Welcome to Year 11 Information Evening

Wednesday 2nd October





This evening

- Introduction and Welcome (STT) Year 11 Calendar
- Mental Health, Well Being and Pastoral Support (THA / GRR)
- Online Learning (OND)
- Maths
- English
- Science
- Close



Year 11 Team

Leadership Team

Head of Year: Richard Graham



Pastoral Manager: Martin Stockman



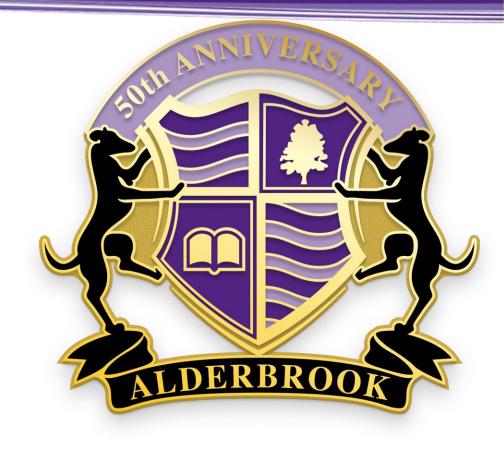


Assistant Headteacher: Ama Thandi

Bravery



PROUD TOBEABK



"High Achievement always takes place within the framework of High Expectations"





Mobile Phones are not permitted at Alderbrook School:

before, during or after the school day.



If a student is seen or heard on the school site at any time of day with a mobile phone, whether actively using or not, it will be confiscated immediately, with no argument.

If you choose to bring your phone to school, it must be handed in, or in your bag & turned off.



Plain Black Shoes No Trainers



worn at all times





No Hoodies (incl ABK PE Hoodies)



No false eyelashes / jewellery



No Trainers (of any kind)



No rolled up skirts



Shirts are to be tucked in



Socks are black & below the knee

Understanding attendance

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

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Year 11: How the Year Looks!





October / November

3rd Oct Life Ready Day

21st Oct Year 11 Assessments

(MOCKS)

Languages – Speaking Exam – Times given

October / November

6th Nov 14th Nov KS4 Presentation Evening 6th Form Open Evening APPLICATIONS OPEN!!!

December / January

4th Dec

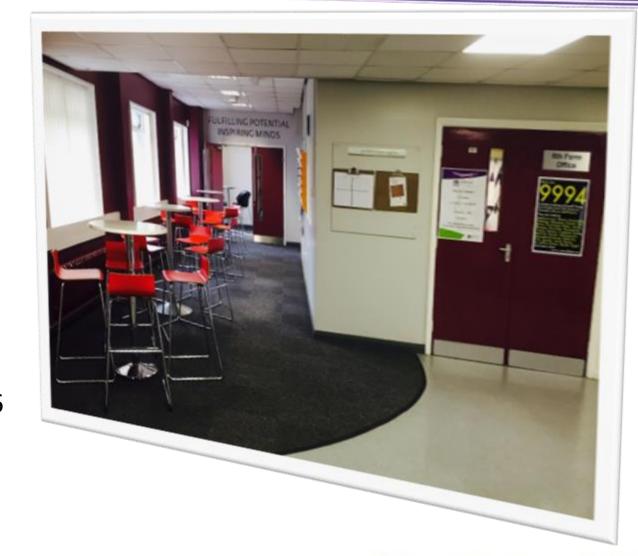
**PARENT'S EVENING!!

6th Form Applications DEADLINE Midnight 3 lst January!!!

Interviews for Internal Students are completed by Easter Term.

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









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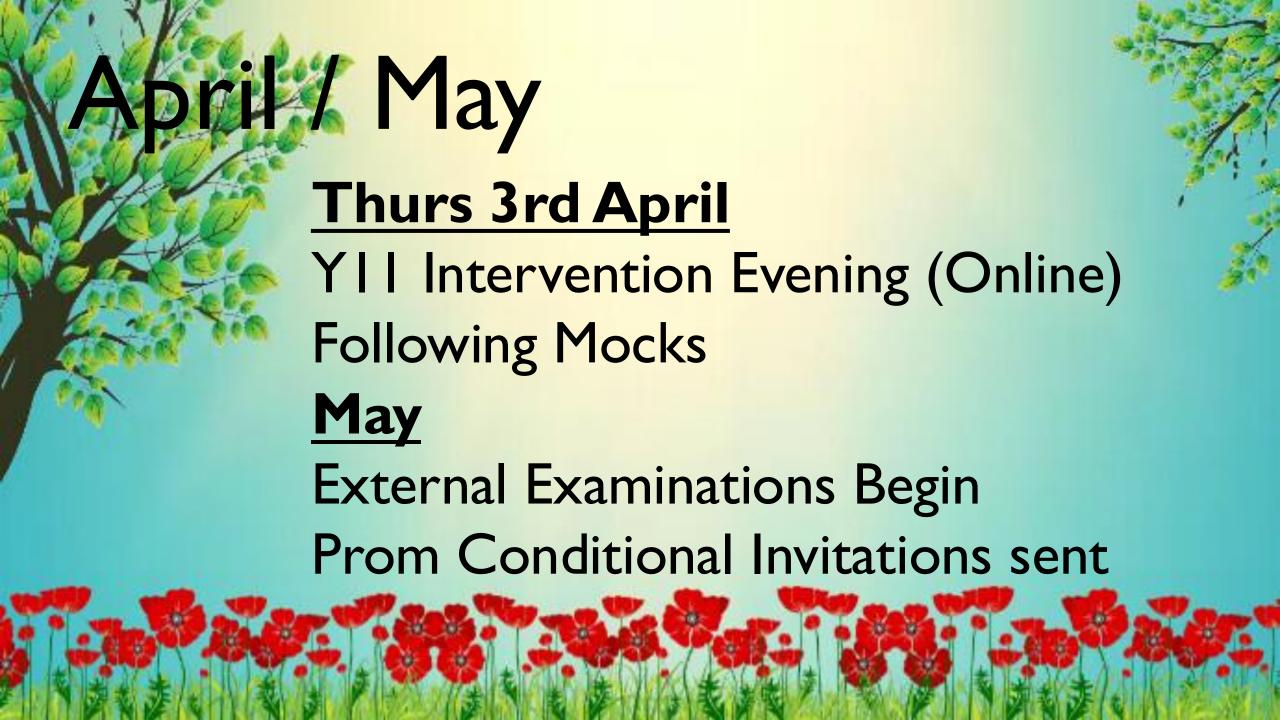
February

24th Feb YII Assessments (MOCKS)

March

3rd Mar YII Assessments (MOCKS)
MOCK Exam Results Day

Weds 19th March - Life Ready Day





Year 11 Team

Leadership Team

Head of Year: Richard Graham



Pastoral Manager: Martin Stockman





Assistant Headteacher: Ama Thandi

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Thank you & Reminders

- Thank you for all your support over the 4 years and attending tonight.
- Reminder of who we are and our roles: Mr Stockman (Pastoral Manager), Mr Graham (Head of Year) and Miss Thandi (Assistant Headteacher).

Usual protocol:-

Form Tutor

Pastor manager

Head of Year

Assistant Headteacher (This is not rigid format).

- A very overfamiliar year group and have a lot emotional intelligence regarding themselves- benefits many are willing to talk. Due to their familiarity they have a plethora of options of who to talk.
- Year group has strong culture of understanding the power of a "problem shared is a problem halved."

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Goals/Expectations for this year

- Problem shared is problem halved Our aim is having students in school and lessons as much as possible (including form time)
- Reset moments instead of retreat encouraging a building on our value of bravery/resilience...potentially the last opportunity we have to do this... as not everyone's path is going to be at Alderbrook's Sixth Form.

Anticipations

- Managing distractions choosing what to engage in and what not to.
- The GCSE period is a good test of character It is one of the first things that you have to individually work at, to get a result at the end. After this, there will be many things we have to build that disciplinary muscle now.
- Stress relationships and social lives
- Stress increase of workload
- Stress Having to multitask
- Stress putting pressure on themselves to do well
- And simply just stress of life...

All of these things are things that they will still have to face in their adult/life outside of Alderbrook

But we are empathetic to how all of this can be overwhelming and can affect mental health....



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Mental Health

- Year 11 is a very tricky year to navigate 12 years of education
- Supporting our young people through the year
- Revision techniques (PSHE, lessons, MADE)
- Working with the MHST
- Pastoral, Form tutor, HoY any member of staff
- Kooth

 Tom Scully - Mental Health Support Teams - Education Mental Health Practitioner
 Alderbrook School

Exam Stress



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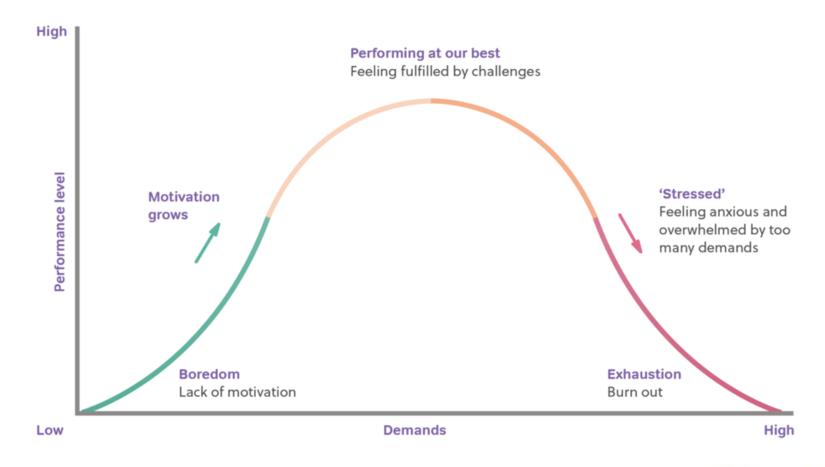


What is stress?

• **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

The benefits of stress . . .











Identifying stress

- Stress can affect us in four main ways....
 - Physical
 - Emotional
 - Behavioural
 - Thoughts

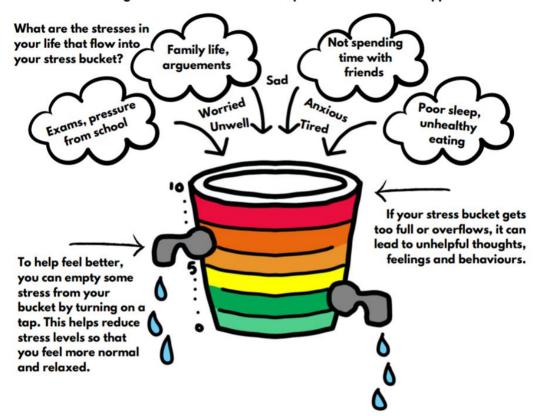




Creating a well-being bucket

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 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

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Helpful vs Unhelpful coping strategies

Helpful

- 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

Unhelpful

- Avoidance
- Procrastinating
- Negative self talk
- Eating too much or too little
- Aggression





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 your 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. This can be done using our 5 senses, and involved focusing our attention on a specific task. Helpful when you're having a lot of 'what if' thoughts about past/future events.



Worry time

Step 1: MAKE TIME

Facing our worries is hard and scary, but we must face them to overcome them. Schedule worry time into your weekly routine. You will need to be specific and schedule your day(s), time, duration and support.

Step 2: NOTICE AND NOTE IT

Instead of worrying and feeling anxious/stressed, you can make a note of your worries as they occur ready for worry time. This can be done in a number of ways: Drawing them, writing them down, or using apps on your phones (e.g notes pages)

• Step 3: TAKE TIME TO OWN IT

Take ownership of your worries. Use the worry tree to sort through the worries in your worry box. Can you do something about them? If you can, great – make a plan. If you can't, how can you feel better? Perhaps you might want to talk to a parent or a friend about it....



Step 4: DISTRACT FROM IT







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 967or call 0800 068 4141 (9am-12am midnight).



My crisis plan:

Urgent Support:

Monday-Friday 9am-5pm you can contact Solar to discuss with your care coordinator or the duty worker, on 0121 301 2750.

Urgent Out of Hours Support:

If urgent mental heath support is required outside of the office hours, you can call 0121 301 5500 and ask to speak to the Solar Crisis Team or be directed towards the appropriate people for support/advice. Monday-Friday 5pm-8pm, Saturday & Sunday 8am-8pm

Coping During a Crisis

The mental health charity Mind has information on ways to help yourself cope during a crisis. This includes calming exercises and a tools to get you through the next few hours. Search for 'Mind What can I do to help myself cope?' or search: https://www.mind.org.uk/need-urgent-help/what-can-i-do-to-help-myself-cope/

In an Emergency

Call 999 or go to A&E now if:

- Someone's life is at risk for example they have seriously injured themselves or taken an overdose
- You do not feel you can keep yourself or someone else safe

A mental health emergency should be taken as seriously as a physical one. You will not be wasting anyone's time.

Other helpful support services and Apps

Below are some free services which you can use if you are struggling. They all offer confidential advice from trained volunteers, and you can talk about anything that's troubling you. There are also some useful mental health apps.

The Young Minds Crisis Messenger text service provides free, 24/7 crisis support across the UK -Text "YM" to 85258 -



You can also reach Childline for support on 0800 1111. This service is available 24/7, free of charge and the number will not show up on your phone bill. They also have an online chat where you can speak 1-2-1 with a counsellor.



Call 116 123 to talk to Samaritans, or email: jo@samaritans.org for a reply within 24 hours.



KOOTH offers online mental wellbeing support. You can access this website free and anonymously on kooth.com.



Contact Shout for 24/7 support. This is a free text service that you can contact if you are struggling to cope and need immediate help. Text 85258



'What's Up?' App uses different activities to help you with your mental wellbeing



Smiling Mind is a mindfulness meditation app for all different age groups



Finch is an app for writing your thoughts and has breathing and distraction activities



Calm Harm and DistrACT are apps that can help you if you are having thoughts of hurting



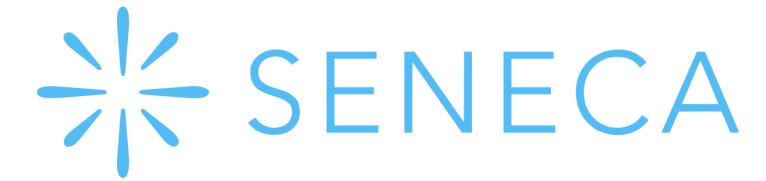




Thank you

• We will be outside if you require any resources or further information

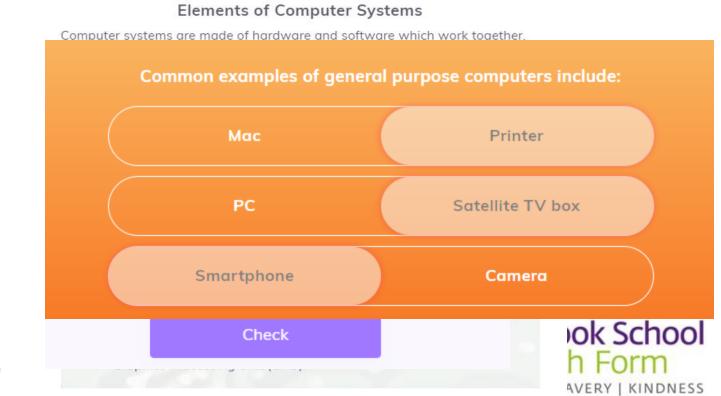




Parent Launch

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 (Al Auto-marked)



0 0 0 0

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

Biology: AQA GCSE - 7-9 Exclusive:

Premium

Premium

Premium Knowledge



Biology: AQA GCSE - 4-5 Booster

Premium

Biology: AQA GCSE Foundation -HyperLearning



Premium

Biology: AQA GCSE Foundation -Predicted Papers

Premium



Biology: AQA GCSE Higher - Hardest Questions

Premium



Premium



Biology: AQA GCSE Higher -HyperLearning

Premium



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

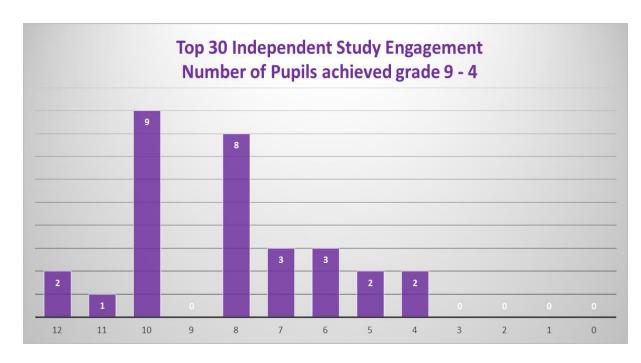


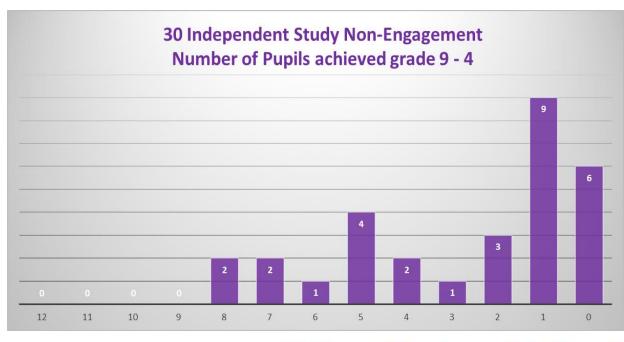




Why use Seneca

- Increased level of control on how(e.g Flip cards, Retrieval practice)/what to study
- Correlation between Engagement and Attainment .













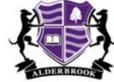
Pupils Interviews



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Alderbrook School
& Sixth Form

AMBITION | BRAVERY | KINDNESS

MATHS

Mock examinations will take place in October which will ultimately determine final sets and therefore tier of entry too.

- O Sets 1,2 and 3 will sit higher tier
- O Sets 4 and 5 will sit foundation tier

Revision Programme over course of year 11 has already commenced:

- Students are receiving one exam sheet per week containing vital exam qu's.
- From February, 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 <u>video tutorials</u> 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)

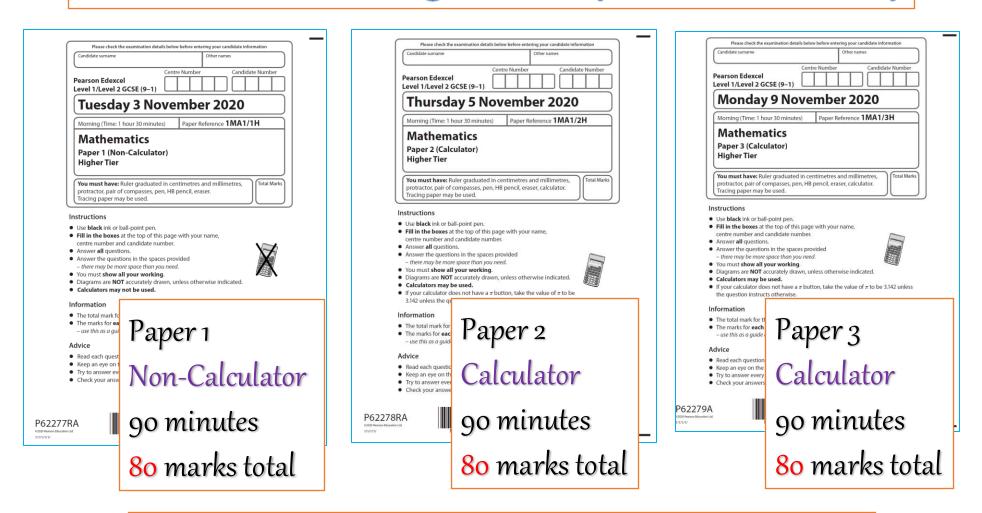
OCR F					
Oxford Cambridge and RSA					
Tuesday 03 November 2020 – Morning					
GCSE (9–1) Mathematics J560/01 Paper 1 (Foundation Tier)					
Time allowed: 1 hour 30 minutes					
You can use: - a scentific or graphical calculator - geometrical instruments - tracing paper					
Please write clearly in 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 z button on your calculator or take z to be 3.142 unless the question says something different.					
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Calculator					
90 minutes					
100 marks total					

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J560/03 Paper 3 (Foun Time allowed: 1 hour 30 min	,	
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First name(s)		
Last name		
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INFORMATION The total mark for this pape The marks for each questic This document has 20 pag ADVICE	Paper 3	
Read each question carefu	5	
DCR 2020 [601/4606/0] 3350/5 D	Calculator	
	90 minutes	
	100 marks to	tal

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)



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 <u>any</u> 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.

mathsgenie.co.uk

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)

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GCSE English Language and Literature

The exam board is AQA (www.aqa.org.uk)



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

There are four exams. Two for language & two for literature.





There is no "Higher" or "Foundation" paper. ALL pupils will sit the same exam.





GCSE ENGLISH LANGUAGE - PAPER I



I 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)

describe south

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."



GCSE ENGLISH LANGUAGE - PAPER 2



I 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.

Both English
Language papers
are worth 80
marks each.

40 marks for reading, 40 for writing.



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GCSE ENGLISH LITERATURE - PAPER I



I hour 45 mins 64 marks 40% of your GCSE



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

.. and then about the play as a whole.

That croaks the fatal entrance of Duncan Under my battlements. Come, you spirits That tend on mortal thoughts, unsex me here

- And fill me from the crown to the toe tonfull 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 betwee
- Th'effect and it. Come to my woman's breasts And take my milk for gall, you murd'ring minister. Wherever in your sightless substances You wait on nature's mischief. Come, thick night And pall thee in the dunnest smoke of hell.
- That my keen knife see not the wound it makes To cry 'Hold, hold!'

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

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

(34 marks)

SECTION B: Write in detail about an extract from A Christmas Carol and then about the play as a whole.



"You are fettered," said Scrooge, trembling. "Tell me why?"
"I wear the chain I forged in life," replied the Ghost. "I made it link by link, and yard by yard: I girded it on of my own free will, and of my own free will I wore it, is its pattern strange to you?" one trembled more and more

Scroöpe trembled more and more.

"O' mould you know," pursued the Ghost, "the weight and length of the strong coll you beer yourself! It was full as heavy an length of the strong coll you beer yourself! It was full as heavy an own and the strong as this, seven Christmas Even say. Full have baboured on it.

Scroope glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathms of Iron cable: but he could see nothing.

Jacob." he said, implicingly." O'ol Jacob Marley, tell me more.

Speak comfort to me, Jacobi "The York Common to me, Jacobi "The York Common to Mark Common to Ma

Starting with this extract, how does Dickens present the importance of family? Write about:

- how Dickens presents family in this extract
- how Dickens presents family in the novel as a whole. [30 marks]

GCSE ENGLISH LITERATURE - PAPER 2



THE BIG ONE.

2 hour 15 mins 96 marks 60% of your GCSE



SECTION A: PROSE

How and why does Sheila change in An Inspector Calls?

- · how Sheila responds to her family and to the Inspector
- how Priestley presents Sheila by the ways he writes.

How does Priestley explore responsibility in An Isp Calls?

- the ideas about responsibility in An Inspector Calls
- how Priestley presents these ideas by the ways he writes.



A choice of 2 essay questions on An Inspector Calls. (34 marks)

SECTION B: POETRY - ANTHOLOGY



A comparative essay on ONE printed poem from the Power and Conflict Anthology and another of your choice. (30 marks)

'Compare the ways poets present ideas / images about

and in one other poem from 'Power and Conflict'."

SECTION C: UNSEEN POETRY

In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? (24 marks)

In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? (8 marks)



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

English Literature Paper I: Macbeth and A Christmas Carol.

English Literature Paper 2: **An Inspector** Calls, Poetry **Anthology and Unseen Poetry.**



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GCSE English Language and Literature

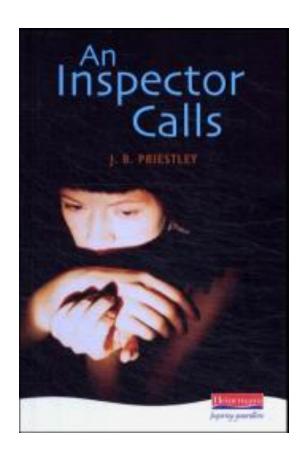
Upcoming Assessments

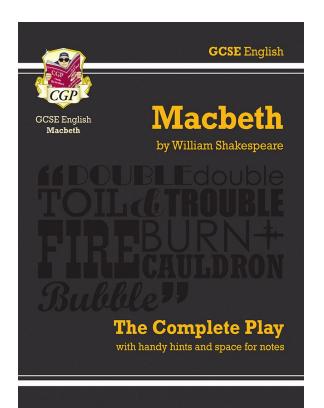
- October Mock: English Language Paper I
- Assessment at Christmas: English Literature Paper 1
- February Mock: English Literature Paper 2 & English Language Paper 2

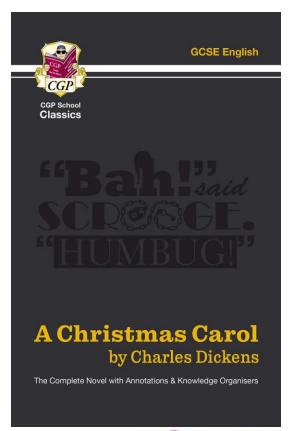




What can pupils be doing at home?



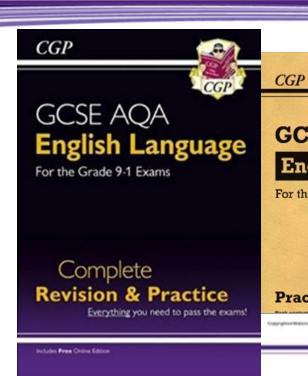


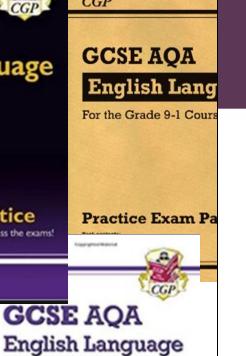


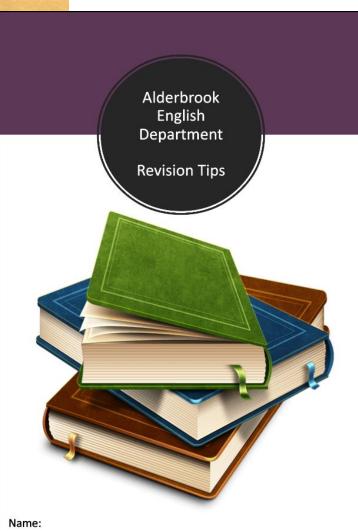


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The Workbook

GCSE AQA

For the Grade 9-1 Course

Includes Auswers

Engarightical Moderical

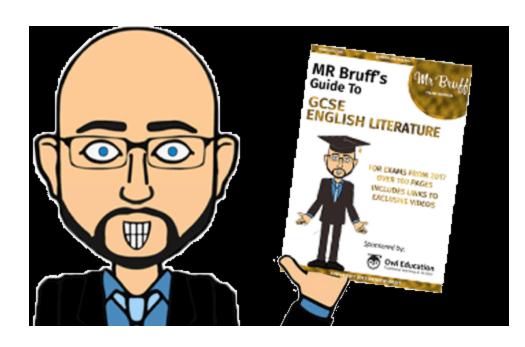
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Kindness



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Websites













SCIENCE



Combined Trilogy: Gain 2 x GCSES

Triple: Gain 3 x GCSE

We use AQA

A well-regarded exam board!

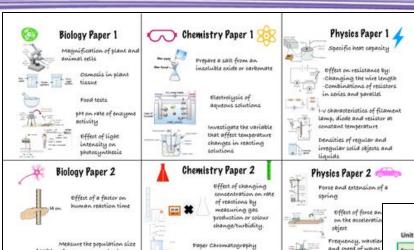
Directly feeds into our Science A levels; Biology, Chemistry and Physics



Bravery







Analysis and purification of

water samples

Memorise and use over 20 physics formulae.

of a common species in a

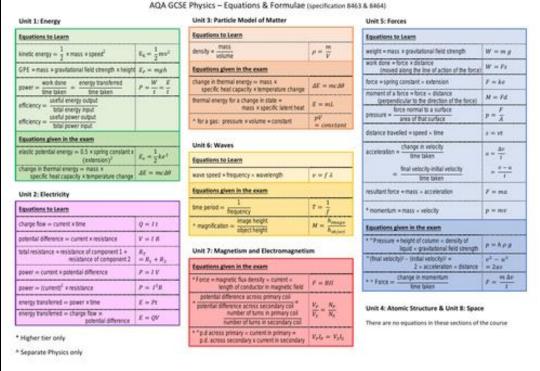
habitat and use sampling

effect of a factor on the

techniques to investigate the

distribution of this species.

Complete and be examined on over 20 required practical experiments.



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Bravery

and speed of waves

ripple tank

Kindness

Algerbrook School AMBITION | BRAVERY | KINDNESS

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

P8 – Space (triple)

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Separate science (triple)

Physics Biology Chemistry paper 1 paper 1 paper 1 1hr 45min 1hr 45min 1hr 45min + + + Biology Chemistry **Physics** paper 2 paper 2 paper 2 1hr 45min 1hr 45min 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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Revision Resources



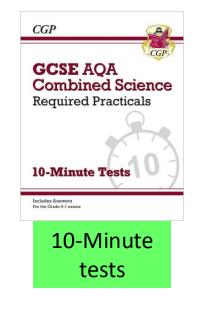
Revision guides, work books and answer book

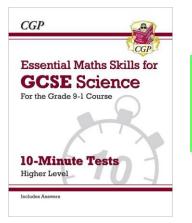
retriever





Flash cards





Essential Maths Skills



Free interactive revision tools



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https://buff.ly/3zEvKoU

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KEY STAGE 4 SCIENCE REVISION DASHBOARD

Biology	Chemistry	Physics
B1 Cell Biology	C1 Atomic structure and the periodic table	P1 Energy
B2 Organisation	C2 Bonding structure and properties of matter	P2 Electricity
B3 Infection and response	C3 Quantitative chemistry	P3 Particle Model
B4 Bioenergetics	C4 Chemical change	P4 Atomic Structure
B5 Homeostasis and response	C5 Energy change	P5 Forces
B6 Inheritance, variation and evolution	C6 The rate and extent of chemical reaction	P6 Waves
B7 Ecology	C7 Organic Chemistry	P7 Magnetism and Electromagnets
	C8 Chemical analysis	P8 Space (triple only)
	C9 Chemistry of the atmosphere	
	C10 Using resources	
BIOLOGY 1 - Tuesday 13th May (pm)	CHEMISTRY 1 - Monday 19th May (am)	PHYSICS 1 - Thursday 22nd May (am)
BIOLOGY 2 - Monday 9th June (am)	CHEMISTRY 2- Friday 13th June (am)	PHYSICS 2 - Monday 16th June (am)

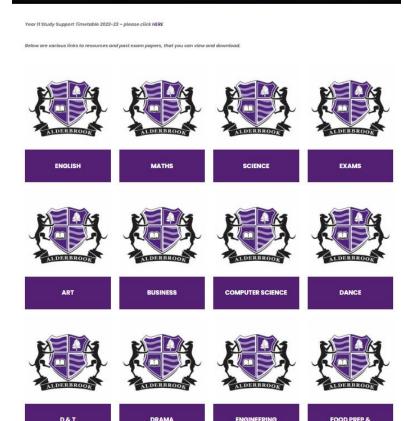
Resources Available

Exam Preparation Resources

On the school website there are a number of resources available



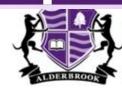




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Thank you for attending





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

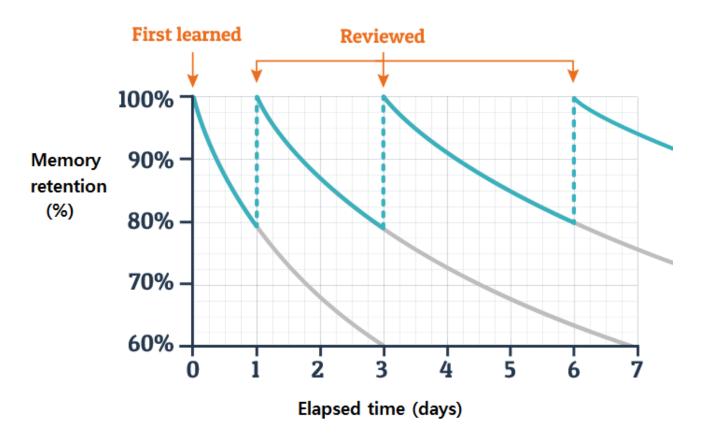
Plan to cover more topics in short chunks over longer periods of time

Little and often more regularly will make learning stick!



Spaced practice

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



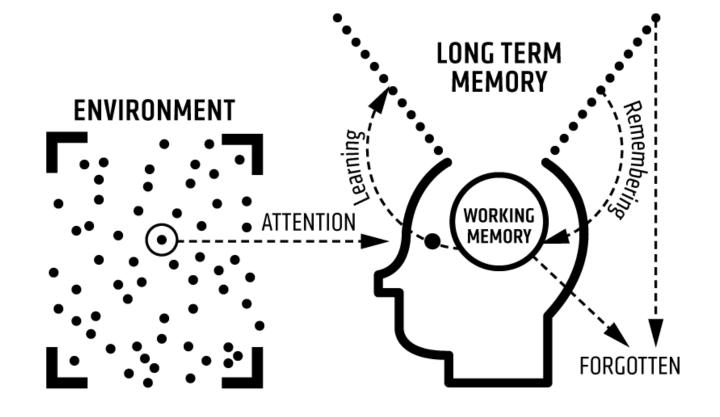
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Maximise Attention

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 THU 16 NOV				

Application Drop-In sessions for students from 1 NOV in M05

Applications open FRI 17 NOV

*Vocational Technical Qualification

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