

# **Welcome to the Year 11 Parent Information Evening**



# KS4 Pastoral Team



Mrs L Ward  
Pastoral Lead



Mrs O Wood  
KS4 Manager



Mrs J Rawnsley  
Yr11 Manager



Miss S Barrass  
Yr10 Manager



Miss B Earl  
Yr10 Assistant

- When you email [info@guiseleyschool.org.uk](mailto:info@guiseleyschool.org.uk), your email is forwarded onto all 5 of us.

# Assessment Cycles and Revision



## 2 Assessment Cycles

- Cycle 1 Pre-public exams (PPE)
- 2/10/25 to 13/10/25
- Timetables will go on Arbor
- Cycle 2 Pre-public exams (PPE)
- Approx dates 02/02/26 to 13/02/26

GCSE Exam Season

Week beginning 04/05/26

Half term – 22/05/26 (school closes) to 01/06/26 (school opens)

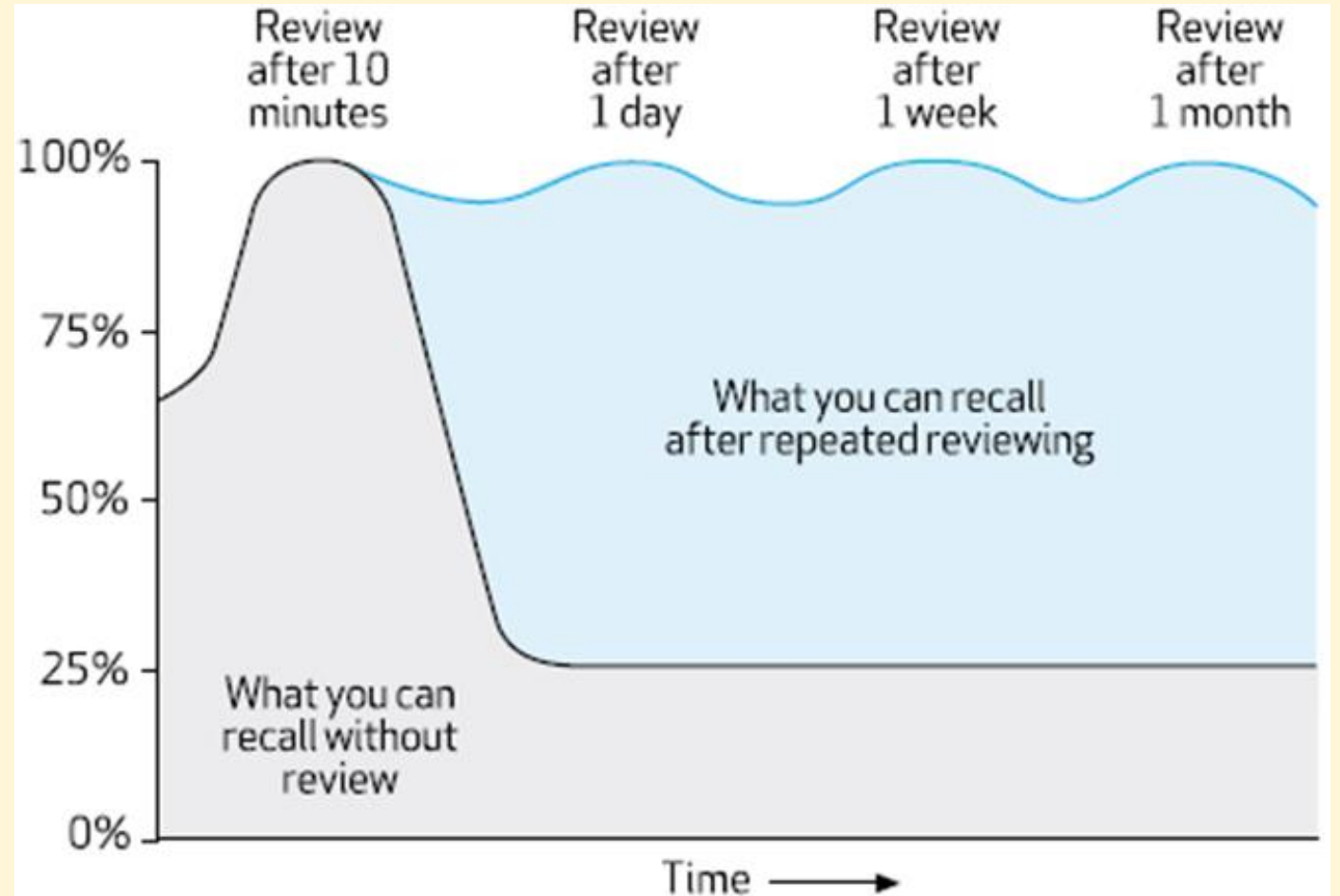
Final exam date likely to be 17/06/26

**All students must be available up to and including the 24/06/26**



# How to support your child at home with revision?

- **60%** of all new learnt information is **forgotten after 8 hours**.
- **Regular review and retrieval of the information is key** to learning, storing and remembering the knowledge.
- **Structured revision**, with regular quizzing and testing of knowledge learnt is really important.
- **Removing distractions** makes a huge difference



# School Website

<https://www.guiseleyschool.org.uk/students/revision>

The screenshot shows the 'Revision' page on the Guiseley School website. The page has a dark blue header with the school's name and a 'Revision' button. Below the header is a large image of a school building with a 'S' logo. The main content area is titled 'Guiseley School Revision Guide' and includes a sub-header 'Support your independent study with these revision tasks when using your Knowledge Organiser.' There are three main sections: 'Shrink It' (Summarise content), 'Link It' (Find connections), and 'Recreate It' (Recreate diagrams). A sidebar on the left lists various school activities, with 'Revision' highlighted in yellow.

**Students**

- Being Guiseley
- Duke of Edinburgh Award
- Student Leadership
- Careers
- Wellbeing
- Revision**
- Exams Information
- Equipment List

To support independent revision at home, students are encouraged to use their knowledge organisers to create revision materials. Below is a set of revision tasks students should use to support their revision processes at home.

## Guiseley School Revision Guide

Support your independent study with these revision tasks when using your Knowledge Organiser.

### Shrink It

Summarise content of the Knowledge Organiser into single words. Then close the KO and use these words to rewrite the content.

### Link It

Find connections between ideas, vocabulary or facts within the Knowledge Organiser. How many connections can you find between them? Create a mindmap to show this.

### Recreate It

Recreate diagrams, maps or images - first by copying from the sheet, eventually moving on to recalling entirely by memory.

The screenshot shows a YouTube playlist titled 'How to Revise'. The playlist description states: 'We have put together these four videos to support our students in understanding how to revise effectively.' There are 4 videos in the playlist. The first video is 'How to Revise I - How Do We Learn' (03:19). The second video is 'How to Revise II - Organising Your Revision Notes' (02:28). The third video is 'How to Revise III - Do Something New' (03:31). The fourth video is 'How to Revise IV - Make it Stick' (03:06).

## How to Revise

We have put together these four videos to support our students in understanding how to revise effectively.

**Follow** 4 0

Search for videos

Sort by Name

### How to Revise I - How Do We Learn

3 0 0 30/03/2022

03:19

### How to Revise II - Organising Your Revision Notes

1 0 0 30/03/2022

02:28

### How to Revise III - Do Something New

0 0 0 30/03/2022

03:31

### How to Revise IV - Make it Stick

1 0 0 30/03/2022

03:06

## Revision Evening 14/01/2026

# Careers

There will be an opportunity for all students to have one to one meetings with careers advisors to support with advice and guidance throughout the year.

Information about careers and future decisions will be given throughout Year 11 within the PSHE delivery

## Reminder:

**Sixth Form Open Evening**  
**Thursday 13th November 6-8pm**



# Attendance





# **Raise your child's attendance, - you raise their chances!**

## **What is considered good attendance?**



### **Scenario**

**As a birthday treat Oisín has gone shopping, he's in Year 11 and has 90% attendance**

**Is Oisín's attendance good, so one day off won't matter?**



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# Raise your child's attendance, - you raise their chances!

**Research (DfES) strongly suggests there is a direct relationship between attendance to school & achievement**

The table below shows the direct relationship between levels of attendance and levels of achievement:

Attendance Group	Average Grade (Attainment)	Average Score (Value Added)
95% +	6.1	+0.9
90 – 95%	5.2	+0.4
80 – 90%	4.0	-0.3
< 80%	3.0	-1.5

So while the relationship between attendance and performance is clear, the reasons may be less obvious. Where students have higher levels of absence they might find:

- They have missed crucial knowledge or skills that have been taught
- The next part of the curriculum makes less sense, or they find it harder to learn
- They have less opportunity to practise what has been taught



**90% attendance = 4 whole weeks of lessons missed!**



**What impact might this have on Oisín?**

**Research suggests that 17 missed school days a year = GCSE grade DROP in achievement. (DfES)**

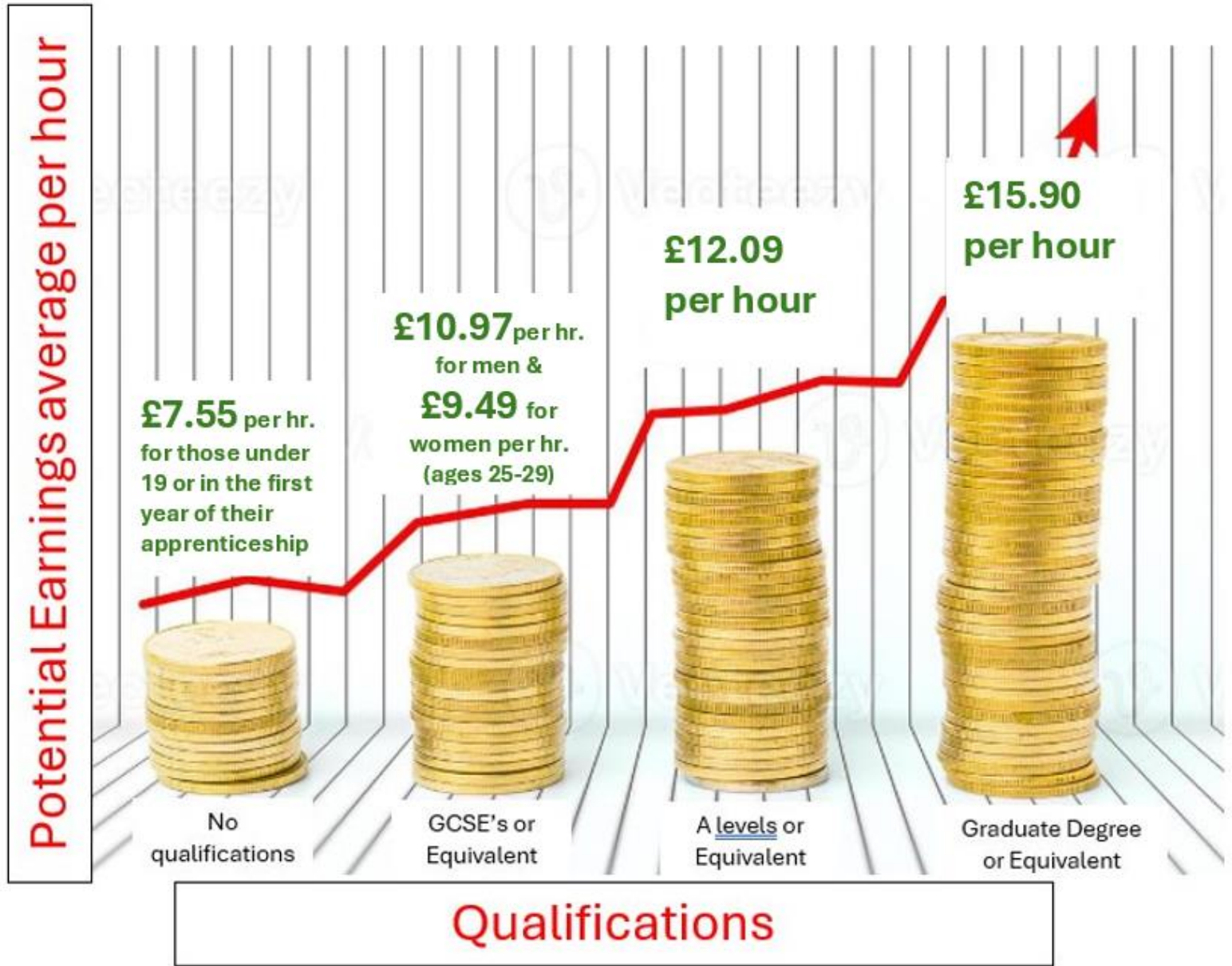
**So, 90% Attendance is not as good as it first seemed**

**\*\*The greater the attendance the greater the achievement\*\***



# What could Oisín's potential earnings look like?

Please help us and your child by ensuring their **attendance remains above 95%** allowing them to achieve their potential



# Student Expectations



# Attitude to Learning:

- **Student AtL will now be judged on 6 criteria rather than 4.**
- It will be collected at specified data drops rather than every lesson

## These are:

- **6 – EXEMPLARY**
- **5 – MOTIVATED**
- **4 – COASTING**
- **3 - INCONSISTENT**
- **2 – UNMOTIVATED**
- **1 - DISENGAGED**





# Year 11:

## AtL:

- Every lesson counts

## Organisation:

- Workload
- Deadlines

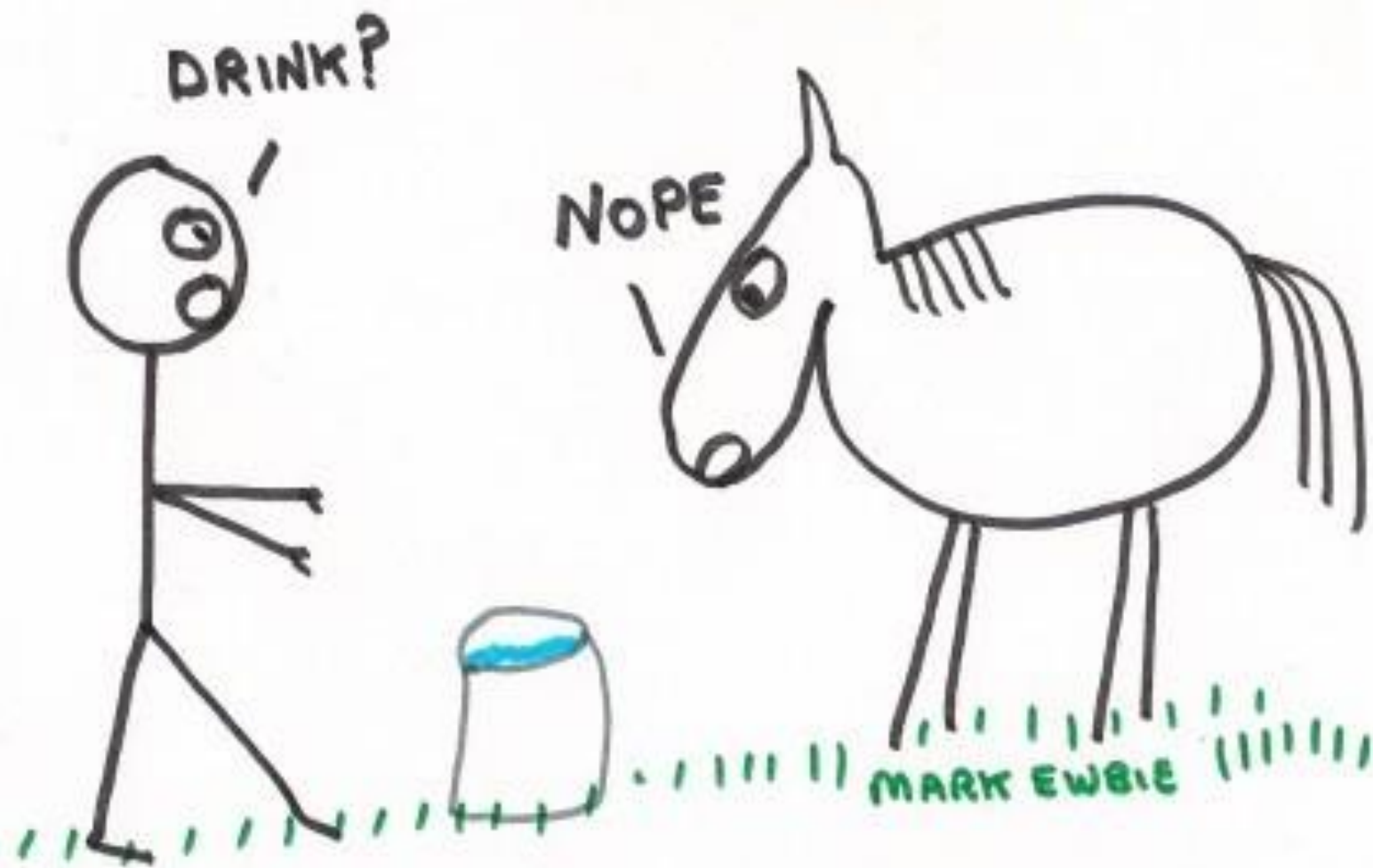
## Support:

- Accept help
- Communicate if you are struggling

## Balance:

- Wellbeing / Peaking at the right time







# English



# English Overview

- Students will be entered for 2 GCSEs:
  - ENGLISH LANGUAGE
  - ENGLISH LITERATURE
- Students will sit **2** exams for **each** award.
- There is **no written coursework** element for either course.
- Students have completed their SLE and will be written to informing them of their award later in the year.



# English PPEs

## **English Language PPE – Full Language Paper 1 – 1 hour 45 minutes**

Students studied Language Paper 1 in Y10.

## **English Literature PPE – Full Literature Paper 2 – 2 hours 15 minutes**

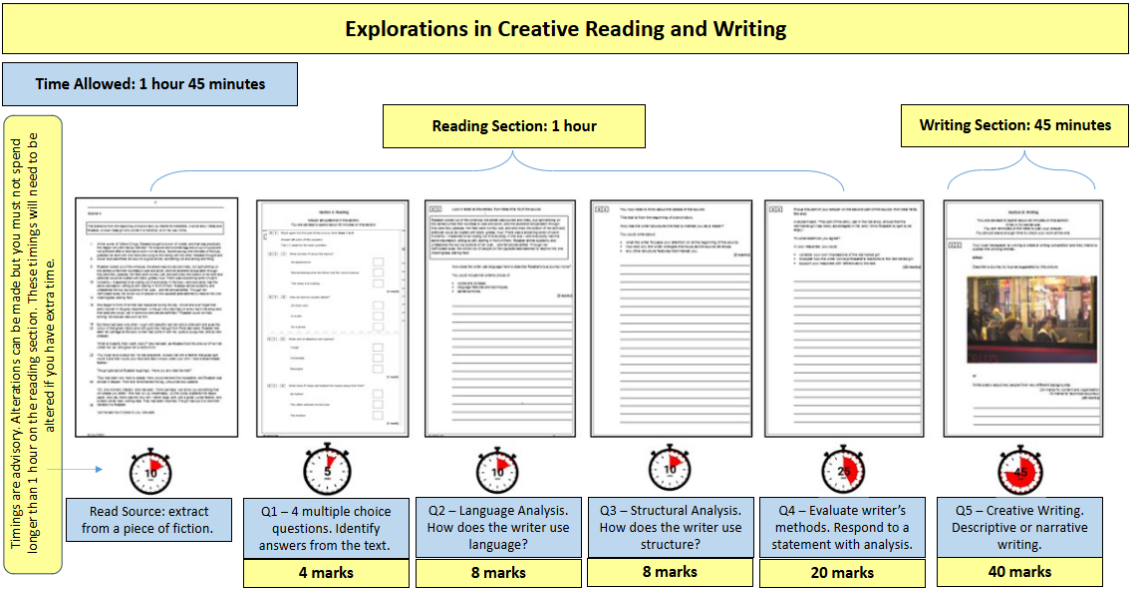
All English lessons this half term have been on An Inspector Calls.

Students studied 5 Power and Conflict poems in Y10.

Students studied unseen poetry in Y10.

We have not dedicated lesson time to revise. Students have been supported with revision materials to prepare them for these PPEs.





1. Poppies: Why does the mother have to be "brave"?
2. Poppies: After her son has gone, what does the mother do in his bedroom?
3. Poppies: Where does the mother go at the end of the poem?
4. COTLB: The soldiers are told they have been given a "blunder." Who made this mistake?
5. COTLB: The soldiers ride "into the jaws of Death" and "into the mouth of Hell." What technique is used here?
6. War Photographer: The speaker describes the readers' eyeballs prickling "with tears between the (fill in the blank) and pre-lunch beers." What is the missing word?
7. War Photographer: What technique is used in the line "as though this were a church and he a priest preparing to intone a mass"?
8. Kamikaze: The pilot's head is filled with "powerful incantations" – what does this mean?
9. Remains: What two things does the speaker try to help him forget about what he has done?
10. Remains: What remains on the street after the shooting?

Highlight the question numbers you got wrong:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

# How are we supporting students?

## Flashback Friday

Every Friday, students complete a 10 question quiz that tests their knowledge of content taught in Y10. So far, we have focused on poetry taught in Y10.

Students self-mark these and identify which questions they got wrong – this helps students reflect on where their gaps in knowledge are.

During their independent revision slots outlined in the homework timetable, they can then focus their revision and use their knowledge organisers to address these gaps.

Teachers also collate this data to inform starters and homework questions.

Teachers will be monitoring performance in these quizzes and we will contact home if we have concerns about students who are not revising at all or not revising effectively.





# How are we supporting students?

## Carousel homework quizzes.

As per the homework timetable, English homework will be set and checked every Tuesday.

Class teachers will set questions tailored to their classes to help consolidate the content students have covered in recent lessons or to recall past knowledge.

Students are required to revise using the flashcards on carousel (matching the weekly questions), answer the questions and then mark their answers.

Staff check the marking and use data provided by the homework to inform teaching. It is therefore imperative that students complete this process as best they can.



# How are we supporting students?

## Carousel homework quizzes.

Sanctions are given for not completing the carousel homework but we also expect students to complete it properly – this means doing the revision element before and not using Google to find out the answers.

### What I found interesting



**What is the most important thing to consider when grouping quotations to support an argument?**

HIDE ANSWER

Used effectively, quotations can provide important pieces  
✗ of evidence and lend fresh voices and perspectives to your narrative.



CHANGE TO CORRECT



**What is a semantic field?**

HIDE ANSWER

- ✗ a lexical set of semantically related items, for example verbs of perception.
- ✗ a lexical set of semantically related items, for example verbs of perception.



CHANGE TO CORRECT



CHANGE TO CORRECT

The internet can reinforce or create misconceptions for students – definitions can be taken out of context and often the result of a search is AI generated.

All of the knowledge we need students to know is provided for them. If students are struggling with homework, they should refer to their books and knowledge organisers.



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# How can you support at home?

- Check students are completing their homework and revising using their knowledge organisers.
- Help students build healthy revision habits and support them in dedicating time to complete work and revision.
- Read some of the core literature texts to engage in discussions with your child – let them be teacher and explain the text to you!
- Ask students to show you which part of the knowledge organisers they have been revising from and quiz them on what they have learnt.
- Direct students to revision support shared by school rather than the internet – monitor use of internet and social media for revision. (Beware of TikTok!)
- Encourage students to contact teachers on Teams if they need support / direction.





# How can you support at home?

- Encourage and promote reading with your children.
- All GCSE papers (not just English) are written with a reading age of 16.
- When students are not at this reading age, it will add another level of challenge and a potential barrier to accessing their GCSE papers.
- As well as improving academic results, being a good reader prepares students for accessing difficult texts outside of school.
- Reading supports students widen their vocabulary, improve sleep patterns and helps mental wellbeing.



# How do we help Year 11 students become 'readers'?

- A reading book is part of the **school equipment** – students should have one with them every day. It should be of a suitable level and challenge for students.
- Private reading is incorporated into **form time** to build reading habits.
- Students have lots of **recommendations for books**
- Reading is part of their **homework** (average of 15 minutes a day)
- Students must fill in their **reading log** planner pages each week
- Parents must sign planners each week to show they have completed their reading homework



# How can you support your child's reading?

- **Talk to them** about what they are reading, both in and out of school
- Build reading **habits and routines** with them
  - Set aside reading time
  - Replace phones at bedtime with books – they will sleep better!
- Encourage **a range** of ways to read:
  - Graphic novels
  - Audiobooks
  - Autobiographies
- Go to our reading webpage for **book recommendations**  
<https://www.guiseleyschool.org.uk/reading>



# Maths



# Maths GCSE

- AQA exam board
- Tiered:
  - Foundation tier goes from Grade 1 to 5
  - Higher tier goes from Grade 4 to 9



# Tiers of Entry

Grade 5 on foundation = 79%

Grade 5 on Higher = 38%



# Year 11 Homework

- Change to Year 11 homework, we are not using Sparx
- Classes have a set of exam questions to complete each week
- Exam questions cover units of work that were completed in Year 10
- Starter questions in class cover the homework topics to support students to revise and access the work.
- To be handed in every Friday
- Homework club on Monday and Tuesday lunch with Mrs Moore in G139 for students struggling to do this at home.



# Maths Revision



## Guiseley School Revision Support

### Subject: Maths Foundation PPE Paper 1

Topic	Sparx Independent Learning Code	😊	😐	😞
Four operations	U453, U417, U127			
Negative number	U742, U548			
Order of operations	U976			
Estimation	U225			
Fractions Arithmetic	U736, U646			
Fraction of a number	U881			
Indices	U851			
Laws of Indices	U235			
Standard Form Conversion and Calculation	U230, U264, U290			
Inequality notation	U509			
Systematic listing	U104			
Recognise and Plot Linear graph	U741			
Intersection of lines	U669			
Interpret a Formula	U144			



Topic	Video (from <a href="https://www.corbettmaths.com">corbettmaths</a> )	Exam Questions and Model solutions (for more practice search the topic followed by Corbett maths for large numbers of questions)	Grade
Addition and subtraction	6, 304	<a href="#">1-addition-and-subtraction-ws.pdf</a> <a href="#">1-addition-and-subtractionans.pdf</a>	2
Multiplication and Division	200, 98	<a href="#">1-multiplication-and-division-ws.pdf</a> <a href="#">1-multiplication-and-divisionans.pdf</a>	2
Time	322	<a href="#">1-time-ws.pdf</a> <a href="#">1-timeans.pdf</a>	2
Metric Conversions	349a, 349b, 349c	<a href="#">1-metric-conversions-ws.pdf</a> <a href="#">1-metric-conversions-ans.xopp</a>	2
Place Value	222	<a href="#">1-place-value-ws.pdf</a> <a href="#">1-place-valueans.pdf</a>	2
Standard Form	300, 301, 302, 303	<a href="https://www.mathsgenie.co.uk/resources/5-standard-form-ws.pdf">https://www.mathsgenie.co.uk/resources/5-standard-form-ws.pdf</a> <a href="#">5-standard-formans.pdf</a>	5
Indices	172, 174	<a href="https://www.mathsgenie.co.uk/resources/4-indices-ws.pdf">https://www.mathsgenie.co.uk/resources/4-indices-ws.pdf</a> <a href="#">4-indicesans.pdf</a>	4





# What you can do to support:

After the PPE, students will get individual data sheets to support them to target

Questions	Question Title	Score			Sparx Code	Exam questions	Model solutions
1	Equation of a straight line	1	/	1	U315	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
2	Rules of Indices	1	/	3	U662	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
3	Simplifying surds	1	/	1	U633/U338	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
4	Squaring a mixed number	0	/	1	U224	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
5	Ordering numbers in standard form	2	/	2	U330/U534	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
6	Division with decimals	3	/	3	U868	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
7	Using angle facts inc parallel lines	4	/	4	U826/U329	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		2	/	2	U236	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		2	/	2	U110	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		2	/	2	U717	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		2	/	2	U571	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		4	/	4	U294	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		0	/	3	U921/U176	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		0	/	1	U699	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		0	/	1	U699	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		0	/	2	U296/U748	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		1	/	3	U617	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		3	/	3	U606	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		3	/	3	U369	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		2	/	2	U150	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		1	/	3	U228/U960	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		1	/	3	U338/U372	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		1	/	4	U627/U319	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		2	/	2	U397	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		0	/	1	U769	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>
		1	/	1	U989	<a href="#">Exam Qus</a>	<a href="#">Solutions</a>

Sparx Maths

170 XP Clare Moore

Compulsory

XP Boost

Target

Independent Learning

Hey Clare,

This is your personalised Compulsory homework. You need to answer every question correctly to complete it.

Introducing Sparx Maths

Completed ✓



**After School revision sessions in Maths and English will begin after the PPE results day.**



# Science

*James Dunn*



# 6 Science Exams

## Combined Science Trilogy

Biology 1 and 2

Chemistry 1 and 2

Physics 1 and 2

Each exam is 1hr 15mins

## Triple Science

Biology 1 and 2

Chemistry 1 and 2

Physics 1 and 2

Each exam is 1hr 45mins

**For PPEs in October:  
Just paper 1, so only 3 exams.**



What do I need to know?

How do I know I know?



https://guiseleyschool.sharepoint.com/sites/GS-Home

SharePoint Search in SharePoint J Dunn JD


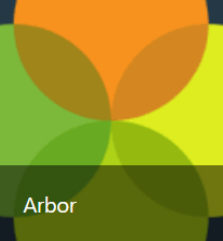








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Access Training Resources

Week 40

GS Guiseley School

### Useful Links

 School Website	 Arbor	 Email	 Google Search	 Print Dashboard
 Library Catalogue	 Year 11/13 Revision	 NGRT/CAT Tests	 MindMate	 Sparx Maths



Good afternoon, J Dunn

- OneDrive
- My Classes
- Subjects**
- My Assignments

Subjects



Subjects →



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## Subjects

- A Art
- DP Digital Photography
- CS Computer Science
- IT Information Technology
- B Business
- C Childcare
- PD Product Design

- RS Religious Studies
- S Science**
- P Psychology
- G Geography
- BB Business BT
- C Constructive
- DT Directed Time

## Student Resources

7 Year 07	8 Year 08	9 Year 09	10 Year 10
11 Year 11	12 Year 12		

Subjects → Science → Year 11 →



1. Course Overview



2. Y11 Knowledge Organisers



3. Past Paper Questions



4. Useful Websites and Revision

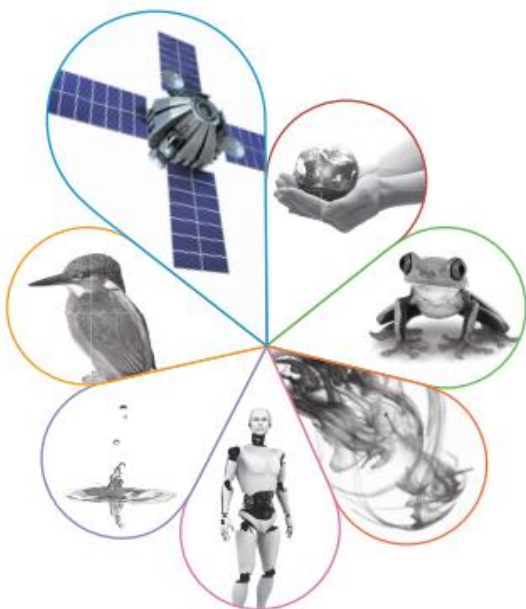


# GCSE PHYSICS

(8463)

**Specification**  
For teaching from September 2016 onwards  
For exams in 2018 onwards

Version 1.1 30 September 2019



## Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## Subject content

- 1. Energy
- 2. Electricity
- 3. Particle model of matter
- 4. Atomic structure
- 5. Forces
- 6. Waves
- 7. Magnetism and electromagnetism
- 8. Space physics (physics only)





## Threshold Concepts in Energy



Energy is always conserved



Work is done when energy is transferred

km

Measurement Prefixes



Efficiency

## Key Words

## Definitions

**Energy stores** Energy that can be stored for use later e.g. Kinetic, chemical, internal (thermal), gravitational potential, elastic potential, magnetic, electrostatic, nuclear

**System** An object or group of objects

**Useful Energy** The energy we want to get out of a device e.g. for a car it would be kinetic energy

**Dissipate** Waste e.g. heat energy is dissipated from a light bulb as we only want light energy to be usefully transferred.

**Lubricant** A method of enabling moving parts to move across each other without dissipating as much heat energy e.g. oil, WD40

**Streamlining** The design of a machine to create less air resistance.

**Radiation** Electromagnetic waves

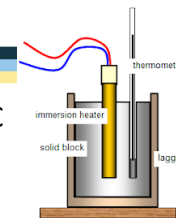
**Conduction** The method of heat transfer in a solid

**Insulator** A poor conductor

## The Law of Conservation of Energy




Energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed

Energy	Definition	Formula
Kinetic Energy	Energy stored by a moving object	$KE = \frac{1}{2} \times \text{mass} \times (\text{speed})^2$ $KE = \frac{1}{2} mv^2$
Elastic Potential Energy	Energy stored by a stretched or squashed elastic object.	$EPE = \frac{1}{2} \times \text{spring constant} \times \text{extension}^2$ $EPE = \frac{1}{2} ke^2$ [GIVEN IN EXAM]
Gravitational Potential Energy	Energy gained by an object raised above the ground.	$GPE = \text{mass} \times \text{gravitational field strength} \times \text{height}$ $GPE = mgh$
Work Done	Work is done whenever a force moves an object. Work done = energy changed	$WD = \text{Force} \times \text{distance moved (in the direction of the force)}$ $WD = Fs$
Power	The rate of changing energy (or doing work)	$\text{Power} = \frac{\text{Energy Changed}}{\text{time}}$ $\text{Power} = \frac{\text{work Done}}{\text{time}}$ $P = \frac{E}{t} = \frac{WD}{t}$
Efficiency	A measure of the useful energy transferred.	$\text{Efficiency} = \frac{\text{Useful Energy Transferred}}{\text{Total Energy Supplied}} \times 100$
Specific Heat Capacity	The energy needed to raise a 1kg of a substance by 1°C	$\text{Change in thermal energy} = \text{mass} \times \text{specific heat capacity} \times \text{temperature change}$ $E = mc\Delta\theta$ [GIVEN IN EXAM]





## Biology Paper 1

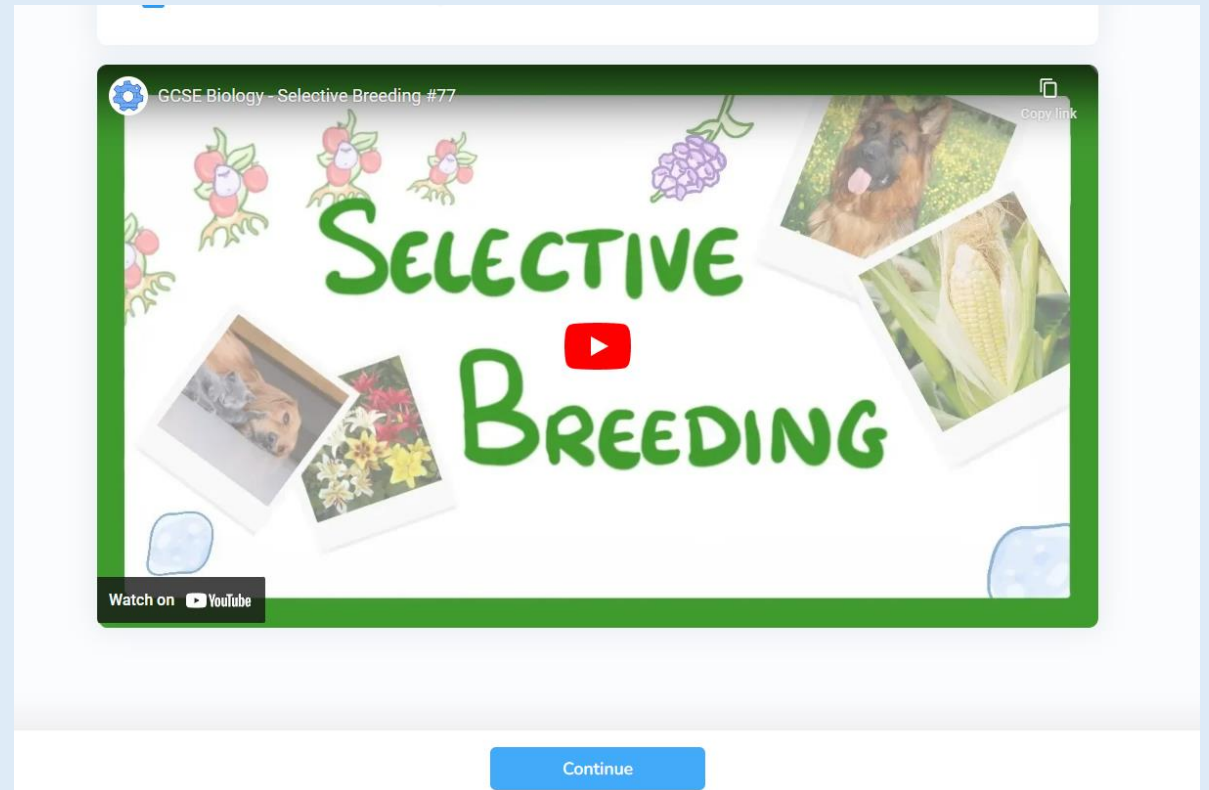
	Topic	Subject Area	Exercise book/notes			
PAPER 1	<b>B1 Cell Biology</b>	Cells				
		Microscopy RPA				
		Cell differentiation and specialisation				
		Chromosomes and Mitosis				
		Stem Cells				
		Diffusion				
		Osmosis				
		Active Transport				
		Exchange surfaces and exchanging substances				



# How do I learn it?



[www.cognitoedu.org](http://www.cognitoedu.org)



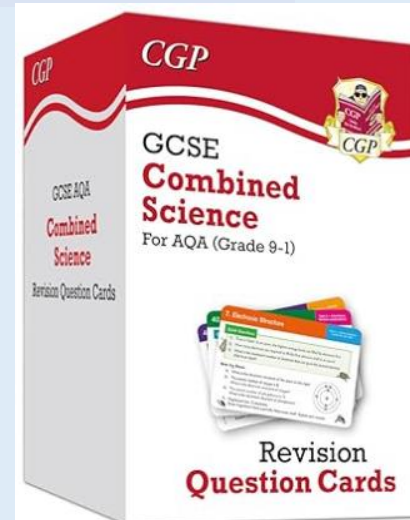
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# How do I learn it?

## Revision Guides and Cards

Trilogy (Combined)  
**Guide = £6.70**  
**Workbooks = £7.70**  
**Cards = £10.45**

Triple  
**3 Guides = £10.80**  
**3 Workbooks = £13.85**  
**Set of Cards = £17.55**



Arbor Payment

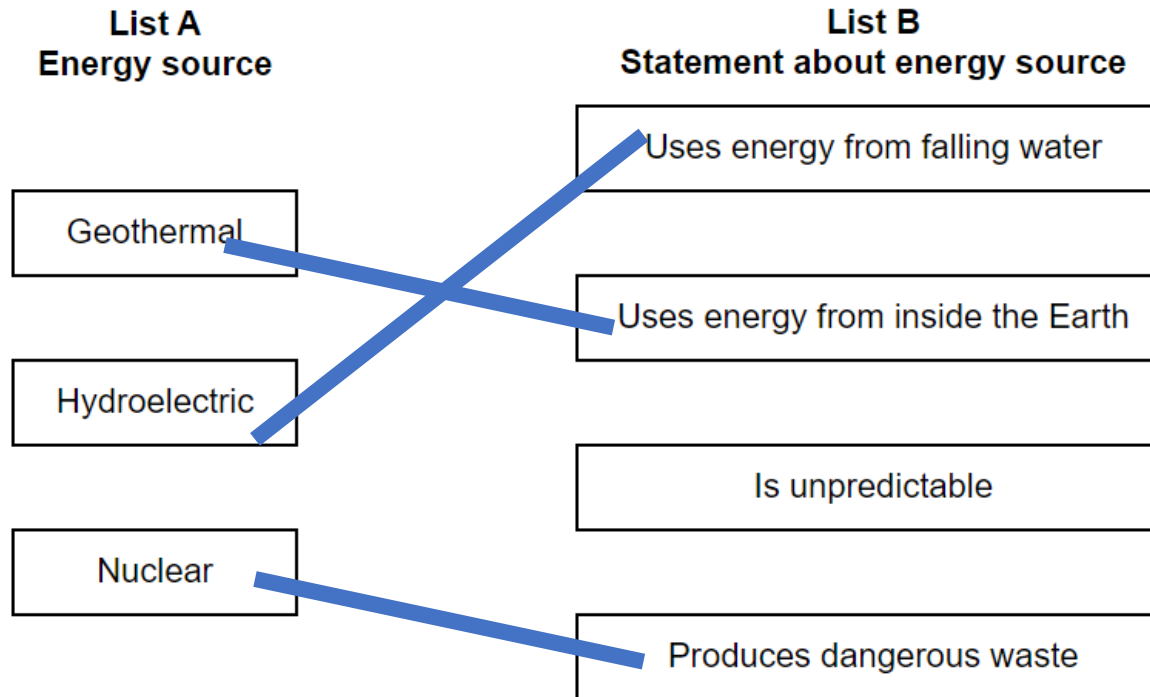
# Using the School VLE as a resource... → Past Paper Questions.

How do  
I know  
I know?

Three energy sources used to generate electricity are given in **List A**.

Statements about the energy sources used to generate electricity are given in **List B**.

Draw **one** line from each energy source in **List A** to the statement about the energy source in **List B**.



(Total 3 marks)

