

Year 11 Information Evening  
Evening - Sign in Register 10th  
September



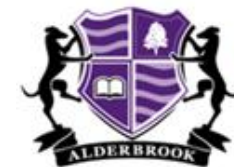
# Year 11 Information Evening

Thursday 10<sup>th</sup> September

Ambition

Bravery

Kindness



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& Sixth Form  
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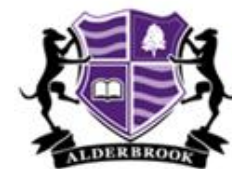
# This evening

- Introduction and Welcome Year 11 Calendar – Mr Finnegan
- Mental Health, Well Being and Pastoral Support Online Learning – Miss Williamson
- Maths – Mrs Reeve
- English – Ms Williams
- Science – Mr Gartland

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# Year 11 Team



Head of Year: Chris Finnegan/Katie Williamson



Pastoral Manager:  
Zena Warwood

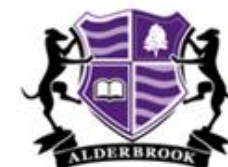


Assistant  
Headteacher:  
Ama Thandi

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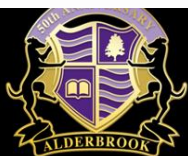
Bravery

Kindness

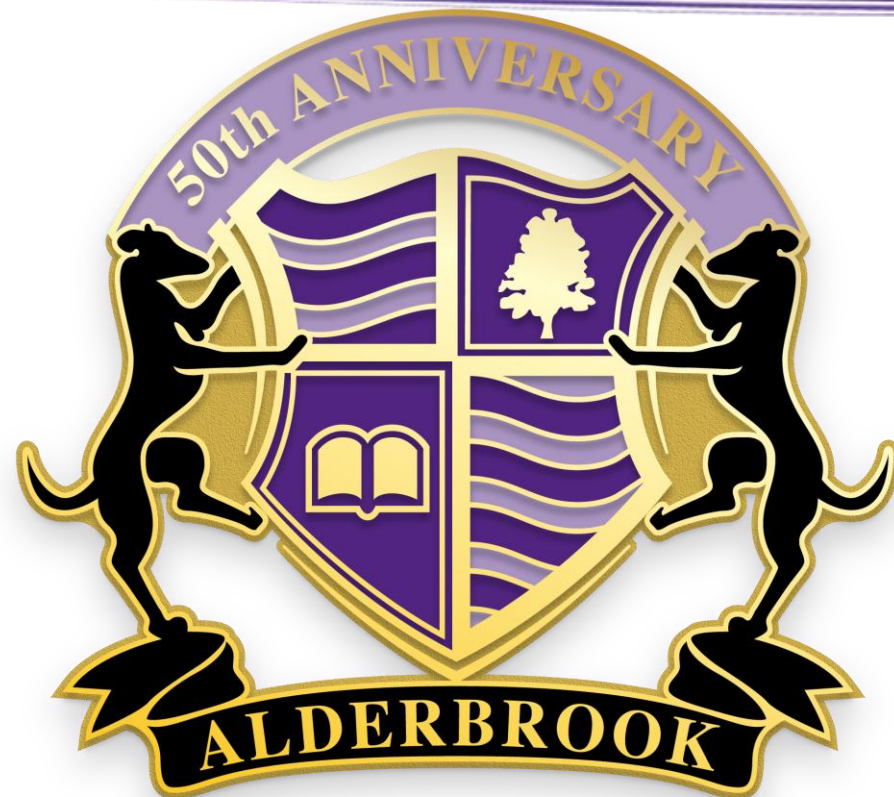


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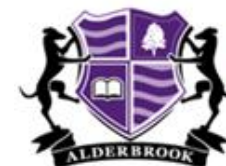
**#PROUD  
TO BE ABK**



“High Achievement always  
takes place within the  
framework of  
High Expectations”



Kindness



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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



Our ABK Blazer is worn at all times



Ties are 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

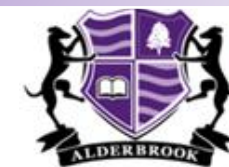
# Understanding attendance

| Attendance During One School Year | Equates to Days Absent | Number of weeks absent<br><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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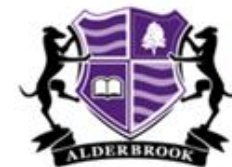
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# Year 11: How the Year Looks!

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# September



If you are interested in your child doing GCSE Cantonese and Mandarin – not for beginners

A letter has been sent out, please express your interest by 18th September.

We do not offer it as a taught subject. We are a centre for students who speak the language at home and wish to take it at GCSE.

Assessment dates were shared with parents/carers via email earlier this week



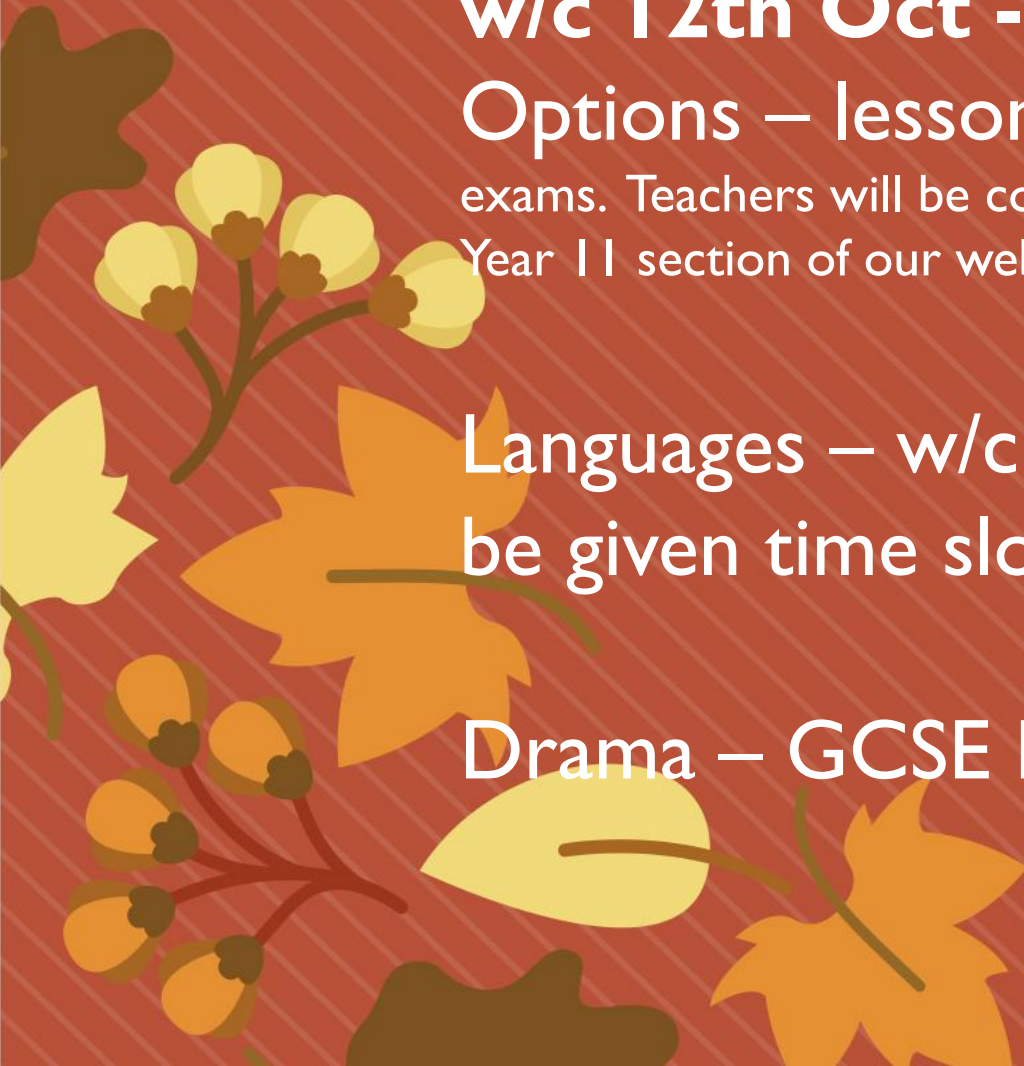
# October



**w/c 12th Oct - Year 11 Assessments (Core – hall, Options – lessons)** – Topic lists will be out in the next few weeks, in advance of exams. Teachers will be communicating this information with students in lessons too. The Year 11 section of our website contains lots of revision materials, past papers etc.

**Languages – w/c 5th Oct Speaking Exam – students will be given time slots**

**Drama – GCSE Devising Exam 21st or 22<sup>nd</sup> October**



# November

**4th Nov**

KS4 Presentation Evening

**11th Nov**

Life Ready Day

**19th Nov**

6th Form Open Evening  
**APPLICATIONS OPEN!!!**

# December / January

**3rd Dec**

**PARENTS' EVENING!!**

**Dec 26**

**MADE** - supporting students with revision techniques

**31st Jan**

**6th Form Applications DEADLINE**

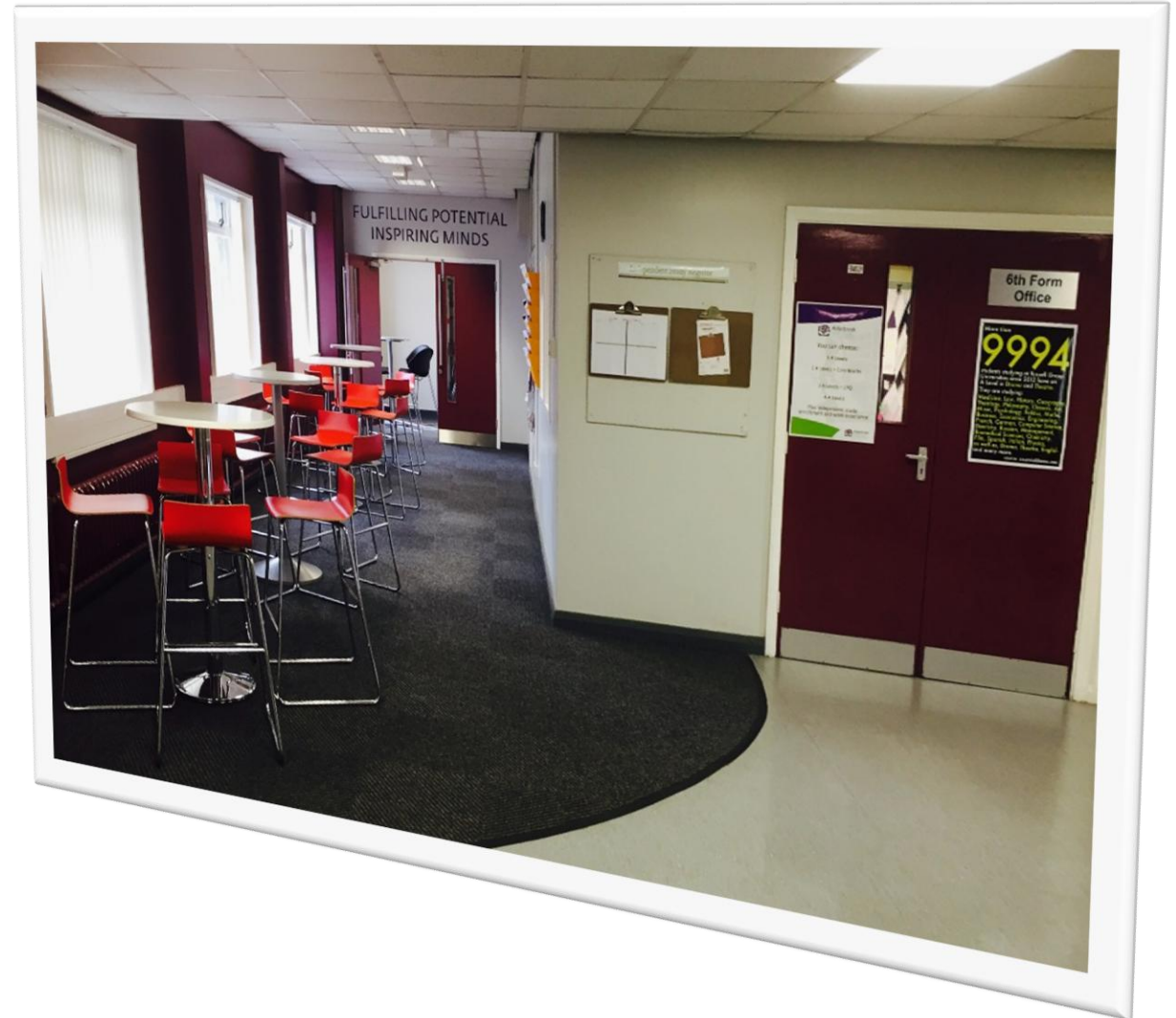
Interviews for Internal Students are completed by Easter Term.

**18th Jan**

**Y11 Assessments (MOCKS)**

# 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 Mrs McNamara 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

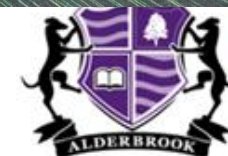


Social space & Cafe

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# February

School Reports written by teachers



# March

3rd March

Reports issued

Early Mar

MOCK Exam Results Day

8th Mar

Y11 Photos

9th Mar

Y11 Intervention Evening (Online – teachers will request appointments)

6th Mar

Life Ready Day

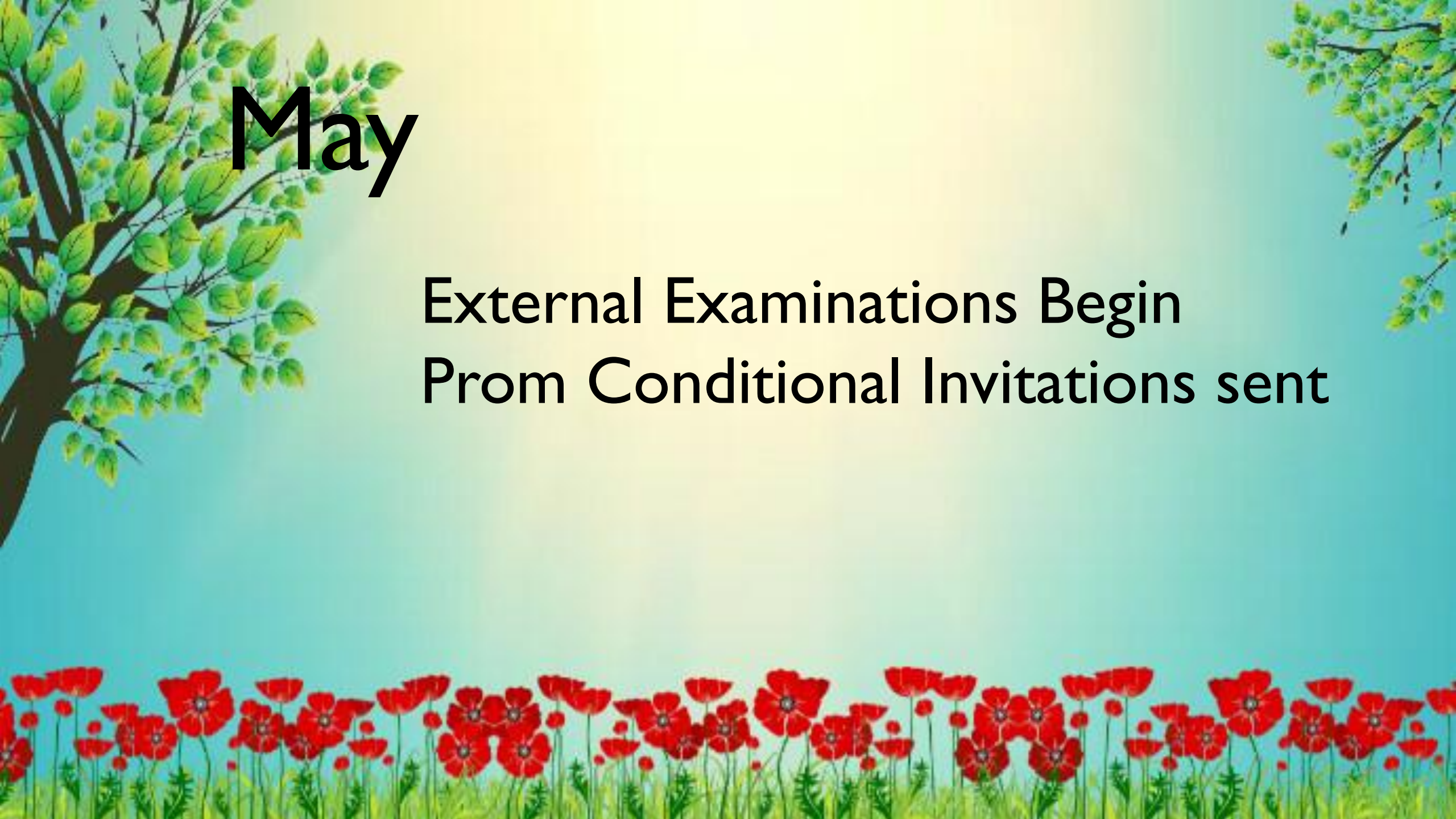


# April/May

We are planning to run classes during Easter and May holidays.

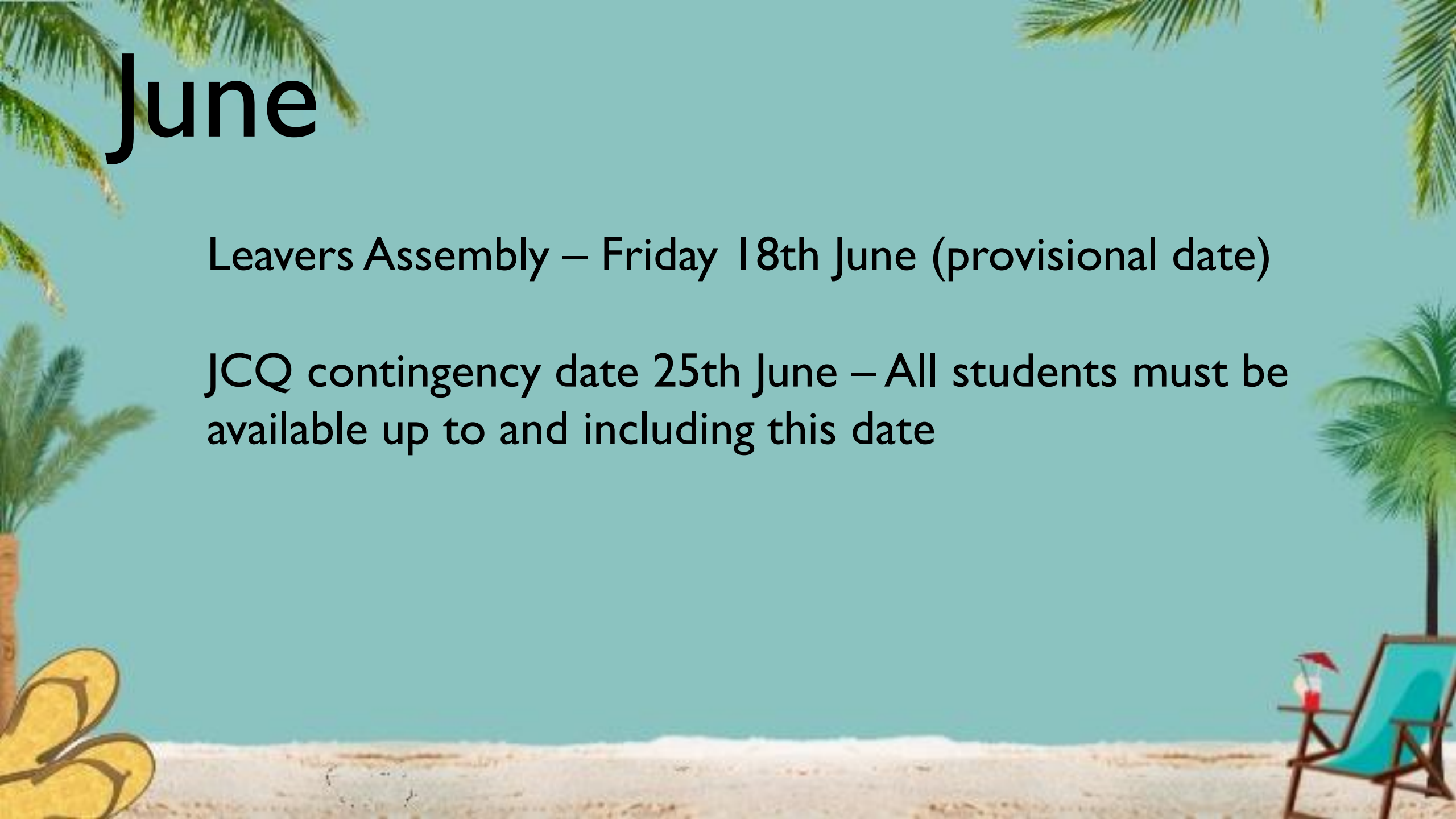
As Easter falls at the beginning of the holiday, we will have to look carefully at dates.

We will confirm this in due course.



# May

External Examinations Begin  
Prom Conditional Invitations sent

The background of the slide is a tropical beach scene. It features a clear blue sky, a sandy beach, and a turquoise ocean with white waves. On the left, there are palm trees and a pair of yellow flip-flops. On the right, there is a wooden lounge chair with a blue cushion and a small red umbrella on a side table.

# June

Leavers Assembly – Friday 18th June (provisional date)

JCQ contingency date 25th June – All students must be available up to and including this date

# June

(Prom date – 24th June, Motorcycle Museum)



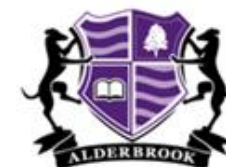
# Summer Exam Timetable – is now on the school website

| ALDERBROOK SCHOOL                                           |                                                      |                     |                          |                              |
|-------------------------------------------------------------|------------------------------------------------------|---------------------|--------------------------|------------------------------|
| PROVISIONAL EXTERNAL EXAMINATIONS TIMETABLE - SUMMER 2027   |                                                      |                     |                          |                              |
| MORNING                                                     |                                                      | Day/Date            | AFTERNOON                |                              |
| GCE                                                         | GCSE                                                 |                     | GCSE                     | GCE                          |
| BTEC SPORT Unit 2 - 150 min                                 |                                                      | Thursday 29th April |                          |                              |
| ENGLISH LANGUAGE A P1 - 150 min<br>ECONOMICS A P1 - 120 min | Computer Science 1 - 90 min                          | Monday 10th May     |                          |                              |
| GEOGRAPHY A P1 - 150 min                                    | Biology 1 - 105 min<br>Science (Trilogy) B1 - 75 min | Tuesday 11th May    | Chinese L & R- 45/65 min | CORE MATHEMATICS P1 - 90 min |

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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: Mrs Warwood (Pastoral Manager), Mrs Williamson/Mr Finnegan (Head of Year) and Miss Thandi (Assistant Headteacher).

Usual protocol:-

Form Tutor

Pastor manager

Head of Year

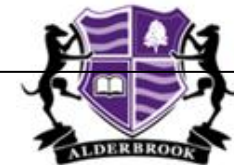
Assistant Headteacher (This is not rigid format).

- 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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# Well - being

- 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 - Our Kooth mental health service has evolved to Soluna - please help us get the message out so young people know we're still here to support them.

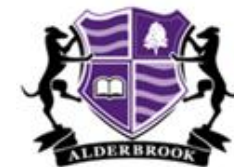
# Exam Stress



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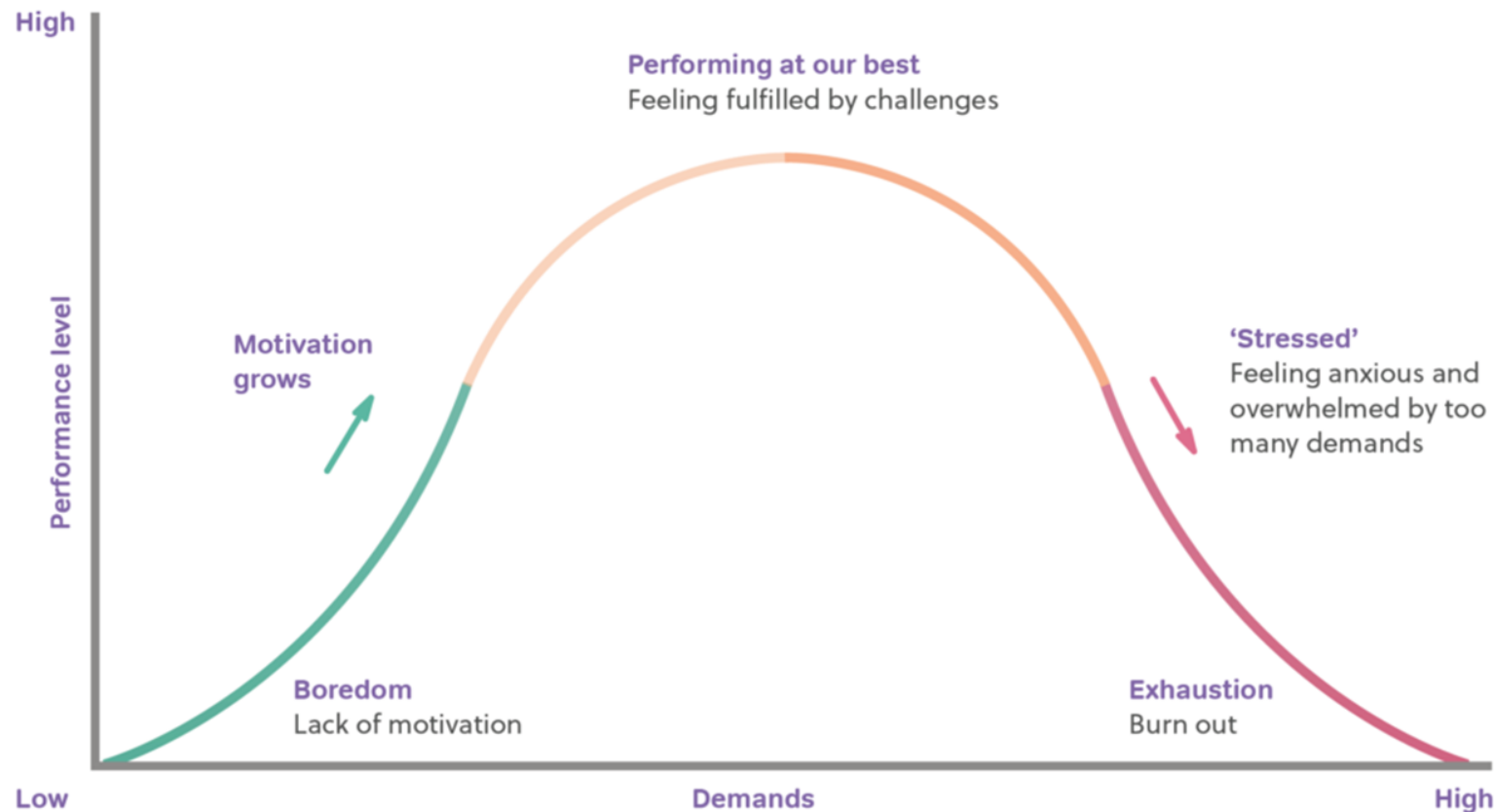


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# What is stress?

- **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

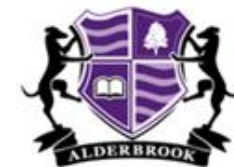
# The benefits of stress . . .



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# Identifying stress

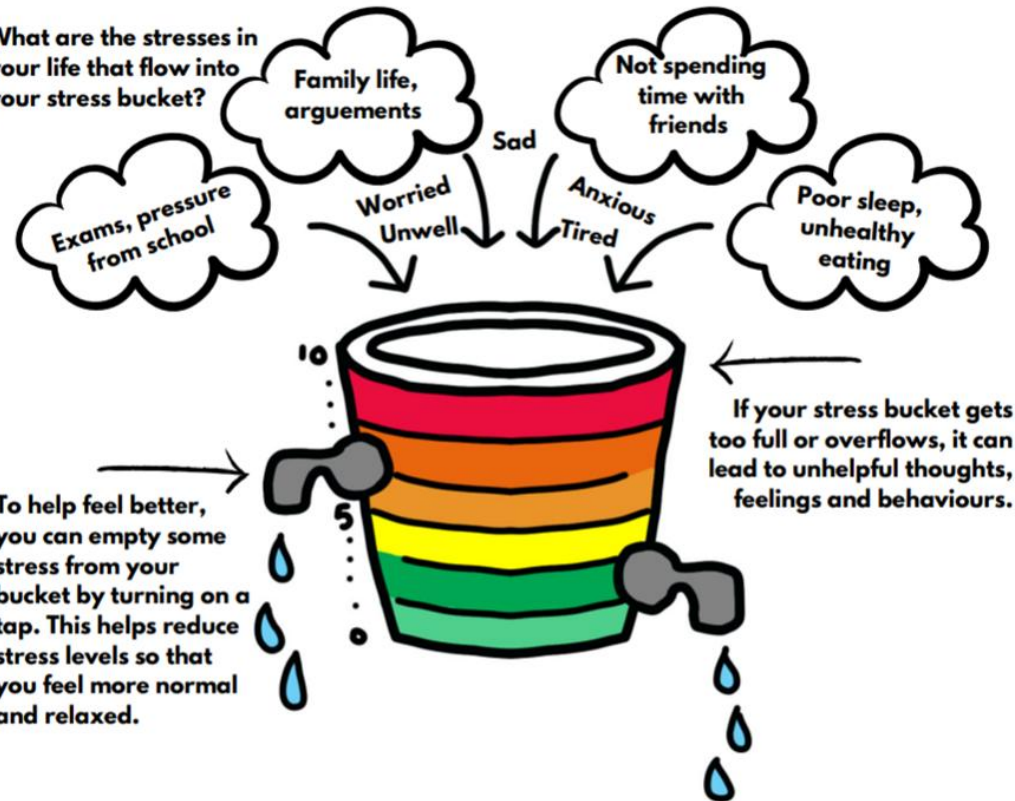
- Stress can affect us in four main ways....
  - Physical
  - Emotional
  - Behavioral
  - Thoughts

# 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 the stresses in your life that flow into your stress bucket?



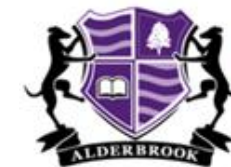
What are some of the ways you can turn on your taps to reduce your stress?

- 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

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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**

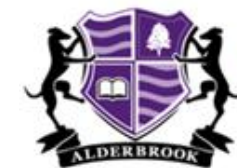
## Unhelpful

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

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# 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. 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 Tree



- **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....

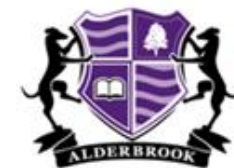


- **Step 4: DISTRACT FROM IT**

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# 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).

## My crisis plan:

### Urgent Support:

Monday-Friday 9am-5pm you can contact Solar to discuss with your care co-ordinator or the duty worker, on [0121 301 2750](tel:01213012750).

### Urgent Out of Hours Support:

If urgent mental [health](#) support is required outside of the office hours, you can call [0121 301 5500](tel:01213015500) 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.

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## 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](tel:08001111). 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](tel:116123) to talk to Samaritans, or email: [jo@samaritans.org](mailto: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](https://www.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](tel: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 [yourself](#)



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ABK MATHS

# 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.

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1804004 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.
- Answer all the questions.
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**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.
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**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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93505 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 at the end.

P62277RA  
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**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 at the end.

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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.*
- 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 at the end.

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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.





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

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

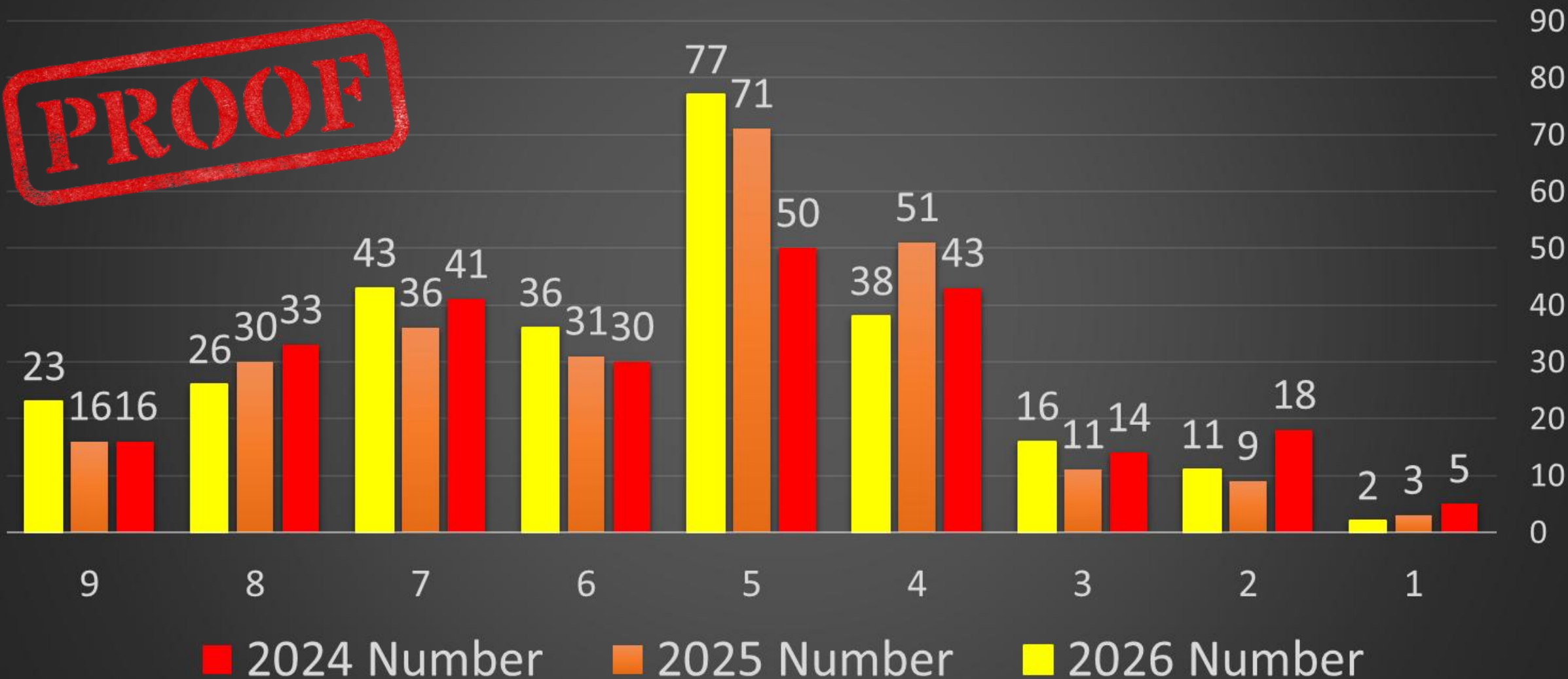
**Revision Programme over course of year 11 has already commenced:**

- One **Exam Sheet** per week containing vital exam questions.
- A **Preparatory Mini Test** each week (from February)
- The '**Ultimate Revision Guide**' at the appropriate tier – bespoke for ABK students only
  - complete with [video tutorials](#) for every page (available at Higher).
- A **Grade 9 booster booklet** to help 8 to 9 conversions.
- Many recent cohorts **out-performed all other schools within the Solihull Borough.**

M  
A  
T  
H  
S

# Results Distributions 2024 vs 2025 vs 2026

**PROOF**



## Useful Websites



[Corbettmaths.com](http://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.

[mathsgenie.co.uk](http://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)

# GCSE English Language and Literature

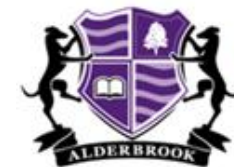
The exam board is AQA  
([www.aqa.org.uk](http://www.aqa.org.uk))



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**There is no coursework  
element.**

**The qualification is  
100% examination.**

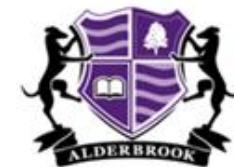
**There are four exams.  
Two for language & two  
for literature.**



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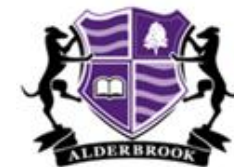
**There is no “Higher” or “Foundation” paper.  
ALL pupils will sit the same exam.**

**Only exception is I1x6 who are sitting language only.**

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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."



## 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.

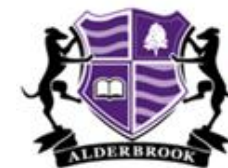
**Both English Language papers are worth 80 marks.**

**40 marks for reading, 40 for writing.**

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An analog clock with a white face and black numbers. The hour hand is between 8 and 9, and the minute hand is between 4 and 5. The time is 8:22.

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

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 topful  
Of direst cruelty: make thick my blood,  
Stop up my access and passage to remorse  
That no compunctious visitings of nature  
Shake my fell purpose nor keep peace between  
10 The effect and it. Come to my woman's breasts,  
And take my milk for gall: you murdering ministers,  
Wherein in your sightless instances  
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'!

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

**(34 marks)**

"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 at my own free will, and in the full knowledge of where the pain was to come. Would you try it for a single day? You know the answer, and yet you won't leave me." The Scrooge trembled more and more.  
"And how long will you stand there trembling?" asked the Ghost, "and how long will you say that you are not a coward? Look upon these! They are your brothers and your sisters, and your fellow-workmen as well as your fellow-servants. Look upon these figures, and consider what a painful life you lead them. And have you no pity for them?"  
Scrooge glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathers of iron babies.  
"Jacob," he said, imploringly. "Did Jacob Marley, tell me more. Speak comfort to me, Jacob!"  
"You must give," said the Ghost. "It comes from other regions, Ebenezer Scrooge, and is conveyed by other ministers, to other kinds of men. Nor can I tell you what I would. A very little more, and your time will come, and you must stand or fall as you may. My spirit never walked beyond our counting-house—mark that!—and yet it has been everywhere, and knows all that is going on in the world of man and beast. It has seen more of your money-changing, and weary journeys, like before me!"

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

An analog clock with a white face and black numbers. The hour hand is between 8 and 9, and the minute hand is between 4 and 5. The time is 8:22.

**2 hour 15 mins**  
**96 marks**  
**60% of your GCSE**



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

## An Inspector Calls

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

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

.... in '\_\_\_\_\_',  
and in one other poem from  
'Power and Conflict'."

[illegible]

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)**

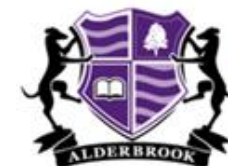
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# Kindness

# 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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| W/C             | Y11 Focus – Term One       |
|-----------------|----------------------------|
| 01/09/2026      | English Language Paper 2   |
| 07/09/2026      | English Language Paper 2   |
| 14/09/2026      | English Language Paper 2   |
| 21/09/2026      | English Language Paper 2   |
| 28/09/2026      | English Language Paper 2   |
| 05/10/2026      | English Language Paper 2   |
| 12/10/2026      | AP1                        |
| 19/10/2026      | AP1                        |
| Half Term       |                            |
| 02/11/2026      | English Language Paper 1   |
| 09/11/2026      | English Language Paper 1   |
| 16/11/2026      | English Language Paper 1   |
| 23/11/2026      | English Language Paper 1   |
| 30/11/2026      | English Language Paper 1   |
| 07/12/2026      | English Literature Paper 1 |
| 14/12/2026      | English Literature Paper 1 |
| Christmas Break |                            |

| W/C          | Y11 Focus – Term Two       |
|--------------|----------------------------|
| 04/01/2027   | English Literature Paper 1 |
| 11/01/2027   | English Literature Paper 1 |
| 18/01/2027   | AP2                        |
| 25/01/2027   | AP2                        |
| 01/02/2027   | English Literature Paper 2 |
| 08/02/2027   | English Literature Paper 2 |
| Half Term    |                            |
| 22/02/2027   | English Literature Paper 2 |
| 01/03/2027   | English Literature Paper 2 |
| 08/03/2027   | English Literature Paper 2 |
| 15/03/2027   | English Literature Paper 2 |
| 22/03/2027   | English Literature Paper 2 |
| Easter Break |                            |

| W/C        | Y11 Focus – Term Three         |
|------------|--------------------------------|
| 12/04/2027 | Thematic Revision of 4x Papers |
| 19/04/2027 | Thematic Revision of 4x Papers |
| 26/04/2027 | Thematic Revision of 4x Papers |
| 03/05/2027 | External Exams                 |
| 10/05/2027 | External Exams                 |
| 17/05/2027 | External Exams                 |
| 24/05/2027 | External Exams                 |
| Half Term  |                                |
| 07/06/2027 | External Exams                 |
| 14/06/2027 | External Exams                 |
| 21/06/2027 | External Exams                 |
| 28/06/2027 | External Exams                 |
| 05/07/2027 |                                |
| 12/07/2027 |                                |
| 19/07/2027 |                                |

# GCSE English Language and Literature

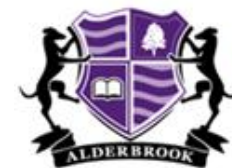
## Assessment Points 2026/2027

- **AP1 October Mock:**  
*English Language Paper 2*
- **AP2 January Mock:**  
*English Language Paper 1 & English Literature Paper 1*

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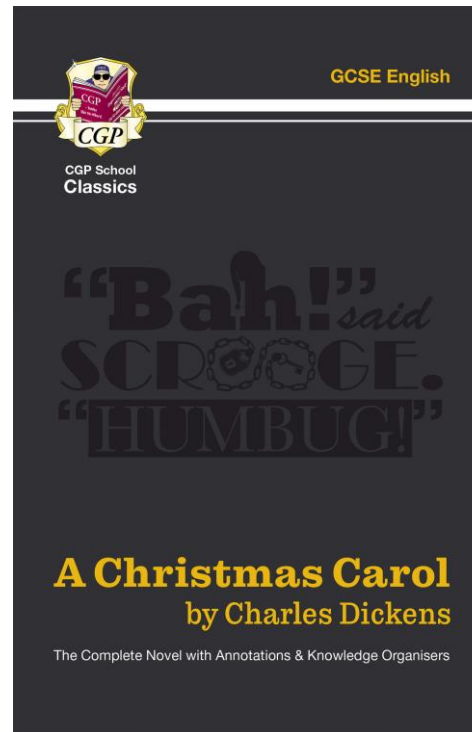
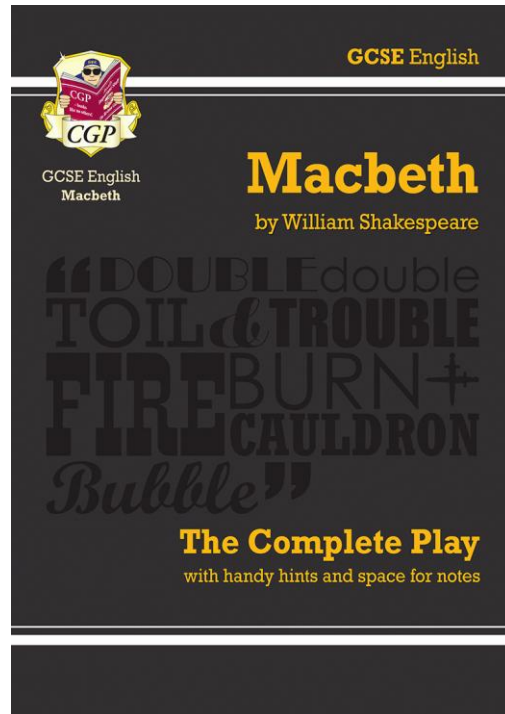
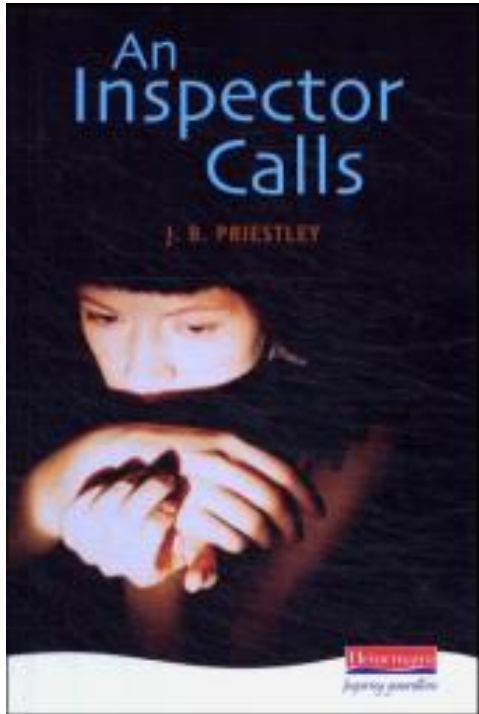
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# What can pupils be doing at home?

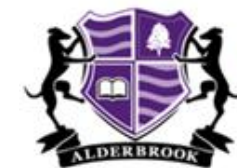


- Flashcards
- Mind-maps
- Re-drafting marked answers
- Planning responses to a multitude of questions
- Creation of questions
- Character profiles
- Brain-dumps
- Completing past papers

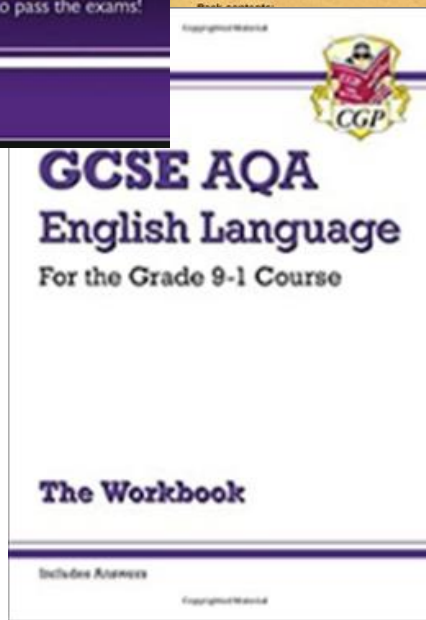
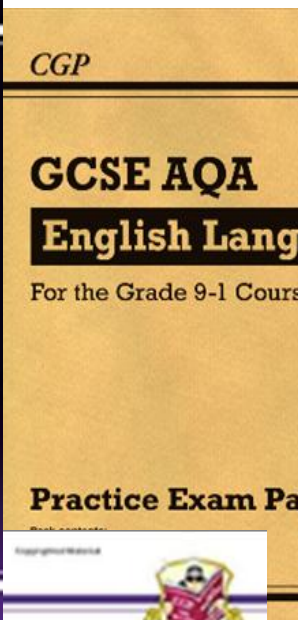
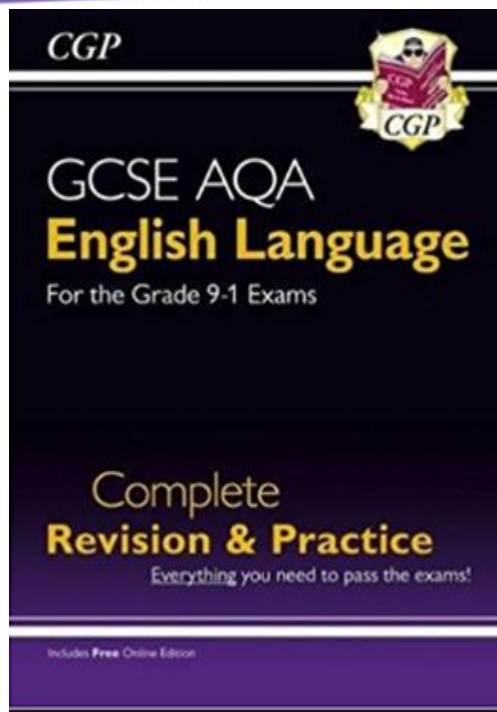
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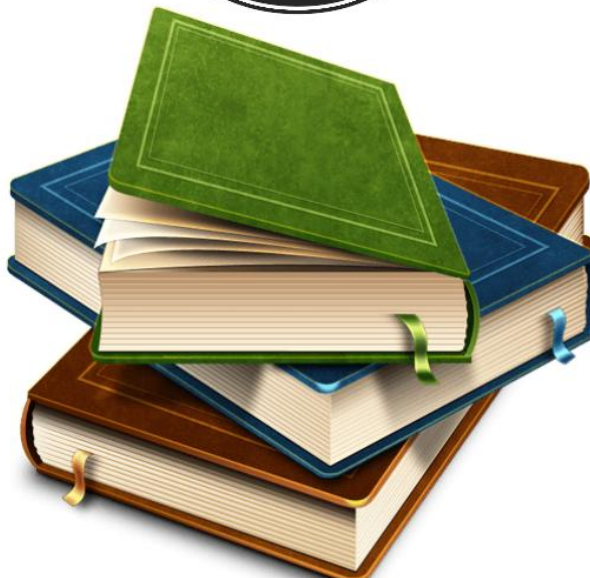
Kindness



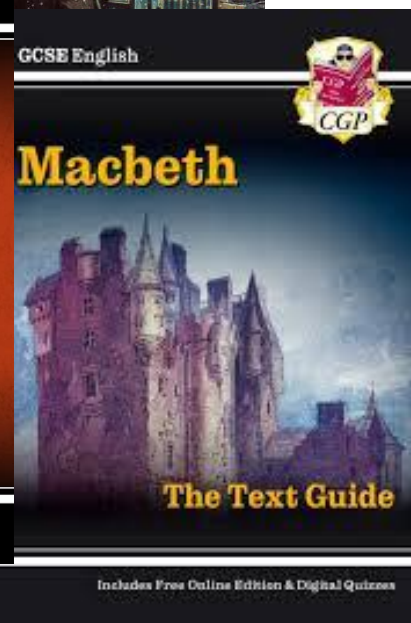
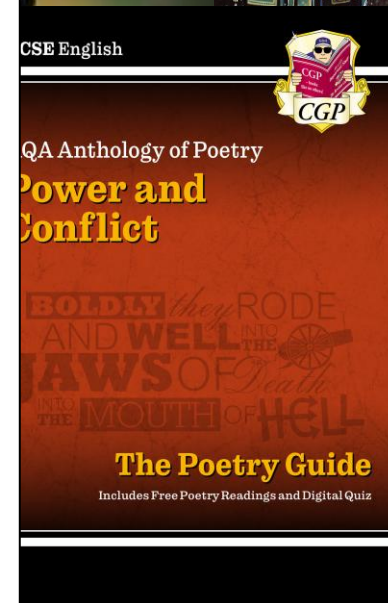
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Alderbrook English Department  
Revision Tips



Name: \_\_\_\_\_



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# Websites



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# GCSE ENGLISH LITERATURE

8702/1 Shakespeare and the 19th century novel  
Report on the Examination

**Exam influencers:  
useful revision  
support or a risky  
shortcut?**

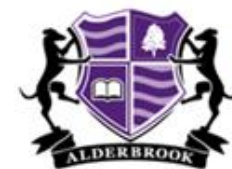
## **Advice for Students**

The internet is a valuable resource of exam revision and preparation, and one which is accessible and understandably popular. As with everything, it should be approached thoughtfully, and with the understanding that **not everything on the internet is true or useful.** The examiners are looking for your interpretation of the texts you have studied, **not some stranger's views on social media.** Make sure you think carefully about what you watch, and use it to help you develop your own ideas.

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# SCIENCE



Combined Trilogy: Gain 2 x GCSES

Triple: Gain 3 x GCSE

We use AQA

A well-regarded exam board!

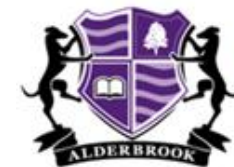


Directly feeds into our Science A levels; Biology, Chemistry and Physics

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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.

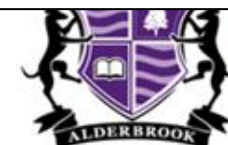
Be familiar with the physics formulae.

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

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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



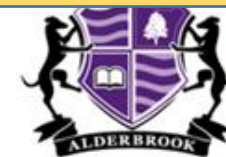
### Physics paper 2 (Yr 11)

P5 – Forces  
P6 – Waves  
P7 – Magnetism  
P8 – Space (triple)

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## Separate science (triple)

|                                 |                                   |                                 |
|---------------------------------|-----------------------------------|---------------------------------|
| Biology<br>paper 1<br>1hr 45min | Chemistry<br>paper 1<br>1hr 45min | Physics<br>paper 1<br>1hr 45min |
| +                               | +                                 | +                               |
| Biology<br>paper 2<br>1hr 45min | Chemistry<br>paper 2<br>1hr 45min | Physics<br>paper 2<br>1hr 45min |

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

## Trilogy (combined)

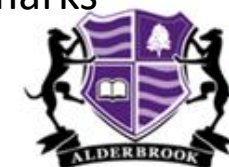
|                                 |                                   |                                 |
|---------------------------------|-----------------------------------|---------------------------------|
| Biology<br>paper 1<br>1hr 15min | Chemistry<br>paper 1<br>1hr 15min | Physics<br>paper 1<br>1hr 15min |
| Biology<br>paper 2<br>1hr 15min | Chemistry<br>paper 2<br>1hr 15min | Physics<br>paper 2<br>1hr 15min |

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

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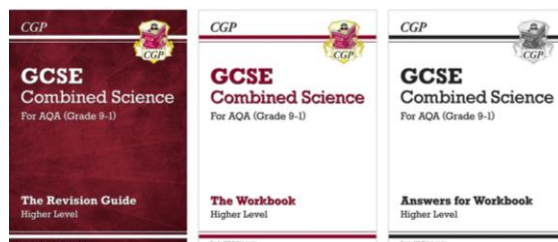
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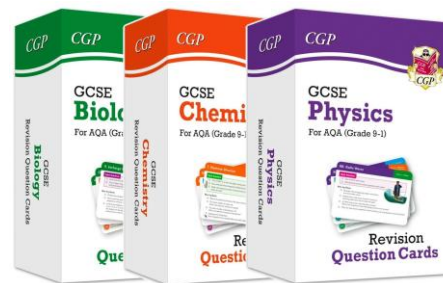
## Revision Resources



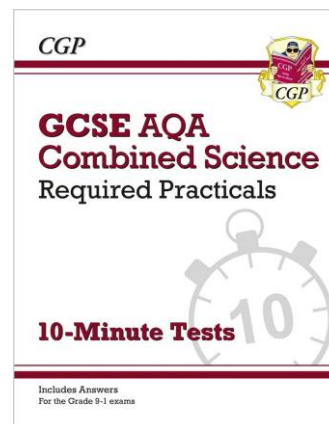
Revision guides, work books and answer book



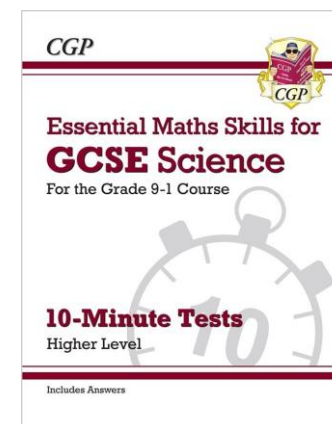
Knowledge organiser and knowledge retriever



Flash cards



10-Minute tests



Essential Maths Skills



**SENECA**  
Free interactive content to keep students engaged

Free interactive revision tools

**Bitesize**



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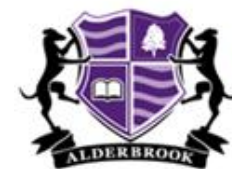
<https://buff.ly/3zEvKoU>



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# KEY STAGE 4 SCIENCE REVISION DASHBOARD

| Biology                                        | Chemistry                                            | Physics                                |
|------------------------------------------------|------------------------------------------------------|----------------------------------------|
| <u>B1 Cell Biology</u>                         | <u>C1 Atomic structure and the periodic table</u>    | <u>P1 Energy</u>                       |
| <u>B2 Organisation</u>                         | <u>C2 Bonding structure and properties of matter</u> | <u>P2 Electricity</u>                  |
| <u>B3 Infection and response</u>               | <u>C3 Quantitative chemistry</u>                     | <u>P3 Particle Model</u>               |
| <u>B4 Bioenergetics</u>                        | <u>C4 Chemical change</u>                            | <u>P4 Atomic Structure</u>             |
| <u>B5 Homeostasis and response</u>             | <u>C5 Energy change</u>                              | <u>P5 Forces</u>                       |
| <u>B6 Inheritance, variation and evolution</u> | <u>C6 The rate and extent of chemical reaction</u>   | <u>P6 Waves</u>                        |
| <u>B7 Ecology</u>                              | <u>C7 Organic Chemistry</u>                          | <u>P7 Magnetism and Electromagnets</u> |
|                                                | <u>C8 Chemical analysis</u>                          | <u>P8 Space (triple only)</u>          |
|                                                | <u>C9 Chemistry of the atmosphere</u>                |                                        |
|                                                | <u>C10 Using resources</u>                           |                                        |
| 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)      |

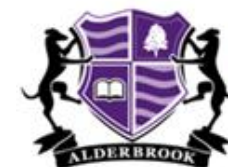
# Thank you

- Mrs Reeve
- Ms Williams
- Mr Gartland

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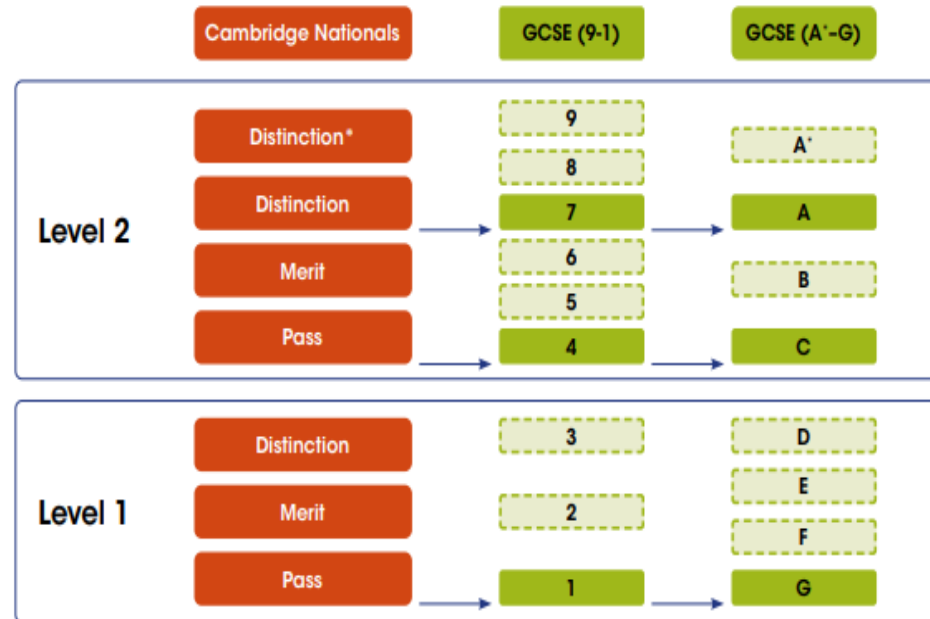
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# Grading at GCSE/BTec

| BTEC Grade (Level 2) | Equivalent GCSE Grade |
|----------------------|-----------------------|
| Distinction* (D*)    | Grade 8.5             |
| Distinction (D)      | Grade 7-8             |
| Merit (M)            | Grade 5.5-6           |
| Pass (P)             | Grade 4-5             |
| Level 1 Pass         | Grade 1-3             |
| Unclassified         | Below Grade 1         |



OCR National Sport Science L2.  
Health & Social is also OCR National  
Level 2.

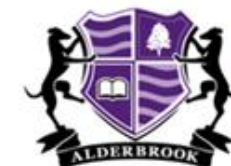
Performing Arts Dance is the only  
BTEC Level 2 Tech Award

| HOW DO THE NEW GRADES RELATE TO THE OLD ONES? |    |
|-----------------------------------------------|----|
| Numbers v Letters                             |    |
| 9                                             | A* |
| 8                                             |    |
| 7                                             | A  |
| 6                                             | B  |
| 5                                             | C  |
| 4                                             |    |
| 3                                             | D  |
| 2                                             | E  |
| 1                                             | F  |
|                                               | G  |
| U                                             | U  |

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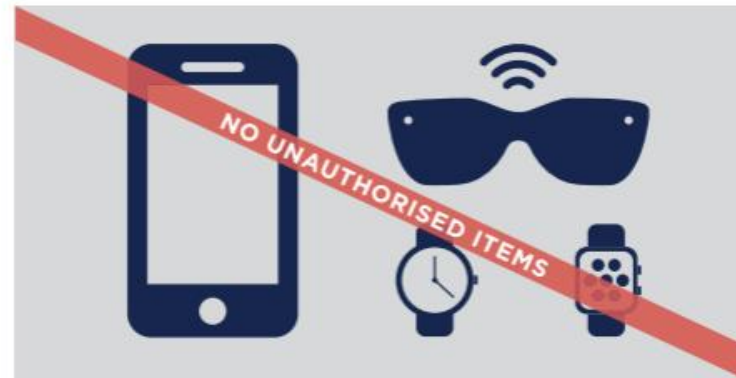
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# JCQ guidance



**NO MOBILE PHONES  
NO SMART GLASSES  
NO WATCHES**

**NO STORAGE OR WEB-ENABLED DEVICES**



Possession of unauthorised items  
is a serious offence and could result in

**DISQUALIFICATION**

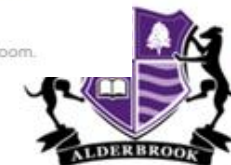
from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

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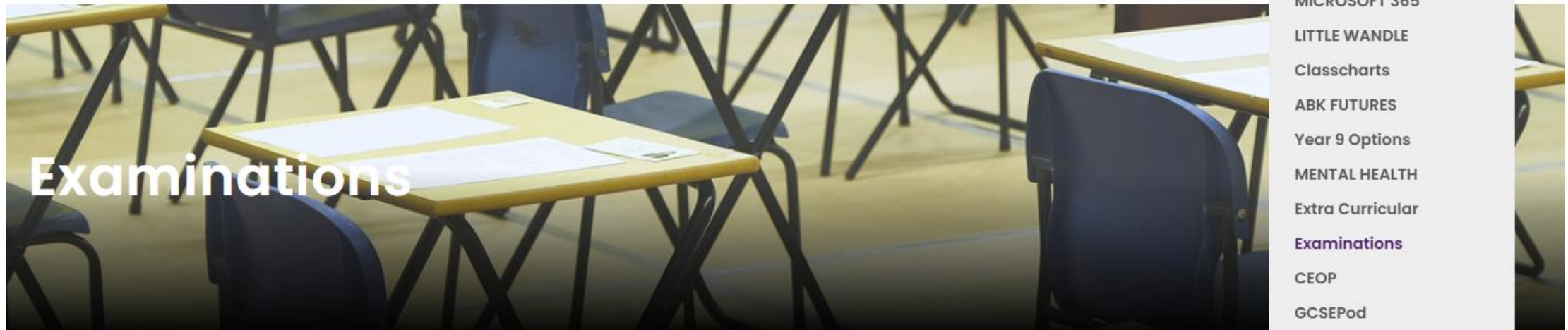
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# School website



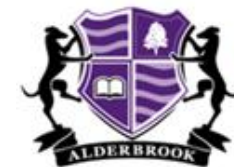
[Home](#) [About Us](#) [Information](#) [Curriculum](#) [SEN](#) [Sixth Form](#) [Parents](#) [Students](#) [Staff](#) [🔍](#)



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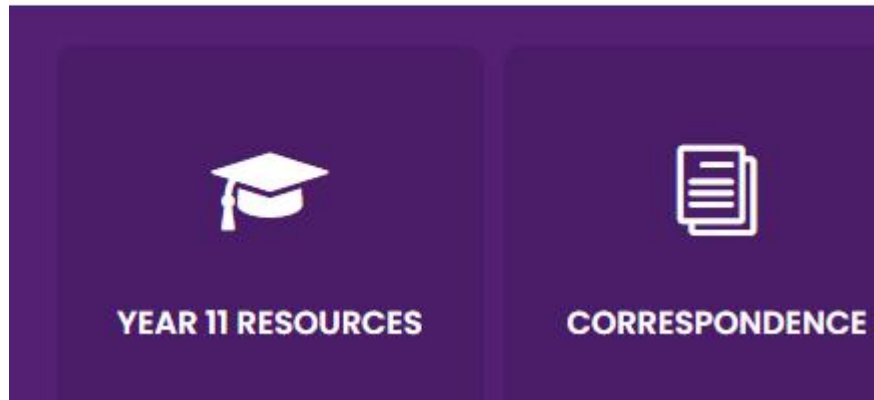
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# Resources Available

On the school website there are a number of resources available



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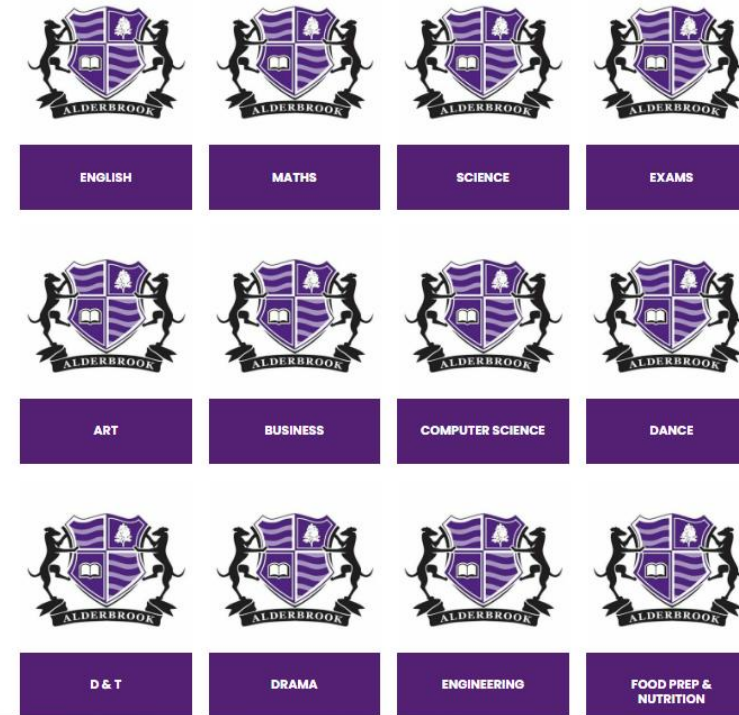
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## Exam Preparation Resources

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.



# 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**

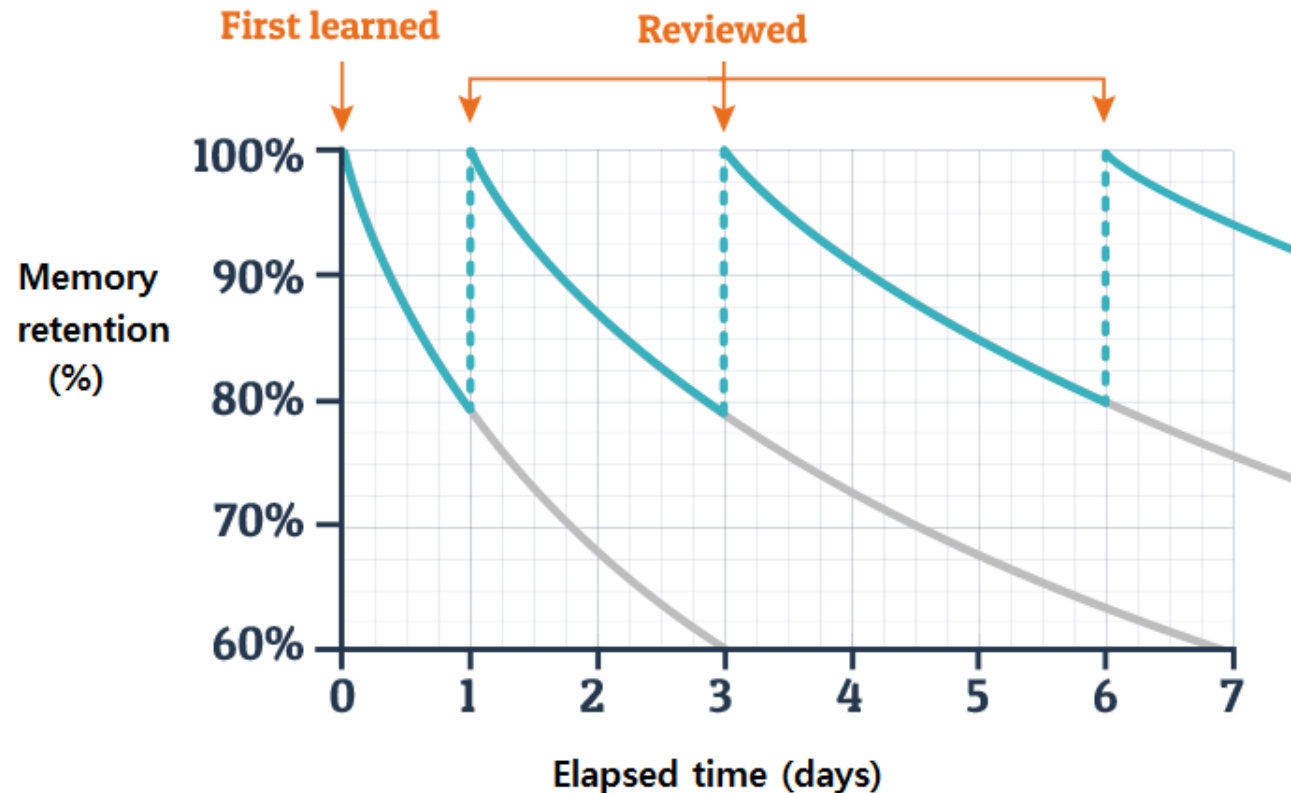
**Mass practice** is ineffective and stressful

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

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

# Spaced practice

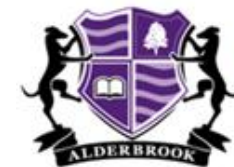
**Ebbinghaus Forgetting Curve** is a nice visual way to remind us that we must give effective explanations, but then revisit the core message with spaced repetition, otherwise there is danger that it will be forgotten



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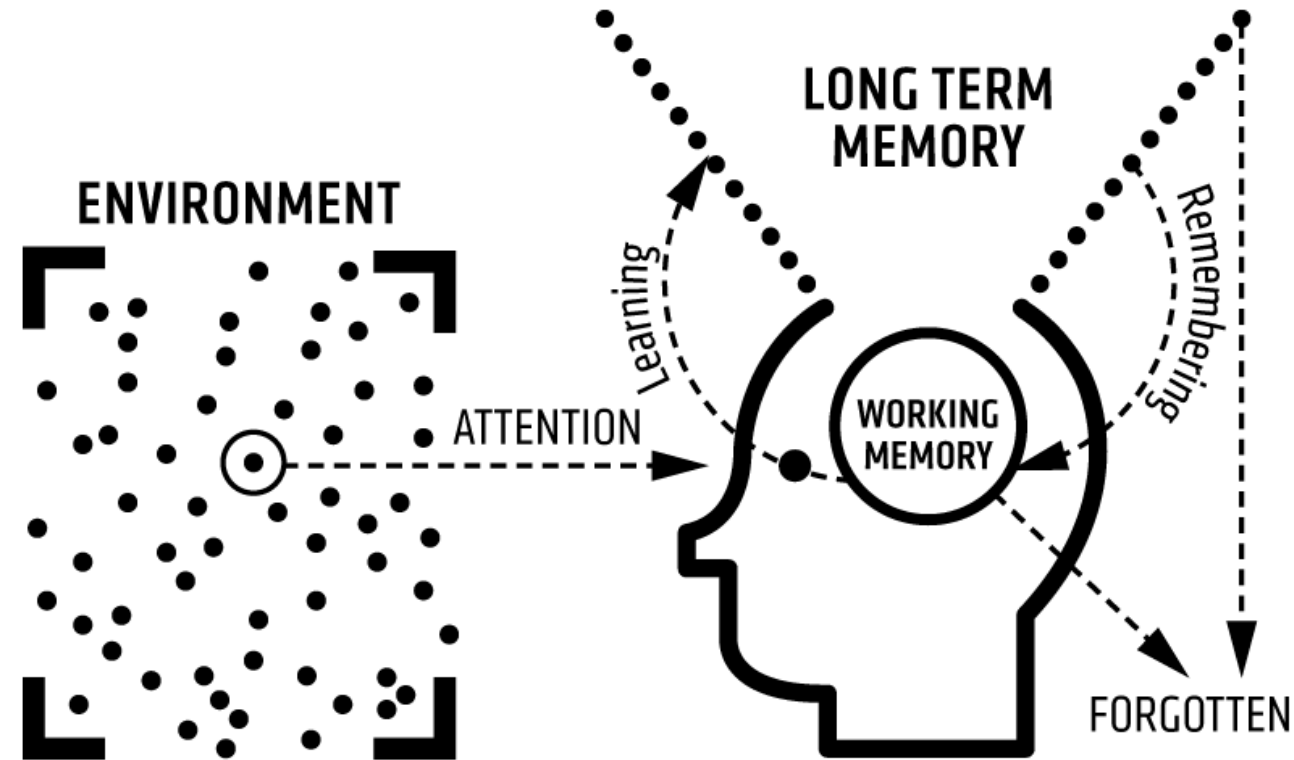
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# Maximise Attention

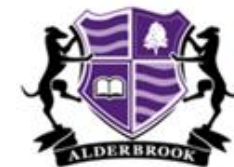
Remove distractions  
and make learning  
ultra effective for  
shorter bursts rather  
than ineffective study  
for a long time >  
remove phones, music,  
TV etc



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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



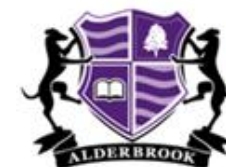
| OPTIONS                                                                                     |                                                                                                               |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Full-Time Education                                                                         | Work & Study                                                                                                  |
| A Levels<br>T Levels<br>VTQ*<br>Applied qualifications<br>Exam retakes                      | Traineeship<br>Supported internships<br>Apprenticeships<br>School leaver schemes<br>Part-time VTQ* aside work |
| Alderbrook Sixth Form Open Evening <b>THU 16 NOV</b><br>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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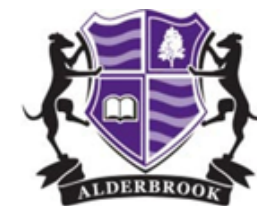


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# Handout – NEA and key dates

Non-Exam Assessment

## Year 11 2026/2027 – NEA and key dates

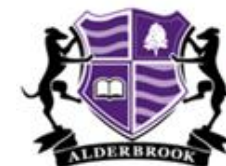


| Subject                 | Exam board | Unit name/code                                        | Percentage overall marks | Deadline for submission | Catch up      | Practical exam date                                  |
|-------------------------|------------|-------------------------------------------------------|--------------------------|-------------------------|---------------|------------------------------------------------------|
| Art                     | OCR        | J171/1 - Portfolio                                    | 60%                      | Dec 26                  | Thursdays     | April TBC                                            |
| Photography             | OCR        | J173/1 - Portfolio                                    | 60%                      | Dec 26                  | Thursdays     | April TBC                                            |
| Dance BTEC Perming Arts | Pearson    | BPD01 - <u>Exploring</u> the Performing Arts          | 30%                      | March 26                | Every Friday  | Completed last year                                  |
| Dance BTEC Perming Arts | Pearson    | BPD02 - Developing Skills & Techniques                | 30%                      | 27th November           |               |                                                      |
| Dance BTEC Perming Arts | Pearson    | BPD03 - Responding to <u>brief</u> .                  | 40%                      | 24th March              |               |                                                      |
| Drama                   | AQA        | 8261C - Devising Drama Practical                      | 40%                      |                         |               | Component 2 GCSE Drama Exam 21st Oct                 |
| Design & Technology     | AQA        | 8552C - Design & Making, Core & Specialist Principles | 50%                      | 26th Feb 2027           | Every Tuesday | No practical exam, the NEA runs throughout the year. |

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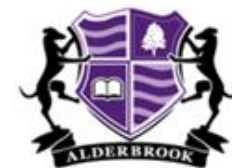
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# Thank you for attending

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