

Year 11 Information Evening

17 September 2026



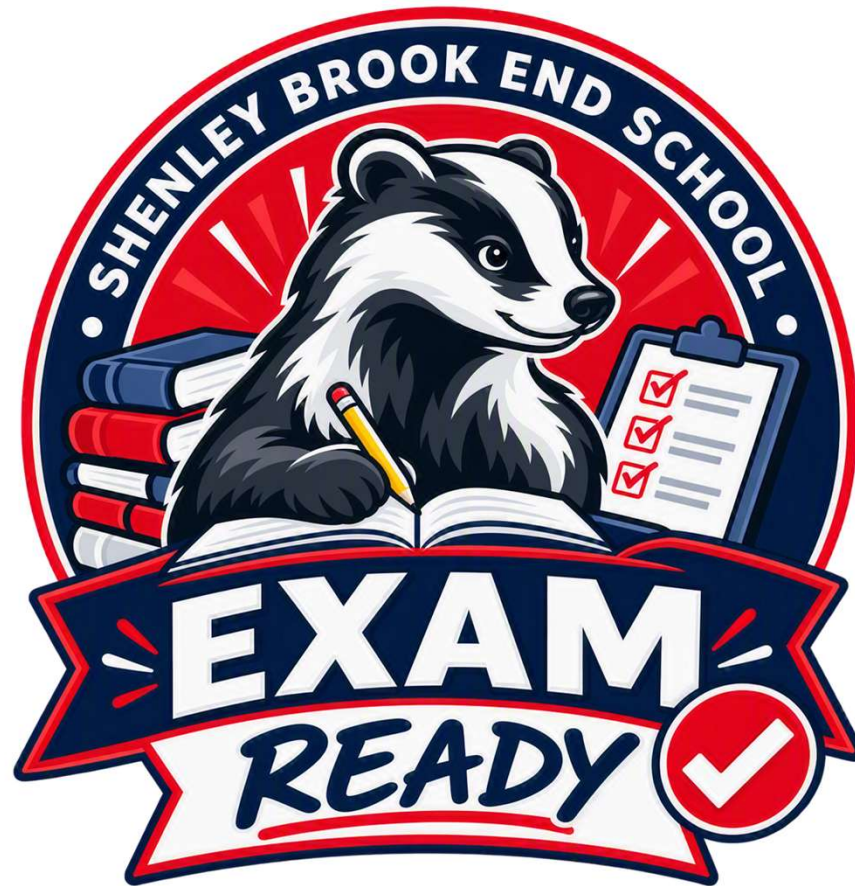


Y11 Year Ahead



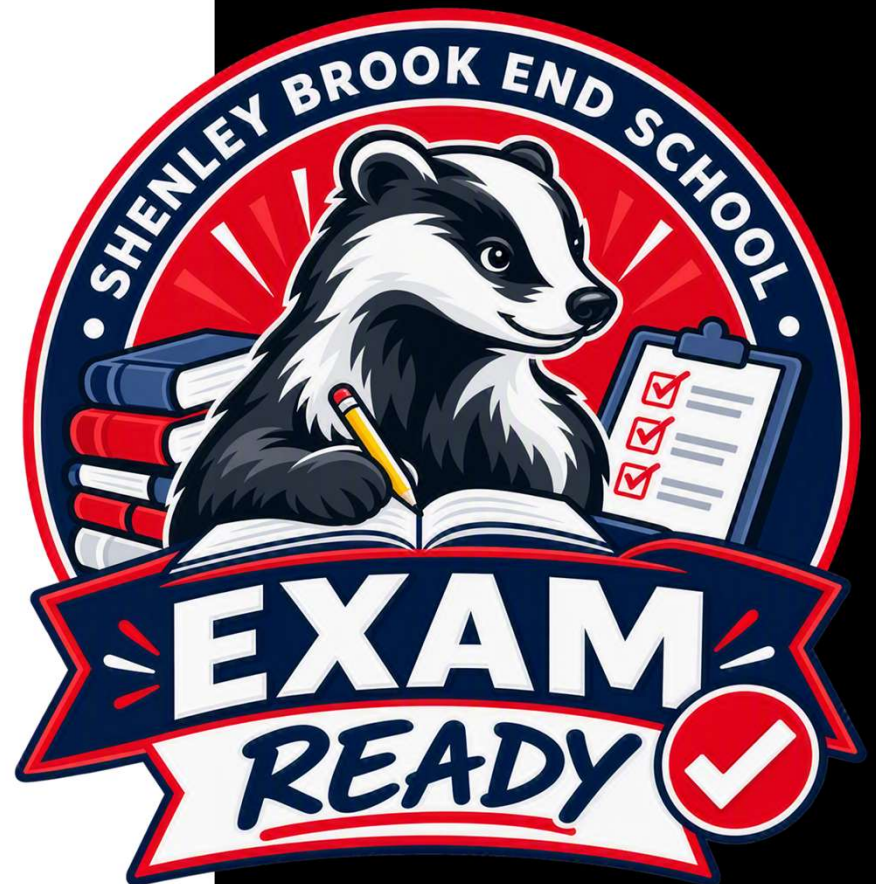
Thursday 17 September 2026	Year 11 Shenley Study Skills Day Year 11 Parents Information Evening
w/c 21 September 2026	Y11 Mock Exams in English, Maths and Science
Thursday 5 November 2026	Tutor Afternoon and Evening
w/c 7 & 14 December 2026	Y11 Mock Exams in all subjects (except Science)
Thursday 28 January 2027	Y11 Online Parents' Evening
w/c 22 February & 1 March 2027	Y11 Mock Exams in English, Maths and Science
Monday 10 May – Friday 28 May 2027	Final GCSE exams <i>In-school revision provision for all students each morning if not sitting a public exam.</i>
Monday 7 June – Friday 18 June 2027	GCSE exam period continues <i>All students on study leave.</i>
Friday 18 June 2027	Leavers' celebrations in school after last public exam
Wednesday 23 June 2027	Contingency Day – your child must still be available to sit public exams on this day
Thursday 1 July 2027 (TBC)	Y11 Prom

Our aims for our Y11 students...



Exam Ready: Exam Behaviour Curriculum

Miss Keane





Pastoral Support & Wellbeing

Who can I speak to if my child needs help?

Form Tutor

Subject
Teachers

Wellbeing Hub
Breaktime/ SfL

Tutor Evening – Thursday 5th November



Key People

Miss Keane

(Pastoral Leader for Y11)
ekeane@sbe5d.com

Mr Jaffer

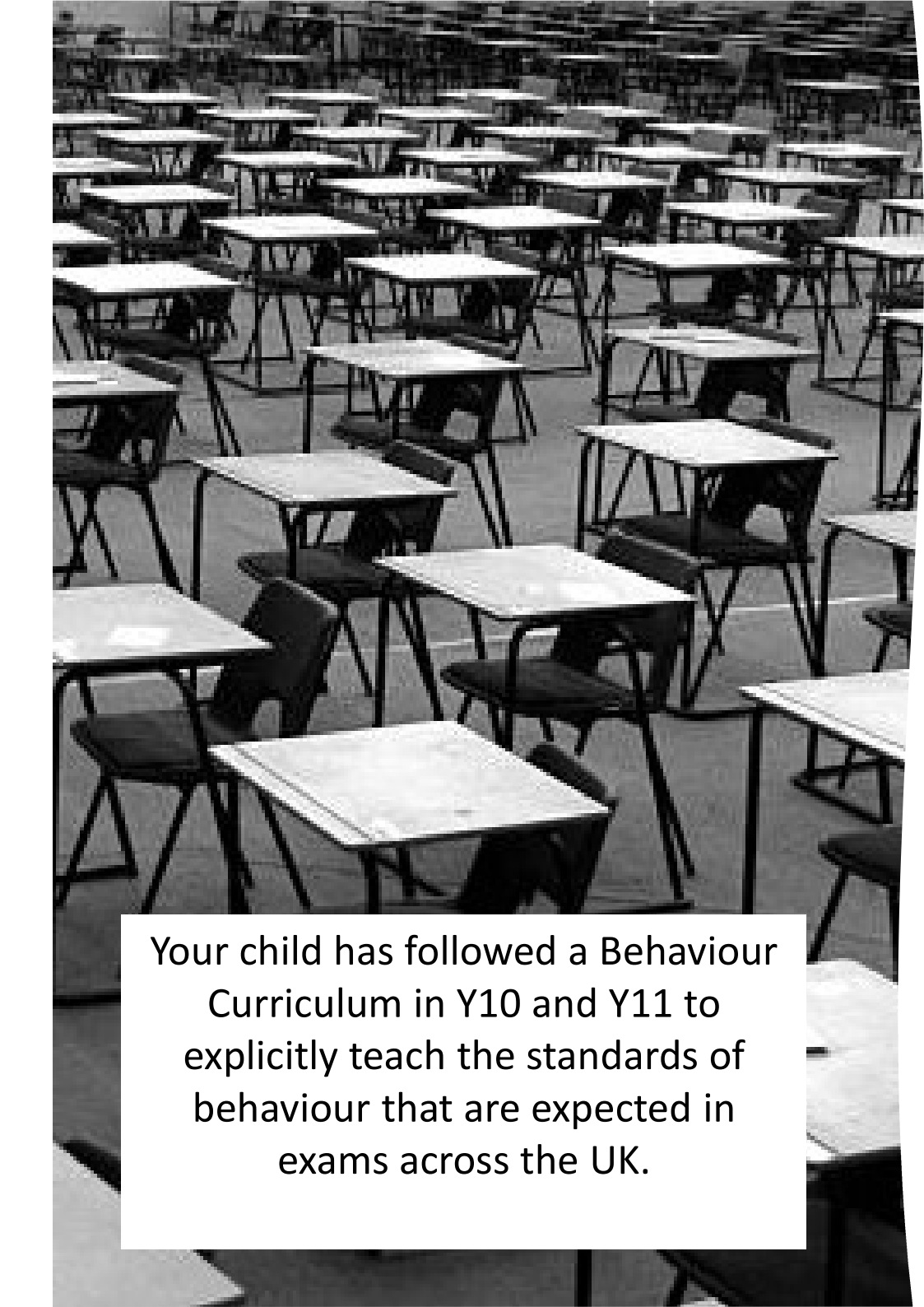
(Year Leader for Y11)
ajaffer@sbe5d.com

Mrs Baker

(Director of Raising Standards)
cbaker@sbe5d.com

Form Tutors

- 11H1 – smasih@sbe5d.com
tmanning@sbe5d.com
- 11H2 – mmartinezgarcia@sbe5d.com
eocran@sbe5d.com
- 11S1 – psiebke@sbe5d.com
- 11S2 – jsmith@sbe5d.com
- 11B1 – lmalone@sbe5d.com
- 11B2 – nabbey@sbe5d.com
- 11C1 – hphillips@sbe5d.com
- 11C2 – rchapman@sbe5d.com
- 11E1 – sbereit1@sbe5d.com
- 11E2 – sdinneya@sbe5d.com
Cmancini@sbe5d.com



Y11 Exam Regulations

- *Mock examinations are run following JCQ regulations to help prepare students for the external examinations at the end of Year 11.*
- Most exams will take place in the Sports Hall or Sports Hall 2; occasionally there will be additional venues; this will be indicated on the timetable.
- Correct school uniform **must** be worn to all exams. Coats must be removed outside the exam venue.
- Before students enter the venue, they must check that they do not have anything in their pockets. (This includes notes, books, tissues, USB sticks, house keys and mobiles phones). They should leave prohibited items at home or in their locker, bag or hand them in.
- Students cannot wear watches (smart, digital or analogue) in the exam venue.
- There will be no toilet breaks in exams unless students have a medical exemption. Students should ensure they have been to the toilet before they enter the exam venue.
- Students must enter the examination venue in silence, **remain silent at all times.**
- Students must not engage in unfair, distraction or disruptive behaviour including turning around, communicating/attempting to communicate with any other pupil(s).

Your child has followed a Behaviour Curriculum in Y10 and Y11 to explicitly teach the standards of behaviour that are expected in exams across the UK.

Exams Behaviour Curriculum

We have been preparing your child for this already and will continue to do so throughout the year.

‘Practice makes perfect’

Our behaviour curriculum has taught students how to enter the hall, how to conduct themselves during exams and how to leave the hall.





How to enter an exam



AM Exams

- Go to form time and register.
- Then go straight to the exam venue – most exams will take place in the Sports Hall/Sports Hall 2 but check your timetable.

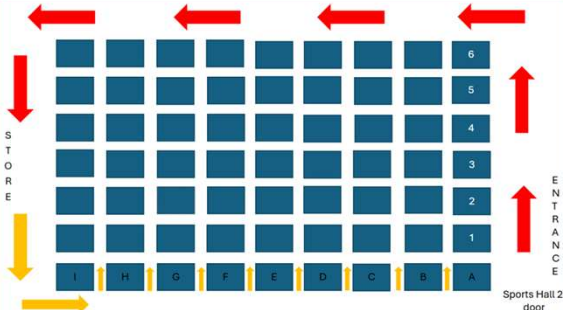
PM Exams

- Lunch arrangements will change to accommodate your exams. You will go to lunch at 12.25pm; afternoon exams will begin at 1pm. Go straight to the Sports Hall/other venue at the end of lunch.
- Approach the Sports Hall through Phase 4 (as shown in the video).
- Only check the noticeboard if you can't remember your seat number.
- Line up next to the wall of the Sports Hall.

WE ARE KIND — WE ARE RESPECTFUL — WE ARE WORK HARD



How do I know where to sit?



Letters and numbers will be stuck to the Sports Hall walls so that you can find your seat.

WE ARE KIND — WE ARE RESPECTFUL — WE ARE WORK HARD

Exam Access Arrangements

- Students who require support in exams trialled their exam access arrangements in their Y10 Mock Exams.
- Most will sit their exams in Sports Hall 2 or the Quiet Area of Sports Hall 2 (QASH2) to meet their needs, e.g. using a word processor, having a scribe, having exam time applied etc.
- If you have questions about your child's exam access arrangements, please email hwhite@sbe5d.com

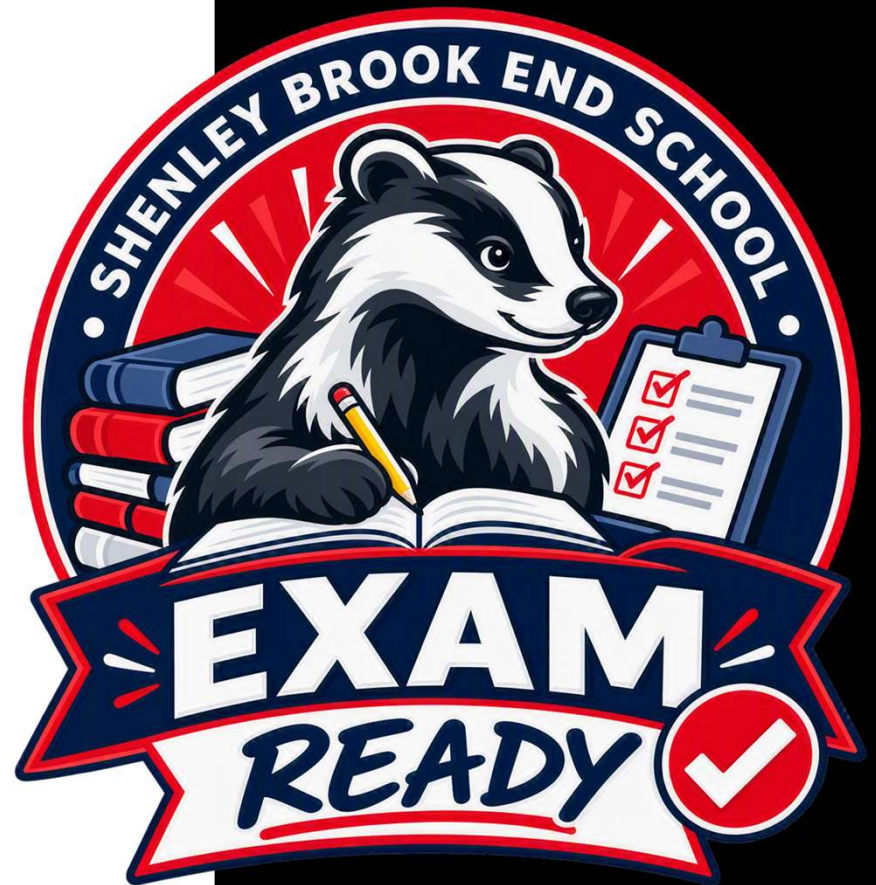
Exam Stationery

- Students should come to mock exams with all the stationery that they require. Please ensure that your child has the stationery that they need for their exams.
- They need a clear pencil case or plastic bag containing the following:
 - Black ballpoint pen and spares
 - Pencil, Sharpener, Eraser
 - Calculator (if required) **without** the lid
- For some exams you may need to bring additional equipment e.g. ruler, compass, protractor etc. Subject teachers will make students aware in advance.
- Drinking water in a clear bottle, with all labels removed.
- **Orders for exam stationery and Revision Guides for all subjects can be made by logging onto your Arbor Account and selecting the 'School Shop' section.**

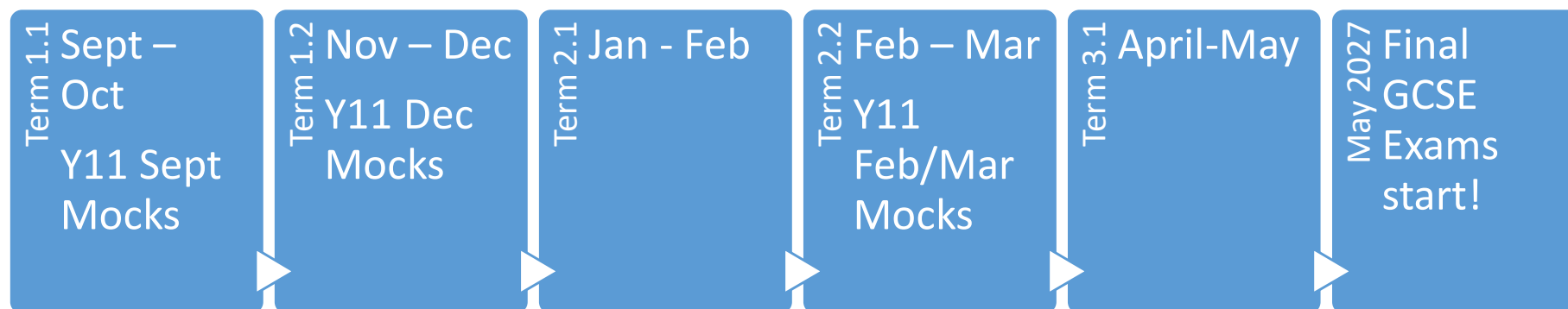


Exam Ready: Revision and the Golden Folder

Mrs Baker



There are 5 half terms left to make a difference to your child's GCSE grades...



...it is never too late to make a difference!

Progress Reviews: How do you know how well your child is doing?

- From September 2026 we will report on the following for each exam subject at KS4:

KS4 Target
Grade

Working At
Grade

Forecast
Grade

Attitude in
School

Attitude to
Home
Learning

Introducing the Golden Folder...



- Every Y11 student has been given a 'Golden Folder' to store their daily revision and homework.
- The expectation is that your child brings their Golden Folder to school **EVERY DAY**.
- Form Tutors will check this every day & issue:
 - **P1** for having the Golden Folder
 - **N1** for not having the Golden Folder

There is NO expectation for students to have their Golden Folder in:
Core PE
Life Skills
RPE
Leadership PE

What is the Golden Folder?

A place for Y11 students to store their daily revision and homework so that form tutors, subject teachers and parents can see it too!

A replacement for the Y11 100 Hour Revision Challenge.

Time for the '**You Do**' in 'I Do, We Do, You Do'.

A more accessible approach to revision for both students and parents.



A way that subject teams can guide students to prepare for the exam or NEA work in their subject that will have the most impact on student progress in each half term.

A method of monitoring students' revision so that we can intervene more quickly to get them back on track and praise those who are working hard.

For each subject students have an Exam Specification Checklist...

AQA GCSE History: Paper 1: Period Study Specification Checklist

Germany, 1890–1945: Democracy and dictatorship



What do I need to **KNOW**?



Part one: Germany and the growth of democracy

		RAG	Revised
Kaiser Wilhelm and the difficulties of ruling Germany:	- the growth of parliamentary government; - the influence of Prussian militarism; - industrialisation; - social reform and the growth of socialism; - the domestic importance of the Navy Laws.		
Impact of the First World War	- war weariness, economic problems; - defeat; - the end of the monarchy; - post-war problems including reparations, the occupation of the Ruhr and hyperinflation.		
Weimar democracy	- political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; - the extent of recovery during the Stresemann era (1924–1929); economic developments including the new currency, Dawes Plan and the Young Plan; - the impact of international agreements on recovery; - Weimar culture.		

Part two: Germany and the Depression

		RAG	Revised
The impact of the Depression	- growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; - Hitler's appeal.		
The failure of Weimar democracy	- election results; - the role of Papen and Hindenburg and Hitler's appointment as Chancellor.		
The establishment of Hitler's dictatorship	- the Reichstag Fire; - the Enabling Act; - elimination of political opposition; - trade unions; - Rohm and the Night of the Long Knives; - Hitler becomes Führer.		

Part three: The experiences of Germans under the Nazis

		RAG	Revised
Economic changes	- benefits and drawbacks; - employment; - public works programmes; - rearmament; - self-sufficiency; - the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.		
Social policy and practice	- reasons for policies, practices and their impact on women, young people and youth groups; - education; - control of churches and religion; - Aryan ideas, racial policy and persecution; - the Final Solution.		
Control	- Goebbels, the use of propaganda and censorship; - Nazi culture; - repression and the police state and the roles of Himmler, the SS and Gestapo; - opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.		

...this is what the Exam Board expects them to know for each paper or unit of their qualification

RAG rating the Exam Specification Checklist

4. Chemical changes	Reactivity of metals	• Metal oxides • The reactivity series • Extraction of metals and reduction • Oxidation and reduction in terms of electrons (HT only)
	Reactions of acids	• Reactions of acids with metals • Neutralisation of acids and salt production • Soluble salts • The pH scale and neutralisation • Titrations • Strong and weak acids (HT only)
	Electrolysis	• The process of electrolysis • Electrolysis of molten ionic compounds • Using electrolysis to extract metals • Electrolysis of aqueous solutions • Representation of reactions at electrodes as half equations (HT only)
5. Energy changes	Exothermic and endothermic reactions	• Energy transfer during exothermic and endothermic reactions • Reaction profiles • The energy change of reactions (HT only)
	Chemical cells and fuel cells	• Cells and batteries • Fuel cells

Every half term your child will have a Subject Revision Task sheet to complete for each of their exam subjects...

- This their homework.
- It is compulsory.
- It is the best revision/NEA preparation that they could be doing to improve their grade in that subject.

Student Name: _____ WAG: _____ KS4 Target: _____

History Subject Revision Tasks Term 1.1 Aiming for a 4

Gather your revision materials:

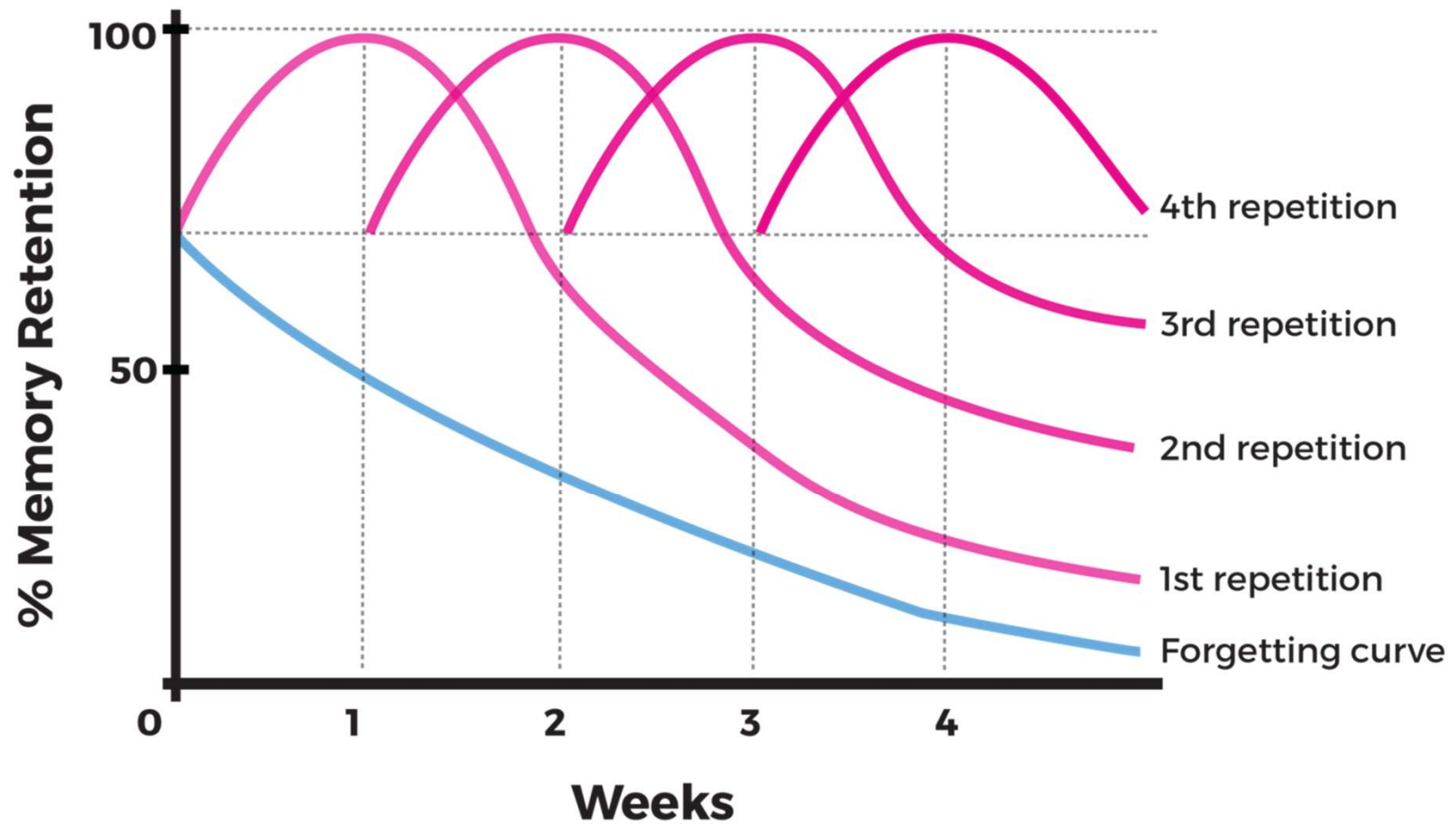
Essential: Germany Booklets 1-3 (from Y10); Paper 1 Germany Checklist (in your Golden Folder); Health Booklets 1-3 (from Y9); Paper 2 Health Checklist (in your Golden Folder); Normans Booklet and Historic Environment Booklet (from Y10); Paper 2 Normans Checklist (in your Golden Folder); History channel in Year Group 11 [26-27] Team on Microsoft Teams.

Additional: Germany Revision Guide; Health & The People Revision Guide; Normans Revision Guide (all available on the Arbor Shop)

Task	Instructions	What will I be able to see in your Golden Folder?	Deadline	Completed
1.1.1	RAG your Paper 1 Germany Checklist – make a list of 3 priority topics to revise. Make at least 2 flash cards on each of those topics.	• RAG rated Germany Checklist with priority topics identified. • At least 6 flashcards.	5 Oct	
1.1.2	Watch the SBE Germany video on Teams – Complete your Germany timeline.	• Completed Germany timeline	5 Oct	
1.1.3	Learn the answers to the Germany quiz questions. You could do this by making flash cards and testing yourself using the Leitner method. Be prepared to be tested on this in class.	• Flashcards or other notes	5 Oct	
1.1.4	RAG your Paper 2 Health and the People Checklist - make a list of 3 priority topics to revise. Make at least 2 flash cards on each of those topics.	• RAG rated Germany Checklist with priority topics identified. • At least 6 flashcards.	19 Oct	
1.1.5	RAG your Paper 2 Normans Checklist - make a list of 3 priority topics to revise. Make at least 2 flash cards on each of those topics.	• RAG rated Germany Checklist with priority topics identified. • At least 6 flashcards.	19 Oct	

Curve of Forgetting

For newly learned information



How can students revise effectively?

	Technique	Efficacy/Impact	What is it?
1	Retrieval Practice	High	Low stakes quizzing; desirable difficulty
2	Spaced + Interleaving	High	Presenting scheduled and mixed content over time
3	Elaboration	Medium	Generating and being able to explain why
4	Self-Explanation	Low	Explaining new information
5	Summarisation	Low	Bitesize overview
6	Highlighting	Low	Marking potentially important information whilst reading
7	Keyword mnemonics	Low	Keywords for mental models/imagery
8	Imagery for Text	Low	Mental imagery for text (dual coding); pair text with images
9	Rereading	Low	Restudying text material
<i>All these strategies have an impact on learning. N.b. Spaced + Interleaving have been amalgamated for this resource; they are separate strategies and interleaving is sometimes known as 'distributed practice'.</i>			

Inspired by (Table 1: Learning Techniques) [10.1177/1529100612453266](https://doi.org/10.1177/1529100612453266) (Dunlosky et al (2013))

3 Strategies for Revision...

1. Self-quizzing

2. Flashcards

3. Dual coding

Strategy 1: Self-Quizzing



Identify knowledge

Identify the knowledge/content that you want to remember



Review and create

Spend around 5-10 minutes reviewing content (e.g. your class notes or a textbook). Create 5-10 questions on the content.



Cover and answer

Cover up your notes and answer the questions from memory. Take your time and where possible answer in full sentences.



Self-mark and reflect

Go back to the content and self-mark your answers in green pen.

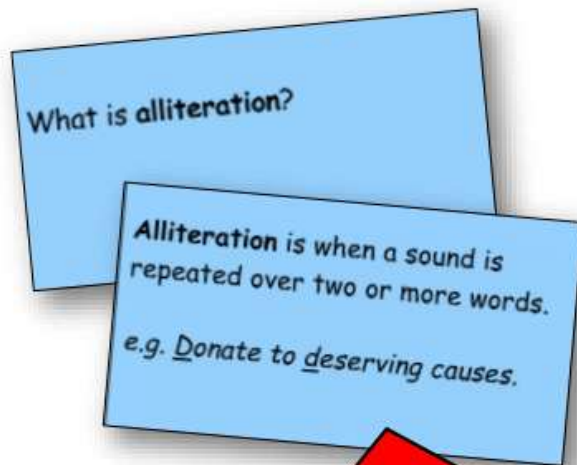


Next time...

Revisit the areas where there were gaps in your knowledge and include these same questions next time.

Strategy 2: Flashcards

What makes an effective flashcard?



Stick to the one card, one question rule. The blue set are flashcards, the yellow set are not.

Using flashcards effectively: The Leitner Method

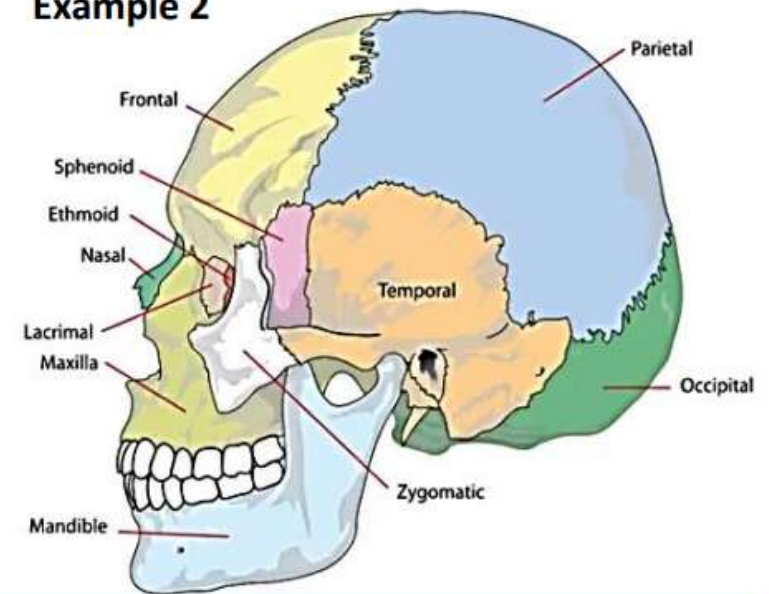


Strategy 3: Dual-coding

Cognitive scientists have found that connecting pictures and words can help you remember information more effectively than just using one or the other. This is called dual coding.

Example 1: The skull is made up of a number of different areas that include the parietal (the top of the head), occipital (at the base of the skull near the neck), the frontal (near the forehead), and the temporal (near the temples). The facial bones are part of the skull. The mandible is known more commonly as the jaw with the maxilla being the upper jaw. The eye sockets are called the lacrimal.

Example 2



Which example would help you learn the parts of the skull **most effectively**? *Why?*

How can you help your child to prepare for exams ?

1. Gather your child's revision resources in one place. Check they have the equipment that they need. Remember you can order exam stationery and revision guides from the Arbor Shop.
2. Create an effective study environment at home.
3. Create a revision timetable and establish a routine.
4. Maintain a dialogue about your child's progress towards completing their Golden Folder Tasks for each subject.
5. Ask to see their notes/flashcards/exam question answers at the end of their revision session.
6. Quiz them! Create regular opportunities for retrieval practice at home.
7. Please check in with your child's form tutor or subject teachers if you are unsure about anything.

Y11 Subject Information (including links to Past Papers) – available on the school website

Y11 Subject Information 2025-26

Please use past papers and revision resources in conjunction with Y11 Exam Checklists to avoid students revising irrelevant content.

Subject	Exam Board	Where can I find past papers?	Recommended Revision Websites	Is there an NEA (coursework) or practical exam in this subject?	Further information
GCSE Fine Art	Edexcel	n/a	GCSE Art and Design - Edexcel - BBC Bitesize	Yes NEA Portfolio Y10/11 = 60% Y11 Practical Exam = 40%	Ms Evans-Minto LEvansMinto@sbe5d.com
GCSE Business Studies	Edexcel	Edexcel GCSE Business (2017) Pearson qualifications	GCSE Business - Edexcel - BBC Bitesize	No Exam Y11 = 100%	Mr Ocran EOcran@sbe5d.com
CNAT Enterprise and Marketing Level 1/2 Certificate	OCR Cambridge Nationals	Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR		Yes NEA Y10/11 = 50% Exam Y11 = 50%	Mr Ocran EOcran@sbe5d.com
GCSE Design Technology	AQA	AQA Resources Past Papers & AQA Mark Schemes	GCSE Design and Technology - AQA - BBC Bitesize https://www.senecalearning.com/	Yes NEA Y10/11 = 50% Exam Y11 = 50%	Miss Malone & Mrs Easson LMalone@sbe5d.com CEasson@5d.com
GCSE Drama	Edexcel	Edexcel GCSE Drama (2016) Pearson qualifications	GCSE Drama - Edexcel - BBC Bitesize	Yes NEA Y10 = 40% Practical Exam Y11 = 20%	Miss Mowatt AMowatt@sbe5d.com

NEAs and Practical Exams

Date	NEA Deadline	Practical Exam
October 2026	- GCSE PE - Media Studies - Drama C1	
November 2026	- Music C1 solo/ensemble performance - Food NEA 1	
December 2026	CNAT Sports Science	
January 2027	- iMedia - Film Studies	Drama – C2 Practical Exam
February 2027	- IT - DT - Music C2 Composition	
March 2027	Food NEA 2	GCSE PE Practical Moderation
April 2027	CNAT Sport Science Resubmissions	French/Spanish/German speaking exams
May 2027	Art	Practical Art Exam

Final GCSE exams

- Final GCSE exams are subject to JCQ regulations – the school must follow these.
- We do not schedule the exams and cannot accommodate any requests for absence. Students cannot sit exams at an alternative time.
- If your child is ill, the illness must be reported to the school as early as possible on the morning of the examination and followed up by a medical certificate. The absence will then be taken as genuine, and the awarding body will be notified. Failure to follow this procedure will result in your child being absent without probable cause, and the school will request the fees for the examination from the parents.

Destination Ready

Mrs Baker



What could your child's next steps be after Year 11?



6th Form

**College Level 3
Qualification**

**College Level 2
Qualification**

Apprenticeship

What does each Qualification Level mean?

Level 5 HND – Higher National Diploma, Level 5 Apprenticeships, Second Year of a Degree

Level 3

A Levels, BTEC Courses, Level 3 College courses, Level 3 Apprenticeships, Level 3 T Levels

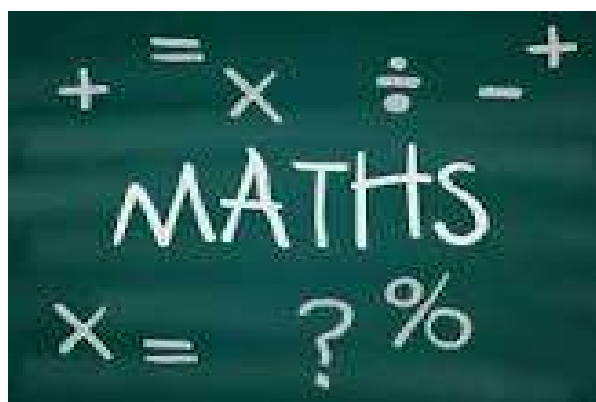


Level 6 – Degree Level Qualification

Level 4 HNC – Higher National Certificate, Level 4 Apprenticeships, First Year of a Degree

Level 2

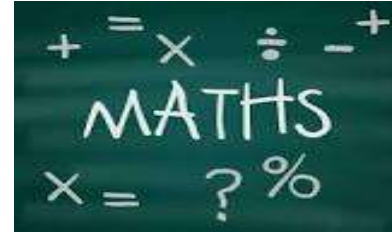
GCSE Level Qualifications



How the new grades compare with the old ones

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

What does your child need for their next steps?



6th Form

All Sixth Forms set their own entry requirements
7+ GCSEs
5+ GCSEs

College Level 3 Qualification 5+ GCSEs

College Level 2 Qualification 2-4 GCSEs

Apprenticeship English Maths

Students must be in all of their lessons and they must be revising at home!

As a parent/carer please ensure you are encouraging this and speaking with your child's form tutor or subject teachers if there are any issues.

How can you support your child to become Destination Ready?



- Attend Sixth Form and College Open Evenings
- Use Unifrog Careers Library to research career pathways.
- Read your child's Progress Review carefully to ensure that you help them to you make realistic choices for their next steps.
- Have a backup plan! Apply for a Plan A and a Plan B destination. Plan B should be a back up option and not the same option.

Please scan to ask
any further
questions:

Y11 Information Evening 2027

