

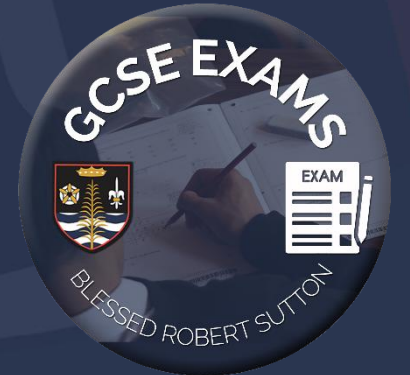


Blessed Robert Sutton
Catholic Voluntary Academy



St Ralph
Sherwin
Catholic Multi Academy Trust

Welcome to Y11 GCSE Success Evening



Wednesday 9th September 2026
28 school weeks until examinations begin..



'Academic excellence, spiritual development
and social awareness through Christ.'



WWW

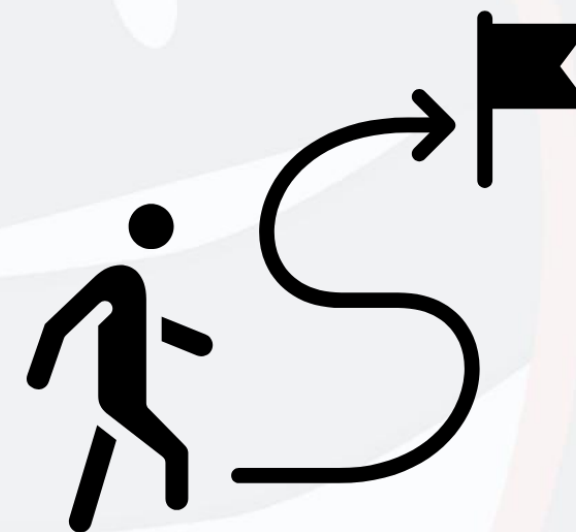
www.robertsutton.srscmat.co.uk



Welcome to Blessed Robert Sutton Catholic Voluntary Academy!

We are committed to helping **all** students realising their potential by:

- Providing an 'Excellent Education for All'
- Having the highest expectations of all students
- Providing dedicated pastoral care
- Developing the whole child
- Working in partnership with Parents and Carers





GCSE Grades explained:



- Grade 4 = 'standard pass'
- Grade 5 or above = 'strong pass'
- 'Standard pass' equivalent to old grade C
- Students will not have to re-sit English or Maths if they have a grade 4 or higher
- Most 6th form providers want a 5 or higher for pupils to enrol on A-Level courses





Working together...

Parental engagement in supporting learning in the home is the single most important changeable factor in student achievement.

Harris and Goodall, 2007





Aims of this evening:

- To share key messages about the exam process
- To support you in supporting your child as they prepare for examinations
- Find out more about revision for subjects
- To enable you to ask questions!





Weeks until the first set of Y11 mock exams: **6 weeks**

Week beginning 9th October

School weeks until the final mocks: **18 weeks.**

Week beginning 8th February



School weeks until the exams begin: **28 weeks.**

Exams begin on the 3rd May and end on the 25th
June 2027





Year 11 calendar to
be published and
shared with students
and parents.

What does the year look like?

September: Form time revision starts. Resit Y10 mocks. Mock revision launched. Mock preparation booklet shared with students and parents. Mentoring.

October – Sixth Form and College Open Evenings/Days. Mock examinations begin. Period 6 revision.

November– Mock feedback and target setting. Parents' Evening.

December–College/Sixth Form Application deadline. Rewards Trip.

January – Mock exam preparation in all Subjects.

February–Parents evening and Passport to Rewards. Final mocks.

March – Tutor Evening.

May–GCSE exams start.

June– Study leave starts (after last core exam).
Leaver's prom / leavers Mass.

August–Results.





Common Issues:

- Not starting revision early enough
- Not staying on top of NEA/Coursework deadlines and work
- Forgetting to revise key topics (not the ones you are most comfortable with)
- Reading notes again and again – does it sink in?
- Not gearing revision to specific exams
- Putting off revision – Lack of motivation
- Losing interest
- Unable to fit revision into schedule
- Feeling overwhelmed
- Revising what you are confident with already

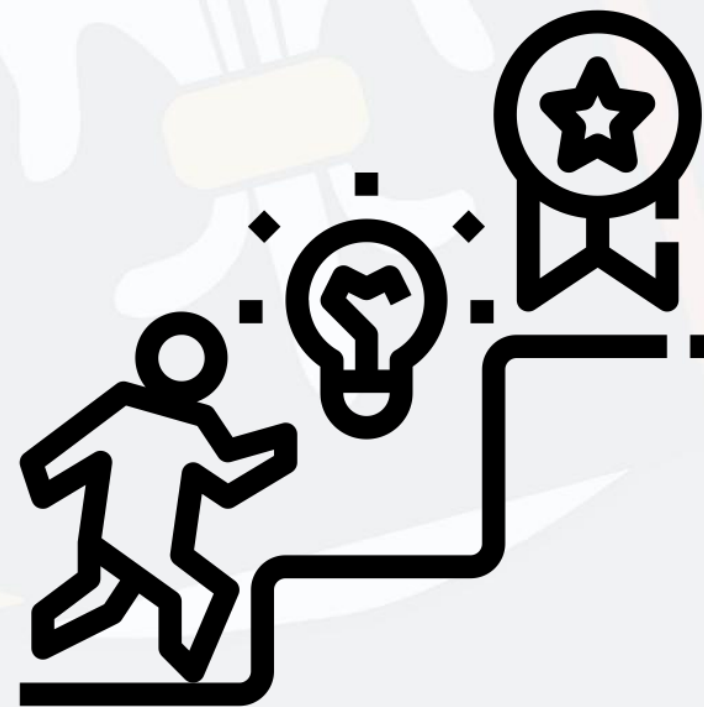
"I don't know how to revise."





What can students do to support themselves?

- 100% effort in lessons – punctual and prepared
- Ask for help as and when they need it
- Attendance
- Get organised and have equipment
- Meet internal deadlines (e.g. interim NEA/PEP deadlines)
- Home Learning completion
- Create a revision plan – little and often, start early. (30-60 mins a day is recommended in Sept of Y11, increasing as the year progresses.





Support at home

- Create a quiet space away from distractions = mobile phones are weapons of mass distraction!
- Make sure they have the resources they need - revision guides, Post-It notes, highlighters etc and somewhere to store their resources in an organised way.
- Make sure they are getting enough sleep.
- Make sure they take breaks.
- Help them to create a balance between work and life.
- Interest not pressure.
- Focus on students learning and not their results.
- Encourage your child to be on time – 5 mins late, twice a week is 3.8 hours lost until the exams begin.
- Energy - on the day of exams, try and ensure that they have had breakfast/lunch before their exam. They need to fuel their bodies and minds! Have a clear water bottle to stay fully hydrated and to maximise brain power.





What are we doing to support?

- Careers Appointments/CV writing workshops
- College and Sixth Form Assemblies/Drop ins
- Personal statement writing support
- Parents' Evening to help set targets
- Mock experiences for exams and results
- Revision checklists and PLCs for each subject
- Morning Form Time intervention sessions with key staff
- Training on how to revise / modelled in all lessons
- Targeted Form Time Intervention with subject staff
- Practice papers and revision materials for all subjects
- Revision presentations during assemblies
- Homework club
- Targeted intervention sessions for identified concerns
- Period 6, lunchtime boosts etc
- Wellbeing sessions to help students balance school and life
- Anxiety workshops for identified students



**Dr Frost
LEARNING**



MathsWatch

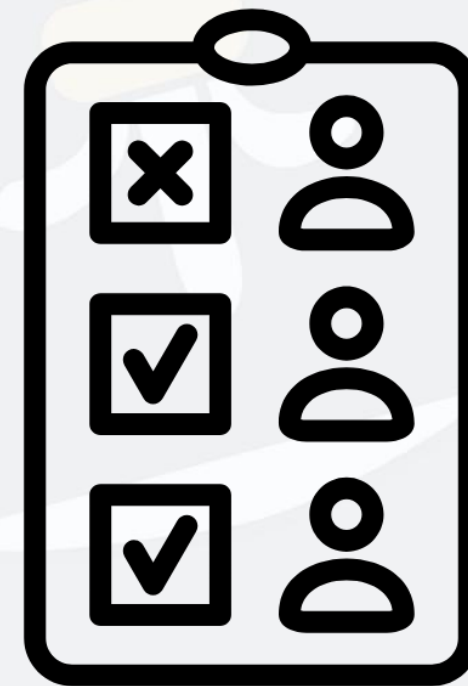




What are we doing to support?

Every lesson counts.

- 90% attendance equals 4 weeks missed in a year.
- Evidence clearly shows students whose attendance is poor do not perform well in their GCSE examinations.
- 17 days missed, equals a drop of **one grade in every subject**, according to DfE research.
- If attendance is 95% or higher there is a 75% chance of achieving 5+ 9-5 grades.
- If attendance is 88% or lower, there is only a 26% chance of achieving 5+ 9-5 grades.





What are we doing to support?



Form Time Revision Programme

Wave 1 Sept Recap of Y10 mocks and how to revise

Wave 2 Sept - Nov : targeted revision in English, Maths, Science, RE, history and Independent study.

Wave 3 Feb Launch of Rewards Passport and Revision Countdown to the Exams. Continued targeted revision and independent study.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Celebration of the Word / Assembly	Intervention/ Revision	Personal Development	Intervention/ Revision	Intervention/ Revision & Feel Good Friday





Attendance	A8	P8
97% - 100%	52.89	0.21
95% - 96.9%	42.05	0.13
93% - 94.9%	41.68	0.08
90% - 92.9%	34.88	-0.11
0% - 89.9%	30.18	-0.62

Targets are
aspirational

Attainment 8 – calculated by adding together
the highest scores from 8 government
approved GCSEs

Progress 8 – the valued added from primary
school, based on SATs





Student Timetable

Individual Candidate Timetable

Season : May/June Exams 2015

Name : [REDACTED]

Candidate Number : 0162

UCI : 253100140162G

Centre Number : 25310

Year : 11

Reg Group : 11LS

ULN : 3272164528

Date	Start Time	Board	Level	Element Code	Element Title	Component Code	Component Title	Duration	Room	Seat
Tue 12 May	12:40PM	AQA	GCSE/B	BL2HP	Biology Unit 2 Tier H	BL2HP	Biology Unit 2 Tier H	1h 00m	Spots Hall	D12
Tue 12 May	1:45PM	AQA	GCSE/B	BL3HP	Biology Unit 3 Tier H	BL3HP	Biology Unit 3 Tier H	1h 00m	Spots Hall	D12
Fri 05 Jun	1:45PM	AQA	GCSE/B	BL1HP	Biology Unit 1 Tier H	BL1HP	Biology Unit 1 Tier H	1h 00m	Spots Hall	D12

Before February half term –Students receive entries, with dates and tiers. This needs to be checked for accuracy re: subjects and tiers.

- After Easter – Students receive individual timetables with date, time, exam duration, rooms and seating.
- Examinations are in two sessions AM and PM. Morning session will generally start at 9.00am and afternoon session at 1.30pm.





Exam Regulations and Expectations

- School uniform must be worn for **all** examinations
- No bags or coats are allowed in the exam hall

Mobile Phones/Watches/ No web enabled source of information

- You **MUST NOT** have any of the above on your person in the examination room, whether switched on or not
- Anything with writing on it, including water bottles. Water bottles must be see-through and labels removed.

How you can help: Please reiterate the need for all rules to be followed and the serious consequences if they aren't.



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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Warning to Candidates

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

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

©JCQ 2021 – Effective from 1 September 2021




AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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NO MOBILE PHONES SMARTWATCHES MP3/4 PLAYERS NO POTENTIAL TECHNOLOGICAL/WEB ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.





Exam Regulations and Expectations

- All students need to bring their own equipment IN A CLEAR pencil case/bag
- Black Pen (more than one)
- HB Pencil (more than one)
- Ruler
- Eraser
- Scientific calculator
- For some subjects, extra equipment may be required which departments will ensure students know



How you can help: ensure they have plenty of the correct equipment prior to the exams. Encourage them to pack their bag the night before and know what they need for the following day



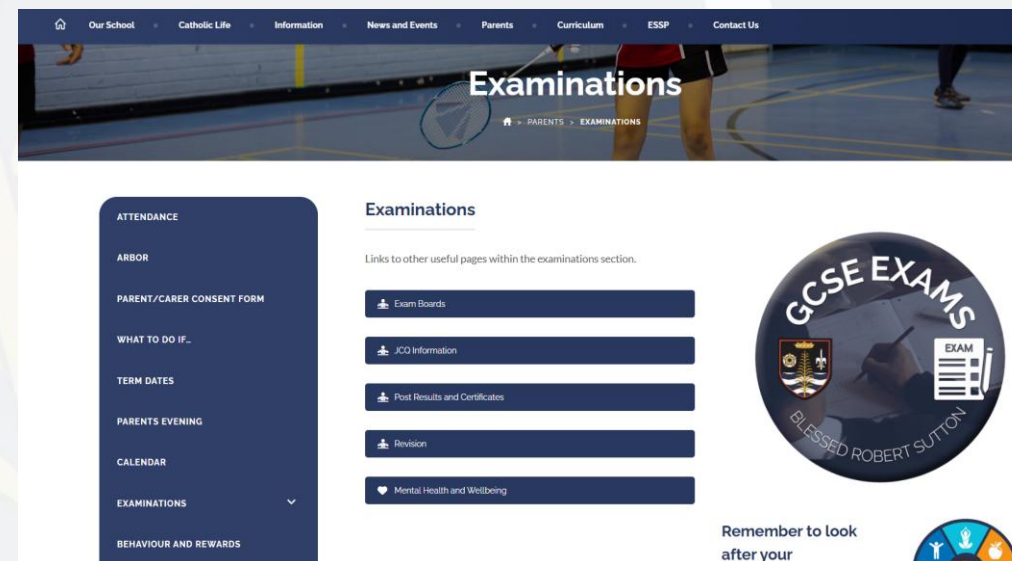


Useful Information

You will find helpful information on our website:

<https://www.robertsutton.srscmat.co.uk/parents/examinations/>

- Exam Board Details
- Exam policies
- Timetables
- Wellbeing ideas

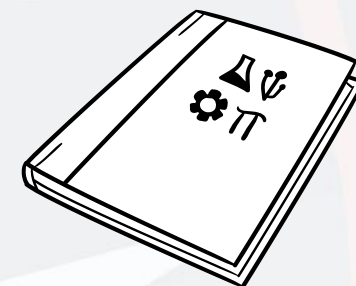




Useful Information

You will also see a section 'REVISION'. This contains:

- Lots of helpful tips for every subject
- Videos on how to help you revise
- Copies of the booklet you will be receiving in your packs tonight





The Exam Period

It is tiring both mentally and physically.
Some students have over 25 exams
Leading up the exams requires students to
'train for the event'

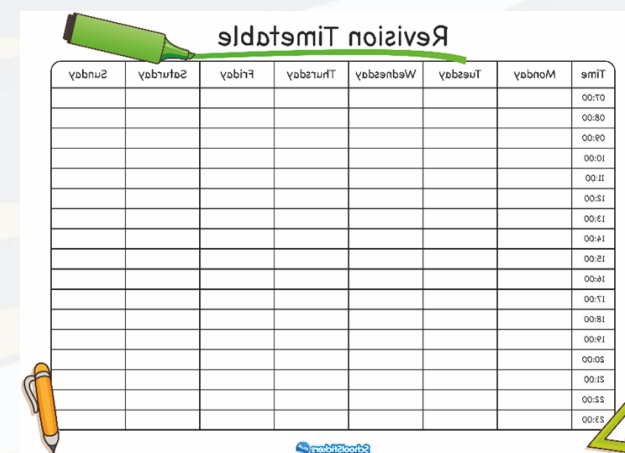
1. Sleep
2. Diet
3. Exercise/physical activity
4. Distraction free focus
5. Self Care and accessing support





Revision Timetables

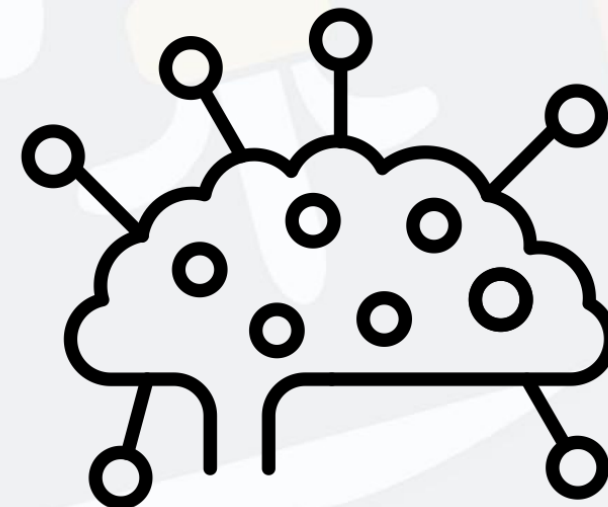
- Planning your time carefully is key to successful revision
- Create a revision timetable and include non-revision activities
- Ensure you plan sensible time periods of revision and rest gaps
- Plan revision carefully, e.g. what specific topic will you revise and when
- Lots of templates are available online
e.g. Revision: timetables and planning - BBC Bitesize





Active Revision Strategies

- Reading and re-reading is not an effective strategy
- Self testing is key to ensuring memorisation
- Flash cards, past paper questions, online quizzes
- If making notes, summarise don't copy
- Videos –lots available, use them correctly! (note taking, pausing, re-watching)
- Evidence informed strategies –retrieval practise, spaced learning, dual coding





Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

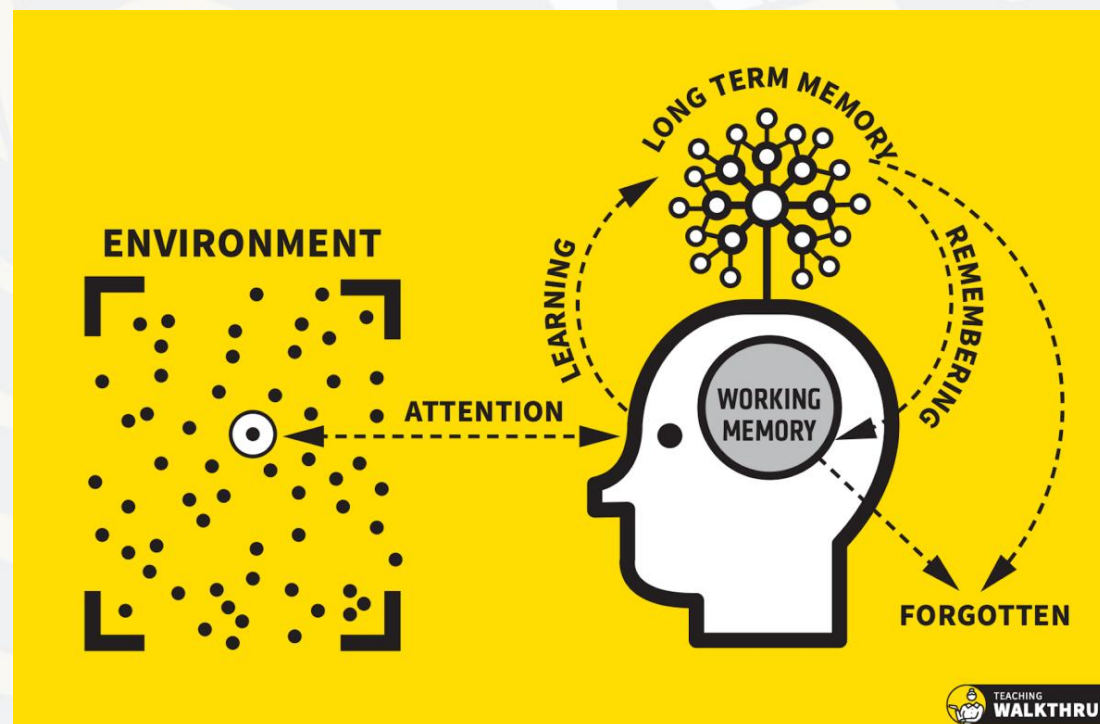
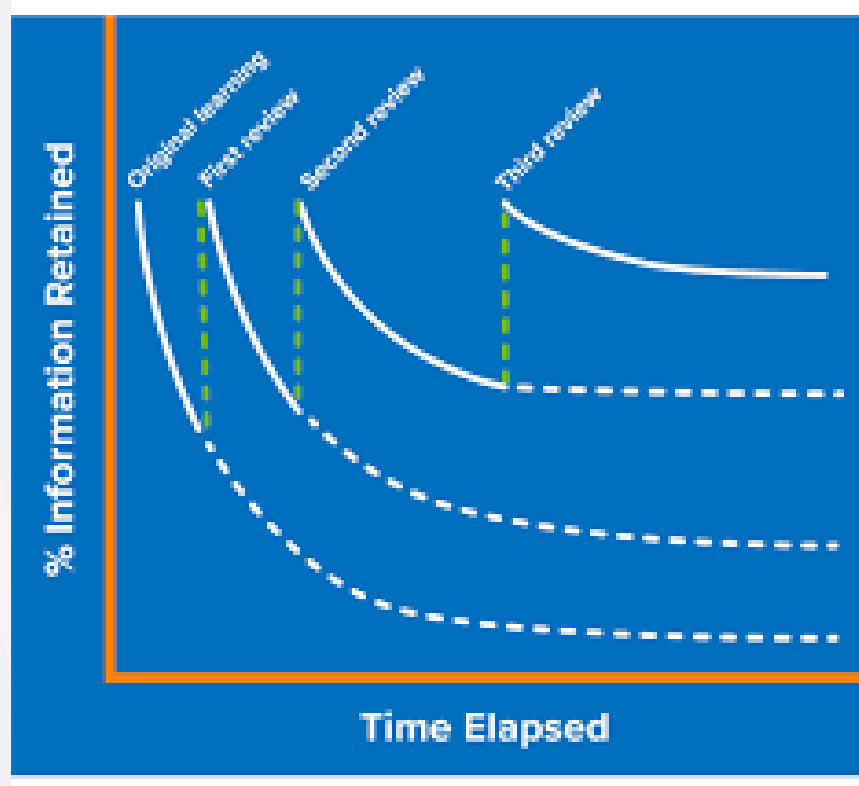
Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

Not all revision
is as effective
as it could be





The Forgetting Curve and Learning Model



Now – Autumn Term	Spring Term	In the run up to the final exams
- Have an open dialogue about application in lessons - Encourage them to prepare revision materials in advance - Review progress report with pupil - Maintain excellent contact with staff at BRS - Check completion of homework – planner/Arbor - Look in pupil's books and folders – look at feedback from teachers and encourage your child to act on all teacher comments - Ensure excellent attendance to all lessons	- Attend Parents' evening - Encourage them to prepare revision materials in advance - Support them in revising for mock exams - Consider attending the 'preparing for final exams' parent evening - Support completion of mock exams - Review progress report - Maintain excellent contact with staff at BRS	- Plan a pupil revision timetable - Consider rewards/incentives for Year 11 exams - Help your child to revise by testing them - Maintain excellent contact with staff at BRS



Key Year 11 staff

Head of Year

Deputy Headteacher (linked to Year 11)

Assistant Headteacher of Progress

Tutor team

11 St Peter: Miss Rowan

11 St Paul: Mr Gee

11 St Joseph: Mrs Suddes

11 St Modwen: Miss Nelson

SENCO: Mrs Langston

Deputy SENCO: Miss Miller

Attendance Officer: Mrs Rowe

DSL: Mr Hopkins

Mr Davies: rdavies@brs.srscmat.co.uk

Ms Goodwin: mgoodwin@brs.srscmat.co.uk

Mr Davies-Tagg: edaviestagg@brs.srscmat.co.uk

krowan@brs.srscmat.co.uk

wgee@brs.srscmat.co.uk

isuddes@brs.srscmat.co.uk

rnelson@brs.srscmat.co.uk

jangston@brs.srscmat.co.uk

smiller@brs.srscmat.co.uk

srowe@brs.srscmat.co.uk

shopkins@brs.srscmat.co.uk



Head of maths: Miss Schofield: rschofield@brs.srscmat.co.uk

Head of English: Miss Cresswell: acresswell@brs.srscmat.co.uk





Supporting students with SEN

- ▶ Preparation for exams - targeted revision support in the SEN Hub
- ▶ Modelling techniques
- ▶ Access arrangements
- ▶ Preparation for access arrangements
- ▶ Mentoring





Miss Cresswell – Head of English

A.Cresswell@brs.srscmat.co.uk



GCSE English Literature & GCSE English Language



www.aqa.org.uk

GCSE English Language
and GCSE English
Literature



English Literature

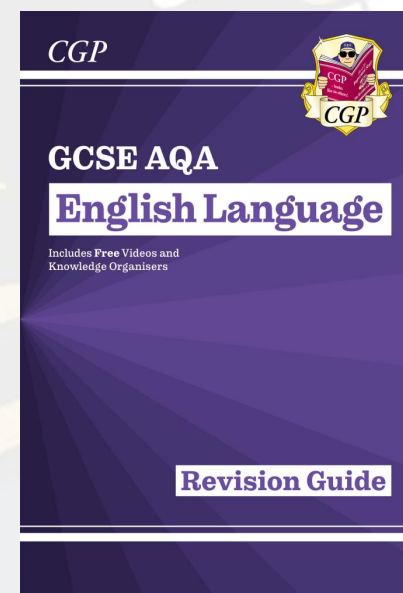
Paper 1 – Macbeth
and A Christmas
Carol (1hr 45 mins)

Paper 2 – Animal
Farm/ Blood
Brothers, Conflict
Poetry & Unseen
Poetry (2hrs 15
mins)

English Language

Paper 1 – Fiction
Reading and
Writing (1hr 45
mins)

Paper 2 – Non-
Fiction Reading
and Writing (1hr
45 mins)





“Why do I need to revise? It’s just going over what I already know”

If you watch a film, you say “I’ve seen that film” and you think you know it.

Now imagine its 6 months later (or even 18 months later!) and you have to sit an exam and answer questions on that film... how well would you do?

You might remember a few key bits, but will you do a great job? Highly unlikely!

Now, if you have watched that film two or three (or more...) times between that first viewing and the exam, how much better will you do?

The quick answer: a lot better.

This is why you need to revise!





THE MOST IMPORTANT THING TO DO...

Create a revision timetable

November						
			Thursday 1 st	Friday 2 nd	Saturday 3 rd	Sunday 4 th
Monday 5 th	Tuesday 6 th	Wednesday 7 th	Thursday 8 th PM – Animal Farm – Napoleon	Friday 9 th	Saturday 10 th	Sunday 11 th AM Macbeth – Banquo PM – Biology
Monday 12 th	Tuesday 13 th	Wednesday 14 th	Thursday 15 th PM – Animal Farm – Snowball	Friday 16 th	Saturday 17 th AM – History PM – football	Sunday 18 th AM Macbeth – The witches and superstition PM – Biology
Monday 19 th HALF TERM	Tuesday 20 th HALF TERM	Wednesday 21 st HALF TERM AM – Jekyll and Hyde – Utterson PM – Poetry – Dzyndias	Thursday 22 nd HALF TERM See Nan (all day)	Friday 23 rd HALF TERM AM – Animal Farm – Corruption	Saturday 24 th HALF TERM AM – History PM – French	Sunday 25 th HALF TERM AM Macbeth – Banquo PM – Biology

Things you need to revise for English Literature

To help you organise your revision, use these lists of key characters and themes for each text to give each of your revision sessions a focus. Tick each one when you have put it on your calendar so that you can feel confident that you will be covering it during your revision.
These are not exhaustive, but they are a good starting point.
Remember you can use your school books, online revision websites and YouTube as sources of information.

Literature Paper 1

'Macbeth' □ Lady Macbeth □ Banquo □ King Duncan □ Macduff □ The witches □ Bravery □ Loyalty and betrayal □ Influence of superstition □ Good vs. bad □ Guilt □ The supernatural (including supernatural events in the play) □ Responsibility □ The tragic hero and heroism in general □ Corruption □ Ambition □ Leadership (including context and the difference between kingship and tyranny) □ Order and disorder (including context and the weather)	'Romeo and Juliet' □ Love □ Hate □ Revenge □ The Family Feud □ Romeo □ Juliet □ Tybalt □ Mercutio □ Friar Lawrence □ The Nurse □ Benvolio □ The parents □ Time □ Fate and destiny □ Violence □ Context of women □ Context of marriage and relationships □ Comedy in the play □ Tragedy in the play
--	--

Literature Paper 2

'Animal Farm' □ Napoleon □ Snowball □ Squealer and propaganda □ Boxer □ Mollie □ Jones, Pilkington and Frederick □ Context about the Russian revolution □ The Battle of the Windmill □ Animalism and communism (including the 7 commandments) □ Tyranny and dictatorship and corruption □ Leadership □ Abuse of intelligence □ The importance of language □ Equality and inequality □ Violence □ Lies and deceit	'Bleak Brownie' □ Mickey □ Eddie □ Mrs Johnstone □ Mrs Lyons □ Sammy □ Mr Lyons and Mr Johnstone □ The Narrator □ Nature vs Nurture and tabula rasa □ Context of education in 1960-1970 □ Context of social class – working middle class □ Fate and destiny □ Guns □ Superstition □ Context of unemployment in Thatcher □ Childhood and growing up □ Inequality
---	--

Poetry Anthology

- Ozymandias and My last Duchess
- London and Storm on the Island
- The Prelude and The Emigree
- The Charge of the Light Brigade and Bayonet Charge
- Exposure and Remains
- Poppies and Kamikaze
- War Photographer and Tissue
- Checking out me history
- Poems about power
- Poems about identity
- Poems about change
- Poems about nature
- Poems about pride and glory
- Poems about emotional conflict
- Poems that reflect on the past
- Poems that have a clear voice
- Poems about emotional pain
- Poems about the experience

- Organise what you need to do – it makes it manageable
- Reduces the stress of 'where do I begin?'
- Removes the overwhelming fear of missing something
- Keeps you focused and effective
- Be specific.

Use the key
information lists in the
Revision Handbook to
help plan revision



Know your texts inside out

1. Re-read the texts (novel, play, poetry) at least once.
2. Create summary notes for each chapter/scene.
3. Learn plot, character development, themes, key quotations.
4. Knowledge is marks. English Literature is 90% about knowing your texts.

Tip: Use visual aids like mind maps, timelines, quotation banks organised by theme/character. Become an expert on that text!

Example: Macbeth- Timeline



Act 1

- Three witches
- Macbeth
- Thane of Cawdor
- Macbeth Banquo
- Duncan
- Lady Macbeth



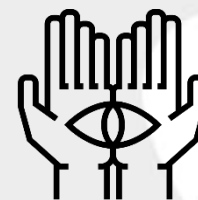
Act 2

- Macbeth
- Lady Macbeth
- Malcolm/Donalbain



Act 3

- Banquo
- Macbeth
- Banquo
- Fleance
- Banquo's ghost
- Macduff



Act 4

- Macbeth
- Three prophecies
- Macduff
- Malcolm



Act 5

- Lady Macbeth
- Macbeth
- Macduff
- Malcolm



Dual-coded quotations/ concept maps





GCSE English Literature

Memorise key quotations

- Choose short, versatile quotations that can be used across multiple themes.
- Use flashcards (physical or digital like Anki/Quizlet).
- Practise fill-in-the-blank quotation quizzes or games.





GCSE English Literature



Theme-based revision:

- Create theme tables and charts (e.g., "Love", "Power", "Violence", "Conflict").

For each theme, list:

- Relevant quotations
- Characters involved
- Contextual relevance
- How it's presented by the author

Macbeth KEY THEMES TRACKER						
THEMES (possible exam questions)	ACT 1	ACT 2	ACT 3	ACT 4	ACT 5	
AMBITION 	1.3 Macbeth is presented with the predictions and tempted they will come true. 1.4 Macbeth is to be the next king, Banquo suggests he may share it with Duncan to fulfil his ambition. 1.5 Lady Macbeth is persuaded to become a partner in the deed. 1.7 Lady Macbeth urges Macbeth to murder.					
SUPERNATURAL 						
APPEARANCE vs REALITY 						
LOYALTY 						
GUILT 						
POWER OF WOMEN 						
MANLINESS and BRAVERY 						

Theme	Character	Mickey	Edward	Mrs Johnstone	Mrs Lyons	Linda	The Narrator
Childhood and growing up							
		Mickey grows up surrounded by bad influences.	Edward spends his childhood wanting to be just like Mickey.	Mrs Johnstone had a difficult start to life due to the number of children she had.	Mrs Lyons doesn't want Edward to be raised around lower class children.	Linda doesn't really have a proper childhood as she becomes a mother at a young age.	The narrator feels that the children are going to die or suffer as they grow.
Social class							
		Mickey wishes he would have suffered Edward's life than what he had. Page 106.	Edward isn't allowed to understand the struggles of the poor and thinks he can throw money at everything. Page 12.	Mrs Johnstone is threatened to lose her children from her. Said by Mrs Lyons. Page 12.	Mrs Lyons manipulates and takes advantage of Mrs Johnstone's lack of education and class. Page 23.	Linda goes to Edward for help with getting her and Mickey a house, and then a job. Said by Mickey. Page 120.	The narrator questions whether it was how they were brought up that caused their death or superstition. Page 107.
Superstition and fate							
		The brothers meet and find out they were born on the same day and become Blood Brothers.	Edward believes in a superstition he has learnt from Mickey about magpies.	Mrs Johnstone first reveals she is superstitious.	Mrs Lyons creates a superstition to persuade Mrs Johnstone to give away a baby.	We learn that Linda will be affected in later life because she knows the facts.	The narrator suggests that Mrs Johnstone will always remember about the child she gave away.
Education							
		Mickey's school is described in a negative manner. (Stage directions)	Edward is expected to go to a good university because of his class.	Duncan's push her children to have a good education and blames the school for Sammy's behaviour there.	Mrs Lyons wants Edward to avoid people like Mickey as his education is not affected.	Linda doesn't care about her education and insults her teacher.	
Nature vs Nurture (The argument about whether you are most impacted by how you are raised or who your parents were.)							
		Mickey does not know what he has without school equipment in.	Mickey wants to tell Linda he loves her but can't because of his class.	Mrs Johnstone wants Edward to have a better life than what she can provide.	Mrs Lyons feels that she was never able to make Edward born properly.	Linda feels a house for her and Mickey and a job for her. Showing Linda's influence.	The narrator questions whether it was how they were brought up that caused their death or superstition. Page 107.





GCSE English Literature

Practise essay writing

- Use past paper questions: [AQA English Literature Question Papers](#)
- Plan essay responses first, then write **under timed conditions.**

Focus on the parts that the examiners are testing you on:

(AO1) Understanding of the text: literal, metaphoric and symbolic meaning.

(AO1) Support ideas with rich, varied quotations.

(AO2) Analysing writer's language and methods (pick apart key quotations and zoom in on meaning)

(AO2) Use of accurate subject terminology (the bit that makes you sound like an expert in English!)

(AO3) Connecting everything back to the 'why': what did the writer want to achieve and communicate? What influenced the writer's views and perspectives?

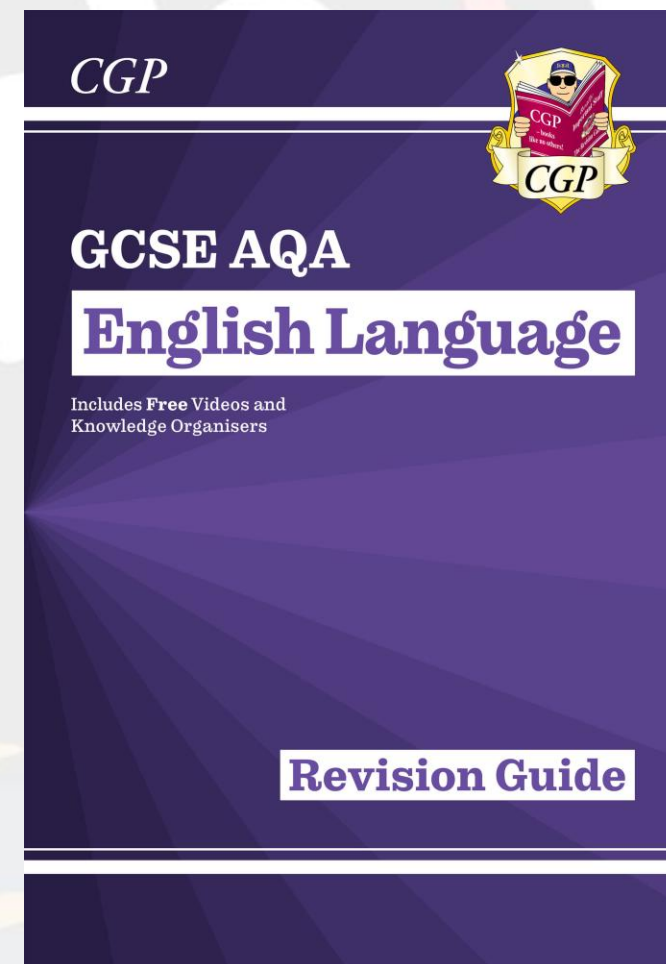


GCSE English Language

Practice-based revision

- Read non-fiction and fiction extracts.
- Practise reading comprehension and answering questions like:
- Language analysis (e.g., metaphor, simile, word choice)
- Structure (e.g., how the text develops)
- Evaluation (opinions with evidence)
- Comparison (between two texts)

Tip: Use past papers or find newspaper/magazine articles to practise analysis: [AQA English Language Question Papers](https://www.aqa.org.uk/qualifications/gcse/english-language/question-papers)





GCSE English Language

Writing Practice

Creative writing (narrative/descriptive):

- Learn to plan structure, vary sentence types, and include literary techniques.

Transactional writing (letter, article, speech, etc.):

- Practise tone, audience awareness, structure.

Tip: Use past prompts, write for 40-45 mins, then self-mark or peer-mark using mark schemes: [AQA English Language Mark Schemes](https://www.aqa.org.uk/qualifications/gcse/english-language/mark-schemes).





What did the Chief Examiner say?

Language	Literature
• Poor handwriting remains a challenge. • Range of ambitious punctuation is needed. Control of the basics is essential, but control of semi-colons, colons and dashes are desirable for the higher levels. • Students who planned their responses, specifically an opening and ending had a tighter direction in their creative writing. • Paragraphs are not being used for effect.	• Answer the precise question that is asked. Don't be tempted to answer the question you wish you had been asked! • Be very careful about what you use from social media and the internet for your revision. Trust your teachers and what they have taught you throughout the course. • Secure grasp of plot and timeline of events is essential (what and when) • Personal genuine reactions produce better responses. • Timings need to be practised to ensure you are consistent across all questions.





What can caregivers to do support English?

1. Create a language-rich environment at home.
2. Encourage daily conversations about their English lessons: if they can confidently narrate a text and discuss with enthusiasm, they know it.
3. Support writing at home.
4. Stay connected with your child's English teacher.
5. Use Seneca for learning.
6. Purchase revision guides.





Useful websites...

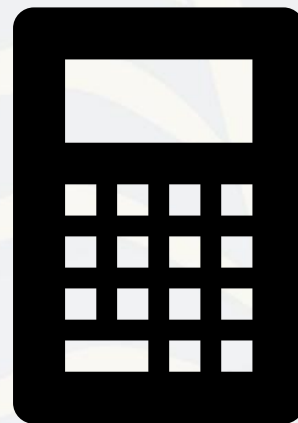
- BBC Bitesize: [GCSE - England - BBC Bitesize](#)
- Seneca Learning (interactive revision): [Free Homework & Revision for A Level, GCSE, KS3 & KS2](#)
- Mr Bruff on YouTube (especially for Language): [Mr Bruff - YouTube](#)





Miss Schofield – Head of Maths

R.Schofield@brs.srscmat.co.uk





GCSE Mathematics

How you can help your child in Maths...

Encourage your son/daughter to:

- Buy a revision guide
- Practise key topics little and often
- Learn key formulae and test them regularly
- Make revision cards





Dr Frost Maths

:: Menu
dfm

Learn Donate Login

Empowering learners and teachers in mathematics.

dfm
K53/4 → Shape, Space & Measures → Area & Perimeter
K116: Find the perimeter of a composite rectilinear shape.
Watch a worked example

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Exit

Find the perimeter of the shape below.

Perimeter = 60 cm

✓ Correct

The answer is Perimeter = 60 cm
The perimeter is the total length around the outside of the shape.

Perimeter = 12 + 6 + 9 + 12 + 3 + 18 = 60 cm

Supporting learners all the way.

1. Catering for learners of all ages with 1000 question generators, known as Key Skills, and 40000+ exam questions for broader practice.
2. Supported with full workings and worked-example videos.
3. Sequential and scaffolded learning via courses crafted in-house, by exam boards and by schools.

Login
Sign Up





Dr Frost Maths

Menu

dfm



Demo 11M/Ma2 Student

3



Demo 11M/Ma2 Student
Blessed Robert Sutton Catholic Voluntary
Academy

Trophies
0/37

Points This Year
0

Mastery
 0 0 0

What to work on next?

[Start a Practice](#)

[Review Progress](#)

YOUR COURSES

[GCSE Higher](#)

[+Add Course](#)

Notifications

You have been set a task by your teacher Miss R Schofield. Click to start it.

LAST WEEK

Mock Revision 1

You have been set a task by your teacher Miss R Schofield. Click to start it.

LAST WEEK

Solving Quadratics

You have been set a task by your teacher Miss R Schofield. Click to start it.

LAST WEEK

Solving Quadratics

My Homework

Mock Revision 1
Set by Miss R Schofield, Due 4 days ago

Solving Quadratics
Set by Miss R Schofield, Due Last week

Solving Quadratics
Set by Miss R Schofield, Due Last week

[Review All](#)

Resources

[Questions & Past Papers](#)

[Downloadables](#)

[Virtual Whiteboard](#)

[DFM Live!](#)





Courses → Publishers → OCR

GCSE Higher

OCR 1 Number Operations and Integers

- 1.01 Calculations with integers
- 1.02 Whole number theory
- 1.03 Combining arithmetic operations
- 1.04 Inverse operations

OCR 2 Fractions, Decimals and Percentages

- 2.01 Fractions
- 2.02 Decimal fractions
- 2.03 Percentages
- 2.04 Ordering fractions, decimals and percentages

OCR 3 Indices and Surds

- 3.01 Powers and roots
- 3.02 Standard form
- 3.03 Exact calculations



OCR 4 Approximation and Estimation

- 4.01 Approximation and estimation

OCR 5 Ratio, Proportion and Rates Of Change

- 5.01 Calculations with ratio
- 5.02 Direct and inverse proportion
- 5.03 Discrete growth and decay

OCR 6 Algebra

- 6.01 Algebraic expressions
- 6.02 Algebraic formulae
- 6.03 Algebraic equations
- 6.04 Algebraic inequalities
- 6.05 Language of functions
- 6.06 Sequences





Dr Frost Maths



OCR → GCSE Higher → OCR 2 Fractions, Decimals and Percentages →

2.01 Fractions

2.01 Fractions

10 skills

2.02 Decimal fractions

5 skills

2.03 Percentages

8 skills

2.04 Ordering fractions, decimals and percentages

2 skills



29 Understand equivalent fractions.

Mastery: 0/100

Practise

OR NARROW DOWN

VIDEO

DIFFICULTY

RECENT
ACCURACY

☐ E29: Exam Practice: Understand equivalent fractions.

[Example](#)



1-4

☐ K29a: Write a proportion as a fraction in its simplest form.

[Example](#)



1

☐ K29b: Find equivalent fractions.

[Example](#)



1

☐ K29c: Write a fraction in its simplest form.

[Example](#)



2

☐ K29d: Compare two fractions.

[Example](#)



2





Dr Frost Maths

29 Understand equivalent fractions.

Mastery: 0/100



K29a: Write a proportion as a fraction in its simplest form.

10 pupils passed a test, in a group of 24 pupils.

Write this proportion as a fraction in its simplest form.

Submit Answer

30 Divide fractions by integers.

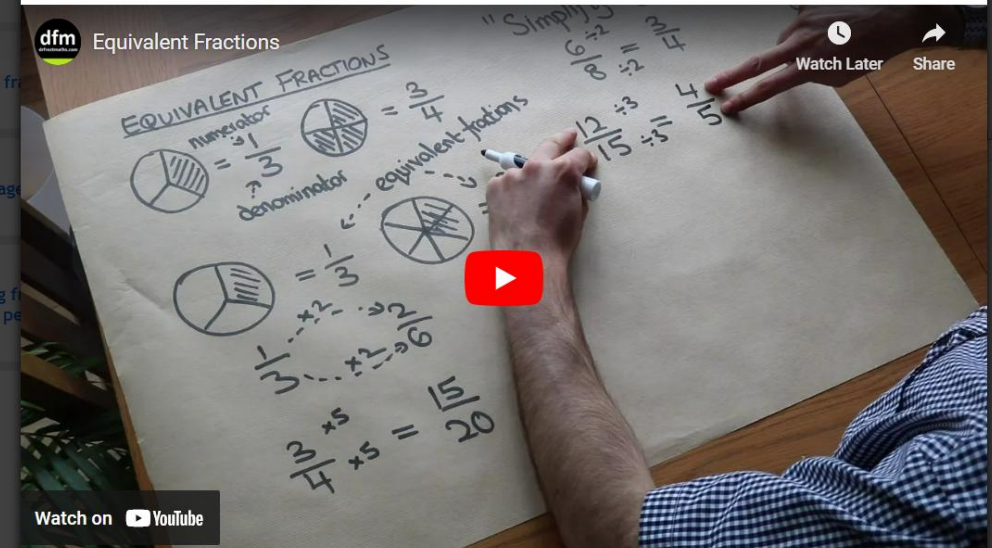
OCR → GCSE Higher → OCR 2 Fractions, Decimals and Percentages →

2.01 Fractions

E29: Exam Practice: Understand equivalent fractions.



Equivalent Fractions



Watch on YouTube





Dr Frost Maths

What to work on next?

[Start a Practice](#)

228 Solve 2D problems using Pythagoras' Theorem.

73 Find the area of a triangle.

[Review Progress](#)

YOUR COURSES

[GCSE Higher](#)

[+Add Course](#)

My Homework

✗ **Mock Revision- 2**
Set by Miss R Schofield, Due 2 days from now

✓ **Mock Revision 1** **75%**
Set by Miss R Schofield, Due 4 days ago

✓ **Solving Quadratics** **60%**
Set by Miss R Schofield, Due Last week

Resources

 [Questions & Past Papers](#)

 [Downloadables](#)

 [Virtual Whiteboard](#)

 [DFM Live!](#)

Notifications

✎ You have been set a task by your teacher Miss R Schofield. Click to start it.

4 DAYS AGO

[Mock Revision- 2](#)

▶ You decided to pause your last session. Click here to continue.

4 DAYS AGO

[Mock Revision 1](#)

▶ You decided to pause your last session. Click here to continue.

4 DAYS AGO

[Mock Revision 1](#)

✓ You completed your homework for Miss R Schofield and achieved

75%

4 DAYS AGO

[Mock Revision 1](#)

✓ You completed your homework for Miss R Schofield and achieved

60%

LAST WEEK

[Solving Quadratics](#)





Corbett Maths

5-a-day Videos Worksheets



Corbettmaths Revision Cards

Designed for the new 9-1 GCSE

GCSE Higher or
GCSE Foundation

GCSE Nov 2022 Practice Papers

Algebra: collecting like terms [Video 9](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: completing the square [Video 10](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: dividing terms [Video 11](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: equation of a circle [Video 12](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: expanding brackets [Video 13](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: expanding two brackets [Video 14](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: expanding three brackets [Video 15](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: expressions – forming [Video 16](#) [Practice Questions](#) [Textbook Exercise](#)





- Revision notes
- Help videos
- Past papers
- Topic check lists
- Knowledge organisers
- Topic specific revision with model answers

Maths Revision Guidance

OCR

- Exam details
 - Exam board - OCR
 - 3 exams. 100 marks per paper. Each exam is 90 minutes.
 - First paper – calculator allowed. Second paper – non-calculator. Third paper – calculator allowed.
- Revision guide
 - Collins All-in-One revision and practice guide
 - Available on Parent Pay for £5.50

Lists of topics / checklists:

- OCR specification
www.ocr.org.uk/Images/168982-specification-gcse-mathematics.pdf
- Personal Learning Checklists (PLCs) are on the school VLE:
<https://srscmatderbyshire.sharepoint.com/sites/RobertSutton/Maths>
 - Corbett checklist

Practice individual topics online:

- Dr Frost – use the Courses section on Dr Frost to work through topics you need to revise. There are videos, an infinite number of key skill questions and exam questions to practice. Aim to get your mastery score to at least 50%. Another section on Dr Frost to use while revising are the Clean Up tasks. These give you the questions you have got wrong before to try again. Click "Start a practice" on the homepage, then "Clean up".
- MathsWatch – click the "Videos" section. Use the filters or search box to find a topic. Watch the full video, or the "One Minute Maths" clip. Then, click interactive questions. There are standard and harder questions. Acquire the skill by correctly answering 2 standard and 2 harder questions. Master a skill by correctly answering all the interactive questions.
- Please talk to your Maths teacher, or email them, if you cannot get onto your Dr Frost or MathsWatch accounts.

Past papers:

- Can print copies from the OCR website:
<https://www.ocr.org.uk/qualifications/gcse/mathematics/590-from-2015/assessment/>
- Complete OCR past exam papers on Dr Frost. In the menu, select "GCSE past papers", then "GCSE", then "OCR Mathematics". Then you can work through papers, and it will save your progress and mark them as you go.
- Teachers may also set past papers as tasks on MathsWatch or Dr Frost

Revision notes to get help on topics:

- Knowledge Organisers (KOs) are on the school VLE:
<https://srscmatderbyshire.sharepoint.com/sites/RobertSutton/Maths>
 - Hawes Maths notes
www.hawesmaths.com/home
 - Mr Barton ebook
<https://www.hawesmaths.com/home>

Practice individual topics worksheets:

- Corbett Maths – textbook style questions or booklets of exam-style questions
<https://corbettmaths.com/contents/>
 - Dr Austin
<https://www.draustinmaths.com/topic-specific>
 - Maths4Everyone
<https://www.maths4everyone.com/pages/math-revision-sheets.php>

Help videos:

- Dr Frost – videos on single topics
<https://www.drfrust.org/explorer.php> or
<https://www.youtube.com/drfrustmaths>
- Corbett Maths – videos on single topics, or worked solutions of exam-style question booklets
<https://corbettmaths.com/contents/> or
<https://www.youtube.com/@corbettmaths>
- Playlist of OCR topics:
<https://www.youtube.com/playlist?list=PLCkAjxP1zN67ktdbS7-TpWCfQbiAsOQvS>
- Mr Tompkins EdTech – 2 hour video of GCSE Maths
<https://www.youtube.com/watch?v=4owKX6ZBLuE> and playlist of worked solutions for OCR past papers
https://www.youtube.com/watch?v=wwC_eGj6IXw&list=PLxp90x5cOttavi28JY2gl549I35mSh-Ja

Practice mixed topics worksheets:

- Corbett 5-a-day revision questions
<https://corbettmaths.com/5-a-day/gcse/>
 - Dr Austin
<https://www.draustinmaths.com/mixed>
- GoTeachMaths mark maximisers
<https://www.goteachmaths.co.uk/gcse-revision-2-5/>

- Lists of topics / checklists:**
- OCR specification
www.ocr.org.uk/Images/168982-specification-gcse-mathematics.pdf
 - Personal Learning Checklists (PLCs) are on the school VLE:
<https://srscmatderbyshire.sharepoint.com/sites/RobertSutton/Maths>
 - Corbett checklist
<https://corbettmaths.com/2023/02/15/ocr-gcse-foundation-revision/>

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<https://www.youtube.com/drfrustmaths>
- Corbett Maths – videos on single topics, or worked solutions of exam-style question booklets
<https://corbettmaths.com/contents/> or
<https://www.youtube.com/@corbettmaths>
- Playlist of OCR topics:
<https://www.youtube.com/playlist?list=PLCkAjxP1zN67ktdbS7-TpWCfQbiAsOQvS>
- Mr Tompkins EdTech – 2 hour video of GCSE Maths
<https://www.youtube.com/watch?v=4owKX6ZBLuE> and playlist of worked solutions for OCR past papers
https://www.youtube.com/watch?v=wwC_eGj6IXw&list=PLxp90x5cOttavi28JY2gl549I35mSh-Ja





Making the most of past papers...

- Attempt all questions
- Ask for support from others
- Don't leave it until the last minute
- Focus revision on areas of weakness after teacher feedback
- Use revision sites to research topics they are unsure of

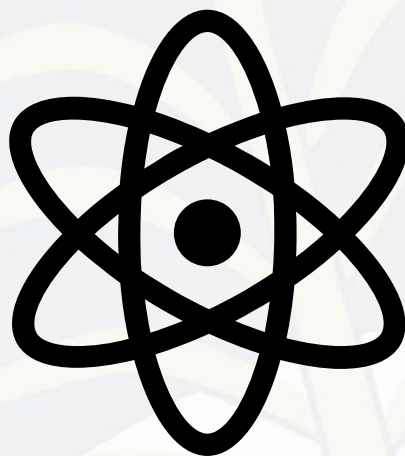
PRACTICE
makes
PROGRESS,
NOT
PERFECT.





Miss Rowan – Head of Science

K.Rowan@brs.srscmat.co.uk





Science



How can you support your child with Science Revision

- ✓ Encourage them to regularly use their chosen method of revision
- ✓ Focus on key word definitions
- ✓ Spend some time looking at the examination board exam terminology
- ✓ Practice using examination questions
- ✓ Get them to use the revision guides we provided them all with in year 10





Science



- Past papers and mark schemes are all on the AQA website. Students can also request them from their teachers from next week.
- Get used to looking at mark schemes, they have lots of clues about the language the examiners are looking for
- Use the specification to make sure you know which topics are on each paper – revise the right content!
- Use quizzes on Seneca to regularly check your subject knowledge, identify what you don't know and then focus your revision more effectively.





Teams

- Students will be given access to their classes on **Microsoft Teams**
- Staff will upload:
 - Links to useful sites that can be used for revision
 - The correct specification for the qualification the class is doing
 - The link to the exam papers on AQA
 - Resources used to teach the content in class

< All teams

BC

BRS - Chemistry: 11A/Ch ...

- Home page
- Class Notebook
- Classwork
- Assignments
- Grades
- Insights

▼ Main Channels

- General

BC **General** Posts Shared ▾ Page +

📁 > **C6 Rates of Reaction** ▾ 🔗 Share 📋 Forms 📊 Edit in grid view ...

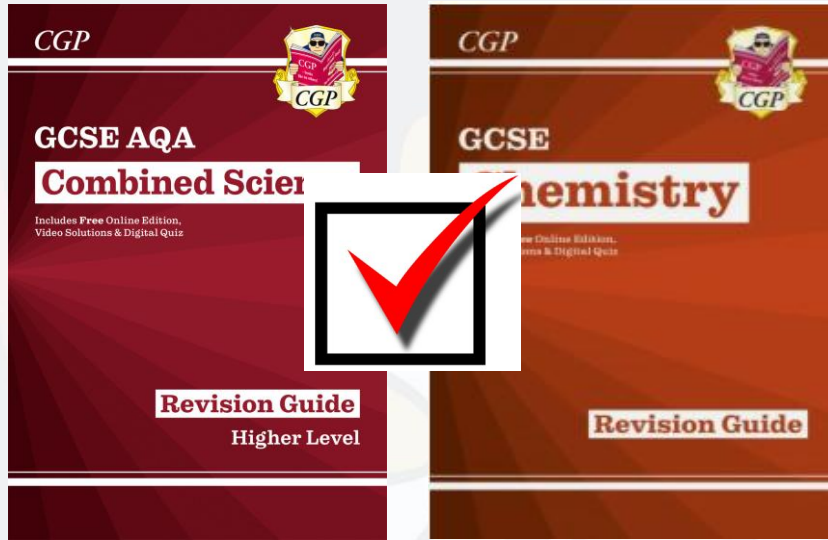
☰ All Documents + Add view | 📄 📊 📅 📁

📄	Name ▾	Modified ⓘ ▾	Modified By ▾
📄	1 Chemistry calculations using FIFA (Rate)....	5 days ago	Kate Rowan
📄	1 What is rate 2024 KRO.pptx	5 days ago	Kate Rowan
📄	2 Surface Area and Rate 2024 KRO.pptx	5 days ago	Kate Rowan
📄	2024 KS4 Chem- Rates of Reaction KO.pptx	5 days ago	Kate Rowan
📄	3 Concentration and Rate 2024 KRO.pptx	5 days ago	Kate Rowan
📄	3 Measuring rates RP 1 (syringe) Write met...	5 days ago	Kate Rowan
📄	3 Rate graph and gas volume EQ 2024.docx	5 days ago	Kate Rowan
📄	4 Sodium thiosulfate method EQ.docx	5 days ago	Kate Rowan

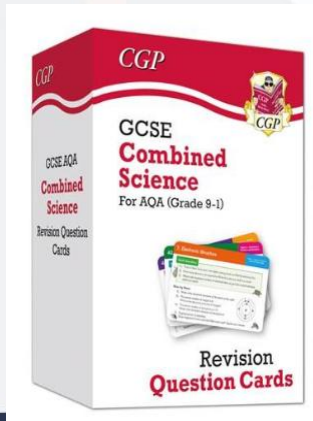




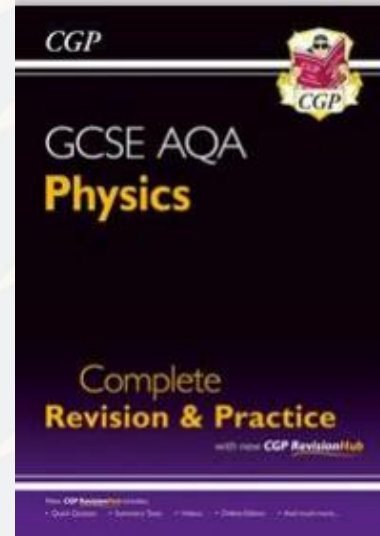
Science



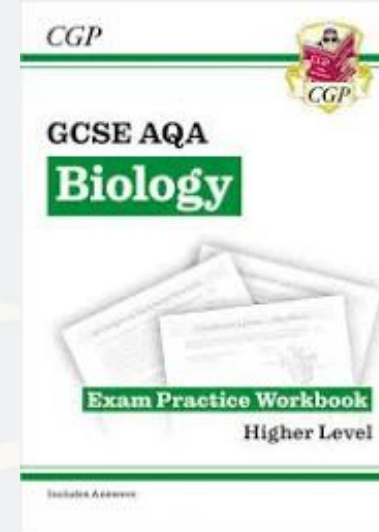
Revision Guides- No questions



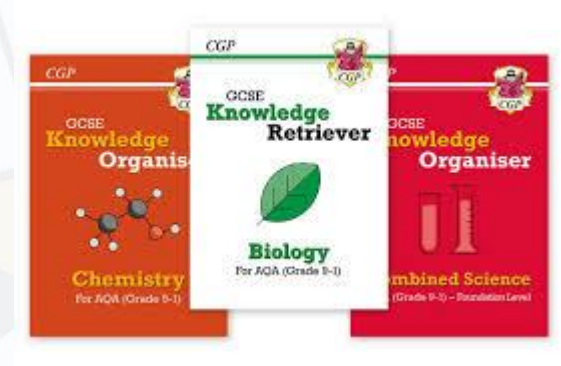
Revision
cards-
questions and
answers



Revision
Guide-
Includes
questions



Workbook
questions
& Exam
Practice
Questions



Brief revision
notes and
questions





Aims:

- ✓ Provide an opportunity to cement learning from your lesson
- ✓ Provides an opportunity to recall previous learning
- ✓ Provides an opportunity to extend your learning
- ✓ To improve your knowledge and understanding of core concepts



Its Power:

- ✓ Learners who engage and complete quizzes to practice recall
- ✓ To provide learners with review material once a quiz has been completed
- ✓ Students will remember more, so you will recall more improving your performance
- ✓ Gain more marks on application and extension questions because you understand the basic knowledge better
- ✓ Teachers can clearly see gaps in knowledge





▼ Atomic Structure

▼ Chemical Bonding

▼ Quantitative Chemistry

▼ Chemical Changes

▼ Energy Changes

▼ The Rate & Extent of Chemical Change

▼ Organic Chemistry

▼ Chemical Analysis

▼ Chemistry of the

Search for notes or a topic...



Chemistry

GCSE • AQA • Higher [Switch course](#)

0 / 302

0 / 199

0 / 1507

Overview

Exam Prep

For you

~150 XP

Elements & Compounds

New topic • ~30 XP

Chemical Formula

New topic • ~30 XP

'Academic excellence, spiritual development
and social awareness through Christ.'

www

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Skills



Marks are awarded in the following areas:

AO1 – Knowledge (40%)

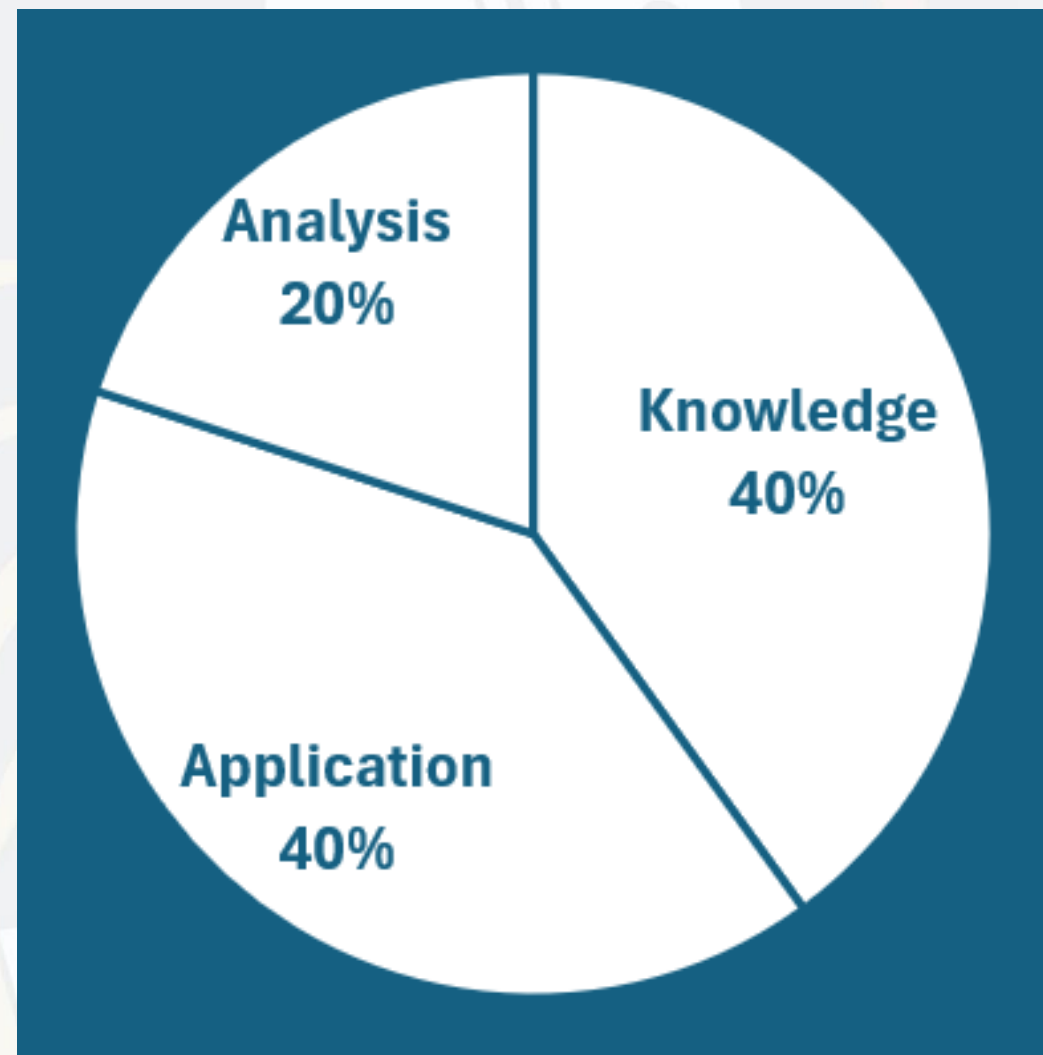
- how well have you remembered the key facts and information

AO2 – application (40%)

- Your ability to apply your knowledge to unfamiliar contexts

AO3 – Analysis (20%)

- Mathematical calculations e.g. equations
- Your understanding of the required practicals





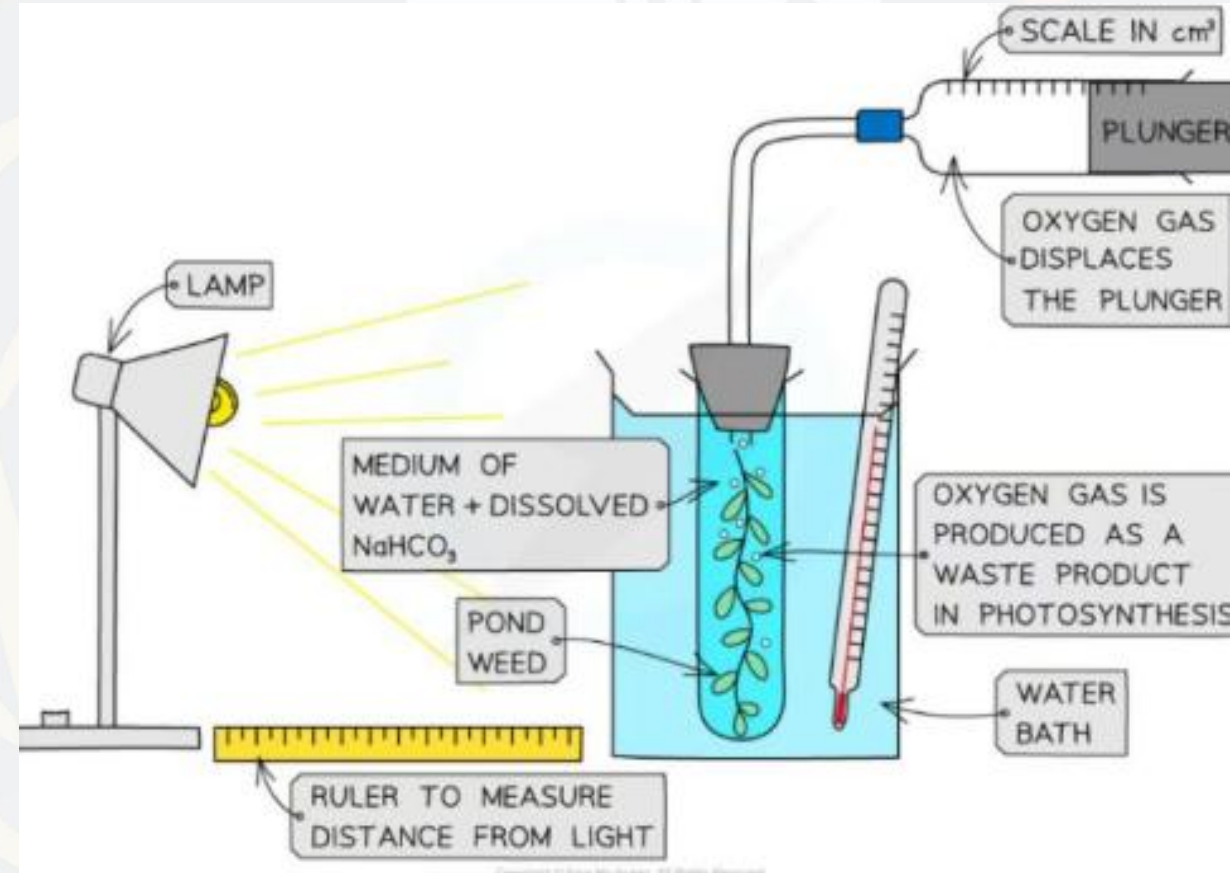
Required practicals



There are 21 required practicals in Combined Science that you need to know about (an additional 7 for Triple), and they always come up in the exams.

It's a good investment of time to learn about these as the examiners like to ask lots of questions on things such as:

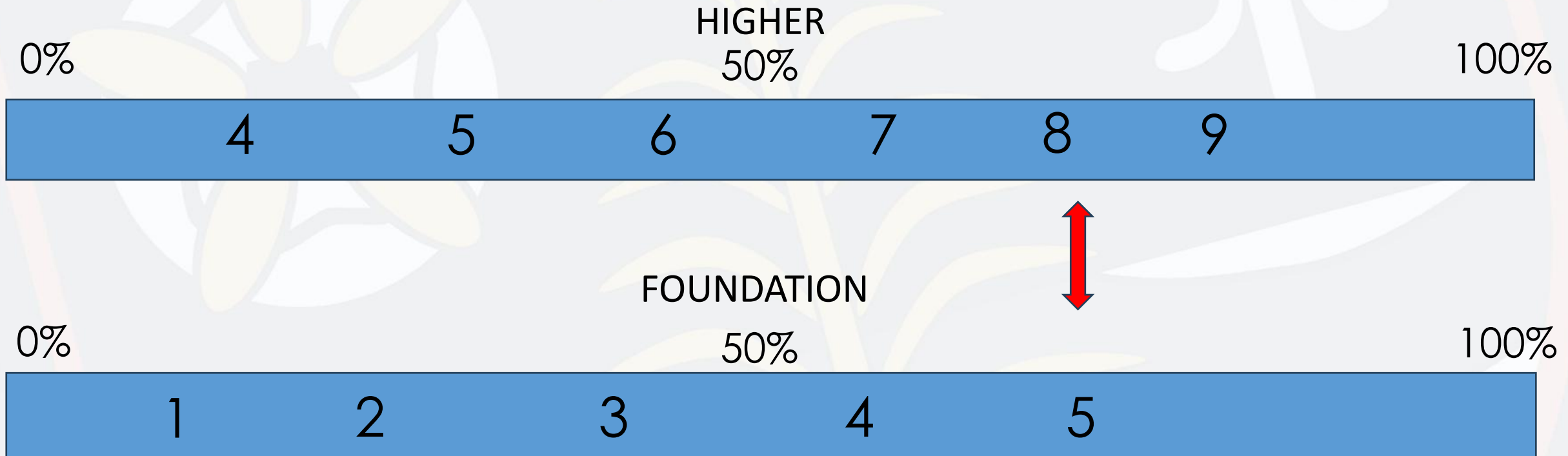
- Variables
- Working safely
- Writing methods
- Types of error
- Interpreting results/graphs/tables
- Analysis of results





Grade boundaries

Achieving approximately 65% in the exams will award a grade 5 in the Foundation papers and a grade 8 in the Higher papers, which makes those higher grades feel more achievable.





Mrs Taberner – Head of RE

L.Taberner@brs.srscmat.co.uk





Religious Education

Core GCSE subject

English

Maths

Science

Option

RE

Many sixth forms, colleges and apprenticeships use five GCSEs at Grade 4+ as a starting point for entry, alongside specific requirements for individual courses.

RE is one of the GCSE qualifications that can contribute towards a student's progression profile.





Our GCSE results 2025-26

78.6%

Grade 4+

66.1%

Grade 5+

26.8%

Grade 7+

These results show that students achieve highly in GCSE RE.





A rigorous & academic GCSE

- Knowledge, analysis, evaluation and written argument
- Christianity and Judaism
- Philosophical and ethical questions
- Religious beliefs, teachings and practices
- Contemporary moral and social issues
- Analysis of sources and different viewpoints
- Evaluation: reaching justified, well-supported conclusions

RE is not a 'soft option'.

Students are expected to know, understand, analyse and evaluate a range of religious, philosophical and ethical issues.





Links to careers

- Law
- Medicine and healthcare
- Psychology
- Police and criminal justice
- Social care
- Emergency services
- Politics
- International relations
- Business
- Journalism and media
- Education
- Civil service
- Charity sector
- Social sciences





RE exam information



Paper 1- Foundational Catholic Theology (90 minutes, 96 marks)

Section One- Origins &
Meaning- 45 marks
2,2,5,5,8,8,15+6 (SPaG)

Section Two- Good & Evil-
45 marks
2,5,8,15,15

Paper 2- Applied Catholic Theology (90 minutes, 96 marks)

Section One-Life & Death-
45 marks 2,5,8,15+6
(SPaG), 15

Section Two- Sin &
Forgiveness 2,2,5,5,8,8,15

Paper 3- Judaism (60 minutes, 60 marks)

Section One: Beliefs- 30
marks 2,5,8,15

Section Two: Practices-
30marks 2,5,8,15





REvision



Surname _____
Other Names _____

GCSE – NEW



C120U20-1



RELIGIOUS STUDIES Route A – Component 2
Christianity

Predicted paper 2018-19

MORNING 1 hour

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1a	2	
1b	5	
1c	8	
1d	15	
2a	2	
2b	5	
2c	8	
2d	15	
Total	66	

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen. Do not use correction fluid.
Write your name, centre number and candidate number in the spaces at the top of this page.
Answer **all** questions.
Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.
Your ability to spell, punctuate and use accurate grammar is assessed in question 1(d).
You are expected to use specialist terminology accurately and make reference to sources of religious wisdom and authority (including religious texts) where relevant.



MAY18C120U20101

© WJEC CBAC Ltd. 10/10/2018 C120U20-1

Topics	R	A	G
Catholic beliefs about the origin of the universe			
St Augustine and Creation ex nihilo			
Other Christian views on the Creation of the universe			
Catholic views about the origins of humans			
Non-religious views about the origins of humans			
Evolution and Catholic responses			
The Big Bang Theory			
Sanctity of Life & Imago Dei			
Value of human life according to- Catholics, other Christians, Judaism and Atheists			
Abortion (Catholic, Other Christian, Judaism, Humanist)			
Peter Singers views on 'speciesism' and the Catholic responses			
Comparison of Genesis 1 and Genesis 2 and what they show about the Nature of God			
Catholic and Humanist views on preserving the planet and the environment			
Catholic understanding of revelation			
Christian views on the literary form of Genesis			
The Creation of Adam			
Symbolism and imagery within Christian Art			
The Tree of Life			
CST & Imago Dei			
Interfaith Dialogue			
CAFOD and SVP + how these reflect Catholic beliefs about the dignity of			

Origins and Meaning Checklist

Key concepts	R	A	G
Creation ex nihilo			
Evolution			
Imago Dei			
Inspiration			
Omnipotence			
Revelation			
Stewardship			
Transcendence			

Sources of Authority	R	A	G
St Augustine Confessions			
Pope John Paul II's Message to the Pontifical Academy of Sciences On Evolution			
The Dialogue of St Catherine of Siena, Discretion			
Genesis 1: 1-23			
Genesis 2: 4-24			
Gaudium et Spes 29 & 78			

Key Concepts

Creation ex nihilo The belief that God created the universe from nothing.	Imago Dei The belief that humans were created in the image of God.
Omnipotent The belief that God is all powerful.	Stewardship The belief that humans should protect and preserve the environment and hand more on to the next generation.
Transcendent The belief that God exists above and beyond space and time.	Revelation The way in which God makes himself known to the world e.g. the Bible.
Evolution The gradual change and development of species over time. Associated with Charles Darwin.	Inspiration The belief that the writers of the Bible were guided by the Holy Spirit to write what is good and true.

Catholic Social Teaching

Catholic Social Teaching, Interfaith Dialogue & Catholic Charities
Catholic Social Teaching is a set of principles about building a just and fair society. It is linked to the concept of the Imago Dei. Catholic social teaching led to Catholic beliefs about interfaith dialogue which means treating people of other faiths with respect. Catholic Charities try to reflect Catholic beliefs that humans were created in the image and likeness of God, and that each human life is sacred. This is linked to Jesus' teaching that we must 'love our neighbour, as we love ourselves.'

Sources of Authority
"All men possess a rational soul and are created in God's likeness" (Gaudium et spes)
"Every type of discrimination...is to be overcome and eradicated as contrary to God's intent" (Gaudium et spes)
"Her dignity is that of her creation, seeing that she is the image of God" (St Catherine of Siena)
"So God created mankind in his own image" (Genesis 1:27)

Catholic Social Teaching

At the heart of Catholic social teaching is **human dignity**. Catholics believe that humans were created in the image and likeness of God, and that each human life is sacred. **Peace and reconciliation** are at the heart of the gospel. Catholic social teaching condemns the arms trade and supports those who refuse to take up arms on grounds of conscience. Catholic social teaching also means caring for the **common good** and inspires interfaith dialogue and Catholic charities.

Catholics believe they have a duty to put across the Gospel message. They believe non-Christian religions have some truth, but only Christianity has the whole truth. Other religions should be **respected**. All people are created in the **image of God**. The Popes have spoken out about the importance of **respect and tolerance** between different faiths. For example, Pope Benedict said. The Vatican II Council stressed the importance of **dialogue** with Jews and Muslims.

It was started by the Catholic bishops of England and Wales in 1962 and tries to help those in need. It promotes **long-term development** so that less-developed countries can support themselves. CAFOD also has a **disaster fund** to help natural disasters and refugees. **Emergency aid** might mean sending food, medicines and shelters to victims of a disaster, or sending blankets and food to war refugees. About 5 per cent of CAFOD's budget is spent on **educating** the people and churches of England and Wales about the need for development and the ways in which Catholics can help less-developed countries. CAFOD works for **social justice** challenging unfairness and tries to bring an end to poverty.

The St Vincent de Paul Society is an **organisation of Catholics** who try to help those in need in the UK. Their activities include helping the lonely or bereaved and the housebound. **Visits** to individuals and families, to the sick at home or in hospitals and hospices, to residential homes and to offenders' institutions. **Visiting housebound** elderly people to prevent them from feeling isolated. **Organising** children's camps for children from poor or troubled homes, and holiday schemes to provide a break for family carers, to give poor families a holiday or a break. **Fundraising** in schools with groups such as the mini-Vincent.

Exam Practice

b) Describe two ways in which the work of CAFOD reflects Catholic teaching about human dignity. (5)

my revision notes

WJEC EDUQAS GCSE

RELIGIOUS
STUDIES
ROUTE B



Andrew Barron



My REvision Journal

Paper 1: Foundational Catholic Theology- Thursday 9th May (am)

Paper 2: Applied Catholic Theology- Thursday 16th May (pm)

Paper 3: Judaism- Friday 7th June (am)

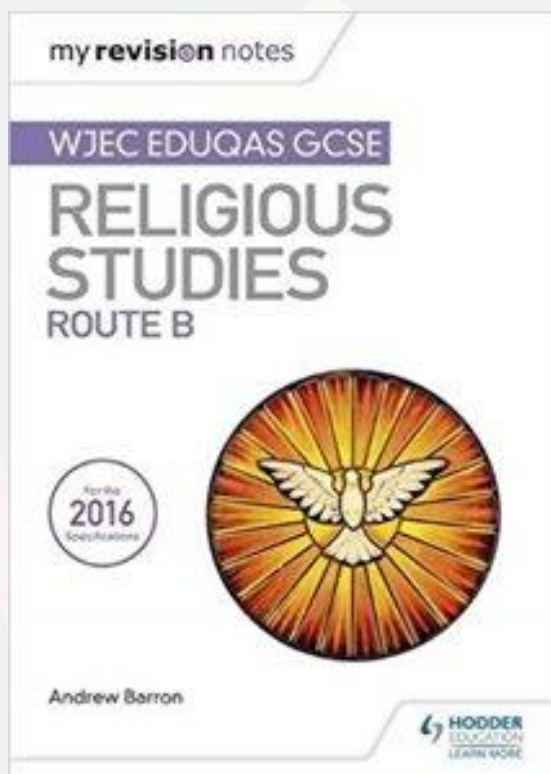
Name:

Form:





RE revision materials



- Revision guide can be purchased on Parent Pay
- All 3 units
- Additionally, students will be issued with paper revision guides for each unit
- Students will be issued with a revision journal to help them organize their time and revision topics

My REvision Journal

Paper 1: Foundational Catholic Theology- Thursday 9th May (am)

Paper 2: Applied Catholic Theology- Thursday 16th May (pm)

Paper 3: Judaism- Friday 7th June (am)



Name: _____

Form: _____





PLCs



Personal learning
checklists from
the revision
journal will be a
vital tool for
prioritising revision
topics

Topics	R	A	G
Catholic beliefs about the origin of the universe			
St Augustine and Creation ex nihilo			
Other Christian views on the Creation of the universe			
Catholic views about the origins of humans			
Non-religious views about the origins of humans			
Evolution and Catholic responses			
The Big Bang Theory			
Sanctity of Life & Imago Dei			
Value of human life according to- Catholics, other Christians, Judaism and Atheists			
Abortion (Catholic, Other Christian, Judaism, Humanist)			
Peter Singers views on 'speciesism' and the Catholic responses			
Comparison of Geneses 1 and Genesis 2 and what they show about the Nature of God			
Catholic and Humanist views on preserving the planet and the environment			
Catholic understanding of revelation			
Christian views on the literary form of Genesis			
The Creation of Adam			
Symbolism and imagery within Christian Art			
The Tree of Life			
CST & Imago Dei			
Interfaith Dialogue			

Origins and Meaning PLC

Key concepts	R	A	G
Creation ex nihilo			
Evolution			
Imago Dei			
Inspiration			
Omnipotence			
Revelation			
Stewardship			
Transcendence			

Sources of Authority	R	A	G
St Augustine Confessions			
Pope John Paul II's Message to the Pontifical Academy of Sciences On Evolution			
The Dialogue of St Catherine of Siena, Discretion			
Genesis 1: 1-23			
Genesis 2: 4-24			
Gaudium et Spes 29 & 78			





How you can help your child in RE...

Encourage your son/daughter to:

- Purchase the RE revision guide
- Use the RE revision journal and knowledge organisers
- Learn the 8 key concepts for each unit and practice them regularly
- Learn key sources of authority for each unit
- Keep all old RE exercise books at home
- Practice past papers and evaluation questions
- Attend RE intervention and revision sessions



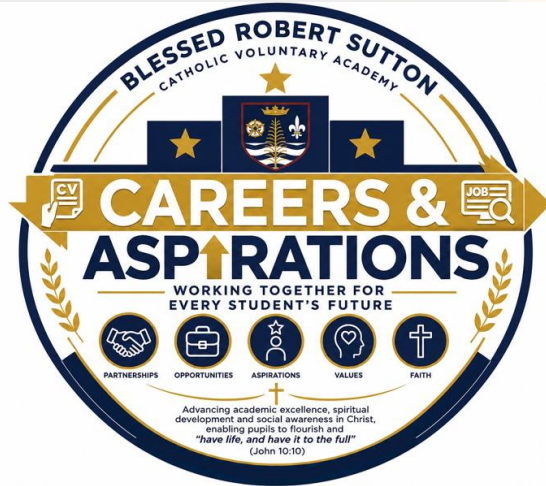


Careers

Mr Davies-Tagg – SLT Careers Lead

All Year 11 Pupils will benefit from a 45min 1:1 Careers Interview with a trained Careers Advisor from Luminate Careers to discuss their future pathways.

Access to Unifrog – A Careers Platform to support Y11 in researching future careers pathways.





What are my employability skills?

- Explain why it's important to record experiences, learning and achievements
- Describe some strategies to manage their CV, resumé or online presence and its impact on career opportunities
- Explain the benefits of responding positively to help, support and feedback
- Recognise the value of challenging themselves and trying new things

Post 16 - Choices, Choices

- Identify pros and cons of full-time education
- Identify pros and cons of employment
- Identify pros and cons of apprenticeships

Decision making: choosing your post-16 pathway

- Understand how to make informed decisions
- Identify the decision they need to make about their post-16 choices
- Plan how they will make an informed decision about their post-16 choices

Researching volunteering and paid work

- Identify the benefits and drawbacks of volunteering and different types of paid work
- Understand the rights and responsibilities of employers and volunteer providers
- Research different types of opportunities suitable for them including paid work, self-employment and volunteering



Our Careers offer in school for Year 11

- 1. 1-1 information, advice and guidance on an ongoing basis if required. Includes support with A level, College and University choices. Advice about hands on, practical careers.**
- 2. Support to do a CV and letter**
- 3. Support to apply to College, Sixth Form or for Apprenticeships if needed. Extra support for SEND students.**
- 4. Assemblies by local Post 16 Pathway Providers.**
- 5. Outside speakers and visitors welcomed into school to raise awareness and aspirations.**





Current Options after year 11



- **Local Sixth forms** – Students can apply for more than one if they wish.
- **Attend various open evenings.** Look online for information. Sixth form reps are being invited to assemblies.
- **Colleges** - Offer a range of vocational courses for all abilities from level 1 up to A level equivalent. New T levels require grade 4/5s from GCSEs and include 45 days work placement. E.g. Children's education, Health studies, Construction, Business and Engineering
Specialist Colleges offer Animal, Equine, Health Care, Engineering and Agriculture.
- **Apprenticeships** – A job with training and pay - www.apprenticeships.gov.uk
Your son/daughter should register now and create an account. I can support with this.
- **Armed forces** – lots of apprenticeships in Health, IT, Engineering and Security. Apply now in year 11 as the process can take up to a year in some cases(150 different army roles)
- **Foundation Programmes** (for those not ready) Re sits and confidence building support.





Suggested tools for KS4

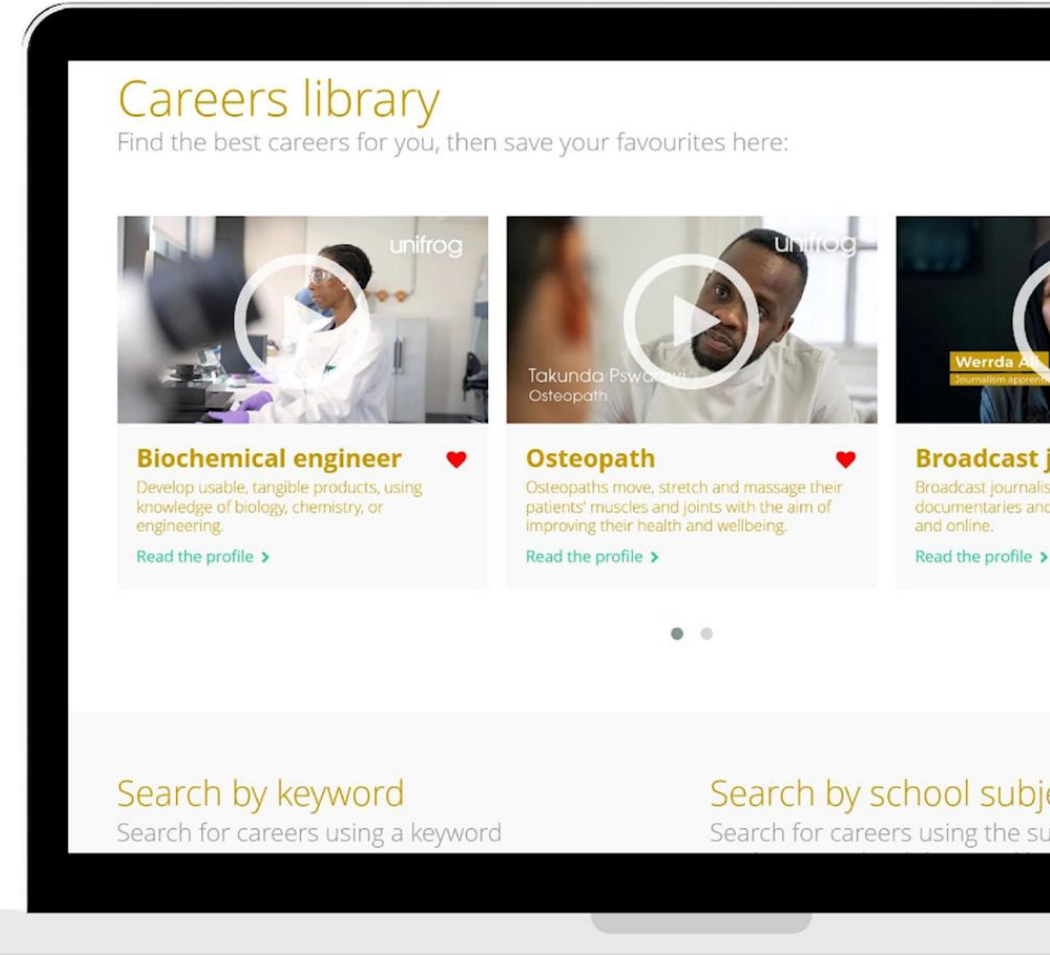
Unifrog makes tool suggestions based on students' ages and interests, as well as their experience with other schools. All students can explore all the tools available to our school.

The Careers library

Students can explore over 600 careers and read up on key details like:

- typical duties
- necessary skills and qualifications
- local and national labour market information

They can also watch videos with industry experts who share their own journeys and some of their favourite and least favourite parts of their jobs.

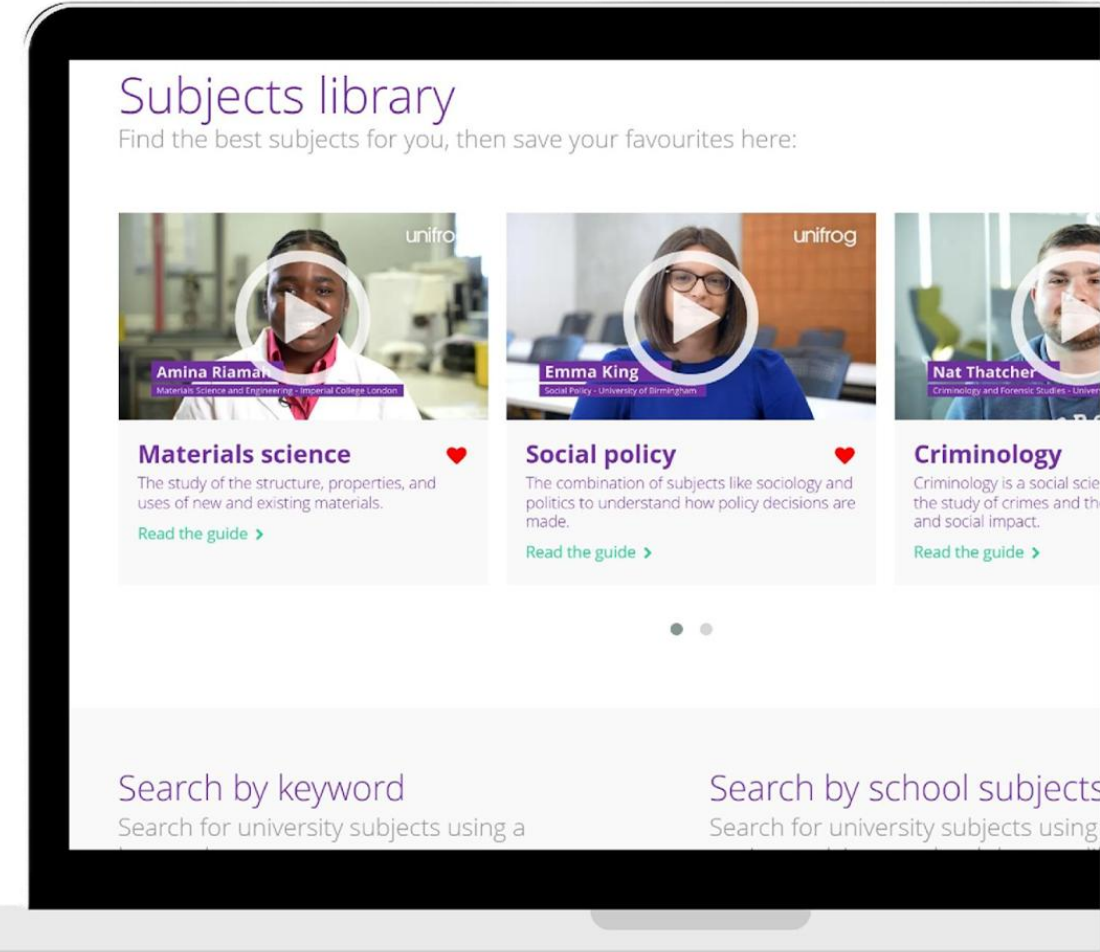


The Subjects library

Students can explore over 100 university-level subjects and read up on key details like:

- the top 10 related school subjects (to help them choose their level 3 subjects)
- recommendations for wider reading to develop their interest in the subject
- interesting facts, including cross-curricular topics

They can also watch videos with real students to find out what it means to study the subject.

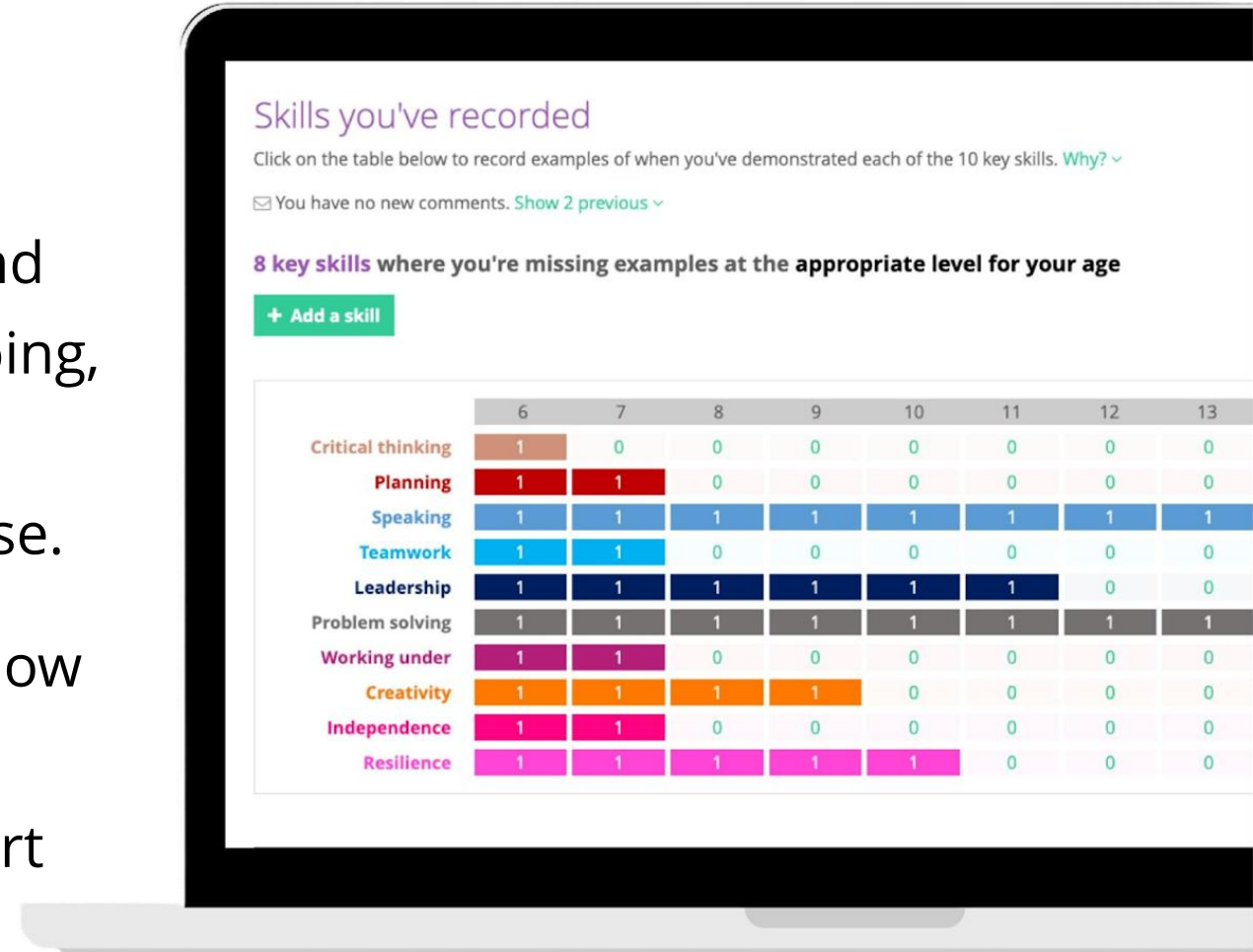


The Skills tool

Students can start building a portfolio of academic and extracurricular skills.

They can use this tool to help them record and remember all the great work they've been doing, whether in class, on a sports team, in private music lessons, volunteering, or something else.

They can use the related resources to learn how to build on their skills, and pull them straight through to their CV when they're ready to start applying.

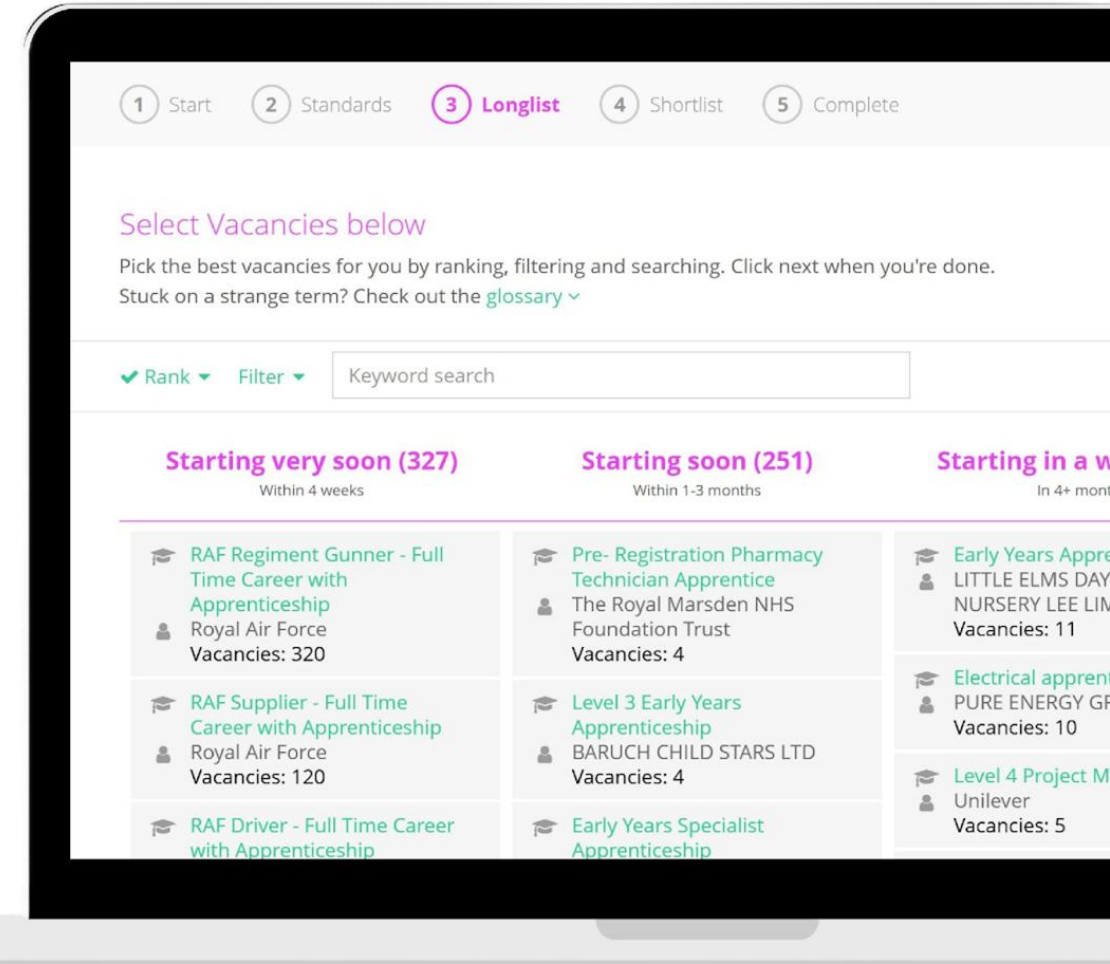


The search tools

Students can search for live apprenticeships and FE courses, using the filter and rank options that are important to them, like:

- Ofsted rating
- weekly salary
- duration
- % in work or education following completion

They can save their favourites on a shortlist to come back to when they're ready to apply.



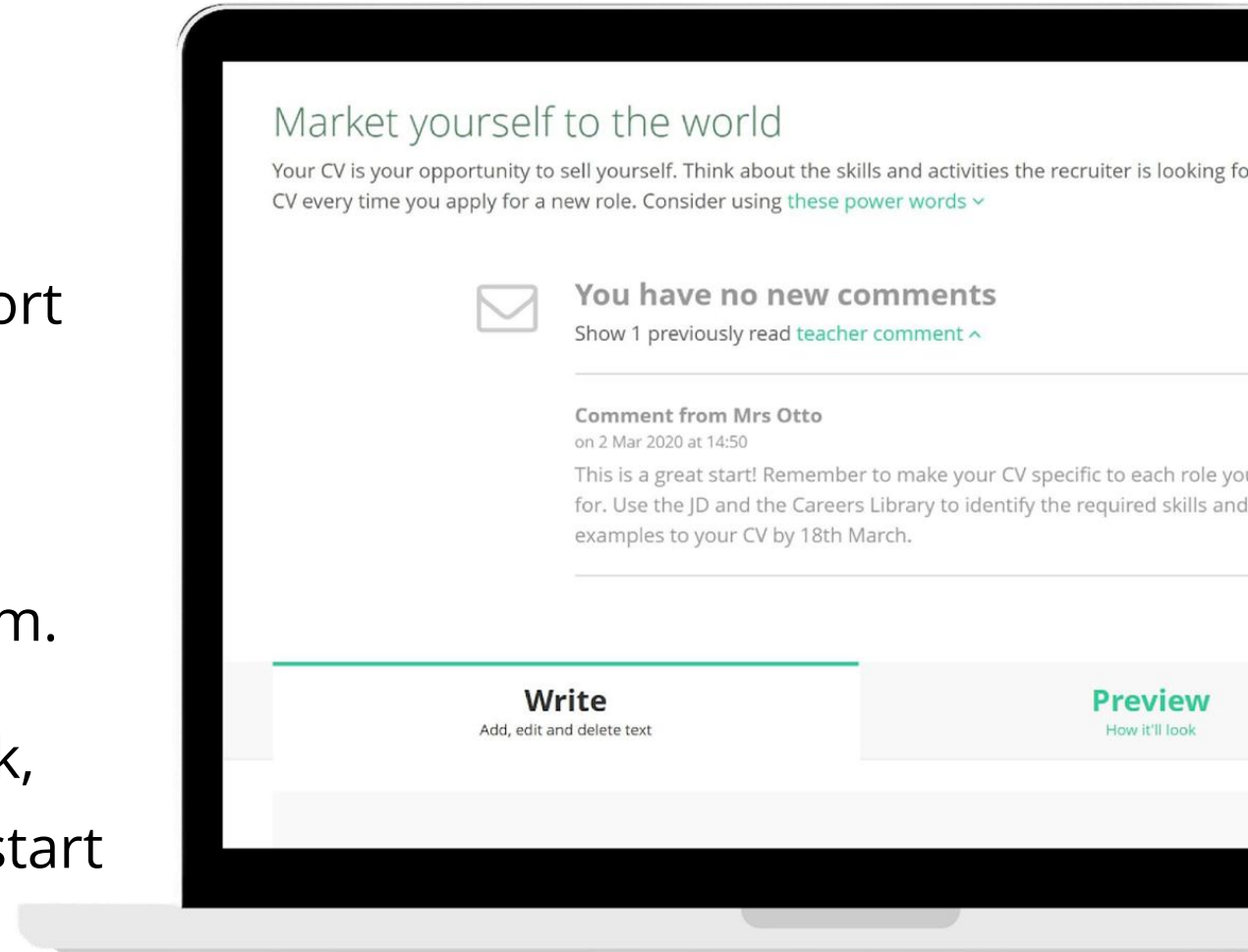
The writing tools

Students can write their CV, cover letter, and more using Unifrog's writing tools.

Each type of application has top tips to support students with the writing process.

Teachers can also read students' work and provide feedback on it directly on the platform.

Unifrog automatically saves all students' work, meaning no more losing data and having to start over!





Revision Tips



Try breaking it up into chunks and creating a daily timetable

so you know what you want to study when. This can make revision feel less overwhelming and much more manageable.



Be realistic about what you can achieve in a day

An unrealistic revision plan won't help you and will put you under unnecessary stress.



Make sure you take regular breaks from studying

Your brain cannot concentrate for hours at a time.



Not everyone studies the same way

Some people prefer to read, others find it helpful to make notes or draw diagrams, while others prefer to talk things through. Do what works for you.



Focus on you and don't compare yourself to others

It can be really stressful when you think everyone is doing better than you, spending more time on revision than you, or just not stressing out as much as you. But we're all different and that's ok. Remember, your friends don't have their results guaranteed – life is unpredictable – and they might well be feeling just as worried as you are.

There will always be something that pupils can revise!

Be kind to yourself.
Get the balance right.





Timetable Planning

- Red/Amber/Green your subjects
- Colour code your subjects so that your timetable is easy to read
- Include time to relax
- Be realistic
- Visible
- Pomodoro Revision technique

Day	8:30 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:35	2:35 – 4:00 (Revision / Intervention)	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday						English	RE	Break	Music	English	Relax	Relax
Tuesday						Science	Break	Break	Maths	Geography	Relax	Relax
Wednesday						Break	Geography	English	Break	Maths	Music	Relax
Thursday						Maths	Science	Break	Business Studies	Relax	Relax	Relax
Friday						Play football	Break	English	Break	Maths	Business Studies	Relax
Saturday	Science	Maths	Geography	Science	Football	Football	Football	Football	Relax	Relax	Relax	Relax
Sunday	Geography	Football	Football	Relax	Relax	Science	maths	Break	Geography	RE	Relax	relax

THE POMODORO TECHNIQUE



STEP 1
CHOOSE THE TASK



STEP 2
SET A TIMER FOR
25 MINUTES



STEP 3
WORK ON THE
TASK UNTIL TIMER
BEEPS



STEP 4
TAKE A SHORT
BREAK OF 3-5 MIN



STEP 5
REPEAT THE CYCLE 4 TIMES
TAKE A LONGER BREAK AFTER 4 SESSIONS





Exam Stress

Cognitive Symptoms

Memory problems
Poor Concentration
Poor Judgement
Negative thoughts
Anxiety
Worry
Nervousness

Emotional Symptoms

Moodiness
Irritable/Temper
Agitation
Feeling overwhelmed
Loneliness
Isolation
Unhappiness

Physical Symptoms

Muscle Tension
Aches
Stomach problems
Nausea
Dizziness
Chest pain
Racing heart
Colds and allergies

Behavioural Symptoms

Appetite changes
Sleep changes
Social withdrawal
Procrastination
Avoiding responsibility
Substance abuse
Nervous habits





Support

Please make sure you share any concerns with us as early on as you can.

Online support:

- NHS.UK
- Youngminds
- Mind.org





BRS Mock Exams Revision Pack

To help with your
revision...





The extras: *It's not all exams, exams, exams...*

- Prefect roles and Student Leadership
- Autumn Term Trip
- Prom Committee
- Valentines fundraising
- Christmas fundraising
- Leavers' photos and awards
- Prom & Leavers' Mass





Blessed Robert Sutton
Catholic Voluntary Academy



St Ralph
Sherwin
Catholic Multi Academy Trust



Year 11 Prom 18th June TBC – The Deer Bar





Year 11 Examination results collection Thursday August 19 2027

Available for collection from 9.00am
Parents, do feel free to come along and celebrate!





We will get the best results through:

- Hard work
- Positive attitudes, self-motivation and enthusiasm
- Attendance and punctuality
- Team work and Cooperation
- Organisational skills, planning and meeting deadlines
- Completing all homework set
- Being open with teachers – don't be afraid to ask for help!
- Test, practice and stretch. Revise and prepare

DOING YOUR BEST!





Dear Lord

We pray for our Y11 pupils and their families and our staff as they begin this important school year.

Watch over them and fill them with strength, confidence and resilience so that they may achieve what they are capable of achieving.

Grant that they grow to be the people you call each one of them to be, knowing that every child is made for greatness.

Amen





Any questions or queries?

Please do wait behind and approach
the relevant members of staff.

Safe journey home!

