



**BISHOP
BARRINGTON**
Academy



Year 11
Winter RISE bulletin

Mrs Bibby's Head of Year message



Year 11 have had a busy half term! In November, they embarked on a series of mock exams, allowing themselves to showcase their hard work and resilience. The students committed themselves admirably and have taken another important step in their journey to success. Students celebrated their hard work and success on December 12th as part of the mock results evening. This was a fantastic evening with many students, parents and carers in attendance. Similarly, It was fabulous to see so many students attend the careers fayre with a number of local businesses and post 16 providers. The evening gave students, parents and carers the guidance needed to make informed decisions about post 16 choices.

Excellence has been demonstrated in a range of ways, with many year 11 students receiving many forms of praise and reward. These include; daily rewards in the form of Class Charts points with over 5000 positive points earned with a 95% positive ratio. There has been over 50 'learner of the week' nominations awarded to year 11 alongside the the prestigious 'head of year learner of the week'. In addition, many students received 'proud' stickers as part of 'proud Thursday' as we celebrate high standards of academia. During morning meetings, two claps of appreciation can often be heard as students take part in retrieval practice in core subjects.

Year 11 students are continuing to receive careers advice from qualified careers advisors; providing additional academic mentoring and support. College applications and interviews are now well underway as we move into the new year. We encourage all students to ensure they have their college applications in. Additional support in how to apply for college is available at all times.

It was pleasing to see many year 11 students embody the Academy value of respect, having supported local charities this half term, including 'Save the Children' with Christmas jumper day and supporting local charities with contributions the food bank. Year 11 weekly 'excellent behaviour and attendance' is celebrated every Monday with a free snack from the Bistro. This reward has seen over 200 students given free snacks.

I would like to wish all year 11 students and their families a very Merry Christmas and a Happy New Year.

INSPIRATION in Year 11

Head of Year 'Learners of the week' so far...

3rd November 2023

Ceria W

For having a fantastic start to the academic year! Ceria you have had a great week with 100% attendance too!

10th November 2023

Morgan W

For demonstrating all of the RISE values. Morgan has really worked hard this week with her lessons. She has contributed very well in morning meetings with great work demonstrated.

17th November 2023

Chloe B

For demonstrating excellence in lessons and being a role model to other students.

INSPIRATION in Year 11

Head of Year 'Learners of the week' so far...

24th November 2023

Holly M

This week Holly has represented Bishop Barrington by demonstrating excellence in her lessons. You have excellent attendance and excellent willingness to succeed.

1st December 2023

Adrian B

For consistently showing the Academy RISE values, embracing life at BBA, working hard in all lessons.

8th December 2023

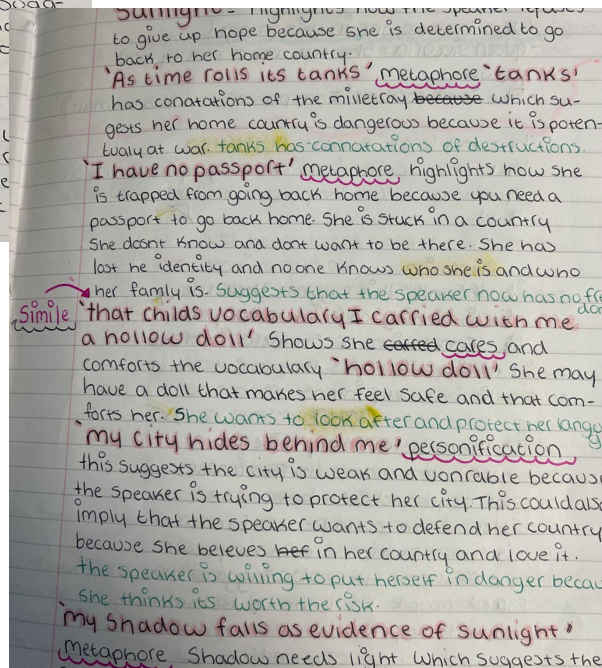
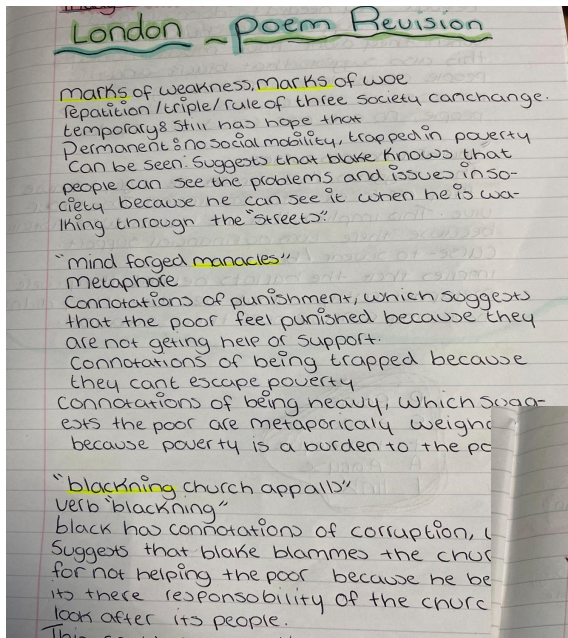
Jaxon K

For continued excellence across the whole school! Jaxon, you have really improved your attitude to learning. Well done and keep it up!

EXCELLENCE in English

We're so proud of the quality of work produced in English.

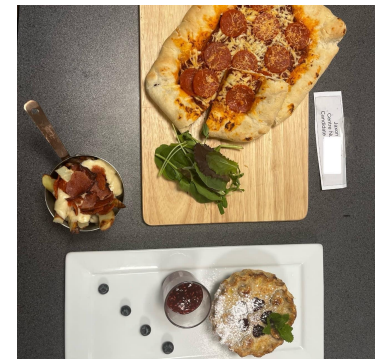
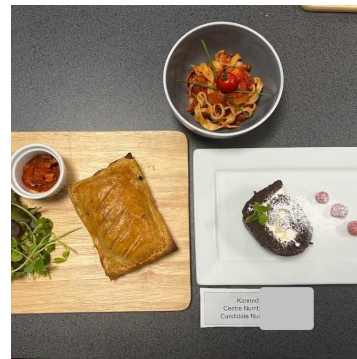
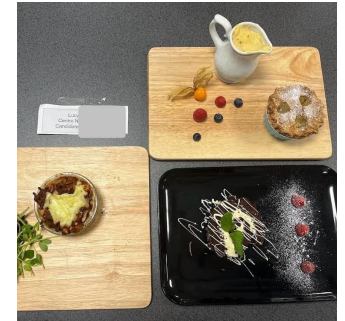
These notes and annotations will ensure these students will have the best chance of success in their English exams in the summer of 2024.



EXCELLENCE in Food Technology

I was very impressed with how students in food technology conducted themselves and worked throughout their Food Preparation and Nutrition Practical mock exam.

They have shown excellent high level making skills and worked to the best of their ability!



EXCELLENCE in Maths

Simplifying algebraic

Bronze example
 $4x + 12 = 4(x+3) = 4$
 $5x^2 + 15x = 5x(x+3) = 5x$

Silver example
 $5x - 10 = 5(x-2) = 5$
 $x^2 + 5x - 14 = (x-2)(x+7) = x+7$

Bronze trial
 $4x + 12 = 4(x+3) = 4$
 $2x^2 + 6x = 2x(x+3) = 2x$

Silver trial
 $x^2 + 7x + 12 = (x+4)(x+3) = x+4$
 $x^2 + 8x + 15 = (x+5)(x+3) = x+5$

Gold example
 $10x^2 + 11x + 3 = 10x^2 + 5x + 6x + 3$
 $4x^2 + 2x = 5x(2x+1) + 3(2x+1)$
 $5x(3)(2x+1) = 5x+3$
 $2x(2x+1) = 2x$

Adding & subtracting

Bronze example
 $x + x = 5x + 3x = 18x$
 $\frac{2}{3} + \frac{5}{6} = \frac{2x}{3x} + \frac{5x}{6x} = \frac{2x+5x}{2+3} = \frac{7x}{5}$

Gold trial
 $1. 2x^2 + 7$
 $2. 3x^4 + 6$
 $3. 4x^3 + 5$
 $4. 5x^4x$

You Do

1) $\frac{2x^2 + 18x - 10}{3x^2 + 13x + 15}$
 4) $\frac{8x^2 + 5x + 3}{14x^2 + 3x - 3}$
 7) $\frac{3x^2 + 4x + 8x - 4}{3x^2 + 10x - 4x - 28}$

$2x + 8 = 3x^2 + 12x + 10x + 4$
 $3x^2 + 13x + 4 = 3x(x+4) + 1(x+4)$
 $(3x+1)(x+4) = 3x+1$
 $2(x+4) = 2 \times 3x+1$

$2x^2 + 3x - 54 = 2x^2 + 12x - 9x - 54$
 $4x^2 + 24x = 2x(x+6) - 9(x+6)$
 $x+6 = 5(4x-6) - 2(3x-9)$

$1. 2x^2 + 7$
 $2. 3x^4 + 6$
 $3. 4x^3 + 5$
 $4. 5x^4x$

$1. 2x^2 + 7$
 $2. 3x^4 + 6$
 $3. 4x^3 + 5$
 $4. 5x^4x$

Excellent examples of work produced in Year 11 maths; Simplifying algebraic equations.

RESILIENCE - Attendance

This half-term, attendance of Year 11 students has been 90% on average. Over a third of all Year 11 students have 100% attendance since the start of half-term, with over half the year group achieving 95% attendance or above.

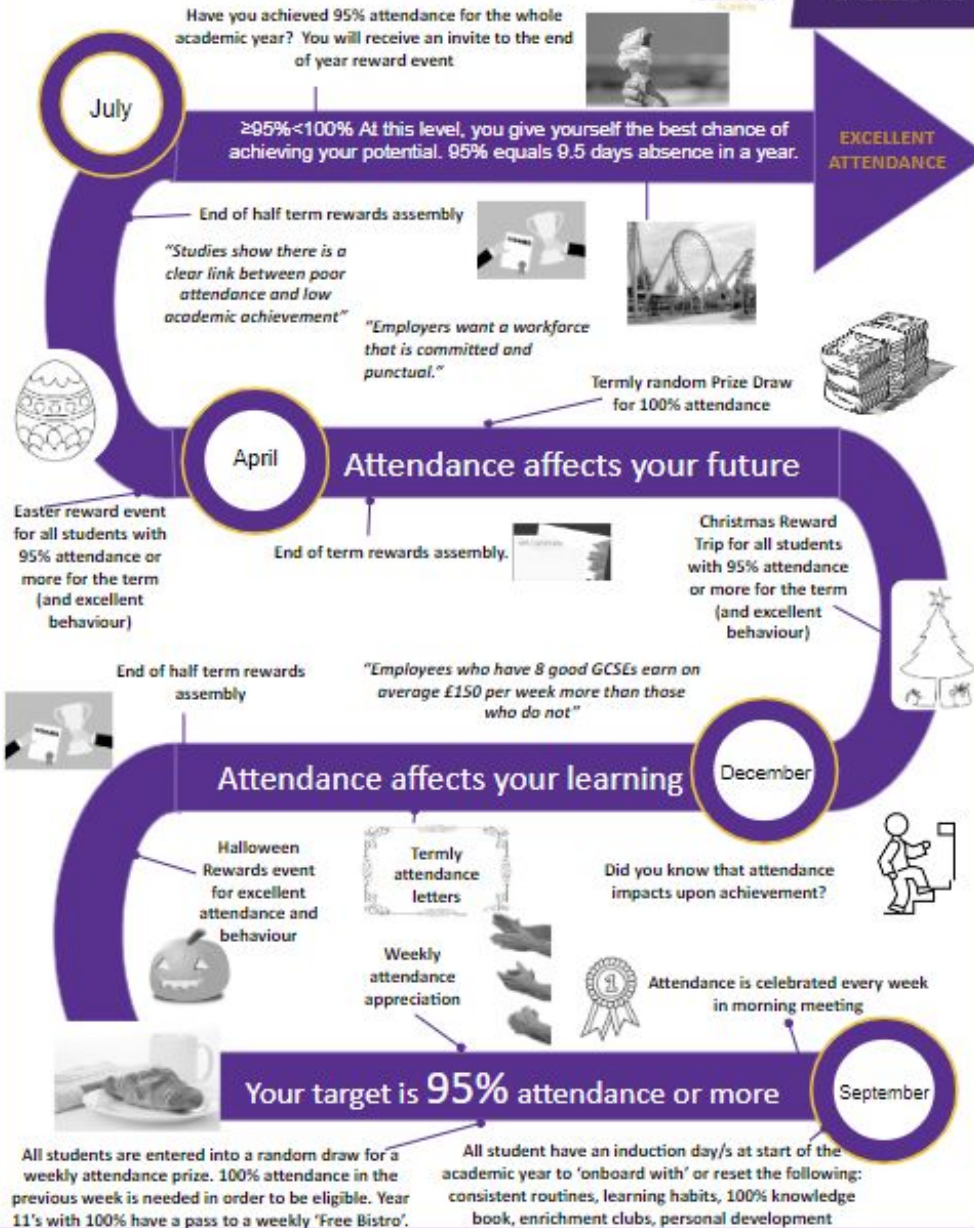
Well done to all those who have excellent attendance and therefore improving the likelihood of achieving academic success at the end of Year 11.

Look out for further attendance rewards throughout next term to celebrate our Year 11 students' excellent attendance.

Your Attendance Journey



RESPECT
INSPIRATION
RESILIENCE
EXCELLENCE



This is our annual attendance journey, highlighting the key events we have in school to recognise and celebrate excellent attendance.

Mastery

Autonomy

Purpose

What your child is learning in Year 11

Subject	What now	What next
Art	Develop researching artists both contemporary and historical. Develop developing design ideas. Develop developing skills in different media based around the work of the artists. Develop annotating and evaluating work. Develop thumbnail sketches to produce a composition to develop a final piece from. Develop colour and technique combinations	Develop researching artists both contemporary and historical. Develop developing design ideas. Develop developing skills in different media based around the work of the artists. Develop annotating and evaluating work. Develop thumbnail sketches to produce a composition to develop a final piece from. Develop colour and technique combinations
Graphics	Historical and contemporary developments and different styles and genres, how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created, continuity and change in different styles, genres and traditions relevant to Graphic communication, a working vocabulary and specialist terminology that is relevant to their chosen area.	Historical and contemporary developments and different styles and genres, how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created, continuity and change in different styles, genres and traditions relevant to Graphic communication, a working vocabulary and specialist terminology that is relevant to their chosen area.
Photography	Develop skills and techniques, including: organising work to present findings effectively, different research techniques and analysis of relevant contextual material, technical aspects of photography including camera controls and image production, safe working practices, aspects of digital media, appropriate use of the internet.	Develop skills and techniques, including: organising work to present findings effectively, different research techniques and analysis of relevant contextual material, technical aspects of photography including camera controls and image production, safe working practices, aspects of digital media, appropriate use of the internet.
Computer Studies	Jobs in the ICT industry. How to carry out effective market research, identifying a gap in the market. Create a suitable intellectual property: company name, logo and slogan for a selected target audience. How to gather effective market research and how to create a questionnaire which is suitable to gather effective feedback from prospective consumers. How to analyse their findings. The conventions of digital graphics: packaging of the product.	Use data in order to make improvements. The conventions of promotional material. How to create and present a professional presentation.
English	Exploring how the characters are developed / change as the plot progresses in A Christmas Carol. Using the context of Victorian Society to extend analysis. Understanding the features of the different forms of writing being requested in Language Paper Two. Synonyms for different emotions to use when focusing on the writer's opinions or perspectives. Understanding assessment objectives and the focus of each question in Language Paper Two.	Bespoke programme put together depending on weaknesses / gaps in knowledge.
Food	Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. The relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. The economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. Functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. A range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.	Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. The relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. The economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. Functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. A range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

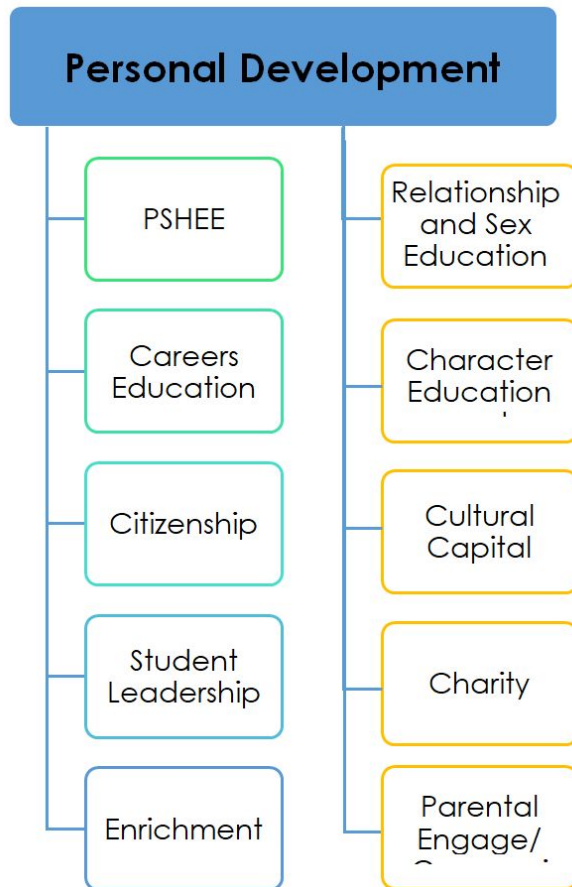
What your child is learning in Year 11

Subject	What now	What next
Maths	Foundation: SIMILARITY & CONGRUENCE: Recognise conditions of congruency in triangles. Identify transformations. Higher: VECTORS: Vectors and vector notation. Vector arithmetic. Parallel vectors and collinear points. Solving geometric problems.	Foundation: VECTORS: Understand and combine column vectors. GRAPHS & EQUATIONS: Graph reciprocal & cubic functions. Change the subject of a formula. Solve simultaneous equations algebraically. Use graphs for solving simultaneous equations. Solve inequalities algebraically. Higher: PROPORTION: Direct proportion. Inverse proportion.
Sports Science	REDUCING THE RISK OF SPORTS INJURIES AND DEALING WITH COMMON MEDICAL CONDITIONS: Acute injuries. Chronic injuries. Measures that can be taken before and during participation in sport or physical activity to reduce risk and severity of injury/medical conditions. Responses and treatment to injuries and medical conditions in a sporting context.	REDUCING THE RISK OF SPORTS INJURIES AND DEALING WITH COMMON MEDICAL CONDITIONS: Causes, symptoms and treatment of medical conditions: Asthma; Diabetes; Epilepsy; Sudden Cardiac Arrest (SCA); Other medical conditions.
Sports Studies	CONTEMPORARY ISSUES IN SPORT: Different user groups who participate in sport. Possible barriers which affect participation in sport. Possible solutions to the barriers which affect participation in sport. Positive and negative impacts on the popularity of sport in the UK includes: The growth of emerging/new sports in the UK: Values which can be promoted through sport; Olympic and Paralympic; Other initiatives, campaigns and events which promote sporting values; The importance of etiquette AND sporting behaviour.	CONTEMPORARY ISSUES IN SPORT: Different user groups who participate in sport. Possible barriers which affect participation in sport. Possible solutions to the barriers which affect participation in sport. Positive and negative impacts on the popularity of sport in the UK includes: The growth of emerging/new sports in the UK: Values which can be promoted through sport; Olympic and Paralympic; Other initiatives, campaigns and events which promote sporting values; The importance of etiquette AND sporting behaviour.
Dance	DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS: Review own development and application of performance or design skills. The review can include recordings, annotations and/or written content. Review rehearsal/design processes. Developing skills such as physical, vocal, musical, design and interpretative. Responding to feedback, e.g. director, choreographer, instructors, peers. Identifying strengths and areas for development. Actions and targets for improvement. Reference to professional working practices. Use of terminology appropriate to the discipline/style of performance. Review performance/outcomes. Applying skills such as physical, vocal, musical, design and interpretative. Responding to audience feedback. Identifying strengths and areas for future development. Actions and targets for future performances. Reference to professional working practices. Use of terminology appropriate to the discipline/style of performance.	RESPONDING TO A BRIEF: Understand how to respond to a brief through discussion and practical exploration activities. Discussion of key requirements and parameters for the workshop performance: Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus; The development of ideas for the work will be informed by; Working effectively as a member of the group. Select and develop skills and techniques in response to a brief Learners will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief. Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief: Skills and techniques of the individual performer, e.g. vocal, physical; Skills and techniques of the performers as a group, e.g. comedy, improvisation; Skills and techniques of the designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas; The style and/or genre of the work being created, e.g. street dance, physical theatre; The influence of selected practitioners, e.g. Brecht, Fosse, Julie Taymor; Appropriate skills for the target audience, e.g. young children, the elderly; Taking part in skills development classes or workshops; Taking part in the rehearsal process, including individual preparation and group rehearsals.

What your child is learning in Year 11

Subject	What now	What next
Science	ELECTRICITY: Circuits. Charge and Potential Difference. Current. Resistance. Measuring Resistance. Changing Resistance. Energy Transfers. Power. Electricity in the Home. Electrical Safety.	GROUPS IN THE PERIODIC TABLE, RATES OF REACTION, ENERGY CHANGES IN CHEMICAL REACTIONS: Group 1 and 7. Halogens. Noble Gases. Group 0. Rates of reaction. Factors affecting rates of reaction. Catalysts and activation energy. Exothermic and endothermic reactions. Energy changes in reactions. ECOSYSTEMS: Ecosystems. Energy Transfer. Abiotic factors. Biotic Factors. Parasites and mutualists. Biodiversity and humans. Preserving Biodiversity. The water cycle. The carbon cycle. The nitrogen cycle. MAGNETISM AND ELECTROMAGNETIC INDUCTION: Magnetic Fields. Magnetic Forces. Electricity and Magnetism. Transformers. Uses of Transformers.
Geography	LIVING WORLD: Ecosystems and food webs/chains. Biomes and distribution. Physical characteristics of a tropical rainforest - Case study; Malaysia causes and impacts of deforestation. Sustainable management of the TRF. Physical characteristics of hot deserts. Opportunities and challenges in the THAR desert. Causes of desertification and strategies to reduce it.	REVISION AND PRE-RELEASE: Study and evaluate pre-release material for Paper 3
History	ELIZABETHAN ENGLAND, C1568-1603: Trouble at home and abroad: Elizabeth's Middle Way. Elizabeth Versus Catholics and Puritans. Why was Mary Queen of Scots a threat? The Babington Plot. The Conflict with Spain.	HEALTH AND THE PEOPLE: C1000 TO THE PRESENT DAY: Medicine stands still: Medieval medicine A revolution in medicine Modern medicine
Child Development	Types of play and how play can be organised for children aged 0 - 5 years.	Cognitive and intellectual play and learning for children aged 0-5 years old.
Health & Social Care	Delivering effective care to an individual. Healthcare professional skills and attributes.	PSA Life stages and factors.
Spanish	¡A CURRAR! (JOBS AND FUTURE PLANS-THEME 3): Talking about different jobs. Discussing job preferences. Talking about how you earn money. Talking about work experience. Talking about the importance of learning languages. Applying for a summer job. Discussing gap years. Discussing plans for the future. Formal letter writing. Talking about Languages and travel. Extending writing and Speaking responses.	HACÍA UN MUNDO MEJOR (GLOBAL, SOCIAL AND ENVIRONMENTAL ISSUES -THEME 2): Describing types of houses. Talking about the environment. Talking about healthy eating. Discussing diet-related problems. Talking about natural disasters. Considering global issues. Listening for high numbers. Talking about local actions. Discussing healthy lifestyles. Presenting a written argument. Talking about international sporting events.

Personal Development in Year 11



Our PD Programme ensures that our Year 11 students are fully prepared for the challenges and opportunities they will face throughout their life in modern Britain. Through our promotion of the RISE values, we enable Year 11 students to develop into emotionally and mentally healthy and resilient young people.

What now: - Careers 1 - Who am I?, The workplace, options

What next: - Careers - A series of workshops aimed at CV writing and applications