



Year 11

Preparation for Mock Examinations

&

Post-16 Progression

Autumn Term 2025

#learningcomesfirst

Dear Parents/Carers and Students,

The final year of high school is here!

Mock examinations begin on **Monday 17th November** and are a vital time during this term.

They will help us identify pupil knowledge and understanding and plan future learning needs as well as provide students with an experience of what their examinations in just a few months will be like.

This booklet contains the following information – **please read and make use of:**

Page 4 - **Mock examination timetable** – students will need to identify the examinations relevant to their own study. Please put this in a prominent area – ‘stick on your fridge’ - as a reminder!

Page 6 – **General preparation for examinations**

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FINAL Year 11 Mock Assessment Timetable Nov 2025

DATE	Week A	Period 1		Period 2		Period 3		Period 4	Period 5	
Monday 17 th Nov 2025		Normal Lessons		Option Z [Various See below]				Combined Science Biology (Paper 1) Separate Sciences Biology Paper 1-1hr 15mins/1 hr45mins		
Tuesday 18 th Nov 2025		Normal Lessons/ Early Break 9.55am	English Literature Paper 1 (2 hrs 15mins) START 10.20am					Maths Paper 1 (Non- Calculator) 1 hr 30 mins		
Wednesday 19 th Nov 2025		Normal Lessons		Maths Paper 2 (Calculator) 1 hr 30 mins				Normal Lessons		
Thursday 20 th Nov 2025		Normal Lessons		Option X [Various See below]				Normal lessons		
Friday 21 st Nov 2025		Normal Lessons		English Language Paper 1 (1 hr 45mins)				Combined Science Chemistry (Paper 1) Separate Sciences Chemistry Paper 1-1hr 15mins/1 hr45mins		
Date	Week B	Period 1		Period 2		Period 3		Period 4	Period 5	
Monday 24 th Nov 2025		Normal Lessons		Geography Paper 2 (90 Minutes)				Combined Science (Paper 1) Separate Sciences Physics Paper 1- 1hr 15mins/1hr 45mins		
Tuesday 25 th Nov 2025	8.30am to 10.30am start Option Y (Various See Below)			Break 10.30am-10.55am	Normal Lessons	Normal Lessons		Catch Ups	Catch Ups	
Wednesday 26 th Nov 2025		Normal Lessons		Catch Ups		Catch Ups		Normal Lessons		
Thursday 27 th Nov 2025		Year 11 School Photographs						Normal Lessons		
Friday 28 th Nov 2025		School Closed		School Closed				School Closed		

Please note. Students must attend all lessons as normal, except when they are in an exam. As soon as an exam finishes, students must return to their normal lesson.

Students should access the Sports Hall via A block corridor (passing the squash courts), All phones & watches must be switched off and secured in school bags. You will need to bring in the following equipment, black pen, pencil, ruler, scientific calculator (Maths & Science particularly). You will be allocated a seat as part of a seating plan, which you will be made aware of. Please ensure you sit in your allocated seat as this is important when checking attendance.

The exams to be sat by each option subject are listed for each band on the next page.

Option X	
Subject	Activity
Computer Science	Two papers 90mins /30mins
French	Reading/Writing
Geography	Two papers 90 mins each
History	1 hr 45 min exam
Psychology	1 hr 45 min exam
Religious Education	1 hr 45 min exam
Spanish	Reading/Writing exam
Triple Science	2-hour slot in class

Option Y	
Subject	Activity
Art	2-hour slot in class
Design & Technology	2 hr exam paper
Enterprise	2-hour slot in class
Food & Nutrition	2 hr exam paper
Geography	Two papers 90 mins each
Health & Social	2-hour slot in class
History	1 hr 45 min exam
Photography	2-hour slot in class
Sports Studies	2-hour slot in class
Textiles	2-hour slot in class
Triple Science	2-hour slot in class

Option Z	
Subject	Activity
Art	2-hour slot in class
Creative Media	2-hour slot in class
Drama	2-hour slot in class
Enterprise	2-hour slot in class
Health & Social	2-hour slot in class
History	1 hr 45 min exam
Hospitality & Catering	1 hr 30 min exam
Music	2-hour slot in class
Photography	2-hour slot in class
PE	2 one-hour papers
Psychology	1 hr 45 min exam
Travel & Tourism	2-hour slot in class

French/Spanish Listening tests will take place during the lesson times indicated below but in French/Spanish classrooms.

Option X – French & Spanish	
Higher Tier – Spanish & French- Friday 21 st Nov P1	
Foundation Tier -Spanish & French- Friday 14 th Nov P1	

General Preparation For Examinations

- ❖ Home Learning is set via Arbor. Please check this regularly to keep on top of the work.
- ❖ Period 6 runs every day (except Wednesday) from 3.15-4.00pm. Attendance is a must as these sessions target exam skills required for success!
- ❖ Be clear which topics will be covered in each examination and what/how to revise
- ❖ Planning revision is essential! Complete the 6-week revision timetable included in this booklet for the weeks running up to the exams.
- ❖ Review what you need to make your revision effective:

Teachers I need to speak with to get help with revision and what I need to ask them

Resources I need to help with my revision (*revision guides; highlighters; flashcards; post-its, past papers*)

❖ DURING THE EXAMINATIONS:

- 1) Be on time – arrive before the examination starts – attend breakfast boosters
- 2) Ensure full school uniform is worn
- 3) Sit in the correct position in the exam location – seating plans will be shared in advance
- 4) Follow the examination regulations that will be outlined – silence is always expected
- 5) Equipment needed - 2 black biros, a pencil, a sharpener, eraser, ruler, protractor, compass, scientific calculator in a clear pencil case

❖ GOOD LUCK YEAR 11! IF YOU NEED ANY SUPPORT—PLEASE ASK!

Mindset Matters



Use past papers to get ready for GCSEs to familiarise you with the questions, style of exam and time conditions you will face.

Being prepared in advance can help you feel less nervous for exams.

Pack a bag the night before an exam to avoid morning rush/stress.

Going into the exam room with clear thoughts and confidence boosts performance.

Use every second you have in the exam. If you finish early go back through the paper and check your answers over and over again.

If you struggle with time management, calculate how long you have with each question in the exam based on how many marks each question is awarded. This will help you to not spend too long on one question.

Complete the table below to help you prioritise your revision and fill in your revision timetable.

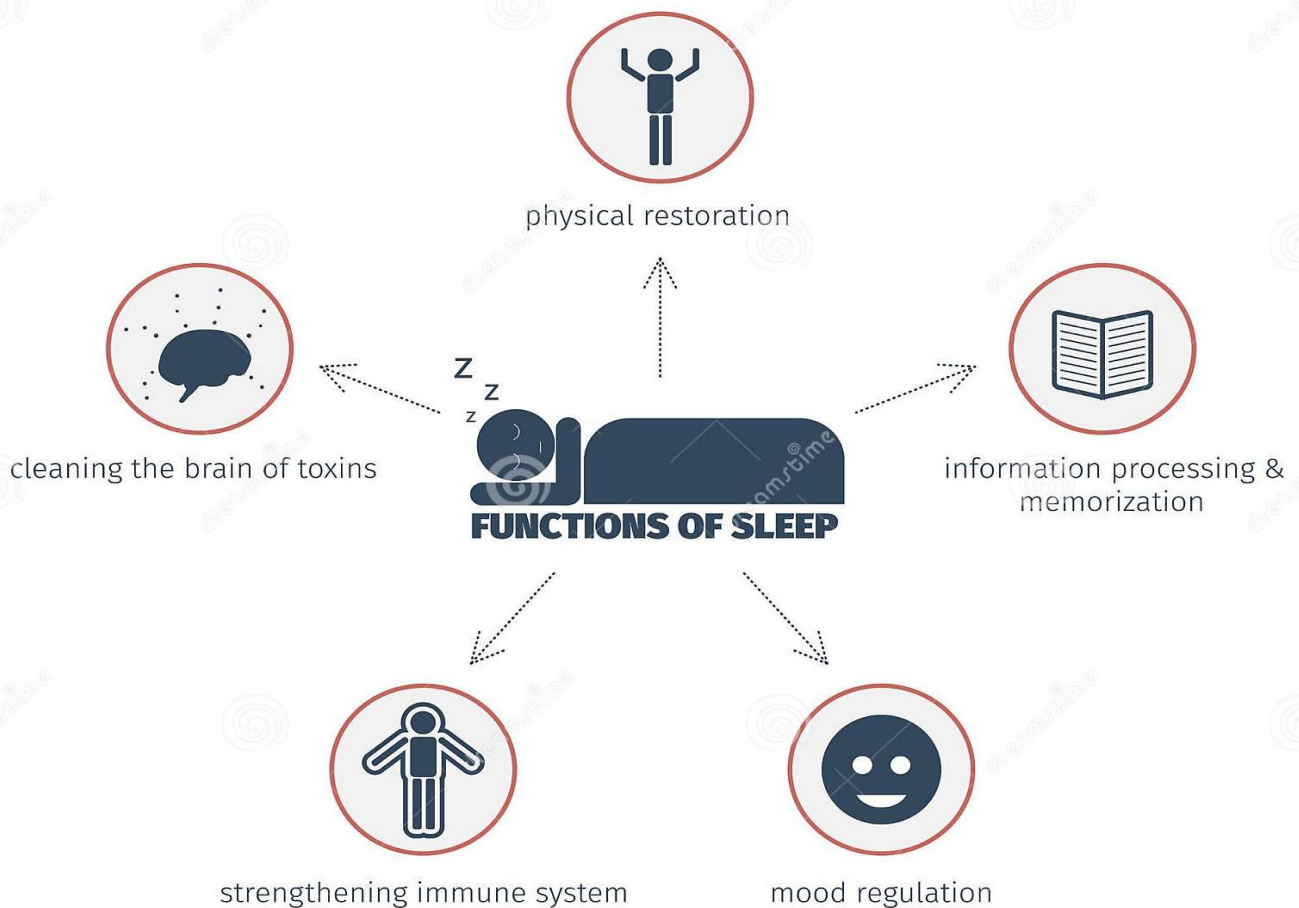
Write which subjects you are taking, whether you are on track to achieve your target and any specific areas you know you need to focus on for each subject.

Subjects where you are not on track to hit your target grade should be your top priorities. Number your subjects in the priority column to prioritise them. Remember that your best performing English qualification and Mathematics are worth double points!

<u>Subject</u>	<u>Target Grade</u>	<u>On Track? (ü or X)</u>	<u>Areas of Focus</u>	<u>Priority</u>

- Timetables must be realistic – if they are not working, ask yourself why and change it.
- Plan breaks and rewards. Research shows that your concentration decreases after 45 minutes. Just getting up and going to make a drink can be a useful break.
- Study different subjects on the same day.
- Make sure you have something concrete to show for each revision session – notes, cards, exam exercises, mind maps etc. Looking at Bitesize for an hour is not effective revision.
- Please see the mocks as a positive experience and a chance to really hone your revision and exam techniques. Take them seriously and **enjoy** them. Use this as an opportunity to assess and consolidate knowledge and understand gaps in learning.
- Save any notes you take in a folder ready for next year and the real thing.
- Make sure you are organised and get plenty of rest in-between revision sessions.
- If you have concerns regarding your mocks or how to revise PLEASE speak to your form tutor, subject teacher or any other staff member. We are all here to **look after each other**.
- Get a good night's sleep, as this improves mental awareness.

WHY IS SLEEP IMPORTANT?



Overview of Topics to be revised in each subject

<u>Subject</u>	<u>Topics</u>
English Language	
English Literature	
Mathematics	
Science	
Option X:	
Option Y:	
Option Z:	

Revision Timetable

<u>WEEK 1 Monday 6th October – Sunday 12th October</u>					
<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>3.15-</u> <u>4.00pm</u>					
<u>4.30-</u> <u>5.10pm</u>					
<u>5.15-</u> <u>5.55pm</u>					
<u>6.00-</u> <u>6.40pm</u>					
<u>6.45-</u> <u>7.25pm</u>					
<u>7.30-</u> <u>8.10pm</u>					
<u>8.15-</u> <u>8.55pm</u>					

<u>Time</u>	<u>Saturday</u>

<u>Time</u>	<u>Sunday</u>

Revision Timetable

WEEK 2 Monday 13th October – Sunday 19th October					
<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>3.15-</u> <u>4.00pm</u>					
<u>4.30-</u> <u>5.10pm</u>					
<u>5.15-</u> <u>5.55pm</u>					
<u>6.00-</u> <u>6.40pm</u>					
<u>6.45-</u> <u>7.25pm</u>					
<u>7.30-</u> <u>8.10pm</u>					
<u>8.15-</u> <u>8.55pm</u>					

<u>Time</u>	<u>Saturday</u>

<u>Time</u>	<u>Sunday</u>

Revision Timetable

<u>WEEK 3 Monday 20th October– Sunday 26th October</u>					
<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>3.15-</u> <u>4.00pm</u>					
<u>4.30-</u> <u>5.10pm</u>					
<u>5.15-</u> <u>5.55pm</u>					
<u>6.00-</u> <u>6.40pm</u>					
<u>6.45-</u> <u>7.25pm</u>					
<u>7.30-</u> <u>8.10pm</u>					
<u>8.15-</u> <u>8.55pm</u>					

<u>Time</u>	<u>Saturday</u>

<u>Time</u>	<u>Sunday</u>

Revision Timetable

<u>HALF TERM WEEK 4 Monday 27th October – Sunday 2nd November</u>	
	 Making the Most of the Time You Have

<u>Time</u>	<u>Monday</u>
<u>Time</u>	<u>Tuesday</u>
<u>Time</u>	<u>Wednesday</u>
<u>Time</u>	<u>Thursday</u>
<u>Time</u>	<u>Friday</u>
<u>Time</u>	<u>Saturday</u>
<u>Time</u>	<u>Sunday</u>

Revision Timetable

<u>WEEK 5 Monday 3rd November– Sunday 9th November</u>					
<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>3.15-</u> <u>4.00pm</u>					
<u>4.30-</u> <u>5.10pm</u>					
<u>5.15-</u> <u>5.55pm</u>					
<u>6.00-</u> <u>6.40pm</u>					
<u>6.45-</u> <u>7.25pm</u>					
<u>7.30-</u> <u>8.10pm</u>					
<u>8.15-</u> <u>8.55pm</u>					

<u>Time</u>	<u>Saturday</u>

<u>Time</u>	<u>Sunday</u>

Revision Timetable

<u>WEEK 6 Monday 10th – Sunday 16th November</u>					
<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>3.15-</u> <u>4.00pm</u>					
<u>4.30-</u> <u>5.10pm</u>					
<u>5.15-</u> <u>5.55pm</u>					
<u>6.00-</u> <u>6.40pm</u>					
<u>6.45-</u> <u>7.25pm</u>					
<u>7.30-</u> <u>8.10pm</u>					
<u>8.15-</u> <u>8.55pm</u>					

<u>Time</u>	<u>Saturday</u>

<u>Time</u>	<u>Sunday</u>

Revision Techniques

Get the domestics right first – Find a calm space to revise **away from distractions** with the materials you need to hand: revision guides, paper, note cards, highlighter pens, post-its.

Get started – Don't procrastinate!

- **NOTE-TAKING** (summarising or condensing material, neat, colour-coded and 'key words' underlined)
 - makes you concentrate
 - helps understanding because you rewrite information in your 'own words'
 - helps to link topics
 - gives visual presentation
 - helps to keep you on task
 - helps you remember
 - can be recorded on **REVISION FLASHCARDS** (see example below)
- **KEYWORDS** (often unlock memory; can be done on computer)
- **MNEMONICS & ACRONYMS** (abbreviations for key words; will increase long term memory)
- **SPEAKING OUT ALOUD** (talking to yourself; pretend you are teaching the lesson)
- **POST-IT NOTES**
- **RECORDING NOTES ON PHONE AND LISTEN BACK**
- **SPIDER DIAGRAMS**
- **MIND-MAPS** (see example below)
- **WEB-BASED REVISION** (see subject pages later on for useful websites)
- **Q & A CARDS**
- **CHUCKING**
- **PAST PAPER QUESTIONS** (Exam boards have past paper questions and mark schemes on the websites. Google AQA, OCR or Edexcel)
- **USING INTERACTIVE TOOLS** – <https://teachers.thenational.academy/keystages/key-stage-4>

Always review your revision:

Was my technique useful?

What have I improved in?

Was it good use of time? What notes have I got to show for it? Do my notes make sense a) to me and b) to others? If someone else can't understand them, then the topic probably isn't very clear in your own head.



REVISION FLASHCARDS

- Record key points from each subtopic within each subject.

Example:



Classification of bones

Bones in the body are classified by their shape and each have their own function.

1. Long bones

These bones have a shaft and a head at each end. Aid movement by working as a lever.

Examples:

- Femur
- Humerus
- Phalanges



2. Short bones

These bones are small, light and strong. Provide support and assist weight bearing movements.

Examples:

- Tarsals
- Carpals

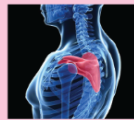


3. Flat bones

These bones are flat and have a broad surface area. This is for muscle attachment and protection.

Examples:

- Scapula
- Cranium



4. Irregular bones

These bones are of an unusual shape. They are specially shaped in this way to perform a particular function in the body.

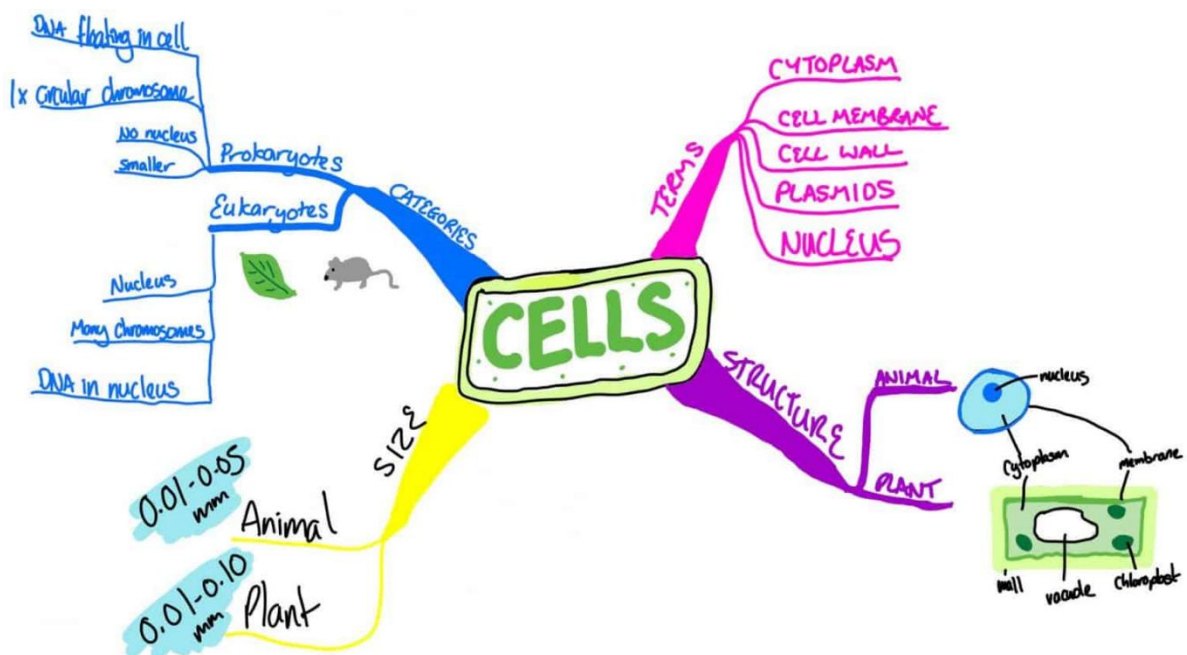
Examples:

- Patella
- Vertebrae



MIND MAPS

Example:



AQA English Language



What am I being assessed on?

Paper 1- Explorations in Creative Reading and Writing -1 hour 45 min (80 MARKS)

How am I being assessed?

You will read through an extract from a fiction that you've never seen before and will then be asked to write 5 questions in response.

Remember, Q5 will ask you to write a narrative (story). For this, practise makes perfect and it is worth 50% of the paper's marks!

What revision material should I revise from?

- Practice Papers from Year 11 Resources section on Teams
- Creative Writing Q5 Homework booklets

Set Revision Tasks

- Pick practice questions from the Year 11 resources folder on Teams and plan your answers
- Use the Language Paper 1 Homework booklet to regularly practice your narrative writing. Ensure you bring each attempt to be marked!

Additional Resources and Support

- Mr Bruff's Youtube Videos for both Language Papers- search by question (for example, 'Mr Bruff Language Paper 1 q4)
- Period 6 on Tuesdays in English from 3.15- 4.10pm. Come along and get involved!
- **Come along and get some subject-specific support and advice on how best to revise and prepare for success at home we are in Room A30 and A31.**

AQA English Literature



What am I being assessed on?

Paper 1 - 1 hour 45 min (60 MARKS)

- Macbeth Extract analysis and Essay (30 marks)
- A Christmas Carol Extract analysis and Essay (30 marks)

How am I being assessed?

1 full Literature Paper 1-19th Century Prose and Shakespeare 1 hours 45 min

- You will be given an extract and an essay question for A Christmas Carol
- You will be given an extract and an essay question for Macbeth

You must write about the extract and the whole text when answering the question.

What revision material should I revise from?

- Quotation banks for A Christmas Carol and Macbeth
- Thematic booklets (available from your teacher) for A Christmas Carol and Macbeth

Set Revision Tasks

- Create theme and character mind maps for A Christmas Carol and Macbeth using quotes and references- THEMATIC BOOKLETS HAVE BEEN MADE FOR YOU FOR THIS TASK.
- Create flashcards for each theme and a character in A Christmas Carol and Macbeth, pick out three key quotes from each- make sure you know what key themes are relevant to each text!
- Pick practice questions from the Year 11 resources folder on Teams and plan your answers

Additional Resources and Support

- Revision guides for each Literature GCSE text. We recommend York Notes 9-1 edition and/or the CGP editions – we have some copies for pupils to use in school too and they can be bought via ParentPay!
- YouTube videos can work wonders in helping you understand the key ideas from the literature texts.
- **Come along and get some subject-specific support and advice on how best to revise and prepare for success at home we are in Room A30 and A31.**

HERE IS HOW STUDENTS CAN ACCESS A COMPREHENSIVE AND RELEVANT REVISION RESOURCE MADE ESPECIALLY FOR STUDENTS AT WESTHOUGHTON

STEP ONE:

Students go onto their Teams app.



Microsoft Teams

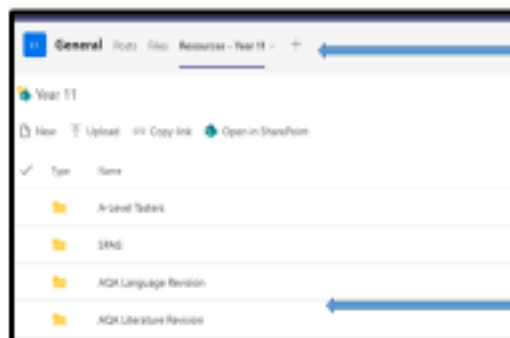
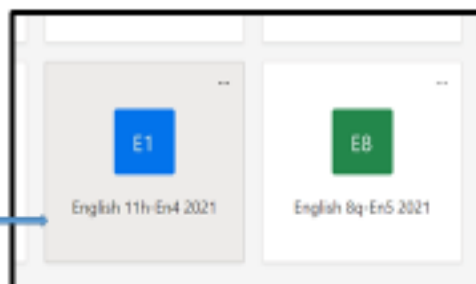


STEP TWO:

Students click on the icon on the LEFT-HAND bar that is labelled TEAMS.

STEP THREE:

Students find their English class and click on that. It will look something like the ICON on the right.



STEP FOUR:

On the icon at the top of the classroom page, there will be a label called RESOURCES- YEAR 11. Students need to click that.

STEP FIVE:

Students look in the folders labelled AQA Language Revision and AQA Literature revision. They will find lots of support for independent revision in there!

GCSE ENGLISH: Follow these top tips to help your child achieve their full potential in both GCSEs.

English Language Writing Sections:

Teachers will be giving out Homework Therapy Booklets to complete in the lead up to the exams. Time your child to write an answer in 45 mins and then ask them to show you where they have met their previous targets. There is space for you to assess their work against a checklist. Follow the instructions in the booklet for useful websites/guidance.

English Language Reading Sections:

- Paper 1: visit the library and take out a book for your son or daughter. The more books they read between now and June, the easier they'll find this section of the exam!
- Paper 1: Speak to your child about their current story that they're working on in English and ask to read the latest version. If in the homework booklet, use the assessment checklist to give some valuable feedback!
- Paper 2: talk to your son or daughter about current affairs and save newspaper articles for them to read. Good websites to access include: The Guardian, The Telegraph, The Independent. You can even get inspiration for speech writing by watching persuasive speeches on YouTube!
- Work with your child on the revision materials and practise papers provided by their teachers on the Year 11 Resources section on Teams. Pupils should work with their previous targets for each question and ensure they **answer questions in timed conditions**.

English Literature:

- Buy revision guides for each Literature GCSE text. We recommend York Notes 9-1 edition and/or the CGP editions – we have some copies for pupils to use in school too and they can be bought via ParentPay!
- Use GCSE Pod to help revise key quotations and context for each text and support your child when trying to memorise quotations (using flashcards, making mind-maps, testing themselves on quotations)
- Support your child and encourage them to **practise essay-writing in timed conditions**.

Mathematics – Edexcel (Foundation or Higher tier)



What am I being assessed on?

GCSE content taught up until this point, this will vary depending on tier. Revision lists to be handed out to all students and sent home to parents.

How am I being assessed?

2 papers
1 non-calculator – 90 minutes
1 calculator – 90 minutes

What revision material should I revise from?

Students should be using Sparx to revise, revision lists include Sparx codes guiding them towards the videos and online questions
Students should also be using their personalised learning checklists from their in-class assessment sat on the 1st October to correct any misconceptions or gaps in knowledge.

Set Revision Tasks

All students will be set a revision for the 50-day challenge on Sparx on the run up to their PPEs for the papers/tiers they are sitting.
Students will also receive their usual paper home-learning revision tasks.

Additional Resources and Support

Period 6 classes – Monday evenings split by tier.
Maths genie – revision materials and past papers
Sparx – personalised learning pathway, pick any unit of work to start and the website will take each student on a personalised journey from their previous answers.

How to use Sparx

The screenshot shows the Sparx Maths homepage. On the left is a sidebar with icons for Compulsory (star), XP Boost (lightning bolt), Target (crown), and Independent Learning (lightbulb). The main area has a header with 'Sparx Maths', '0 XP', 'Teacher', a notification bell, and a 'Menu' button. Below the header, it says 'Hey [username]' and 'This is your personalised Compulsory homework. You need to answer every question correctly to complete it.' A red arrow points from a yellow box to the 'Compulsory' icon, with the text: 'This compulsory section is where you will find the set tasks by your teacher for the 50-day challenge'. Another red arrow points from a yellow box to the 'Independent Learning' icon, with the text: 'The independent learning tab is where you can choose the topics to review from your Personalised learning checklists'. A 'Not started' button is visible on the right.

Independent learning

In this section you can review topics from your Personalised learning checklists by searching the codes provided.

The screenshot shows the 'Independent Learning' page. The sidebar is the same as the homepage. The main area has a header with 'Sparx Maths', 'Independent Learning', '0 XP', 'Teacher', a notification bell, and a 'Menu' button. Below the header, there are three tabs: 'Find topics', 'My a', and 'My a'. A red arrow points from a yellow box to the 'Find topics' tab, with the text: 'Make sure you set the curriculum to GCSE'. Below the tabs, there are three input fields: 'Search for topics:' (with a placeholder 'Enter topic name or code'), 'Your curriculum:' (a dropdown menu set to 'GCSE'), and 'Default level:' (a dropdown menu set to 'Level 3'). A red arrow points from a yellow box to the 'Search for topics:' input field, with the text: 'This is where you search the topics'. Below these fields, there are several topic cards: 'Number', 'Algebra', 'Geometry', and 'R'. A red arrow points from a yellow box to the 'Level 3' dropdown menu, with the text: 'You can set the level of difficulty of questions from level 1 up to level 4'.

AQA Combined Science Trilogy



What am I being assessed on?

Biology paper 1 – Cells structure and transport, Organisation, Infection and response, Bioenergetics

Chemistry paper 1 – Atoms, elements and compounds, Bonding, structure and properties, Quantitative chemistry, Chemical changes, Energy changes

Physics paper 1 – Energy stores and transfers, Energy resources, Electricity, Particle model, Atomic structure

Full specification can be found here:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

How am I being assessed?

3 papers of 1 hr and 15 mins. Each paper is worth 70 marks and will include questions on both knowledge and working scientifically skills.

What revision material should I revise from?

Sparx Science <https://science.sparx-learning.com/>

Use Cognito <https://cognitoedu.org/home> free of charge. It has lessons, videos, flashcards, questions by topic and past papers with mark schemes to ensure you can revise in a format that works for you.

Set Revision Tasks

Read through the specification and underline areas you are unsure of. Pay special attention to those sections in your revision.

Register with Cognito for free using your school email account. Pick a topic you've highlighted as an area of weakness and complete the lesson. Create a mind map/flashcards for this topic

Quiz yourself (or team up with a friend to quiz you) on the topics you've covered.

Complete topic specific questions and mark using the mark scheme available.

Complete past papers (available on Cognito and AQA websites) and mark against mark schemes to check understanding and application.

Additional Resources and Support

BBC bitesize (an online revision guide with knowledge check questions) -

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Seneca (online intelligent quizzing platform) - <https://senecalearning.com/en-GB/>

Primrose kitten (YouTube) - https://www.youtube.com/@Primrose_Kitten

Free science lessons (YouTube) - <https://www.youtube.com/@Freesciencelessons>

AQA Triple Science



What am I being assessed on?

Biology paper 1 – Cells structure and transport, Organisation, Infection and response, Bioenergetics

Chemistry paper 1 – Atoms, elements and compounds, Bonding, structure and properties, Quantitative chemistry, Chemical changes, Energy changes

Physics paper 1 – Energy stores and transfers, Energy resources, Electricity, Particle model, Atomic structure

Full specifications can be found here:

Biology - <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Chemistry - <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

Physics - <https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

How am I being assessed?

3 papers of 1 hr and 45 mins. Each paper is worth 100 marks and will include questions on both knowledge and working scientifically skills.

What revision material should I revise from?

Sparx Science <https://science.sparx-learning.com/>

Use Cognito <https://cognitoedu.org/home> free of charge. It has lessons, videos, flashcards, questions by topic and past papers with mark schemes to ensure you can revise in a format that works for you.

Set Revision Tasks

Read through the specification and underline areas you are unsure of. Pay special attention to those sections in your revision.

Register with Cognito for free using your school email account. Pick a topic you've highlighted as an area of weakness and complete the lesson. Create a mind map/flashcards for this topic

Quiz yourself (or team up with a friend to quiz you) on the topics you've covered.

Complete topic specific questions and mark using the mark scheme available.

Complete past papers (available on Cognito and AQA websites) and mark against mark schemes to check understanding and application.

Additional Resources and Support

BBC bitesize (an online revision guide with knowledge check questions) -

<https://www.bbc.co.uk/bitesize/levels/z98jmp3>

Seneca (online intelligent quizzing platform) - <https://senecalearning.com/en-GB/>

Primrose kitten (YouTube) - https://www.youtube.com/@Primrose_Kitten

Free science lessons (YouTube) - <https://www.youtube.com/@Freesciencelessons>

GCSE Computer Science - OCR



What am I being assessed on?

Paper 1 – Computer Systems *50% of the course*

1.1.1 Architecture of the CPU; 1.1.2 CPU performance; 1.1.3 Embedded systems

1.2.1 Primary storage (Memory); 1.2.2 Secondary storage

1.2.3 Units; 1.2.4 Data storage; 1.2.5 Compression

1.3.1 Networks and topologies

1.3.2 Wired and wireless networks, protocols and layers

1.4.1 Threats to computer systems and networks

1.4.2 Identifying and preventing vulnerabilities

1.5.1 Operating systems

1.5.2 Utility software

1.6.1 Ethical, legal, cultural and environmental impact

Paper 2 - Computational Thinking, Algorithms and Programming *50% of the course*

2.2.2 Data types

2.5.1 Languages

Programming

How am I being assessed?

2 paper-based exams

Paper 1 90 minutes

Paper 2 90 minutes

What revision material should I revise from?

- Revision resources to support revision: revision guide, past papers, KO's, online revision, SENECA, Flash cards
- Recall and retention of knowledge: KO, Connect-Past questions
- Personal Learning Checklists (PLC's): Students able to identify own strengths and weakness and use this to inform personal revision and carry out revision.
- teacher presentations in Teams
- Exercise books
- <https://www.csnewbs.com/ocr-gcse>

Set Revision Tasks

- Revision guide, past papers (in Teams) and paper copies in P6, KO's, online revision: SENECA, Flash cards

GCSE French - Edexcel



What am I being assessed on?

Paper 1 – Listening including dictation (Modules 1, 2 and 3)

Paper 2 – Speaking (Modules 1, 2 and 3) - Role play; Photo card plus follow up conversation; (Thematic contexts prepared in class = flash cards)

Paper 3 – Reading including translation to English (Modules 1, 2 and 3)

Paper 4 – Writing including translation in French (Modules 1, 2 and 3)

Module 1 – Free time (Thematic contexts: Media and Technology and My Personal World)

Module 2 – My people (Thematic context: My Personal World)

Module 3 – My school life (Thematic context: Studying and my Future)

Foundation Writing

Photo Card

A scene in a kitchen with family members

40-50 words

A cinema visit OR A description of a school

80-90 words

Online habits OR Eating habits

Translation into French

Modules 1-3 content

Foundation - Prioritise preparing for the 40 - 50 word and the 80-90 word tasks.

Higher Writing

80-90 words

Online habits OR Eating habits

130-150 words

School OR Healthy lifestyles

Translation

Modules 1-3 content

Higher - Prioritise preparing the 80-90 word and 130-150 word tasks including 5 wow phrases to use in the 130-150 word task.

Listening & Reading

Vocabulary booklets – Stored on Teams/SharePoint in the Y11 Resources

BBC Bitesize – Edexcel resources

Edexcel revision guides – Available from school at a discounted price

Netflix or similar – Listen to French/Spanish dubbed version with English subtitles

Seneca learning / WHSMFL Blooket

Speaking

Role Play – Use sample role plays to become familiar with the format. Practise forming questions.

Photocard plus follow up conversation – Use sample photocards to become familiar with the format. Use the chatty mat to ensure preparation for the description of the photo. Think about what the follow up questions might be for each Thematic context. Learn your flashcard answers.

GCSE Spanish - Edexcel



What am I being assessed on?

Paper 1 – Listening including dictation (Modules 1, 2 and 3)

Paper 2 – Speaking (Modules 1, 2 and 3) - Role play; Photo card plus follow up conversation; (Thematic contexts prepared in class = flash cards)

Paper 3 – Reading including translation to English (Modules 1, 2 and 3)

Paper 4 – Writing including translation in Spanish (Modules 1, 2 and 3)

Module 1 – Free time (Thematic contexts: My Personal World and Media and Technology)

Module 2 – Holidays (Thematic context: Travel and Tourism)

Module 3 – My people (Thematic context: Media and Technology and My personal World)

Foundation Writing

Photo Card

A scene in a cinema

40-50 words

Friends OR Free time

80-90 words

Holidays OR Healthy lifestyles

Translation into French

Modules 1-3 content

Foundation - Prioritise preparing for the 40 - 50 word and the 80-90 word tasks.

Higher Writing

80-90 words

Holidays OR Healthy lifestyles

130-150 words

Technology OR Friendships and hobbies

Translation

Modules 1-3 content

Higher - Prioritise preparing the 80-90 word and 130-150 word tasks including 5 wow phrases to use in the 130-150 word task.

Listening & Reading

Vocabulary booklets – Stored on Teams/SharePoint in the Y11 Resources

BBC Bitesize – Edexcel resources

Edexcel revision guides – Available from school at a discounted price

Netflix or similar – Listen to French/Spanish dubbed version with English subtitles

Seneca learning / WHSMFL Blooket

Speaking

Role Play – Use sample role plays to become familiar with the format. Practise forming questions.

Photocard plus follow up conversation – Use sample photocards to become familiar with the format. Use the chatty mat to ensure preparation for the description of the photo. Think about what the follow up questions might be for each Thematic context. Learn your flashcard answers.

GCSE Geography - AQA



What am I being assessed on?

You will be assessed on all content that you have completed to date. This includes the following

- Paper 1: Living with the Physical Environment
 - Section B: The Living World (A local ecosystem, rainforests and cold environments)
 - Section C: Physical Landscapes in the UK (rivers and glacial environments)
- Paper 2: Challenges in the Human Environment
 - Section B: Changing Economic World (Development Gap, UK economy, Nigeria's economy)
 - Section C: Resource Management (Resources in the UK, Global Water Resources)
- Paper 3: Geographical Skills
 - Section B: Fieldwork

How am I being assessed? You will be assessed by two exams.

Exam 1: One hour and thirty minutes - Physical Geography - to include: Natural Hazards, Living World & Physical Landscapes (Coasts & Rivers)

Exam 2: Human Geography & Fieldwork - One hour and thirty minutes - to include: Urban Environments (Manchester & Rio) plus questions on fieldwork studies

What revision material should I revise from?

- Your exercise books will be your best revision resource as they include the correct case study information and examples of exam practice.
- You can purchase a revision guide from ParentPay which has all the specification content included.
- See your class teacher for a set of knowledge organisers to aid your revision
- Attend P6 lessons where year 10 content will be covered
- Log into Educake using your Microsoft log in. - ensure all teacher quizzes have been completed then set your own quizzes to test your knowledge. This will help inform what you need to revise.

Set Revision Tasks

- Complete all homework tasks this half term (these have been set to help you revise living world)
- Attend each P6 lesson on a Thursday to help you revise Physical Landscapes and learn how to make effective Geography flash cards.
- Collect knowledge organisers from your teacher for each topic on the mock exam and a pack of exam questions to practice.
- Log into Educake using your Microsoft log in. - ensure all teacher quizzes have been completed then set your own quizzes to test your knowledge. This will help inform what you need to revise.

GCSE History - Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



What am I being assessed on?

Anglo Saxon and Norman England (this is Paper 2)

focusing on the rising against Tostig, how William secured control of England 1066-67, comparing Anglo-Saxon and Norman Government and Norman aristocracy.

American West c.1835-c.1895 (this half of Paper 2).

The focus of the PPE will be the expansion of the railroad, new farming technology, the Indian Wars 1862-4, changes in ranching and the cowboys' way of life, rivalry between homesteaders and cattle barons/ranchers.

How am I being assessed?

Exam style questions

What revision material should I revise from?

Full Paper 2 revision guides have been given out to all students. Revision tasks specifically for the PPE will be set on synergy for home learning from w/c 21st Oct.

Set Revision Tasks:

Read/Cover/Rewrite/Check revision strategy of the revision booklet.
Revision tasks in the revision booklet.

Additional Resources and Support

Edexcel website for past paper questions:



GCSE Religious Studies – Edexcel (Spec B)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.html>



What am I being assessed on?

Your final exams will consist of 2 x 1hr 45min papers:

- Paper 1 - Christianity (4 units)
- Paper 2 - Islam (4 units)

The 1hr 45min paper for this PPE will consist of 4 units from across both papers:

1. **Christianity – Christian Beliefs** (Paper 1 - Unit 1)
<https://app.senecalearning.com/dashboard/class/mjmt9pa2r9/assignments/assignment/700cbc11-860c-4463-9422-8e4d2ffb15c2>
2. **Christianity – Living the Christian Life** (Paper 1 - Unit 3)
<https://app.senecalearning.com/dashboard/class/mjmt9pa2r9/assignments/assignment/525219d4-633f-4f47-aff0-dd52899db3ad>
3. **Christianity – Matters of Life and Death** (Paper 1- Unit 4)
<https://app.senecalearning.com/dashboard/class/mjmt9pa2r9/assignments/assignment/c157f845-e06f-4827-9aaf-4677be6a5729>
4. **Islam – Muslim Beliefs** (Paper 2 - Unit 1)
<https://app.senecalearning.com/dashboard/class/mjmt9pa2r9/assignments/assignment/a991973d-cdc9-427e-bb46-23fb93e83a0c>

How am I being assessed?

Exam style questions

What revision material should I revise from?

- Your exercise books will be your best revision resource.
- You can also access and complete a 20 – 30-minute SENECA assignment on each of the 4 PPE units by clicking on the links above or accessing your SENECA dashboard.
- Official revision guides have been ordered for each Y11 GCSE student which will be distributed along with an 'RS Revision Planner' prior to October half term.

Set Revision Tasks:

- Complete all 12 marker (D) question home learning tasks this half term.
- Complete all 4 SENECA assignments by Friday the **8th November**.

Using Revision Guides for Targeted Revision

1. Use the 'revision planner' in page 4 and 5' of your revision guide to track your levels of knowledge and understanding and to identify your revision priorities.
2. Once you have identified your revision priorities read the core notes on the specific topic you are studying in your revision guide. This will be on the first page (odd numbered) of each double page spread for each of the topics in your revision guide.
3. Once you have read the notes, summarise the topic into a revision card or mind map.
4. Finally, complete the 'test yourself' tasks for that particular topic.

Additional Resources and Support

[BBC Two - My Life, My Religion, Christianity](#)

[BBC Two - My Life, My Religion, Islam](#)

GCSE Art, Craft and Design – AQA



What am I being assessed on?

All work completed during lesson times and during home learning is assessed in line with AQA mark scheme. This will include an up-to-date mark on the work you have completed for the Insect/Surface Pattern project and the beginnings of your second project: STRANGER THINGS

You will be issued an externally set exam paper from AQA in January where you must choose a question to answer and spend 8 weeks preparing for your 10 hour 'exam' session.

Your art PPE will be a continuation of your current portfolio work, but you will have a 2 hour 'exam' session where you will be completing a piece of work under exam conditions. This is designed to prepare you for your longer 'exam' session next year.

How am I being assessed?

Continual assessment of each piece of work that you complete via verbal and written feedback, including any work completing during your Art PPE session.

Your entire portfolio to date will be marked/assessed using the AQA marking scheme.

You will receive marks out of 96 for each of the 4 assessment objectives. Your mark will then be converted into a working at grade to indicate where you are on the mark sheet, what you need to do to improve your work and how this compares to your target grade. The more work you complete to a high standard, the more marks you achieve for each assessment objective.

All of your work will be marked together according to how well you have met the 4 assessment objectives.

AO1

DEVELOP IDEAS – ARTISTS, TRIPS/VISITS & SOURCES OF INSPIRATION

Develop ideas through **investigations**, demonstrating **critical** understanding of sources.

AO2

REFINING and EXPERIMENTING

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3

OBSERVATIONAL DRAWINGS, EXPLANATIONS & USE OF MEDIA

Record **ideas**, **observations** and **insights** relevant to intentions as work progresses.

AO4

FINAL IDEA & FINAL PIECE, LINKS WITH ARTISTS

Present a personal and meaningful response that **realise intentions** and demonstrates understanding of visual language.

Set Revision Tasks

Continue to develop your digital portfolio in class, after school in p6 sessions and/or at home. Please see your tick off lists for all work to be completed. The green and blue section on your STRANGER THINGS tick off list is where you should be up to by the time you sit your Art PPE. Your PPE will be a piece of work (drawing or digital art) based on your artist's research and personal responses already undertaken.

Additional Resources and Support

All tasks and work set is available for you to access at home on Google classroom.

<https://classroom.google.com/c/NTI3NjM0MjQ1MzA0>

There are also exemplar portfolios, links to artists websites and support materials online for you to look at.

https://docs.google.com/presentation/d/1qmaayZh4i6qFIgZIPCvSofLkWIS2iFEtqayu23g-Js0/edit#slide=id.g25156298b66_1_0

You also have your Art handbook to refer to, which has links to helpful websites.

Please follow me on PINTEREST: <https://www.pinterest.co.uk/powellroden/> AND Miss McDowell: <https://www.pinterest.co.uk/jmcdowell0508/>

Here is a link to useful PINTEREST BOARDS to help you with ideas for your next project take a look!

<https://www.pinterest.co.uk/jmcdowell0508/stranger-things-gcse-art/>

<https://www.pinterest.co.uk/jmcdowell0508/stranger-things-gcse-art/stranger-things-continued/>

<https://www.pinterest.co.uk/jmcdowell0508/stranger-things-gcse-art/stranger-things-characters/>

<https://www.pinterest.co.uk/jmcdowell0508/stranger-things-gcse-art/stranger-things-concealment/>

<https://www.pinterest.co.uk/jmcdowell0508/stranger-things-gcse-art/stranger-things-human-figure/>

GCSE Product Design or Textiles – AQA



What am I being assessed on?

All work completed during lesson times and during home learning is assessed inline with AQA mark scheme. This will include an up to date mark on the work you have completed for the Dyson and Jewellery project and the beginnings of your major project: Oh Sit Down; Chairs by Michael Thonet. In Textiles this is your Y10 project and Y11 sketch book.

You will be issued an externally set exam paper from AQA in January where you must choose a question to answer and spend 8 weeks preparing for your 10 hour 'exam' session.

Your 3D Product and Textiles PPE will be a continuation of your current portfolio work but you will have a 2 hour 'exam' session where you will be completing a piece of work under exam conditions. This is designed to prepare you for your longer 'exam' session next year.

How am I being assessed?

Continual assessment of each piece of work that you complete via verbal and written feedback, including any work completing during your PPE session.

Your entire portfolio to date will be marked/assessed using the AQA marking scheme.

You will receive marks out of 96 for each of the 4 assessment objectives. Your mark will then be converted into a working at grade to indicate where you are on the mark sheet, what you need to do to improve your work and how this compares to your target grade. The more work you complete to a high standard, the more marks you achieve for each assessment objective.

All of your work will be marked together according to how well you have met the 4 assessment objectives.

AO1

DEVELOP IDEAS – USING SOURCES OF INSPIRATION

Develop ideas through **investigations**, demonstrating **critical** understanding of sources.

AO2

REFINING and EXPERIMENTING

Refine work by exploring ideas, selecting and experimenting with appropriate materials, techniques and processes.

AO3

OBSERVATIONAL DRAWINGS, EXPLANATIONS & USE OF MEDIA

Record ideas, observations and insights relevant to intentions as work progresses.

AO4

The Overall project including the model

Present a personal and meaningful response that **realise intentions** and demonstrates understanding of visual language.

Set Revision Tasks

Continue to develop your portfolio in class, after school in p6 sessions and/or at home. Please see your tick off lists for all work to be completed.

WHAT IS A SOURCE?

A source can be absolutely ANYTHING you are inspired by! Below is an example of different sources you might include in your sketchbook:

- **A Theme Mind Map** – Mind map all the things you can think of relating to your topic! Include images if you want to.
- **Mood Board** – Collect images linked to your theme into a mood board – annotate keywords about the images / theme.
- **Designer Analysis** – Look at an existing designer and complete an analysis of their work
- **Take your own photographs** – You can use your own photos as a source of inspiration! Annotate them explaining how they link to your theme.



ASSESSMENT OBJECTIVE 01

DEVELOP IDEAS THROUGH INVESTIGATIONS, DEMONSTRATING CRITICAL UNDERSTANDING OF SOURCES

KEY POINTS TO REMEMBER

- There is a difference between Analysing and Stating. Analysing will always get you more marks than stating.
- Denotation: Literally stating what something is
- Connotation: Explaining the meaning of something, what it connotes.

See the below example:

This is a pink heart. (*Denotation*)

This pink heart connotes the feelings of love and friendship. (*Connotation*)



HOW TO ANALYSE A DESIGNER:

- Introduce the work of your designer (key facts only), how does their work fit into trends at the time it was produced or current trends?
- Are there any social, environmental, moral, issues surrounding your designer's work?
- Consider what key features appear regularly in your designer's work, why might that be?
- What colours do they use a lot of? What effect does this give?
- Who do you think their designs are aimed at? Why?
- Explain what you like / dislike about the designs and why that is.
- What techniques has the designer used? Why? Could different techniques be used to create different effects?
- How will this designer inspire your work? What techniques will you sample? Why?

NEXT STEPS... USING A SOURCE

Once you have analysed a source – what do you do next? **Here are some ideas:**

1. Complete a sample, using your source as inspiration.
2. Do some initial idea sketches, using your source as inspiration.
3. Compare 2 different sources in your sketchbook using a VENN diagram.

KEYWORDS TO USE IN YOUR ANALYSIS

- | | |
|--------------|-----------------|
| • Form | • Aesthetics |
| • Tone | • Style |
| • Texture | • Process |
| • Shape | • Trend |
| • Pattern | • Connotation |
| • Decoration | • Technique |
| • Repetition | • Design Period |
| • Scale | • Colour |
| • Structure | • Line |

WHAT DO I DO TO MEET THE ASSESSMENT OBJECTIVE?

Use the words in the assessment objective to help you understand what it is you should do:

- **Refine work: Quality over Quantity!** – Refine work by going back to old samples/experiments and developing them to make them better. Refine work by comparing samples/experiments and evaluating to see what works and what doesn't.
- **Explore Ideas:** This can be as a sketch or 3D prototype, try to recreate the idea you have in your head – it doesn't matter if it doesn't work – it's an idea!
- **Experimenting with appropriate media, materials and techniques** – practice creating samples/prototypes using a range of different techniques, ensure sure you know how to make them using the correct materials. Don't be afraid to experiment and combine different techniques to see what effect they give! – Think outside of the box.



ASSESSMENT OBJECTIVE 02

REFINE WORK BY EXPLORING IDEAS, SELECTING AND EXPERIMENTING WITH APPROPRIATE MEDIA, MATERIALS, TECHNIQUES AND PROCESSES.

NEXT STEPS... USING A SAMPLE

Once you have completed a sample – what do you do next?

Here are some ideas:

1. **Cut the sample in half** – keep one half as the original and develop the other half with a different technique.
2. **Sketch** an initial idea to show how you would use this sample in your work.
3. **Evaluate** your sample to help you refine your ideas and techniques.

HOW TO EVALUATE A SAMPLE:

- | | |
|--|-------------------------------------|
| • What have you done? | • Was it successful? Why / why not? |
| • What techniques did you use? | • How could you improve? |
| • How does it relate to your theme | • What else could you try? |
| • What did you like / dislike about the technique? | • How have you done it? |
| • Is there anything you would change? Why? | • What inspired you? |
| • How will you develop your work now? | |

Growth Mindset!

If a sample goes wrong, **THAT IS FINE!** – this is why you sample ideas and techniques, just remember to evaluate it and next time you try it out you can do things differently

KEY 3D DESIGN TECHNIQUES TO TRY

- | | |
|----------------------|--------------|
| • Sketch up | • Stain |
| • Stencilling | • Laminating |
| • Spray paint | • Drilling |
| • CAD | • Sawing |
| • Varnish | • Veneers |
| • Embossing | |
| • Laser cutting | |
| • Print | |
| • Joining techniques | |
| • Rebates | |

HOW CAN I RECORD MY IDEAS?

When recording your ideas, it is important to show your teacher and the examiner your thought process and development. Here are some ways you can record ideas:

- **Design Ideas** – Draw out your design ideas, they should be clearly inspired by your samples or sources. Annotate these to explain parts of your designs
- **Observational drawing** – Sketching objects that relate to your theme can help inspire design ideas – especially when creating patterns
- **Take photographs** – take photos of sources for inspiration or take process photos when you are making samples as evidence.
- **Annotation** – Ensure you annotate to explain your thoughts, this does not always need to be a lot of writing, sometimes you might just bullet point!



ASSESSMENT OBJECTIVE 03

RECORD IDEAS, OBSERVATIONS AND INSIGHTS RELEVANT TO INTENTIONS AS WORK PROGRESSES.

NEXT STEPS... DEVELOPING IDEAS

Once you have recorded your ideas, what do you do next?

- **Design ideas** – develop design ideas by varying aspects e.g. size, shape, features etc.
- **Observational sketches** – use the sketches to develop a repeat pattern/design
- **Take photographs** – annotate your photos when they are stuck into your book
- **Annotation** – underline any key points you have made / keywords to make it easy for the examiner to identify

HOW TO ANNOTATE A DESIGN:

- What techniques have you used in your designs? Why?
- How does it link to the samples you have done?
- Is your design inspired by any of your sources? How? Why?
- What materials would you use? Why?
- How does this design link to your theme?
- What developments would you make to your designs? Why?

KEY POINTS TO REMEMBER

- Any design ideas you do should CLEARLY link back to AO1 and AO2.
- All designs should show how your sources have inspired them – include this in your annotation.
- All designs should include AT LEAST three different techniques that you have sampled.

MEDIA YOU CAN USE TO RECORD IDEAS

Design ideas:

- Pencil
- Collage
- Fine-liners
- Pen
- Photoshop
- Adobe Illustrator
- Corel Draw
- Photographs
- Drawing Apps

Written annotation:

- Written – pen / pencil
- Bullet points
- Key words
- Sentences
- Paragraphs
- Reasons
- Opinions
- Typed up on a computer

HOW CAN I MEET THIS ASSESSMENT OBJECTIVE?

Use the words in the assessment objective to help you understand what it is you should do:

- **Personal and meaningful response** – Your response to a source should be personal to you. It should show what your feelings and reactions are to your starting point. It must be meaningful by relating to your source inspiration. Make sure everything links and is not random.
- **Demonstrates understanding of visual language** – being able to combine different textures, colours, techniques in an aesthetically pleasing way.
- **Aesthetically pleasing** – the way things looks.



ASSESSMENT OBJECTIVE 04

PRESENT A PERSONAL & MEANINGFUL RESPONSE THAT REALISES INTENTIONS AND DEMONSTRATES UNDERSTANDING OF VISUAL LANGUAGE.

KEY POINTS TO REMEMBER

A personal response is any response where it is your own work.

1. It is not, just your final product, it is all the individual work throughout your folder
2. You can be inspired by designers but don't copy them, because this is not personal to you i.e. your own work.
3. Record the step-by-step process of creating each of your samples or final product – you can do this with photographs or sketches

WAYS OF SHOWING A PERSONAL RESPONSE

- Creating your own designs
- Developing your designs
- Creating a sample inspired by a source
- Creating a developed sample inspired by a combination of sources
- Producing a final product

Developed Sample:

Sample inspired by a source + Sample inspired by a different source = Developed sample using combined techniques

NEXT STEPS... CREATING A FINAL PRODUCT

1. Make sure you have developed your design ideas.
2. Select the design you would like most to make.
3. Sketch out your final design, planning what techniques you will use where.
4. Plan your making step by step to make it.

USEFUL WEBSITES

Sometimes it is difficult to create a personal response! The below links show some designers talking about their design and inspiration process. Seeing how they generate their ideas, might help you create your own.

- @productdesignermaker
- @HarryChapmanDesign
- SamDoesDesign
- www.thedesigntsketchbook.com

Food Preparation and Nutrition - AQA



What am I being assessed on?

Analysis and evaluation of different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Theoretical knowledge of food preparation and nutrition from 5 sections of the course.

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

How am I being assessed?

Paper 1: Food preparation and nutrition

Written exam: 1 hour 45 minutes - 100 marks - 50% of GCSE

Section 1 - Multiple choice questions (20 marks)

Section 2 – Five questions each with a number of sub questions (80 marks)

What revision material should I revise from?

www.aqa.org.uk/find-past-papers-and-mark-schemes to access past papers and mark sheets

www.bbc.co.uk/schools/gcsebitesize/foodb BBC Bitesize revision link (Currently undergoing re-design)

www.bbc.co.uk/food to search for appropriate recipes

www.foodafactoflife.org.uk free resources: where food comes from, cooking, food science, healthy eating

www.nutrition.org.uk Diets, life stages, health conditions

www.ifst.org/lovefoodlovescience food science, nutrients

AQA GCSE Food Preparation & Nutrition: Revision Guide: **ISBN – 1908682809**

Set Revision Tasks:

- Practice exam questions to be set as homework on school synergy and on Teams
- Mind map of nutrients covering the 5 sections of the course
- Create flashcards of food science keywords
- Practice use of writing frames for long answer questions
- Mini multiple-choice questions for homework after given set revision research
- Copy, cover, check information around key words and definitions

Additional Resources and Support:

Food SharePoint: knowledge maps on nutrients, key word definitions etc.

Friday P6: Mrs Turner A7/A7a

GCSE Physical Education - Edexcel



What am I being assessed on?

Component 1: Fitness and Body Systems (Written Exam)
Component 2: Health and Performance (Written exam)
Component 3: Practical Performance (Practical exam)
Component 4: Personal Exercise Programme (Coursework)

How am I being assessed?

Component 1 & 2 are external exams taken in May of Year 11
Component 3 – practical exam day in March of year 11 and for sports that cannot be assessed 'live' in school such as horse riding this requires video evidence

What revision material should I revise from?

Online platform 'The Everlearner'

Pearson Edexcel revision guide available on ParentPay

Knowledge organisers that are on Teams

Past papers and mark schemes on Teams

Set Revision Tasks

Students are set weekly revision tasks on Everlearner by their teacher.

Additional Resources and Support

Students can access past papers and mark schemes on the GCSE PE Edexcel website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

Qualification at a glance

We have developed a GCSE Physical Education qualification that you'll know and recognise. Our revised qualification has no changes to content but we have a new assessment structure.

Component	Assessment	Content overview
Component 1: Fitness and Body Systems	 Written examination: 1 hour and 30 minutes  36% of the qualification	 Topic 1: Applied anatomy and physiology  Topic 2: Movement analysis  Topic 3: Physical training  Topic 4: Use of data
Component 2: Health and Performance	 Written examination: 1 hour and 15 minutes  24% of the qualification	 Topic 1: Health, fitness and well-being  Topic 2: Sport psychology  Topic 3: Socio-cultural influences  Topic 4: Use of data
Component 3: Practical Performance	Non-examined assessment: internally marked and externally moderated  30% of the qualification  105 marks, (35 marks per activity)	 One team activity, one individual activity and a free choice from the list published by the DfE  Skills in isolation  Skills in a competitive/ formal situation
Component 4: Personal Exercise Programme (PEP)	Non-examined assessment: internally marked and externally moderated  10% of the qualification  20 marks	 Aim and planning analysis  Carrying out and monitoring the PEP  Evaluation of the PEP

Photography - AQA



What am I being assessed on?

All work completed during lesson times and during home learning is assessed in line with AQA mark scheme. This will include an up-to-date mark on the work you have completed during Year 10 and the beginnings of your current project: STRANGER THINGS

You will be issued an externally set exam paper from AQA in January where you must choose a question to answer and spend 8 weeks preparing for your 10 hour 'exam' session.

Your PPE will be a continuation of your current portfolio work but you will have a 2 hour 'exam' session where you will be completing a piece of work under exam conditions.

How am I being assessed?

Continual assessment of each piece of work that you complete via verbal and written feedback, including any work completing during your Photography PPE session.

Your entire portfolio to date will be marked/assessed using the AQA marking scheme.

You will receive marks out of 96 for each of the 4 assessment objectives. Your mark will then be converted into a working at grade to indicate where you are on the mark sheet, what you need to do to improve your work and how this compares to your target grade. The more work you complete to a high standard, the more marks you achieve for each assessment objective.

All of your work will be marked together according to how well you have met the 4 assessment objectives.

AO1

DEVELOP IDEAS – ARTISTS/PHOTOGRAPHERS, TRIPS/VISITS & SOURCES OF INSPIRATION

Develop ideas through **investigations**, demonstrating **critical** understanding of sources.

AO2

REFINING and EXPERIMENTING

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3

OBSERVATIONAL DRAWINGS, EXPLANATIONS & USE OF MEDIA

Record ideas, observations and insights relevant to intentions as work progresses.

AO4

FINAL IDEA & FINAL PIECE, LINKS WITH ARTISTS/PHOTOGRAPHERS

Present a personal and meaningful response that **realise intentions** and demonstrates understanding of visual language.

What revision material should I revise from?

You need to continue to work on your portfolio to develop your ideas further.

Additional Resources and Support

All tasks and work set is available for you to access at home on Google classroom.

There are also exemplar portfolios, links to artists' websites and materials online for you to look at. You also have a checklist so you can manage your own progress – this can be found on Google Classroom and in your planning diary.

You also have your Photography handbook to refer to, which has links to helpful websites.

Please follow me on PINTEREST: AND Miss McDowell: <https://www.pinterest.co.uk/jmcdowell0508/>

Here is a link to useful PINTEREST BOARDS to help you with ideas for your next project take a look!
<https://www.pinterest.co.uk/jmcdowell0508/>

Psychology - AQA



What am I being assessed on?

- **AO1** – demonstrating your knowledge and understanding of psychological studies, theories, and phenomena.
- **AO2** – apply your knowledge and understanding of psychological studies, theories, and phenomena by linking it to real world situations.
- **AO3** - Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

Paper 1:

- a) Memory
- b) Perception
- c) Development
- d) Research Methods

How am I being assessed?

You are only sitting one Paper 1 exam.

- 1 hour 45 minutes
- Worth 100 marks
- Worth 50% of GCSE

What revision material should I revise from?

- Class books (Y10 and Y11)
- Knowledge Organisers – all are available on Teams.
- Your Check-In sheets use these to direct your revision to your weaker areas.
- Revision Guides (can be purchased on Parent Pay)
- Seneca – Online Platform

Set Revision Tasks

- Attend Tuesday Week B P6
- Fortnightly compulsory Research Methods homework
- Compulsory fortnightly 9-Mark essays.
- Create flashcards and use the Leitner System to revise with them.
- Complete additional 9-Mark essays and receive feedback (this is the best way to thoroughly learn the studies and theories).

Additional Resources and Support

Ms Hiles – always willing to mark practice papers, essays, go over areas you're struggling with, or **offer you a quiet space to complete independent revision.**

Useful websites:

- <https://learndojo.org/aqa/gcse-psychology-revision/> (A website that covers **most** of what you need to know for your exam).
- www.getrevising.co.uk (Make flashcards, revision documents, steal revision material that is already made! Just make sure you select the correct exam board **[AQA]** using the filters when searching).
- <https://simplypsychology.org/> (An older website but still relevant! Just a warning – you don't need to know everything on that website).



What am I being assessed on?

Component 1: Learning outcomes

Component 2: Developing Digital Media Production Skills

Component 3: Create a Media Product in Response to a Brief

- Generating Ideas
- Planning
- Managing the production process
- Monitor and review outcomes of the production process
- Production skills and techniques
- Combining and refining content
- Testing and exporting for distribution
- Technical records

How am I being assessed?

Component 1 30%:

Exploring Media Products

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.

The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment. 60 marks.

Component 2 30%:

Developing Digital Media Production Skills

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.

The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment. 60 marks.

Component 3 40%:

Create a Media Product in Response to a Brief

Task set and marked by Pearson completed under supervised conditions.

The set task will be completed in 10 hours of supervised sessions in a period timetabled by Pearson. 60 marks.

What revision material should I revise from?

Class notes

Set Revision Tasks

Class notes

Btec Performing Arts: Edexcel



What am I being assessed on?

Btec Performing Arts consists of 3 Components of work:

Component 1: Exploring the Performing Arts

Component 2: Developing Skills and Techniques in the Performing Arts

Component 3: Responding to a Brief

Students have completed Component 2 in year 10 this was an internally assessed component in which students completed a piece of Controlled Assessment (coursework). This has been marked and externally verified by the exam board.

In year 11 all students will be working on Component 1 of the course from September – December 2025. This is an internally assessed unit meaning a piece of controlled assessment is completed in lesson time and assessed and externally verified by the exam board.

Students will not be sitting a formal examination in the PPE's in November but will be using time allocated to work on preparing for their exam which begin in January 2026.

From January to May students will be working on Component 3, this is an externally assessed component (exam). Students will complete the required tasks over this time period. Tasks are completed with the teacher under exam conditions.

How am I being assessed?

The controlled assessment is marked by Miss Gough at the end of the formal time allocation.

Students always have access to the mark scheme during the assessment and this is broken down into key tasks.

The controlled assessment for Component 1 is marked out of 60 and split into the following tasks:

- Task 1: Investigate how professional performance or production work is created - 24 marks
- Task 2: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work – 36 marks

The qualification is graded as:

Level 1 Pass, Level 1 Merit, Level 1 Distinction

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

What revision material should I revise from?

Students should be watching their chosen work and the research videos to help create their report.

Set Revision Tasks

Continue working on Component 1 Controlled assessment.
Ensure all deadlines are met.

Component 1 Checklist

Task 1	
Stylistic qualities and features	
Exploration of the theme – Unity	
Roles and responsibilities	
Creative intentions	
Purpose	
Task 2	
Approaches to the work	
Process used to make the work	
Practical work completed	
Skills and techniques used in the work	

Additional Resources and Support

All classroom support is available on Teams for students to access.
Students will have examined and investigated the work and there are several links to research on the Teams page.
Use the Component 1 checklist.

BTEC Enterprise - Edexcel



What am I being assessed on?

Btec Enterprise consists of 3 Components of work

Component 1 : Exploring Enterprise

Component 2 : Planning and presenting a Micro Enterprise Idea

Component 3 : Marketing and Finance for Enterprise

Students have completed Component 2 in year 10 this was an internally assessed unit, students completed a piece of Controlled assessment (coursework) and this has been marked and externally verified by the exam board.

In year 11 all students will be working on Component 1 of the course from September – December 2025. This is an internally assessed unit meaning a piece of controlled assessment is completed in lesson time and assessed and externally verified by the exam board.

Students will not be sitting a formal examination in the PPE's in November but will be using time allocated to continue to work on their Component 1 controlled assessment and this will be a continuation of the current work that is being undertaken.

From January to June students will be working on Component 3, this is an externally assessed unit (exam). Business content will be taught in lesson and student will be prepared for the examination during this time. The exam will be sat within the exam series in the summer alongside all other GCSE's.

How am I being assessed?

- The controlled assessment is marked by Business teachers at the end of the formal time allocation.
- Students have access to the mark scheme at all times during the assessment and this is broken down into key tasks.
- The controlled assessment for Component 1 is marked out of 60 and split into the following tasks each worth 12 marks each
- Task 1a : The Impact of activities carried out by an enterprise to contribute to its success
- Task 1b : The impact of the skills and characteristics of the entrepreneur associated with the selected enterprise in helping to support it to support its aims
- Task 2 : Investigate primary and secondary research methods of the selected business and how this helps the business understand its competition and customers
- Task 3A : PEST analysis
- Task 3B : SWOT analysis

#The qualification is graded :

Level 1 Pass, Level 1 Merit, Level 1 Distinction

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

Set Revision Tasks

Continue working on Component 1 Controlled assessment.
Ensure all deadlines are met

Component 1 Checklist

Task 1 a : Aims and Objectives of enterprise	
Introduction of business	
Aims of the Business	
Explanation of at least 3 activities which meets the aims of the business	
Conclusion	
Task 1b : Skills & Characteristics of entrepreneur	
Identify 2 skills of the entrepreneur	
How do they help the business	
Which aims does it meet	
How does it contribute to success of business?	
Identify 2 characteristics of the entrepreneur	
How do they help the business	
Which aims does it meet	
How does it contribute to success of business?	
Task 2 : What is market research	
What is market research	
Introduce 1 st primary research method	
What does research find out ?	
Adv / disadvantages of this method of research	
How does it help the business meet its aims	
Repeat for 2 nd primary research method	
Introduce 1 st secondary research method	
What does research find out ?	
Adv / disadvantages of this method of research	
How does it help the business meet its aims	
Repeat for 2 nd secondary research method	
What recommendations can you give for further research	
Task 3a : PEST Analysis	
Carry out a Political, Economic, Social Technological analysis of the business	
Task 3b : SWOT analysis	
Carry out a strength, weakness, opportunity and threats analysis of the business	

Additional Resources and Support

All classroom support is available on Teams for students to access.
Students have examined and investigated exemplar materials which they have used to familiarise themselves with the content and standards required.
Use the Component 1 checklist

Btec Tech Award in Music Practice: Edexcel



What am I being assessed on?

Btec Tech Award in Music Practice consists of 3 Components of work:

Component 1: Exploring Music Products and Styles.

Component 2: Music Skills Development

Component 3: Responding to a Music Brief

Students have completed Component 1 in year 10. This was an internally assessed component in which students completed a piece of Controlled Assessment (coursework). This has been marked and externally verified by the exam board.

In year 11 all students will be working on Component 2 of the course from September – December 2025. This is an internally assessed unit meaning a piece of controlled assessment is completed in lesson time, assessed by the teacher and externally verified by the exam board.

Students will not be sitting a formal examination in the PPE's in November but will be using time allocated to continue to work on their Component 2 controlled assessment and this will be a continuation of the current work that is being undertaken.

From January to May 2026 students will be working on Component 3, this is an externally assessed component set by the exam board. Students will complete the required tasks over this time period. Tasks are completed with the teacher and not in the exam hall.

How am I being assessed?

The Component 2 controlled assessment is marked by Mrs Jacobs at the end of the formal time allocation.

Students always have access to the mark scheme during the assessment and this is broken down into key tasks.

The controlled assessment for Component 2 is marked out of 60. It consists of one task:

Task 1: Developing your Skills – Planning and creating two musical outcomes:

Students should choose to create these outcomes from two of the following three disciplines:

- music performance
- creating original music
- music production.

60 Marks

The qualification is graded as:

Level 1 Pass, Level 1 Merit, Level 1 Distinction

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

What revision material should I revise from?

Students should use their lesson notes and the PowerPoints which are in the classwork materials section of their Teams page.

Set Revision Tasks

Students should practise their performance pieces and try out composition ideas at home. They are also able to use breaks, lunches and after school sessions to practise in the music rooms – this is particularly useful for students who do not have an instrument at home.

Although the written and recorded coursework must be completed under controlled conditions in school, progress and attainment will be higher for those who have been preparing at home and are ready to get straight on with their coursework once in the lesson.

Ensure all deadlines are met.

Component 2 Checklist

Task 1	
Skills Audit	
Individual developmental routines	
Technical exercises for development	
Setting goals	
Monitoring and tracking of own progress	
Demonstrate how professional and commercial skills used to develop your musical outcomes	

Additional Resources and Support

All classroom support is available on Teams for students to access.

Students will have examined and investigated exemplar materials which they have used to familiarise themselves with the content and standards required.

Use the Component 2 checklist

What am I being assessed on?

Btec Enterprise consists of 3 Components of work

- Component 1 : Travel and Tourism organisation and destinations
- Component 2 : Customer needs in Travel & Tourism
- Component 3 : Influences on Global Tourism

Students have completed Component 1 in year 10 this was an internally assessed unit, students completed a piece of Controlled assessment (coursework) and this has been marked and externally verified by the exam board.

In year 11 all students will be working on Component 2 of the course from September – December 2025. This is an internally assessed unit meaning a piece of controlled assessment is completed in lesson time and assessed and externally verified by the exam board.

Students will not be sitting a formal examination in the PPE's in November but will be using time allocated to continue to work on their Component 2 controlled assessment and this will be a continuation of the current work that is being undertaken.

From January to June students will be working on Component 3, this is an externally assessed unit (exam). Travel and Tourism content will be taught in lessons and students will be prepared for the examination during this time. The exam will be sat within the exam series in the summer alongside all other GCSE's.

How am I being assessed?

The controlled assessment is marked by Travel & Tourism teachers.

Students always have access to the mark scheme during the assessment and this is broken down into key tasks.

The controlled assessment for Component 2 is marked out of 60 and split into the following tasks each worth 12 marks each

- Task 1a: How organisations identify customer needs
- Task 1b: How organisations identify travel and tourism trends
- Task 2a: How travel and tourism organisations meet customers' needs
- Task 3a: Meeting the needs and preferences of customers
- Task 3b: Meeting the needs and preferences of customers

The qualification is graded :

Level 1 Pass, Level 1 Merit, Level 1 Distinction

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

What revision material should I revise from?

No revision is necessary at this point in time but students need to continue to work on their controlled assessment to develop their ideas further.

Set Revision Tasks

Continue working on Component 2 Controlled assessment. Ensure all deadlines are met

Component 2 Checklist

Task 1a : How organisations identify customer needs	
Explain what type of primary research is collected by the organisation	
What are the advantages of this primary research method	
What are the disadvantages of this primary research method	
Judgments made about which primary research methods are the most suitable for the chosen organisation to identify customers' needs	
Explain what type of secondary research is collected by the organisation	
What are the advantages of this secondary research method	
What are the disadvantages of this secondary research method	
Judgments made about which primary research methods are the most suitable for the chosen organisation to identify customers' needs	
Task 1b : How organisations identify travel and tourism trends	
Explanation into how the travel and tourism identify tourism trends	
Evidence your research	
Explanation into how the organisation can use the information found on trends to develop its products and services	
Give recommendations of products and service the organisation should develop based on your research	
Task 2 : How travel and tourism organisations meet customers' needs	
Explanation how the travel and tourism organisation meets the customer needs : identifying all the products and services offered to meet the needs	
Judgement made into how well the needs of the customer are met by the travel and tourism organisation	
Task 3a : Meeting the needs and preferences of customers	
Travel plan : Destination, Dates, Accommodation details	
Travel plan: Transport details	
Travel plan : Cost breakdown	
Travel plan : How the plan meets the needs and preferences of the customer	
Task 3b: Meeting the needs and preferences of customers	
Provide additional information to your customer for their plan about	
• suitable activities, excursions, attractions	
• essential information: entry requirements, health precautions, safety and security, local customs/traditions	
• details of how the activities, excursions and attractions suggested will meet the needs and preferences of the customer	

Additional Resources and Support

All classroom support is available on Teams for students to access.

Students have examined and investigated exemplar materials which they have used to familiarise themselves with the content and standards required.

Use the Component 2 checklist

Cambridge National Level 2 Sports Studies – OCR



What am I being assessed on?

R184: Contemporary issues in Sport

R185: Performance and Leadership in Sports activities

R187: Increasing awareness of Outdoor and Adventurous Activities

How am I being assessed?

R184: Contemporary issues in Sport – 1 hour 15 minute exam at the end of year 11 (May 2026)

R185: Performance and Leadership in Sports activities – coursework completed throughout the two year course – final submission by October HT

R187: Increasing awareness of Outdoor and Adventurous Activities – coursework completed throughout the two year course – first submission submitted by February HT

What revision material should I revise from?

Knowledge organisers are on Teams

Revise on the online platform on Everleaner

Past paper and mark schemes on Teams

Additional resources and support:

Learners can attend P6 on Thursday after school to get support with their assignments and their revision.

Set Revision Tasks

Students will be set a weekly task on TEAMS/Everleaner to study, practice and test themselves on the various topics. The exact details of the home learning will be shared with students and parents through Arbor.

Additional Resources and Support

Students can attend Period 6 sessions for extra revision or to catch up on coursework.

BTEC Tech Award Health and Social Care



What am I being assessed on?

During the PPE window, Health and Social Care students will continue to complete their collection of 5 tasks as part of the Pearson Set Assessment for Component 2 of the Award which is worth 30% of their final grade.

All five tasks are on the theme of Health and Social Care Values and Services and students will be completing these in lessons up until the PPE window begins, with a final 2-hour session allocated to each class in their PPEs.

How am I being assessed?

The Pearson Set Assessments are tasks completed independently, in formal and controlled conditions in class. Class notes produced by the student can be used to support students in responding to each task. The preparation for PSAs can be completed at home but the PSAs themselves cannot.

What revision material should I revise from?

The most important preparation for the completion of PSAs is making sure that all the class notes have been written up fully and accurately, before the start of each task. It is crucial that if a student misses a lesson that they take measures to copy up lesson notes to ensure they are prepared for any of the services, values and attributes they are going to be assessed on.

Equally, as each task is marked there will be the opportunity for resubmissions. Therefore, if your child is offered an opportunity to resubmit to improve their overall grade for that component we will notify you and really appreciate your support with ensuring their attendance to any additional Period 6 or half term sessions that may be offered to them.

Set Revision Tasks

After Christmas, 60% of the final grade will be accounted for and students will begin to prepare for a final summer exam on component 3 worth 40%.

Additional Resources and Support

Revision guides for the final component will be advertised at the start of this final component of the course when students return after Christmas.

Key Dates and Information

- Post 16 Assemblies – Weekly through September / October
- College Applications – October / December deadline
- Developing a Personal Statement - September / October
- Post 16 Flightpath Evening 16th Oct 4:30 -7:30pm
- Data Entry 1 Published – Friday 24th October
- Year 11 Parents evening 4pm-7pm Thursday 6th November
- Year 11 PPEs (mock exams) – Week Beginning 17th November
- Year 11 Photographs Thursday 27th November 2025
- Mock Results Event 7th January
- Year 11 College application interviews Friday 9th January
- Year 11 PPEs 2 (mock exams - Core) – Week Beginning 23rd February
- Data Entry 3 Published -25th March
- GCSE Summer Exam series starts week beginning 4th May
- Year 11 Last formal day TBC
- Year 11 Celebration (Prom) Thursday 2nd July
- Year 11 Celebration Trip TBC
- GCSE Results Day – Thursday 20th August 2026

Year 11 Applying to College

Timescales:

- **September – October**

Colleges provide Information, Guidance & Support about what their college offers. This information will be about the college courses, differences in those courses, opportunities at the college and generally what it is like to attend that college.

- **October – December**

Students will start to make their applications and are encouraged all to make several applications to different colleges. Students can make applications beyond this timeline and applications can be made several ways. Students can apply directly through the college websites. Students are supported with the application process through form time and can book 1:1 careers appointment with the schools Connexion Advisor Karen Hodgson.

- **October – February**

Colleges and other Post 16 providers will publish their Open Evening & Open Day events that are shared with all students and parents. Students and Parents are encouraged to attend these events for several different colleges to ensure an informed choice can be made. Colleges make all events on their website public. Some open events you may have to book directly online via the college website.

- **February – April**

Students will during this time be offered an Interview from college to discuss their application. These interviews will take place either at school or during the evening at the college or virtually.

In these interviews students will be asked if they still want to complete the application and confirm a place. We encourage students to be honest with colleges and if unsure still accept.

What should I consider before applying?

- Do I want to go to College? There are other options, apprenticeships, training, the Army?
- How will I get to College?
- Will I like the College Campus?
- Do I want to go where my friends go?
- Does the College do the courses I want?
- Does the College get good results?
- Does the College have good resources?

How to apply to college?

- There are two main ways to apply to College

The main way is directly through the College website and there will be an applications section with an electronic form.

The second way is through a paper-based application form found at the back of a college prospectus.

- Important things to include in your applications.
- Provide more than one email (your personal email /school email and a parent's email). Your personal email is your primary one.
- Provide contact numbers, parents numbers also.
- Check all details before submitting
- Remember to select the appropriate courses for yourself. Check the entry requirements for your chosen courses.

1:1 Support and Advice

- 1:1 Careers advice can be given via individual interviews in school with Karen Hodgson.

How?

Indicate to your form tutor that you need some additional support with post 16 progression and your name will be passed to Karen Hodgson.

Karen will arrange a time when your 1:1 will take place and come and collect you from lessons.

These 1:1's are in the Connexions office in A Block music corridor.

Karen Hodgson will be in school on weekly.

Tutors can contact Karen through Email khodgson@westhoughton-high.org with specific student requests or whole form discussions.

Parents/students guide to post 16 pathways/qualifications & careers information

The current law regarding students leaving school at 16

All students must remain in full time education or training until they are 18 and must continue to study mathematics and English unless they have achieved GCSE grade 4.

The Government defines full time education and training as full time study in a school, college or training provider an apprenticeship or traineeship full time work or volunteering [20 hours or more] combined with part time accredited study

The pathways open to students are as follows:

A Levels

Academic based qualifications studied in three/four subjects and examined at the end of a two-year course based on grades A*-E. They are offered by Further Education colleges and school sixth forms A levels can lead to university degrees or higher-level apprenticeships offered by employers. Each college has different entry requirements to allow students to study A levels. These can be found in their prospectuses or on their web pages. Most will require at least five GCSEs grades 4-9 including Mathematics and English.

BTEC-British and Technology Education Council-qualifications

BTECs are qualifications linked to a broad occupational area, for example Health and Social Care, Travel and Tourism, Business/ Administration Information Technology. Assessment is continual, involving practical study and coursework work rather than based on final examinations. BTEC level 3 can lead to university or apprenticeship/employment. Entry requirements will vary according to the level of BTEC offered and will be published in college prospectuses and web sites. They are available at different levels:

Level 3 - equivalent to A level.

BTEC Diplomas are equivalent to two A levels and the BTEC extended diploma is equivalent to three A levels.

BTEC Subsidiary Diplomas are equivalent to one A level.

Level 2 - BTEC diploma-equivalent to GCSE levels 4 and above.

Level 1 - BTEC diploma-equivalent to GCSE levels 1-3 and above.

NVQs-National Vocational Qualifications

NVQs are specific work based qualifications in the skills and knowledge needed to do a job such as hair, beauty, joinery, motor vehicle, plumbing etc

Level 3 is equivalent to A level and BTEC level 3

Level 2 is equivalent to GCSE grades 4-9 and

Level 1 is equivalent to GCSE grades 1-3

Entry level qualifications and foundation learning

Foundation learning gives students the chance to work towards entry level before going onto BTEC/NVQ qualifications by getting support with mathematics and English and doing functional skills in mathematics, English and Information Technology. These courses require no formal qualifications to enter.

Apprenticeship a guide for parents/students

Apprenticeships are a job with training. Apprentices have employed status and work towards qualifications at a college or training provider or in the workplace. Apprentices are paid a minimum of £3.90 per hour up to the age of 19. Many employers may pay above this minimum rate. An advantage of doing an apprenticeship is you can work and gain recognised qualifications such as NVQ at the same time. Apprenticeships are offered in over 200 occupations such as retail, business/administration, catering, childcare, engineering, construction trades, motor vehicle and hairdressing.

Students can apply for an Apprenticeship directly to an employer with a CV/personal statement or covering letter or in many cases employers recruit through training provider such as Alliance Learning, The Babington Group, North Lancs Training and the Skills Company. Students can register with a training provider who will then carry out interviews on behalf of employers.

Apprenticeships are extremely competitive to obtain. Employers are keen to see a student's qualities and skills as well as qualifications and want to see evidence of an excellent attitude and attendance and punctuality record in school.

We recommend that all students in year 11 secure a college place as a backup due to the competition they may face to secure an apprenticeship.

Students can look for advertised vacancies on the National Apprenticeship Service website:

www.findapprenticeship.service.gov.uk

Parents/carers, teachers and students can also consult the amazing Apprenticeships web site for further information.

www.apprenticeships.gov.uk

Apprenticeships are offered at different levels.

Intermediate Level 2

Equivalent to nine GCSE grades 4 and above. It is usually 12-18 months in length and often has an entry requirement of 2 or more GCSEs at grade 4 and above which often may include Mathematics and English.

Advanced level apprenticeships level 3

Equivalent to two A level passes. It is usually 18-24 months in length with an entry requirement of a minimum of 5 GCSEs at grade 4 and above including Mathematics and English. Alternatively, it could be the successful completion of an Intermediate Apprenticeship in a role similar to the Advanced apprenticeship on offer.

Higher Apprenticeships levels 4-7

Equivalent to a Foundation degree or above. Entry requirements are a minimum of two A levels/BTEC levels or the successful completion of an Advanced level apprenticeship.

Degree Apprenticeship levels 6-7

Equivalent to a Bachelor's or Master's degree. You work on a full time basis and study for a Bachelor or Master's degree at a university or Higher Education institution. The duration is usually 3-6 years and you are paid a salary for this time. Tuition fees are covered by the employer and government in the form of a bursary or scholarship.

Students can apply for Intermediate and Advanced Apprenticeships at 16 or do A levels / BTEC level 3 and apply for a higher level apprenticeship at 18.

Apprenticeship vacancies can be found on the Apprenticeship Service website.

Traineeships

These are short education programmes, usually no more than six months a year in length, designed for students who do not have the required qualifications, skills or work experience to go straight into employment. A traineeship is designed to develop the skills needed to find a career.

List of web-based resources available to parents and students

The following is a list of suggested websites students can access at home to explore careers. UCAS Progress is used to enable students to apply for post 16 courses although it can be used to search for courses in year 10.

The National Apprenticeship website can be used in Year 11 to find out about apprenticeship vacancies in England.

1 START website to explore careers

Students will complete a START profile in year 8 and update it in forthcoming years. It helps them explore jobs linked to their skills, qualities, work preferences and interests.

Using START at home

Google START profile

Click on START registration

Fill in a completed registration form which requires students to give an e-mail, we suggest a student's school e-mail. Students will be asked to create a password they need to retain.

Log on to START using your log in and password.

The student log in code is LEARN

Why use START?

Students create a profile which includes my qualities, my interests, my work preferences, my skills. After completing their profile students can research jobs generated by the profile students have produced.

There is information for each job about LMI, labour market information, giving details about the availability of the job in the North West region as well as nationally.

Without doing the profile, students can click on the World of Work Section and search for a job entering a subject, skill or interest and pressing the return key to see a selection of jobs linked to each.

Alternatively, they can click on 'select by industry' to get an idea of the job roles within that particular industry.

2 icould.com website (video links on a variety of jobs)

Go to the icould.com website and take the buzz quiz to find out about your skills and personality and jobs that might be applicable to them.

The site contains videos of jobs which are directly related to specific school subjects which students enjoy and may be good at.

3 The National Careers Service website

National Careers Service Job Profiles with 750 job profiles in different occupational areas. Use these to find out what jobs are like. The website gives advice on CV writing and interview techniques under the Help to get a job section. It can help find courses and learning providers under the Find a course section. It allows you to carry out an assessment of your skills to find out which jobs might suit you in the future. This is found under the Skills Health Check.

4 Career Box careers films on the web

Google Career Box to find a range of careers films on the web

5 Future Morph-find out careers linked to Science and Mathematics

Google this site from the Science Council which gives details of Careers opportunities linked to studying Science and Mathematics.

6 Apprenticeship websites

The National Apprenticeship Service website

The National Apprenticeship Service supports, funds and coordinates the delivery of apprenticeships in England. Its website is the official website for general information about apprenticeships advertising local and national apprenticeship vacancies.

To search for advertised apprenticeship vacancies, go to the Apprenticeship Service website www.findapprenticeship.service.gov.uk Most are available from January each year.

In the Autumn Term of year 11 staff from GMLPN, (Greater Manchester Learning Provider Network) organise lunch time drop in sessions to help students log onto the National Apprenticeship website. GMLPN promote apprenticeships and traineeships across the Greater Manchester area.

7 Career Pilot

www.careerpilot.org.uk

This website gives information about jobs in different occupational areas and jobs related to different school subjects. The Careerometer can be used to compare up to three different jobs. The website also contains information about the different pathways open to students at 16 and advice on choosing option subjects at 14.

8 BBC Bitesize careers

www.bbc.co.uk/bitesize/careers

The bitesize careers website helps students find out what jobs they may be suited to with video links and profiles of young people whose jobs use a range of school subjects such as Science, Geography, Art and Design, Computing and ICT, Maths and Business.

