



Year 11 Family Information Event



Tuesday 22 September 2026



Year 11 Family Information Event

1. **Welcome** - Mrs Rodgers, Headteacher
2. **The year ahead** - Miss Cheverton, Head of Year 11
3. **Exam Success** - Mrs Barney, Associate Assistant Headteacher & Head of Key Stage 4 and Ms Sharma, Assistant Headteacher
4. **Transition to Key Stage 5** - Mrs Barney, Associate Assistant Headteacher & Head of Key Stage 4
5. **Maths** - Mrs Khodabacus, Head of Maths
6. **English** - Mrs Madigan, Joint Head of English
7. **Science** - Mr Bloor-Young, Head of Science
8. **Understanding Reports and Assessments** - Ms Sharma, Assistant Headteacher
9. **Wellbeing and Support** - Ms Abimbola, Deputy Headteacher



Welcome

Ms Rodgers, Headteacher



The Year Ahead

Miss Cheverton, Head of Year 11



Key Dates for Year 11

Date	Event
25th September	Y11 report (concerns only) shared
14th October	Sixth form open evening
3th-6th November	Art mock and MFL speaking exams
9th-23rd November	Mock exams - inclusive of catch up mocks for clashes and missed exams
18th December - 5th January	Christmas break - key break as no exams upon return
11th January	Mock results day
13th January	Year 11 Parents' Evening (online)



Date	Event
8th - 12th February	Mock exams
15th - 19th February	Half term
22nd February - 5th March	Mock exams
23rd March	Data report 2 issued
19th April - 23rd April	MFL speaking exams
26th - 27th April	Art GCSE practical
TBC	Progress evening - invitation only
10th May - 22nd June	Public exams
23rd June	Contingency day
19th August	GCSE results day



Homework Timetable

- Students should only be set homework on days indicated on the timetable
- The timetable indicates staff initials and then the day homework is to be set
- Check Google Classroom as well as planners

Subject	Group/Teacher	M1	T2	W3	T4	F5	M6	T7	W8	T9	F10
Art (2)	B - TGL		X				X				
	C - MSU				X						X
Computer Science (2)	A - KAI/KLG			X				X			
Drama (2)	A - JFD			X				X			
Economics (2)	D - MTG		X							X	
English (4)	V1 - DRN	X			X		X		X		
	V2 - NMN/NSE	X		X				X		X	
	V3 - VBE/NSE	X			X			X		X	
	W1 - HRS	X		X				X		X	
	W2 - RST			X		X		X		X	
	W3 - MEN/NSE	X		X			X		X		
	W4 - JIN/NSE	X		X			X		X		
French (2)	B - NTN/JRS		X				X				
	C - AMH				X						X
Geography (2)	A - CAT			X				X			
	C - RDE				X						X
Health & Social Care (2)	D - HBY		X							X	
	B - ACE		X				X				
History (2)	A - MMN			X				X			
	B1 - OBR		X				X				
	B2 - MCN		X				X				
	C - MCN				X						X
	D - MCN		X							X	
Maths (4)	Y1 - MEA	X			X		X			X	
	Y2 - JMN	X			X		X			X	
	Y3 - YKS	X			X		X			X	
	Y4 - SNG	X			X		X			X	
	X1 - YKS	X			X		X			X	
	X2 - ATR	X			X		X			X	
	X3 - CAA	X			X		X			X	
	X4 - SNG	X			X		X			X	

Music (2)	B - CRT		X				X				
Physical Education (2)	B - KKG/ACN		X				X				
Religious Studies (2)	V1 - JPR			X						X	
	V2 - CMU				X					X	
	V3 - SSA			X						X	
	W1 - JPR						X				X
	W2 - CMU	X									X
	W3 - JPR	X									X
	W4 - CMU	X									X
Science - Biology TRIPLE - 3 COMB - 2	X1 - IBN	X								X	X
	X2 - IBN				X					X	
	X3 - SMK		X							X	
	X4 - SMK						X			X	
	Y1 - SMK		X	X						X	
	Y2 - IBN				X					X	
	Y3 - IBN	X									X
	Y4 - SMK						X			X	
Science - Chemistry TRIPLE - 3 COMB - 2	X1 - TSA	X			X						X
	X2 - TSA				X					X	
	X3 - EWT						X			X	
	X4 - DBG	X									X
	Y1 - EWT	X			X						X
	Y2 - DBG					X				X	
	Y3 - DBG				X					X	
	Y4 - EWT					X				X	
Science - Physics TRIPLE - 3 COMB - 2	X1 - DRS		X			X				X	
	X2 - JCR	X									X
	X3 - DRS					X					X
	X4 - JCR					X				X	
	Y1 - JCR				X	X				X	
	Y2 - JCR	X									X
	Y3 - DRS					X				X	
	Y4 - FWG					X				X	
Sociology (2)	A - AMT			X						X	
	D - AMT		X								X
Spanish (2)	A - C/JN/ABL			X						X	
	B - EFN		X							X	
	C - JRS				X						X
	D - ABL/C/JN		X								X
Product Design (2)	C1 - CRY				X						X
	C2 - MRS					X					X
Textiles (2)	C - DOY					X					X
Food Tech (2)	A - JDL				X					X	
	B - JDL		X							X	

KEY
Triple Science
BLOCK A
BLOCK B
BLOCK C
BLOCK D

School Expectations



Appropriate footwear

Leather or leather-look plain black flat formal shoes.

No plimsolls, trainers, Converse, Vans and no boots (e.g. Kicker boots)



Socks & Tights

- Black tights (Oct-May)
- Plain white ankle socks (no logos)

Trousers/Skirts

- Navy tailored 'smart' trousers
- Not skinny or fitted
- Knee length skirt



Hair

- Natural colours and tones
- Does not draw undue attention
- Tied back when required

- Only religious necklaces
- No bracelets or rings
- No nose studs or facial studs
- Earrings
 - Plain gold or silver stud earrings in the bottom lobe



School Attendance & Punctuality

Excellent attendance is expected, however

- Should your daughter be unwell or unable to attend school, please contact the school to inform the Attendance Officer
- Once the registers close and a student is absent, if we have not received communication from parent/ carer, a text will be sent home

Requests for planned absence must be made in writing to:

- Head of Year if for medical reasons (providing evidence)
- Headteacher for all other reasons



Punctuality is also crucial.

Students arriving late to lessons miss key learning time and risk disrupting the learning of others. A prompt arrival ensures optimum learning for all.

School Attendance

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days





Punctuality

RECOMMENDED ARRIVAL

8:30 AM

Allows students time to settle, meet friends, organize equipment, and start the day calmly.

FORM TIME START

8:40 AM

Registration, essential notices, assembly, wellbeing checks, and mentor support begin promptly.

ATTENDANCE POLICY

8:41 AM+

Arriving past 8:40 AM incurs an official late mark ('L') and a **same-day late detention**.



Reduces Morning Anxiety

Arriving on time prevents the stress of walking into a full classroom late and ensures a smooth start to learning.



Never Miss Notices

Form time delivers critical exam updates, club announcements, and personal support that cannot be repeated later.



Builds Future Habits

Punctuality is a crucial workplace skill and a key metric requested on Post-16 and college references.



Sanction Notice: Any student arriving after 8:40 AM will be marked as late and must attend a detention on the same day. Please support your daughter in establishing strong morning routines.



Maintaining a balance



What the NHS says constitutes wellbeing:

- Connect with other people
- Be physically active
- Learn new skills
- Give to others
- Pay attention to the present (mindfulness)



Prioritising Year 11

- Form time for core subject intervention
- Priority in the library around exam periods
- A quiet study room is available every lunchtime
- A computer room will also be available
- Access to the library after school
- Various departmental interventions
- First in for lunch each day in the canteen
- Study group after November Mocks





Upcoming costs

To help families manage the upcoming costs associated with the end of Year 11 we will aim to spread this out as much as possible.

Things to be mindful of are:

- The prom
- Yearbook
- Hoodies

Not all need to be purchased, they are optional.

The prom is dependent on good behaviour.



Year 11 Prom

TBC likely Mon 28th/Tuesday 29th June

This will be held at The Shire, St Albans Road.





Leavers Hoodies (Fizz Hoodies & Yearbooks)

- Large '27' print on the back
- Containing the names of all students in the Year Group
- Features an embroidered logo on the front
- Purchase this **no later than 1st July 2027**
- £29.99 per hoodie ('premium' style or nickname is an additional £5 surcharge)

Website Link: <https://shop.fizz-group.co.uk/>

Unique ID: **264542027**



Yearbooks (Fizz Hoodies & Yearbooks)

- Between £25-£30
- For collection on Results Day
- *Note the later collection to enable student's prom photos to be included in the Yearbook!*

#classof2024

TOTALLY **UNIQUE** YEARBOOKS





Contacting Us

Please email office@qegschool.org.uk and mark your email FAO the correct member of staff.

If your query is academic, please mark FAO [class teacher name].

If your query is pastoral, please mark FAO [form tutor name].

In some cases other staff may be better equipped to assist you, our office staff will be able to help triage these queries.

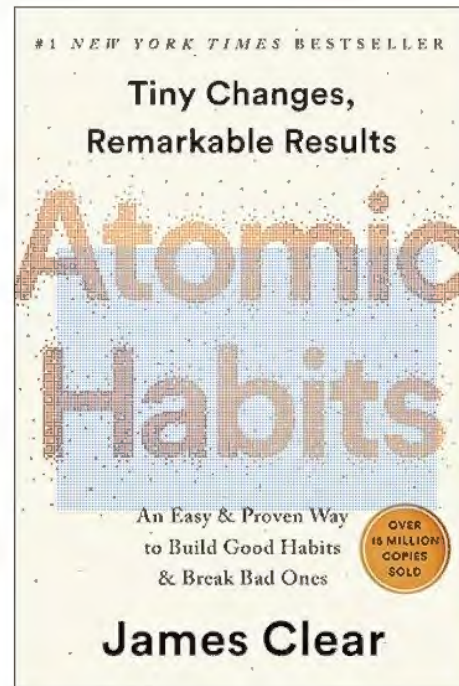


Succeeding at Key Stage 4

Mrs Barney, Associate Assistant Headteacher & Head of
Key Stage 4



You might recognise this man...



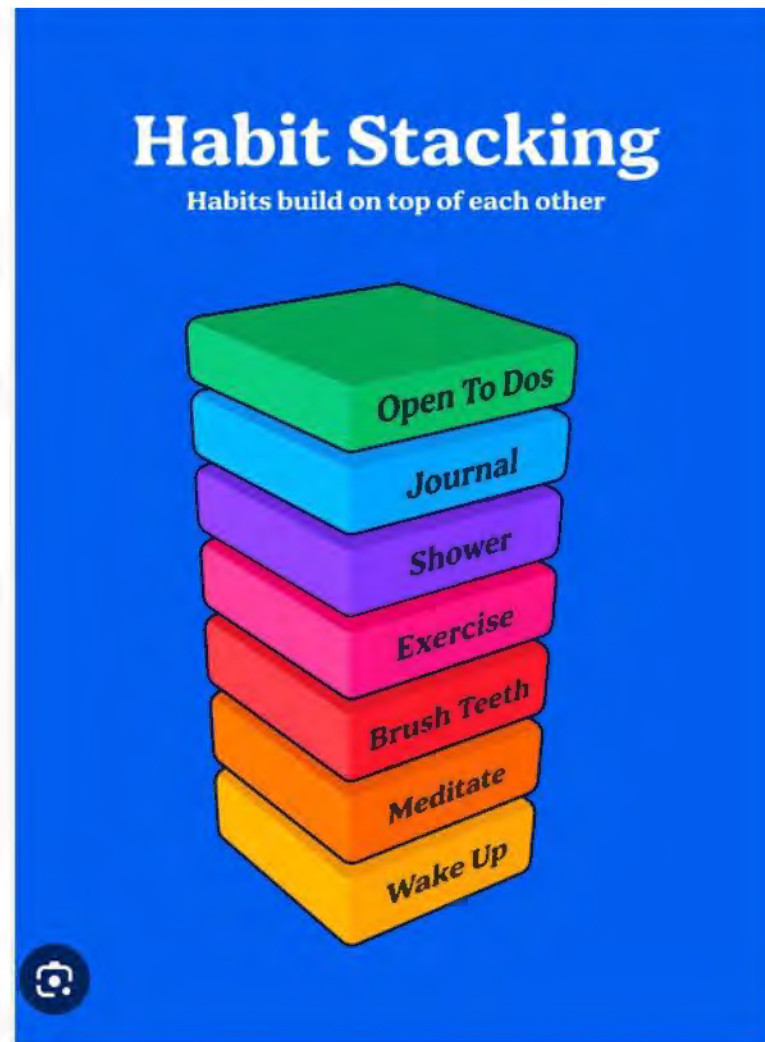
**...he wrote this
international
bestseller**

The 2 minute rule

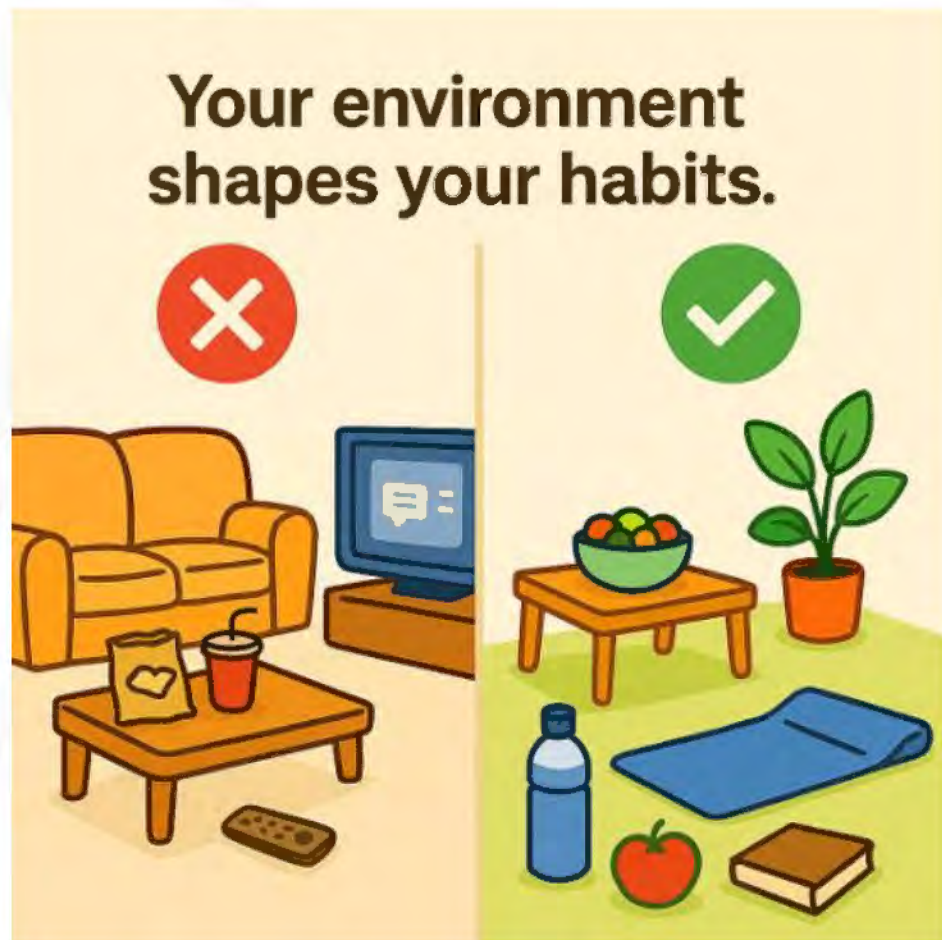




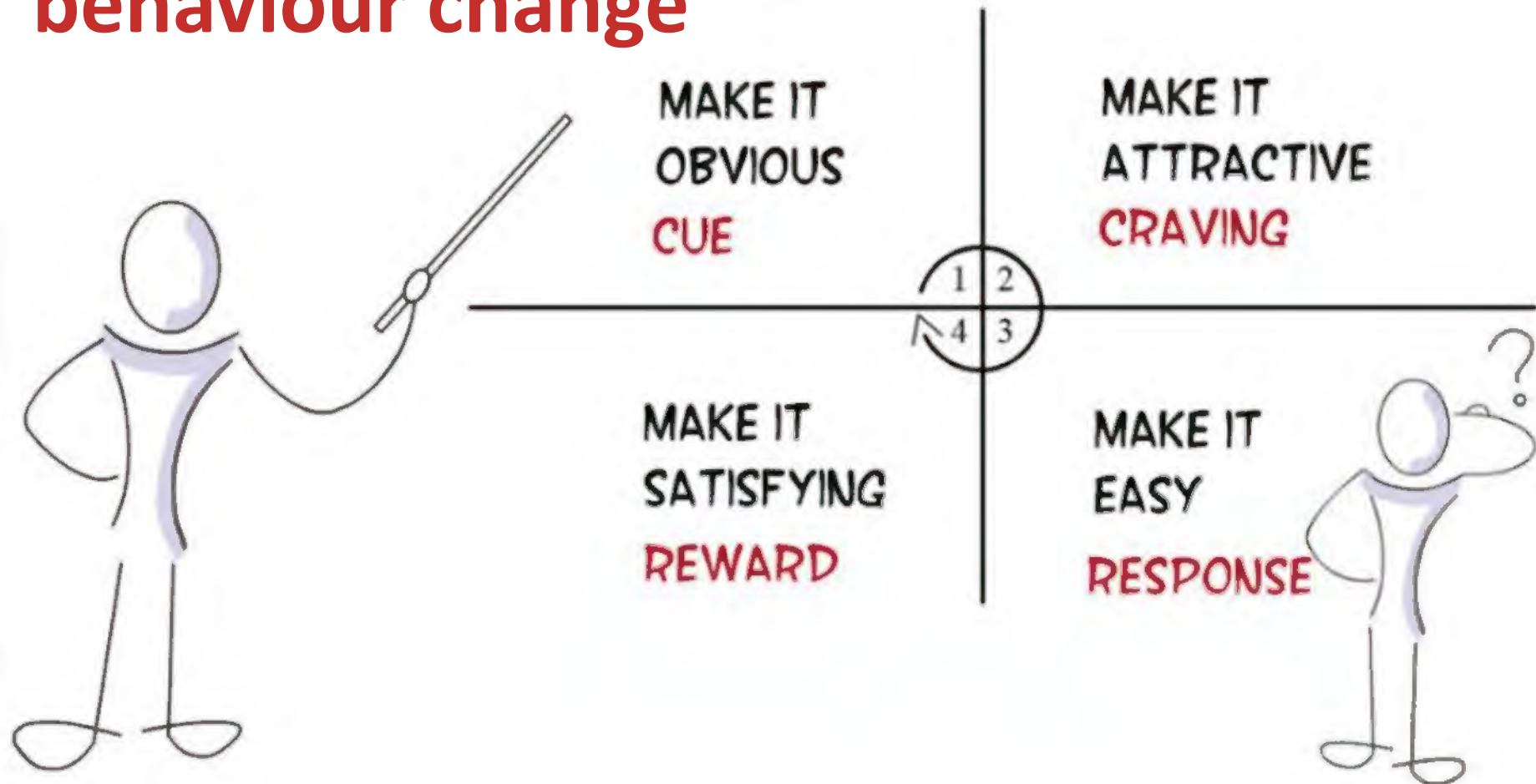
Habit stacking



Environmental design



The habit loop / the four laws of behaviour change



Atomic Habits

James Clear

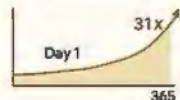
What Are 'Atomic' Habits?

Small routines that compound into significant results



The Power of 1% Improvement

Focus on a small increase each day



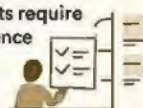
Environment Design

Adjust environment to make good habits easier



The Plateau of Latent Potential

Habits require patience



Tiny Changes, Remarkable Results

Small routines

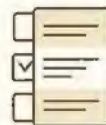
Atomic Habits

TINY CHANGES, REMARKABLE RESULTS

JAMES CLEAR

Habit Stacking

Pair a new habit with a current one



Identity Change

Build a new identity to facilitate lasting habits

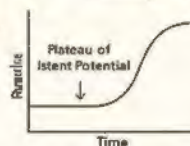


The 4 Laws of Behavior Change

- 1 Make it Obvious
- 2 Make it Attractive
- 3 Make it Easy
- 4 Make it Satisfying

The Plateau of Latent Potential

Habits require patience often lag



The 2-Minute Rule

Start new habits with an activity that takes less than 2 minutes



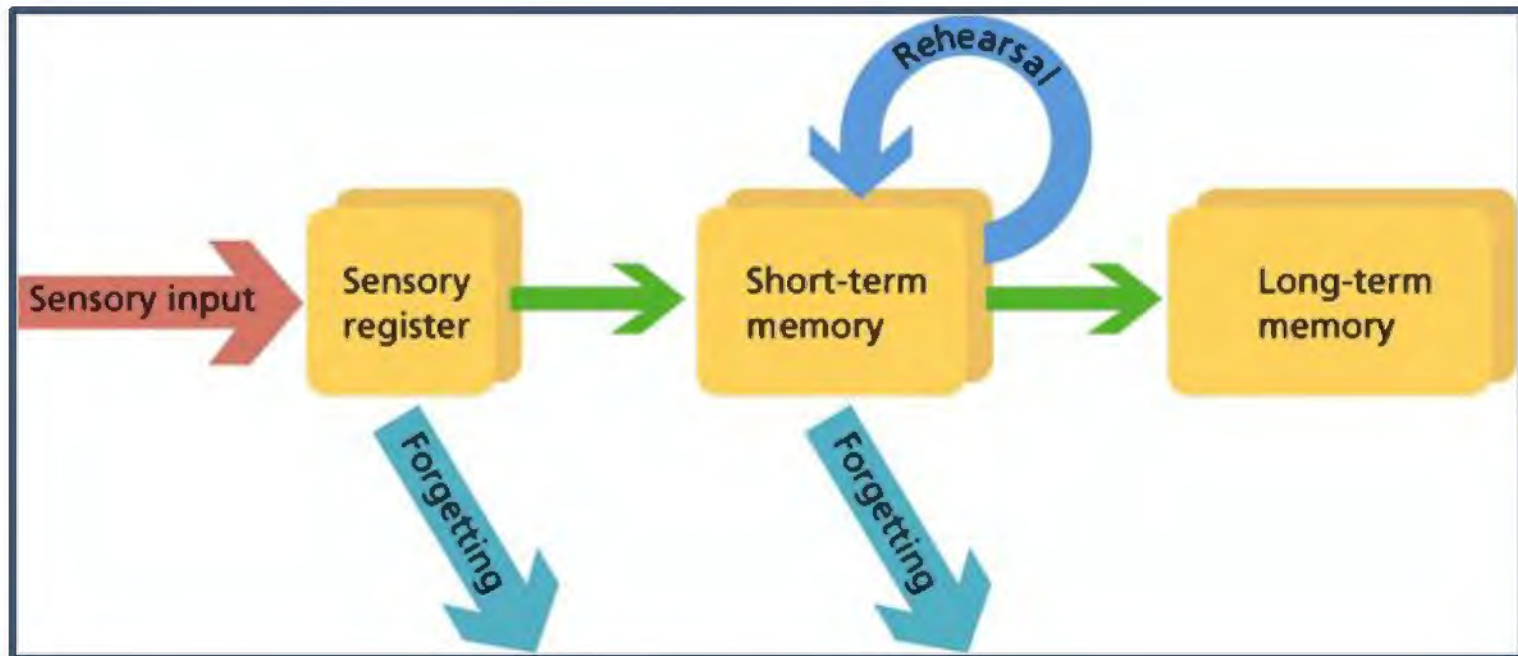
Identity Change

Build a new identity to facilitate lasting 'OK'





Cognitive Load Theory





Learning Techniques

Typical learning strategies we see in the classroom are...

Summarising



Re-reading



Highlighting/underlining

The charm is not used for certain ills, and the real or imagined maladies of the poor charm-box is usually full to overflowing. The magical packets are so numerous that people forget what their purposes were and fear to use them again. While the natives are very vague on this point, we can only assume that the idea of retaining all the old magical materials is that their presence in the charm-box, before which the body rituals are conducted, will in some way protect the worshipper.

Beneath the charm-box is a small font. Each day every member of the family, in succession, enters the shrine room, bows his head before the charm-box, mingles different sorts of holy water in the font, and proceeds with a rite of ablution. The holy waters are secured from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

In the hierarchy of magical practitioners, and below the medicine men in prestige, are specialists whose designation is best translated holy-mouth-men. The Nacirema have an almost pathological horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children which is supposed to prove their moral fiber.

The body ritual performed by everyone includes a mouth-rite. De people are so punctilious about care of the mouth, the uninitiated stranger as revolting, a small bundle of



Learning Techniques

What actually works is:

Retrieval Practice

+

Spaced Repetition

+

Interleaving

=

EXAM SUCCESS



Retrieval Practice

Making effort to recall detail about what has been explained without help.

In other words, getting the knowledge out of your head.

This is also called Active Recall

4 Methods of Retrieval Practice

@ImpactWales

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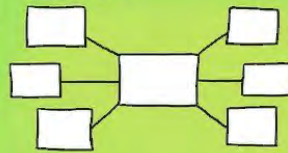
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

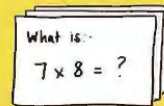
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

FLASHCARDS

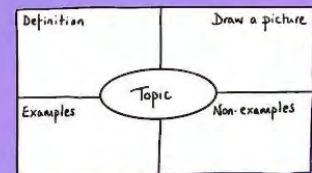
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

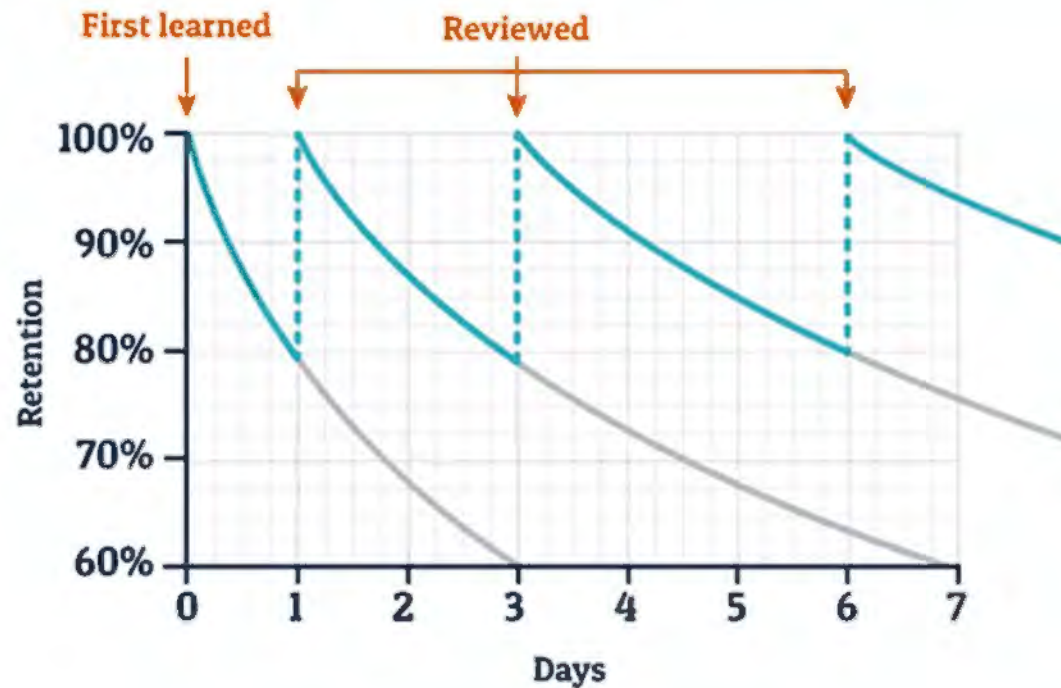
After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information



Spaced Repetition

Reviewing what you have learnt at fixed intervals over time to prevent forgetting and aid retention.

Typical Forgetting Curve for Newly Learned Information





Interleaving

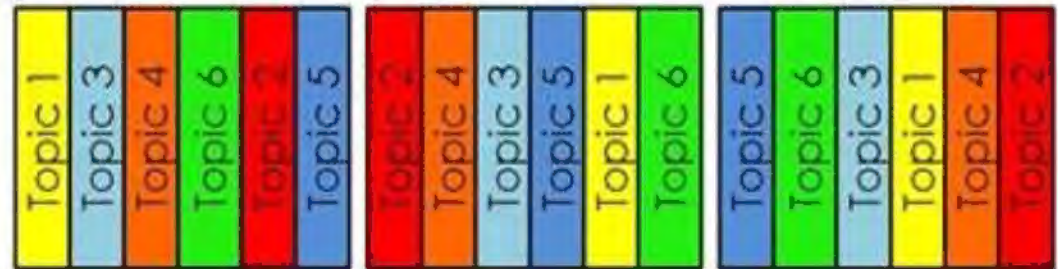


Attempting a variety of problems/topics rather than many examples of the same type of problem/topic.

This means breaking a larger topic into smaller parts and interspacing the learning.

Interleaving can be considered the opposite to mastery and it prevents depth of understanding - but this is a misconception.

Blocking vs interleaving

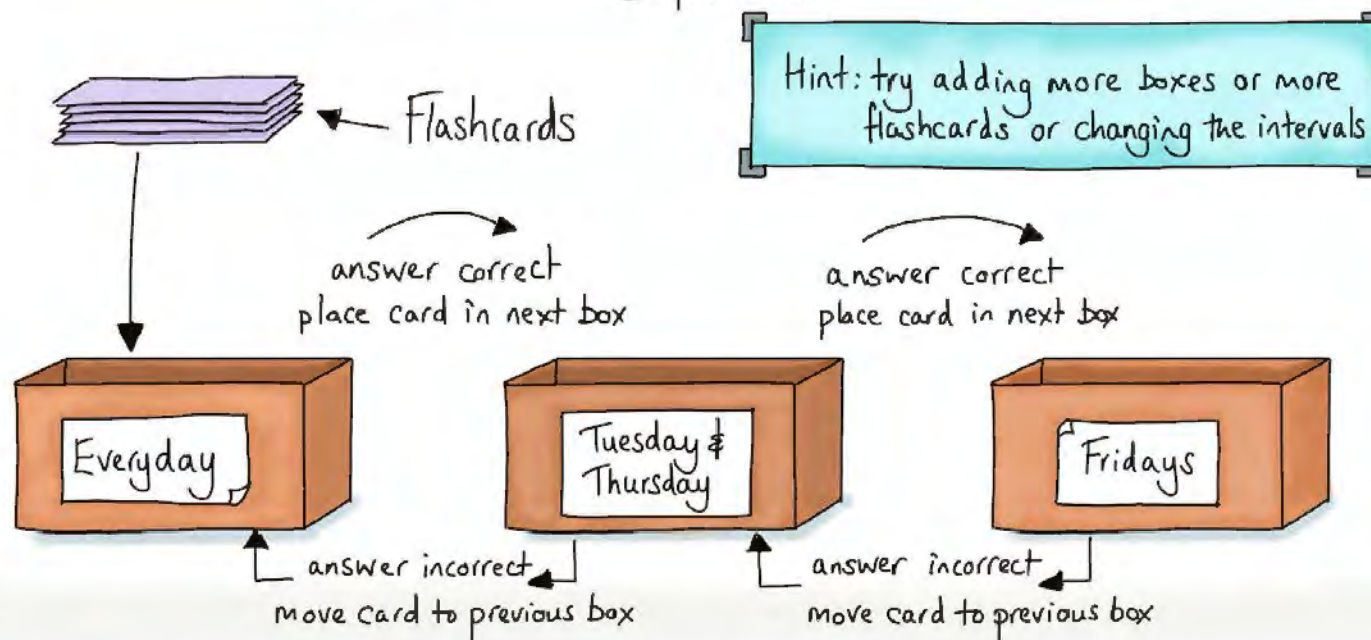




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LEITNER Flash card method

@ImpactWales



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.



In addition....



GCSEs Top tips for

Subject exam boards

Subject	Exam board
Art	OCR
Business Studies	Edexcel
Computer Science	OCR
Design & Technology	Edexcel
Drama	OCR
English	AQA
Food Preparation & Nutrition	AQA
French	AQA
Geography	Edexcel B
Health & Social Care	Edexcel
History	Edexcel
Maths	Edexcel
Media Studies	OCR
Music	Edexcel
PE	AQA
RS	Edexcel
Science	AQA
Sociology	AQA
Spanish	AQA

Top tips for revision in: **MATHS**

Top 5 tips for revision in Maths:

1. Revise and practise all the course content by watching the explanatory clips on Mathswatch and working through the interactive questions.
2. Present your work clearly and show all your working out.
3. Memorise your formulae and check that you are using the correct equipment.
4. Practise Exam questions under exam condition - Read the whole question, underline your keywords and work methodically from there.
5. The best way to revise GCSE Maths is to DO lots of Maths

An example of a short question is:

The first five terms of an arithmetic sequence are 1, 4, 7, 10, 13.
Write down an expression, in terms of n , for the n th term of this sequence.

The tip:

Find the common difference between two consecutive terms. Find the 0th term by working backwards from 1. Remember that the n th term should include both the difference and the 0th term such as $3n - 2$.

An example of a long question is:

Carlo puts tins into small boxes and into large boxes. He puts 6 tins into each small box. He puts 20 tins into each large box. Carlo puts a total of 3000 tins into the boxes so that number of tins in small boxes : number of tins in large boxes = 2 : 3.
Carlo says that less than 30% of the boxes filled with tins are large boxes. Is Carlo correct? You must show all your working.

The tip:

Read the question carefully and underline the key words. Work strategically by applying your knowledge of ratio and proportion first and then moving on to percentages. Make sure you that you give a conclusion at the end, eg Carlo is correct/Carlo is incorrect.

Revision tools:

- Mathswatch
- Kerboodle
- Edexcel - Past papers
- BBC Bitesize

Queen Elizabeth's Girls' School

Revision methods

Some really useful websites for revision are:

- Seneca- active learning, notes and quizzes
- Kerboodle- podcasts
- Mygcsescience- multiple choice questions as well as exam questions
- Physics and Maths tutor- past papers, notes, mind maps
- BBC Bitesize- quizzes and notes
- Mathswatch- Videos and exam questions
- Exam Q - Past papers and questions
- Mathsgeenie - Past papers and questions

www.qegschool.org.uk

@qegsbarnet



Sixth form led
assemblies

Tutor time
intervention

Revision
booklet



Quiet
study
room &
computer
room



How to support your daughter

- **Creating a designated study space** - ideally a quiet, clean, and well-lit area at home where she can focus without distractions.
- **Encourage healthy routines** - ensure she gets enough sleep, eats well, and takes regular breaks to avoid burnout and manage stress.
- **Talk to school** - keep an eye on class charts, check emails and let us know if you think you need additional support.
- **Maintain perspective** - our young people need a reminder sometimes that this is all part of a wider journey.



How students can help themselves

- Maintain a **positive attitude** to learning.
- Establish a **clear routine** - including breaks and things they enjoy.
- Utilise techniques that work for **them**.
- **Minimise distractions** - taking **ownership** of their space and learning.
- Make the most of the **resources** available to you.
- Ask for **help**.



How to use artificial intelligence to support revision

Ms Sharma, Assistant Headteacher





← from AI ▾

Requesting Assistance from AI

Perplexity Enterprise Pro Announce...

A testingcataloghelp@gmail.c... ▾

AI Help & support

I'm a Year 11 student following the AQA GCSE Combined Science specification. I've shared photos of a chemistry paper I completed under timed exam conditions, along with the official mark scheme and examiner's report for that paper.

Please: do the following:

Mark-loss analysis

Go question by question and identify exactly where I lost marks, referencing the mark scheme. Group these losses by topic/subtopic (e.g. "rates of reaction," "bonding") and by type of error (misread the question, knowledge gap, missed keyword, calculation error, poor exam technique).

Priority topic list

Rank the 2–4 topics where I lost the most marks, in order of priority for revision over the next two weeks.

Flashcards

For each identified knowledge gap, write a question-and-answer flashcard using exact AQA specification vocabulary and command words (e.g. "state," "explain," "calculate"), matching the phrasing style the mark scheme rewards. Keep answers concise and exam-focused, not textbook-length explanations.

Reply to Claude...

Claude 3 Sonnet ▾



I'm a Year 11 student following the **AQA GCSE Combined Science** specification. I've shared photos of a **Chemistry Paper 1** completed under timed exam conditions, along with the official mark scheme and examiner's report for that paper.

Please: do the following:

Flashcards

For each identified knowledge gap, write a question-and-answer flashcard using exact AQA specification vocabulary and command words (e.g. "state," "explain," "calculate"), matching the phrasing style the mark scheme rewards. Keep answers concise and exam-focused, not textbook-length explanations.

Mark-loss analysis

Go question by question and identify exactly where I lost marks, referencing the mark scheme. Group these losses by topic/sub-topic (e.g. "rates of reaction," "bonding") and by type of error (misread the question, knowledge gap, missed keyword, calculation error, poor exam technique).

Priority topic list

Rank the 2–4 topics where I lost the most marks, in order of priority for revision over the next two weeks.



When students
are short on
time

Flashcards

For each identified knowledge gap, write a question-and-answer flashcard using exact AQA specification vocabulary and command words (e.g. "state," "explain," "calculate"), matching the phrasing style the mark scheme rewards. Keep answers concise and exam-focused, not textbook-length explanations.

When students
want to know
what type of
questions they
are losing
marks on

Mark-loss analysis

Go question by question and identify exactly where I lost marks, referencing the mark scheme. Group these losses by topic/sub-topic (e.g. "rates of reaction," "bonding") and by type of error (misread the question, knowledge gap, missed keyword, calculation error, poor exam technique).

When students
want to
complete
focused
revision

Priority topic list

Rank the 2–4 topics where I lost the most marks, in order of priority for revision over the next two weeks.



Transition into Key Stage 5

Mrs Barney, Associate Assistant Headteacher & Head of
Key Stage 4



Courage Courtesy Creativity Integrity Resilience Respect Wisdom

We are pleased to invite you to our Sixth Form Open Evening

**Wednesday 14 October
6pm to 8pm**

Presentations in the Hall to begin promptly at 7.15pm.

Discover more about our A Level courses, ask questions,
talk to subject teachers and current students.

We look forward to welcoming you.



Success at Key Stage 5

- Strong academic results in KS5 - 30% A*-A grades
- Notable subjects and options available to support pathways in STEM, the Arts, Humanities and other growing fields.
- Dedicated career guidance - which has in fact already begun.
- Community and culture - events to build cultural capital
- Strong pastoral care - experienced form tutors
- Leadership roles - senior prefects and officers
- Enrichment programme - focus on public speaking, study skills etc
- Oxbridge programme - application support / interview preparation and much more



Success Stories at KS5

	Grades	Post-18 Pathway	University
Student V	A* A* A* A*	Physics	University of Cambridge
Student W	A* A* A*	Human, Social & Political Sciences	University of Cambridge
Student X	A* A* A	Medicine	Imperial College
Student Y	A* A A A	Economics	University of Warwick
Student Z	A A A	Medicine	Queen Mary



Student Voice

I feel safe and comfortable here. I know the teachers will help. Smaller class sizes mean I can get individual support promptly.

As a QE student I was able to to immediately focus on my A Levels. There was no worry about adapting to a new school route, environment, teachers and friends.

As I had been here for 5 years I was never going to leave. I love the teachers and the students and how happy QE makes me feel.

As the most senior students in the school we are treated as young adults. I noticed in a college setting everyone was treated the same as the lower school was not present for comparison.

I chose to stay at QE for my A Levels because I like the smaller class sizes and I wanted to stay in a more familiar environment.



Maths

Mrs Khodabacus, Head of Maths



GCSE (9-1) Mathematics

Examination Board: Edexcel

The qualification consists of three equally-weighted written examination papers:

- Paper 1 is a non-calculator assessment
- Paper 2 is a calculator assessment
- Paper 3 is a calculator assessment

Each paper is 1 hour and 30 minutes long and has 80 marks.



Tiers and grades

- Two tiers are available: Foundation and Higher
- Foundation tier: grades 1 to 5
- Higher tier: grades 3 to 9



The assessment will cover the following contents:

1 Number

2 Algebra

3 Ratio, proportion and rates of change

4 Geometry and measures

5 Probability and Statistics

Each paper will cover all Assessment Objectives.



Preparation for Exam in Year 11

In Year 11 we aim to complete the GCSE scheme of work by January/February so students have ample time to prepare for their GCSE Exams.

Students will be provided with a wide range of resources such as:

- Maths revision topic list and RAG sheets (post mocks) annotated with MW clip numbers
- Ongoing retrieval quizzes
- Exam topic booklets
- Past papers
- Maths club every Wednesday in Rm 311 3:30 to 4:00



GCSE Maths Topic List

Use this guide to help focus your revision.

You can use the numbers in brackets to find this topic on Mathswatch, where you will find a video, a worksheet, and some interactive questions.

Tick off each topic as you go along!

1a) Calculations, checking and rounding:

- Whole number and decimal arithmetic (17, 18, 19, 20, 66, 67)
- Place value calculations (92)
- Rounding (31, 32, 90)
- Estimation (91)
- Product rule of counting (69)

1b) Indices, roots, reciprocals and hierarchy of operations:

- Squares, cubes, roots (81)
- Index laws (29, 131, 82)
- Negative and fractional indices (188, 154)
- BIDMAS (75)

1c) Factors, multiples and primes:

- Prime factor decomposition (78, 28)
- HCF and LCM (79, 80)

2b) Setting up, rearranging and solving equations:

- Solving equations (135a)
- Rearranging formulae (136, 190)

2c) Sequences:

- Generating sequences (37)
- Using n th term formula (102)
- Special sequences (geometric) (104)
- Fibonacci sequences (141)
- Finding n th term formula of linear sequence (102)
- Finding n th term formula of quadratic sequence (103)

3a) Averages and range:

- Two-way tables (61)
- Mode, median, range and mean (62)
- Stem and leaf diagrams (128b)
- Averages from grouped frequency tables (130a)
- Averages from ungrouped frequency tables (130b)

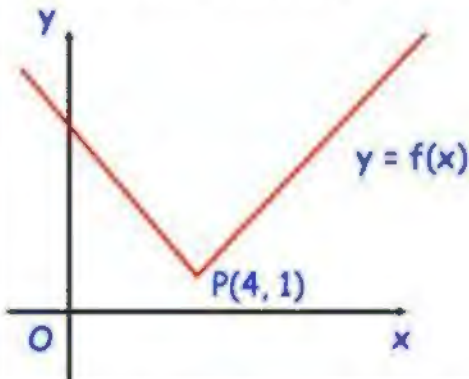


GCSE Maths - RAG sheets

No	TOPIC	CLIP NUMBER	MARKS AWARDED	TOTAL MARKS	RAG
1	Drawing Scatter Graphs	129		3	
2	Standard Form	83		4	
3	Solving Equations	135a		3	
4	Percentages increase and decrease	108		3	
5	Constructing and Calculating with bearings	124		2	
6	Stem and Leaf Diagrams	128b		5	
7	HCF and LCM	79,80		4	
8	Using nth term formula	102		4	
9	Two - way Tables	61		4	
10	Simplifying Surds Perimeter and area of shapes	207a, 207b, 52, 53		3	



Retrieval quiz

Qn1: Last year	The length of the side of a square is 5.34 cm to 2 dp. Work out the UB for the perimeter.	
Qn2: Last term	What are the coordinates of the new position of P when the graph $y = f(x)$ is transformed to the graph of $y = -f(x)$ 	Qn3: Last week Find the equation of the tangent to the circle $x^2 + y^2 = 169$ at the point B (5, -12)
Qn4: Last lesson	Make w the subject of $5(w - 2a) = 3w + 7$	
Qn5: Prior learning	Simplify $\frac{3a}{4} \div \frac{6c}{7}$	
Extension: A'level Topic	Sketch the graph of $y = x^2 - 5x + 4$	



Each card has its own supporting video tutorial and practice questions/answers.



How can parents support?

1. **GCSE Past Papers** from the exam board Edexcel website.
2. **Mathswatch** - Please ensure that explanatory clips are watched and interactive questions are attempted on a regular basis to help with recall and retention.
3. **Home learning** - Please check that home learning is completed to the best of ability.
4. Test students on formulae and flashcards.
5. Encourage your child to be organised and ask for help when needed.



Maths Equipment

All students are expected to bring the following equipment to every maths lesson:

- Maths exercise books and folders
- Blue or black pen and green pen, highlighters, pencil, eraser and sharpener
- **Scientific Calculator (CASIO)**
- 30cm ruler
- Pair of compasses with pencil and Protractor
- Glue stick
- Whiteboard pens





The best way to revise GCSE Maths is to **DO** lots of Maths so:

Practice, practice and more practice



English

Mrs Madigan, Joint Head of English



Founded in 1888

English in Year 11

The course



English is an integrated course offering two GCSEs (of equal status): GCSE English Language and GCSE English Literature. Exam Board: AQA

All classes receive exactly the same curriculum provision and study everything at the same time

All curriculum content will have been covered by the end of this half term.

Year 11 is used to re-visit, consolidate, revise and prepare for the exams. This is when we do specific teaching of exam technique / essay writing.

GCSE English Language:

PAPER 1: (1 $\frac{3}{4}$ hours)
'Explorations in creative reading and writing' 50%

SECTION A: Reading (Extract from fiction text: 4 questions testing different reading skills)

SECTION B: Writing (Creative writing – to narrate or describe)

PAPER 2: (1 $\frac{3}{4}$ hours) *'Writers' viewpoints and perspectives' 50%*

SECTION A: Reading (2 non fiction extracts: 4 questions testing different reading skills)

SECTION B: Writing (Creative writing – to argue, persuade or explain)

GCSE English Literature:

PAPER 1: (1 $\frac{3}{4}$ hours) 40%

- **Section A:** *Romeo and Juliet* (Shakespeare)
- **Section B:** *A Christmas Carol* (Dickens)

PAPER 2: (2 $\frac{1}{4}$ hours) 60%

- **SECTION A:** *An Inspector Calls* (JB Priestley)
- **SECTION:** AQA
Anthology poetry –
comparison of two poems
(Power & Conflict cluster)
- **SECTION C:** Unseen Poetry

Current work

- We are currently studying '*A Christmas Carol*' for Literature Paper 1
- This will be finished by October half term
- Last term, they studied '*Romeo and Juliet*' for Literature Paper 1
- Homework this half term is to **revise 'Romeo and Juliet'**
- Over the 2 week half term break they will need to revise:
 - '*A Christmas Carol*'
 - '*Romeo and Juliet*'
 - Language Paper 1

November mock exams

GCSE English Literature Paper 1

GCSE English Language Paper 1

- Lesson time after half term (up to the mocks) will be spent revising for the mocks
- Students will be given past papers by their teacher
- Homework will be revision / preparation for the mocks

November mocks – end of term

Following the mock period, we will:

- Reflect on the exams and provide feedback
- Start revising for the March mocks

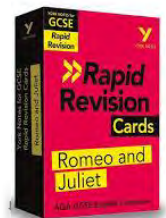
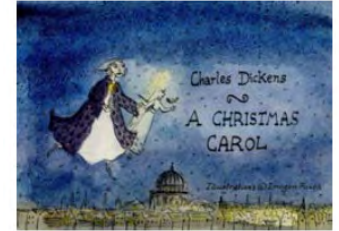
After Christmas, we will revisit each text / exam again ready for the March mocks
(March mocks will be Language Paper 2 and Literature Paper 2).

English revision:

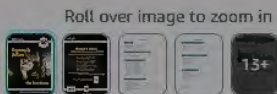
- We will break it down and provide specific tasks for them to complete
- They will be set tasks on Google Classroom
- Their classroom will have a bank of materials on each exam / text including retrieval quizzes
- They have been given a revision pack for each text (also available electronically)
- For each Literature text, they need to *learn quotes and contextual information **off by heart***

Additional revision resources:

- BBC Bitesize (online)
- BBC Teach (KS4)
- Sparknotes (free online / free App)
- Kahoot! Quizzes
- Study guides: York Notes / CGP guides
- Revision cards (York / Letts / CGP)
- FlipsCo cards
- Film versions of 'Romeo and Juliet', 'A Christmas Carol' and 'An Inspector Calls' available online
- There are a FEW useful YouTube videos (but also some to avoid e.g Mr Bruff)
- Click Revision videos for An Inspector Calls



[Back to results](#)



[Read sample](#)

GCSE English Shakespeare Text Guide - Romeo & Juliet includes Online Edition & Quizzes for the 2024 and 2025 exams Paperback

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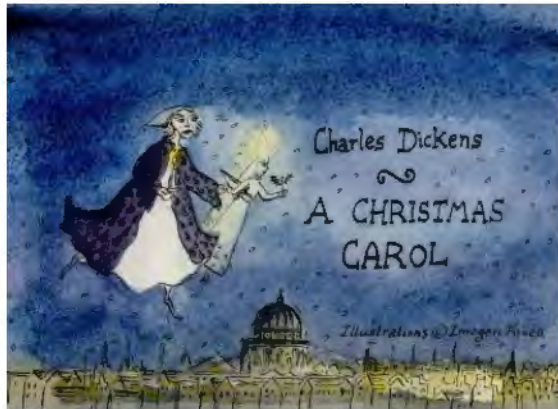
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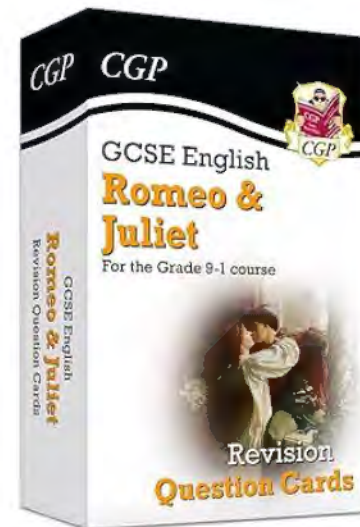
92% positive over last 12 months

recommendations..

FLIPSCO cards



CGP or YORK revision cards



Useful revision strategies for English

- Re-read the texts (listen to audio versions and commentaries)
- Watch the film / tv versions
- Mind Maps / flash cards to learn quotes
- Quizzes
- Plan past exam questions (www.aqa.co.uk)

Ways to help

- Encourage a routine of regular, short revision tasks e.g. online (for learning quotes)
- Encourage a re-reading of the texts (without distraction e.g. phone)
- But also.. use the technology! (Apps like Sparknotes, Click revision on YouTube, BBC Bitesize are all excellent)
 - Be wary of AI e.g. asking for quotes
- Watch the films together (with subtitles on)
- Discuss topical issues

Library at QEGS



- A wide range of **study guides** and **textbooks**, as well as supplementary non-fiction books.
- Access to **computers** for online resources.
- A calm space for **quiet study**.
- Free **online library** (e-Platform), accessible at school or at home on desktop or via the app.
- After school **drop-in sessions** with LSAs every day.

Students in exam years are given priority into the library at lunchtime during the lead up and over the duration of the student's mock and summer exams.



Science

Mr Bloor-Young, Head of Science



Science: Course structure

AQA - Trilogy (Combined Science)

- Biology, Chemistry, Physics (Triple Science)

2 Papers for each Science so 6 papers in total

1 hour 15 minutes for Trilogy each paper 70 marks

1 hour 45 minutes for Triple each paper 100 marks

Foundation and Higher Tiers -

Ofqual recommend students working at Grade 5 sit the F tier



aqa trilogy

NOT AQA
SYNERGY

[All](#) [News](#) [Images](#) [Videos](#) [More](#)

About 933,000 results (0.41 seconds)

<https://www.aqa.org.uk> > subjects > combined-science-t...

GCSE | Combined Science: Trilogy - AQA

GCSE Combined Science: **Trilogy**. 8464. Find all the information, support and resources you need to deliver our specification.

Specification at a glance

1. Cell biology - 2. Organisation - 3. Infection and response - 4 ...

Assessment resources

Insert (Modified A4 18pt)
(Foundation; Higher ...

Media

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Teaching resources

Community link: Association for
Science Education - the ...

Planning resources

Teacher training: disciplinary
language Promoted. Published ...

Introduction

The subject content and required
practicals in this specification ...



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For Triple students....each of Biology, Chemistry and Physics



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8461

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Exams from: June 2018

QAN code: 601/8752/9

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Biology

Paper 1

Cell structure and transport
Cell division
Organisation and the digestive system
Organising plants and animals
Communicable diseases
Preventing and treating disease
Non communicable diseases
Photosynthesis
Respiration

Paper 2

The human Nervous system
Hormonal coordination
Homeostasis in action
Reproduction
Variation and evolution
Genetics and evolution
Adaptations, interdependence and competition
Organising an ecosystem
Biodiversity and ecosystems

Chemistry

Paper 1

Atomic structure
The periodic table
Structure and bonding
Chemical calculations
Chemical changes
Electrolysis
Energy changes

Paper 2

Rates and equilibrium
Crude oil and fuels
Organic reactions
Polymers
Chemical analysis
The Earth's atmosphere
The Earth's resources
Using our resources

Physics

Paper 1

Conservation and dissipation of energy
Energy transfer by heating
Energy resources
Electric circuits
Electricity in the home
Molecules and matter
Radioactivity

Paper 2

Forces in balance
Motion
Force and motion
Force and pressure
Wave properties
Electromagnetic waves
Light
Electromagnetism
Space



Science Equipment

All students are expected to bring the following equipment to lessons AND all exams:

- Black pens, pencils, eraser and sharpener
- 30cm ruler
- Protractor
- Scientific calculator





How to best support students to revise?

1. **Kerboodle** - Online textbook, online practice tests and progress tests, revision strategies.
2. **MyGCSE Science** - total revision package purchased by the school - the whole syllabus is broken down into sections consisting of a video, recall multiple choice questions, a longer exam question and mark scheme.
3. **GCSE Past Papers** from the exam board AQA (printed copies) and Physics and Maths tutor website.



Understanding Reports and Assessments

Ms Sharma, Assistant Headteacher



Term 1 report

Subject		Engagement	Home Learning	Teacher
Drama		2	1	JFD
English		2	2	NMN
French		2	2	MIT
History		2	2	MCN
Mathematics		1	1	DWS
PE Core		2	n/a	CMY
PHSCE		2	n/a	DSK
Religious Studies		1	1	JPR
Science	Biology	1	2	HNA
	Chemistry	1	1	PKI
	Physics	2	1	DBG
Technology		1	1	RPE



Engagement and Home Learning

Engagement

1. **Outstanding** - fully engaged, excellent commitment, participates and contributes in lessons, excellent effort and behaviour.
2. **Positive** - engaged, very good commitment and effort with very good behaviour, mostly participates and contributes in lessons.
3. **Needs to improve** - usually focused and committed, sometimes participates and contributes, misses some opportunities to be more fully engaged and sometimes distracted.
4. **Unacceptable** - variable/lacking focus and commitment, easily distracted, poor participation and contribution.

Home Learning

1. **Outstanding** - homework is always completed, presented on time and to a standard that represents the student's best efforts
2. **Positive** - homework is mostly completed, presented on time and usually to a standard that represents the student's best efforts
3. **Needs to improve** - homework is not consistently presented on time and of a satisfactory standard
4. **Unacceptable** - homework completion, presenting on time or standard is poor



GCSE Target Grades

CATS

GCSE

9

8

7

6

5

4

3

2

1

Sig more than 100

More than 100

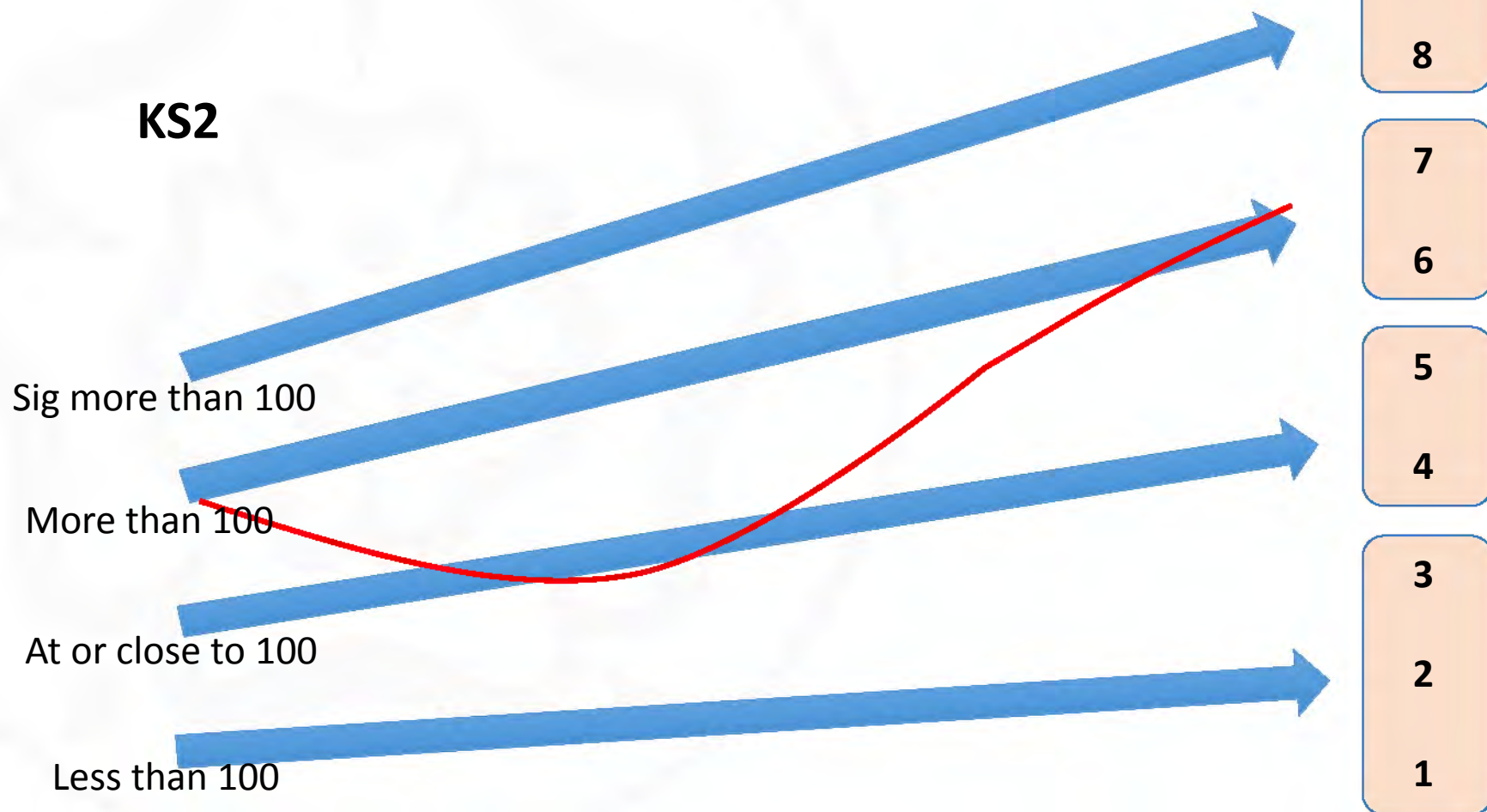
At or close to 100

Less than 100



GCSE Target Grades

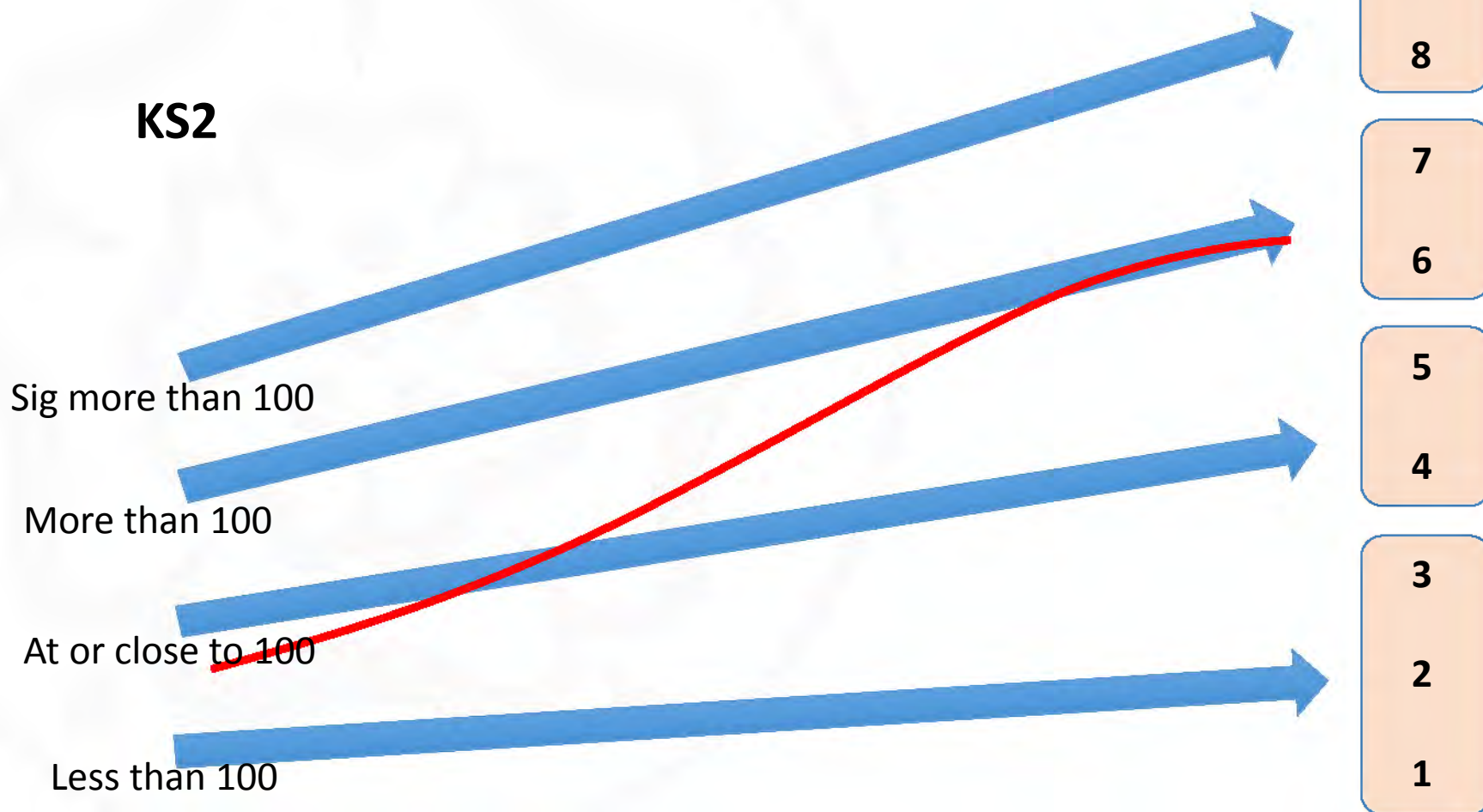
KS2





GCSE Target Grades

KS2





Term 2 Report

Subject	Spring		Engagement	Home Learning	KS4 Minimum	Teacher
	Curr	Pred				
Business Studies	6C	6A	2	1	6	GWN
English	6A	7B	1	1	7	NMN
English Literature	6C	6A	2	1	7	NMN
History	4B	5C	1	2	6	MCN
Mathematics	5A	6A	1	2	7	DWS
PHSCE	n/a	n/a	2	n/a	n/a	DSZ
PE Core	n/a	n/a	2	n/a	n/a	ACN
Religious Studies	3A	4A	2	1	5	JPR
Science Combined	32	43			55	
		Biology	2	1		HME
		Chemistry	2	2		EWT
		Physics	2	1		DGB
Spanish	5C	6A	1	1	7	ABL



Inclusion and Wellbeing in Year 11

Ms Abimbola, Deputy Headteacher

QEG student support

MASH and/or police referral, Referral to alternative provision

Early Help referral, GP ,CAMHS, Educational Psychologist and EHCP application

Referral to CCAP, BICs, Grief encounter, BYCAS, EWO, Exam Access
Usual school arrangements

Inclusion support, SENCo, Learning Mentor, Managing Emotional dysregulation Course, Anger Management, Additional Literacy and Numeracy Support, Transition Group, Pastoral Reports, Social Skills Intervention and EAL .

Tutor time, assembly themes, PSHE, careers , behaviour expectations
high quality teaching , mindfulness, restorative practices, qualified onsite pediatric nurse and CPOMS .

Inclusion

If you have concerns about your child's
Well-being:

- Please contact their **form tutor** by email

Progress:

- **In a specific subject:** speak to their class teacher and/or Head of Dept via email
- **In a range of subjects:** speak to their Head of Year via email

Inclusion

- If your child has a **learning difficulty** speak to Mrs Matty, SENDCO
- If your child has a **medical need** then please contact our Nurse: Nurse Yasmin



Sixth Form Open Evening

**Wednesday
14 October 2026**

**6.00pm - 8.00pm
(in school)**

Year 11 Parents' Evening

**Wednesday
13 January 2027**

**2.00pm - 6.00pm
(online)**