Maths and Science she will have been awarded a level. It is a government target that students should increase by two levels at the end of the next Key Stage. Therefore, if we look at the following examples we will see how two students performed at the end of Year 6 and how they should perform at the end of Year 9.

EXAMPLE A.

	English	Maths	Science
<b>KS2 Attainment</b>	5	5	4
<b>KS3 Expectation</b>	7	7/8	6

EXAMPLE B.

	English	Maths	Science
<b>KS2 Attainment</b>	3	4	4
<b>KS3 Expectation</b>	5	6	6

Last month, we again evaluated your daughter's progress against her Key Stage 2 SATS attainment. The interim reports were used as an indicator of current attainment. Letters will be sent to all parents where there were issues about attainment, informing them of our concern and additional support available. A further report will be issued in December.

In addition, we began a process whereby all students in Year 9 had a target setting interview with a member of staff. During that interview your daughter looked at her KS2 results as well as her current performance in each of her subjects. At this interview the levels she is capable of achieving will have been discussed and staff will have reviewed whether she is above or below the expected level of achievement.

All students have had examples of attainment tests made available and support and revision materials from departments. These are available on our Virtual Learning Environment (VLE) Fronter or on the websites indicated in the recent letter. In addition, as notified, we have organised for **Mock Attainment Tests to take place in the week of 15<sup>th</sup> November 2009**. A timetable for the Mock Attainment Tests is included in this booklet. This will provide your daughter with an opportunity to sit a practice test paper and to again evaluate her progress. The actual attainment test will take place in **week beginning 24<sup>th</sup> January 2011**.

For students where concerns remain an additional mock will be scheduled at later date. This will focus on the areas students found most challenging in the first mock.

You will also be able to meet your daughter's teachers at the **Year 9 Parents Evening on 15<sup>th</sup> February 2011**. On the evening you will be able to discuss the outcome of her attainment tests and preparation for GCSE, how your daughter is progressing and whether she is in line to achieve expected levels. At the Parents Evening you will be able to find out what further needs to be done for your daughter to build on her achievement to reach her potential.

In order for your daughter to achieve the levels which she is capable of reaching, a programme of revision needs to take place. There will be revision classes offered to girls and girls identified as not making the progress expected and your daughter must attend these. However, revision classes run by the subject teachers will not be enough on their own for your daughter to achieve the highest levels. Revision at home must be planned and consistent. As ever, good attendance is an essential element of achieving success.

**All girls need to make a revision timetable now.**

### **MOCK Attainment Tests TIMETABLE 2010**

*All Papers will be in the New Gym unless otherwise stated.*

<b>Day</b>	<b>MORNING (9.00 start)</b>	<b>Morning (11:00 start)</b>	<b>AFTERNOON (1:30 Start)</b>
Monday 15th November	English Writing Long Task 45 mins Short task 30 mins		English Reading Paper 1 hour 15 mins
Tuesday 16 <sup>th</sup> November	Mathematics Paper 1, 1 hour Mental Mathematics 20 mins in Maths lesson	Mathematics Paper 2, 1 hour	Science Paper 1, 1 hour

**English, Maths and Science Attainment Tests will take place:**

**Monday 24th January 2011 – Thursday 27<sup>th</sup> January 2011**

**A timetable for the tests will be circulated nearer the date.**

**Preparation for GCSE will commence after this date. It is important to be aware that achievement in core subjects in Year 9 in English, Maths, Science and ICT will count towards your daughters GCSE grades.**

## STUDENTS: GENERAL GUIDANCE

There are a number of things you can do to help you achieve the best you can:

1. Make sure to attend school and any revision classes provided.
2. Make full use of lesson time.
3. Get organised! You need to make a revision timetable NOW!
4. Ensure you have the revision booklets/resources you need and use them fully.
5. Seek help when you are not sure of a topic.
6. Develop your study skills and read the information booklet.

- FINALLY
- get good nights sleep before the exam.
  - eat breakfast and lunch and drink plenty of water.
  - organise the equipment needed in advance of the exam.
  - make sure you know the exam timetable and rooms.
  - encourage your daughter to use the revision resources frequently
  - encourage her to attend revision classes and booster sessions
  - if you have access to internet, encourage daughter to use these very good revision sites based on

## STUDY SKILLS

### 1) HOW TO STUDY

- A) Visual  
(a) Transfer to wall, inside eyelids.  
(b) Cards, charts, pictures, cartoons.
- B) Auditory  
(a) Tape.  
(b) Other people.
- C) Kinaesthetic  
(a) Draw, write, diagram.  
(b) Look, cover, remember, and write.

### 2) WHAT TO STUDY

- A) Study what you don't know  
(a) Make a list of what you don't know, know something of or know well.  
(b) Use others to test you
- B) Share your knowledge  
(a) Reinforce by teaching  
(b) Swap strengths
- C) Realistic Timetable  
(a) Set and stick to timetable  
(b) Use your body clock

### 3) PREPARING FOR THE EXAMS

- A) Planning  
(a) Outline answers  
(b) Analyse questions
- B) Write to reader  
(a) Refer frequently to outline  
(b) Mark as you go
- C) Proof-read  
Read to a purpose  
Aim for the highest level.

## **TOP TEN HINTS FOR HOMEWORK & REVISION**

1. WRITE DOWN ALL YOUR HOMEWORK.
2. IF YOU DON'T UNDERSTAND WHAT YOU HAVE TO DO, ASK YOUR TEACHER.
3. HAVE AN EMERGENCY NUMBER OF A FRIEND FROM CLASS.
4. DO YOUR HOMEWORK AS SOON AS YOU GET HOME.
5. TRY TO DO YOUR REVISION WITH SOMEONE.
6. DO WORST FIRST.
7. DO LONG TERM ASSIGNMENTS AS SOON AS POSSIBLE.
8. GET HOLIDAY HOMEWORK DONE AT THE START OF THE HOLIDAY.
9. DO YOUR BEST IN THE TIME EXPECTED.
10. IF HOMEWORK IS REALLY HORRIBLE, TELL YOUR TEACHER.

## CLUE WORDS IN EXAMINATION QUESTIONS

<u>Analyse</u>	means to show the <b>main ideas</b> and show how they are related and why they are important.
<u>Comment on</u>	means to <b>discuss, criticise or explain</b> its meaning as completely as possible.
<u>Compare</u>	means to show both the <b>similarities</b> and the <b>differences</b> .
<u>Contrast</u>	means to compare by showing the <b>difference</b> .
<u>Criticise</u>	means to give your <b>judgement</b> or reasoned <b>opinion</b> or something, showing its <b>good</b> and <b>bad</b> points. It is not necessary to attack it.
<u>Define</u>	means to give the <b>formal meaning</b> by distinguishing it from related terms. This is often a matter of giving a memorised definition.
<u>Describe</u>	means to write a <b>detailed account</b> or verbal picture in a <b>logical sequence</b> or story form.
<u>Diagram</u>	means to make a <b>graph, chart, or drawing</b> . Be sure that you <b>label</b> it and add a brief explanation if it is needed.
<u>Discuss</u>	means to describe, giving the <b>details</b> and explaining the <b>pros</b> and <b>cons</b> of it.
<u>Enumerate</u>	means to <b>list</b> . <b>Name</b> and <b>list</b> the main ideas one by one and number them.
<u>Evaluate</u>	means to give your <b>opinion</b> or some expert's opinion of the <b>truth</b> or <b>importance</b> of a concept. Tell the <b>advantages</b> and <b>disadvantages</b> .
<u>Illustrate</u>	means to explain or make clear by <b>concrete examples, comparisons</b> or <b>analogies</b> .
<u>Interpret</u>	means to give the <b>meaning</b> using <b>examples</b> and <b>personal comments</b> to make it clear.
<u>Justify</u>	means to give a statement of <b>why you think it is so</b> . Give reasons for your statement and conclusion.
<u>List</u>	See Enumerate.
<u>Outline</u>	means to give a general summary. It should contain a <b>series of main ideas</b> supported by secondary ideas. <b>Omit minor details</b> . Show the <b>organisation</b> of your ideas.
<u>Prove</u>	means to show by <b>argument</b> or <b>logic</b> that it is true. (The word 'prove' has a very special meaning in mathematics and physics).
<u>Relate</u>	means to show the <b>connections</b> between things telling how one <b>causes</b> or is <b>like</b> another.
<u>Review</u>	means to give a <b>survey</b> or <b>summary</b> in which you look at the important parts and <b>criticise</b> where necessary.
<u>State</u>	means to describe the <b>main points</b> in <b>precise</b> terms. Be formal. Use <b>brief clear</b> sentences. Omit details or examples.
<u>Summarise</u>	means to give a <b>brief</b> , condensed account of the <b>main ideas</b> . <b>Omit details</b> and examples.
<u>Trace</u>	means to follow the <b>progress</b> or <b>history</b> of a subject.

The clue words underlined and typed in **bold** characters are those instructions, which are most frequently used in examinations.

## PROOF READING

To ensure you gain as many marks as possible, it is essential you read your work carefully and correct any mistakes.

Often, after we have written an essay, we are told, "Read it over carefully." Still, even after we have read it, it comes back with what we sometimes call "silly mistakes" in spelling and punctuation.

The following is a list of proof reading techniques. A proof reader is someone whose job is to correct other people's spelling and punctuation errors. If you follow these hints, you can become a proofreader and, eventually get an essay returned without any spelling mistakes.

1. Read the composition over from the end to the beginning.
2. As you read it from the end, correct the "silly" spelling errors, and note in the margin the first letter of any word that you think may be wrongly spelled.
3. Ask someone, or look up in your dictionary; the words initialled in the margin and correct them.
4. Pick one or two of the corrected words, write them in a separate book and use your method to learn them.
5. Read over the composition from the beginning and look for your particular writing errors.

LEE PASCAL

## Attainment Tests –January 2011 ENGLISH

In English the students will answer two papers. The highest level that can be awarded is Level 7.

**Reading paper** 1 hr 15 minutes (*15 minutes reading only, 1 hour to answer*) (32 Marks)  
15 minutes reading for three extracts. One hour to fill in question booklet, which has approximately 15 questions. This exam looks similar to Y6 SATS and the end of year exams that your daughter has taken.

**Writing Paper** 1 hour (including up to *15 minutes recommended planning time*) (50 Marks)  
Students will be required to answer 2 questions on this paper:

- One longer, writing task (*45 minutes*), and
- One shorter writing task (*30 minutes*)

Students are expected to show their planning. Their writing will be assessed for the following:

- Composition and effect
- Text structure and organisation
- Sentence structure and punctuation
- The shorter writing task is also assessed for spelling.

The English department will prepare for the exam and coursework by using sample papers and setting homework in preparation for the exam.

There are six common areas that teacher's find students particularly need to focus on. These are:

1. **Understanding** the different papers and reading the instructions carefully.
2. **Reading the question carefully** and highlighting **key words**.
3. **Planning** their answers; very important on the Writing paper.
4. **Answering the question** – keeping to the question as it is asked.
5. Writing properly, **using quotes** to support their answers.
6. Writing in paragraphs and checking work with **green pen**, even in exams.

For students to gain the highest National Curriculum Level possible they must complete all exam practice questions. Some of these will be set as homework.

As well as an Attainment Level for the written exam, schools are required to provide a level for each student eligible for assessment. The speaking and listening level for students is an ongoing assessment in Year 9 and students contribute towards their overall level and will contribute to the students' portfolio.



## **The Reading Paper** 1 hour + 15 minutes reading time.

A booklet containing 3 pieces of writing. Students have 15 minutes reading time.

During 15 minutes reading time students should:

- Number all the paragraphs
- Look at the words used in the title and how they are presented (font, size, colour etc)
- The words used in the opening and the type of sentence it is.
- The layout of the page
- Presentational devices such as bullet points etc
- Formatting features such as *italics*, underlining, **bold** etc
- The way ideas are expressed
- Use of subheadings
- Pictures, graphs, diagrams
- The way the passage ends
- Figures of speech such as similes, metaphors, alliteration etc.

### **HOW ELSE CAN YOU HELP?**

1. Encourage your child's learning by reading and discussing newspaper articles – try to identify key points which convey the message and ask them questions to test their understanding.
2. Explore the language being used. Does it show bias or is it purely factual.
3. Explore the images presented. Are they effective or emotive? How do they help the reader further understand the text?
4. Look at the layout of text and discuss whether it is appropriate or effective.
5. Encourage your child to read to you fiction and discuss setting, character, events and themes. Does the writer use any interesting language or vocabulary?
6. Ask your child to go through their answers for homework or practice papers, and check answers together. Discussing and checking students' homework.

## **The Writing Paper** – 1hr 15 mins

Longer writing task – 45 minutes including 15 mins. recommended planning time.

- The task carries 30 marks
- The task is supported by information about audience, form, purpose and level of formality.
- A planning format is provided.

Shorter writing task – 30 minutes.

- This task carries 20 marks, including 4 marks for spelling.
- The emphasis is on precision and cohesion.
- No planning format is provided but information about structure, audience and purpose is given.

Each of the tasks will be linked to one of the writing triplets:

- Imagine – Explore – Entertain
- Persuade – Argue – Advise
- Inform – Explain – Describe
- Analysis – Comment – Review

### **WORKING TOGETHER TO BECOME A BETTER WRITER**

1. Listen to your child read their essays to you.
2. Make sure they use their green pen to check work before handing it in.
3. Ensure that they are addressing targets in their target sheets at the back of their English books.
4. Suggest alternative ways of expressing themselves.

Help your child learn a new descriptive word a day in order to improve their vocabulary. Stick it on the fridge, and see how many times you can both use it!

## MATHEMATICS Attainment test – January 2011

<u>Consists of:</u>	Paper 1	( <i>Non Calculator</i> )	1 hour
	Paper 2	( <i>Calculator</i> )	1 hour
	Mental Mathematics Test	( <i>30 questions</i> )	20 minutes

Equipment: It is very important that you have all of the following with you in a clear pencil case.

1. Pen, pencil, rubber, ruler.
2. Angle measure or protractor.
3. Pair of compasses.
4. Calculator (*for Paper 2 only*). If you are doing Levels 5-7; 6-8 you will need a scientific calculator.
5. The only equipment needed for the mental maths test is a pen/pencils. Rubbers are not allowed in mental maths tests.

**N.B.** You may ask for tracing paper in the exam (*by putting your hand up*). If you think it will help you answer a question.

### TO HELP YOU PREPARE

1. You will continue to have MOCK Attainment Tests during this term. When these have been marked your teacher will go through them with you.
2. Look and learn carefully from the mistakes you have made.
3. Use your Revision Work Book sensibly - as your teacher directs. These are test type questions and will help you a lot.

**Remember!** The more you practise the better you get!

5. Use the emaths website ([www.emaths.co.uk](http://www.emaths.co.uk)). In the student section you will find 10 years of past papers with mark schemes and grade boundaries. Use these to practise for your exam in January.
4. A big effort with your mental maths tests in class. Try to do most (*if not all*) the workings in your head. You **can** jot down workings in the real attainment tests - you will not be penalised - but **remember** that it takes time to write things down - not a lot of time is given.

**Remember!** The strategies your teacher is explaining to you. The easy way! The short cut!

5. In Paper 1 & 2, show clear workings – these can give you marks – even if your final answer is wrong.

6. Use your frontier room and run off the self assessment grids showing what you need to do to reach each level. Use the traffic light system to show what you can do. Bring these completed grids to school to show your teacher.

## Maths Question Paper Terminology

What we say...	What we mean...
Estimate the value of .. Find an approximate answer to .. (non-cal)	Do not work out the exact answer. Round numbers to 1 significant figure and use these to obtain an answer.
Estimate	Estimate the mean of a grouped frequency table. Estimate an average speed.
Explain/Comment/Give a reason for your answer	Use words (or mathematical symbols) to explain an answer.
Explain your answer. You <b>must</b> show your working	You will be penalised if you do not show your working.
Simplify	Collect terms together or cancel down a fraction.
Simplify fully	Collect terms together and factorise the answer or cancel terms. This means that an extra numerical or algebraic step is needed.
Show that	Use words, numbers or algebra to show an answer.
Prove	A rigid algebraic or geometric proof is required.
Work out	Normally means a calculation is involved but it may be possible to do it mentally.
Calculate	Will need a calculation that requires a calculator or a formal (such as column) method.
Measure	Use a ruler or a protractor to measure a length or an angle.
Hence	Use the previous answer to proceed.
Hence, or otherwise	Use the previous answer but if you cannot see how to, you may use another method.
Describe fully	In transformations: Reflection – mirror line Translations – vector Rotations – centre, angle and direction Enlargement – scale factor and centre.
Factorise	Take out the common factor or factorise into two brackets if a quadratic.
Factorise fully	This is a clue that there is more than one factorisation to be done, eg a common factor and then factorising a quadratic.
Use the graph	Do not calculate, read from the graph. Always worth putting lines on the graph to show where the answer came from.
Give an exact value	Give answer as a square root (paper 1).
Give your answer in terms of $\pi$	Give answer in terms of $\pi$ (paper 1).

## Maths Question Paper Terminology

What we say...	What we mean...
Give answer to a sensible degree of accuracy	Normally no more accurate than the values in the question. If question has values to 2 s.f. then give answer to 2 s.f. or 1 s.f. Trigonometrical answers accepted to 3 s.f. as this is what is taught.
Give answer to (2 d.p.)	Give answer to required accuracy. You will lose marks if you do not.
Not drawn accurately	Next to a diagram to discourage measuring.
Not to scale	Next to diagram (often circles) to discourage measuring.
Use an algebraic method	Do not use trial and improvement. Working will be expected.
Do an accurate drawing	Use compasses to draw lengths, protractors to measure angles (and a sharp pencil).
Do not use trial and improvement	An algebraic method is expected. Any sign of trial and improvement will be penalised.
Expand	Multiply out using distributive law.
Multiply out	Multiply out using distributive law.
Expand and simplify	Multiply out using distributive law and then collect terms.
Multiply out and simplify	Multiply out using distributive law and then collect terms.
Give a counter-example	Give a numerical or geometrical example that disproves a statement.
Solve	Find the value(s) of $(x)$ that makes the equation true.
Make $(x)$ the subject	Rearrange a formula.
Express, in terms of	Use given information to write an expression using only the letter(s) given.
Write down	Answer is clear and does not need any working.
Use a ruler and compasses	A ruler may be needed to measure but more often than not we mean use a straight edge and compasses. Used in constructions and loci problems.
Deduce	Similar to write down but requires a little more thought.

## LEVELS

You will be doing **ONE** of the following tiers.

TIER	TIER	TIER	TIER
3 - 5	4 - 6	5 - 7	6 - 8

You will **not** mix your Tier. Always check you paper that it is the correct Tier for **you**.

If you are doing Tier 3 - 5 you will do Mental Test C.

If you are doing any of the others you will do Mental Test A.

Try not to get **too** worried. You will have had lots of practice. You will know what to expect!

*Remember!* The LEVEL you are awarded is a 'snapshot' of your attainment. The Teacher Assessment Level - given by your teacher covers the full range of your capabilities as assessed by your teacher within the classroom.

**Finally,** - don't forget all that equipment, in a clear pencil case, for papers 1 & 2.

----- γ -----

**All of us in the Maths Department wish you lots of luck.**

**We know you WILL do well!**

## SCIENCE Attainment test - 2011

You will complete two 1 hour exams based on the work you have covered over the last 2½ years. The exams will give us a very strong indication of your current ability in Science, however it is important to stress that your classwork and homework will also be used to decide your end of Key Stage level.

1. What do I have to learn for the exam?

Yes, it's true - it really is everything you have studied from Year 7, 8 and 9.

Since you probably don't have all your old exercise books, especially if you've changed schools in the last three years, use a Key Stage 3, Science Revision Guide. There are many different ones available from good book shops. You can purchase a CGP KS3 revision guide for the school at a reduced cost of £2.

2. Do I really have to learn ALL of it?

No!

- a) Some of it you know already. Look at each page in the Revision Guide/List of topics provided by your teacher. Look familiar? Try some questions on the same topic. Check your answers. Got them right? Well done! You don't need to spend any more time on that page. Mark the ones you are confident about with a tick [✓].
- b) Some of it won't be on your exam. The Attainment Tests are in 2 tiers 3-6 and 5-7. Your revision guide will cover the levels you need to learn.

3. How do I learn the stuff I don't know?

Go through the Revision Guide/materials again (*those not marked with a tick ✓*). If the topic makes sense, but you can't remember all the details, mark it with the letter 'S' (which means 'study it later'). If you don't understand the topic, mark it with a ?.

Now what?

- a) 'S' Easy, but these topics take time and need concentration.

- Pick a topic.
- Read it carefully.
- Highlight key points.
- Try to write the main points down on paper.
- Check with the book, add the bits you missed and correct the bits you got wrong.
- Read it again and repeat this process until you can write it out without looking.

Now test yourself with the questions set. You should get most of them right now. If not, repeat this process until you do. When you know it, change the 'S' to a ✓.

b) ? These are the topics you find hard. You need help. The method described above will work, but it will take much longer and be very frustrating.

15

First, you need to UNDERSTAND the topic. We understand things when they make sense TO US. Things make sense when we can link them to things we already know. Most people need help with this. It's what your teacher does - **make sure you ask for help**. You may have a friend who can help - compare your ? and 'S' topics - are they all the same?

If your friend has a ✓ or 'S' where you have a ? and then she can help you. You can help each other! Arrange study dates! Do you have older brothers or sisters who might help? Once you understand the topic, change the mark in the box to 'S' and learn it as above.

4. Everything's ticked. Now what?

You can still lose marks on an exam, even if you know all the Science. Marks get lost for silly reasons:

- not reading the question properly, take plenty of time to do this.
- writing too much or,
- writing too little - the exam paper tells you how many marks a question is worth. If it is 3 marks make at least 3 points.
- running out of time and rushing things
- missing out questions
- not showing your working - you get marks for this not just the right answer.
- forgetting the units to name but a few . . .

### **You need to practise test questions**

The practise papers are a good start; they reflect Attainment Test questions. Your teacher will issue you with 1 practice paper you can access many more online ([www.emaths.co.uk/KS3SAT.htm](http://www.emaths.co.uk/KS3SAT.htm)). It is important that you practise the exams in exam conditions - SILENCE, no books open, stick to the allocated time, get family members to help you by supervising and timing you. When you mark your answers look at WHY you lost marks. Put 'S' and ? next to those you still need to study and understand.

5. Don't forget a pen, pencil, ruler, sharpener, protractor and calculator.

6. and finally . . .

Good luck for the exams, we're sure you won't need it.



## Science - What have students identified as difficult?

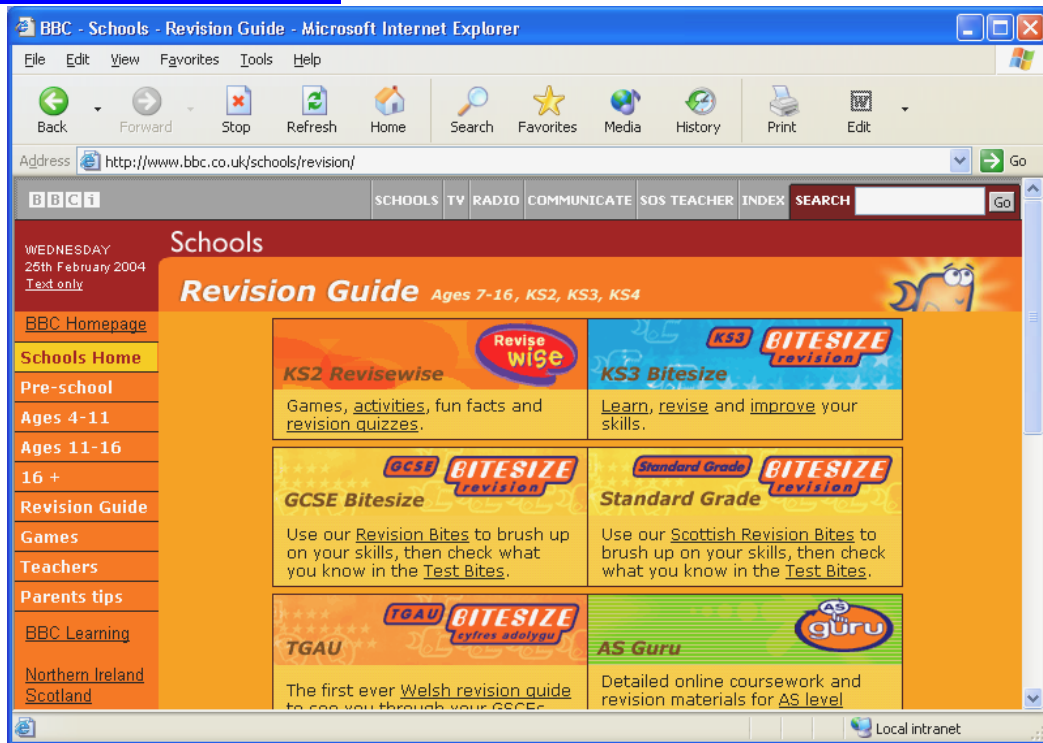
An analysis of how pupils performed in previous tests has been carried out and the following topics are the ones that pupils seem to find difficult. So it would be worthwhile making sure your daughter is completely confident on these topics. To help we have included the appropriate page numbers from the Science Revision Guide for each of the topics.

Topic
Different cell types and their adaptations.
The importance of each life process.
The effects of the environment on organisms ( <i>plants and animals</i> ).
Difference between elements, compounds and mixtures. How to separate mixtures.
Using chemical symbols and chemical formulae to explain what is happening in a chemical reaction.
The reactivity of metals and acids. Recognise patterns in these reactions and predict the products of similar reactions.
The different steps in the rock cycle.
Different rock types and their properties.
The different types of forces and their effects.
How the movement of the Earth provides night and day and year length.
The difference between mass and weight.
Sound waves, especially the link between frequency and pitch, and the link between loudness and amplitude.
Energy transfers.
Energy resources and how electricity is generated.
How to calculate speed, moments and pressure. Using the correct UNITS.

# Revision Websites

Research has shown that using ICT to assist revision can improve progress significantly. Students can access websites after school at home or in the Library.

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)



Click on Key stage 3 bitesize: Learn, revise or improve your skills

[www.bbc.co.uk/education/ks3bitesize/](http://www.bbc.co.uk/education/ks3bitesize/)

[www.brightminds.co.uk](http://www.brightminds.co.uk)

[www.emaths.co.uk](http://www.emaths.co.uk)

[www.revise.it/reviseit](http://www.revise.it/reviseit)

Way with Words (C4)

[www.channel4.com/learning/microsites/W/waywithwords/index.html](http://www.channel4.com/learning/microsites/W/waywithwords/index.html)

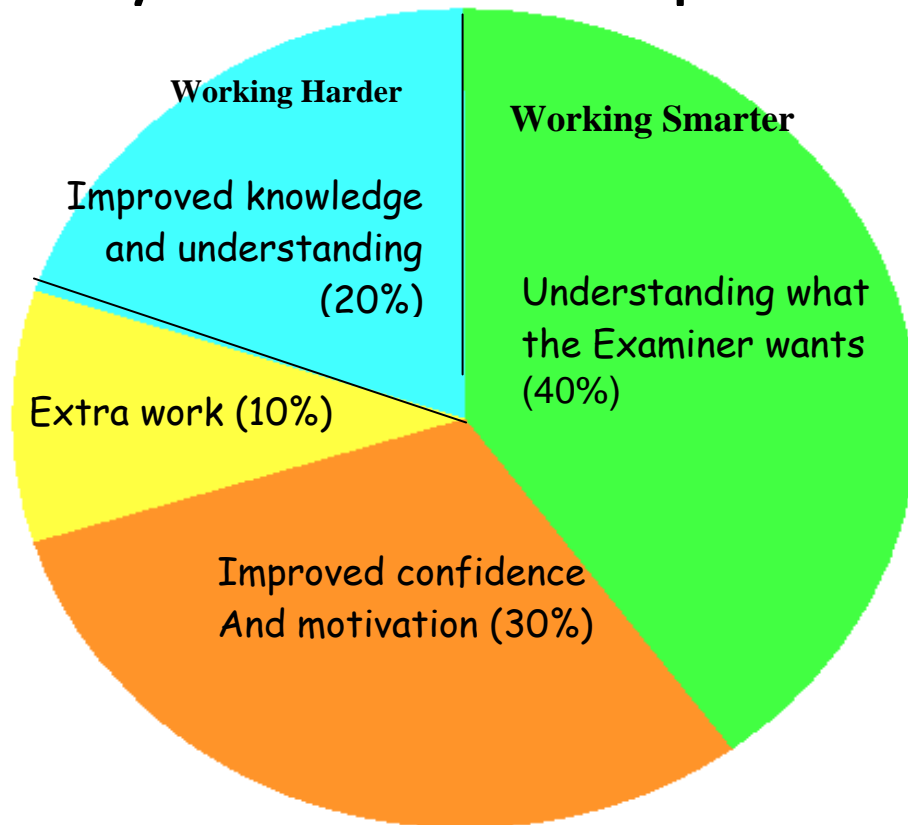
Homework High (C4)

[www.4learning.co.uk/apps/homework/english/index.jsp](http://www.4learning.co.uk/apps/homework/english/index.jsp)

[www.accelerated.learning.uk.co.uk](http://www.accelerated.learning.uk.co.uk)

\*Practice Papers are also on the School Virtual Learning System (VLE)

## Why do exam results improve?



*“Do your best to win full approval in God’s sight, as a worker who is not ashamed of his work, . . .”*

2 Timothy 2: 15, GNB