

Year 11 Parent Information Evening



Absences

Add up!

Attend Today - Achieve Tomorrow

Greater than 95% Attendance



80%



80% of students achieved at least 5 GCSEs including English and Maths when they attended more than 95%

Less than 90% Attendance



52%



52% of students achieved at least 5 GCSEs including English and Maths when they attended less than 90%

Less than 80% Attendance



39%



39% of students achieved at least 5 GCSEs including English and Maths when they attended less than 80%

Period 6

- Last year, students in year 11 gained an average of 1.5 weeks of specialist tuition through P6 attendance alone.
- The students who were there consistently made the most progress from September 2025 to July 2026.
- Thank you for all of your support so far – attendance has been excellent and the students' attitudes in the sessions have been incredible.



2025-26

- 10% increase in the number of students a grade 4 or above in both English and Maths
- 10% in the number of students a grade 5 or above in both English and Maths
- Those who attended more, performed better:
- Average grade of a student attending >95% was 1 whole grade higher than those 90-95%
- Above Local Authority average for 4+ and 5+



Exam Information - English

Exam Board:

AQA

Exam Structure:

Language

Paper 1 – Explorations in Creative Writing and Reading

Paper 2 – Writers' Viewpoints and Perspectives

NEA – Spoken Language

Literature

Paper 1 – Shakespeare and the 19th Century Novel

Paper 2 – Modern Texts and Poetry

Mrs D Bell
English CL



Paper 1: Shakespeare and the 19th-century novel	
What's assessed • Shakespeare • The 19th-century novel	Macbeth A Christmas Carol
How it's assessed • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE	
Questions Section A Shakespeare: 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: 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 texts • Poetry • Unseen poetry	An Inspector Calls Power and Conflict Poetry
How it's assessed • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE	
Questions Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: 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.	

Mrs D Bell
English CL



Exam Tips

Literature

- Know your texts! Revise plot, character and theme for each text. Use the department Super Six quotes as a 'must learn' starting point.
- Familiarise yourself with the papers - You are only answering questions on the texts you have studied. You can disregard the others.
- Each response is an essay. Give it the time it needs and ensure that you are using the PETAZL structure to respond.

Mrs D Bell
English CL



Exam Tips

Language

- Answer every question – every mark counts!
- The writing section on each paper is worth 40 marks. Ensure that you leave approximately 45 minutes to complete it.
- Ensure that you know which skill is being tested on which question; structure each response using the acronym from our structure strips.
- Read the question carefully. Make sure you know what the focus of the question is before you start to answer.

Mrs D Bell
English CL



Language Paper 1

Question 2 (Language analysis)	Question 3 (Structural analysis)	Question 4 (Evaluating)	Question 5 Writing to describe or narrate	
POINT: Write an overall statement to answer the question: •The writer uses language to present _____ as _____	Write an overall statement to answer the question: •The writer uses structure to _____	POINT: Respond to the statement: •I agree/disagree with the statement that _____ because _____.	Verb opening	(I/he/she _____) Froze/stopped/gasped/blinked/grinned/pause d/hesitated/waited
EVIDENCE: “_____” is used to.... Give an example of the TECHNIQUE you have identified from the specified part of the text. Remember to present your quote appropriately.	WHEN? •At the start of the extract... •At line _____ •In paragraph... •At the end of the extract...	EVIDENCE: “_____” is used to.... Give an example of the TECHNIQUE you have identified from the specified part of the text (This could be character, setting, any language features or structural features)	Ellipsis	...
ANALYSIS: What does this quote suggest? What connotations does the word/technique have? How does it make the reader feel? What tone/atmosphere does it create? •This suggests/conveys/presents/compares...	WHAT? Explain what happens at that part of the text. • The reader sees... • The focus is on... • The writer zooms in on... • The atmosphere is/becomes...	ANALYSE: Explain how the evidence supports/contradicts the statement. •This supports the statement as... •This challenges the statement as.... •This suggests... •This is effective as it... •My own impression is... which is supported by the writer’s....	Reaction	• My hands trembled... • My heart pounded in my chest... • Excitement shot through my veins... • With legs like lead, I...
ZOOM: Is there a part of the quote which is particularly powerful? Can you focus in on a single word or short phrase to add layers to your meaning?	WHY? How does this structural features interest the reader? Focus on RIP • This makes us REMEMBER... • This makes us IMAGINE... • This makes us PREDICT...	ZOOM: Is there a part of the quote which is particularly powerful? Can you focus in on a single word or short phrase to add layers to your meaning?	Your thoughts	• Could this really be it? • It couldn't be. Surely? • I'd only ever seen something like this once before...
Repeat this 2-3 times. Ensure you are analysing language from the section specified in the question.	Repeat this 4-5 times. Ensure you use the full extract in your response.	Repeat this 2-3 times. Ensure you are EVALUATING how the writer achieves something – That means you can look at the other side of the argument.	Setting	• Senses • Weather • Other people • Buildings/landscape
			Tension	• Suddenly, my eyes fixed on... • Gradually, the darkness crept back...
			Expand	• The noise grew louder... • The shadow got closer... • Lights glittered ahead...
			Emotions	• Fear coursed through my body... • I could barely stop my legs from crumbling beneath me... • Fighting back tears, I pulled myself from the ground...
			Pose a question	• Was this it? • How was I going to get out? • Would I ever feel this happy again?

Language Paper 2

Question 2 Pink Skill (Summarising both texts)	Question 3 (Language analysis)	Question 4 (Comparing writer's viewpoints)	Question 5 (Transactional Writing)
Statement: Identify a key point from Source A regarding the topic of the question. •In Source A, _____	POINT: Write an overall statement to answer the focus of question: •The writer uses language to present _____ as _____	Opening statement – ‘same but different’ •Both writers explain their view of _____, however the writer of Source A is more _____ whereas Source B is more _____.	Envisage this... In your first paragraph, you describe exactly what life is like now, linked to the question.
Quotation: Find some evidence from the text to support your point. •The writer states " _____ "	EVIDENCE: " _____ " is used to.... Give an example of the TECHNIQUE you have identified from the specified part of the text. Remember to present your quote appropriately.	POINT: In Source A, the writer highlights his/her feeling/thoughts of _____ towards _____	Techniques: Rhetorical question, emotive language, triple.
Inference: Infer meaning from your evidence and explain what it shows. •This suggests... •This shows...	ANALYSIS: What does this quote suggest? What connotations does the word/technique have? How does it make the reader feel? What tone/atmosphere does it create? •This suggests/conveys/presents/compares...	EVIDENCE: This is portrayed through the TECHNIQUE _____ "..." which suggests...	The problem we face today is... In your second paragraph, explain the issue you are addressing, why it is a problem and what the bigger impact is (BIG SIX).
Develop: Push your inference further. Can you give a more sophisticated idea? •Furthermore, it could be suggested that...		ANALYSE: •The specific use of the adverb/adjective/verb "..." highlights... •This makes the writer/reader feel/understand... •The writer is.... •This shows the writer thinks/feels...	Techniques: Exaggeration, alliteration, declarative sentence.
Statement: Make a point about Source B starting with a comparative connective •However/Similarly, in Source B, _____		Comparative connective •On the other hand...	The solution is abundantly clear... In your third paragraph, explain what needs to be done in order to improve the issue. Use small, manageable things and explain the bigger impact.
Quotation: Find some evidence from the text to support your point. The writer states " _____ "	ZOOM: Is there a part of the quote which is particularly powerful? Can you focus in on a single word or short phrase to add layers to your meaning?	POINT: In Source B, the writer highlights his/her feeling of _____ towards _____	Techniques: Fact, anecdote, metaphor
Inference: Infer meaning from your evidence and explain what it shows. •This suggest... •This shows...		EVIDENCE: This is portrayed through the TECHNIQUE _____ "..." which suggests...	Now envisage this... In your final paragraph, describe what life will be like from now on, if the problem is addressed.
Develop: Push your inference further. Can you give a more sophisticated idea? •Furthermore, it could be suggested that...		ANALYSE: •The specific use of the adverb/adjective/verb "..." highlights... •This makes the writer/reader feel/understand... •The writer is.... •This shows the writer thinks/feels...	Techniques: Rhetorical question (similar to the one you started with!), simile, exaggeration
Repeat this 2 times. Remember, you are looking for hidden information – not language devices. You don't have to discuss the writer.	Repeat this 2-3 times. Ensure you are analysing language from the section specified in the question.	Repeat this 2-3 times. Ensure that you focus on their FEELINGS	Try to ensure that your ideas are well developed. Use LaPPS to get your technical marks!

Exam Information - Maths

Exam Board:

Edexcel

Exam Structure:

Papers

Paper 1 – Non-calculator (90 minutes)

Paper 2 – Calculator (90 minutes)

Paper 3 – Calculator (90 minutes)

Tiers

Foundation – Grades 5 - 1

Higher – Grades 9 - 4

Mr L Murray
Maths CL



Exam Tips

- Make sure you show ALL working out – anything you do, write it down
- This is especially important on the calculator paper
- Don't scribble anything out – put a simple line through, you might still get marks
- Aim for 1 mark per minute
- Use the formula sheet – it's there to help!
- Don't leave any questions blank
- Read the question carefully – the first thing to work out is what the question is asking you to do

Mr L Murray
Maths CL



Exam Information - Science



Exam Board:

AQA

Exam Structure:

Mrs S Manning
Science CL

Final GCSE Summer Exams																											
Final GCSE Exams	Mon 10 th May – Wed 23 rd June	Students will sit six x 75-minute papers, each worth 70 marks = 420 marks in total																									
		- Biology Paper 1 – units 1 to 4.						Tues 11 th May (am) – 239 days (34 weeks) from today																			
		- Chemistry Paper 1 – units 1 to 5.						Mon 17 th May (am) - 245 days (35 weeks) from today																			
		- Physics Paper 1 – units 1 to 4.						Tues 25 th May (am) - 253 days (36 weeks) from today																			
		- Biology Paper 2 – units 5 to 7.						Thurs 10 th June (am) - 269 days (38 weeks) from today																			
		- Chemistry Paper 2 – units 6 to 10.						Tues 15 th June (am) 274 days (39 weeks) from today																			
		- Physics Paper 2 – units 5 to 7.						Fri 18 th June (am) 277 days (39 weeks) from today																			
Approximate FOUNDATION TIER Grade Boundaries		5-5		5-4		4-4		4-3		3-3		3-2		2-2		2-1		1-1		U							
		276		257		238		208		178		149		120		91		62		<62							
Approximate HIGHER TIER Grade Boundaries		9-9		9-8		8-8		8-7		7-7		7-6		6-6		6-5		5-5		5-4		4-4		4-3		U	
		298		280		262		245		228		208		188		168		149		130		111		101		<101	



Structure of the Papers



Mrs S Manning
Science CL

Start of the Paper (Questions 1–2)

- **Easy entry:** The exam begins with simple, low / standard demand questions.
- **Quick recall:** You will see multiple-choice questions, labelling diagrams, or fill-in-the-blank sentences.
- **Testing basics:** These questions test basic memory and definitions (AO1) to help settle your nerves.
- **Low marks:** Most parts here are worth 1 or 2 marks

Middle of the Paper (Questions 3–4)

- **More challenge:** The middle section introduces short calculations and data tables.
- **Applying knowledge:** You must use what you learned in class to explain simple science ideas in new contexts (AO2).
- **Medium marks:** Questions are usually worth 3 to 4 marks. You need to write clear, short sentences in a logical order.

End of the Paper (Questions 5–6)

- **Hardest tasks:** The final questions test your deep understanding and data analysis (AO3).
- **Unfamiliar settings:** You may face unfamiliar experiments or tricky graphs that require careful reasoning.
- **The 6-marker:** Each paper usually ends or features major extended-response questions worth 6 marks. These require a structured, multi-step explanation.



Exam Tips

- Read **all** of the question carefully – the first thing to work out is what the question is asking you to do
- Don't leave any questions blank
- Aim for 1 mark per minute
- Make sure you show ALL working out – anything you do, write it down
- Chemistry and Physics - Use the periodic table or formula sheet (two sided) – it's there to help!
- Graphs and Charts – use a pencil in case of mistakes
- Line of best fit – straight or curved
- Extended questions – do NOT have to be in continuous prose, use tables, bullet points, diagrams etc
- Use comparative language when comparing e.g. higher, not high
- Command words – do what it is asking you to do,
e.g. describe = say what you see / know,
explain = say what you see / know and give a reason(s) why



Mrs S Manning
Science CL

