

Welcome to your @cademy eNewsletter

I am delighted to welcome you to your @cademy eNewsletter. You will receive termly newsletters from the academy to update you on key information, news from the academy and also ensure you have upcoming dates and events in your diary.



Revision Special! Some tips and advice for getting the most from your revision!

How to revise for Modern Foreign Languages

Learning a new language can feel very challenging, and sometimes it's hard to know where to start. Not only are there four exam papers (reading, listening, speaking and writing) to revise for, but there are also a wide range of topics to think about. How can you make the most out of your limited revision time between now and the exam?

To make things easier, we want you to focus on three things in your revision: revising your speaking questions, revising as much vocabulary as possible, and revising any grammar you're not sure about. If you follow these top tips, you will get the most out of your revision time between now and May!



Learning your speaking questions

The Year 11 speaking exam takes place at the end of April, and involves a photo card, role play and a general conversation. Whilst the photo card or role play topics will be found out on the day of the exam, the general conversation will definitely involve Theme 2 (environment and holidays), and one of Theme 1 (identity and culture) or Theme 3 (current and future study and employment).

We have prepared a number of speaking questions about each topic to have a bank of possible answers to any questions that might come up. Your speaking questions should be written in your speaking book (if you do German) or your speaking booklet (if you do French). Learning good answers to these questions will give you the best possible chance of doing well in your speaking exam.

The most important thing to remember about learning speaking questions is:

1) Revise little and often

Little and often means revising as regularly as you can (aim for every day) for a short period of time, rather than cramming at the last minute. Try to learn one new speaking question a day, and each day quickly test yourself on some of the speaking questions you've already learned too. Make sure that by the end of every week you have revised each new question you need to prepare, and refreshed your memory of any old topics.

2) Test yourself

All of the science around memory and learning tells us that testing is much more effective than re-reading when it comes to embedding information in your long-term memory. Rather than just reading through your questions, ensure that you are always testing yourself whether by covering the text up, getting a partner to test you, or even rewriting parts of your answer from memory.

3) Make it memorable

Think about your speaking answers: are they personal to you? Are they short enough to memorise, but long enough to impress your examiner? Are they interesting or funny? If you include a personal detail, or something interesting in an answer, you'll find it easier to remember. Don't be afraid to show off your language skills!

Some speaking revision techniques that have helped Trinity students learn new questions are:

- Writing down the first letter of each word in a paragraph and testing yourself.
- Writing down a few key words to help remember the paragraph, and then gradually reducing the number of key words you need.
- Breaking a paragraph into pictures which either represent the word, for example a picture of a swimming pool for la piscine, or the sound, for example with a picture of a bell for 'belle' (beautiful).
- Testing with a friend, repeating one more sentence each time until you can say the whole speaking question from memory.

Learning vocabulary:

Regular vocabulary learning is essential for succeeding in the listening and reading exams.

In French and German you are given new vocabulary every week from your classroom teacher. You're encouraged to learn these words using look/cover/write/check, looking at the word, covering it up, writing it out accurately, and checking your answer. However, you might feel like you need a bit of an extra push, so here are some further tips for revising vocabulary:



1) Use Memrise

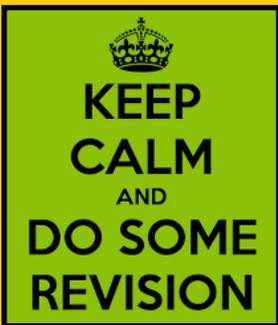
For French students, there is a Memrise link at the top of each of your homeworks. On a PC (at home or at homework club), follow that link and set up a Memrise account. You can practice each week's homework, and Memrise will test you particularly on words that you struggle with. Secondly, you can revise the whole GCSE by looking at the 'AQA 9-1 GCSE' course on the Year 11 group. If you're a German student, you can find your own German GCSE vocabulary lists on www.memrise.com if you search for AQA GCSE German.

2) Look for patterns and make up rules

Look for patterns in words. For example, -ment adverbs in French normally match -ly words in English (e.g. rapidement becomes rapidly, généralement becomes generally). If you can't find a pattern like this, try to make up your own rule or saying to remember a word you struggle with. If you can't remember the word for Wednesday in French (mercredi), you might want to think of driving a red Mercedes on a Wednesday (merc-red-i).

3) Broaden your English vocabulary and make links to English words

The wider your English vocabulary, the more links you'll be able to make between English and the language that you're studying. If you know, for example, that 'culpable' is another word in English for 'guilty', then you will recognise the French adjective 'coupable'.



Some top tips that have helped Trinity students succeed at learning vocabulary are:

Making independent notes of the words that they didn't know in lessons, and revising them in addition to their vocabulary homework.

Making their own list on Memrise or Quizlet and testing themselves on vocabulary that they find difficult.

Coming up with their own memory tricks or tips for words that they find difficult, e.g. 'I drove a red Mercedes on Wednesday – merc-red-i'. It doesn't matter how silly it seems!

Revising key grammar:

Grammar is a key part of writing and speaking in a foreign language. Secondly, knowing what tense someone is speaking in, or who is doing a verb, helps our understanding for our reading and listening papers. Lastly, translation is a key skill in the writing and the reading paper, and if you don't know your grammar you will find this more challenging than it needs to be!

Three top tips for revising key grammar are:

1) Check your feedback

Every time you complete a longer writing homework at Year 9, 10 and 11 you get personalised feedback on what you have done well and what you could improve. What tenses did you get wrong? What verb endings? Prioritise revising the things that keep coming up on your feedback.

2) Use your knowledge organisers

Once you've identified what you need to revise, use the knowledge organisers you are given at the beginning of each term to re-read the rules for any particular grammar point, then test yourself on it. Remember to always rely on your memory first, then use your knowledge organiser to fill in any gaps. If you're missing a Knowledge Organiser – ask your teacher!

3) Use songs and mnemonics.

Songs like the 'verb aller' song on YouTube can help us remember verb conjugations. We can remember the future tense endings in French by thinking 'all intelligent and sensible aliens object (to) nasty spaceships entering zones over nice towns'. This gives us our endings (-ai, -as, -a, -ons, -ez, -ont). Can you make up your own mnemonics using these methods?

Successful strategies that Trinity students have used include:

Writing key grammar points in the spare space above the writing paper instructions, reminding themselves of present tense verb endings, of the fact you 'have to have the have' (the auxiliary verb in the past tense).

Making their own grammar notes (or even PowerPoint slides) to re-teach themselves key points.

Highlighting or colour coding different verb endings in their revision notes.

Using songs on YouTube to teach themselves key verbs.

If you use your revision time wisely, to test yourself on vocabulary from Memrise, to learn your speaking questions as well as you possibly can, and to revise any grammar points that you find difficult, you will find learning languages easier and easier. The more you know, the more links you will make to other topics and to words you've already learned, and you will progress faster. So,

don't delay: start revising languages effectively today! Bonne chance!



GCSE Poetry Live!

By Ellie Bush & Mia Fellows

At the end of January, some of the academy's Year 11 students took a coach to Leeds Town Hall to attend an event called Poetry Live, along with around 1500 other students from across West Yorkshire. The event was an opportunity to hear from some of the poets who students study for their GCSE English Literature course. Year 11 were able to explore the beautiful architecture of the 18th century Town Hall, before settling down to listen to the poets discussing and reading their poems.



Throughout the day, the Trinity Year 11 students heard a range of poets, beginning with the Poet Laureate, Carol Ann Duffy who read a selection of her poems, including *War Photographer* which students study for their Literature GCSE. Students also heard from Simon Armitage who wrote the brilliant poem *Remains*. Students were very surprised to learn (and hear from his accent!) that Armitage was from nearby Huddersfield. Following Armitage, the poet Imtiaz Dharker read some of her work, and helped the students wrap their heads around her complex poem 'Tissue'.

gcse poetry
live!

As well as hearing from some of the poets themselves, the Year 11 students also benefitted from attending a talk from AQA examiner Peter Buckroyd who shared his advice with students on how to achieve the top marks in their Literature Exam, particularly the unseen poetry section; he showed the students exemplar responses and discussed how they could achieve similar results themselves.

Shortly before the end of the day, the students were very excited to hear from the popular poet John Agard, all the students were captivated by his lively, animated delivery and his enthusiastic performance. We chatted with a couple of students: Alex Warner and Emma Briggs, who shared their thoughts; Emma stated that, "It was awesome, John Agard was the highlight of the day" and Alex agreed, "It was powerful, particularly John Agard." Agard performed his poem 'Checking Out Me History' to end the day, with rapturous applause.

Upcoming dates for your diary

Tuesday 23 April

First day of term

Wednesday 24 April

Year 7 & 8 PCE - Hockney, Oliver and Priestley

Thursday 25 April

Year 7 & 8 PCE - Redgrave, Stewart and Whiteley

Monday 6 May

Bank Holiday

Friday 24 May

Last day of term

CERN , Switzerland- 6th Form Trip

By Ellie Bush and Mia Fellows

On the 12th to the 14th of March, a total of 15 Trinity Academy Year 12 and 13 Physics students (along with two teachers; Mr Tipler and Miss Helliwell) went on an educational trip to Switzerland to visit CERN in Geneva, on the Franco-Swiss border.



We spoke to a few Year 12 students who went on the trip, Eve Plant and Bronwyn Wood, and they described the trip as a “life- changing experience.” It explained to the students a lot about the different ways Physics can be applied in the workplace and the different careers they can go into. “It made so many of us change our outlook and begin to reconsider what we might want to go on and study because of what we experienced at CERN.” They got to look deeper into what real physicists do day to day and the new developments that occur which could change our lives. “We could be the ones to make these future developments.”

On Wednesday the 13th, the students and teachers took a tram to CERN where they had a four hour tour as it’s so big. They went to see the large hadron collider, this is a particle accelerator that is 27km in circumference. It’s so large that it crosses the border into France, so the group had to go through the custom patrol in order to see the rest of CERN, on a coach.



After their tour and a meal in the particle physics laboratory, the group went and looked around the natural history museum.

Even though it was raining on Thursday 14th, the 6th form students still had a good time visiting many places within Geneva. They had a boat trip across Lake Geneva seeing the Jet d’eau (one of the biggest water fountains in the world), they saw the mermaid statue and looked around the history of science museum.

Even the Physics teacher, Mr Tipler, enjoyed his experience, “We visited some of the workshops that are not accessible to the general public and were given a guided tour by a scientist who was there at the first building of CERN. The students were absolute fantastic in every aspect; their conduct; their interest in CERN and Geneva alike; and their company. They were even magnanimous in victory when they beat me at Perudo!”

“It CERN’ed my life around”- Eve. “It was a life changing experience for everyone”- Bronwyn

Year 7 Outward Bound Adventure

By Miss Underhill

Last term saw 140 intrepid Year 7 explorers set off to the Outward Bound centre for a week of outdoor adventures.



From the moment the coaches pulled into the stunning location of the Ullswater valley,

Trinity students did their parents and staff proud. Students all got up to a range of different activities: kayaking, climbing, swimming, hiking, abseiling, caving, gorge walking, to name but a few! After the eventful ‘Beast from the East’ snow evacuation last year, we were relieved to experience stunning weather and beautiful views up and down the valley. There was brilliant teamwork and determination from both groups and they made the academy very proud!



We hope these students will remember the lessons they learned about resilience, hard work and commitment for many years to come!

BILLY ELLIOT, TRINITY ACADEMY HALIFAX

Set against the background of the 1984 Miner's strike, Billy Elliot is an 11 year old boy who stumbles out of the boxing ring and onto the ballet floor. He faces many trials and triumphs as he strives to conquer his family's set ways, inner conflict, and standing on his toes!

Billy Elliot is the most controversial and challenging show to date and Trinity Academy Halifax, as a team, felt extremely passionate about learning the history of the 1980s and how it has enriched the script. The cast worked extremely hard to present a show which provoked emotion about what was a trying time in history. A five star production!

Billy Elliot was an impressive, enjoyable performance from start to finish. Students were confident, enthusiastic and had a great time on stage, which really showed in their performances. It was a pleasure to watch - and very professional, too!

Clare McQueen Associate Senior Leader

In my humble opinion, Billy Elliot is by far the best Trinity production I've seen in the last five years, and the standard was already pretty high.

Leah Magnall

Students embodied the characters perfectly and really captured the emotion of the production.

Hannah Tuffnell

CREDITS

Artistic director: Stacey Collins, **Musical director:** Hazel McDonald, **Choreographer:** Hannah Whincup, **Stage manager:** Amy Lynch, **Assistant director:** Grace Rafton

Orchestra: Molly Anderson, Marcus Bull, Martin Davies, Scott Garland, Paige Miller, Alison Owen-Morley, Ben Percival, Tony Robertshaw, Markus Siegel, Richard Theed

Lighting and Sound: Sound and Light Concepts Ltd

Cast includes: Daniel Green (Billy), Liam Brown (Michael), Niamh Sparkes (Mrs Wilkinson), Jacob McParland (Dad), Julia Kwiecien (Billy's mum), Lilly-Mae Gerrard (Debbie Wilkinson), Samuel Reeves (Tony), Maisie Magner-Williams (Grandma), Bradley Drury-Hughes (Big Davey), Viola Mpala (Mrs Braithwaite), Noah Li (George), Rachel Mucha (Lesley), Luke Mellor (Older Billy/dancer/miner), Harvey Gill (Joe Gormley)

Photography : Clare Garbutt and Catherine Craggs

Reviewer: Aaliyah Campbell and Saif Malik



Maths Cafe

The Maths Cafe is a Graduation club open to Year 7's and Year 8's depending on the alternating terms and has created a unique environment to foster learning and fun. Each week is different and offers something new and exciting. During the first term students founded new friendships through a mutual curiosity of discovering what on earth 'Maths Cafe' is and instantly tested them when playing monopoly (some for the first time!). They learned about how probability can be impacted by various factors and how to adapt to the situation - in this case to win Monopoly almost every single game.



Since then we've enticed others with a live student band, had English teachers attending and our very own guest speakers. There is Mrs Dennett with her vast collection of monopoly boards, Mrs Bond's Origami masterclass and Mr Rowland's captivating magical maths that had everybody in awe. So thanks to everybody that has contributed and attended, it goes to show it's not the juice and biscuits that they come for!

