

Year 11 Parents / Carers & Pupils Information Evening

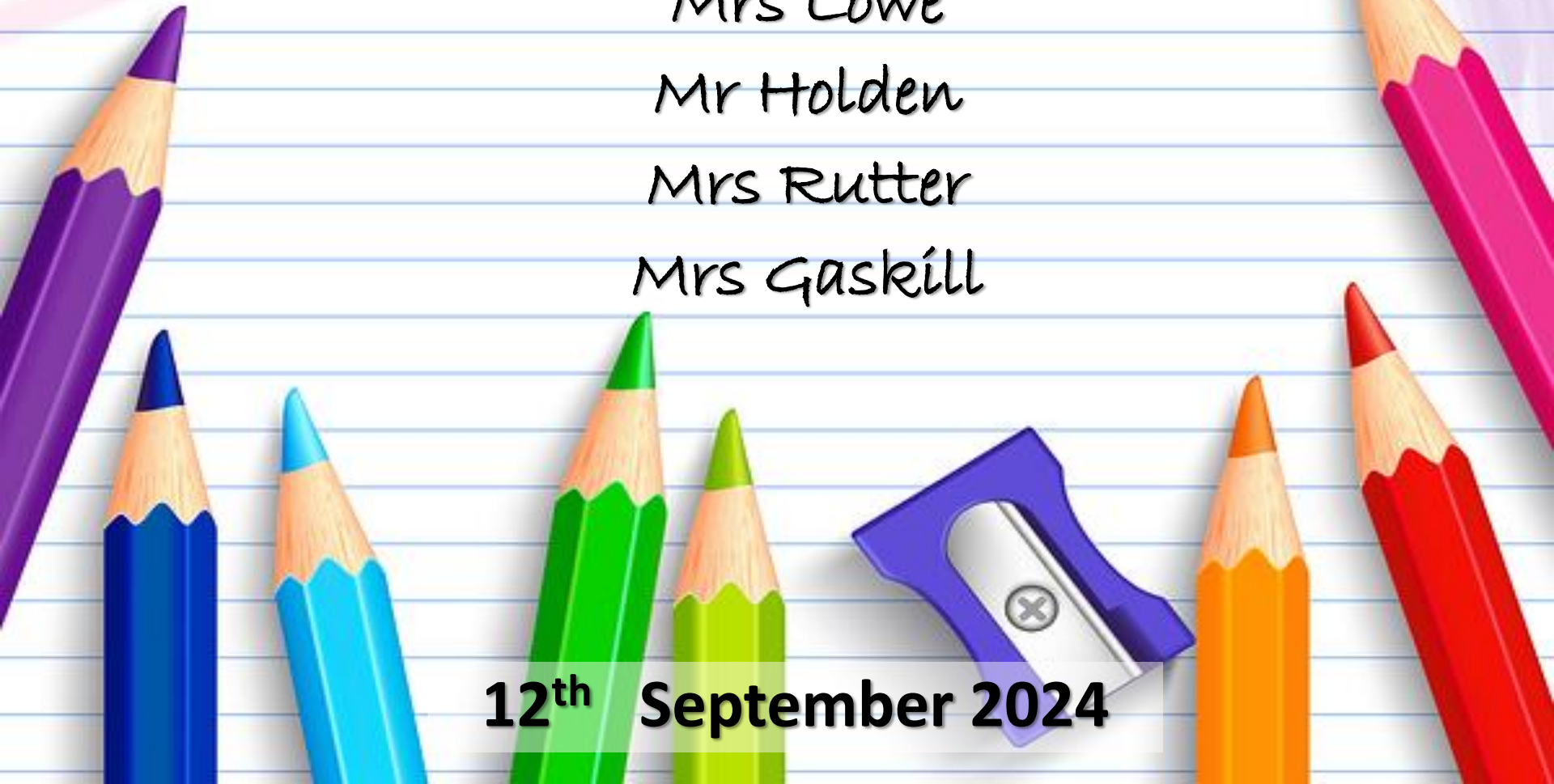
Mrs Lowe

Mr Holden

Mrs Rutter

Mrs Gaskill

12th September 2024



How Can Families Help?

Ensure excellent attendance

Attendance Yr 11 2023 -24	Pupils	Average Progress Grade (9 subjects)
97.1 – 100%	102	+0.84
95.1 – 97%	41	+0.44
90.1 – 95%	38	-0.28
80.1 – 90%	31	-0.4
50.1 – 80%	7	-1.6
0 – 50%	4	-3.4

How Can Families Help?

- Ensure excellent attendance
- Monitor home learning/revision
- Engage with revision
- Monitor behaviour / Reward points

Keep in touch! If there's a problem or a concern, let us know.

The image features a collection of colorful pencils and a pencil sharpener arranged on a white background with light blue horizontal lines. At the top, there are faint, watercolor-style washes of pink, orange, and purple. The pencils are in various colors: purple, blue, light blue, green, lime green, orange, and red. A purple pencil sharpener with a silver blade and a small 'X' logo is positioned in the lower right. The text 'Mr Holden' is written in a large, bold, black font across the center of the page.

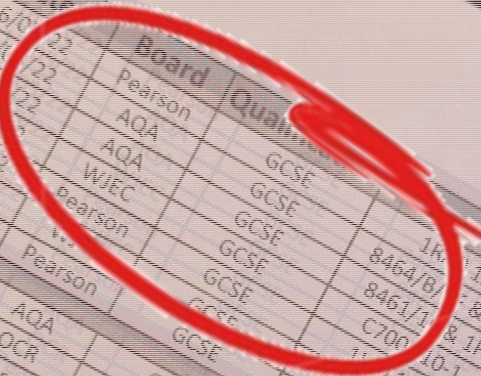
Mr Holden

Assessment and Monitoring

October	Year 11 Monitoring + Progress
November 4 th – 14 th	Mocks Fortnight*
Dec 20th	Mock Results Day
January 16th	Progress Evening
Year 11 Report	March

May + June 2025

Provisional - 6th May – June 25th



Date	Board	Qualification	Code	Subject
16/05/22				
17/05/22	Pearson	GCSE	1MA1	Mathematics
17/05/22	AQA	GCSE	8464/B/1A	Religious Studies
18/05/22	AQA	GCSE	8461/1 & 1H	Combined Science
19/05/22	WJEC	GCSE	C700	Biology
19/05/22	Pearson	GCSE	1MA1/10-1	English Language
20/05/22	Pearson	GCSE	1MA1/10-12	History
21/05/22	AQA	GCSE	C690U30-1	Drama
22/05/22	OCR	GCSE	1MA1/1F/1H	Mathematics
23/05/22	Pearson	GCSE	8035/1	English Language
24/05/22	AQA	GCSE	R051/0	English Literature
25/05/22	WJEC	GCSE		
26/05/22	AQA	GCSE		
27/05/22	Pearson	GCSE		

SUMMER 2022 PROVISIONAL

Strong Foundation



Less Secure Foundation

Covid

Absence

Gaps in Learning

Attitude to Learning



Identify gaps / weaknesses

Try to work it out

Teacher Support in Class

Less Secure Foundation

Covid

Absence

**Gaps in
Learning**

**Attitude to
Learning**



**Start
preparation
early**

Ask for help

**Retrieval
Practice**

Exams 2025

Contingency days built into exam season.

Contingency Plan B – Mocks

Maths x3

English x 4

Science x 6

RE x 3

+ Option 1

+ Option 2

+ Option 3

+ Practical Assessments



School Support



Study Club - Every lunchtime

Revision classes Lunch and After School
Advertised throughout the year.



January 2023 – Revision Sessions

Monday	Tuesday	Wednesday	Thursday	Friday
After School				
English - Mrs Curl / Mr Curl	Tech 1 & 2	Spanish Foundation – 4.30pm	Science - Combined	GCSE PE
Maths Foundation Maths Higher	RE	Science - Separates	Tech 1 & 2	
		English - Mrs Clapp / Mrs Mooney	Spanish Higher – 4.30pm	
		French (R11)		
		Maths Foundation Maths Higher		
Lunch				
Tech 1 & 2	Tech 1 & 2	Tech 1 & 2	Tech 1 & 2	
History – Mr Watson Rm 24	Spanish 12.40 – 1.15pm	French (R11)	Mrs Clossick / Mrs Curl	
	Comp Science 12.40 – 1.15pm		Comp Science 12.40 – 1.15	
	French Speaking 12.40 (R14)			
	History 25 – Mrs Lowe			
Additionally From w/b 27th March				
	After School: Geography			



Exam Date	Exam Board	Qualification	Exam Code	Subject	Title	Exam Time	Exam Duration
06/05/2025	Pearson	BTEC	BHS03	Health & Social Care	Health and Wellbeing	AM	2h 00m
08/05/2025	WJEC	GCSE	C690U30-1	Drama	Drama Component 3 (Eduqas)	AM	1h 30m
12/05/2025	WJEC	GCSE	C720U10-1	English Literature	English Literature Component 1 (Eduqas)	AM	2h 00m
12/05/2025	Pearson	GCSE	1CP2 01	Computer Science	Written Paper - Principles of Computer Science	PM	1h 30m
13/05/2025	Pearson	GCSE	1RA0 1A-1C	Religious Studies A	Paper 1: Area of Study 1 – Study of Religion	AM	1h 45m
13/05/2025	AQA	GCSE	8464/B/1F/1H	Combined Science: Trilogy	Combined Science: Trilogy - Biology Paper 1 (both tiers)	PM	1h 15m
13/05/2025	AQA	GCSE	8461/1F/1H	Biology	Biology Paper 1 (both tiers)	PM	1h 45m
14/05/2025	AQA	GCSE	8035/1	Geography	Geography Paper 1	AM	1h 30m
14/05/2025	OCR	Cam Nats	R184/01	Sports Studies	Contemporary Issues in Sport	PM	1h 15m
15/05/2025	Pearson	GCSE	1MA1 1F/1H	Mathematics	Paper 1 (Non-Calculator) - Both tiers	AM	1h 30m
16/05/2025	Pearson	GCSE	1H10 10-13	History	Paper 1: Thematic study and historic environment	AM	1h 20m
19/05/2025	AQA	GCSE	8464/C/1F/1H	Combined Science: Trilogy	Combined Science: Trilogy - Chemistry Paper 1 (both tiers)	AM	1h 15m
19/05/2025	AQA	GCSE	8462/1F/1H	Chemistry	Chemistry Paper 1 (both tiers)	AM	1h 45m
19/05/2025	Pearson	GCSE	1PE0 01	Physical Education	Component 1: Fitness and Body Systems	PM	1h 30m
20/05/2025	WJEC	GCSE	C720U20-1	English Literature	English Literature Component 2 (Eduqas)	AM	2h 30m
20/05/2025	Pearson	GCSE	1CP2 02	Computer Science	Online - Application Comp. Thinking	PM	2h
21/05/2025	AQA	GCSE	8658/LF/LH	French	Listening Paper 1	AM	35m / 45m
21/05/2025	AQA	GCSE	8658/RF/RH	French	Reading Paper 3	AM	45m / 1h
21/05/2025	Pearson	GCSE	1RA0 2A-2G	Religious Studies A	Paper 2: Area of Study 2 – Study of Second Religion	PM	0h 50m
22/05/2025	AQA	GCSE	8464/P/1F/1H	Combined Science: Trilogy	Combined Science: Trilogy - Physics Paper 1 (both tiers)	AM	1h 15m
22/05/2025	AQA	GCSE	8463/1F/1H	Physics	Physics Paper 1 (both tiers)	AM	1h 45m
23/05/2025	WJEC	GCSE	C700U10-1	English Language	English Language Component 1 (Eduqas)	AM	1h 45m
HALF TERM							
04/06/2025	Pearson	GCSE	1MA1 2F/2H	Mathematics	Paper 2 (Calculator) - Both tiers	AM	1h 30m
04/06/2025	Pearson	GCSE	1RA0 3A-3C	Religious Studies A	Paper 3: Area of Study 3 – Philosophy and Ethics	PM	0h 50m
05/06/2025	Pearson	GCSE	1H10 2A-2W	History	Paper 2: British depth study & Period study	AM	1h 50m
05/06/2025	AQA	GCSE	8658/WF/WH	French	Writing Paper 4	PM	1h / 1h 15m
06/06/2025	WJEC	GCSE	C700U20-1	English Language	English Language Component 2 (Eduqas)	AM	2h 00m
06/06/2025	AQA	GCSE	8035/2	Geography	Geography Paper 2	PM	1h 30m
09/06/2025	AQA	GCSE	8464/B/2F/2H	Combined Science: Trilogy	Combined Science: Trilogy - Biology Paper 2 (both tiers)	AM	1h 15m
09/06/2025	AQA	GCSE	8461/2F and 2H	Biology	Biology Paper 2 (both tiers)	AM	1h 45m
09/06/2025	Pearson	GCSE	1PE0 02	Physical Education	Component 2: Health and Performance	PM	1h 15m
09/06/2025	OCR	Cam Nats	R093/01	Creative iMedia	Creative iMedia in the media industry	PM	1h 30m
10/06/2025	AQA	GCSE	8698/LF/LH	Spanish	Listening Paper 1	AM	35m / 45m
10/06/2025	AQA	GCSE	8698/RF/RH	Spanish	Reading Paper 3	AM	45m / 1h
10/06/2025	Pearson	GCSE	1H10 30-33	History	Paper 3: Modern depth study	PM	1h 30m
11/06/2025	Pearson	GCSE	1MA1 3F/3H	Mathematics	Paper 3 (Calculator) - Both tiers	AM	1h 30m
12/06/2025	AQA	GCSE	8035/3	Geography	Geography Paper 3	AM	1h 30m
12/06/2025	OCR	Cam Nats	R047/01	Engineering Programmable Systems	Principles of electronic programmable systems	PM	1h 15m
13/06/2025	AQA	GCSE	8464/C/2F/2H	Combined Science: Trilogy	Combined Science: Trilogy - Chemistry Paper 2 (both tiers)	AM	1h 15m
13/06/2025	AQA	GCSE	8462/2F/2H	Chemistry	Chemistry Paper 2 (both tiers)	AM	1h 45m
16/06/2025	AQA	GCSE	8464/P/2F/2H	Combined Science: Trilogy	Combined Science: Trilogy - Physics Paper 2 (both tiers)	AM	1h 15m
16/06/2025	AQA	GCSE	8463/2F and 2H	Physics	Physics Paper 2 (both tiers)	AM	1h 45m
16/06/2025	WJEC	GCSE	C660U30-1	Music	Music Component 3 (Eduqas)	PM	1h 15m approx.
17/06/2025	AQA	GCSE	8698/WF/WH	Spanish	Writing Paper 4	AM	1h / 1h 15m
17/06/2025	WJEC	GCSE	C560UA0-1	Food Preparation and Nutrition	Food Preparation and Nutrition Component 1	PM	1h 45m
18/06/2025	AQA	GCSE	8552/W	Design and Technology	Design & Technology	AM	2h 00m
25/06/2025	CONTINGENCY DAY						

Mocks sat using the same regulations as summer examinations.

Website Information:

- Guidance for students, parents and carers.
 - Rules and regulations
- Written examinations
- On screen examinations
- NEA / Coursework

AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
-----	---------------	------	-----	---------	------

Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
-----	---------------	------	-----	---------	------

NO MOBILE PHONES WATCHES MP3/4 PLAYERS

NO POTENTIAL TECHNOLOGICAL/WEB ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone, 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.



[HOME](#) > [PUPILS](#) > [EXAMINATIONS](#)

Examinations

- [Exams Guidance Booklet](#)
- [IPC-Coursework_Assessments_2022](#)
- [IPC-NE_Assessments_2022](#)
- [IPC-On-Screen_Examinations_2022](#)
- [IPC-Written_Examinations_2022](#)

In This Section

[Careers](#)

[Charities](#)

[+ Examinations](#)

[Options](#)

[Wellbeing](#)

[Y6 Transition](#)

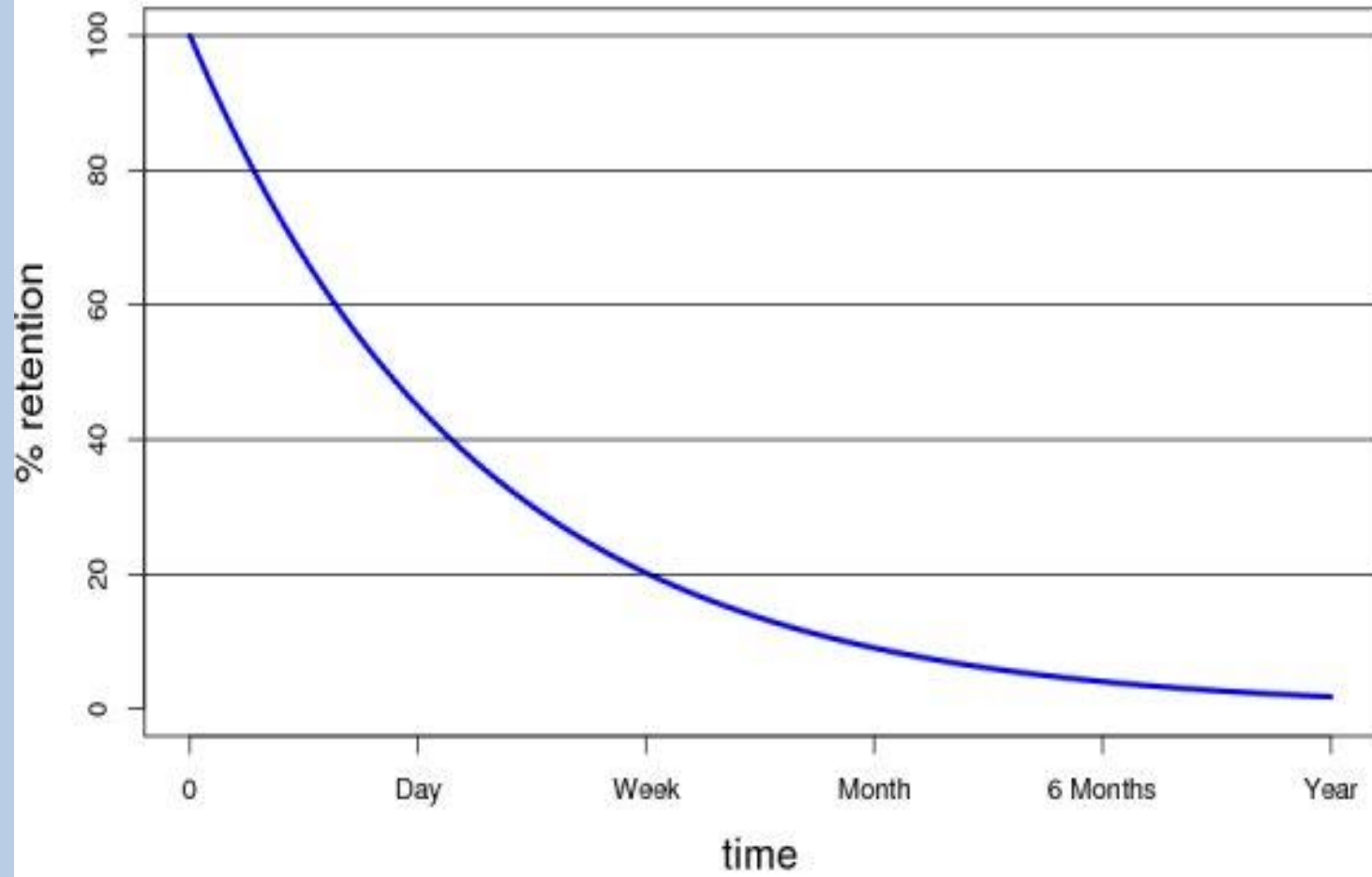
Common Concerns

- There is too much to learn
- I don't know what to revise
- I don't know how to revise
- I don't know where to start
- I don't have enough time
- My notes are too messy/disorganised
- I don't know how to memorise things
- I feel too anxious about exams.

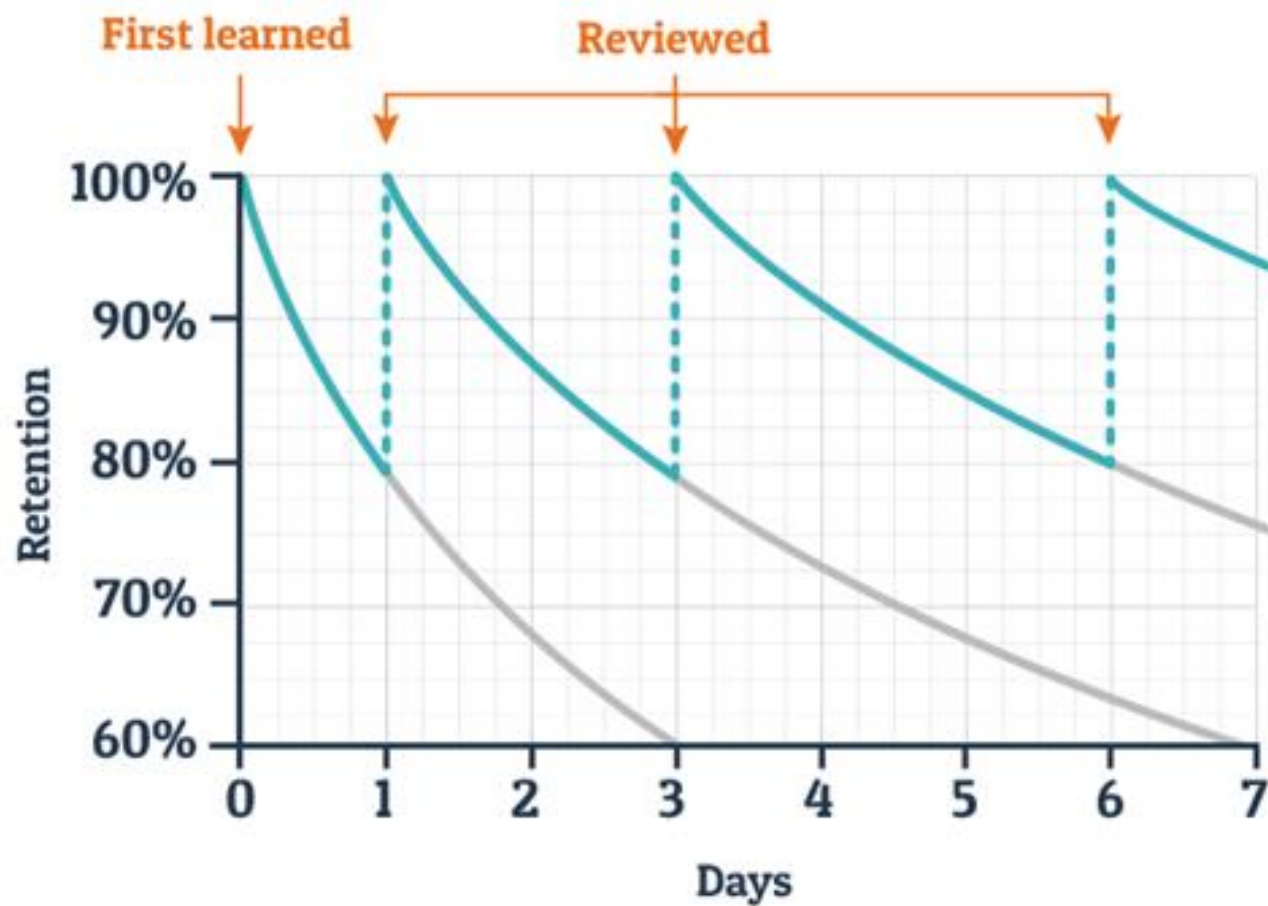
Reducing Concerns

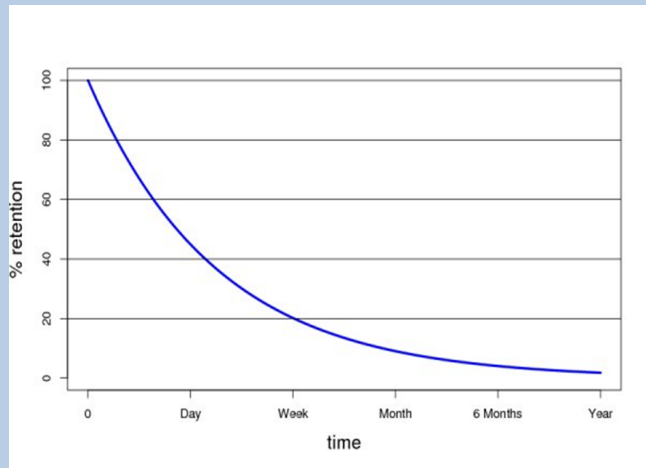
- I know when/where to start
- I have enough time
- I know what to revise
- I know techniques to help me to remember more things
- My notes are organised
- There is a lot to learn
- I feel less anxious about exams

The Forgetting Curve

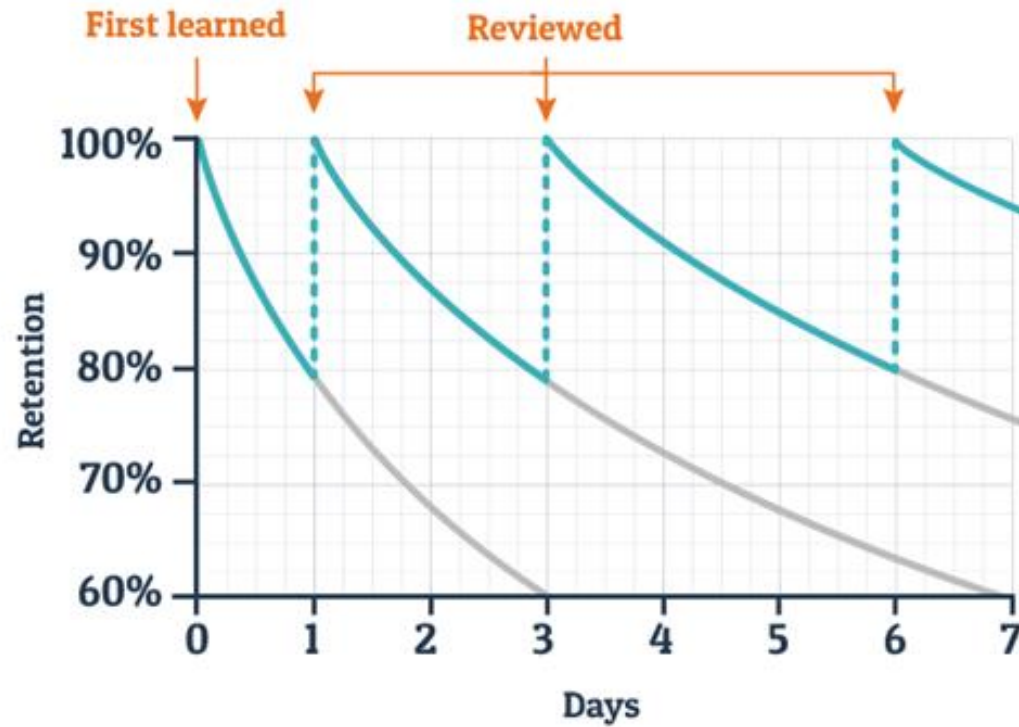


Typical Forgetting Curve for Newly Learned Information





Typical Forgetting Curve for Newly Learned Information



Effective Revision Sessions

- Focussed time with no distractions
- Appropriate resources – Teams / Sharepoint
- Regular short breaks (10min)
- Mix subjects and topics within longer sessions – interleaving
- Follow the plan / tick off work done.
- Build in rewards and other activities.
- Eat appropriately and stay hydrated.
- Avoid background music and ensure phone is in another room / switched off.

DAY	4pm	5pm	6pm	7pm	8pm	9pm	10pm
MON							
TUE							
WED							
THUR							
FRI							

	Morning	Morning	Afternoon	Afternoon	Afternoon	Evening	Evening
SAT							
SUN							

What the research says

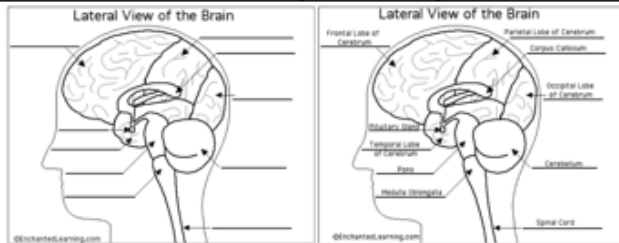
More Effective



Technique	Description
Practice testing	Self-testing or taking practice tests
Distributed practice	Using a schedule of practice over a period of time
Elaborative interrogation	Coming up with an explanation to explain why a fact is true
Self-explanation	Explain how new information relates Explaining steps in problem solving
Interleaved practice	Schedule that mixed different kinds of problems in a single study session
Summarisation	Writing summaries of to-be learned materials
Highlighting/underlining	Marking important information
Keyword Mnemonic	Using key words and images to associate verbal materials
Imagery for text	Forming mental images of text while reading or listening
Rereading	Rereading test material

Retrieval Practice Revision Techniques

Simplified Example



What / How

Simple Effective Quiz

1. Work hard to remember the content.
2. Cover notes or answers.
3. Test yourself or ask someone to test you.
4. What did you get correct?
5. What did you miss out / get wrong?
6. Test again after 2 days / 5 days / 2 weeks / 1 month – increase the frequency if errors start increasing.



Advantages	Disadvantages
Reduces consumption of fossil fuels for electricity production	Wind generators are only feasible in certain areas
Reduces production of greenhouse gases	Each wind turbine kills about one bird per year
Reduces production of pollution	Wind generators make a humming sound that can be heard nearby
Can provide extra income for farmers	Wind generators are tall and can block the views of nearby scenery
Wind is a renewable energy resource	

Summarising

Check understanding – after a period of time (one week) can you still produce a summary of the key content or advantages / disadvantages of a topic?

Can you recall and reproduce written lists or explain to a partner **verbally**?

Can you summarise the:

- Strengths and weaknesses
- Advantages and disadvantages
- Positives and negatives



Mind Map

Start from a blank piece of paper.

Draw out the mind map from your notes and add simple doodles / colour to help visualise the content.

How much of the mind map can you recall from memory?

Check against a correct version.

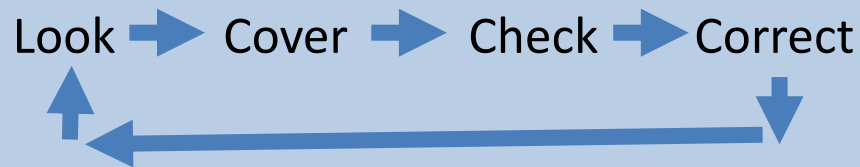
Test and retest until you can remember the full version.

Can you describe it **verbally**?

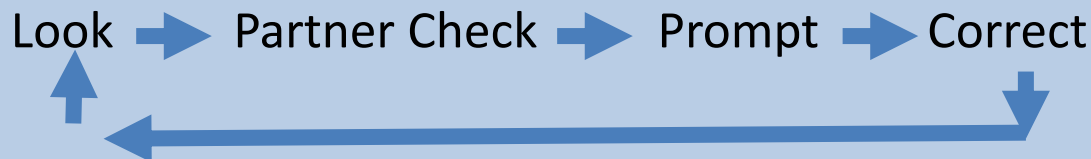
Focus on three techniques that help retain and recall content

- **Brain Dump**
- **Tell the Story – Elaboration**
- **Flash Cards**

All can be used independently



Or with friend or family member



Retrieval – Brian Dump (Replicates the pressure of the timed exam)

Set a Time Limit

Write or say everything that you can remember about a topic / question

Check accuracy and completion

- Working hard to recall learnt information under pressure
 - Struggle to remember everything possible
 - The act of remembering strengthens neural pathways in the brain
1. What content was missed ?
 2. What detail was incorrect ?
 3. Add this detail to your original answer to help focus on the areas where memory and recall are weakest.

Ask a partner to mark your answer against a correct version

Flash Card

Mind Map

School book / materials

Text book

Revision Guide

Rapid Urbanisation Urban change NEE LIC city

Urban issues and Challenges - Mumbai



Global pattern of urban change

	Total urbanisation (%)	Rate of urbanisation Growth	Reasons
LIC	40%	Rapid	Push/pull factors - Jobs - Industrialisation
NEE	70%	Slowing	- Many already migrated
HIC	90%	Low	- Most already in cities. - work remotely - people have personal transport

Mumbai's location

West coast India
Boarder Arabian sea.
(Start of Monsoon)

Mumbai's importance

Regionally	Nationally	Internationally
70% All India Maritime trade (trade by boats) → Jobs → Income India → Trade with world	25% of industrial output.	Bollywood HQ = Disney.

Urban growth has created challenges

Managing urban growth- slums, squatter settlements	Dharavi 1.2 Mill ppl in 1sq mile Rapid urbanisation
Providing clean water, sanitation systems and water	Community tap/tanker 2 in 20 don't have access to flushing toilet.
Providing access to services- health and education	Many children will work informally (provide income for the family).
Reducing crime and unemployment	Inequality - prompts crime 1/3 people become victim of crime 120,000 work informally

Factors affecting rate of change

Urban growth has created opportunities.

	Migration	Natural increase	Megacity
From rural urban (same country).	PUSH (AWAY FROM RURAL). - x healthcare - x schools - Mechanisation of farming - crop failure	DR (Death Rate) lower than BR (Birth rate). • Age of Migrant 18-30 + N1	10 million
	PULL (TOWARD CITY) - Access healthcare/schools. - jobs (secondary) - Family already there.		
	Access to services- health	Access to services- education	
	Access to resources- water supply	Access to resources- energy	
		Economic: how urban industrial areas can be a stimulus for economic development	
		Port 70% of all Maritime trade Manufacturing = quick easy to trade. = jobs = Disposable income = Spent locally (multiplier)	

Managing environmental issues- waste disposal, air and water pollution, traffic congestion	formal roads waste dumped (bin men) CO ₂ + Mist (from Arabian sea) → LQL High population = + cars + old cars = ↑ population
An example of how urban planning is improving the quality of life for the urban poor.	

Vision Mumbai. \$40 mill dollars → demolish slums → replace with high rise apartments
45,000 homes demolished ↳ piped water, Sew-crags connections, urban greening, + air qua.
14 Storey apartments ↳ Cut Communities apart ↳ force people to live

Population Growth

Population Natural increase

too quick to deal with

Poverty

\$100 a month

spine issues \$10 billion (2010-2011)

(consumed the open slums)

Water transport

1) xylem, phloem and companion cells are specialised to transport water, minerals and sugars round the plant.

Water enters the plant from the soil, through the root hair cells, by osmosis.

1. Water contains minerals.

Water and minerals are transported up the xylem vessels, from the roots to stems.

Leaves, most of the water, will evaporate and diffuse out of the stomata.

15% of water from the leaves is collected in transpiration.

1. To draw water up the xylem vessels from the roots.

6. Many factors that can affect the rate of transpiration:

1. Rate in temperature will increase the rate, as more energy is transferred to the water.

1.1. To evaporate.

1.2. Flow will increase the rate, as it will blow away water vapour, allowing more

transpiration.

1.3. Light intensity will increase the rate, as it will cause stomata to open.

1.4. Humidity will decrease the rate, as the air contains more water vapour,

so the gradient for diffusion is lower.

1.5. Role of guard cells, take up water and bend.

1.6. When they are closed, this is because carbon dioxide is not needed for photosynthesis.

1.7. Stomata reduces water loss.

1.8. In fact, guard cells have up water and bend. This causes the stomata to open,

so the guard cells are free to move in and out of the stomata along with water.

1.9.

1.10. Using water makes the stomata change shape and close. This stops the

water from being lost through transpiration.

1.11. As part of a cut shoot can be estimated by measuring the rate at which

water

is

lost.

1.12.

1.13. Dissolved sugars from the leaves to the rest of the plant.

1.14. Companion

1.15. Cells for this function.

Pathogens and Disease

Pathogens are microorganisms that cause infectious communicable diseases.

Pathogens may infect plants or animals.

They can be spread by:

- direct contact

- water or air

- vectors

The spread of infectious diseases can be reduced by:

- Simple hygiene

- cleaning vectors

- Isolation

- vaccination

Viral Pathogens

Viruses reproduce rapidly in body cells, causing damage to the cells.

measles:

- Symptoms are fever and a skin rash

- Spread by sneezes or coughs

- Can be fatal but vaccinated as little kids.

HIV:

- Spread by sexual contact or exchange of body fluids.

- Flu-like illness

- attacks body's immune cells

- Taking antiviral drugs can delay this happening

- Late stage HIV, or AIDS, is when the body's immune system is damaged and

cannot fight off other infections or cancers.

Viruses can also cause plant diseases, for example tobacco mosaic disease.

Antibiotics

Antibiotics are medicines that kill bacteria inside the body, but not viruses.

Doctors will prescribe certain antibiotics for certain diseases.

The use of antibiotics has greatly reduced deaths from infections.

However, bacterial strains resistant to antibiotics are increasing.

MRSA is a strain of bacteria that is resistant to antibiotics.

To reduce the rate at which resistant strains of bacteria develop:

- doctors should not prescribe antibiotics:

o unless they are really needed

o for non-serious infections

o for viral infections.

- Patients must complete their course of antibiotics so that all bacteria

is killed and none survive to form resistant strains.

- the agricultural use of antibiotics should be restricted.

Practical

① Inoculate a petri dish with a culture of bacteria.

② Soak small discs of filter paper in different antibiotics.

③ Using forceps, place the antibiotic disc on the surface of the agar.

④ Inoculate the sealed dish upside down at 25°C for several days.

hazard - care taken to follow aseptic techniques

Variables - independent - type of antibiotic

dependent - area around each disc

control - concentration of antibiotic.

Tell the Story - Elaboration – Verbal / Written

The Story of Saint Augustine

- Augustine was sent to England from Rome

1. Saint Augustine
2. Pope Gregory
3. Rome
4. England
5. Christianity
6. King of England
7. Christmas Day 10,000

Saint Augustine from St Andrew's monastery in Rome

Pope Gregory was in a market in Rome observed young child slaves from England (Angels)

– (Blond hair) – evangelisation – share Christian beliefs

Travelled from Rome across Europe with 40 other monks

Was scared of England and returned to Rome but gained courage and returned

England – Landed on the Isle of Thanet

Was welcomed by King Ethelred (Catholic wife)

Baptised the king and on Christmas Day 10,000 Anglo-Saxons

Established a school in Canterbury

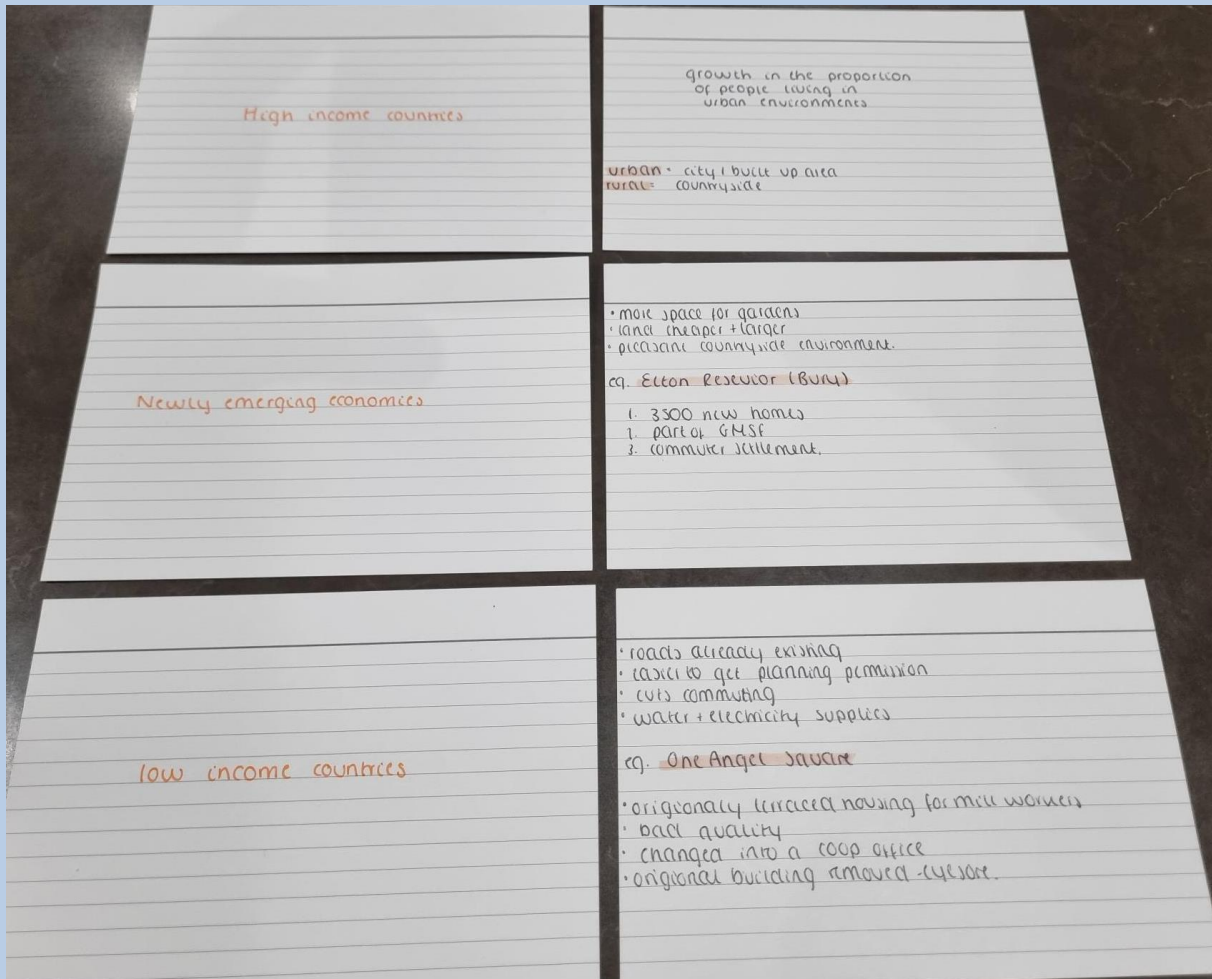
Died May 26/28 in 605 or 609

- Saint Augustine, **Prior** of St Andrew's monastery in Rome
- Pope Gregory I in a market in Rome observed young child slaves from England (Angels) – (Blond hair) – Wanted to evangelize –share Christian beliefs
- Travelled from Rome across Europe with 40 other monks in **CE 596**
- Was scared of England and returned to Rome but gained courage and returned
- England – Landed on the Isle of Thanet in **CE 597**
- Was welcomed by the **Pagan** King **Ethelbert** (Catholic wife – **Bertha**)
- **Received protection from the King and slowly converted Pagan rituals into Christian festivals**
- Baptised the king and following this 10,000 Anglo Saxons on Christmas Day.
- Augustine wrote to Pope Gregory about the successes he was achieving and received gifts / books from Rome
- Established a school in Canterbury – **Christ Church**
- **Became Bishop of the English**
- **He was unable to unify the British Churches / North Wales (Celtic)**
- Died May 26th (England and Wales) /28 in CE 605
- Was made a Saint

- Augustine was sent to England from Rome

Flash Cards

- Succinct / Focussed
- Key Information
- Neat
- Accurate
- Topic / Title on the front



Self Test

Look at title / Cover / Write key content / Check answer / Correct errors or gaps

Leitner System – Cards in piles

Stack 1 – Confident – Test every two weeks

Stack 2 – Some small gaps / errors – Test more regularly and move to pile 1 when confident

Stack 3 – Significant struggle to recall accurately – Test often and move to pile 2 when confident

Partner

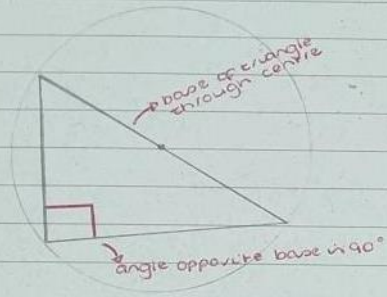
Partner 1 gives the title / Partner 2 describe the content / Partner 1 provide corrections or gaps

Partner

Partner 1 listens to the information and uses details on the card to question or prompt for elaboration and clarification

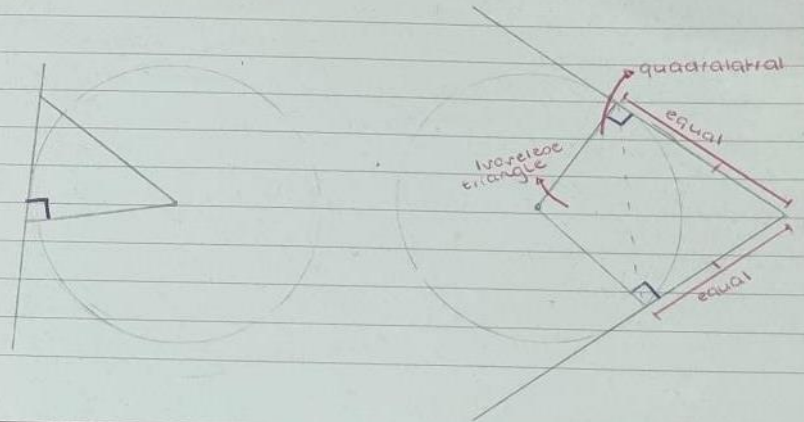
#1 Angle in semicircle is 90°

IF base of triangle goes through centre opposite angle is 90°



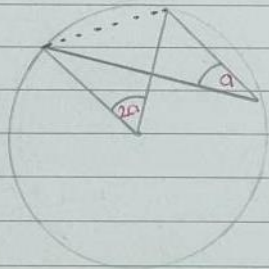
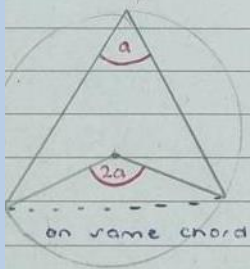
#2 Angle between radius + tangent is 90°

lengths of tangent from point to circle are equal



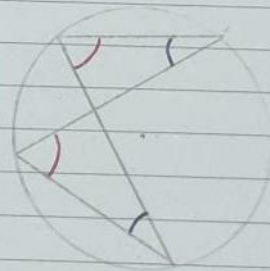
Angle at centre

angle at centre is twice angle at circumference



#4 angle in the same segment

angles in the same segment are equal



Mr Birling ACT ONE

'I am treating Gerald like one of the family' - wants to look good

'It's a pity Sir George and Lady Croft can't be with us'

'Just the kind of son in law I always wanted' - dig at Eric

'Crofts and Birlings are no longer competing'

'Lower costs and higher prices'

Mr Birling ACT THREE

'I've got to cover this up as soon as I can. You damned fool'

'angrily' 'Your trouble is - you've been sport'

'You hysterical young fool'

'Look Inspector - I'd give thousands - yes, thousands'

'(angrily to Eric) You're the one at blame for this'

Inspector ACT TWO

'if he's not back soon, I shall have to go and find him myself'

'Mrs Birling spoke to and saw her only two weeks ago'

'this girl was going to have a child'

'I am losing all patience with you people'

Inspector ACT THREE

'you'll be able to divide the responsibility between you when I've gone'

'this girl killed herself - and died a horrible death. But each of you helped to kill her'

'Just used her for the end of a stupid drunken evening: as if she was an animal'

'and now she'll make you pay heavier prices' scandal / prison.

- ① Measure 10 cm^3 of cold water using measuring cylinder & pour into black painted test tube.
- ② Repeat for white painted test tube & one wrapped in aluminium foil
- ③ place bulb 5-10 cm away from test tube & switch on
- ④ Take temp of water + record & then start stop watch
- ⑤ After 5 mins take temp of water again & record
- ⑥ Repeat every 2 mins up to 10 mins

Gas tests

- Hydrogen - lit splint makes squeaky pop in H_2
- Carbon Dioxide - Bubble CO_2 through limewater goes colourless to cloudy
- Oxygen - glowing splint relights in O_2
- Chlorine - Blue litmus paper is bleached (goes white)
- Water - Blue cobalt chloride paper goes pink
- Alkenes - Bromine water goes orange to colourless

All waves have a:

- Frequency f
number of waves passing a point per second (Hertz Hz)
- amplitude
Maximum particle moved by particle from rest position (metres m)
- Wavelength λ
distance from one peak to the next (metres m)
- Period T
time taken for one complete oscillation (seconds s)
- ① Amplitude indicates amount of energy wave is carrying
- ② frequency and wavelength are inversely proportional
eg \uparrow frequency = \downarrow wavelength, $2 \times$ frequency = $\frac{1}{2}$ wavelength
- ③ Wave speed = velocity

- ① formed when wire is looped into a cylindrical coil
- ② shaping wire into solenoid increases strength of magnetic field, creating strong uniform field inside solenoid
- ③ increase field strength more & to create an electromagnet, add an iron core
- ④ solenoid increases magnetic field strength as:
 - concentrates a longer piece of wire into a smaller area
 - looped shape means magnetic field lines around wire are in same direction
- ⑤ Magnetic field around solenoid has similar shape to that around bar magnet
- ⑥ North Pole of solenoid can be found with right hand grip:
 - hold solenoid in right hand with fingers following direction current flows
 - Thumb will point to North pole of solenoid

Put your phone away during revision.

Start revision early enough to allow retesting.

Have an organised revision planner to set out revision sessions and other activities.

Revise in a quiet environment – **no** background music

Sleep 8+ hours a night – with regular bedtimes!

Exercise regularly / fresh air.

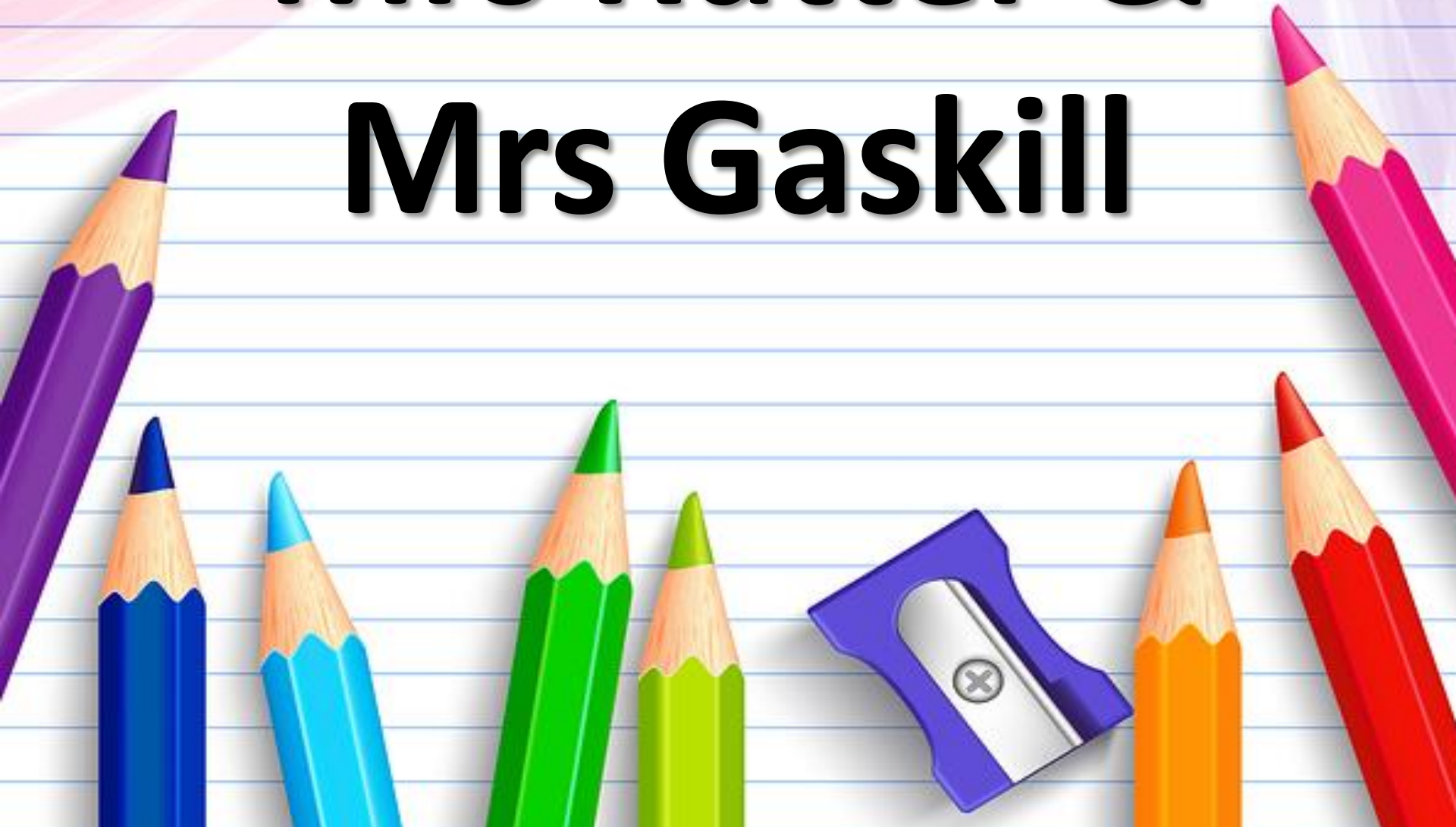
Take regular breaks (5/10 min)

Eat a sensible breakfast.

Highlight command words on the question paper. Jot ideas and a plan on the paper before answering the questions.

Focus on activities that force you to retrieve information and test yourself rather than simply rereading or highlighting notes.

Mrs Rutter & Mrs Gaskill



Preparing for moving on

Information:
Open Evenings
Application forms

Guidance:
Further studies
Work based
Training

Advice:
Assemblies
Careers
Interviews

Options Post 16

- Full time education
- Apprenticeship
- Work or volunteer [at least 20 hours per week] whilst in part-time education or training – job and apprenticeship alerts via school email to all Yr11 pupils



Options Post 16

- A- Levels
- T- Levels
- Vocational
- Apprenticeship



2024 Leavers' Destinations

Provider	Numbers
Burnley College	90
CRGS	34
Cardinal Newman College	31
Blackburn College	23
Nelson and Colne/ ACCROSS	10
Myerscough College	11
St.Christopher's Sixth Form	6

Qualifications opted for

Qualification type	Number
A Levels	95
Vocational	92
T Levels	12
Apprenticeship	28

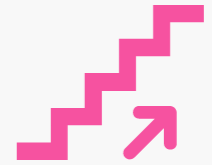
What are apprenticeships?



Employed



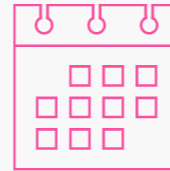
Off the job



Intermediate – degree
level



Paid a salary



Typically 1-6 years



Real responsibilities



Contract

600+

600+
standards



Not the easy option

The levels of apprenticeships



Name	Level	Equivalent educational level
Intermediate	2	5 GCSE passes at grade A*-C or 4-9
Advanced	3	2 A Levels / Level 3 diploma / international Baccalaureate
Higher	4,5,6 & 7	Foundation degree and above
Degree	6 & 7	Bachelor's or master's degree

A Levels (level 3)

- A Level courses last for two years and entry requirements are usually **at least** 5 GCSEs at Grade 5 or above in a good range of subjects, including English and Mathematics.
- In certain subjects you may be asked to show examples of your previous work.
- Opt for 3 or 4 subjects
- An excellent academic foundation to university/ further study

Vocational/ BTEC (level 1-3)

- Vocational study offers more coursework-based learning, a range of hands-on activities and few exams.
- Minimum requirements maths and English GCSEs needed, courses lasting 1-2 years
- Advanced Vocational courses (level 3) are accepted by most Universities as an excellent route into degree-level study and employers across the country recognise the benefits of learning via a Vocational route.

T Levels (level 3)

- T Levels are qualifications that combine academic excellence with significant workplace experience.
- T Level studies will ensure you have a thorough grounding in the core principles of your subject. Gaining professional skills and training with career-specific learning in your chosen specialism
- A placement in a relevant workplace for 315 hours, using skills and knowledge theory into practice.
- T Levels can open the door to university study; a Higher Level Apprenticeship or a successful career.
- T Levels take two years to complete and entry requirements are dependent upon your chosen subject area.

Level	Qualification / educational route				
8	Doctorate (PhD)		NVQ 8		
7	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7		
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)	Higher apprenticeship / NVQ 4		
4		Higher National Certificate (HNC)			
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4- 9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1- 3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route		Vocational route		Applied / work route

Post-16 Support

Mrs Gaskill: Independent Careers Advisor

Careers lunchtime bespoke support – application support

Visiting College/ Post 16 provider information assemblies

CV preparation

Mock Interviews [2nd December 2024]

Careers Week [20th – 24th January 2025]

Online Resources: Careers page on school website

Open Events 2024

- Strongly encourage attendance at:
- Open Evenings / Days
- Events – Online and In Person
 - Training 2000: Spring term/ email alerts
 - BAE Systems Road Shows
 - North Lancs Training Group
 - National Apprenticeship Service
 - Bridging Short Course Taster Sessions/ programmes
- BRAG – Careers Expo @ the Grand (Clitheroe) 7th October
- Multiple Applications

Application advice

- Visit as many post 16 providers as you can, ask questions/ get a feel for the setting
- Make choices for you!
- Apply this term
- Apply to more than 2 post 16 providers
- Access/ use support
- Check your emails
- Complete your CV
- Think about post 18/ higher education- what would you like to do?



[HOME](#) → [PUPILS](#) → [CAREERS](#)

Careers

Labour Market Information (LMI)

Lancashire Skills and Employment Strategy

Blackburn with Darwen, Hyndburn, Rossendale, Ribble Valley | Burnley and Pendle

In This Section

- [Careers](#)
- [Charities](#)
- [Examinations](#)
- [Options](#)
- [Wellbeing](#)
- [Y6 Transition](#)

Mr Holden

Attitude to Learning





Leavers' Ball

3rd July 2025

(Attendance and Behaviour)

GCSE Results

21st August 2025

Celebration Evening

November 2025



Photo: Getty



**Do your best!
Have no regrets.**



Thank you for Attending



**Staff are now available if
you have any questions.**

**Post 16 providers are in
the canteen area**