

How You Can Help Your Child Revise Effectively... YEAR 13

For some of our students, formal exams have been something they have not completed regularly or at all. We are aware that all students have had significant disruption over the last few years. In order to support you to support them effectively at home, we would like to give you the following information:

The Topics your child will be tested on are:

- Social Issues and Trends e.g. Cyberspace
- Artistic Culture e.g. Cultural Heritage
- Literary Works – The film and the book studied
- Grammar
- Students will be tested across all 4 skills: Reading, Listening, Writing and Speaking

Recommended revision sites/resources:

- **TEAMS** – On the Year 11 MFL Teams site there are many useful activities, revision, resources and holiday homework to use. Your teacher will mark any extra activities you complete and hand in. You will also find the vocabulary lists and knowledge organisers for each topic.
- **Quizlet** This is a fantastic website which generates different quizzes for different vocabulary topics. You can search for Mrs Napier's folders and follow the links to the relevant vocabulary.
- Departmental **Knowledge Organisers** available through your child's teacher in her book / file or also available on FROG.
- **Languagenut** An online language learning platform to practice vocabulary, grammar and skills. All students have been given an individual username and password by their class teacher.
- **eRevision** An online language learning platform with exam style questions. All students have been given an individual username and password by their class teacher.

Hints and Tips:

LRW Paper (Paper 1)

Remember you can highlight anything on paper that is not your answer – check it doesn't highlight through the page though!

Translation

- Before starting, highlight and annotate every verb (including subject). This will help you to identify the tense used and help you to structure your work.
- Read the English instruction, as this will tell you where the text is from and what it is about, to give you some context.
- Remember it is marked in sections, so try to translate it in sections too as this can seem less overwhelming.
- At the end, read through what you have written. Does it make sense? If not, you **MUST** change it! Do not hand anything in which doesn't read well in English.
- Make sure you don't translate word for word- at this level particularly it will not work. You will need to adapt the language you use. Reading Questions
- Annotate the question with as much English as you can manage.
- Now read the text and make sure you understand the general gist and context.
- Look at the words you have annotated- can you highlight any similar words in the main text?

- Once you have your annotations and highlighting look at them both and see if there are any links. Now you should be reading for detail.
- Always check over your work.
- Be aware of tricks such as negatives, small changes in detail and rewording.
- Never leave any gaps!

Reading Summaries

- Remember the objective! To summarise for someone so that they don't have to read the original text. When you have completed your summary you must CHECK that you have included enough detail to ensure that the reader does not need to refer to the original as you have summarised it well.
- Nearly always have 3 bullet points that must be answered for content.
- Start a new paragraph to summarise each bullet point.
- Keep to the word count – AQA are ridiculously strict on this.
- Have 3 highlighter colours and highlight bullet point 1 in one colour, 2 in another colour and 3 in another colour.
- Read the text and highlight key points relating to each bullet in the relevant colour.
- Check against marks awarded. If bullet 1 is worth 3 marks, you will need 3 details included.
- You can lift the words out of the text as long as you manipulate the language grammatically e.g. a summary should not be written in first person (I / we form). You do not need to worry about lots of synonyms. The language will be different if you manipulate it properly. It is worth remembering basic synonyms e.g. descansar – relajar / se détendre – se relaxer - reposer
- Don't waste your words. If referring to a person José Gonzalez - only say one name e.g. José (not full name). No need for introduction either!
- No need for connectives / complex language. The language marks are awarded for how accurate you are once you have manipulated the language.
- CHECK! Always check you are not in 1st person. You have summarised it and met your objective. For 3 marks you have included 3 details. Check tense!
- Content is usually worth 7 marks – 70 words – each point/ detail needs about 10 words.
- Language is worth 5 marks – all you have to do is manipulate it well. Avoid copying whole sentences but there is no need to find synonyms for individual words; focus instead on correct manipulation of language eg make positive statements negative, change first person to third person. Practise these and other neat ways of manipulating language.

Listening

- Always 4 types of questions – true/false, multiple choice, comprehension and summary
- Each question has a context and length of time of the audio file. Highlight this – if the recording is 3 mins long and the question is worth 3 marks you know the answers will be spaced out (roughly 1 a minute). If it is 3 mins long and worth 10 marks the answers are going to be closer together.
- Give each question a 1 min reading time before playing the audio file. Use this time to highlight and annotate the question.
- Read the context to establish what you are listening for in your mind.
- Highlight the key question words so you are clear WHAT you are listening for.
- Consider the approaches used in reading (covered above) many of them work for the listening question too and the best strategy for this component is to plan / annotate and prepare so you know exactly when the answer comes up.
- Read questions carefully to ensure you understand what they are asking and so you know what information you are looking for
- Answers always appear chronologically in the audio. This can help in finding where the answer is.
- In multiple choice, everything is usually mentioned, so listen to the whole section before settling on your answer.

- Synonyms are often used, so don't expect to hear the same words in the questions / statements as in the audio
- Who said it – listen to the audio and write down the letter next to the statement(s) which you think apply. After listening to all texts, if you have more than one written down for any of them, listen again to those tracks. If not, write the answers in the box.
- In comprehension questions, focus on question words
- Listen for hints e.g. if a question asks 'why' the answer may come after *porque* / *porque* or *suite* / *después de* etc.

Listening Summaries

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- Nearly always have 3 bullet points that must be answered for content.
- Start a new paragraph to summarise each bullet point.
- Keep to the word count – AQA are ridiculously strict on this.
- You could write a rough and messy transcript and then complete the task as you would the reading summary. You are used to transcription so this is a good idea but you must be prepared for this is be messy as you don't have long to spend on it!
- Have 3 highlighter colours and highlight bullet point 1 in one colour, 2 in another colour and 3 in another colour.
- Read your transcription and highlight key points relating to each bullet in the relevant colour.
- Check against marks awarded. If bullet 1 is worth 3 marks, you will need 3 details included.
- You can lift the words out of the text as long as you manipulate the language grammatically e.g. a summary should not be written in first person (I / we form). You do not need to worry about lots of synonyms. The language will be different if you manipulate it properly. It is worth remembering basic synonyms e.g. *comenzar* – *empezar* / *commencer* - *débuter*
- Don't waste your words. If referring to a person José Gonzalez - only say one name e.g. José (not full name). No need for introduction either!
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- CHECK! Always check you are not in 1st person. You have summarised it and met your objective. For 3 marks you have included 3 details. Check tense!
- Content is usually worth 7 marks – 70 words – each point/ detail needs about 10 words.
- Language is worth 5 marks – all you have to do is manipulate it well. Avoid copying whole sentences but there is no need to find synonyms for individual words; focus instead on correct manipulation of language eg make positive statements negative, change first person to third person. Practise these and other neat ways of manipulating language.

Essay Paper (Paper 2)

Paper 2 Writing– general points

- AO4 - Lack of planning often leads to repetitive essays. Students should read the question carefully to ensure understanding of the thrust of the question then plan how best to structure their response, selecting relevant evidence to support their points.
- AO3 - It is more important for students to write clearly, simply and correctly to get their points across than to 'shoe-horn' in pre-learnt phrases. The most important thing is to get the basics right (verb forms, tense formations, adjectives, genders, spellings) though of course variety and complexity are required for marks in the top band.
- Planning is key – spend 5 mins planning roughly possible content for both essay titles. Then choose the essay where you have the most to say and go on to spend 15 minutes planning that essay. Write the essay and then spend 5 mins checking it over – ensure in the film essay you don't refer to the characters in the book etc.
- Read the question carefully and think about how to use your knowledge of the book or film to answer it.
- Write an essay that answers the question set, not an essay you had prepared beforehand and pre-learnt.
- Remember you can structure your response however you want – for example, you don't need to present a balanced argument if you feel one side outweighs the other, and you can agree or disagree with the opinion in the question.
- Back up your points with concise yet detailed references to the book/film.
- Do not summarise the story of the book/film or include irrelevant details about the author or director – get straight to the point of the question.
- Do not write lengthy introductions and conclusions – keep them short. Let them do their job. Introduction should rephrase the question and set out essay intentions. Conclusions should answer the question based on all evidence already presented. No place for 1st person in an academic essay (except in standalone personal opinion paragraph).
- Leave 5 minutes for checking each essay.
- Try to make sure you get the basics right - spelling, verb forms, tenses.
- Make sure you've written the question number in the box provided. If you haven't they cannot mark the essay effectively and you will not get top marks available.
- **Use the PEEAL strategy**