



RESPECT

AMBITION

PRIDE

Year 11 – Supporting Success 2025



Purpose of the evening

Give some clear strategies for supporting your child with effective revision

Give advice about health and well-being of young people during what can be a stressful period

Give some specific advice about preparation for English, mathematics and sciences

Year 11 Overview

- 54 School days until exams begin
- 11 School Weeks
- Formal GCSE Written exams start on 8th May
- Final GCSE exam on 19th June (provisional)
- Exam contingency day are 25th June



Year 11 Overview

- Students to attend lessons as normal during exam period
- Teaching will have a really tight focus on exam practice
- Revision sessions will be put on in school for all exams
- AM exams will have 8am breakfast / revision sessions
- PM exams will have revision sessions earlier in the day
- Results day Thursday 21st August



Year 11 – Supporting our Students

- Period 7 Revision and support sessions
- Boost Your Best – Science, English and Maths interventions
- Targeted interventions in Maths and English
- Revision techniques and advice
- Home Learning booklets to follow curriculum in lessons
- Walking Talking Mocks
- Lessons focused on exam structure and techniques
- Online platforms for homework and exam practice



Sparx Maths




Home learning booklet


- Communication sent home 7th January
- Weekly revision tasks per subject

Aiming High
Year 11

Term 3

Home Learning Organiser





Name: _____

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							

Subject	Task	Reflection
English		
Maths		
Science		

Subject: History – Pearson Edexcel (9-1)

Week beginning	Home Learning task	Deadline date	Tick when complete
6 th Jan	BBC Bitesize Revision of US conflict at home and abroad: Complete revision, watch videos and take tests: x2 topics 1. Life for black Americans after World War Two & 2. Fighting for civil rights	13 th Jan	
13 th Jan	BBC Bitesize Revision of US conflict at home and abroad: Complete revision, watch videos and take tests: x2 topics 1. Peaceful protest in the 1960s 2. Radical protest in the 1960s	20 th Jan	
20 th Jan	BBC Bitesize Revision of US conflict at home and abroad: Complete revision, watch videos and take tests: US involvement in the Vietnam War & Reactions to and end of US involvement in Vietnam	27 th Jan	
27 th Jan	BBC Bitesize Revision of Elizabeth I: 1. The early rule of Queen Elizabeth I & 2. Religious Settlement	3 rd Feb	
3 rd Feb	BBC Bitesize Revision of Elizabeth I: 1. Challenges to Elizabeth's rule + QUIZ: Challenges to Queen Elizabeth I's rule 2. Life in Elizabethan England + QUIZ: Life in Elizabethan times	10 th Feb	
10 th Feb	BBC Bitesize Revision of Elizabeth I: - exam preparation	24 th Feb	

Parents – How can you help?

Most students are taking exams in 9 subjects

Most subjects will have at least 10 topics that need to be learned

Each topic could take at least 2 hours to learn fully...



Parents – How can you help?

3 parts revision to 1 part break
For most students this will be:

30 minutes revision

+

10 minutes break

...which means that before the real GCSE exams, most students will need to find time for around 200 hours of revision



Getting Through the Exam Season – How do we work together to support the students?

- Supporting Attendance – School and extra revision sessions
- Equipment
- Build a revision timetable – and stick to it!
- Exam timetable – reminders
- Clear expectations
- Learning checklists / specifications



Expectations of Revision

- Encourage revision every day now
- Remind what good revision looks like
- Remind students to attend after school sessions
- Reward students for keeping at it
- Plan revision using the revision timetable to ensure enough time for practice
- Don't start with testing – review material learned in a topic first



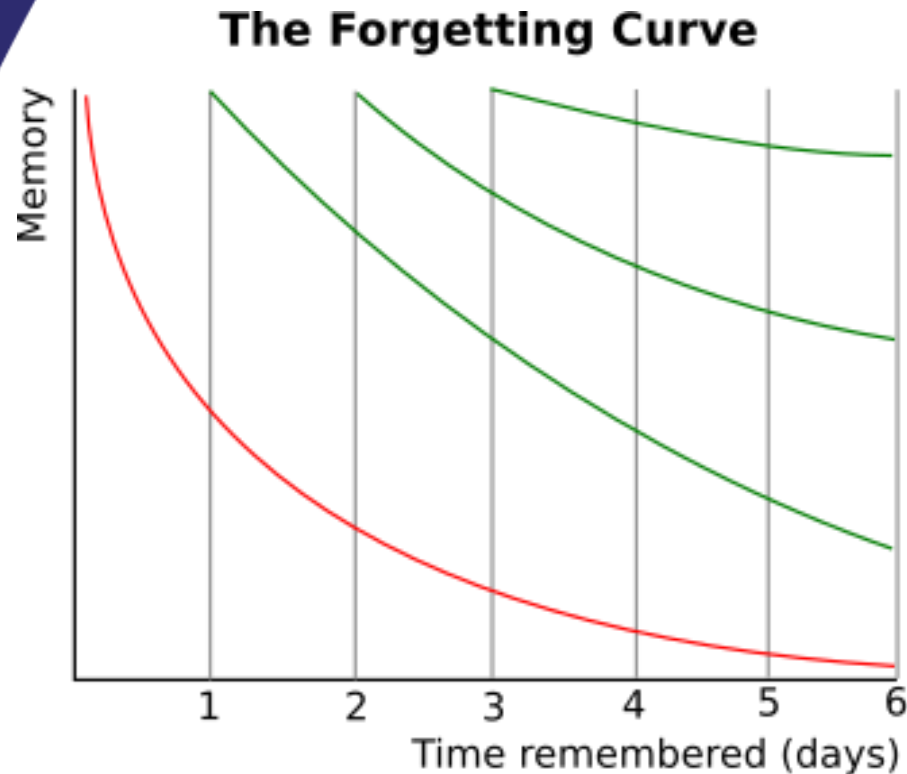
What do students say?!

- It's too late to start
- I've never revised before and I've done fine
- I don't remember it anyway
- I can only revise with music on
- It's only mocks, they don't matter
- I've already revised that topic



The Forgetting Curve

- Spaced retrieval practice and active recall
- Information is easier to recall when it's built upon things you already know



Supporting Student Progress

We believe firmly that the right place for students to prepare for exams is under the care and guidance of their teachers.

We can only guarantee support from subject specialists and monitoring of welfare by pastoral teams if students spend time with us during the exam season.

In recent years we have seen large improvements in performance in exams which occur late in the season. This has happened as a direct result of the additional support students have received.



Maintaining balance – physical health

Make sure you are taking good care of your physical health:

- ✓ Eat proper meals that include protein, fruits and vegetables
- ✓ Drink at least 4 glasses of water a day (but aim for 8)
- ✓ Schedule time for physical activity (even 20 minutes of fast walking counts!)
- ✓ Go to bed earlier (ideally by 9pm)



Maintaining balance – switching off

Make sure you are giving your brain rest time:

- ✓ Set phone usage limits on your phone
- ✓ Set sleep schedule, or have a switch off time using a monitoring app
- ✓ Put your phone away an hour before you go to bed
- ✓ Have a bedtime routine
- ✓ Have a consistent wake-up time



Maintaining balance – check yourself

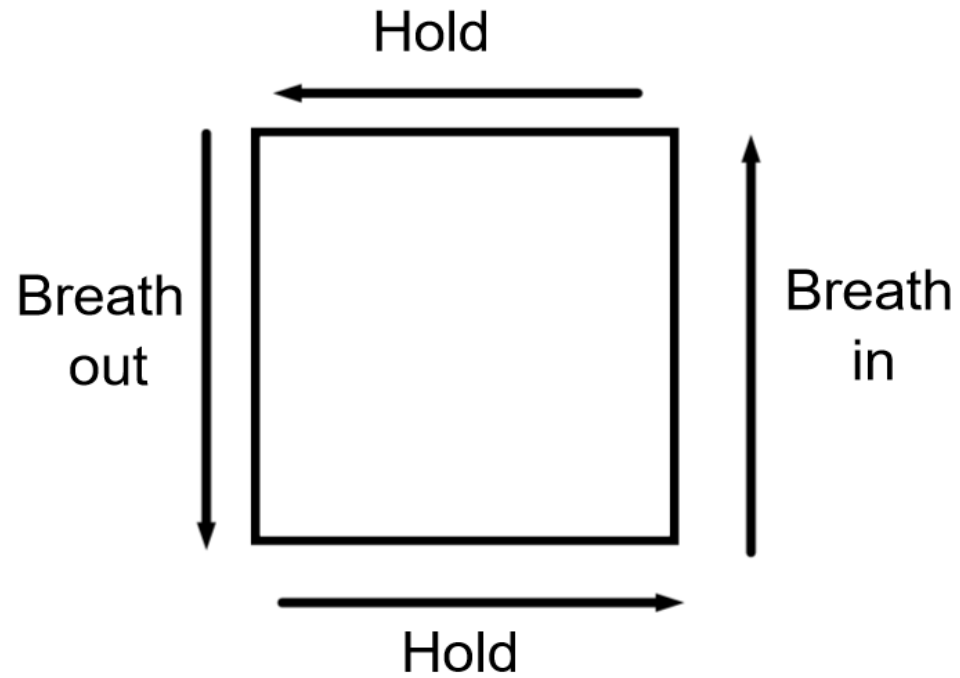
Monitor how you are feeling:

- ✓ Is my mind racing?
- ✓ Am I feeling panicky?
- ✓ Is it suddenly hard to make decisions?

- ✓ Am I feeling tired, hungry, or thirsty?
- ✓ Is there something I have to do but I don't know how to start?



Maintaining balance – square breathing



Maintaining balance – STOPP

Stop for a moment to regroup

Take a few slow, quiet, square breaths

Observe how you feel (it helps to calm the adrenaline)

Put it into perspective

Put it into practice



Maintaining balance – 5,4,3,2,1

Take a minute to calm yourself

Name 5 things that are **Red**

4 things that are **Blue**

3 things that are **Green**

2 things that are **Black**

1 thing that is **Yellow**

Then one slow quiet square breath in and out, pick up your pen and carry on.



GCSE English Language



Non-examination
Assessment:
Spoken Language

Assessed
•teacher set
throughout
course
•marked by
teacher
•separate
endorsement

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare plays
- The 19th-century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare (Macbeth): students will answer **one question** on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel (A Christmas Carol): students will answer **one question** on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- Modern prose or drama text
- The poetry anthology
- Unseen poetry

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts (An Inspector Calls): students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry (Power and Conflict): students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



GCSE English Language

How do I revise for English?

- Revision booklet
- Exam questions
- Revise writing frames
- Tassomai
- YouTube videos



Useful websites:

- www.aqa.org.uk 
- GCSE English Language 8700
- Mr Bruff/Mr Salles on YouTube
- www.tassomai.com

Questions are always structured in the same way!

Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0 1 Read again the first part of the source, from **lines 1 to 5**.
List **four** things about the old man from this part of the source. **[4 marks]**

1 _____

How does the writer use language here to describe the old man?
You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

box

4

0 4 Focus this part of your answer on the second part of the source, from **line 16 to the end**.

A student said, 'While it seems that the old man is widely seen as a failure, in this part of the story the writer shows that the boy still has faith in him and that they greatly respect each other.'

To what extent do you agree?

In your response, you could:

- consider your impressions of the old man as a failure
- evaluate how the writer presents the respect between the boy and the old man
- support your response with references to the text.

[20 marks]

0 3 You now need to think about the **whole** of the source.
This text is from the beginning of a novel.
How has the writer structured the text to interest you as a reader?
You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

English Literature Paper 1: Shakespeare and the 19th-century novel

Answer one question from Section A (Macbeth) and one question from Section B (A Christmas Carol)

The questions will be structured in the same way and pupils will always be given an extract.

We always follow the same steps:

1. Highlight/underline the key words in the question
2. Read the extract and highlight references (quotes)
3. Plan ideas for the rest of the novel/play

or

0 2

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 2 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Past takes Scrooge back to his school.

"The school is not quite deserted," said the Ghost. "A solitary child, neglected by his friends, is left there still."
Scrooge said he knew it. And he sobbed.
They left the high-road, by a well-remembered lane, and soon approached a mansion of dull red brick, with a little weathercock-surmounted cupola, on the roof, and a bell hanging in it. It was a large house, but one of broken fortunes; for the spacious offices were little used, their walls were damp and mossy, their windows broken, and their gates decayed. Fowls clucked and strutted in the stables; and the coach-houses and sheds were over-run with grass. Nor was it more retentive of its ancient state, within; for entering the dreary hall, and glancing through the open doors of many rooms, they found them poorly furnished, cold, and vast. There was an earthy savour in the air, a chilly bareness in the place, which associated itself somehow with too much getting up by candle-light, and not too much to eat.
5 They went, the Ghost and Scrooge, across the hall, to a door at the back of the house. It opened before them, and disclosed a long, bare, melancholy room, made bare still by lines of plain deal forms and desks. At one of these a lonely boy was reading near a feeble fire; and Scrooge sat down upon a form, and wept to see his poor forgotten self as he used to be.
15 Not a latent echo in the house, not a squeak and scuffle from the mice behind the panelling, not a drip from the half-thawed water-spout in the dull yard behind, not a sigh among the leafless boughs of one despondent poplar, not the idle swinging of an empty store-house door, no, not a clicking in the fire, but fell upon the heart of Scrooge with a softening influence, and gave a freer passage to his
20
25

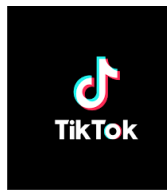
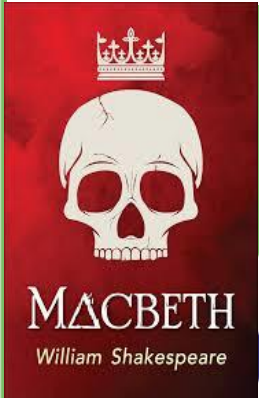
0 2

Starting with this extract, explore how Dickens presents the effects of loneliness and isolation in *A Christmas Carol*.

Write about:

- how Dickens presents the effects of loneliness and isolation in this extract
- how Dickens presents the effects of loneliness and isolation in the novel as a whole.

[30 marks]



Be careful what you read/see online!

2 | 6

Compare how poets present the ways people are affected by difficult experiences in 'Remains' and in one other poem from 'Power and Conflict'.

[30 marks]

Remains

On another occasion, we get sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.

5 Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
10 I see broad daylight on the other side.
So we've hit this looter a dozen times
and he's there on the ground, sort of inside out,

pain itself, the image of agony.
One of my mates goes by
15 and tosses his guts back into his body.
Then he's carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
20 Then I'm home on leave. But I blink

and he bursts again through the doors of the bank.
Sleep, and he's probably armed, possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –

25 he's here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land
or six-feet-under in desert sand,

but near to the knuckle, here and now,
30 his bloody life in my bloody hands.

GCSE English Literature Paper 2
Answer one question from Section A
(An Inspector Calls), one question from
Section B (Power and Conflict),
and both questions in Section C.

AQA "We are interested in seeing understanding of the what, the how and the why of the text"

We always follow the same steps:

1. Highlight/underline the key words in the question
2. Read the poem and highlight references (quotes)
3. Plan ideas for comparative poem

Have a go!



Be careful what you
read/see online!

AQA

Remember that 'references' does not have to mean direct quotations. We understand that you will want to learn quotations because it makes you feel that you are prepared for the exam. Sometimes the best way you can 'refer' to the text you are writing about is by using moments from it to illustrate the points you are making.

Advice

Only pick a couple of quotations from each text to learn.

Poetry – Remains 'his bloody life in my bloody hands'	Poetry – Exposure 'Our brains ache in the merciless iced east winds that <u>knive</u> us'
An Inspector Calls 'Lower costs, higher prices'	An Inspector Calls 'We are members of one body. We are responsible for each other'
Macbeth 'Brave Macbeth for his deserves that name'	Macbeth 'Are you a man?'
A Christmas Carol 'solitary as an oyster'	A Christmas Carol 'Are there no prisons? Are there no workhouses?'

Grade Boundaries 2024



GCSE	/	9	8	7	6	5	4
English Language	160	121	111	102	92	82	73
English Literature	160	137	121	106	90	74	58



Grade boundaries can vary each year

All exams are 90 minutes long

Foundation

Paper 1	Paper 2	Paper 3
Calculator	Non-Calculator	Calculator
Thurs 15th May	Weds 4th June	Weds 11th June

Higher

Paper 4	Paper 5	Paper 6
Calculator	Non-Calculator	Calculator
Thurs 15th May	Weds 4th June	Weds 11th June

All students will need normal equipment plus a scientific calculator, compass and protractor

Formula Sheet

Higher only

Perimeter, Area and Volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2}(a + b)h$$

Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

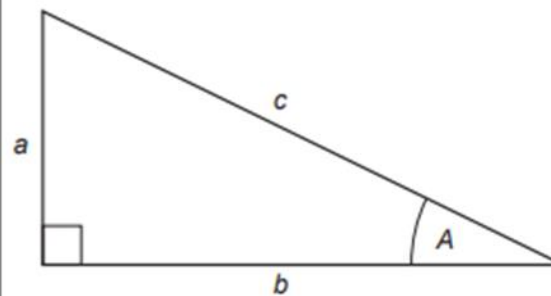
$$\text{Area of a circle} = \pi r^2$$

The Quadratic Formula

The solutions of $ax^2 + bx + c = 0$ where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Pythagoras' Theorem and Trigonometry

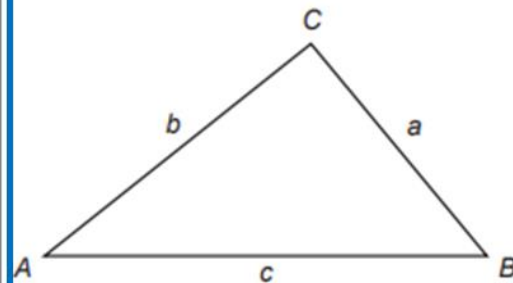


In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$



In any triangle ABC where a , b and c are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2}ab \sin C$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is the number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B)P(B)$$

2024 Grade Boundaries

Foundation

Grade	Overall %
4	44
5	60

Higher

Grade	Overall %
4	14
5	25
6	37
7	48

KS4 Class Structure

Foundation Exam Classes

- Four mixed ability classes
- Aiming to achieve grades 3-5

Higher Exam Classes

- Learning mainly higher content since Year 10
- Two top sets aiming for grades 5 to 9
- Two intermediate sets aiming for grades 4 to 7
- Higher students achieving less than a 4 in the February Mocks will need to move to Foundation classes

The Final Plan

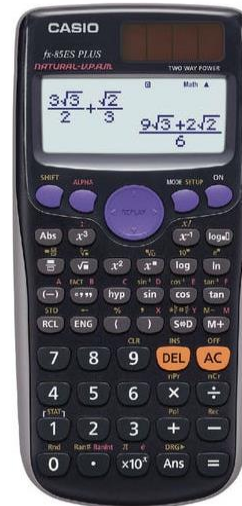
- All classes will finish learning content by 17th March.
- Three fortnightly in lesson exam cycles:
Complete a practice exam, review and analysis, revise weak topics.
- Students need to be complementing their lessons with personal revision all the way up to their final exam.
- Final lessons in exam season will consist of mini predicted paper exam cycles
- Weds Maths Period 7 will restart after Mock Fortnight

Combined science

	Combined Science Pathway	Separate Science Pathway		
	Combined Science	Biology	Chemistry	Physics
GCSEs	2	1	1	1
Exams	Biology 1 Chemistry 1 Physics 1	Biology 1	Chemistry 1	Physics 1
	Biology 2 Chemistry 2 Physics 2	Biology 2	Chemistry 2	Physics 2
Paper Length	1h 15mins (each)	1h 45mins (each)	1h 45 mins (each)	1h 45 mins (each)
Grade Higher:	4-4 to 9-9	4 to 9	4 to 9	4 to 9
Grade Foundation:	1-1 to 5-5	1 to 5	1 to 5	1 to 5

Combined science

- Students will receive the full equation sheet
- Maths skills in physics is worth approximately 30% of the marks



Physics Equations Sheet GCSE Physics (8463) FOR USE IN JUNE 2024 ONLY

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta \theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = $\text{current} \times \text{time}$	$Q = I t$
potential difference = $\text{current} \times \text{resistance}$	$V = I R$
power = $\text{potential difference} \times \text{current}$	$P = V I$
power = $(\text{current})^2 \times \text{resistance}$	$P = I^2 R$
energy transferred = $\text{power} \times \text{time}$	$E = P t$
energy transferred = $\text{charge flow} \times \text{potential difference}$	$E = Q V$
density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

- Revision guides
- Online resources:
 - Tassomai - tailored self quizzing app
 - Seneca - online revision
 - Quizlet - online flashcards
 - AQA Website - past papers



AQA



SENECA



BBC



Bitesize



TASSOMAI
The Learning Program



Quizlet

Revision resources

- All students are given a revision booklet each week in the lead up to mock exams
- Completion will be monitored by teachers
- First booklet handed out before Christmas holidays

Yr11 Combined science Foundation

Directed revision

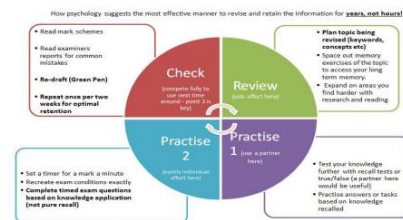
Name: _____

Week 1
W/B 05/09

Revision plan

Each week you will be given the criteria to revise as set by the exam board in the advanced information.

Week beginning	Key dates	Biology	Chemistry	Physics
05/09/2022		B1 Cell Biology	C1 Atomic structure & periodic table	
12/09/2022		B1 Organisation (1)		P1 Energy
19/09/2022		B1 Organisation (2)		P1 Electricity
26/09/2022			C1 Bonding, structure, & the properties of matter	
03/10/2022		B1 Infection & response		P1 Particle model of matter
10/10/2022		B1 Bioenergetics	C1 Quantitative chemistry	
17/10/2022			C1 Chemical changes	
24/10/2022	Half term		C1 Energy changes	P1 Atomic structure
31/10/2022				MOCK EXAMS START



Each week you will be expected to:

- Use the checklist to self assess your knowledge
- Improve your knowledge of your red areas by
 - a. Completing the Seneca assignment – this will be checked by your teacher
 - b. Using the BBC bitesize and video links to make notes, flashcards or poster/concept map
- Practice recalling your knowledge by self quizzing, there are links to online flashcards to test yourself also
- Apply your knowledge by answering the exam questions
- Self assess and correct your work.

Each booklet contains

- Timetable
- Checklist to revise
- Links to BBC bitesize, revision videos & online flashcards
- Exam questions