

Welcome to Year 11 2025-2026



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Academy Expectations

Uniform

We believe in our students looking professional and taking PRIDE in their uniform and academy. This starts with our uniform, all students in the academy are expected to wear the full academy uniform during the following times.

- On the way to the academy
- Whilst at the academy
- Leaving the academy
- During academy visits unless informed otherwise
- During their GCSE exams.

(For detailed information please refer to the uniform expectations on our website)

'Research has shown that having a high standard of uniform has a positive effect on academic performance.'

Behaviour

We will be upholding high expectations of our Year 11 students in terms of their attitudes to learning. Students will be on time to lessons, come prepared with all the equipment they require, settle quickly into class, show active listening and resilience in their learning. Year 11's are role models for our academy of the high standards we expect of all of our students.

Mobile Phones

At TNHA children **are not** allowed access to their mobile phone during the academy day.

Phones are expected to be off and in school bags when students enter the academy site, and during the academy day including break and lunch time. Should a student not follow these rules their mobile will be confiscated and taken to the main reception where it can be collected at the end of the day by a parent or carer.

'If it's out or it's on, it's gone'

Rewards/Prom

Discussions have already started regarding our Leavers Prom for next summer. The prom is for those students who have good attendance, excellent attitude to learning and strong progress. The Prom is not an entitlement for all students. It is a reward for students who consistently follow the expectations. We will form a Prom Committee who will help us plan a wonderful evening that is focussed around celebrating our students journey here at TNHA.

We will also plan an end of year trip to a theme park for students who have worked hard all year, have made good progress, maintained good attendance and attitude to learning.

Academic Expectations

Homework – Summer 2

At KS4 students complete 45 minutes of homework a night. Student's complete homework in ALL subjects. Alongside this, students are also expected to complete a minimum of 45 minutes of revision each week.

During revision time, students are encouraged to prepare revision notes and read through class work and knowledge organisers. Preparation for exams and assessment begins at the start of Year 10. Students studying vocational subjects will complete written assessments (NEAs) throughout their 2-year course, they should use their revision time to ensure they are up to date with all coursework tasks. All students can begin exam preparation by reading their knowledge organisers and class notes and using these to complete mind maps and revision cards. Getting ahead with exam preparation is a good use of homework time.

10A1/2/3 students:

Monday Week 1	Band A science (due in Monday week 2)
Tuesday Week 1	
Wednesday Week 1	Option B Homework set (due in Wednesday week 2)
Thursday Week 1	Band A Maths (due in Thursday week 2)
Friday Week 1	
Monday Week 2	Option A Homework set (due in Monday week 1)
Tuesday Week 2	Option D Homework set (due in Tuesday week 1)
Wednesday Week 2	Option C Homework set (due in Wednesday week 1)
Thursday Week 2	
Friday Week 2	Band A English

10B 1/2/3 students:

Monday Week 1	Band B Math (due in Monday week 2)
Tuesday Week 1	
Wednesday Week 1	Option B Homework set (due in Wed week 2)
Thursday Week 1	Band B English
Friday Week 1	
Monday Week 2	Option A Homework set (due in Monday week 1)
Tuesday Week 2	Option D Homework set (due in Tuesday week 1)
Wednesday Week 2	Option C Homework set (due in Wednesday week 1)
Thursday Week 2	
Friday Week 2	Band B Science (due in Friday week 1)

Revision

Please find the Summer 2 'Period 6' support afternoons. This will change in September 2025.

	Monday				Tuesday				Wednesday			
	Subject	Location	Targetted Only	All Students	Subject	Location	Targetted Only	All Students	Subject	Location	Targetted Only	All Students
Week A	MFL	45		All Students	English	English rooms	Invite only		Further Maths	C BLock	Invite only	
	History	34		All Students	Science	English rooms	Invite only		Maths Target Students	C Block	Invite only	
									Science	Science Block	Invite only	
									Drama	Drama Room		All Students

	Monday				Tuesday				Wednesday			
	Subject	Location	Targetted Only	All Students	Subject	Location	Targetted Only	All Students	Subject	Location	Targetted Only	All Students
Week B	MFL	45		All Students	English	English rooms	Invite only		Further Maths	C BLock	Invite only	
	History	34		All Students	Science	English rooms	Invite only		Maths Target Students	C Block	Invite only	
									Science	Science Block	Invite only	
									Drama	Drama Room		All Students

Year 10 to Year 11 Calendar



May 2025

- 'Positively You' Revision
- 'Welcome to Year 11' – Parents evening for Year 11 Parents and Students
- Intervention Timetable launched

June 2025

- Year 10 Mocks

July 2025

- Coursework catchup days
- Mock Results

September 2025

- Launch of compulsory Period 6 for targeted students
- 2, 2, 2 Revision Launched

October 2025

- 'Making the Grade' – Revision evening for Year 11 Parents and Students.
- 'Positively You' revision session 2

November 2025

- Year 11 Mocks start

December 2025

- Revision Advent launched
- Rewards Trip

January 2026

- 100 days (19 weeks) Revision Calendar Countdown
- Mock Results
- Year 11 Parents Evening

February 2026

- Second set of mocks

March 2026

- 2, 2, 2 Revision Launched (Personalised Intervention Plan)

April 2026

- GCSE Exam season

May 2026

- GCSE Exam season

June 2026

- GCSE Exam season
- Leavers assembly
- Reward Trip for Year 11s

July 2026

- Prom

August 2026

- Results Day

Positively You

The Online Resources Hub is a collection of animated videos, guides and templates, and exclusive content that will help you become a more enthusiastic and productive learner, as well as boosting your resilience and wellbeing.

Email/account: PosYouHub

Password: AppleTree88

Example of a Revision Timetable

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Positively You

www.positivelyyou.org.uk

Study Time Calculator

ACTIVITIES	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Weekly Total hours
SCHOOL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
WORK/HOMEWORK	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
TRAVELLING	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
FAMILY/FRIENDS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
LEISURE/HOBBIES	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
EATING/SLEEPING	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
SCREEN TIME	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
TOTAL COMMITTED HOURS								
HOURS IN THE DAY								
TIME AVAILABLE FOR STUDY								

Plan your studying by working out how much time you actually have left to play with after your commitments.

TIP: Be realistic and try not to over or underestimate how long things will take.

Revision Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

By allocating set times to certain activities and subjects, you can ensure that you are giving everything the attention it deserves.

TIP: Remember to give yourself breaks when studying!

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Positively You

www.positivelyyou.org.uk

Year 10 Mock Timetable

Date	Start Time	Subject	Length of exam
Tuesday 03 June	9am	French Listening & Reading	1hr 45mins
Tuesday 03 June	11.30am	Maths Paper 1 (Non-Calculator)	1hr 15mins
Tuesday 17 June	11.30am	Science B1	1hr 15mins
Wednesday 18 June	9am	English Language 1	1hr 45mins
	11.30am	History 2	55mins
Thursday 19 June	9am	Drama	1hr 45mins
	11.30am	Science C1	1hr 15mins
Monday 23 June	9am	Science P1	1hr 15mins
	11.30am	Geography 1	1hr 30mins
Tuesday 24 June	9am	English Literature 1 (Macbeth and Jekyll and Hyde)	1hr 45mins
	11.30am	History 1	1hr 20mins
Wednesday 25 June	9am	Maths 2 (Calculator)	1hr 30mins
	11.30am	Hospitality & Catering	1hr 30mins
Thursday 26 June	9am	Geography 2	1hr 30mins
	11.30am	Maths 3 (Calculator)	1hr 30mins
Friday 27 June	9am	Computer Science	2hrs
	12pm	French Writing	1hr 15mins
Monday 7 June	9am	Catch Up Session 1	
	11.30am	Catch Up Session 2	

Attendance

Year 11, is the beginning one of the most important years in their education. This is the final year of their Key Stage 4 journey, culminating in their **GCSE examinations** – qualifications that shape future pathways in further education, apprenticeships, and employment.

Why is Year 11 Attendance So Crucial?

☒ Direct Link to Academic Success

There is strong evidence showing that **good attendance is closely linked to GCSE performance**. Every missed school day can mean a missed opportunity to revise, receive support, or complete key assessments.

- Students with **95% attendance or higher** are far more likely to achieve **grades 4–9** (standard to strong passes).
- Falling below **90% attendance** (missing one day every two weeks) can significantly reduce a student's chances of achieving their target grades.
- Missing **17 school days a year** (around 90% attendance) can **drop a student by one full GCSE grade** in every subject.
- Students with **100% attendance** typically achieve **higher progress scores** and are more likely to meet or exceed their target grades.

☒ Final Coursework, Mock Exams & Intervention Sessions

Year 11 includes critical components such as **controlled assessments, mock exams, and targeted interventions**. These prepare students not just academically, but emotionally and mentally, for the real GCSEs.

☒ Time Is Limited:

There are only around **190 school days in the year** – and GCSE content is still being taught well into the spring term. Every lesson helps build knowledge and exam technique.

☒ Consistency Builds Confidence

Regular school attendance helps students stay connected, reduces exam stress, and ensures they are familiar with the expectations of each subject. Gaps in learning can be difficult to recover from – especially as topics and skills build over time.

☒ Stress and Confidence:

Regular attendance improves students' emotional resilience. Falling behind increases pressure and anxiety, while staying in routine builds confidence.

How You Can Help at Home

Promote Good Habits:

- Ensure your child has a **consistent sleep schedule, has a balance diet** and a **quiet place to study**.
- Check that they attend **every day unless truly unwell**.

Talk to Us:

- If your child is struggling – emotionally, physically, or academically – we're here to help.
- Let us know early if there are barriers to attendance.

Avoid Absences During Term Time:

- Appointments should be scheduled outside school hours whenever possible.

- Holidays during term time are not authorised and can lead to fines.

The Long-Term Impact

GCSE results open doors. High attendance in Year 11:

- **Improves college, sixth form, and apprenticeship options**
- **Boosts confidence** ahead of exams
- **Builds positive habits** for life, work, and further education

Remember:

"Every lesson counts, every day matters."

Attendance in Year 11 is not just about being present – it's about **giving your child the best chance to succeed.**

SEND

Students have already been assessed for Exam Access Arrangements (EAA) and are using these during assessment's, Mock Exams and lessons. Students were assessed a year ago based on staff feedback and need. The range of EAA that can be available to student's are:

- 25% Extra Time
- Reading support (either human reader or reader pen)
- Rest Breaks
- Laptop
- Prompt
- Overlays
- Separate room(s)

Students will continue to have opportunities to practice these. If students use a laptop, it is important that this is used regularly in lesson to ensure that this is their normal way of working.

Mock and Exam Timetables:

The Nest can be open to SEND students at lunchtimes closer to their mock exams and actual exams to support with writing revision timetables.

Exam Anxiety programmes:

We run an intervention programme that can support exam anxiety. The course is designed to support you child over a 6 week 1:1 programme where they have the opportunity to practice different strategies and techniques that can help them to overcome anxieties and worries over a pressurised year.

The following website can help parents with strategies at home that can be useful when supporting and preparing their child for their exams.

<https://www.justonenorfolk.nhs.uk/emotional-health/children-young-peoples-emotional-health/worries-anxiety/>

The NEST

We can offer support at break and lunchtimes with a PASS to access the NEST. This can be used as a quiet place to support during the Autumn term. There will be TA's available at those time to talk through any general feelings and thoughts. If you would like to access this provision have a chat with the SEND team and we can assess your needs and what we can offer.

The most important message we can give any SEND student embarking on their final year is to start early. Whether this be revision, planning revision, practicing exam questions, do not leave it to the last moment. Ensure that work is completed little and often to take away any anxieties and pressure and to always remember that we are here to talk to if we are needed.

Post-16 options

All students will need to have made applications to a college or sixth form by December of Year 11.

They have the option of A Levels, T Levels and Level 3 courses. All of these are the next step up from GCSEs. A Levels will require students to have a minimum of Grade 5 or 6 in English, Maths and 5 other GCSEs. T levels and Level 3 courses will require students to have Grade 4 in English and Maths and 3 other GCSEs at grade 4.

Should students not be achieving such grades, they may be required to take a Level 1 / 2 course and retake their English and/or Maths GCSE alongside it.

Level 1 / 2 courses may also need to be taken if students are wishing to study a subject whereby, they have had no previous experience and it is a skilled job, such as hairdressing or mechanics.

A final option is an Apprenticeship. These will be applied for in January of Year 11. Apprenticeships are not always easy to come by and therefore all students will be required to apply for a college course as a back-up measure.

Students will need to make their applications on Help You Choose. This platform allows us to monitor all applications but also allows us to share relevant information with the Colleges about students should this be a legal and helpful requirement for the student.

It is a legal requirement that all students are in a form of full-time education until they are 18 years of age.

Students will all have appointments and access to our Career Advisor, Belinda. Many will have seen her before going into the summer, and the appointments will continue as soon as we return in the September of Year 11.

It is vital students return to Year 11 with some idea of a course or some courses they would like to apply for. We recommend students do not apply for more than 3 different types of courses. Spending some time over the summer looking at various colleges and the courses they offer will go a long way to helping students in this part of their journey in Year 11.

If you have any further questions or need any support, please contact our career lead on kate.warnes@attrust.org.uk

Subject Specific: Art

GCSE Exam board: Pearson Edexcel

Specification code: 1FAO

Course outline:

Students build a knowledge of visual communication throughout the course. They engage with the creative process in order to develop as independent learners and it encourages them to become confident in taking risks and learning from experience. Students will develop skills in formal elements of art; line, form, tone, texture and colour alongside technical skills through working with a broad range of media and materials including drawing, painting, printmaking and 3D work. This course will also enable the students to develop many other transferable skills that are desirable to both higher education providers and to future employers including problem solving, critical thinking, communication skills, adaptability, self-reliance and resilience.

Method of assessment:

- Component 1 – Personal portfolio (Coursework - 60%). Completed throughout Year 10 and in the autumn term of Year 11
- Component 2 – Externally set assignment (Exam - 40%). Exam project completed throughout the duration of the spring and summer terms of Year 11 culminating in a 10 hour (2 consecutive days) focused period of study (exam) in which a final piece is produced.
- Both components are internally assessed and externally moderated.

Careers/ skills linked to the subject:

Students who take Art GCSE can go on to study a variety of courses at further and higher education providers such as Art, Photography, Art Foundation, Animation, Architecture, Graphic Design, Fashion, Film Production, Fine Art, Illustration, Interior Design and Textile Design to name a few.

Name of contact:

Mrs. G Morgan- Teacher of Art Gemma.Morgan@attrust.org.uk

Mr. S Hatfield, Director of Creative Arts Steven.Hatfield@attrust.org.uk

Website links:www.edexcel.org.uk

Subject Specific: Business Enterprise

Exam board: Edexcel

Specification code: Pearson Btec Level 1 / 2 Enterprise (603/7063/4)

Course outline:

With the **BTEC Tech Award in Enterprise**, you are able to **explore**, **challenge** and **realise** your potential. It is for learners who wish to acquire knowledge and skills through exploring real life businesses, finding out what it means to set up and present a business idea, as well as learning about promotion and finance methods.

Method of assessment:

Component 1 Exploring Enterprises – 30% Controlled Assessment

Examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs

Component 2: Planning for and pitching an enterprise – 30% Controlled Assessment

Select a business idea to plan and pitch it

Component 3: Promotion and finance for Enterprise – 40% Exam

Explore promotional methods, financial records, planning and forecasting

For the exam you will be provided with a case study of a small to medium enterprise and complete a series of questions.

Careers/skills linked to the subject:

After completing the course, you can **continue** on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships.

The qualification enables you to develop **technical skills**, such as market research, planning, promotional and financial using realistic work scenarios, and, the **practical transferable skills** such as self-reflection, communication, teamwork and problem solving.

Name of contact: Mr. D. Morton-Smith- Director of Vocational Studies (Daniel.Morton-smith@attrust.org.uk)

Website links.....

Specification available at:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2022/specification-and-sample-assessments/60370634-BTEC-Tech-Award-Enterprise-2022-spec-PPD1-190721.pdf>

Subject Specific: Child Development

Exam board: OCR Cambridge Nationals

Specification code: Level 1/2 J809

Course outline: The Cambridge National in Child Development will develop knowledge, skills and understanding and practical skills that would be used in the childcare sector. It will use a blend of real-life situations and practical learning. It will develop learning such as preparing a feed or meal for a child, choosing suitable equipment for a Child Care setting, planning suitable play activities and how to prevent accidents in a child care setting.

Method of assessment: Completion of 3 mandatory units-

1. **Unit R057** –Health and well-being for child development– exam worth 40% of the final grade. In this unit students will learn about pre-conception health and reproduction, antenatal care and preparation for birth, post-natal checks, post-natal care and conditions for development and childhood illnesses and a child safe environment.

2. **Unit R058** – Create a safe environment and understand the nutritional needs of children from birth to five years– Coursework worth 30% of the final grade. Topics for this section include creating a safe environment in a childcare setting, choosing suitable equipment for a childcare setting and knowing the nutritional needs of children from birth to five years.

3. **Unit R059** – Understand the development of a child from one to five years – coursework worth 30% of the final grade. In this unit students will learn the physical, intellectual and social norms for one to five years, the stages and types of play and how play benefits development, observe the development of a child aged one to five years and plan and evaluate play activities for a child aged one to five years for a chosen area of development.

Careers/skills linked to the subject: After completing the course, you can continue to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships and the new course as a T-Level in childcare. Child Development can lead to a career in nursing, midwifery, social work, nursery nurse, teacher and child psychologist to name but a few of the wide and varied careers you can enter following the completion of this course.

The qualification enables you to develop skills such as effective communication, teamwork, research, empathy and understanding.

Name of contact: Mrs. K Warnes- Teacher of Health & Social Care. Kate.Warnes@attrust.org.uk

Website link: <https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf>

Going into Year 11:

- We have completed R058 by May of Year 10 and so moving forwards, we will complete R059. This must be completed by January of Y11.
- This will then leave us time to complete the exam unit, with their mock exam for this being just before or just after Easter.
- Attendance is crucial for this subject to ensure that all coursework is completed on time and so that the exam unit can be taught quickly and concisely.

Subject Specific: Computer Science

GCSE Exam board: AQA

Specification code: 8525

Course outline: Computer Science is all about solving problems with algorithms and turning those into computer programs. It is learning what is inside a computer how those parts work. It introduces how data is stored, processed and sent between digital devices. During the course there is also an opportunity to learn about cyber security and the ethical, legal and environmental issues with technology.

You will create no computer games as part of this course. Be prepared to work outside of class for this course as you will be required to create programs in the exam with no computer present so must be very familiar with the Python commands you will need. As your GCSE final mark is compared with all students in the country to determine your final grade, you will need to work hard to catch up to students from other schools who will have been studying this subject since primary school. This is not an easy subject.

Method of assessment: There are two parts to the GCSE, *Paper 1 - Computational thinking and programming skills* and *Paper 2 - Computing concepts*. They are worth 50% each. These are written examinations, paper 1 being two hours in length and paper 2 being 1 hour 45 minutes.

Careers/ skills linked to the subject: Problem solving is present in every career and this qualification teaches you problem solving skills. Programming is also a much sought-after skill with programmers needed in most, if not all, industries.

Name of contact: Mr. S Randall- Teacher of Computer Science (Stephen.Randall@attrust.org.uk)

Website links:

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>

Subject Specific: Design and Technology

GCSE Exam board: Edexcel

Specification code: Pearson Level 1 / 2 DT0/1F – Timbers

Course outline:

The Edexcel GCSE in Design and Technology: Resistant Materials Technology qualification enables students to:

- actively engage in design and technology
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- develop decision-making skills through individual and collaborative working
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

Method of assessment:

Unit 1: Creative Design and Make Activities

50% for a Design and make activity

Unit 2: Knowledge and Understanding of Resistant Materials Technology

50% For a 1 ½ hr written examination

Careers/skills linked to the subject:

After completing the course, you can **continue** on to further vocational and academic study as well as apprenticeships and traineeships

The qualification enables you to develop **technical skills**, such as, planning and making working products and problem solving.

Most businesses require their workers to be able to solve problems and issues for themselves. This subject enables the students to learn how to.

Name of contacts: Mr. M. Atkinson- Teacher of DT Michael.Atkinson@attrust.org.uk

Website links.....

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>

Subject Specific: Drama

GCSE Exam board: PEARSON EDEXCEL

Specification code: 601/8069/9

Course outline:

In year 10 you will learn about different styles of performance and practitioners such as Stanislavski and Brecht. We will start to explore a number of different plays and embark on preparation for all 3 components. You will have priority in making at least 2 theatre visits to contrasting performances. You will complete component 1, the devising project, by performing your piece to a live audience and completing a portfolio of evidence.

In year 11 you will complete components 2 & 3. You will perform your scripted performances to a live audience and a recording will be sent to the examiner. The course culminates in a written exam.

Method of assessment:

Component 1: DEVISING – 40% - participation in a group devised performance – *internally assessed and externally moderated*.

Component 2: PERFORMANCE FROM TEXT – 20% - create 2 performances from a set text using 2 extracts. Monologue/duologue or group performance. *Externally assessed by an examiner*.

Component 3: THEATRE MAKERS IN PRACTICE – 40% - Section A will be a six-part question based on an unseen extract from a chosen text. Section B will be 2 questions that require analysis and evaluation of a live theatre performance. You will be allowed to take in notes for this section of the exam. *Written examination*.

Careers/ skills linked to the subject:

Any level 3 course in drama and/or theatre studies including A-Levels, BTEC and NCFE.

This is a qualification that colleges and employers often like to see because it shows that you have developed your teamwork and communication skills even if you are not planning on pursuing the arts as a career.

Name of contact:

Mr. S Hatfield, Director of Creative Arts Steven.Hatfield@attrust.org.uk

Website link:

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

Subject Specific: English

GCSE Exam board: AQA

Specification code: 8700 – English Language

8702 - English Literature

Course outline:

GCSE English Language		
Paper 1 Section A	Explorations in creative reading: one literature fiction text	50% 1 hour 45 mins
Paper 1 Section B		
Paper 2 Section A	Writer's viewpoints and perspectives: reading	50% 1 hour 45 mins
Paper 2 Section B	Writer's viewpoints and perspectives: writing	
Speaking and Listening	Separate endorsement – (0% weighting of GCSE)	

GCSE English Literature		
Paper 1 Section A	Shakespeare Plays - Macbeth	40% 1 hour 45 mins
Paper 1 Section B	19 th Century Novel – Dr Jekyll and Mr Hyde	
Paper 2 Section A	Modern Text – DNA by Dennis Kelly	60% 2 hours 15 mins
Paper 2 Section B	Poetry – Power and Conflict	
Paper 2 Section C	Unseen Poetry	

You will gain two GCSEs:

- GCSE English Language
- GCSE English Literature

Method of assessment:

English Language:

- 2 written examinations responding to unseen texts and a compulsory speaking & listening assessment completed during lesson time.

English Literature

- 2 closed book written examinations

Careers/ skills linked to the subject:

- Digital copywriter
- Editorial assistant
- English as a foreign language teacher
- Magazine/Newspaper journalist
- Secondary school teacher
- Social Media Manager

Name of contact: Mr. C Connell – Director of English Christian.Connell@attrust.org.uk

Useful websites:

- GCSEPOD **Username:** firstname.surname **Password:** Password1
- Youtube: Mr Bruff

Subject Specific: Geography

GCSE Exam board: Edexcel

Specification code: 1GBO

Course outline:

Topic 1: Hazardous Earth – an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.

Topic 2: Development dynamics – an understanding of the scale of global inequality. Plus a depth study of one emerging country

Topic 3: Challenges of an urbanising world – an overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study of a megacity in a developing or emerging country.

Topic 4: The UK's evolving physical landscape - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures

Topic 5: The UK's evolving human landscape - an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city - Dynamic UK cities.

Topic 6: Geographical investigations - two investigations, including fieldwork and research, carried out in contrasting environments and a 'Dynamic urban areas'

Topic 7: People and the biosphere – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources

Topic 8: Forests under threat – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management

Topic 9: Consuming energy resources – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management

Method of assessment:

Paper 1 – 1 hour 30 minutes	<u>Global Geographical Issues</u> Topic 1: Hazardous Earth Topic 2: Development Dynamics – <i>CASE STUDY EMERGING COUNTRY</i> Topic 3: Challenges of an urbanised world – <i>CASE STUDY MEGA CITY IN AN EMERGING COUNTRY OR DEVELOPING COUNTRY.</i>
Paper 2 – 1 hour 30 minutes	<u>UK Geographical Issues</u> Topic 4: The UK's evolving landscapes (Coasts and rivers) Topic 5: The UK's evolving urban landscapes – <i>CASE STUDY OF A UK CITY.</i> Topic 6: FIELDWORK.
Paper 3 – 1 hour 30 minutes	<u>People and the Environment</u> Topic 7: People and the Biosphere Topic 8: Forest Under Threat Topic 9: Consuming Energy

Careers/ skills linked to the subject:

Cartographer, School teacher, International aid worker, Surveyor, Transport Planner, Volcanologist, Travel Agents, Climatologist, Landscape Architect, Tourism Officer

Name of contact:

Mr J Fox Jake.Fox@ttrust.org.uk
Mrs. C Smith Clare.Smith@attrust.org.uk
Ms. E Thomason Emily.Thomason@attrust.org.uk

Director of Humanities
Assistant Principal/Teacher of Geography
Vice Principal/ Teacher of Geography

Website links.....

<https://www.bbc.com/bitesize/examspecs/zsytxsg>
<http://www.coolgeography.co.uk/>
<https://www.geography.org.uk/>

Subject Specific: Health and Social Care

Exam board: OCR Cambridge Nationals

Specification code: Level 1/2 J835

Course outline: The Cambridge National in Health and Social Care introduces students to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals, to maintain their dignity and sense of being valued.

Method of assessment: Completion of 2 mandatory units

1. Unit R032 – Principals of care in health and social care settings – exam worth 40% of the final grade.

Explore the values of care such as dignity, respect and safeguarding and understand how they are shown in a care environment. This unit also covers the rights of the individuals and person-centred values. Finally it also looks at how to use effective communication and how to protect the service users.

2. Unit R033 – Supporting individuals through life events – Coursework worth 30% of the final grade

This unit will look at the life stages we go through and will also consider the impact of life events. The last unit will look at sources of support that are available

We then have the choice of one from the following two units – coursework worth 30% of the final grade:

3. R034 – Creative and therapeutic activities

4. R035 – Health promotion campaigns

Careers/skills linked to the subject:

After completing the course, you can continue to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. Health and Social Care can lead to a career in nursing, midwifery, social work, nursery nurse, teacher, personal carer, care assistant, and occupational therapist, to name but a few of the wide and varied careers you can enter following the completion of this course.

The qualification enables you to develop **skills** such as **effective communication, teamwork, research, empathy and understanding**.

Name of contact: Mrs. K Warnes- Teacher of Health & Social Care Kate.Warnes@attrust.org.uk

Website links: <https://ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf?hsCtaTracking=8626aba2-b8a4-4fbc-9016-f9867767afa8%7Cf806cf3f-3456-4106-805d-ed3e8523311e>

Going into Year 11:

- We have completed R033 by May of Year 10 and so moving forwards, we will complete R034. This must be completed by January of Y11.
- This will then leave us time to complete the exam unit, with their mock exam for this being just before or just after Easter.
- Attendance is crucial for this subject to ensure that all coursework is completed on time and so that the exam unit can be taught quickly and concisely.

Subject Specific: History

GCSE Exam board: Pearson Edexcel

Specification code: 1HIO

Course outline:

The examination is split into three papers, all to be assessed at the end of Year 11:

- Paper 1: Thematic study and historic environment: Medicine in Britain, c.1250 -present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches (30%).
- Paper 2: Period study and British depth study: Early Elizabethan England, 1558-88 and Superpower relations and the Cold War, 1941-91 (40%).
- Paper 3: Modern depth study: Weimar and Nazi Germany, 1918-39 (30%).

Method of assessment:

Pupils begin their KS4 study in Year 10 as part of a 2-year broad and balanced, knowledge-rich curriculum which has its foundations in their KS3 curriculum. Students will become experts in so-called 'fingertip knowledge' – that is, the facts, and details of selected events, but will also study and be assessed on 'second-order concepts' to deepen their understanding of historical enquiry; such as change and continuity, causation, consequence, significance, similarity and difference.

Careers/skills linked to the subject:

- Secondary school teacher
- Historic buildings inspector or conservation officer
- Museum or gallery curator
- Archaeologist
- Archivist
- Journalist
- Newspaper Editor
- Politician
- Solicitor
- Web content manager

Name of contact:

Dr. B Murphy Breen.Murphy@attrust.org.uk

Mr. T Bacon Thomas.Bacon@attrust.org.uk

Mr J Fox Jake.Fox@ttrust.org.uk

Teacher of History

Assistant Director of Humanities

Director of Humanities

Website links:

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

<https://www.bbc.com/bitesize/examspecs/zw4bv4j>

Subject Specific: Hospitality and Catering

Exam board: WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

Specification code: 603/7022/1

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house?

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support students who want to learn about the Hospitality and Catering sector and the potential it can offer them for their careers or further study.

Course outline:

This qualification is made up of 2 units:

Unit 1: The Hospitality and Catering industry

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

Method of assessment:

You will be assessed through a written examination and an assignment.

- Unit 1 will be assessed through an exam, which is worth 40% of your qualification.
- In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

Careers/ skills linked to the subject: Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Name of contact: Miss. E Thomason - Vice Principal/ Teacher of Hospitality

Emily.Thomason@attrust.org.uk

Website link: <https://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html>

Subject Specific: Maths

GCSE Exam board - Edexcel

Specification code. – 1MA1

Course outline:

This is taught as part of our 5-year scheme of work that the students have been studying since Year 7. All top set and set 2 students will be studying the course with a view to take the Higher paper and all other students will be aiming for the Foundation Paper.

Method of assessment:

Students are assessed once a half term and all students receive individualised feedback from this. They will also sit a mock exam at the end of year 10 and at least one formal mock in Year 11.

When students sit their GCSE exams they will be sitting three papers; one non-calculator paper and two calculator papers lasting 90 minutes each. Students will require their own scientific calculator for these exams.

Careers/ skills linked to the subject:

A-Levels, Medicine, Dentistry, Veterinary Sciences, Engineering, Accountancy, Psychology, Data Analysis, Insurance broker.

Name of contacts:

Miss. R Cullum – Director of Maths Rebecca.cullum@Attrust.org.uk

Miss. B James - Director of Maths Bethany.james@Attrust.org.uk

Website links.....

- Sparx Maths – Every student has a login and there are videos online students can watch.
- PiXL – Every student has a login and can download the app onto their phones.
- GCSE Bitesize
- Diagnostic Questions – You will need to set up an account but it is free to access
- Kahn Academy – These are video clips showing you how to do different questions
- S-Cool – A free revision website that you can sign up to
- Exam Solutions – Question bank with solutions
- Mr Barton Maths – Free banks of questions and papers
- Maths Genie – These are the old-style GCSE questions but are broken down by topic.
- Corbett Maths - Free banks of questions and papers

Subject Specific: Modern Foreign Language - Spanish

GCSE Exam board: AQA

Specification code: Spanish

Course outline:

Paper 1: Listening in Spanish

Written exam: 35 minutes, 40 marks (Foundation Tier), 45 minutes, 50 marks (Higher Tier)

25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played AND extra times included in the listening recording for qualifying students.

Paper 2: Speaking in Spanish

Internally conducted and externally assessed; 25% of GCSE.

Assessment overview

7–9 minutes (Foundation Tier) + preparation time, 10–12 minutes (Higher Tier) + preparation time
50 marks (for each of Foundation Tier and Higher Tier)

- Role play – 10 marks
- Reading aloud – 5 marks
- Compulsory Questions – 10 marks
- Photocard & unprepared questions – 25 marks
-

Paper 3: Reading and understanding in Spanish

Written exam

45 minutes (Foundation Tier), 1 hour (Higher Tier) 50 marks for each of Foundation Tier and Higher Tier

25% of GCSE

- Section A – Questions in English, to be answered in English or non-verbally
- Section B – Translation sentences from Spanish into English

Paper 4: Writing in Spanish

Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks for both Foundation and Higher Tiers

25% of GCSE

Students are expected to answer three questions in Spanish plus complete a translation into Spanish. Answers range from a minimum of 40 words (Foundation tier) to a maximum of 150 words (Higher tier) in Spanish. The marks range from 10-25 per question depending on the tier.

Method of assessment: The AQA GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students usually complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

Name of contacts:

Mrs. D Keeble Daniela.Keeble@attrust.org.uk Teacher of MFL

Mr. A Janes Alexander.Janes@attrust.org.uk - Teacher of MFL

Mr J Fox Jake.Fox@ttrust.org.uk Director of Humanities

Website links:

<https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

Subject Specific: Music

Exam Board and Specification Code: Eduqas 601/8131/X

Skills and qualifications required to study this subject:

An interest in music and dedication to improve knowledge of music via performance, composition, listening and appraising.

It is advisable to focus on improving skills in one instrument. Additional tuition in a specific instrument is strongly advisable to support progress.

Brief overview of the subject:

The WJEC Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.

The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study.

Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority.

Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

Course structure:

30% Performance: A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble.

One of the pieces performed must link to an area of study of the learner's choice.

Internally assessed, externally moderated.

30% Composition: Two compositions, one of which must be in response to a brief set by the exam board. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September 2020. The second composition is a free composition for which learners set their own brief.

Internally assessed, externally moderated.

40% Appraising Exam: 1 hour and 15 minutes long set at the end of of Year 11.

Eight questions in total, two on each of the four areas of study.

Two of the eight questions are based on extracts set by the exam board.

Courses linked to this subject:

Any level 3 course linked to Music, Music Technology or Performing Arts that are available at local sixth forms and colleges.

Staff to contact with questions:

Miss. J Brown - Teacher of Music Jade.Brown@attrust.org.uk

Website: <https://www.edugas.co.uk/qualifications/music/gcse/>

Subject Specific: Science

GCSE Exam board: AQA

Specification code: Combined Science Trilogy 8464

Course outline:

Students Study AQA GCSE Combined Science, which by the end of year 11 will result in them achieving a double award in Science (2 GCSE Grades) with students being taught biology, chemistry and physics topics.

Method of assessment:

100% external assessment- 6 exam papers.

Biology Paper 1	Chemistry Paper 1	Physics Paper 1	Biology Paper 2	Chemistry Paper 2	Physics Paper 2
-Cell biology -Organisation -Infection and response -Bioenergetics	-Atomic structure and the periodic table -Bonding, structure, and the properties of matter -Quantitative chemistry -Chemical changes -Energy changes	- Energy -Electricity - Particle model of matter -Atomic structure	-Homeostasis and response -Inheritance, variation and evolution -Ecology	-The rate and extent of chemical change -Organic chemistry -Chemical analysis -Chemistry of the atmosphere -Using resources	-Forces -Waves -Magnetism and electromagnetism
Each paper is a written exam: 1 hour 15 minutes. 70 marks per paper. Foundation (grades 1-5) and Higher Tier (grades 4-9). Questions Multiple choice, structured, closed short answer, and open response.					

Required Practicals:

Each module has required practical's embedded in the lessons which are completed in class and then assessed by questions in the exams.

Science practice exam schedule:

Summer 2025- Biology Paper 1, Chemistry Paper 1 and Physics Paper 1

Autumn 2025- Biology Paper 1, Chemistry Paper 1 and Physics Paper 1

Early Spring 2026- Biology Paper 2, Chemistry Paper 2 and Physics Paper 2

Name of contact: Mrs. A Brown (Director of Science) Aimee.Brown@attrust.org.uk

Website links:

A year 11 science board is on display in Mrs Browns classroom with revision mapped out across the year.

Revision can be requested and dropped off for checking in the same room.

There are many websites that can support your students learning and progress. These are a few:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

<https://www.bbc.com/bitesize/subjects/zrkw2hv>

<https://www.freesciencelessons.co.uk/>

<https://senecalearning.com/en-gb/>

Subject Specific: Sports Science

Exam board: OCR Cambridge Nationals

Specification code: OCR Level 1/Level 2 Cambridge National in Sport Studies (J829)

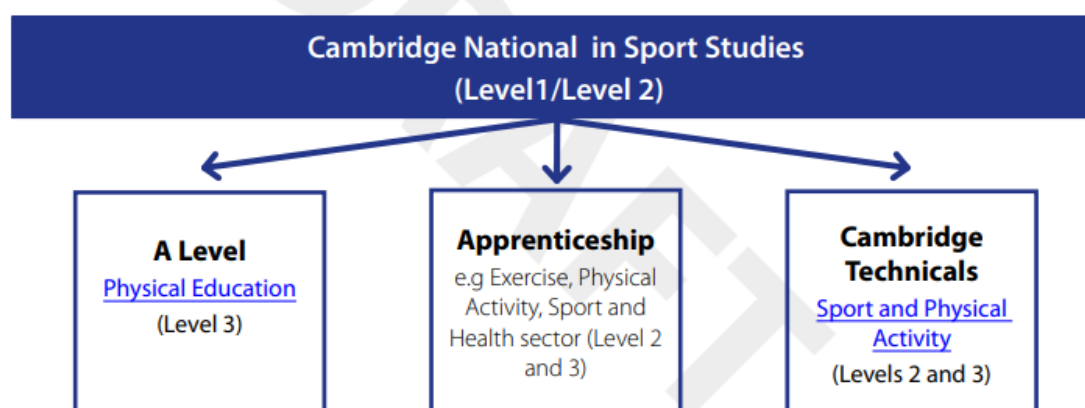
Course outline:

Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Method of assessment:

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O
R187	Increasing awareness of Outdoor and Adventurous Activities	Y/618/5945	24	N	O

Students complete 3 units to achieve the full qualification. These unit are two Mandatory and one optional. R184 is an exam, whilst the other units are coursework based assessment.



Careers/ skills linked to the subject: Exercise Physiologist, Sports Trainer, Sports Medicine, Sports Dietitian, Sports Coach, Education, Sports Official, Sports Psychologist, Bio mechanist, Sports Journalist, Administration, Sports Photography, Sports Marketing, Fitness Product.

Name of contact: Mr. M Lloyd. Director of PE Mark.Lloyd@attrust.org.uk

Website links: [OCR Level 1/Level 2 Cambridge National in Sport Studies specification](#)

Subject Specific: Travel and Tourism

GCSE Exam board – Edexcel/Pearson

Specification code – Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

Course outline: The course consists of 3 Units.

Component 1: Travel and Tourism Organisations and Destinations. In this component, you will investigate travel and tourism organisations, their aims and how they work together. You will explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

Component 2: Customer Needs in Travel and Tourism. In this component, you will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. You will apply your understanding by selecting products and services and planning a holiday to meet customer needs and preferences.

Component 3: Influences on Global Travel and Tourism. In this component, you will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. You will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Method of assessment:

Component	Assessment	Detail
1	Controlled Assessment	The exam board sets the assignment and then we have time to prepare and then complete the assessment (60 Marks, 30%)
2	Controlled Assessment	The exam board sets the assignment and then we have time to prepare and then complete the assessment (60 Marks, 30%)
3	External Assessment	2-hour written examination (60 Marks, 40%)

The BTEC Tech in Travel & Tourism is the equivalent to a GCSE on completion of the course.

Careers/ skills linked to the subject:

BTECs are vocationally related qualifications that take an engaging, practical approach to learning and assessment. They're industry-relevant, geared to key sector requirements and very popular because they suit such a broad range of learning styles and abilities. Students will develop the vital practical skills needed by today's employers.

Name of contact: Ms. S Thomson- Teacher of Travel & Tourism Sarah.Thomson@attrust.org.uk

Website links: [Travel & Tourism \(2022\)](#) | [BTEC Tech Awards](#) | [Pearson qualifications](#)

Supporting Your Child's Mental Health During Year 11

Year 11 is a demanding and often stressful year for students. With exams, coursework, and decisions about the future, it's a time when mental health and wellbeing need special attention. As a parent or carer, your support is crucial.

Understanding the Pressure

Many students in Year 11 experience:

- **Academic stress** (GCSEs, mock exams)
- **Pressure to succeed** or meet expectations
- **Anxiety about the future** (college, apprenticeships, sixth form)
- **Social challenges** (friendships, peer pressure)
- **Lack of sleep or poor diet**, which can impact mood and focus

How You Can Help

1. Listen Without Judgement

- Encourage your child to talk openly about how they're feeling.
- Avoid dismissing their worries—what seems small to you may feel big to them.

2. Promote Healthy Routines

- Ensure they get enough **sleep (8–10 hours)**.
- Support regular **healthy meals** and **physical activity**.
- Encourage **screen-free time**, especially before bed.

3. Create a Calm Study Environment

- Help them set a realistic revision schedule.
- Provide a quiet, distraction-free space for studying.
- Encourage regular breaks and downtime.

4. Keep School in Perspective

- Reassure them that **exams don't define their worth**.
- Emphasise effort over perfection.
- Remind them it's okay to ask for help.

5. Watch for Signs of Struggle

Look out for:

- Withdrawal from friends or family
- Irritability or mood swings
- Trouble sleeping or changes in appetite
- Declining school performance
- Expressions of hopelessness

When to Seek Help

If you're concerned about your child's mental health, don't wait. Early support can make a big difference.

Helplines and Support Services

For Young People:

- **Childline** – 0800 1111 | [childline.org.uk](https://www.childline.org.uk)
Free, 24/7 support for children and young people.
- **YoungMinds Textline** – Text **YM** to 85258
Free mental health support 24/7.
- **Kooth** – [kooth.com](https://www.kooth.com)
Online mental health support, free for 11–25s.

For Parents & Carers:

- **YoungMinds Parent Helpline** – 0808 802 5544 (Mon–Fri, 9:30–4:00)
Advice for parents worried about a child's mental health.
- **Mind** – 0300 123 3393 | [mind.org.uk](https://www.mind.org.uk)
Mental health charity with information and support.
- **NHS 111** – If you're worried and not sure what to do, call 111 for advice.
- **In an emergency:** If your child is at immediate risk, call **999** or visit your local **A&E**.

Final Thoughts

You don't need to have all the answers—just being there, listening, and showing your child they are loved and supported makes a huge difference. Encourage balance, celebrate effort, and seek help early if needed.

Feedback

Thank you very much for attending the 'Welcome To Year 11' Parents Evening

We are incredibly proud of our Academy, including our students and staff, however, we are always looking to improve. Therefore, we would really value your input on what we are doing well and how we can do even better.

Please take 5 minutes to look through the below form to give us feedback on our Academy and this evening's event.

Thank you.

