

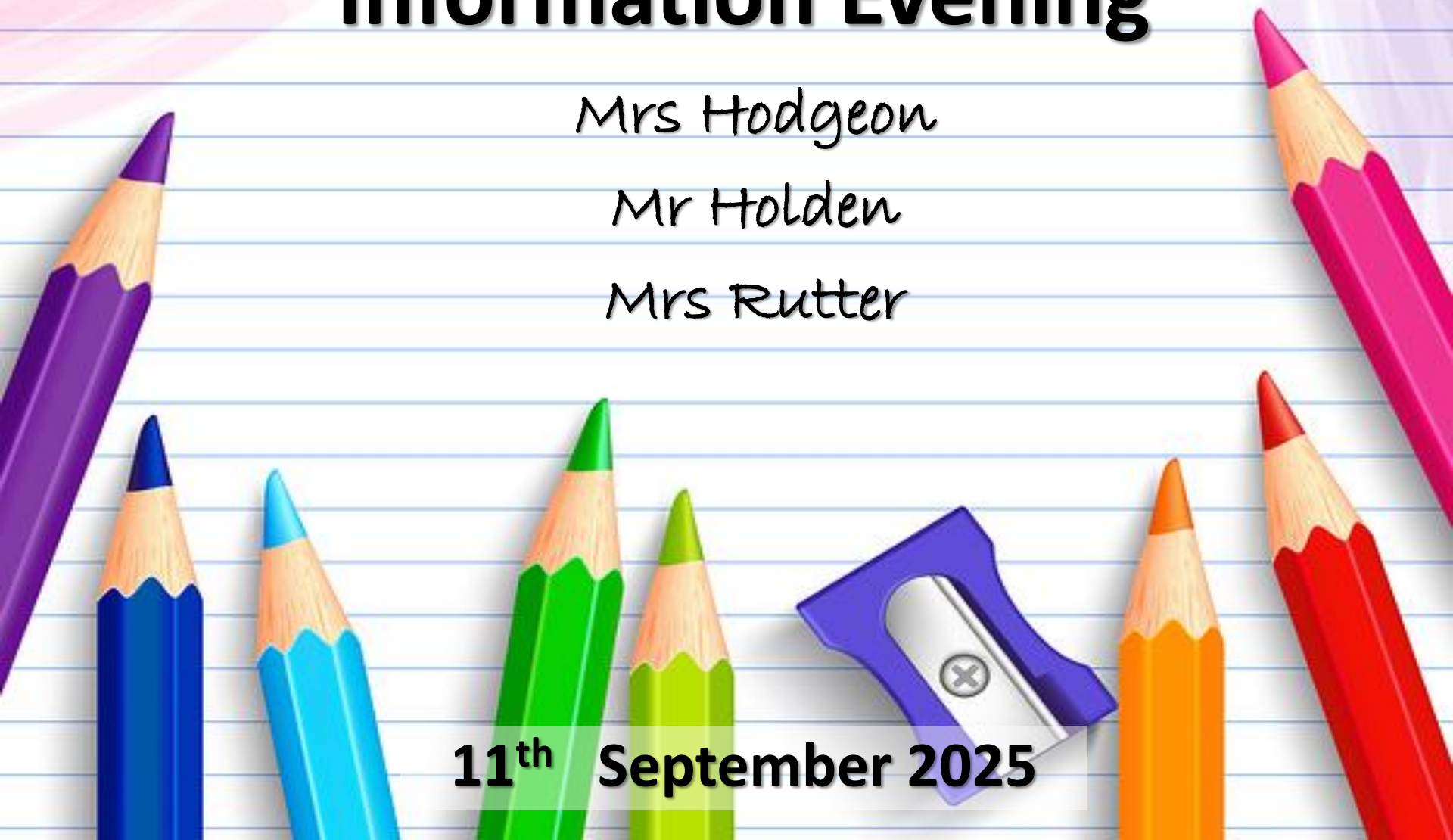
Year 11 Parents / Carers & Pupils Information Evening

Mrs Hodgson

Mr Holden

Mrs Rutter

11th September 2025



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.



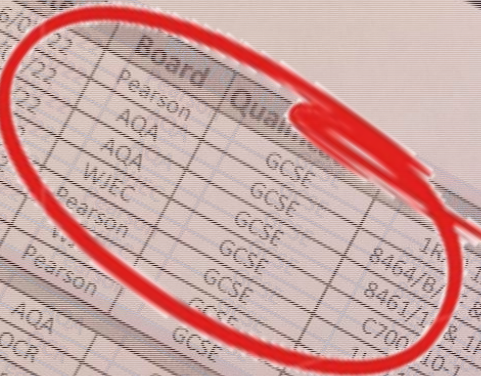
Mr Holden

Assessment and Monitoring

October	Year 11 Monitoring + Progress
November 10 th – 21 st	Mocks Fortnight
Dec 19 th	Mock Results Day
January 22 nd	Progress Evening
Year 11 Report	March

May + June 2026

8th May – June 16th (Contingency Day June 24th)



Date	Board	Qualification	Code	Subject
16/05/22	Pearson	GCSE	1MA1	Mathematics
17/05/22	AQA	GCSE	8464/B/1A	Religious Studies
18/05/22	AQA	GCSE	8461/1	English Language
19/05/22	WJEC	GCSE	C700	Combined Science
20/05/22	Pearson	GCSE	1MA1	Mathematics
21/05/22	Pearson	GCSE	8464/B/1A	Religious Studies
22/05/22	AQA	GCSE	8461/1	English Language
23/05/22	OCR	GCSE	C690U30-1	Biology
24/05/22	Pearson	GCSE	1MA1 1F/1H	History
25/05/22	WJEC	GCSE	8035/1	Drama
26/05/22	AQA	GCSE	R051/0	Mathematics
27/05/22	AQA	GCSE	8035/1	Drama
28/05/22	WJEC	GCSE	R051/0	Mathematics
29/05/22	AQA	GCSE	8035/1	Drama
30/05/22	WJEC	GCSE	R051/0	Mathematics

SUMMER 2022 PROV

			FINAL SUMMER 2026 TIMETABLE					
Exam Date	Exam Board	Qualification	Exam Code	Subject	Title	Exam Time	Exam Duration	
08/05/2026	OCR	CAM NATS	R184/01	Sport Studies	Contemporary issues in Sport:Written Paper	AM	1h 15m	
11/05/2026	WJEC	GCSE	C720U10-1	English Literature	English Literature Component 1 (Eduqas)	AM	2h 00m	
12/05/2026	OCR	CAM NATS	R038/01	Engineering Design	Principles of engineering design:Written Paper	AM	1h 15m	
12/05/2026	Pearson	GCSE	1RA0 1A	Religious Studies A	Paper 1: Catholic Christianity	AM	1h 45m	
12/05/2026	AQA	GCSE	8464/B/1F/1H	Combined Science: Trilogy	Combined Science: Trilogy - Biology Paper 1 (both tiers)	PM	1h 15m	
12/05/2026	AQA	GCSE	8461/1F/1H	Biology	Biology Paper 1 (both tiers)	PM	1h 45m	
13/05/2026	AQA	GCSE	8035/1	Geography	Geography Paper 1	AM	1h 30m	
13/05/2026	Pearson	GCSE	1CP2 01	Computer Science	Paper 1: Principles of Computer Science	PM	1h 30m	
14/05/2026	Pearson	GCSE	1MA1 1F/1H	Mathematics	Paper 1 (Non-Calculator) - both tiers	AM	1h 30m	
15/05/2026	Pearson	GCSE	1HI0 10	History	Paper 1: Crime & Punishment	AM	1h 20m	
18/05/2026	AQA	GCSE	8464/C/1F/1H	Combined Science: Trilogy	Combined Science: Trilogy - Chemistry Paper 1 (both tiers)	AM	1h 15m	
18/05/2026	AQA	GCSE	8462/1F/1H	Chemistry	Chemistry Paper 1 (both tiers)	AM	1h 45m	
19/05/2026	WJEC	GCSE	C720U20-1	English Literature	English Literature Component 2 (Eduqas)	AM	2h 30m	
19/05/2026	Pearson	GCSE	1CP2 02	Computer Science	Paper 2: Application of Computational Thinking (Onscreen)	PM	2h 00m	
20/05/2026	AQA	GCSE	8652/LF/LH	French (new)	French Paper 1 - Listening (new) - both tiers	AM	35m	
20/05/2026	AQA	GCSE	8652/RF/RH	French (new)	French Paper 3 - Reading (new) - both tiers	AM	45m	
20/05/2026	Pearson	GCSE	1RA0 2F	Religious Studies A	Paper 2: Judaism	PM	0h 50m	
21/05/2026	WJEC	GCSE	C700U10-1	English Language	English Language Component 1 (Eduqas)	AM	1h 45m	
22/05/2026	Pearson	GCSE	1PE0 01	Physical Education	Component 1: Fitness and Body Systems	AM	1h 30m	
HALF TERM								
01/06/2026	Pearson	GCSE	1PE0 02	Physical Education	Component 2: Health and Performance	AM	1h 15m	
01/06/2026	Pearson	GCSE	1RA0 3A	Religious Studies A	Paper 3: Philosophy and Ethics	PM	0h 50m	
02/06/2026	AQA	GCSE	8464/P/1F/1H	Combined Science: Trilogy	Combined Science: Trilogy - Physics Paper 1 (both tiers)	AM	1h 15m	
02/06/2026	AQA	GCSE	8463/1F/1H	Physics	Physics Paper 1 (both tiers)	AM	1h 45m	
03/06/2026	Pearson	GCSE	1MA1 2F/2H	Mathematics	Paper 2 (Calculator) - both tiers	AM	1h 30m	
03/06/2026	AQA	GCSE	8035/2	Geography	Geography Paper 2	PM	1h 30m	
03/06/2026	OCR	CAM NATS	R032/01	Health and Social Care	Principles of care in health & social care settings:Written Paper	PM	1h 15m	
04/06/2026	Pearson	GCSE	1HI0 2N	History	Paper 2: Superpower Relations / Anglo-Saxon & Norman	AM	1h 50m	
04/06/2026	AQA	GCSE	8652/WF/WH	French (new)	French Paper 4 - Writing (new) - both tiers	PM	1h	
05/06/2026	WJEC	GCSE	C700U20-1	English Language	English Language Component 2 (Eduqas)	AM	2h 00m	
05/06/2026	WJEC	GCSE	C660U30-1	Music	Music Component 3 (Eduqas)	PM	1h 15m approx.	
08/06/2026	AQA	GCSE	8464/B/2F/2H	Combined Science: Trilogy	Combined Science: Trilogy - Biology Paper 2 (both tiers)	AM	1h 15m	
08/06/2026	AQA	GCSE	8461/2F/2H	Biology	Biology Paper 2 (both tiers)	AM	1h 45m	
08/06/2026	OCR	CAM NATS	R093/01	Creative iMedia	Creative iMedia in the media industry:Written Paper	PM	1h 30m	
09/06/2026	AQA	GCSE	8692/LF/LH	Spanish (new)	Spanish Paper 1 - Listening (new) - both tiers	AM	35m	
09/06/2026	AQA	GCSE	8692/RF/RH	Spanish (new)	Spanish Paper 3 - Reading (new) - both tiers	AM	45m	
09/06/2026	Pearson	GCSE	1HI0 31	History	Paper 3: Weimar & Nazi Germany	PM	1h 30m	
10/06/2026	Pearson	GCSE	1MA1 3F/3H	Mathematics	Paper 3 (Calculator) - both tiers	AM	1h 30m	
10/06/2026	AQA	GCSE	8552/W	Design and Technology	Design & Technology	PM	2h	
11/06/2026	AQA	GCSE	8035/3	Geography	Geography Paper 3	AM	1h 30m	
11/06/2026	OCR	CAM NATS	R047/01	Engineering Programmable Systems	Principles of electronic and programmable systems:Written Paper	PM	1h 15m	
11/06/2026	WJEC	GCSE	C560UA0-1	Food Preparation and Nutrition	Food Preparation and Nutrition Component 1 (Written) (Eduqas)	PM	1h 45m	
12/06/2026	AQA	GCSE	8464/C/2F/2H	Combined Science: Trilogy	Combined Science: Trilogy - Chemistry Paper 2 (both tiers)	AM	1h 15m	
12/06/2026	AQA	GCSE	8462/2F/2H	Chemistry	Chemistry Paper 2 (both tiers)	AM	1h 45m	
15/06/2026	AQA	GCSE	8464/P/2F/2H	Combined Science: Trilogy	Combined Science: Trilogy - Physics Paper 2 (both tiers)	AM	1h 15m	
15/06/2026	AQA	GCSE	8463/2F/2H	Physics	Physics Paper 2 (both tiers)	AM	1h 45m	
16/06/2026	AQA	GCSE	8692/WF/WH	Spanish (new)	Spanish Paper 4 - Writing (new) - both tiers	AM	1h 15m	
24/06/2026	CONTINGENCY DAY							

Exams 2026

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

Year 11 Revision Sessions – February 2025

After School (Most sessions will run from 3.15 – 4.15pm)

Mon	Tue	Wed	Thur	Fri
<p>Geography</p> <p>Rm22 Mr Lord + Rm23 Mrs Clarke</p> <p>Science</p> <p>Combined</p> <p>Spanish</p> <p>Foundation Rm12</p> <p>Mrs Janigova</p> <p>Food & Nutrition</p> <p>Mr Sayle – FD 2</p> <p>Maths</p> <p>M8</p>	<p>RE</p> <p>Rm 37</p>	<p>English</p> <p>Mrs Mooney or Miss Pentony</p> <p>Science</p> <p>Seperates</p> <p>Design Technology</p> <p>Tech 1</p> <p>Maths</p> <p>M6 - Mrs Bury</p>	<p>English</p> <p>Mrs Clements</p> <p>Computer Sci + Imedia</p> <p>Mr Burton and Mr McManus</p> <p>Spanish</p> <p>Higher - Mrs Swindells Rm15</p> <p>Design Technology</p> <p>Tech 1</p> <p>Engineering Systems</p> <p>Coursework Tech 2</p> <p>Food & Nutrition</p> <p>Mr Sayle – FD 2</p> <p>Maths</p> <p>M2 – Mrs Hodgeon</p>	<p>Spanish</p> <p>Friday Drop In - 15:30</p> <p>Rm 15</p> <p>Miss Swindells</p>

Lunch Time Sessions (Please see staff for timings)

Mon	Tue	Wed	Thur	Fri
<p>History</p> <p>Mr Watson Rm33</p> <p>Engineering Systems</p> <p>Coursework Tech 2</p> <p>Design Technology</p> <p>Tech 1</p> <p>Food & Nutrition</p> <p>Mr Sayle – FD 2</p> <p>Health & Social Care</p> <p>Miss Sharp & Mrs Lambert F1</p> <p>Maths</p> <p>M5 / M7 / M8</p>	<p>English Language Drop-in session</p> <p>Mrs Mooney</p> <p>History</p> <p>Mrs Lowe Rm31</p> <p>Maths</p> <p>M5 / M7</p>	<p>English Literature Drop-In session - Mrs Mooney</p> <p>History</p> <p>Miss Porter Room 32</p> <p>French Listening 12:40 - Room 14 – CFL</p> <p>Engineering Systems</p> <p>Coursework Tech 2</p> <p>Maths</p> <p>M5 / M7</p>	<p>English Language Support</p> <p>Mrs Curl and Mrs Clapp</p> <p>Computer Sci + Imedia</p> <p>Mr Burton and Mr McManus</p> <p>History</p> <p>Mrs Lowe Rm31</p> <p>Design Technology</p> <p>Tech 1</p> <p>Food & Nutrition</p> <p>Mr Sayle – FD 2</p> <p>Maths</p> <p>M2 / M5 / M6 / M7</p>	<p>History</p> <p>Mr Watson Rm33</p> <p>Spanish</p> <p>Listening Blitz Friday 13:00 Mrs Swindells Rm15</p> <p>PE</p> <p>GCSE PE</p> <p>PE1</p> <p>Maths</p> <p>M2 / M5 / M7</p>

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
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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
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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](#)

Year 10
Welcome Back
Reminder

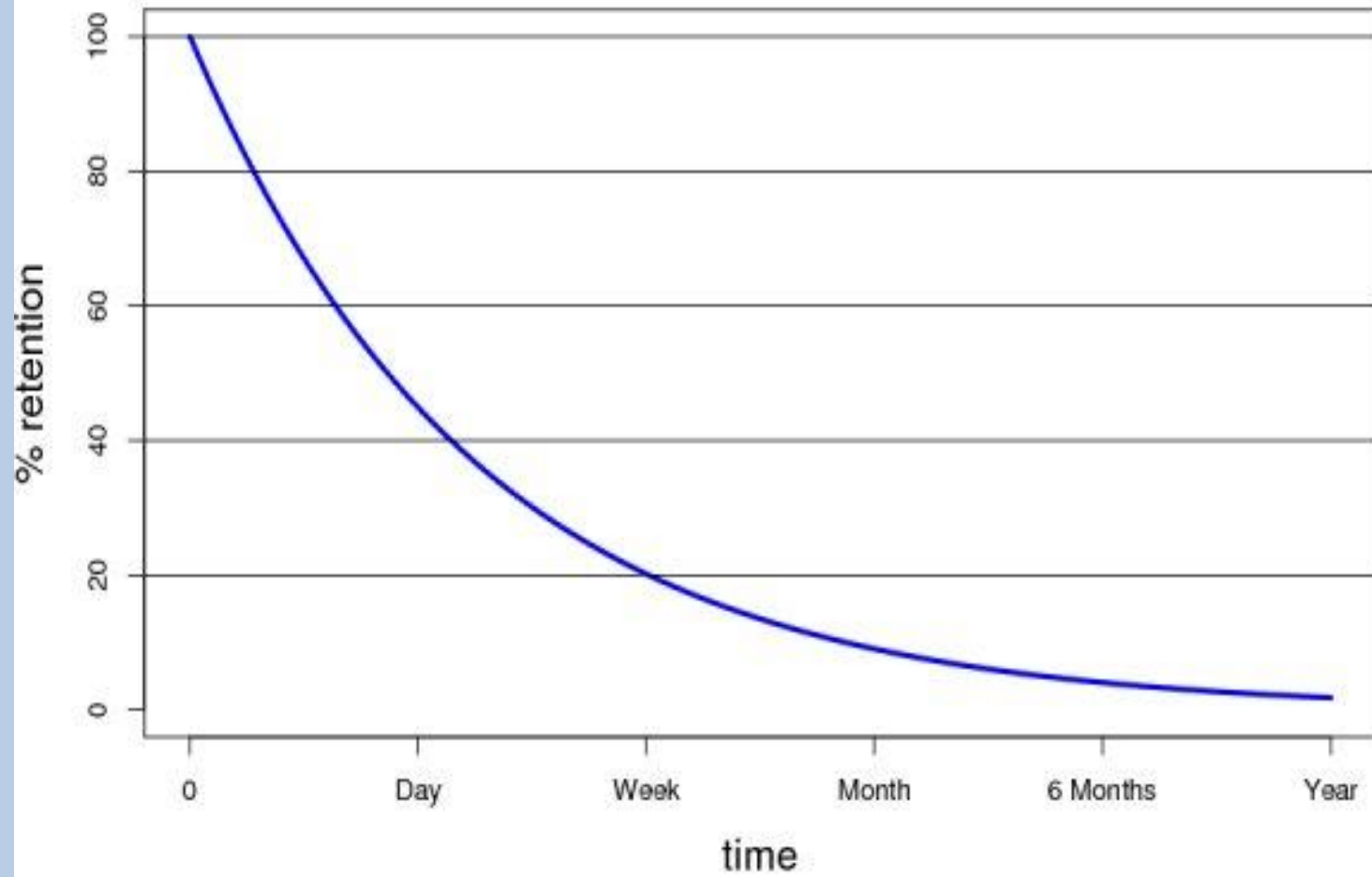
Common Concerns

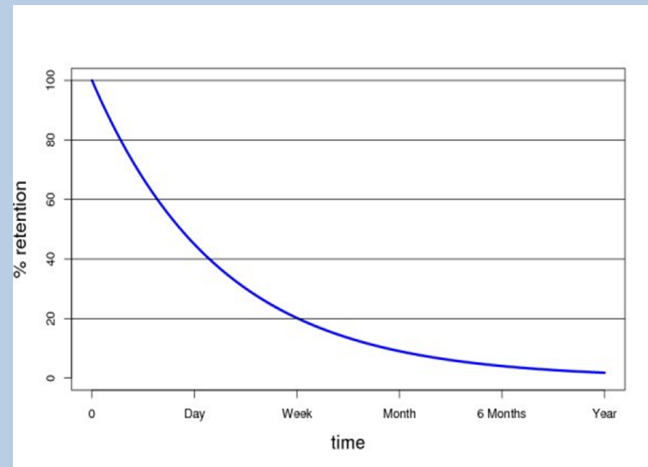
- There is too much to learn
- I don't know what to revise
- I don't know how to revise
- I don't know where to start
- I don't have enough time
- My notes are too messy/disorganised
- I don't know how to memorise things
- I feel too anxious about exams.

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



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							

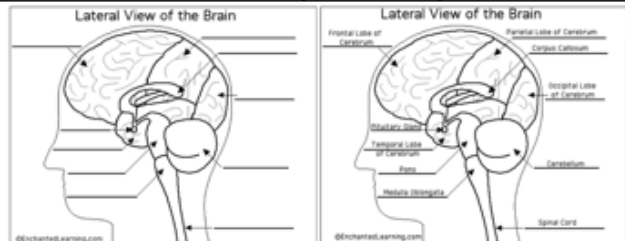
What the research says

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.

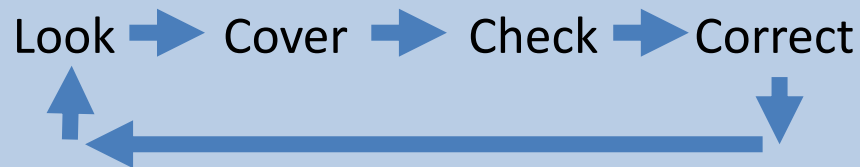
Test and retest until you can remember the full version.

Can you describe it **verbally**?

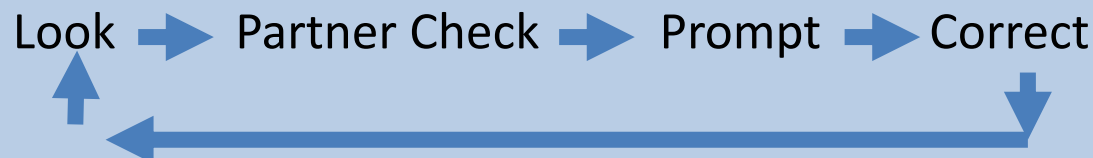
Focus on three techniques that help retain and recall content

- **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

Mind Map

School book / materials

Text book

Revision Guide

Water transport

At their, xylem and phloem 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.

2. 95% of water from the leaves is lost by transpiration.

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

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

a. Temperature will increase the rate, as more energy is transferred to the water.

b. It will evaporate.

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

than.

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

e. As humidity will decrease the rate, as the air contains more water vapour,

transpiration gradient for diffusion is lower.

f. Role of guard cells, roll up water and bend.

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

h. Stomata reduces water loss.

i. When guard cells take up water and bend. This causes the stomata to open.

j. When they are open, they are free to move in and out of the stomata along with water.

k.

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

water through transpiration.

m. As from a cut shoot can be estimated by measuring the rate at which

water

comes

out.

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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

- destroying 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 Incubate 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.

Rapid Urbanisation Urban change NEE LIC city

Urban issues and Challenges - Mumbai



Global pattern of urban change			Urban growth has created challenges	
	Total urbanisation (%)	Rate of urbanisation growth	Reasons	
LIC	40%	Rapid	Push/pull factors	
NEE	70%	Slowing	Jobs industrialisation	
HIC	90%	Low	Many already migrated	
Factors affecting rate of change			Urban growth has created opportunities.	
Migration	PUSH (AWAY FROM RURAL). - x health care - x schools - Mechanisation of farming - crop failure		Social	Sion Hospital 1950 = 50 beds 2020 = 1400 (+) beds
	PULL (TOWARD CITY) - Access health care/schools. - jobs (secondary) - family already there.		Access to services- health	
Natural increase	DR (Death Rate) lower than BR (Birth rate). • Age of Migrant 18-30 + N1		Access to services- education	Required (legal) 6-14 years should attend school. - farm/city more money needed to work
Megacity	10 million		Access to resources- water supply	Better than rural areas.
			Access to resources- energy	Illegally tapped into (Dharavi).
Economic: how urban industrial areas can be a stimulus for economic development			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)			Port 70% of all Maritime trade Manufacturing = quick easy to trade. = jobs = Disposable income = Spent locally (multiplier)	

too quick to deal with

Poverty

\$100 a month

Spire issues.
\$10 billion (2010-2020)
ppl

(consumed the open slums)

Population Growth
From rural urban (same country).

Population natural increase
x y

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

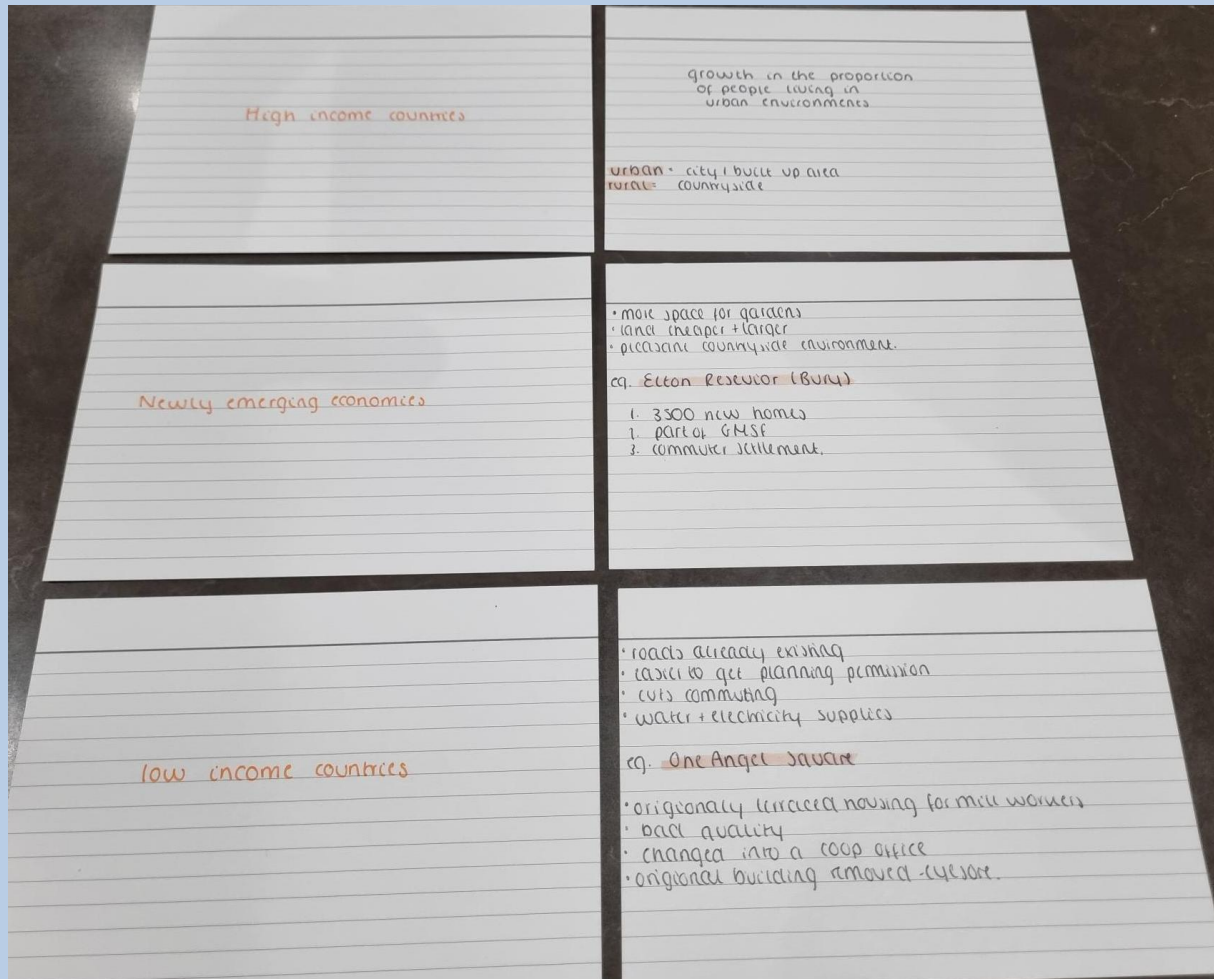
Died May 26/28 in 605 or 609

- 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

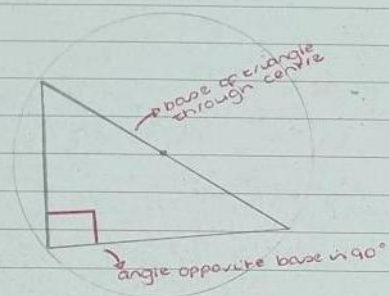
Partner 1 gives the title / Partner 2 describe the content / Partner 1 provide corrections or gaps

Partner

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

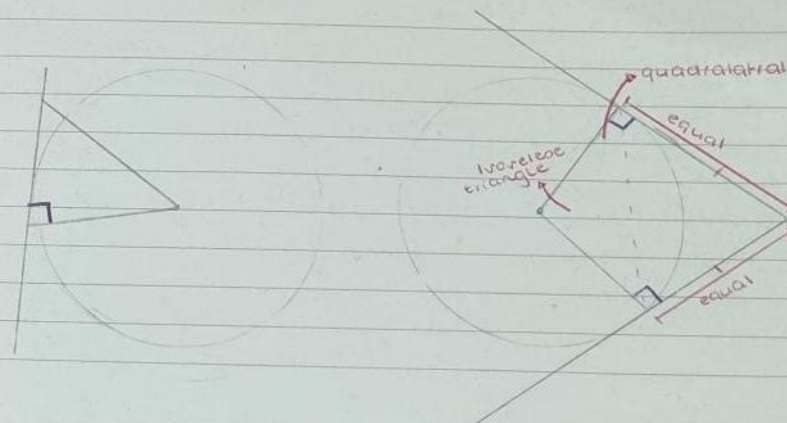
#1 Angle in semicircle is 90°

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



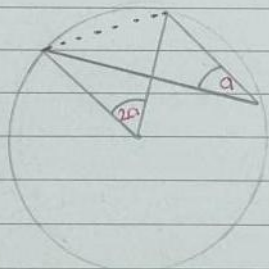
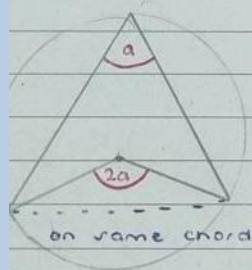
#2 Angle between radius + tangent is 90°

lengths of tangent from point to circle are equal



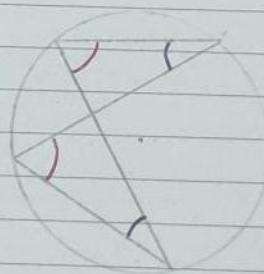
Angle at centre

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 to 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 $5-10\text{ cm}$ 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

① 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

① frequency and wavelength are inversely proportional

eg \uparrow frequency: \downarrow wavelength, $2 \times$ frequency = wavelength

① Wave speed = velocity

① formed when wire is looped into a cylindrical coil

① shaping wire into solenoid increases strength of magnetic field, creating strong uniform field inside solenoid

① increase field strength more & to create ^aelectromagnet, add an iron core

① 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

① Magnetic field around solenoid has similar shape to that around bar magnet

① North Pole of solenoid can be found with right hand grip:

- hold solenoid in right hand with fingers following direction current flows

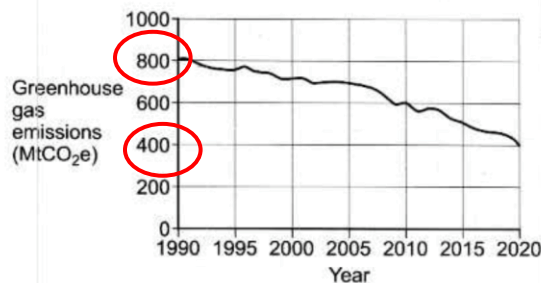
- Thumb will point to North pole of solenoid

Exam Technique Examples

Geography

Study **Figure 3a** and **Figure 3b**, graphs showing greenhouse gas emissions in the UK between 1990 and 2020.

Figure 3a



MtCO₂e = million tonnes of carbon dioxide equivalent

0 1 . 5

Using **Figure 3a**, describe changes in the UK's greenhouse gas emissions between 1990 and 2020.

[2 marks]

As the years move on ~~on~~ Greenhouse gas emissions decrease because of the use of renewable resources

Simple answer describing the overall trend, attaining 1 mark. This is a describe question, however pupil explains in the second reasoning.

Total 1 marks

0 1 . 5

Using **Figure 3a**, describe changes in the UK's greenhouse gas emissions between 1990 and 2020.

[2 marks]

Since 1990, greenhouse gas emissions have decreased. In 1990 the emissions were around 800 MtCO₂e whereas in 2020 they were half, at 400 MtCO₂e

Detailed answer describing the overall trend, attaining 1 mark. Pupil gains a second mark by qualifying the statement by quoting dates/ figures/ data, attaining 1 mark. **Total 2 marks**

Exam Tip

Be careful when reading the question. Focus on the command word – here it is **describe**.

Explore and **use** the figure to support your work.

Exam Tip

Avoid simple statements. Use a chain of reasoning to show your understanding.

Some examples of clever connectives are below (also identified in the example).

"Which means that"

"Furthermore"

"Which leads to"

"Consequently"













"As a result"













0 2 . 9

Use **Figure 10** to suggest how economic development affects peoples' quality of life. [3 marks]

Economic development will have a positive affect on people's quality of life. This is due to the improved sanitation mentioned in Figure 10 which would reduce the risk of disease spread, improving life quality in terms of illness. Furthermore clean water would improve hygiene and reduce the risk of water-borne diseases e.g. colerah.

Exam Tip

Sendai – Japan			
HIC Case Study			
			
11 th March 2011	2.46pm	Magnitude 9	15,853 dead
			
38m high tsunami	332,400 homeless	1 minute warning	Army dug mass graves
			
Fukushima Daiichi	Power blackouts	Toyota moved away permanently	Cost \$300 million

Haiti			
LIC Case Study			
			
12 th January 2010	4.53pm	Magnitude 7	316,000 dead
			
250,000 homes destroyed.	Airport control tower destroyed	1 in 5 lost jobs	4000 prisoners escaped
			
\$300 million in aid	98% rubble	Food for work	Temporary schools

0 1 . 1 2

Suggest how the effects of, **and the responses to**, a tectonic hazard vary between areas of contrasting wealth.

Use **one or more** named examples in your answer.

[9 marks]
[+ 3 SPaG marks]

EG In Sendai, Japan, a 9.0 earthquake occurred in the HIC in 2011. This resulted in 15,853 deaths, with 6053 injuries. Whilst the death toll is large, due to Sendai's high-technology and preparation, the impacts were significantly reduced. However, Haiti, a LIC, experienced a catastrophic 7.0 earthquake in 2010, leading to an astonishing 316,000 deaths, an a loss of 250,000 homes. Since Haiti does not have the correct funding to plan for, and recover from an earthquake, the impacts of a significantly smaller earthquake were larger. Sendai's response, asking for international help benefited the country. However 98% of

RE Model Answers

POINT:
1 mark

(b) Explain **two** different forms of prayer for Jews.

(4) Q02b 4

One form of prayer is the standing prayer. This is the Amidah when Jews pray standing wrapped in tefillin.

DEVELOPMENT:
1 mark

Another form of prayer is the private prayer. This allows Jews to take a moment out of their busy lives and just reconnect with God.

POINT:
1 mark

DEVELOPMENT:
1 mark

B) Questions Feedback	T	P
Good structure: 2 separate paragraphs	✓	
Both paragraphs contain a POINT	✓	
Both points are DEVELOPED (with e.g/quote/reason)	✓	

4/4

POINT:
1 mark

(c) Explain **two** ways that Sukkot is celebrated in Judaism.
In your answer you must refer to a source of wisdom and authority.

DEVELOPMENT:
1 mark

SOURCE OF WISDOM (KEY QUOTE):
1 mark

one way sukkot is celebrated in judaism is they build tents or huts in the garden. 'Build a sanctuary so I may dwell among them' allowing jews to remember the journey of the israelites and the destruction of the temple.

Another way sukkot is celebrated is by going to the synagogue. This means that jews can reflect on the journey of Moses freeing the israelites showing God's love to his word.

POINT:
1 mark

5/5

DEVELOPMENT:
1 mark

C) Questions Feedback	T	P
2 separate paragraphs	✓	
A point in each paragraph	✓	
Development in each paragraph	✓	
Quote from a Source of Wisdom	✓	
Explain the quote and link back to Q.	✓	


1 (a) Outline **three** examples of biblical visions. *

(3) Q01a 3

one biblical vision is when Angel Gabriel appeared to Mary

A second biblical vision is the transfiguration of Jesus.

A third biblical vision is when God appeared to Abraham.

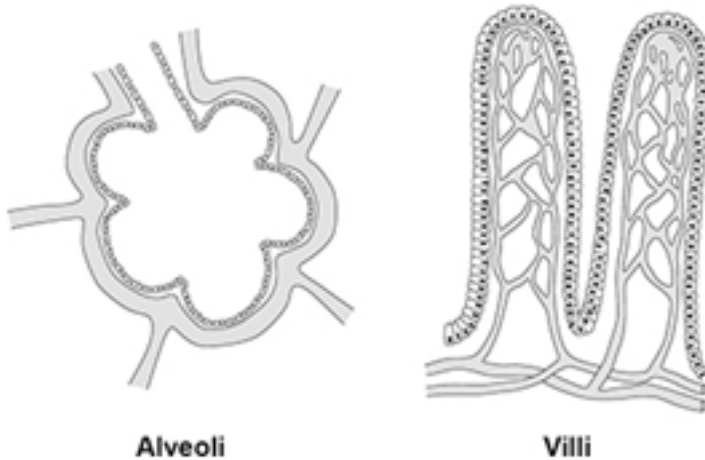
A) Questions Feedback	T	P
OUTLINE = 3 separate sentences		

3/3

Science Model Answers

- (e) Organism D and organism E both have alveoli in the lungs and villi in the small intestine.

The figure below shows some alveoli and some villi.

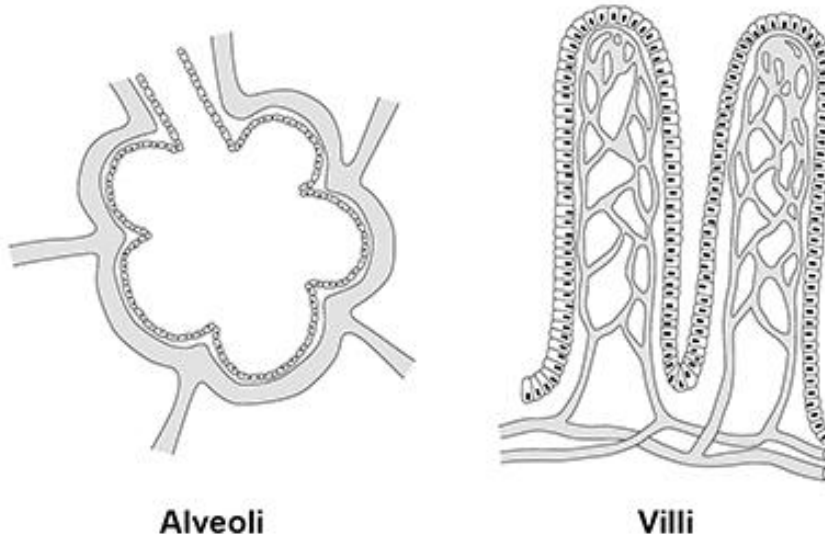


Describe how the alveoli and the villi are adapted to increase absorption.

- Don't get put off when you're given more lines for an answer.
- You do not need to fill all of the lines.
- This question was worth 4 marks

Organism **D** and organism **E** both have alveoli in the lungs and villi in the small intestine.

The figure below shows some alveoli and some villi.



Describe how the alveoli and the villi are adapted to increase absorption.

- Instead think of this being a 2 mark question and use just a few lines.
- Describe how the alveoli is adapted (2 marks)
- Describe how the villi is adapted (2 marks)

Q1.

Cake and bread each contain the same two types of carbohydrate.

- (a) Describe the chemical tests that could be used to show the presence of the two types of carbohydrate in cake.

Include a risk assessment in your answer.

- IODINE SOLUTION TESTS FOR STARCH
- IT IS ~~YELLOW~~ ORANGE / BROWN
- IT TURNS BLUE / BLACK

- If you make a mistake and cross it out, it will be ignored if you give another answer.

- Bullet points can be used on extended response questions

- Even a few sentences can gain marks. This scored 2/6

(6)

A student investigated three types of bread.

For each type of bread, the student:

Statins and stents are two treatments used to reduce the risk of someone having a heart attack.

0 5 4

Evaluate the use of statins compared with the use of a stent to reduce the risk of a heart attack.

[6 marks]

Statins lower cholesterol in the blood which reduces the build-up of fatty deposits in arteries, lowering the long-term risk of heart attacks. They are effective for many people and are a preventative treatment. However, they need to be taken for life, may take time to work, and can have side effects such as liver damage or muscle pain.

Stents are used to physically widen blocked arteries, improving blood flow immediately. This can quickly reduce the risk of a heart attack, especially for someone already at high risk or after a heart attack. However, stent surgery carries risks such as infection, blood clots, and complications. It is also more expensive and invasive than taking statins.

Overall, statins are better for long-term prevention across the whole body, while stents are more suitable for immediate treatment of severely blocked arteries.

Statins

Stents

In this question they have broken the question down into 2 paragraphs and used a conclusion.

right atrium → right ventricle →
pulmonary artery



right atrium → right ventricle →
pulmonary vein



(1)

Every year thousands of people in the UK have heart attacks.

A heart attack is caused when the heart muscle cells do **not** get enough oxygen, causing the cells to die.

- (d) Statins and stents are two treatments used to reduce the risk of someone having a heart attack.

Evaluate the use of statins compared with the use of a stent to reduce the risk of a heart attack.

	Advantage	Disadvantage
Statins	- lower blood cholesterol	- Must be taken for life
	- Reduce build up of fatty deposits	- Side effects
Stents	- Immediate effect	- Might forget
	- Reduce risk of heart attack	- Infection risk
		- Cost is higher
		- Risk of blood clot

Conclusion - Stent works better for immediate treatment

- (e) Many people who survive a heart attack get out of breath easily when they exercise gently.

Explain why heart attack survivors get out of breath easily.

- Tables can still be created and used on extended response questions

right atrium → right ventricle →
pulmonary artery

right atrium → right ventricle →
pulmonary vein

(1)

Every year thousands of people in the UK have heart attacks.

A heart attack is caused when the heart muscle cells do **not** get enough oxygen, causing the cells to die.

- (d) Statins and stents are two treatments used to reduce the risk of someone having a heart attack.

Evaluate the use of statins compared with the use of a stent to reduce the risk of a heart attack.

Both reduce the risk of a heart attack

Heart muscle cells do not get enough oxygen in a heart attack.

(6)

- (e) Many people who survive a heart attack get out of breath easily when they exercise gently.

Explain why heart attack survivors get out of breath easily.

Repeating the information given in the question will often not gain you any marks.

This would be 0/6

Programming Systems of Control

- 11 You are developing a safety light system to make people more visible when walking at night.

The system must produce a flashing light when manually turned 'on' by the user.

(a)

- (i) Identify **two input** devices that could be used to manually turn the flashing light on.

State how **each input** device would function to achieve this outcome.

Input device 1 ...light dependent resistor

SEEN

How it functions when light is low, current will be high, which turns on the light

SEEN

[2]

Input device 2 ~~Felay~~ tilt switch

SEEN

How it functions ~~one~~ when manually turned on, the light will have power.

SEEN

[2]

Another pupil gains full marks for the response with switches.

- 11 You are developing a safety light system to make people more visible when walking at night.

The system must produce a flashing light when manually turned 'on' by the user.

(a)

- (i) Identify **two input** devices that could be used to manually turn the flashing light on.

State how **each input** device would function to achieve this outcome.

Input device 1 SPST switch

How it functions when the switch is moved it allows current to flow through the circuit

[2]

Input device 2 PTM switch

How it functions when pressed a short flow of current starts the circuit

BQR

[2]

(b) Describe five steps that should be followed when using a signal generator to test a circuit.

Step 1 ~~Connect the~~ logic probes to a multimeter

Step 2 ~~Place~~ Set multimeter to the right setting

Step 3 Place logic probes on a component leg (the metal bit)

Step 4 Check how much, current, power or voltage

Step 5 ~~use~~ Change how much current goes into it.

Maths – Same Pupil



- 22 There are 280 chocolates in a box.
There are only dark chocolates, milk chocolates and white chocolates.

$\frac{1}{7}$ of the 280 chocolates are dark chocolates.

The number of milk chocolates: the number of white chocolates = 1 : 3

The number of white chocolates: the number of dark chocolates = n : 1

- (a) Work out the value of n .

You must show all your working.

$$\begin{array}{r} 40 \\ 40 \\ 30 \\ \hline 110 \end{array}$$

$$\begin{array}{r} 40 \\ 7 \overline{) 280} \\ \hline \end{array}$$

$$\begin{array}{r} d:m:w \\ 40:36:40 \\ \hline 220 \end{array}$$

$$\begin{array}{r} m:w:w:d \\ 1:3:n:1 \\ 40:40:40:40 \end{array}$$

$$w:$$

$$\begin{array}{r} 133 \\ 3 \overline{) 400} \\ \hline \end{array}$$

$$\begin{array}{r} 120 \\ - 60 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 260 \\ + 40 \\ \hline 300 \\ + 140 \\ \hline 700 \end{array}$$

$$\begin{array}{r} m:w:w:d \\ 1:3:n:1 \\ 40:40:40:40 \end{array}$$

$$\begin{array}{r} 48 \\ 29 \\ \hline 177 \end{array}$$

$$1+3+n=240$$

$$\begin{array}{r} 5 \\ 48 \\ \hline 5 \overline{) 240} \\ \hline \end{array}$$

$$\frac{1}{7} = 280 \div 40$$

$$1:3:n:1$$

$$\begin{array}{r} 280 \\ 140 \\ \hline 700 \end{array}$$

$$\begin{array}{l} 1 \times 48 = 48 \\ 3 \times 48 = 144 \\ n \times 48 = 48 \end{array}$$

$$\begin{array}{r} 40 \\ \times 6 \\ \hline 240 \end{array}$$

$$\begin{array}{r} 144 \\ 48 \\ \hline 192 \\ + 48 \\ \hline 240 \end{array}$$

$$\frac{6}{7} = 240$$

$$n = 48$$

(5)

Q22a

2



- 22 There are 280 chocolates in a box.
There are only dark chocolates, milk chocolates and white chocolates.

$\frac{1}{7}$ of the 280 chocolates are dark chocolates.

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- (a) Work out the value of n .

You must show all your working.

$$\begin{array}{r} 40 \\ 40 \\ 30 \\ \hline 110 \end{array}$$

$$\begin{array}{r} 40 \\ 7 \overline{) 280} \end{array}$$

$$\begin{array}{r} d:m:w \\ 40:36:40 \\ \hline 220 \end{array}$$

$$\begin{array}{r} m:w:w:d \\ 1:3:n:1 \\ 40:40:40:40 \end{array}$$

$$w:$$

$$\begin{array}{r} 13.3 \\ 3 \overline{) 40.0} \end{array}$$

$$\begin{array}{r} 420 \\ - 60 \\ \hline 360 \end{array}$$

$$\begin{array}{r} 260 \\ + 40 \\ \hline 300 \\ + 140 \\ \hline 440 \end{array}$$

$$\begin{array}{r} m:w:w:d \\ 1:3:n:1 \\ 40:40:40:40 \end{array}$$

$$\begin{array}{r} 48 \\ 29 \\ \hline 177 \end{array}$$

$$1+3+n=240$$

$$\begin{array}{r} 5 \\ 48 \\ \hline 5 \overline{) 240} \end{array}$$

$$\frac{1}{7} = 280 \div 40$$

$$1:3:n:1$$

$$\begin{array}{r} 280 \\ - 140 \\ \hline 140 \end{array}$$

$$\begin{array}{l} 1 \times 48 = 48 \\ 3 \times 48 = 144 \\ n \times 48 = 48 \end{array}$$

$$\begin{array}{r} 40 \\ \times 6 \\ \hline 240 \end{array}$$

$$\frac{6}{7} = 240$$

$$\begin{array}{r} 144 \\ 48 \\ \hline 192 \\ + 48 \\ \hline 240 \end{array}$$

$$n = 1$$

(5)

Q22a

2

6 Samina works in a shop that sells pens.

The table shows the number of blue pens and the number of red pens Samina sold in each of three months.

Month	Blue pens	Red pens
April	33	20
May	40	14
June	27	15

Samina says,

"In these three months, in total, I sold more than twice as many blue pens as red pens."

(b) Is Samina correct?

You must show how you get your answer.

$$\begin{array}{r} 33 \\ 40 \\ 27 \\ \hline 100 \end{array}$$

$$\begin{array}{r} 20 \\ 14 \\ 15 \\ \hline 49 \end{array}$$

yes she is correct.

Only 1 mark awarded out of 3

EVEN THOUGH UNDERSTANDING IS CLEAR

No reference to colour of pens.

Candidate did not show that 49×2 is less than 100 therefore

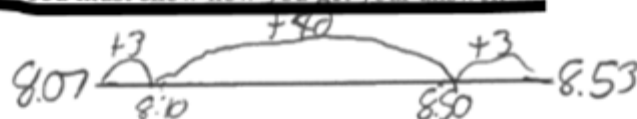
lost 2 marks

12 Here is part of a train timetable from Liverpool to Birmingham.

Liverpool	08 07	08 47	09 07
Runcorn	08 25	09 03	09 26
Crewe	08 53	09 22	09 55
Stafford	09 11	09 51	10 14
Wolverhampton	09 30	–	10 31
Birmingham	09 50	10 34	10 50

(a) Which train should take the least time to go from Liverpool to Crewe?

You must show how you get your answer.



46 mins

Question appears to have been read incorrectly as 'How long does it take to go from Liverpool to Crewe?'

Although the correct method was used only 1 train's time was calculated. Only 1 mark out of 3 is awarded.

We instruct pupils that for 3 marks there is usually at least 2 calculations to be made.

(b) Solve $5k - 4 = 26$

$$5k - 4 = 26$$

$+4 \quad +4$

$$5k = 30$$

$\div 5$

$$k = 6$$

$$k = 6$$

(2) Q13b 2

Excellent answer. Well presented.

Correct technique and working out shown in full.

2 out of 2 marks awarded.

15 There are 20 buttons in a box.

There are

- 6 blue buttons
- 9 green buttons
- 5 red buttons.

Jai puts 12 more buttons in the box.

These buttons are either blue buttons or red buttons.

Jai is going to pick at random one button from the box.

The probability that this button will be blue is $\frac{1}{4}$

How many more red buttons did Jai put in the box?

You must show all your working.

B, G, R
6:9:5
9:9:14

$$\frac{1}{4} \text{ of } 12 =$$

$$3 + 12 = 15$$

$$\frac{1}{4} \text{ of } 18 =$$

$$\frac{1}{4} \text{ of } 12 = 3 \text{ blue}$$

$$\frac{3}{4} \times 12 = 9 \text{ red}$$

Looks like a lack of practice on a problem solving question.

0 marks awarded out of 4.

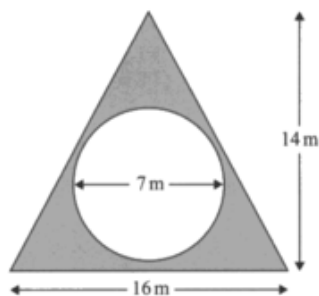
First mark was awarded for calculating total number of buttons but not attempted by candidate. $20 + 12 = 32$ 1 mark

Some of our students were 1 mark short of the next grade. Could this have been it?

FULL REVISION OF ALL TOPICS IS ESSENTIAL.

22 Here is a plan of part of Macsen's garden.

There is a circle inside a triangle.
The circle has a diameter of 7 m.



Macsen will cover the shaded area with gravel.

Gravel is sold in bags.

Each bag of gravel covers an area of 12.5 m^2

(a) Work out the number of bags of gravel Macsen will need.

$$7 \div 2 = 3.5$$

$$\pi \times 3.5^2 = 38.5$$

$$112 - 38.5$$

$$= 73.5$$

triangle
 $A = \frac{b \times h}{2}$

$$\frac{16 \times 14}{2} = 112$$

$$73.5 \div 12.5 = 5.88$$

6 bags overall.

6

(4) Q22a bags 4

Well-constructed answer. Clear and concise. 4 marks out of 4

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



Preparing for moving on

2025 Leavers' Destinations

Provider	Numbers
Burnley College	78
CRGS	26
Cardinal Newman College	21
Blackburn College	24
Nelson and Colne/ ACCROSS	14
Myerscough College	7
St.Christopher's Sixth Form	14

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 (Level 3)
- T- Levels (Level 3)
- Vocational (Level 1-3)
- Apprenticeship (Level 2-3)



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)			
4			Higher National Certificate (HNC)	Higher apprenticeship / NVQ 4	
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

Qualifications opted for

Qualification type	Number
A Levels	76
Vocational	83
T Levels	7
Apprenticeship	30

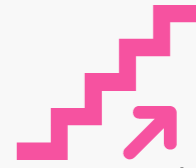
What are apprenticeships?



Employed



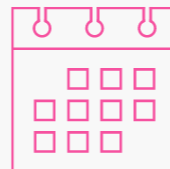
Off the job



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.

Post-16 Support

Mrs Gaskill: Independent Careers Advisor

Careers lunchtime bespoke support – application support

Visiting College/ Post 16 provider information assemblies

Unifrog CV preparation

Mock Interviews [1st December 2025]

Careers Week [19th – 23rd January 2026]

Online Resources: Careers page on school website

Open Events 2025/26

- 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
- Ribble Valley Careers Fair 7th October Holmes Mill
- 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?

unifrog

Introduction to Unifrog:
Welcome Back Evening



What is Unifrog?

- Unifrog believe that destinations - where students end up after school - is extremely important. They partner with schools to support students to progress into the best opportunity for them.
- Unifrog do this by providing a one-stop-shop where students can explore their interests, then find and successfully apply for their best next-step after school.

The Unifrog tools

Access all tools on Unifrog to learn what options are available, access good quality information, and search for opportunities to support your child.

Quizzes	Exploring pathways	Recording what you've done	Searching for opportunities	Drafting application materials	Making applications
Interests profile	Careers library	Activities	UK universities	UK Personal Statement	Post 18 Intentions
Personality profile	Subjects library	Skills	US universities	Classes	Locker
Work environments profile	Know-how library	Interactions	European universities	Subject References	Applications list
Skills profile	MOOC		Oxbridge	CV / Resumé	
	Webinars		Canadian universities	Writing tool	
	Read, Watch, Listen		Asian universities	Common App Essay	
			Australasian universities	US recommenders	
			MidEast and Africa unis	Notes for Reference writers	
			Irish universities		
			Special Opportunities		
			Events		

Careers library

- Over 1000 career profiles
- Presents information from a range of sources, including local and national LMI
- Includes qualifications and skills needed, interviews with industry professionals and labour market information
- Explores progression opportunities and what a working week really looks like

Architect

Architects design new buildings and the spaces around them, and work on the restoration and conservation of existing buildings.



UK Universities

The screenshot shows the Unifrog profile for the Geography - 3FT BSc (Hons) course at UCL (University College London). The page is divided into several sections:

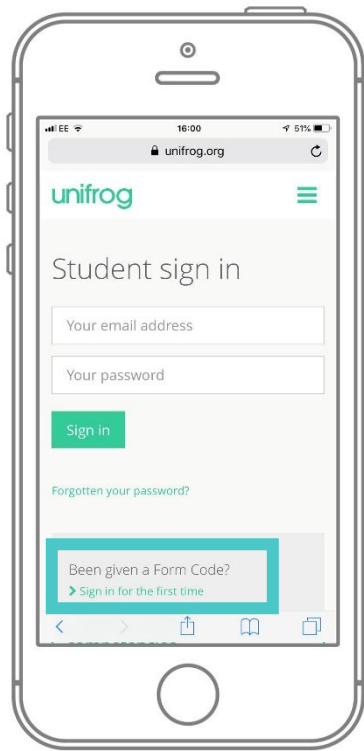
- Header:** Course name, university name, and location (London, England). Navigation links include Website, Open Day, Course page, Finance page, and Disabilities. Contact information for the Main Contact, Undergraduate Admissions Office, and Main Site is provided.
- Course facts:** A 2024 course description, UCAS course code (FB00), and a table of course details.
- Getting in:** 2024 A Level entry requirements (AAA), full-time 3-year program with no specific subjects, contextual offers, and last year's successful applicants for physical geographical sciences.
- University facts:** A table of university rankings and statistics.

Uni sessions per week	Independent study per week	Placements / field trips etc per week	Graduate jobs
Social studies: 12 hours	Social studies: 20 hours	Social studies: 0 hours	92% after 15 months
2024 years of study: 3 years full-time	2024 annual fees: £9,250		

University facts	
Guardian overall rank: 8th	Complete University over all rank: 9th
QS world rank: 9th	
THE Impact rank: -	People and Planet rank: 7th
Guardian subject rank: Geography: 7th	Student welfare rank: 102nd
Full-time undergrads: 23,020	International undergrads: 53%
Difficulty: Aspirational - Out of your predicted range	UCAS uni code: U80
Avg starting salary: £31,228	

- Students can enter subject of interest and projected grades to see all relevant university courses available in the UK
- Rank and filter opportunities by factors like hours of lectures, price of accommodation and graduate job rates
- Get direct links to university information pages, with impartial information on courses and institutions
- Save unlimited shortlists to refer back to later

Parents & guardians, get signed up!



Scan this QR code or go to www.unifrog.org/student and click 'Sign in for the first time'
You'll be asked for some details and a Sign up Code. This is what you need:

AUGSparents

After signing up, log into Unifrog using your email address and password via the student sign-in page!

Weekly summary emails

- Parents can sign up to receive weekly summary emails
- This summary will show you any shortlists your child may have made on the Unifrog platform
- It will also detail any interactions logged against your child, such as Careers Fairs taking place or careers interviews coming up

¡Hola! Here's what Rebecca Scannapieco has been up to on Unifrog

Check out what Rebecca did on Unifrog yesterday.

Rebecca Scannapieco

SO, 2021 (Y12)

Rebecca was sent **Comments** by Miss Scannapieco at 12:46

- "Complete the Personality quiz by next Monday."

She also was sent **Comments** by Teacher at 13:09

- "Have a look at this intro video before our session on Friday and complete personality quiz."

She was also added to **Interactions** by Miss Scannapieco at 12:45

- "5 June 2020: Unifrog intro video

Have a look at the video link below and use this to navigate yourself round the platform. Have this done by next Wednesday!"

She also finished a **UK universities** at 12:47

We hope these emails are useful, though if you'd rather not receive them please don't hesitate to [unsubscribe](#) at any time.

Unifrog is an online platform your child has access to via their school which tries to help them find and apply for the best next step for them after school. Please check us out at www.unifrog.org. We're also on twitter at @unifrog.

Best wishes,
The Unifrog team

Mr Holden

Attitude to Learning



Leavers' Ball

24th June 2026

(Attendance and Behaviour)

GCSE Results
20th August 2026

Celebration Evening
November 2026*





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**