

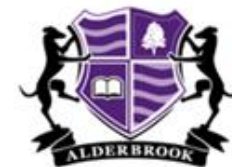
# Welcome to Year 11 Information Evening

Monday 18<sup>th</sup> September

Ambition

Bravery

Kindness



Alderbrook School  
& Sixth Form  
AMBITION | BRAVERY | KINDNESS

# Ofsted April 2023

Relationships between pupils and staff are warm and respectful. Teachers treat pupils as individuals and pupils welcome this.

Pupils and students in the sixth form discuss careers, university aspirations and apprenticeships. This prepares them well for the next stages of their lives

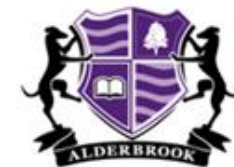
Leaders have developed an ambitious and well-sequenced curriculum, including in the sixth form

Pupils' well-being is at the forefront of leaders' vision, including pupils' mental health.

**Ambition**

**Bravery**

**Kindness**



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& Sixth Form**  
AMBITION | BRAVERY | KINDNESS

1

Relationships are positive and transformational

2

A culture of wellbeing and development for all

3

A broad and ambitious curriculum for all students

4

Students, and particularly our most vulnerable, are at the heart of all we do

5

We work in collaboration with many schools serving one community

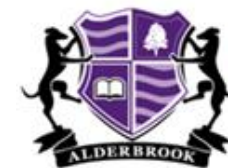
6

We work to eliminate discrimination and ensure equality of opportunity

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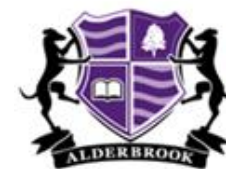
AMBITION | BRAVERY | KINDNESS



Ambition

Bravery

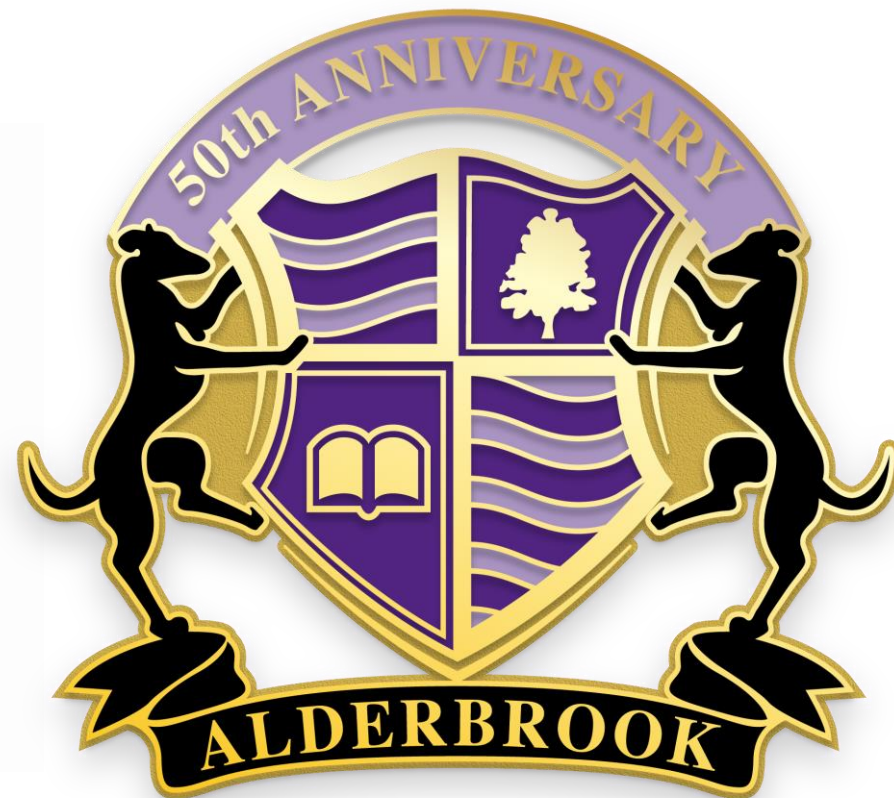
Kindness



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& Sixth Form  
AMBITION | BRAVERY | KINDNESS



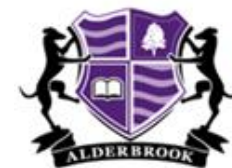
**#PROUD  
TO BE  
ABK**



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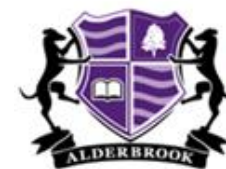
# This evening

- Key information from:
  - Maths
  - English
  - Science
- Seneca
- Revision Strategies
- Careers
- Attendance/Mental health and well being advice
- ABK Sixth Form
- Key dates

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# Year 11 Team

## Leadership Team

Head of Year: Mrs Monica Choudhury

Pastoral Manager: Ms Jools Allen

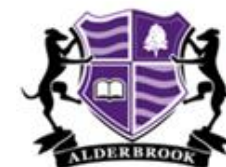
Assistant Headteacher: Mr Michael Wade

## Tutor Team

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# MATHS

- Exam format returned to normal this summer. We await confirmation as to whether or not formulae pages will be added to the fronts of papers. **Mock examinations** will take place in the new year to firmly establish final tiers of entry.

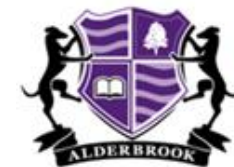
**Revision Programme over course of year 11 has already commenced:**

- ☐ Students are receiving one **exam sheet** per week containing vital exam qu's.
- ☐ From March, students will be sitting a **preparatory mini test** each week, which will be essential in terms of preparation
- ☐ Our '**Student Dashboard**' will be made available to students in the new year, containing a comprehensive revision package bespoke to Alderbrook School. To compliment this online resource, students will also be issued with a hard-copy of an '**Ultimate Revision Guide**' (available for both tiers, produced by ABK staff). Note, the guides come complete with video tutorials for every page (available at Higher – under development at Foundation!)
- ☐ Exploitation of resources has seen many recent cohorts **out-perform all other schools within the Solihull Borough.**

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# Exam Format for Foundation Tier (sat with OCR)

**OCR**  
Oxford Cambridge and RSA

**F**

**Tuesday 03 November 2020 – Morning**  
**GCSE (9–1) Mathematics**  
**J560/01 Paper 1 (Foundation Tier)**  
Time allowed: 1 hour 30 minutes

You can use:  
• a scientific or graphical calculator  
• geometrical instruments  
• tracing paper

Please write clearly in black ink. Do not write in the barcodes.

Centre number       Candidate number

First name(s)

Last name

**INSTRUCTIONS**

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer all the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.
- Use the  $\pi$  button on your calculator or take  $\pi$  to be 3.142 unless the question says something different.

**INFORMATION**

- The total mark for this paper is 100.
- The marks for each question are shown in brackets.
- This document has 20 pages.

**ADVICE**

- Read each question carefully.

© OCR 2020 (6014806/01)  
1904004 D

**Paper 1**  
**Calculator**  
90 minutes  
**100** marks total

**OCR**  
Oxford Cambridge and RSA

**F**

**Thursday 05 November 2020 – Morning**  
**GCSE (9–1) Mathematics**  
**J560/02 Paper 2 (Foundation Tier)**  
Time allowed: 1 hour 30 minutes

You can use:  
• geometrical instruments  
• tracing paper

Do not use:  
• a calculator

Please write clearly in black ink. Do not write in the barcodes.

Centre number       Candidate number

First name(s)

Last name

**INSTRUCTIONS**

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
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- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.

**INFORMATION**

- The total mark for this paper is 100.
- The marks for each question are shown in brackets.
- This document has 20 pages.

**ADVICE**

- Read each question carefully.

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9004117 D

**Paper 2**  
**Non-Calculator**  
90 minutes  
**100** marks total

**OCR**  
Oxford Cambridge and RSA

**F**

**Monday 09 November 2020 – Morning**  
**GCSE (9–1) Mathematics**  
**J560/03 Paper 3 (Foundation Tier)**  
Time allowed: 1 hour 30 minutes

You can use:  
• a scientific or graphical calculator  
• geometrical instruments  
• tracing paper

Please write clearly in black ink. Do not write in the barcodes.

Centre number       Candidate number

First name(s)

Last name

**INSTRUCTIONS**

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer all the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.
- Use the  $\pi$  button on your calculator or take  $\pi$  to be 3.142 unless the question says something different.

**INFORMATION**

- The total mark for this paper is 100.
- The marks for each question are shown in brackets.
- This document has 20 pages.

**ADVICE**

- Read each question carefully.

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9035015 D

**Paper 3**  
**Calculator**  
90 minutes  
**100** marks total

All three papers combined give a total score out of **300**.  
Score out of 300 will determine students' grades.

# Exam Format for Higher Tier (sat with Edexcel)

Please check the examination details below before entering your candidate information

Candidate surname  Other names

Centre Number  Candidate Number

Pearson Edexcel  
Level 1/Level 2 GCSE (9-1)

**Tuesday 3 November 2020**

Morning (Time: 1 hour 30 minutes) Paper Reference **1MA1/1H**

**Mathematics**  
**Paper 1 (Non-Calculator)**  
**Higher Tier**

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser. Tracing paper may be used.

Total Marks

**Instructions**

- Use **black** ink or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- Calculators may not be used.**

**Information**

- The total mark for this paper is 80.
- The marks for each question are shown in brackets.
- use this as a guide

**Advice**

- Read each question carefully.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time.

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1/1/17/17

**Paper 1**  
**Non-Calculator**  
**90 minutes**  
**80 marks total**

Please check the examination details below before entering your candidate information

Candidate surname  Other names

Centre Number  Candidate Number

Pearson Edexcel  
Level 1/Level 2 GCSE (9-1)

**Thursday 5 November 2020**

Morning (Time: 1 hour 30 minutes) Paper Reference **1MA1/2H**

**Mathematics**  
**Paper 2 (Calculator)**  
**Higher Tier**

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.

Total Marks

**Instructions**

- Use **black** ink or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- Calculators may be used.**
- If your calculator does not have a  $\pi$  button, take the value of  $\pi$  to be 3.142 unless the question instructs otherwise.

**Information**

- The total mark for this paper is 80.
- The marks for each question are shown in brackets.
- use this as a guide

**Advice**

- Read each question carefully.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time.

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**Paper 2**  
**Calculator**  
**90 minutes**  
**80 marks total**

Please check the examination details below before entering your candidate information

Candidate surname  Other names

Centre Number  Candidate Number

Pearson Edexcel  
Level 1/Level 2 GCSE (9-1)

**Monday 9 November 2020**

Morning (Time: 1 hour 30 minutes) Paper Reference **1MA1/3H**

**Mathematics**  
**Paper 3 (Calculator)**  
**Higher Tier**

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.

Total Marks

**Instructions**

- Use **black** ink or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
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- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- Calculators may be used.**
- If your calculator does not have a  $\pi$  button, take the value of  $\pi$  to be 3.142 unless the question instructs otherwise.

**Information**

- The total mark for this paper is 80.
- The marks for each question are shown in brackets.
- use this as a guide

**Advice**

- Read each question carefully.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time.

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**Paper 3**  
**Calculator**  
**90 minutes**  
**80 marks total**

All three papers combined give a total score out of **240**.  
Score out of 300 will determine students' grades.

# Useful Websites

## Corbettmaths.com

Probably the best free website in the world at the moment for GCSE mathematics. Students can access **workbooks** filled with questions on any GCSE topic at higher tier or foundation. Note, this website is excellent when used **in conjunction with the Ultimate Guides** which will be issued in the new year.

## Revisionmaths.com

As we tell our students, securing content knowledge only forms **50% of preparations**. Students absolutely must gain as much **examination practice** as is possible, under the necessary time constraints. This website contains **several past papers** for both Edexcel Higher and OCR Foundation (with accompanying mark schemes)

# GCSE English Language and Literature

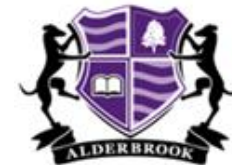
The exam board is AQA.  
([www.aqa.org.uk](http://www.aqa.org.uk))



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**There is no coursework element.  
The qualification is 100%  
examination.**

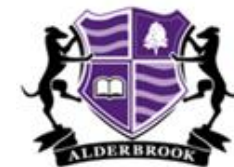
**There are 4  
exams.  
2 for each:  
Lang & Lit**



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**Bravery**

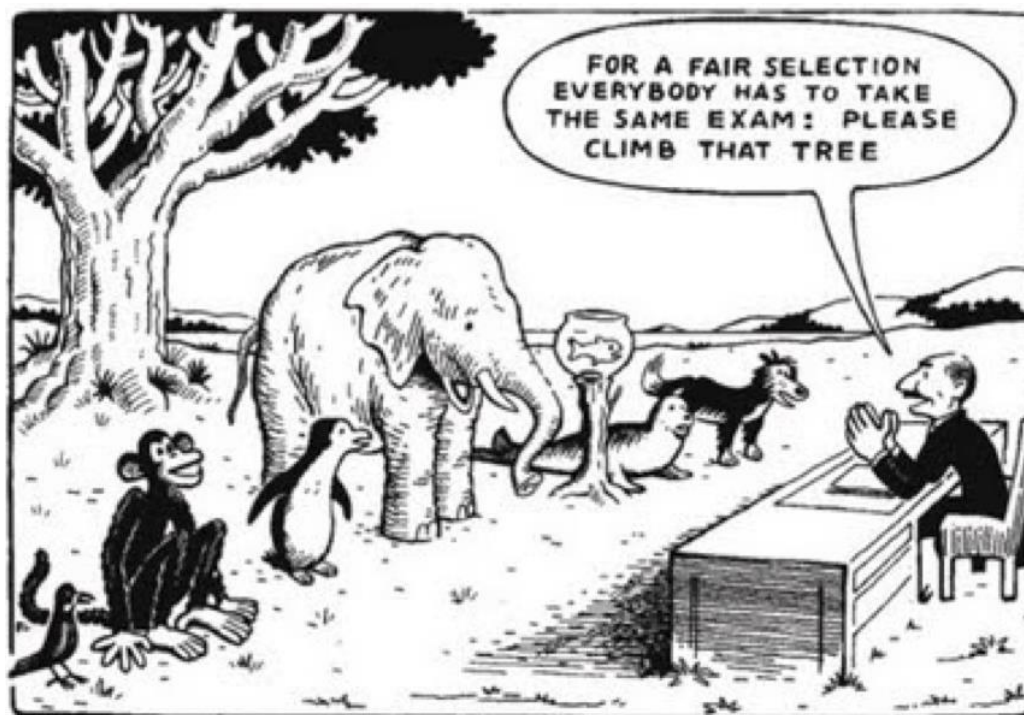
**Kindness**



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There is no “Higher” or “Foundation”  
paper.

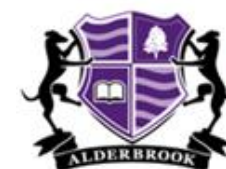
**ALL** pupils will sit the same exam.



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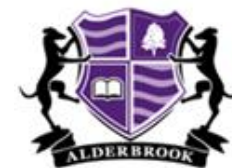
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**Unless your child is in teaching group  
I1x6, all pupils will be entered for GCSEs  
in Language & Literature in the Summer  
of 2024**

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# GCSE ENGLISH LANGUAGE - PAPER 1



**1 hour 45 mins**  
**80 marks**  
**50% of your GCSE**

## SECTION A: READING - ONE SOURCE - Literature Passage

### Q1: SHORT FORM QUESTION (4 marks)

*"List **four** things from this part of the text about the ..."*

### Q2: LONGER FORM QUESTION (8 marks)(Extract)

*"How does the writer use language here to describe the effects of..."*

### Q3: LONGER FORM QUESTION (8 marks)(Whole Text)

*"How has the writer structured the text to interest you as a reader?..."*

### Q4: EXTENDED QUESTIONS (20 marks)

*You will be asked to critically evaluate the success of the writer - for example:*

*"The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them." To what extent do you agree?*

## SECTION B: WRITING - Descriptive or Narrative (40 marks - 16 for SPAG)

*This question will be based upon the  
THEME of the Source.  
eg. If the source was about weather -  
your question may look like this:*

*"Write a description suggested by this  
picture." OR...*

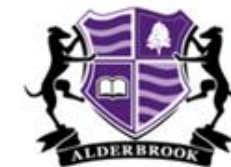
*"Write the opening part of a story about a  
place that is severely affected by the weather."*



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# GCSE ENGLISH LANGUAGE - PAPER 2



1 hour 45 mins  
80 marks  
50% of your GCSE



## SECTION A: READING - 2 SOURCES

### Q2: SHORT FORM QUESTION (4 marks - Source A)

Tick 4 boxes - ☒ "Which 4 statements are true?"

### Q2: LONGER FORM QUESTION (8 marks)(Source A + B)

"Summarise the differences.....between.....in Sources A and B."

### Q3: LONGER FORM QUESTION (12 marks)(Source B)

"How has the writer used language to?..."

### Q4: EXTENDED QUESTIONS (16 marks)(Source A + B)

"Compare the ways in which the writers....In Source A and B"

You should:   
\*compare.....   
\*compare.....   
\*use references from the text to support your ideas

## SECTION B: WRITING - Viewpoint or Perspective (40 marks - 16 for SPAG)



This question will be based upon the  
THEME of Sources A + B.  
e.g. If the sources were about education  
- your question may look like this:

'Homework has no value. Some students get  
it done for them; some don't do it at all.  
Students should be relaxing in their free  
time.'

Write an article for a broadsheet newspaper  
in which you explain your point of view on  
this statement.

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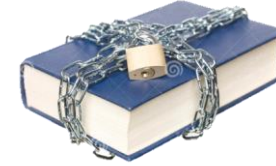
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# GCSE ENGLISH LITERATURE – PAPER 1



1 hour 45 mins  
64 marks  
40% of your GCSE



**CLOSED BOOK EXAM!**

## **SECTION A :** Write in detail about an extract from Macbeth...

...and then about the play as a whole.

The raven himself is hoarse  
That croaks the fatal entrance of Duncan  
Under my battlements. Come, you spirits  
That tend on mortal thoughts, unsex me here,  
5 And fill me from the crown to the toe topfull  
Of direst cruelty; make thick my blood,  
Stop up th'access and passage to remorse  
That no compunctious visitings of nature  
Shake my fell purpose nor keep peace between  
10 Th'effect and it. Come to my woman's breasts,  
And take my milk for gall, you murdering ministers,  
Wherever in your sightless substances  
You wait on nature's mischief. Come, thick night,  
And pall thee in the dunnest smoke of hell,  
15 That my keen knife see not the wound it makes  
Nor heaven peep through the blanket of the dark,  
To cry 'Hold, hold!'



Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole. (34marks)

## **SECTION B :** Write in detail about an extract from Jekyll + Hyde... <sup>marks)</sup>

...and then about the novel as a whole.



'We have common friends,' said Mr Utterson.  
'Common friends!' echoed Mr Hyde, a little hoarsely. 'Who are they?'  
Jekyll, for instance,' said the lawyer.  
5 'He never told you,' cried Mr Hyde, with a flush of anger. 'I did not think you would have lied.'  
'Come,' said Mr Utterson, 'that is not fitting language.'  
The other snarled aloud into a savage laugh; and the next moment, with extraordinary quickness, he had unlocked the door and disappeared into the house.  
10 The lawyer stood awhile when Mr Hyde had left him, the picture of disquietude. Then he began slowly to mount the street, pausing every step or two and putting his hand to his brow like a man in mental perplexity. The problem he was thus debating as he walked was one of a class that is rarely solved. Mr Hyde was pale and dwarfish; he gave an impression of deformity without any nameable malformation; he had a displeasing smile; he had borne himself to the lawyer with a sort of murderous mixture of timidity and boldness, and he spoke with a husky whispering and somewhat broken voice, — all these were points against him; but not all of these together could explain the hitherto unknown disgust, loathing and fear with which Mr Utterson regarded him. 'There must be something else,' said the perplexed gentleman. 'There is something more, if I could find a name for it. God bless me, the man seems hardly human! — Something troglodytic, shall we say? Or can it be the old story of Dr Faustus? Or is it the mere radiance of a foul soul that thus transpires through, and transfigures, its clay continent? The last, I think; for, O my poor old Harry Jekyll, if ever I read Satan's signature upon a face, it is on that of your new friend!'

Starting with this extract, how does Stevenson present Mr Hyde as a frightening outsider?

Write about:

- how Stevenson presents Mr Hyde in this extract
- how Stevenson presents Mr Hyde as a frightening outsider in the novel as a whole. (30 marks)

# THE BIG ONE.



*How and why does Sheila change in An Inspector Calls?*

*How does Priestley explore responsibility in An Isp Calls?*

# An Inspector Calls

## **SECTION B: POETRY - ANTHOLOGY**



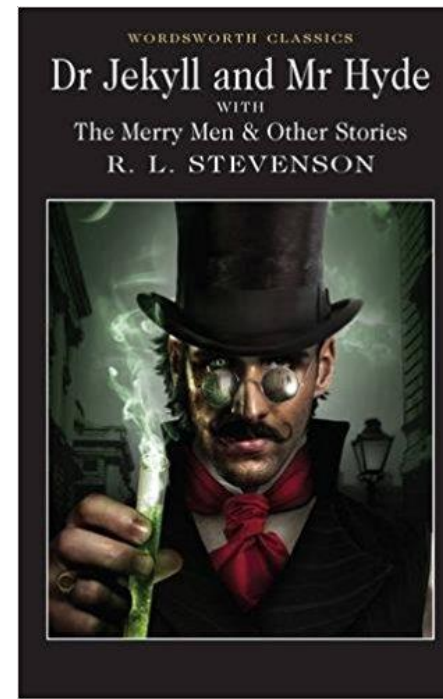
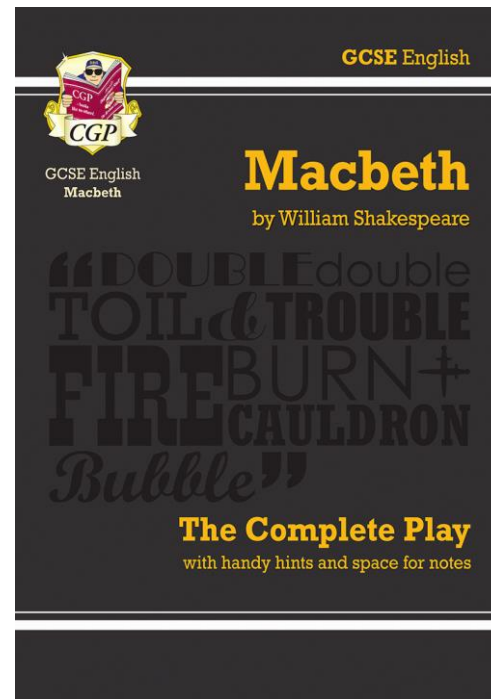
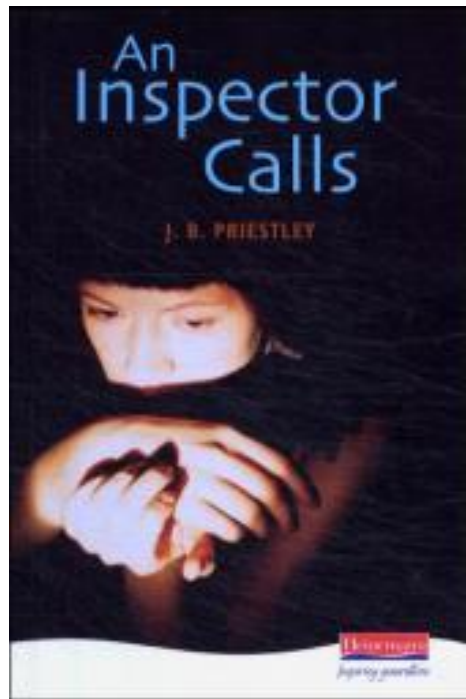
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## **SECTION C: UNSEEN POETRY**

**Answer one question about an Unseen Poem (24 marks) AND THEN answer a question comparing it to a FURTHER Unseen Poem. (8 marks)**



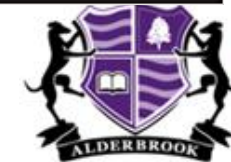
# What can pupils be doing at home?



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# What can pupils be doing at home?

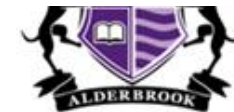
[www.cgp](http://www.cgp)



Ambition

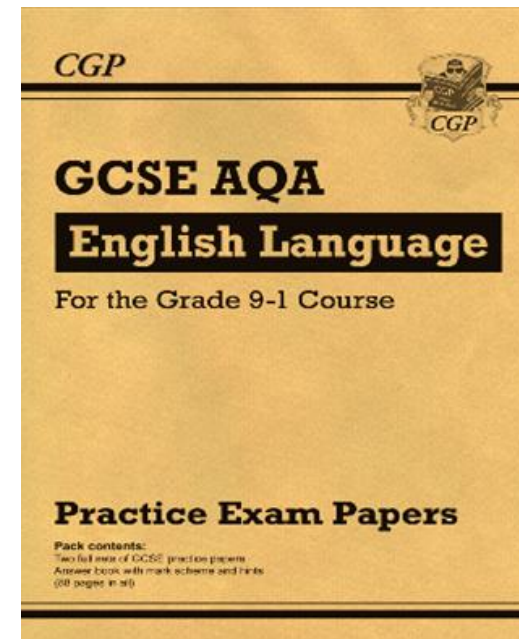
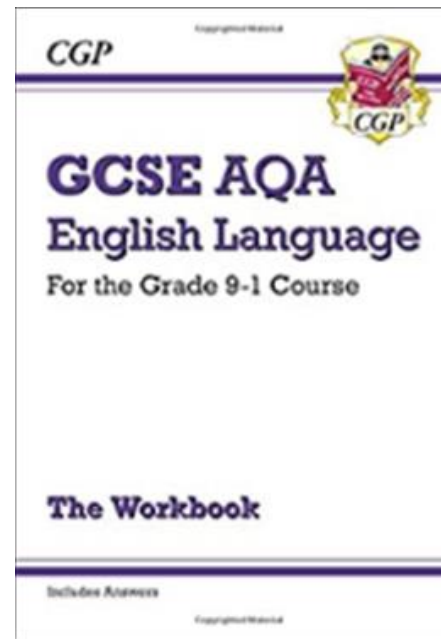
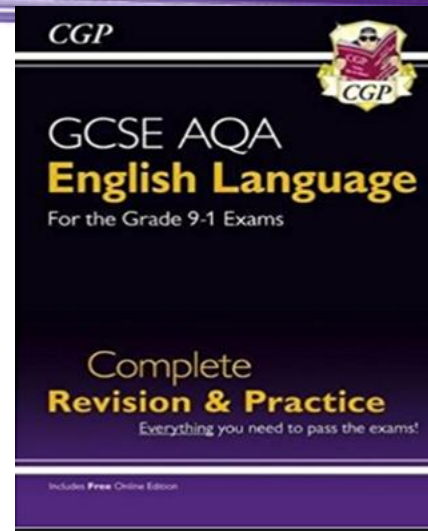
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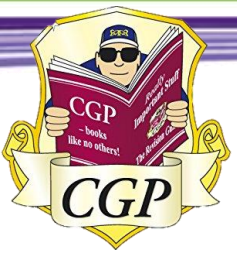
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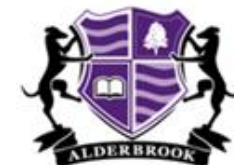
# Websites



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# SCIENCE



Combined Trilogy: Gain 2 x GCSES

Triple: Gain 3 x GCSE

We use AQA

A well-regarded exam board!

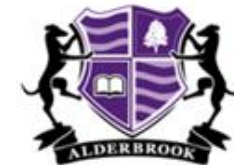


Directly feeds into our Science A levels; Biology, Chemistry and Physics

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### Biology Paper 1

- Magnification of plant and animal cells
- Osmosis in plant tissue
- Food tests
- pH on rate of enzyme activity
- Effect of light intensity on photosynthesis

### Chemistry Paper 1

- Prepare a salt from an insoluble oxide or carbonate
- Electrolysis of aqueous solutions
- Investigate the variable that affect temperature changes in reacting solutions

### Physics Paper 1

- Specific heat capacity
- Effect on resistance by:
  - Changing the wire length
  - Combinations of resistors in series and parallel
- I-V characteristics of filament lamp, diode and resistor at constant temperature
- Densities of regular and irregular solid objects and liquids

### Biology Paper 2

- Effect of a factor on human reaction time
- Measure the population size of a common species in a habitat and use sampling techniques to investigate the effect of a factor on the distribution of this species.

### Chemistry Paper 2

- Effect of changing concentration on rate of reactions by measuring gas production or colour change/turbidity.
- Paper Chromatography
- Analysis and purification of water samples

### Physics Paper 2

- Force and extension of a spring
- Effect of force on the acceleration of an object
- Frequency, wavelet and speed of waves ripple tank
- Infrared radiation absorpt

Complete and be examined on over 20 required practical experiments.

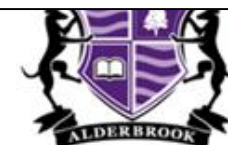
Memorise and use over 20 physics formulae.

AQA GCSE Physics – Equations & Formulae (specification 8463 & 8464)			
<b>Unit 1: Energy</b> <b>Equations to Learn</b> $\text{kinetic energy} = \frac{1}{2} \times \text{mass} \times \text{speed}^2$ $E_k = \frac{1}{2}mv^2$ $\text{GPE} = \text{mass} \times \text{gravitational field strength} \times \text{height}$ $E_p = mgh$ $\text{power} = \frac{\text{work done}}{\text{time taken}} = \frac{\text{energy transferred}}{\text{time taken}}$ $P = \frac{W}{t} = \frac{E}{t}$ $\text{efficiency} = \frac{\text{useful energy output}}{\text{total energy input}}$ $\text{efficiency} = \frac{\text{useful power output}}{\text{total power input}}$ <b>Equations given in the exam</b> $\text{elastic potential energy} = 0.5 \times \text{spring constant} \times (\text{extension})^2$ $E_e = \frac{1}{2}kx^2$ $\text{change in thermal energy} = \text{mass} \times \text{specific heat capacity} \times \text{temperature change}$ $\Delta E = mc\Delta\theta$		<b>Unit 3: Particle Model of Matter</b> <b>Equations to Learn</b> $\text{density} = \frac{\text{mass}}{\text{volume}}$ $\rho = \frac{m}{V}$ <b>Equations given in the exam</b> $\text{change in thermal energy} = \text{mass} \times \text{specific heat capacity} \times \text{temperature change}$ $\Delta E = mc\Delta\theta$ $\text{thermal energy for a change in state} = \text{mass} \times \text{specific latent heat}$ $E = mL$ $\Delta$ for a gas: $\text{pressure} \times \text{volume} = \text{constant}$ $pV = \text{constant}$	
<b>Unit 2: Electricity</b> <b>Equations to Learn</b> $\text{charge flow} = \text{current} \times \text{time}$ $Q = It$ $\text{potential difference} = \text{current} \times \text{resistance}$ $V = IR$ $\text{total resistance} = \text{resistance of component 1} + \text{resistance of component 2}$ $R_T = R_1 + R_2$ $\text{power} = \text{current} \times \text{potential difference}$ $P = IV$ $\text{power} = (\text{current})^2 \times \text{resistance}$ $P = I^2R$ $\text{energy transferred} = \text{power} \times \text{time}$ $E = Pt$ $\text{energy transferred} = \text{charge flow} \times \text{potential difference}$ $E = QV$		<b>Unit 4: Atomic Structure &amp; Unit 8: Space</b> There are no equations in these sections of the course	
<b>Unit 5: Forces</b> <b>Equations to Learn</b> $\text{weight} = \text{mass} \times \text{gravitational field strength}$ $W = mg$ $\text{work done} = \text{force} \times \text{distance}$ $(\text{moved along the line of action of the force})$ $W = Fs$ $\text{force} = \text{spring constant} \times \text{extension}$ $F = kx$ $\text{moment of a force} = \text{force} \times \text{distance}$ $(\text{perpendicular to the direction of the force})$ $M = Fd$ $\text{pressure} = \frac{\text{force normal to a surface}}{\text{area of that surface}}$ $p = \frac{F}{A}$ $\text{distance travelled} = \text{speed} \times \text{time}$ $s = vt$ $\text{acceleration} = \frac{\text{change in velocity}}{\text{time taken}}$ $a = \frac{\Delta v}{t}$ $= \frac{\text{final velocity} - \text{initial velocity}}{\text{time taken}}$ $= \frac{v - u}{t}$ $\text{resultant force} = \text{mass} \times \text{acceleration}$ $F = ma$ $\Delta$ momentum = mass $\times$ velocity $p = mv$ <b>Equations given in the exam</b> $\Delta$ Pressure = height of column $\times$ density of liquid $\times$ gravitational field strength $p = h\rho g$ $\Delta$ (final velocity) $^2$ - (initial velocity) $^2$ = 2 $\times$ acceleration $\times$ distance $v^2 - u^2 = 2as$ $\Delta$ Force = $\frac{\text{change in momentum}}{\text{time taken}}$ $F = \frac{m\Delta v}{t}$		<b>Unit 6: Waves</b> <b>Equations to Learn</b> $\text{wave speed} = \text{frequency} \times \text{wavelength}$ $v = f\lambda$ <b>Equations given in the exam</b> $\text{time period} = \frac{1}{\text{frequency}}$ $T = \frac{1}{f}$ $\Delta$ magnification = $\frac{\text{image height}}{\text{object height}}$ $M = \frac{h_{\text{image}}}{h_{\text{object}}}$	
<b>Unit 7: Magnetism and Electromagnetism</b> <b>Equations given in the exam</b> $\Delta$ Force = magnetic flux density $\times$ current $\times$ length of conductor in magnetic field $F = BIL$ $\Delta$ potential difference across primary coil $\Delta$ potential difference across secondary coil $\frac{V_p}{V_s} = \frac{N_p}{N_s}$ $\Delta$ p.d. across primary $\times$ current in primary = p.d. across secondary $\times$ current in secondary $V_p I_p = V_s I_s$			

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## Structure of the Course

### Biology paper 1 (Yr 10)

B1 – Cells  
B2 - Organisation  
B3 - Infection and  
response  
B4 - Bioenergetics



### Biology paper 2 (Yr 11)

B5 - Homeostasis  
B6 - Inheritance,  
variation and  
evolution  
B7 - Ecology

### Chemistry paper 1 (Yr 10)

C1 - Atom and the  
periodic table  
C2 - Bonding  
C3 - Quantitative  
chemistry  
C4 - Chemical changes  
C5 - Energy changes



### Chemistry paper 2 (Yr 11)

C6 - Rates of reaction  
C7 - Organic chemistry  
C8 - Chemical analysis  
C9 - Atmosphere  
C10 - Using resources

### Physics paper 1 (Yr 10)

P1 - Energy  
P2 – Electricity  
P3 – Particle model  
P4 – Atomic  
structure



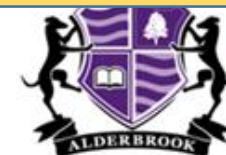
### Physics paper 2 (Yr 11)

P5 – Forces  
P6 – Waves  
P7 – Magnetism and  
electromagnetism

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## Separate science (triple)

Biology paper 1 1hr 45min	Chemistry paper 1 1hr 45min	Physics paper 1 1hr 45min
+	+	+
Biology paper 2 1hr 45min	Chemistry paper 2 1hr 45min	Physics paper 2 1hr 45min

Each exam in each pair worth – 50%  
Each exam – 100 marks

## Trilogy (combined)

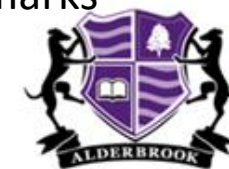
Biology paper 1 1hr 15min	Chemistry paper 1 1hr 15min	Physics paper 1 1hr 15min
Biology paper 2 1hr 15min	Chemistry paper 2 1hr 15min	Physics paper 2 1hr 15min

Each exam worth – 16.7%  
Each exam worth – 70 marks

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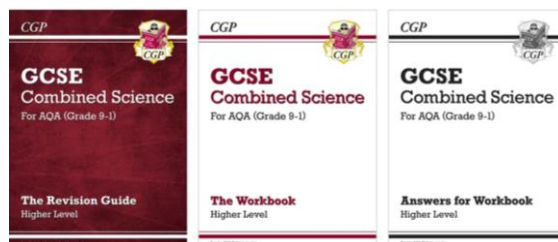
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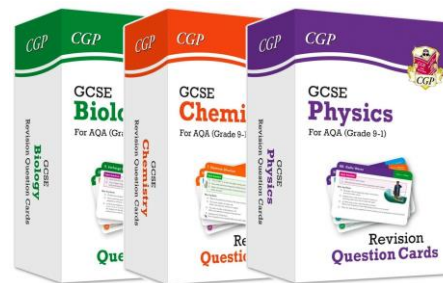
## Revision Resources



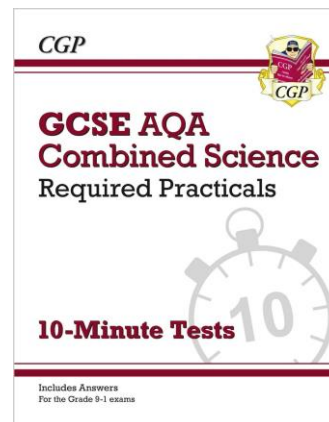
Revision guides, work books and answer book



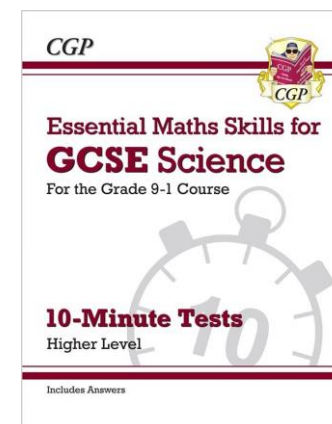
Knowledge organiser and knowledge retriever



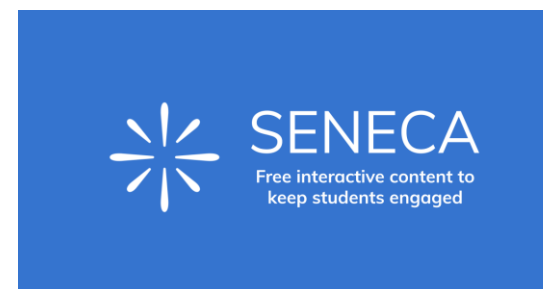
Flash cards



10-Minute tests



Essential Maths Skills



Free interactive revision tools



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# Resources Available

On the school website there are  
a number of resources  
available

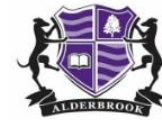


EXAM PREPARATION RESOURCES

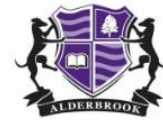
## Exam Preparation Resources

Year 11 Study Support Timetable 2022-23 – please click [HERE](#)

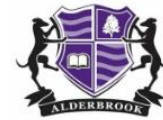
Below are various links to resources and past exam papers, that you can view and download.



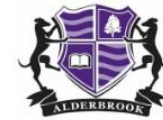
ENGLISH



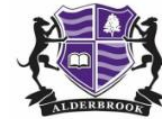
MATHS



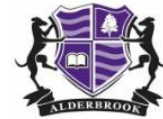
SCIENCE



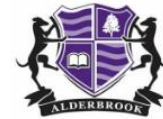
EXAMS



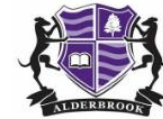
ART



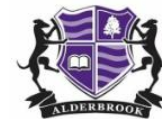
BUSINESS



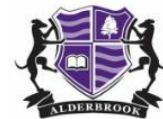
COMPUTER SCIENCE



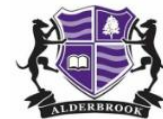
DANCE



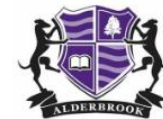
D & T



DRAMA



ENGINEERING

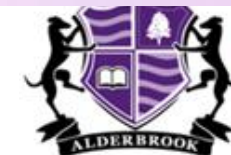


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SENECA

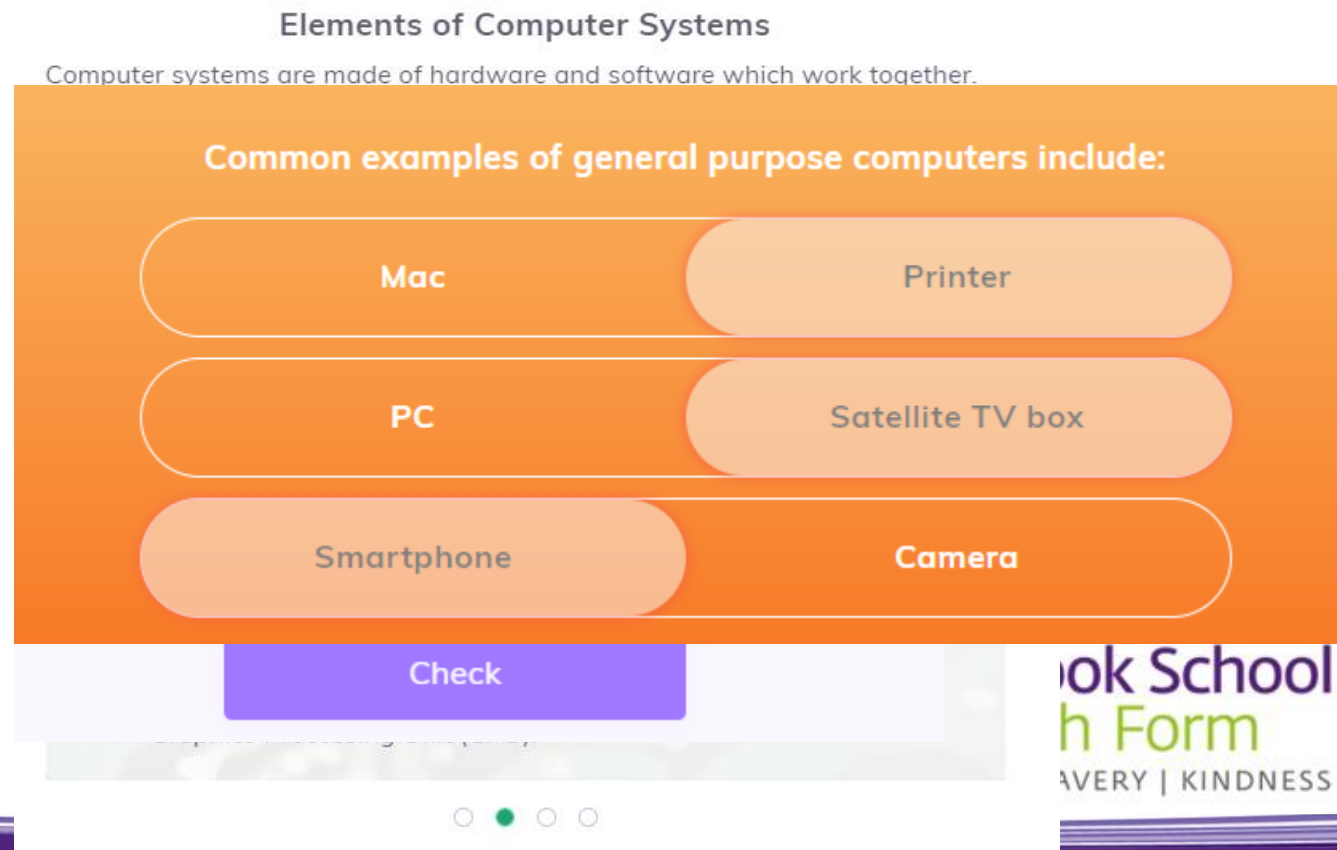
Parent Launch

# What is Seneca?

- Seneca is an online platform that can be used as an effective & engaging interactive learning and revision tool using
  - Dual-Coding
  - Elaboration
  - Interleaving
  - Spaced practice
  - Retrieval practice
  - Concrete examples
  - Practice exam questions (AI Auto-marked)

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# How your child can use Seneca?

- Independent Flipped Learning.
- Homework is mapped alongside programme of study.
- Exploring all premium course available
- Exam Practice – Predicted Papers
- Night before preparation courses
- Grade/Ability focused courses

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## Premium Knowledge

We created dedicated courses specific for students aiming at 7-9s on GCSE or A-A\*s on A Level.

The sections cover both new exclusive theory as well as questions that are much tougher than the standard courses. Studying these sections will really test and improve your detailed knowledge of the various subjects.

Biology CIE iGCSE Paper 2 - The Night Before

Premium



Biology: AQA GCSE - 7-9 Exclusive: Premium Knowledge

Premium



Biology: AQA GCSE Foundation - Predicted Papers

Premium



Biology: AQA GCSE Higher - HyperFlashcards

Premium



## Hardest Questions

We have used our data to identify the topics that students collectively find the hardest and the questions within them that pose the most problems. Our Hardest Questions courses contain numerous variations of the most challenging questions to make sure that you are prepared for everything that comes your way in the exam hall!

Biology: AQA GCSE - 4-5 Booster

Premium



Biology: AQA GCSE Foundation - HyperLearning

Premium



Biology: AQA GCSE Higher - Hardest Questions

Premium



Biology: AQA GCSE Higher - HyperLearning

Premium

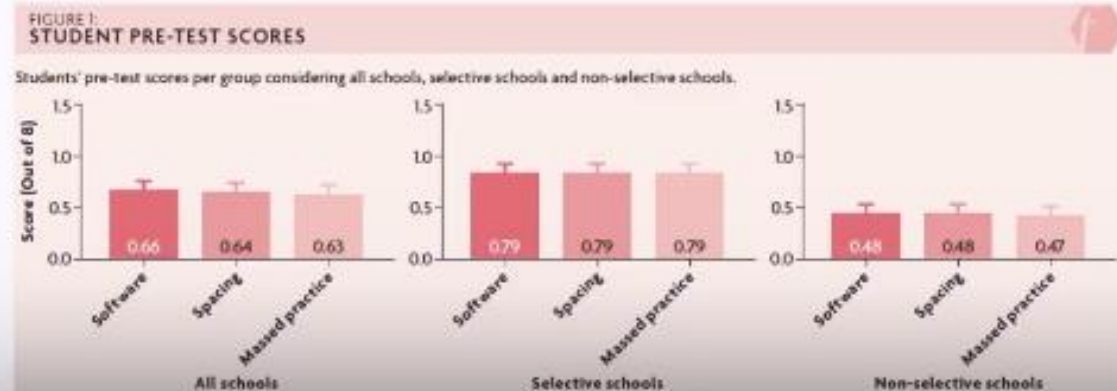




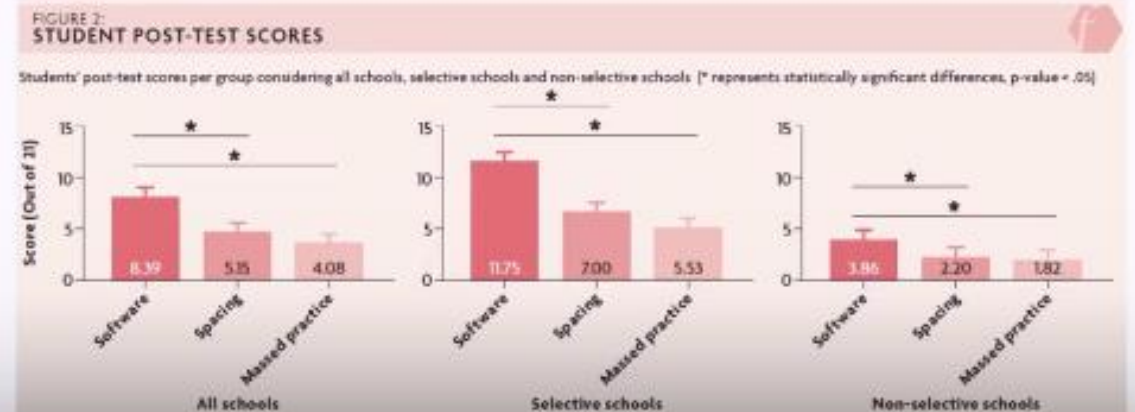
# Why use Seneca

- Increase level of control on how/what to study.
- \*How – Flip cards, Dual coding, Retrieval practice.
- Test control trials reflect improved attainment after using Seneca.

## Pre-test scores



## Post-test scores



# Study Support

You may be asking yourselves the following questions:

**When** should my child start revising?

**How much** revision should they be doing?

**What** should they be revising and **how** should they be completing their revision?

**How can I help** as a parent?

# Time management

Divide revision into short manageable chunks **20-30 minutes**

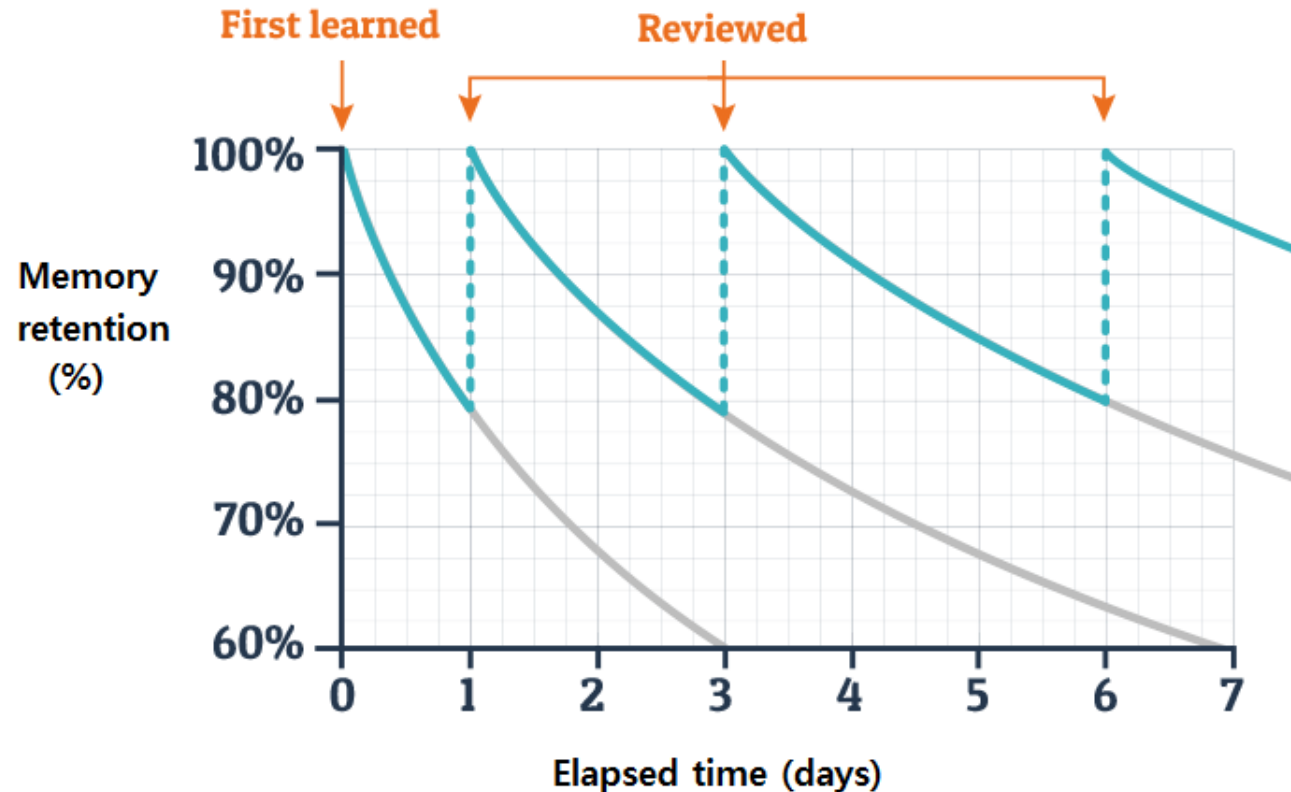
**Mass practice** is ineffective and stressful

Plan to cover **more topics in short chunks over longer periods** of time

**Little and often more regularly will make learning stick!**

# Spaced practice

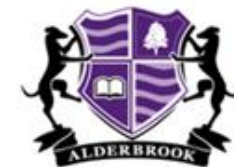
**Ebbinghaus Forgetting Curve** is a nice visual way to remind us that we must give effective explanations, but then revisit the core message with spaced repetition, otherwise there is danger that it will be forgotten



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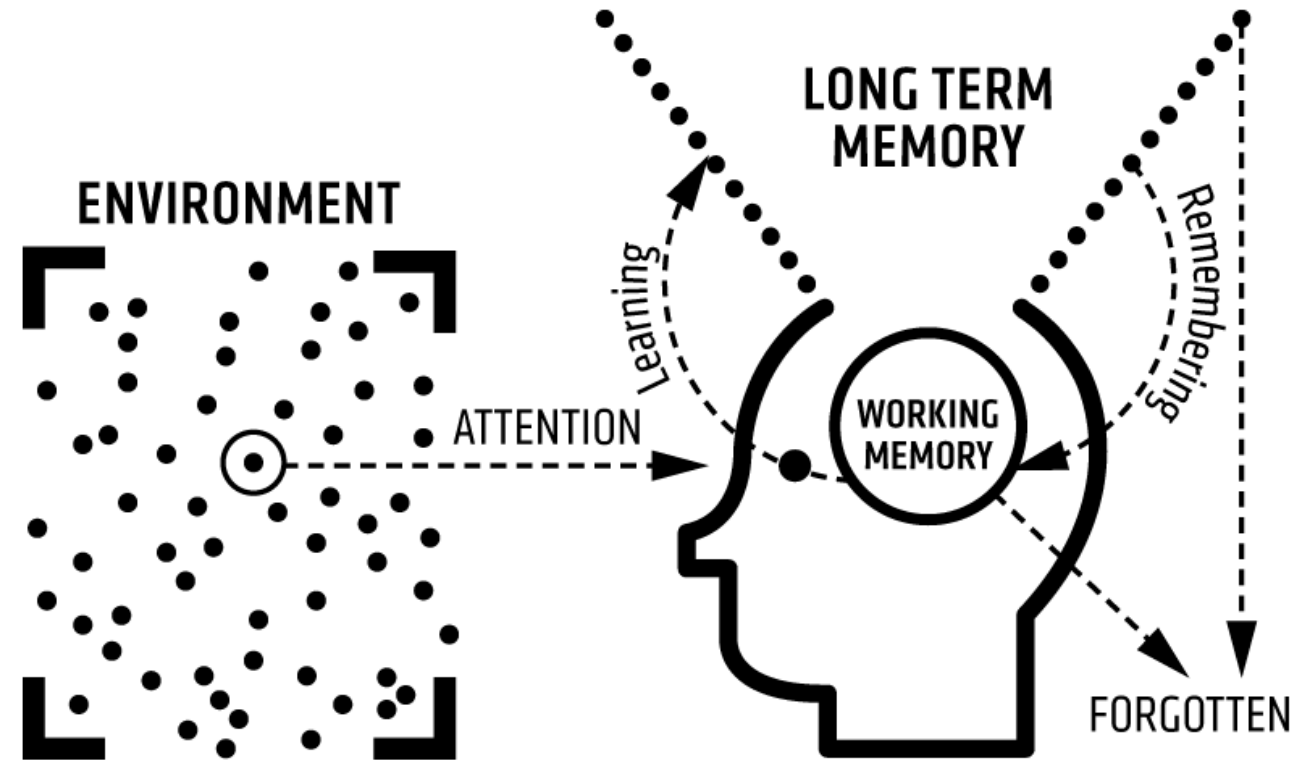


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# Maximise Attention

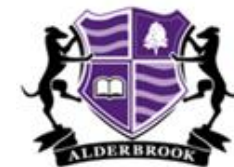
Remove distractions  
and make learning  
ultra effective for  
shorter bursts rather  
than ineffective study  
for a long time >  
remove phones, music,  
TV etc



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# Retrieval Practice

- Low stakes testing, quizzing, knowledge organisers, flashcards and past papers
- Close your notes during tests
- Focus on your weaknesses

# Careers

*The focus is now on your success in examinations. You will be guided on how to revise and practice exam technique, in lessons and PSHE. Success in examinations opens a range of options for you upon leaving school at the end of Y11...*

You will have a 1:1 careers guidance session with Mrs. Leawal, our Careers Coordinator.

- Interests
- Options
- Entry Requirements



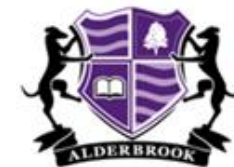
OPTIONS	
Full-Time Education	Work & Study
A Levels T Levels VTQ* Applied qualifications Exam retakes	Traineeship Supported internships Apprenticeships School leaver schemes Part-time VTQ* aside work
Alderbrook Sixth Form Open Evening <b>THU 16 NOV</b> Applications open <b>FRI 17 NOV</b>	
Application Drop-In sessions for students from 1 NOV in M05	

\*Vocational Technical Qualification

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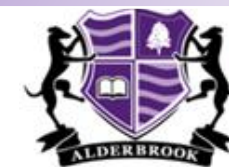
# Understanding attendance

Attendance During One School Year	Equates to Days Absent	Number of weeks absent <i>approximately</i>	Number of lessons missed
<b>95%</b>	9 Days	2 Weeks	45 Lessons
<b>90%</b>	19 Days	4 Weeks	95 Lessons
<b>85%</b>	29 Days	6 Weeks	145 Lessons
<b>80%</b>	38 Days	8 Weeks	190 Lessons
<b>75%</b>	48 Days	10 Weeks	240 Lessons
<b>70%</b>	57 Days	11.5 Weeks	285 Lessons
<b>65%</b>	67 Days	13.5 Weeks	335 Lessons

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# Mental Health

Are you struggling with your feelings or unsure of how to manage your emotions?

Talk to us – Your Form Teacher, Head of Year or Pastoral Manager

Take one step forward and talk to someone today!

Other places for support:

[www.youngminds.org.uk](http://www.youngminds.org.uk) Low mood/Depression/Anxiety

[www.selfharm.co.uk](http://www.selfharm.co.uk) Self harm

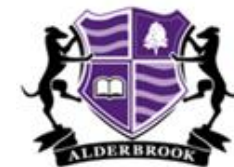
[www.kooth.com](http://www.kooth.com) Online counselling for young people

[www.teenbreath.co.uk](http://www.teenbreath.co.uk) Magazine with practical advice about managing wellbeing

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# Who are we?

- The Mental Health Support Team (MHST) within Solar provides Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull.
- Solar supports young people (0-19 years old with some aspects going up to 25 years old) who are experiencing emotional wellbeing and/or mental health concerns.



# The support that we offer...

- + 1:1 low intensity intervention support
- + Whole school approach (working with schools)
- + Advice and support
- + Workshops
- + Support for carers
- + Support for young people
- + Support for staff





# What is stress?

“**Stress** is the adverse reaction people have to excessive pressure  
or other types of demand placed on them”

- Stress is a normal emotion that everyone feels
- It can sometimes be useful to enhance our performance but it can become a problem when it interferes with everyday life

# Identifying stress

Stress can affect us in four main ways....

- Physical
- Emotional
- Behavioural
- Thoughts

# Physical...

## Thoughts racing

Quicker thinking helps us to evaluate danger and make rapid decisions. It can be very difficult to concentrate on anything apart from the danger (or escape routes) when the fight or flight response is active

## Changes to vision

Vision can become acute so that more attention can be paid to danger. You might notice 'tunnel vision', or vision becoming 'sharper'

## Dry mouth

The mouth is part of the digestive system. Digestion shuts down during dangerous situations as energy is diverted towards the muscles

## Heart beats faster

A faster heart beat feeds more blood to the muscles and enhances your ability to run away or fight

## Nausea and 'butterflies' in the stomach

Blood is diverted away from the digestive system which can lead to feelings of nausea or 'butterflies'

## Hands get cold

Blood vessels in the skin contract to force blood towards major muscle groups

If we don't exercise (e.g. run away or fight) to use up the extra oxygen then we can quickly start to feel dizzy or lightheaded

## Dizzy or lightheaded

## Breathing becomes quicker and shallower

Quicker breathing takes in more oxygen to power the muscles. This makes the body more able to fight or run away

## Adrenal glands release adrenaline

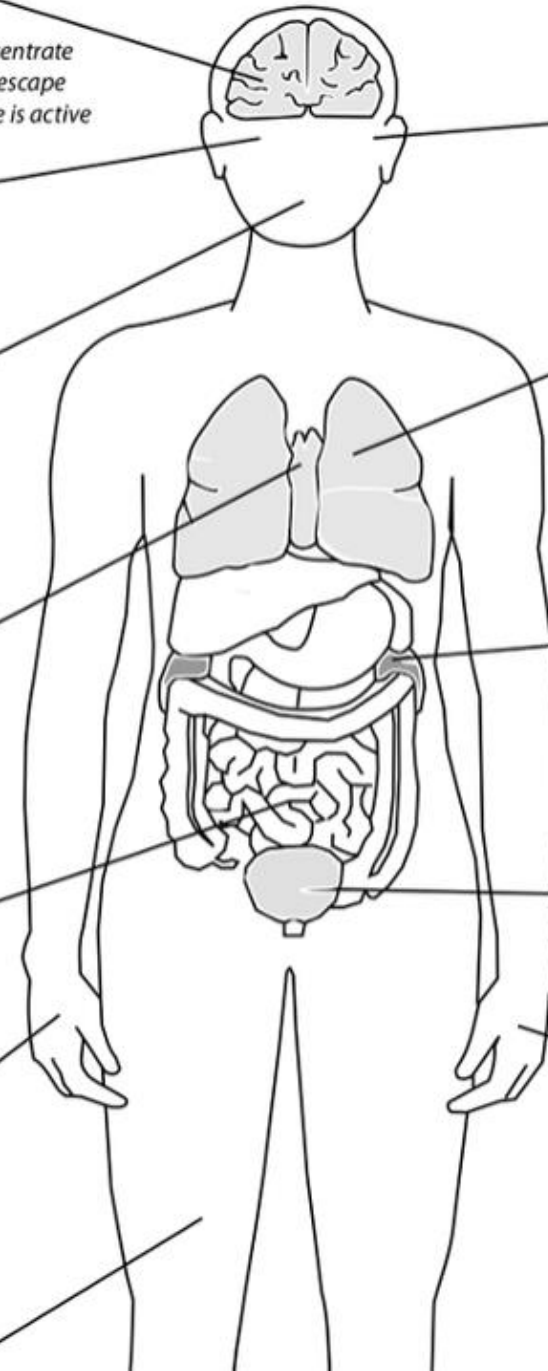
The adrenaline quickly signals other parts of the body to get ready to respond to danger

## Bladder urgency

Muscles in the bladder sometimes relax in response to extreme stress

## Palms become sweaty

When in danger the body sweats to keep cool. A cool machine is an efficient machine, so sweating makes the body more likely to survive a dangerous event



# Behavioral...

## WHAT 'FIGHT, FLIGHT OR FREEZE' LOOKS LIKE IN THE CLASSROOM

### FIGHT

- Acting out
- Behaving aggressively
- Acting silly
- Exhibiting defiance
- Being hyperactive
- Arguing
- Screaming/yelling



### FLIGHT

- Withdrawing
- Becoming disengaged
- Fleeing the classroom
- Skipping class
- Day dreaming
- Sleeping
- Avoiding others



### FREEZE

- Exhibiting numbness
- Refusing to answer
- Feeling unable to move or act
- Refusing to get needs met
- Giving a blank look
- Sense of stiffness
- Feeling numb





# Emotional...



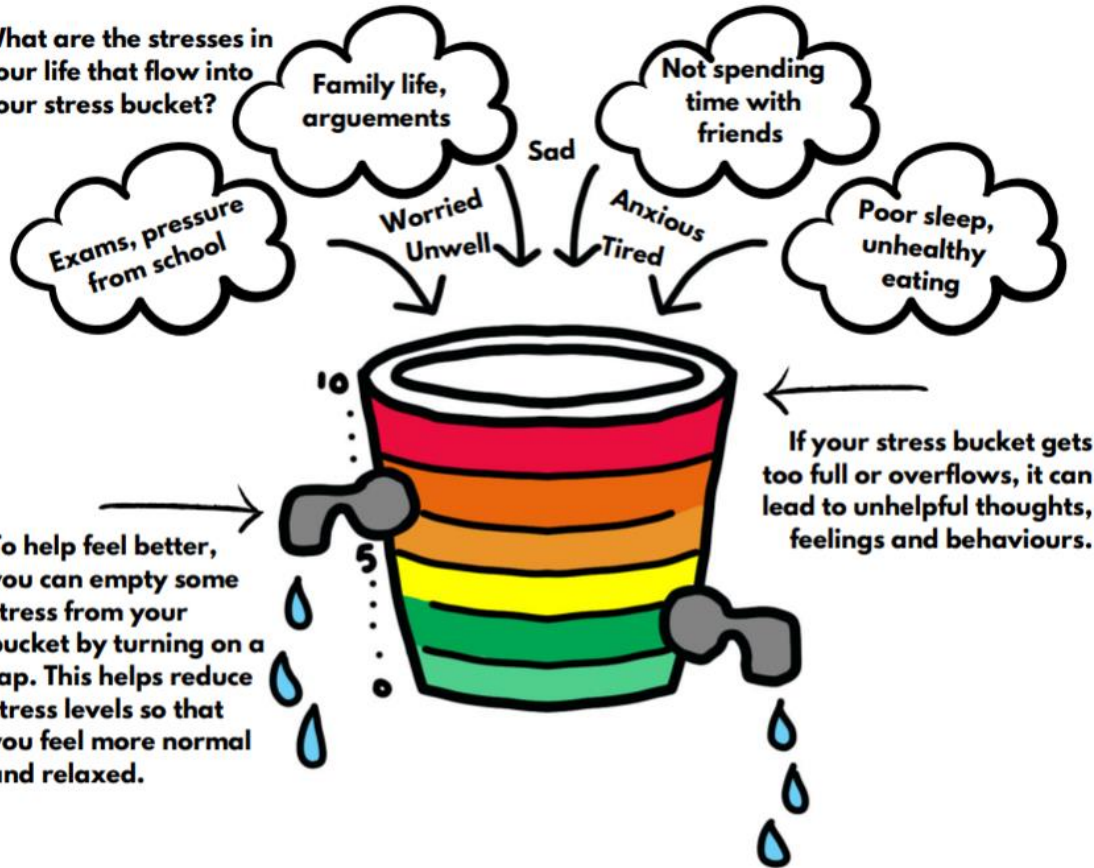
Thoughts...



# Stress Bucket

We all experience stress in our lives but it can become difficult if we don't know how to manage this stress and that's when problems can start to happen.

What are the stresses in your life that flow into your stress bucket?



## Creating a wellbeing bucket

What are some of the ways you can turn on your taps to reduce your stress?

- Plan time for things I enjoy
- Talk to friends/family
- Download a mindfulness app
- Do a yoga class
- Use a diary to manage my time better
- Have a bubble bath
- Get a good night's sleep
- Watch a movie I enjoy
- Go for a walk or do some exercise
- Make some healthy snacks

# Helpful vs unhelpful coping strategies



```
graph TD; A[Helpful vs unhelpful coping strategies] --> B[Sports/being active<br/>Interests /Hobbies<br/>Having routine/structure<br/>Getting enough sleep<br/>Asking for help<br/>Establishing healthy boundaries<br/>Creating to do lists<br/>Managing time<br/>Breathing and grounding<br/>Setting SMART goals]; A --> C[Avoidance<br/>Procrastinating<br/>Negative self talk<br/>Eating too much or too little<br/>Aggression];
```

## **Sports/being active**

Interests /Hobbies

## **Having routine/structure**

Getting enough sleep

Asking for help

Establishing healthy boundaries

Creating to do lists

Managing time

## **Breathing and grounding**

**Setting SMART goals**

## **Avoidance**

Procrastinating

## **Negative self talk**

Eating too much or too little

Aggression

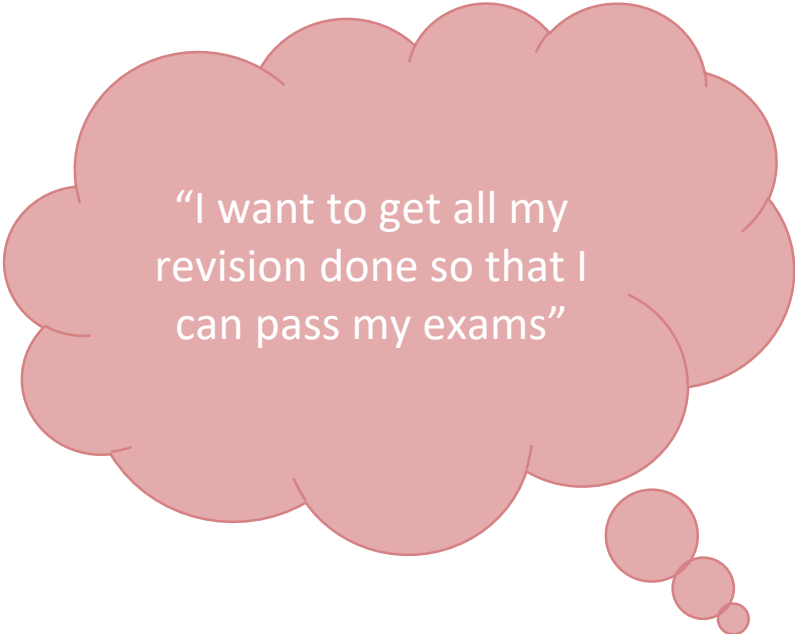


# Setting S.M.A.R.T goals

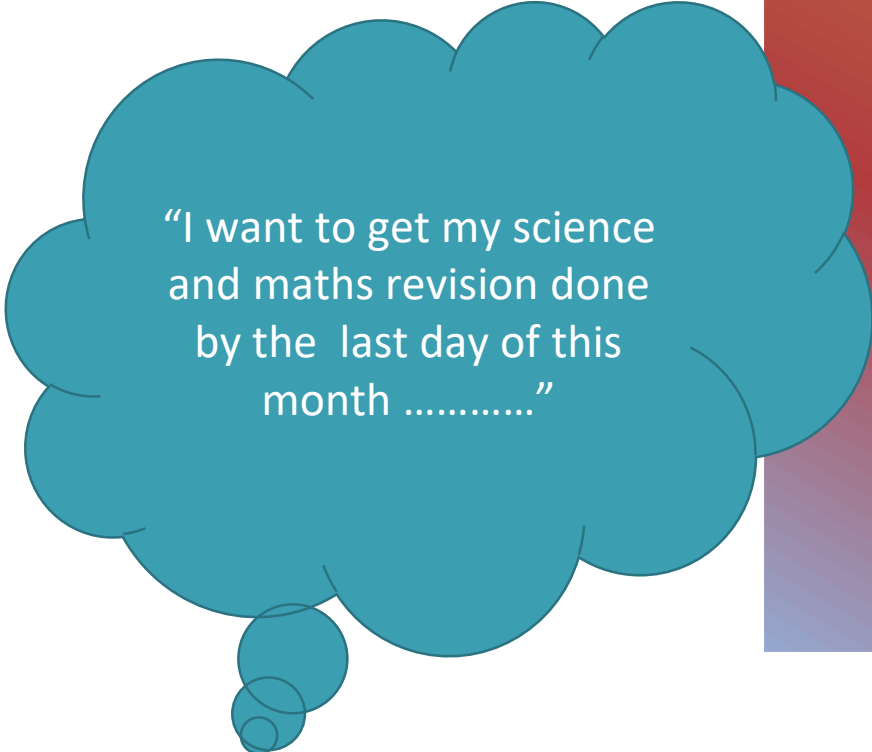
Goals are really hard to stick to, especially when it takes a lot of motivation to do it (like revising for an exam). Setting S.M.A.R.T goals are a really good way to provide clarity, focus and motivation to achieve goals. It also helps to encourage us to achieve goals due to making them measurable and time bound.

S.M.A.R.T = Acronym

- Specific
- Measurable
- Achievable
- Realistic
- Time bound.



"I want to get all my revision done so that I can pass my exams"



"I want to get my science and maths revision done by the last day of this month ....."

# Creating a timetable and structure

- + Again, timetables go really well alongside S.M.A.R.T goals to help provide structure and help us to manage our time.
- + Timetables = essential for helping us to feel in control.

## TOP TIPS:

- Create your timetable collaboratively – ask a friend, teacher, sibling, parent or trusted adult for some help. Sometimes we do have unrealistic expectations for ourselves and this is hard to notice sometimes.
- Before adding in revision into the timetable, prioritise self care and helpful coping strategies (from the stress bucket that will help to reduce negative feelings). Mental health underpins educational attainment so ensure you are prioritising your self care !!
- 20 minute chunks of work!! Research shows that studying in smaller chunks is optimal for revision.

# Breathing and grounding

- + Breathing is arguably one of the best strategies to reduce stress and anxiety.
- + Controlled breathing = direct affect on heart rate, slowing it down. It also helps to reduce the amount of stress hormones in our body as a calmer body produces more serotonin (happy hormone)
- + Grounding = re-connecting and bringing you back to the here-and-now. Helpful when you're having a lot of 'what if' thoughts about past/future events

# Perfectionism

- + No one is perfect!!
- + Everyone makes mistakes
- + Use your S.M.A.R.T goals to ensure that standards for yourself are not too high!



# Where to get further support

- **Schools** – we work closely with schools to provide signposting, resources, help and advice. Contact your school for more information on our support options
- **KOOTH** – this is an online platform for children and young people (aged 11-25). They can access this anonymously, and use chat forums or access 1-2-1 support
- **Childline** – Free confidential helpline for children under 19 years old. Call 0800 1111 for 24/7 support or visit the website for a online 1-2-1 chat with a counsellor.
- **Shout** – this is a free text service offering 24/7 support. You can contact them if you are struggling or need immediate help. Text 85258



If you feel  
like you  
need  
additional  
support for  
your mental  
wellbeing...

<https://www.bsmhft.nhs.uk/our-services/solar-youth-services/>



Solar is a partnership between Birmingham and Solihull Mental Health NHS Foundation Trust, Barnardo's and Autism West Midlands and provides Emotional Wellbeing and Mental Health Services to Children, Young People and Families in Solihull.

### Accessing Solar

For routine support please complete our [referral form](#), if you wish to discuss this referral please call us during office hours on 0121 301 2750

[Children and Young People's Privacy Notice](#)

For routine support please complete our [referral form](#), if you wish to discuss this referral please call us during office hours on **0121 301 2750**

[Children and Young People's Privacy Notice](#)

### In an emergency

If a child's mental state gets worse quickly, and you are worried about their safety, it's important to get help quickly. If a child or young person:

- is an imminent risk to themselves or others due to a deterioration in their mental health
- has active thoughts and plans of suicide with intent
- is severely depressed and in need of crisis assessment and intensive home treatment to prevent admission to hospital

Contact the Solar crisis service who are contactable via **0121 301 2750** (Monday-Friday, 9am-5pm) where you will have access to a trained clinician who will assess whether you need to be seen by our Crisis Team. We will advise you what to do next.

Out of hours the crisis team are available for mental health crisis (weekdays 5pm-8pm, weekends 8am-8pm) via Northcroft switchboard **01213015500** - please ask for the Solar Crisis Team. The operator will take the best contact number and then pass it to the staff member on call and they will call you back as soon as possible.

**Call 999 or go to A&E now if:**

- **Someone's life is at risk, for example they have serious injuries or have taken an overdose**

### Contact details



The Chelmsley Wood Reading Den offers a range of books and resources to support you talking with and caring for your children, and has been created with the particular needs of fostered and adopted children and young people in mind. The Den is permanently available at Chelmsley Wood library.

A visit to the Reading Den in Chelmsley Wood opens up free access to books, audio CDs and DVDs to help you and your children think and talk about thoughts, feelings and experiences, both ordinary and more difficult.

[Click here for more information.](#)

[Click here to browse the catalogue](#)

The service operates from the following sites:

Freshfields Clinic  
Downing Close  
Knowle  
B93 0AQ

# Crisis support

- + **Birmingham Mind** – crisis support available for urgent mental health help. Ring 0121 262 3555 for 24/7 hour support.
- + **NHS** – call 999 if someone's life is at risk, or if you feel you can not keep yourself or someone else safe.
- + **Young minds** – They have a crisis messenger service across the UK – text 'YM' to 85258
- + **Papyrus** – charity for young people experiencing thoughts of suicide under 35 years – text 07860 039 967 or call 0800 068 4141 (9am-12am midnight).

# Sixth Form Facilities

- Wi-Fi in sixth form areas
- Outside space – The Quad
- The Edge Space
- 60” Plasma TV
- Breakfast bar seating
- Café connect – student kitchen area
- Laptops for loan- see Miss Smith in M06
- 4 Dedicated independent study areas...  
M04, M06, M07, The Edge
- Careers Resource room







M06 Independent study



M04 Silent Study Room



M07 ICT Suite – 30 PCs

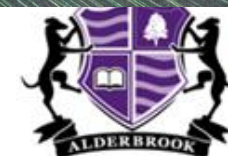


Social space & Cafe

Ambition

Bravery

Kindness



Alderbrook School  
& Sixth Form  
AMBITION | BRAVERY | KINDNESS

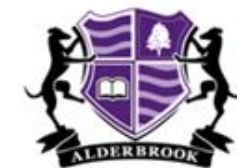
# Another outstanding year of results!

Measure	Percentage
A*-A	34%
A*-B	67%
A*-C	87%
A*-E	98.5%

Ambition

Bravery

Kindness



Alderbrook School  
& Sixth Form  
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# Key Dates

Monday 9<sup>th</sup> October – First Year 11 Mock exams start

Wednesday 22<sup>nd</sup> November – Parents Evening (face-to-face)

Monday 15<sup>th</sup> January – Second Year 11 Mock exams

Wednesday 26<sup>th</sup> June – Last possible exam day

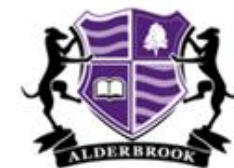


# Thank you for attending

Ambition

Bravery

Kindness



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