Year 11 Parents' Information Evening

Wednesday 25th September 2024

The Birley Academy

Introductions: Key people

- Angela Calvert – Head of Year 11
- Rebecca Blagg – Deputy Head of Year 11
- Diarmaid Casey – Leadership Team link Year 11
- Anna Sierny – Curriculum Leader English
- Simon Kerfoot - Curriculum Leader Maths (sends his apologies)
- Olivia Hall - Curriculum Leader Science
- Ann Pemberton – Career Lead (Work experience / Sheffield Progress Co-ordinator)
- Dave Barthorpe - Kooth

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Purpose of this presentation

- To inform you about:
  - Outline what support the Head and Deputy Head of Year provide for your child
  - Our ambition for Year 11 outcomes
  - The importance of school attendance (and the link between good attendance and student outcomes)
  - Key dates this academic year
  - Our intervention offer and support available
  - The link between good behaviour and student outcomes
  - The programmes of study in English, maths and science
  - SEND support
  - Post-16 Support

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Ms Calvert: Head of Year 11

- Student support begins in the classroom, e.g. personalised adapted work, etc.
- Interventions, e.g. Period 6, tutor time, etc.
- Mentoring
- Revision materials, e.g. Sparx Maths, Seneca
- Lead the Year team
- Key information – assembly
- Meeting / phoning parents to help students come up with strategies to overcome his/her barrier/s
- Working with the SENDCo, other colleagues and external agencies

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Mrs Blagg: Deputy Head of Year 11

- Work with students to overcome emotional and physical barriers to learning.
- Liaising with parents, carers and external agencies to improve attendance and engagement.
- Working with students to improve behaviour. Providing individualised plans were appropriate.
- Liaising with the Head of Year, the Senior Leadership Team, Teachers and SENDCo to give the best support we can.
- Working one to one with individual students who need support in overcoming difficulties.

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Kooth: Dave Barthorpe

Kooth provides 365 & 24/7 access

NHS South Yorkshire Integrated Care Board

Anonymous Users

Our users remain anonymous to protect their privacy, giving them confidence to speak out and access support without the fear of judgement

Therapeutic Choice

We offer a full mental health toolkit - giving our users the opportunity to choose what kind of support works for them, when they need it

Respect • Kindness • Courage • Integrity • Ambition TBA

Self-help Resources

Goal Setting

Personal goals can be set and monitored in a safe moderated environment

Journal

A private yet simple and effective way to track mood and identify personal triggers

Community Support

Activities

Our inclusive and accessible mini-activites support in building a range of healthy habits, combined with peer support

Discussion Boards

Our vibrant community interacts with other users via our peer to peer support forums

Magazine & Podcasts

Over 100,000 articles, pre-moderated and 70% user generated

Practitioner Intervention

Live Chat

Access to qualified practitioners (real people not bots) through drop-in or pre-arranged online chat

Messaging

If live chat isn't for you, you can message the online team at any time of the day and you will receive a response within 24-48hrs.

Our Academy Values:

- **Ambition**
- **Courage**
- **Respect**
- **Kindness**
- **Integrity**

- We believe that instilling our academy values, which have been **selected by pupils** and staff, will help all to succeed in life.

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Ambition

- We encourage everyone to have ambition and to believe that **through hard work and positivity** they can achieve success.
- This may focus on great academic results, but it is equally likely to involve ambition in wider personal interests and passions.
- By valuing the ambition of everyone we are providing the building blocks for future greatness.

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Ambition:

"At The Birley Academy, nothing happens by accident. If it happens, you can bet it was planned that way."

Paraphrasing Franklin Delano Roosevelt

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Y11 2024 outcomes:

- Best results in the Academy's history.
- Local Authority published data:
  - Attainment 8 score – **11th most improved** outcomes across the City's 30 secondary schools
  - 4+ in English and maths – **10th most improved** outcomes across the City's 30 secondary schools
  - 5+ in English and maths – **10th most improved** outcomes across the City's 30 secondary schools

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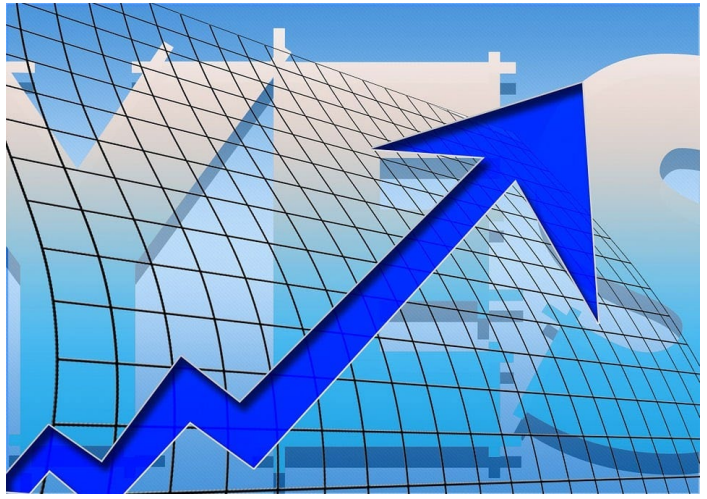
Y11 2024 outcomes:

- Improvements in our:
  - Attainment 8 score
  - Progress 8 score
  - English outcomes
  - Maths outcomes
  - 4+ English and maths
  - 5+ English and maths
  - Open Bucket Attainment 8 score
  - High prior attainers Attainment 8 score
  - Middle prior attainers Attainment 8 score
  - Pupil Premium Attainment 8 score
  - Boys Attainment 8 score
  - Individual subjects – Science, Food, Geography, Tourism, Art
  - Maths outcomes are among the best in the UK



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Staff Ambition:

One set of results does not define our Academy.

Success doesn't come from what you do occasionally. It comes from what you do <u>consistently</u>.

Marie Forleo

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Ambition:

Ofsted: July 2024

- Leaders have made progress to improve the school…
- Your school has prioritised improving the quality of education…you are improving the curriculum.
- You have improved the support for pupils in the early stages of reading. Pupils who may need extra help are identified quickly and supported by well-trained members of staff.
- The school has a clear improvement plan to address the next steps identified in the previous inspection. You have already addressed weaknesses in the systems and structures that were limiting the school's progress…

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Ambition:

Ofsted: July 2024

- You are accessing support from the trust to continue to improve the quality of education and attendance. Governors monitor the improvements that the school is making. They know the school well. Governors, leaders and staff at the school recognise the improvements you have made so far to the school, **but there is more work to do.**

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Courage:

- We recognise that change can be hard.
- We value courage because we know that it takes courage to do the right thing, to stand by your principles or to try something new.
- Fortune favours the brave and we value those who have the courage to **step out of their comfort zones** and make **positive changes**.

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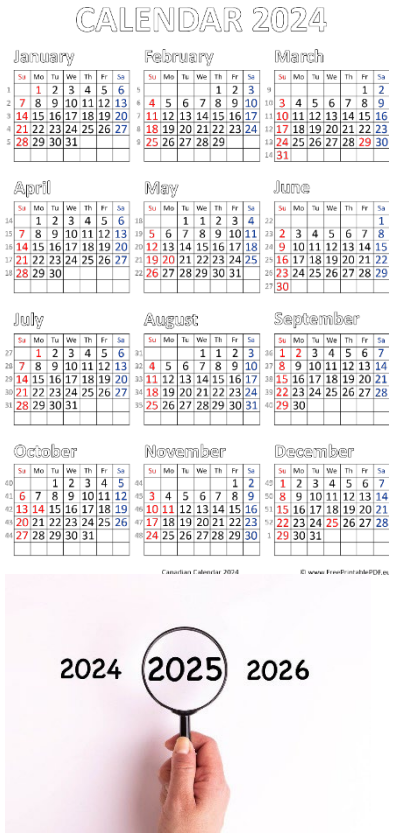
Shape of Year 11:



Including this week – 30 teaching weeks left before the GCSE exams begin on 12th May, 2025

146 school days until then
(After INSET, etc. factored in)

Including this week – 35 teaching weeks until the GCSE exams are finished

We do not have study leave

Students will attend school during the exam period

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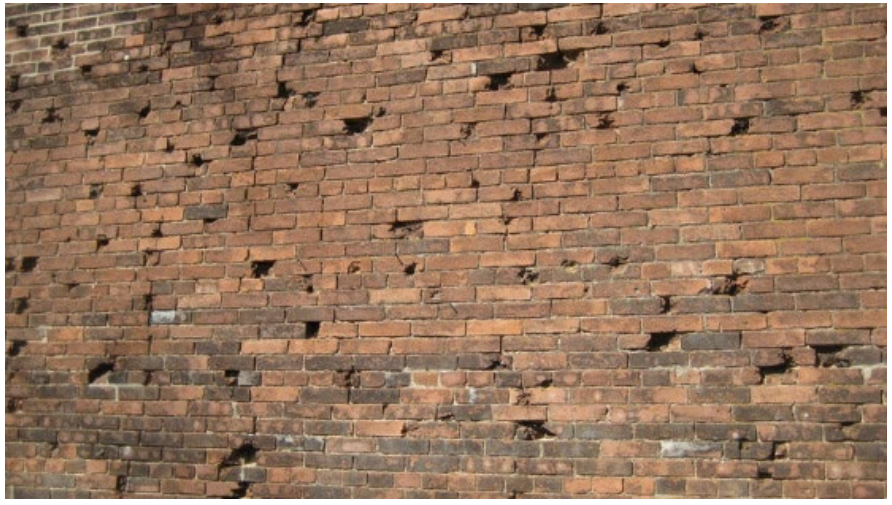
Attendance:

- “Analysis shows that **(absence) has been shown to have a statistically significant negative link to attainment.**”

DFE website – *The link between absence and attainment at KS2 & KS4*



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Why is good school attendance important?

- At KS4, pupils NOT achieving a grade 4-9 in English and maths had an average attendance of on **91.2%.**

- At KS4, pupils achieving a grade 5-9 in English and maths had an average attendance of **96.3%.**

- Pupils with **over 96%** attendance achieved an average grade of 4.89
  - This means that they scored nearly a **grade 5** in all of the courses they took

- Pupils with **below 90%** attendance achieved an average grade of 3.2
  - This means that they scored a **grade 3** in all of the courses they took

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Attendance:

Ofsted: July 2024

- Leaders use a range of strategies to promote good attendance…Improving attendance is clearly a priority. **Senior leaders know that there is more to do to ensure the impact of this work.**

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Integrity:

- We are committed to honesty and strong moral principles.
- This means making choices that reflect fairness and responsibility, even **when faced with challenges or peer pressure**.
- Upholding the highest standards of conduct fosters an environment of trust and respect.
- By valuing integrity, we create a community where everyone is accountable for their actions and **dedicated to doing what is right**.

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Shape of Year 11:

Thursday 3rd October, 2024:
Year 11 Parents' Evening

Tuesday 15th October, 2024:
Year 11 Post 16 Evening (providers come to TBA)

Wednesday 23rd October, 2024:
Teachers ADP deadline – will lead to a school report being sent home

Friday 25th October, 2024:
Mock exams begin

Wednesday 6th November, 2024:
Mock exams end

Friday 29th November, 2024:
Year 11 mock interview day

Monday 2nd – Thursday 5th December, 2024:
Art mock exam

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Shape of Year 11:

Wednesday 11th December, 2024:
Teachers ADP deadline – will lead to a school report being sent home

Thursday 6th February, 2025:

Year 11 Parents' Progress Evening

17th – 21st February, 2025: **TBC**
Half term (school may be open for Y11 catch-up / intervention in CAU subjects)

Monday 24th February, 2025:
Mock exams begin (timings TBC)

Wednesday 19th March, 2025:
Teachers ADP deadline – will lead to a school report being sent home

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Shape of Year 11:

31st March - 11th April 2025
Easter school (revision / interventions)
Please don't book holidays!!!

22nd April – 2nd May 2025:

GCSE Art exam

Monday 12th May 2025:

Main GCSE exams series begin

Thursday 26th June 2025:

Year 11 prom

We do not have study leave

Students will attend school during the exam period!

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Mock exam timetable:

Year 11 Mock Exams October / November 2024

Week B		Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5
Date	**Time**	**Exam**	**Exam**	**Time**	**Exam**	**Exam**		**Exam**
Friday 25th October	**8.30am** Pre-exam briefing	Maths – Paper 1 non-calculator (**1 hr 30 mins**)		**10.40am**	Trilogy Science – Biology (**1 hr 15 mins**) Triple Science – Biology (**1 hr 45 mins**)		**1.25pm**	French listening (**Foundation 35 mins / Higher 45 mins**)

Week A		Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5
Date	**Time**	**Exam**	**Exam**	**Time**	**Exam**	**Exam**		**Exam**
Monday 4th November	**8.30am** Pre-exam briefing	Maths – Paper 2 calculator (**1 hr 30 mins**)		**10.40am**	Trilogy Science – Physics (**1 hr 15 mins**) Triple Science – Physics (**1 hr 45 mins**)		**1.25pm**	French writing (**Foundation 60 mins / Higher 1hr 15 mins**)
Tuesday 5th November	**8.30am** Pre-exam briefing	English Language – Paper 2 (**1 hr 45 mins**)		**10.40am**	Trilogy Science – Chemistry (**1 hr 15 mins**) Triple Science – Chemistry (**1 hr 45 mins**)		**1.25pm**	French reading (**Foundation 45 mins / Higher 60 mins**)
Wednesday 6th November	**8.30am** No pre-exam briefing	Geography: Component 1 (**1 hr 45 mins**) RS: Paper 2 Christian beliefs (**30 mins**)		**10.40am**	Paper 3: Weimar and Nazi Germany 1918-1939 (**1 hr 30 mins**)) ***5 students do their RS exam after the history exam**		**12.55pm**	Maths – Paper 3 non-calculator (**1 hr 30 mins**)

Mock exam timetable:

Exam 1 start: 8.50am
Adapted start on Wednesday 6th November: 8.40am

Exam 2 start: 11am

Lunch: 1.25pm
Adapted lunch on Wednesday 6th November: 12.55pm

Exam 3 start: 2pm
Adapted start on Wednesday 6th November: 1.40pm

Year 11 Mock Exams October / November 2024

Week B		Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5
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Help and support:

- Period 6: after-school revision
- Half-term / holiday school sessions
- Saturday morning school starting after Christmas
- A lot more!

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Kindness:

- We encourage empathy, compassion, and generosity towards others.
- This means **treating classmates, teachers, and staff** with warmth and consideration, creating a supportive and positive environment where everyone feels valued and respected.
- Acts of kindness, whether big or small, contribute to building a strong, inclusive community where **we all can thrive** academically and personally.

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Rewards and consequence points:

- The 25 students with the lowest behaviour (consequence) points in Year 11 attained an average grade of **2.5.**
- The 25 students with the lowest net behaviour (consequence) points had an average GCSE grade of **1.3.**
- The 25 students with the highest behaviour (reward) points had an average GCSE grade of **5.4.**
- The 25 students with the highest net behaviour (reward) points had an average GCSE grade of **5.4.**

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Kindness:

- Your school has secured improvements in pupils' behaviour and attitudes to learning. Leaders have raised everyone's expectations of pupils' conduct. **There are clear plans in place to continue to improve this further…**

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Exam boards:

- Art: AQA
- BTEC Engineering: Pearson
- BTEC PE: Pearson
- BTEC Travel and Tourism: Pearson
- Creative iMedia: OCR
- English Language: AQA
- English Literature: AQA
- Food: AQA
- French: AQA
- Geography: WJEC Eduqas
- Graphics: AQA
- History: Pearson
- Maths: OCR
- BTEC Music: Pearson
- Performing Arts: AQA
- Religious Studies: WJEC Eduqas
- Resistant Materials: AQA
- Science: AQA
  - Combined science
  - Biology
  - Chemistry
  - Physics

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Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Respect • Kindness • Courage • Integrity • Ambition

TBA

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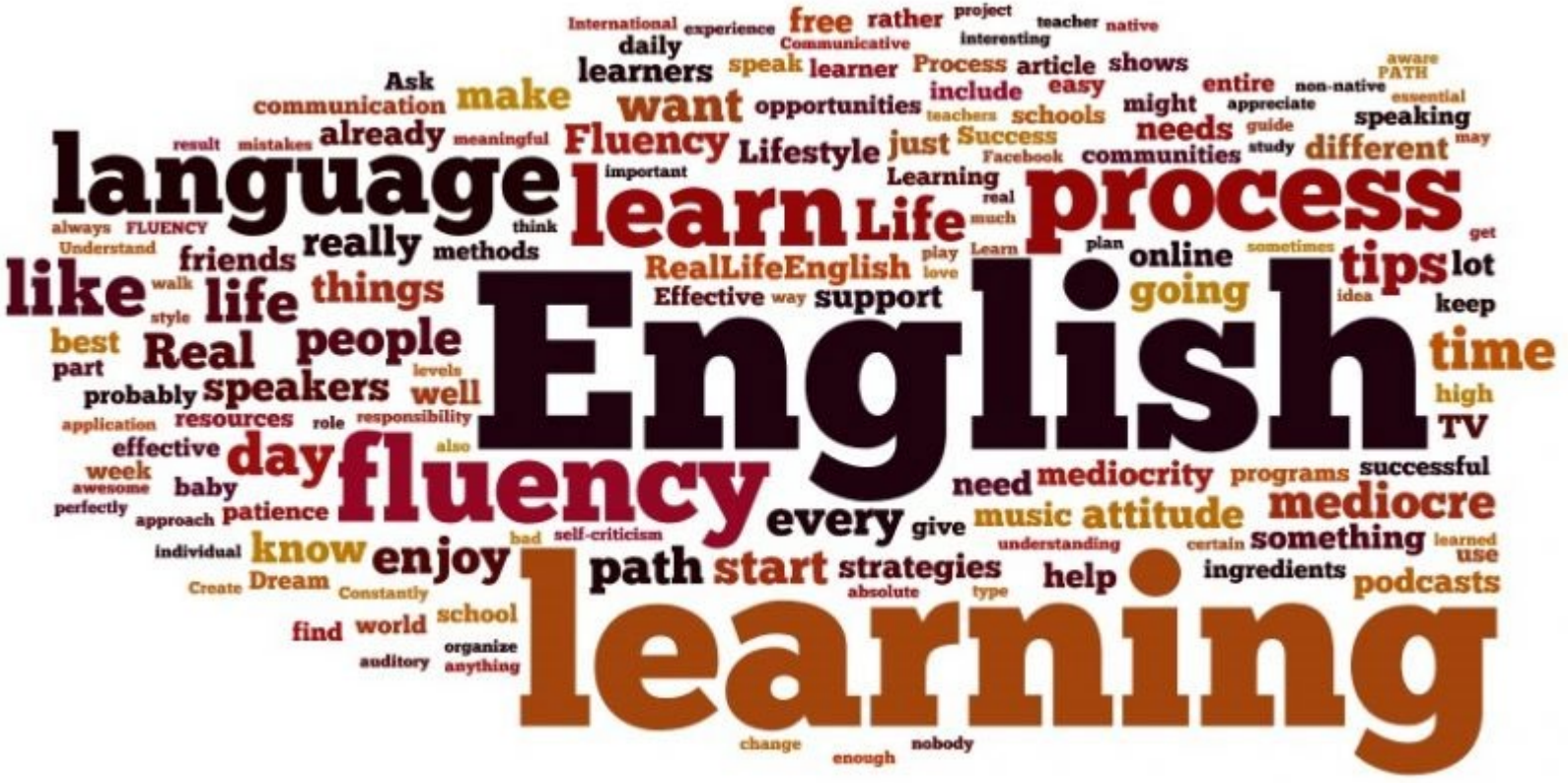
English: Miss Sierny.



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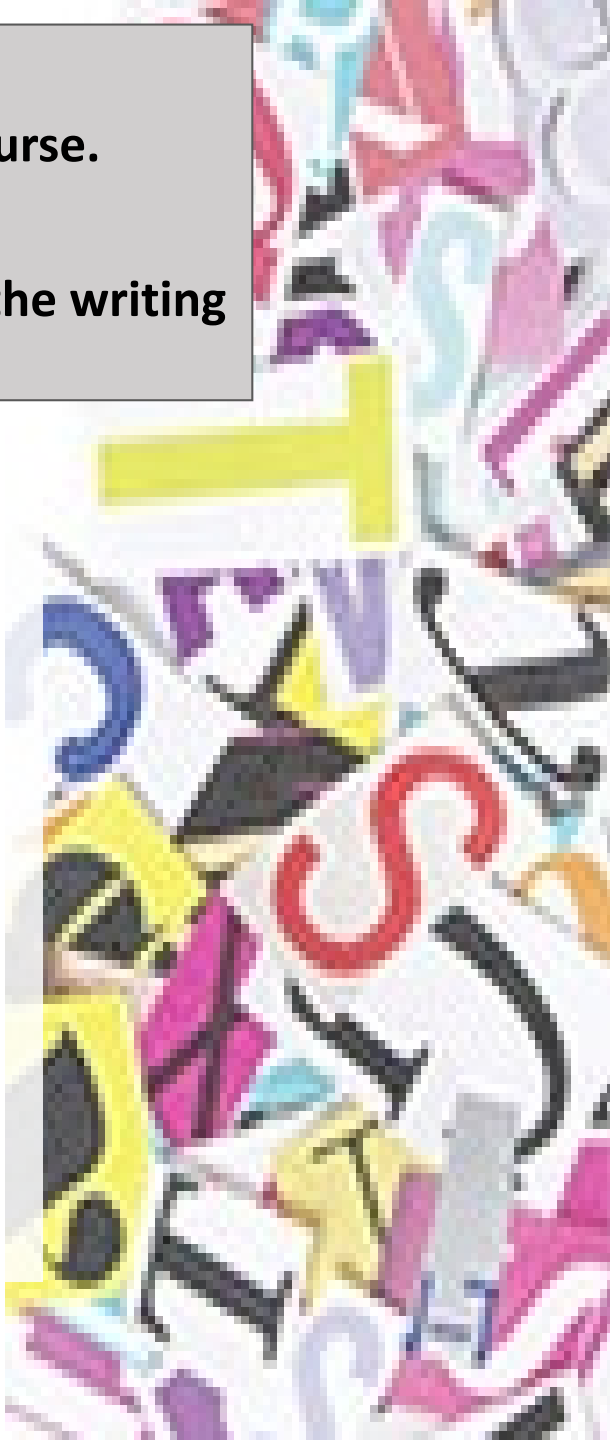
- **2 year course.**
- **All exams are taken at the end of the 2 year course.**
- **Texts on exams are unseen.**
- **Students are marked for technical accuracy in the writing sections.**

GCSE English Language

Paper 1: *Explorations in Creative Reading and Writing.* (50%)

Paper 2: *Writers' Wiewpoints and Perspectives.* (50%)

Spoken Language *(non-exam assessment)*



Paper 1

The Birley Academy
A L.E.A.D. Academy

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

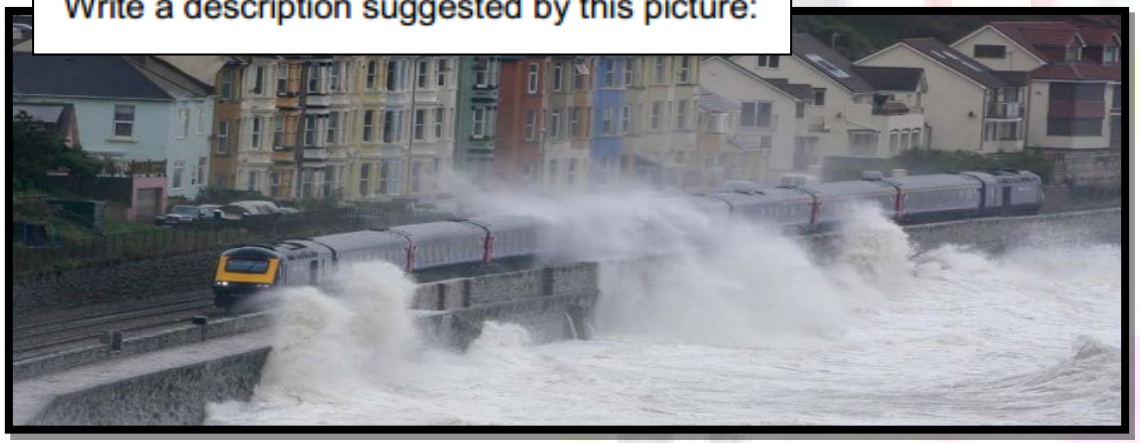
Section A:

- Reading an extract from a novel.
- Questions on writer's use of language and structural techniques.

Section B:

- Students write their own creative text.
- Narrative and descriptive skills in response to an image or written prompt.

Write a description suggested by this picture:



Write the opening part of a story about a place that is severely affected by the weather.

Paper 2

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Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Section A:

- Reading **two sources** from two different time periods.
- Both sources offer a view or perspective on a particular theme or topic.
- Questions on how these viewpoints are presented.

Section B:

- Students present a viewpoint or argument in a written text.

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

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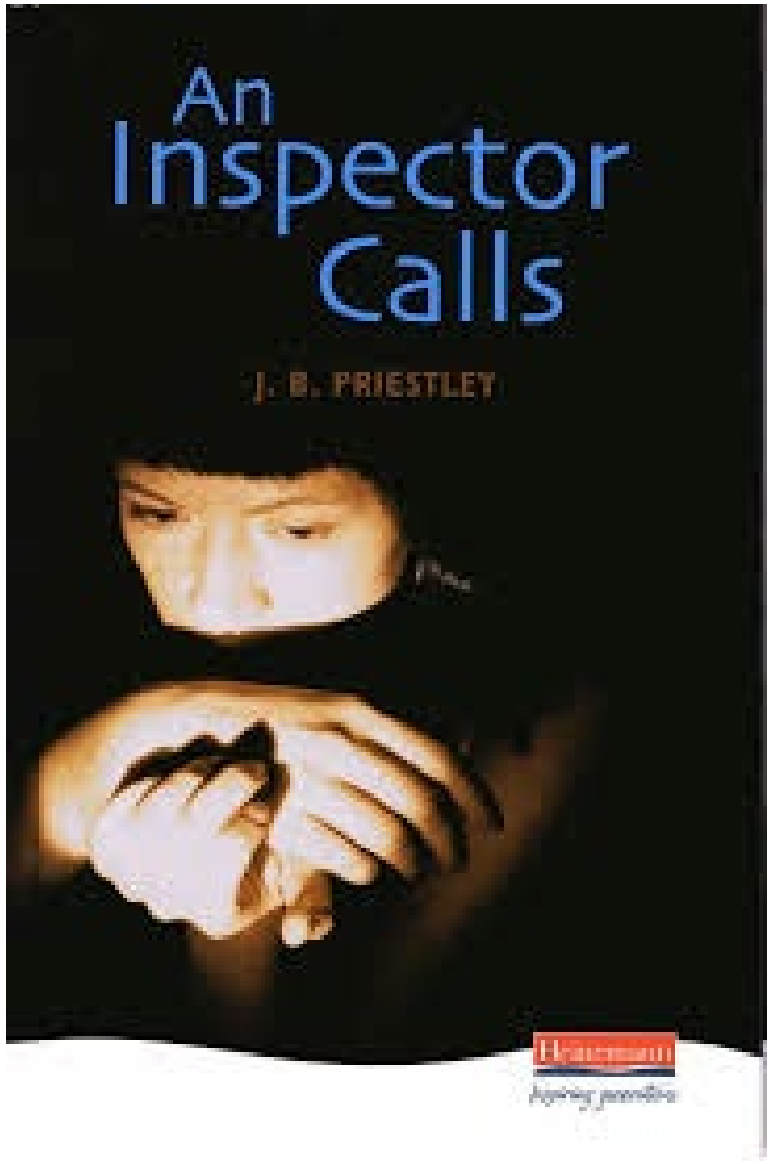
- **2 year course.**
- **Untiered.**
- **Technical accuracy makes up 5% of the exam.**

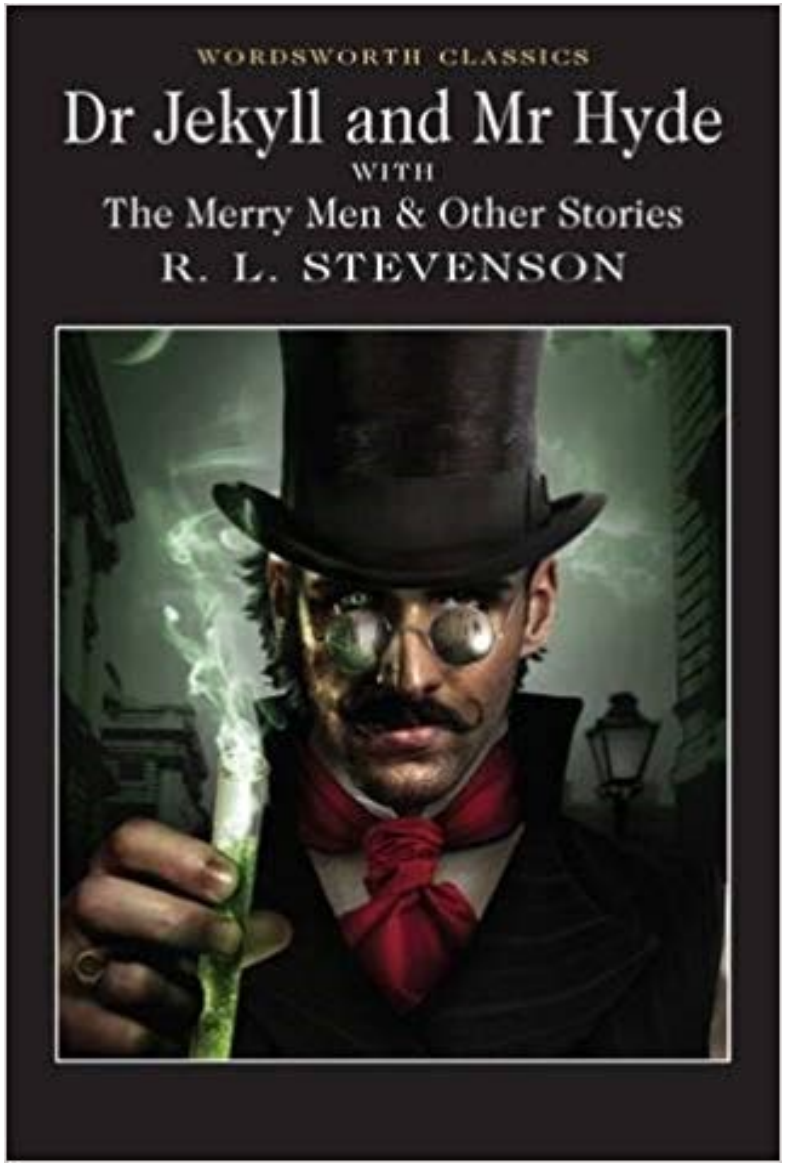
GCSE English Literature

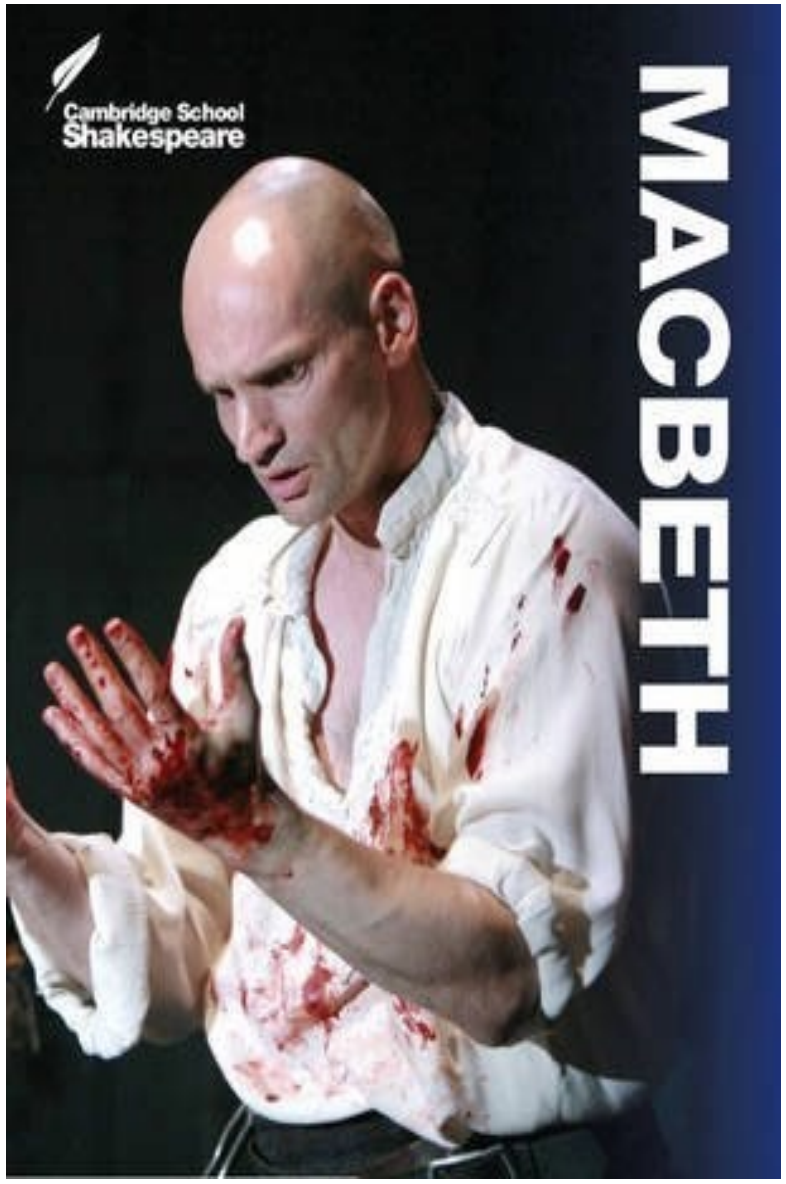
Paper 1: *Shakespeare and the 19th century novel.* (40%)

Paper 2: *Modern Texts and Poetry.* (60%)

LITERATURE EXAM TEXTS: *Students need to know the story including knowledge of* ***characters, themes, social context*** *and the* ***writer's intention****. Students need to consider their* ***own views*** *on the text and how a reader is expected to respond to certain events and characters.*





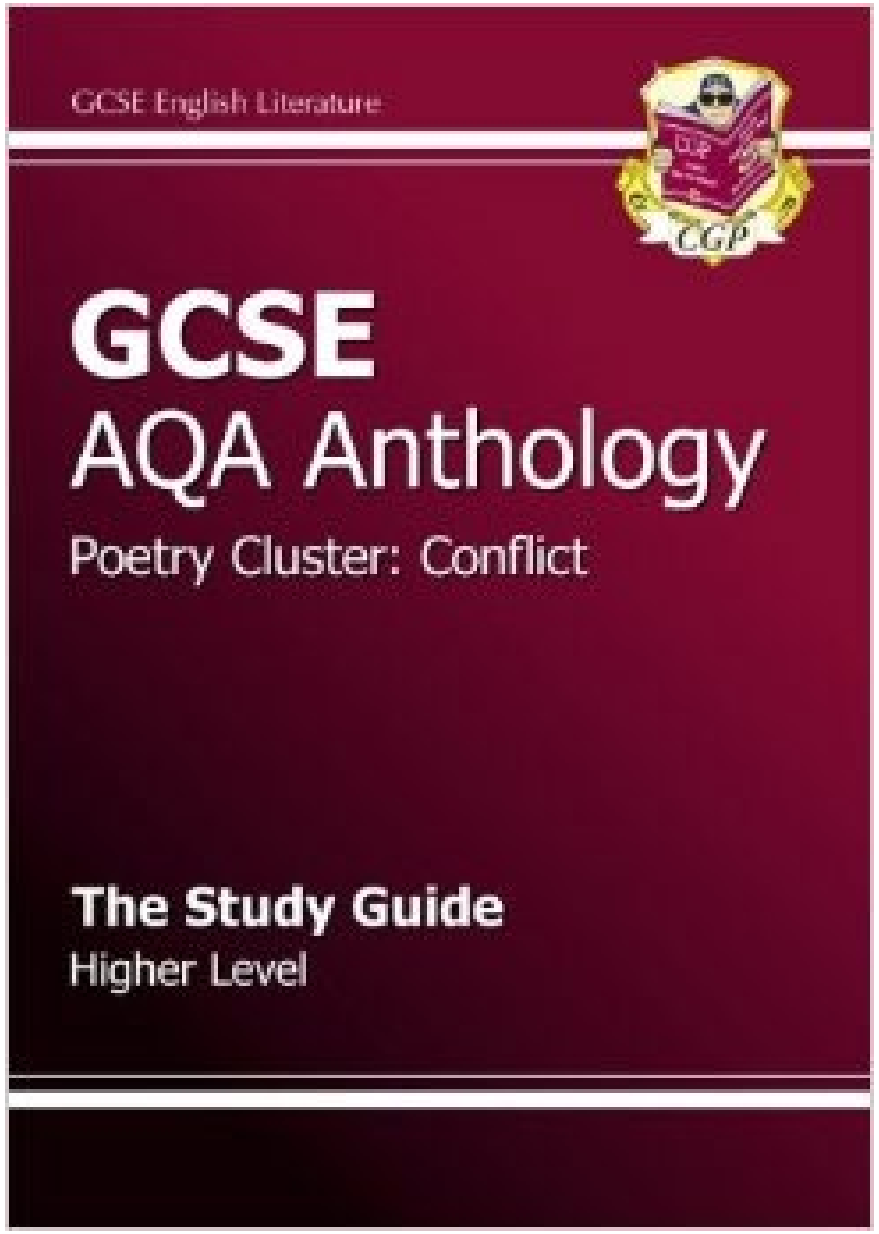


AQA Poetry Anthology

Students will analyse a poem from the cluster studied and then be asked to compare this poem (by memory) to another poem in the cluster they have previously studied. This means that learning key content and quotes is important when revising.

AQA UNSEEN POETRY

Students will be given an unseen poem to analyse and a second poem for the purpose of comparison. They will have practised exam skills, but not seen the poems on the exam paper beforehand.



English Literature: An Essay Structure for Success.

The writer presents...

The writer is showing us...

The writer is allowing the reader to understand...

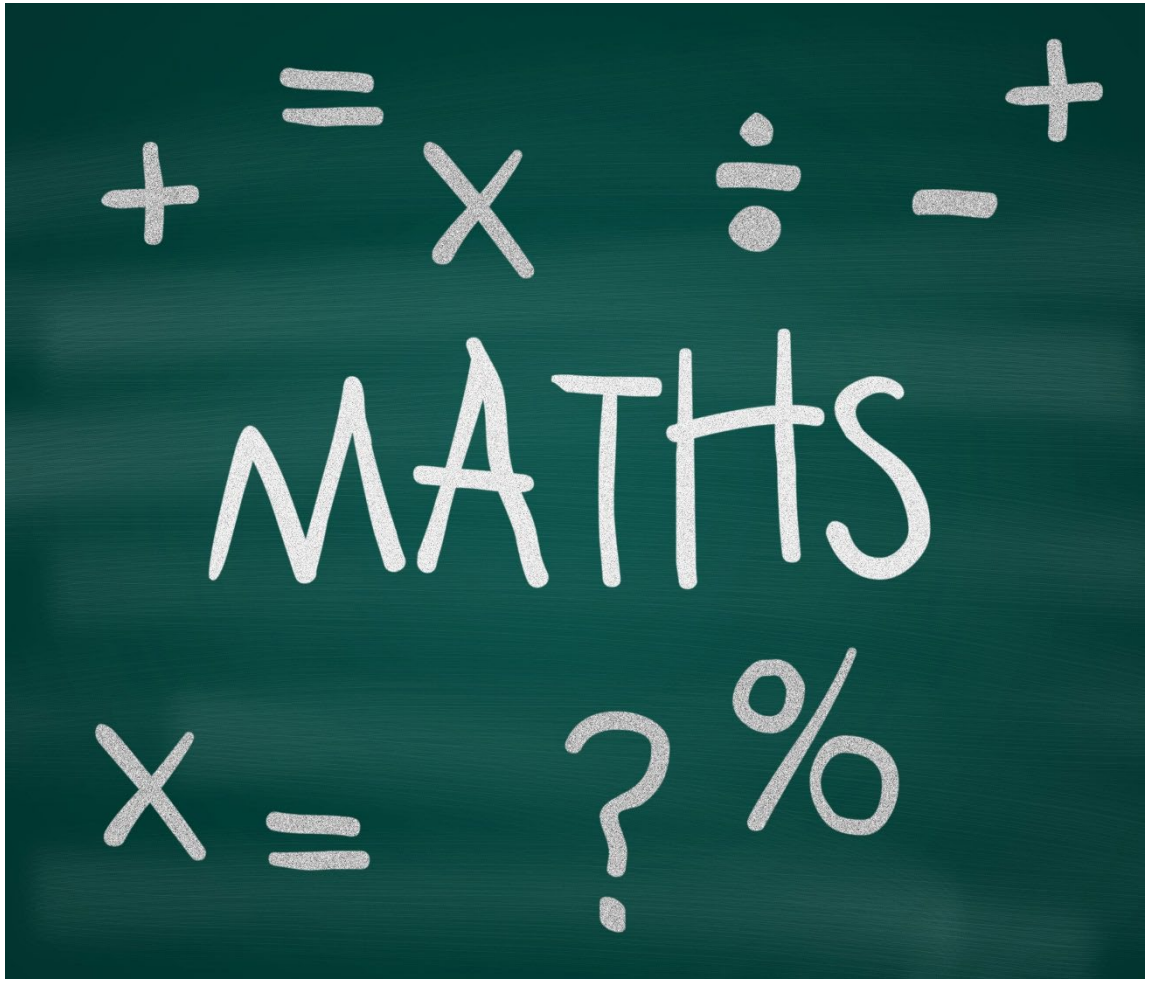
The writer's message is...

The writer intends to...

DECADE	
BIG IDEA	Stevenson presents Hyde as a dangerous and unpredictable character in the book.
Device	**The writer uses animalistic language** in the maid's account of the murder to reveal how extreme Hyde's behaviour has become.
Evidence	She tells us that he reacted **'with ape-like fury'**
Comment	**which emphasises** how animalistic his behaviour has become.
Analysis	**The simile 'ape-like' implies** that he is less than human, less evolved and, therefore we cannot predict how he will react: he is an animal.
Development	**This idea is reinforced through** the description of Hyde breaking 'out of all bounds'. This metaphor suggests that the rules of society no longer bind him. As Hyde can simply disappear into Jekyll there is no sense of self control because there are no consequences.
Evaluation/ Effect	Stevenson is arguing that a life without consequences would lead people to commit terrible atrocities and make us far less civilised.

GCSE English Exams (AQA Exam board)

Exam	Content
English Language Paper I (50% of Language)	**Exam Duration:** 1 hour 45 minutes **Exam Focus:** Fiction Reading/Writing (one text) **Section A**: 4 reading questions (40 marks in total) **Section B:** Extended creative writing task (40 marks)
English Language Paper 2 (50% of Language)	**Exam Duration:** 1 hour 45 minutes **Exam Focus:** Non-fiction Reading/Writing (two texts: one modern/one literary heritage text) **Section A**: 4 reading questions (40 marks in total) **Section B:** Extended writing task to present a viewpoint (40 marks)
English Literature Paper I (40% of Literature)	**Exam Duration:** 1 hour 45 minutes **Exam Focus:** Shakespeare and 19th Century Novel (both extract-based) **Section A**: Macbeth **Section B:** Jekyll and Hyde
English Literature Paper I (60% of Literature)	**Exam Duration:** 2 hour 15 minutes **Exam Focus:** Modern Drama, AQA Anthology Poetry, Unseen Poetry **Section A**: An Inspector Calls (one question) **Section B:** AQA Anthology Poetry (2 questions – one comparison) **Section C:** Unseen Poetry (2 questions – one comparison)



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Maths Exams

1st Paper – 100 marks – 1h 30 – Calculator allowed

2nd Paper – 100 marks – 1h 30 – Calculator NOT allowed

3rd Paper – 100 marks – 1h 30 – Calculator allowed

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Maths Exams

Exam					Grade								
Board	Month	Year	Tier	Total	9	8	7	6	5	4	3	2	1
OCR	June	2019	F	300					63%	48%	35%	21%	8%
OCR	June	2019	H	300	85%	71%	57%	45%	34%	23%	17%		

Grade boundaries change every year.

Encourage pupils not to aim for a particular percentage or grade.

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Exam Analysis

After each mock exam, pupils will receive a Question Level Analysis (QLA). This provides bespoke analysis of their exam. It also provides details of what to work on independently along with associated Sparx codes.

A QLA is shown on the next page.

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Questions	Question Title	Score	Clip Number
1	Complex calculations using a calculator, round to significant figures	3 / 3	U926 U731
2	Compare quantities using ratio, write ratios in the form	2 / 2	U687
3a	Write ratios as fractions, multiply fraction	3 / 3	U176
3b	Share in a given ratio	2 / 2	U753
4a	Lowest common multiple	2 / 4	U751
4b	Lowest common m	1 / 1	U751
5	Set up &	6 / 6	U599
6		4 / 6	U981
7	Perimeter prob nd Pythagoras' theorem	2 / 6	U604
8a	tion	3 /	6
8b	nsformations	0	66
9a	esponding angles		26
9b	ngle problem solving		628
10	ompound Interest		U332
11	Upper & lower bound calculations	/ 4	U587
12a	Find the nth term of a linear seq	0 / 2	U498
12b	Quadratic sequences and simult	0 / 5	U137
13ai	Interpreting cumulative	1 / 1	U642
13aii	Interpreting cumulative fr ms	1 / 2	U642
13aiii	Interpreting cumulative fre diagrams	3 / 3	U642
13b	Median from histograms	0 / 5	U569

Each question is colour coded indicating what to focus on

Sparx codes to complete independently

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Graphs **Gradients & lines** VIEW		Graphs **Non-linear graphs** VIEW		Graphs **Using graphs** VIEW		Algebra **Expanding & factorising** VIEW		Algebra **Changing the subject** VIEW		Algebra **Functions** VIEW	
Spring term	Reasoning **Multiplicative reasoning** VIEW		Reasoning **Geometric reasoning** VIEW		Reasoning **Algebraic reasoning** VIEW		Revision & communication **Transforming & Constructing** VIEW					

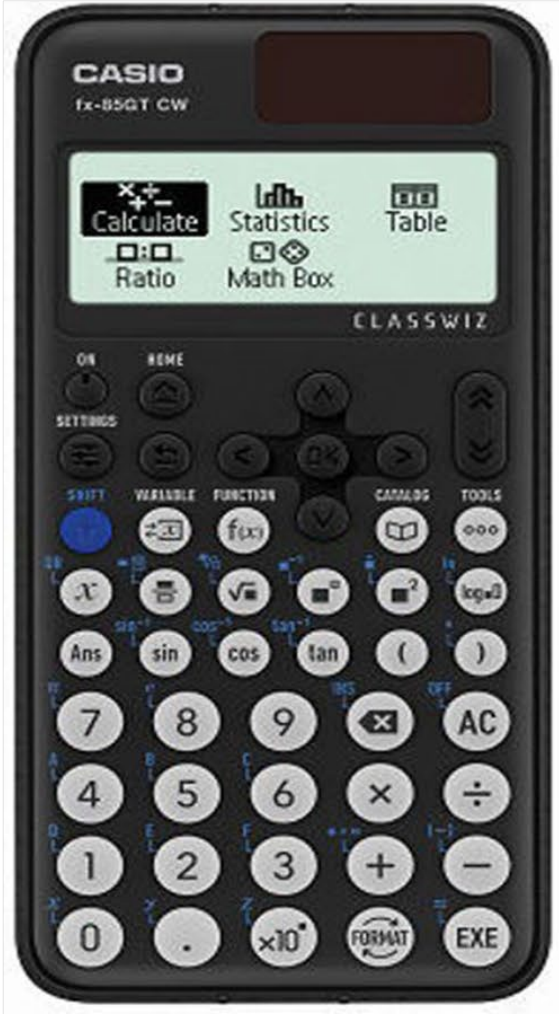
Y11 Scheme of work. We hope to complete by February, this allows 3 months of exam question revision

Calculators

The maths exam consists of three papers each worth 100 marks.

Two of these papers need a calculator.

We recommend the "Casio fx"



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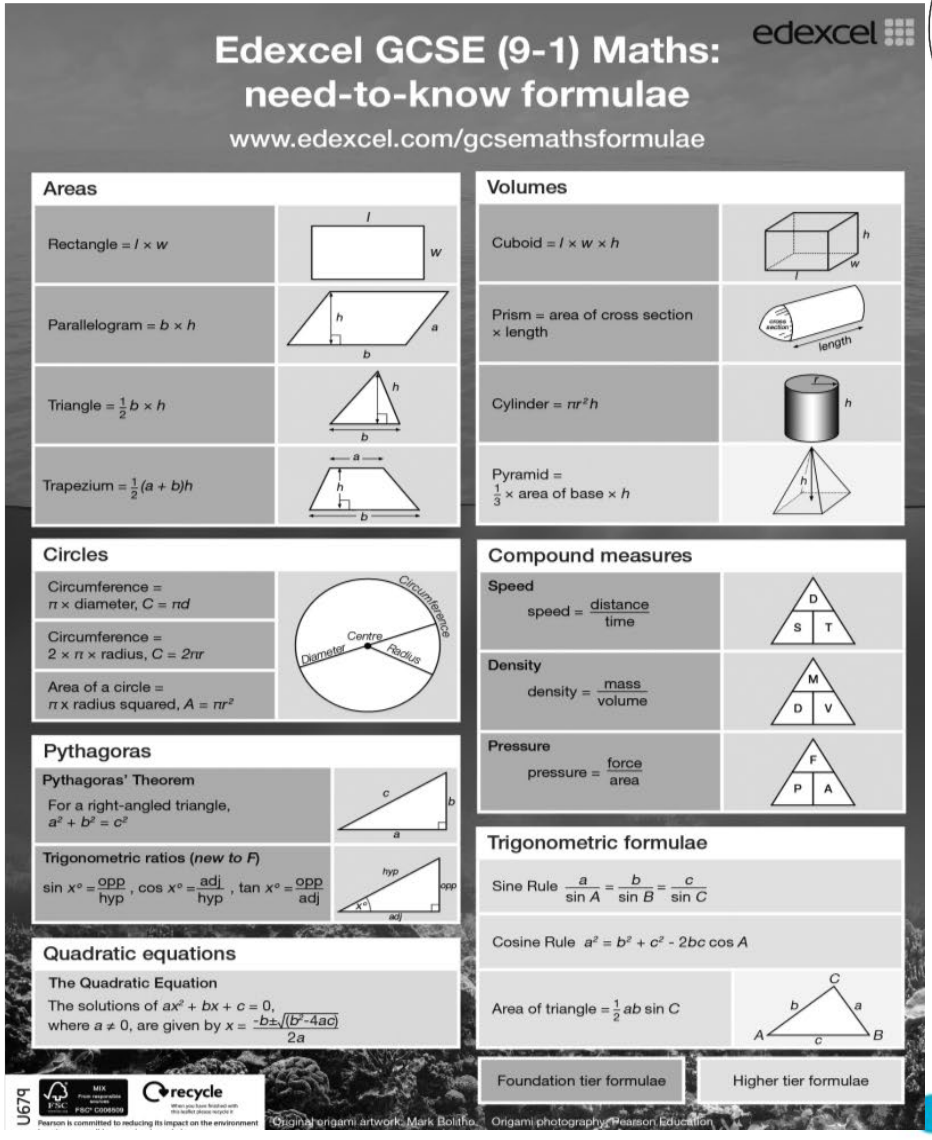
Formulae sheet

These are no longer given in the exams, so pupils need to remember these.



Edexcel GCSE (9-1) Maths: need-to-know formulae

edexcel

www.edexcel.com/gcsemathsformulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} b \times h$

Trapezium = $\frac{1}{2}(a + b)h$

Volumes

Cuboid = $l \times w \times h$

Prism = area of cross section × length

Cylinder = $\pi r^2 h$

Pyramid = $\frac{1}{3}$ × area of base × h

Circles

Circumference = π × diameter, $C = \pi d$

Circumference = $2 \times \pi \times$ radius, $C = 2\pi r$

Area of a circle = π × radius squared, $A = \pi r^2$

Circumference, Centre, Diameter, Radius

Compound measures

Speed: speed = $\frac{\text{distance}}{\text{time}}$

Density: density = $\frac{\text{mass}}{\text{volume}}$

Pressure: pressure = $\frac{\text{force}}{\text{area}}$

Pythagoras

Pythagoras' Theorem

For a right-angled triangle, $a^2 + b^2 = c^2$

Trigonometric ratios (*new to F*)

$\sin x° = \frac{\text{opp}}{\text{hyp}}$, $\cos x° = \frac{\text{adj}}{\text{hyp}}$, $\tan x° = \frac{\text{opp}}{\text{adj}}$

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$

Quadratic equations

The Quadratic Equation

The solutions of $ax^2 + bx + c = 0$, where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$

Foundation tier formulae

Higher tier formulae

U679

recycle

Pearson is committed to reducing its impact on the environment

Original origami artwork: Mark Bolitho. Origami photography: Pearson Education

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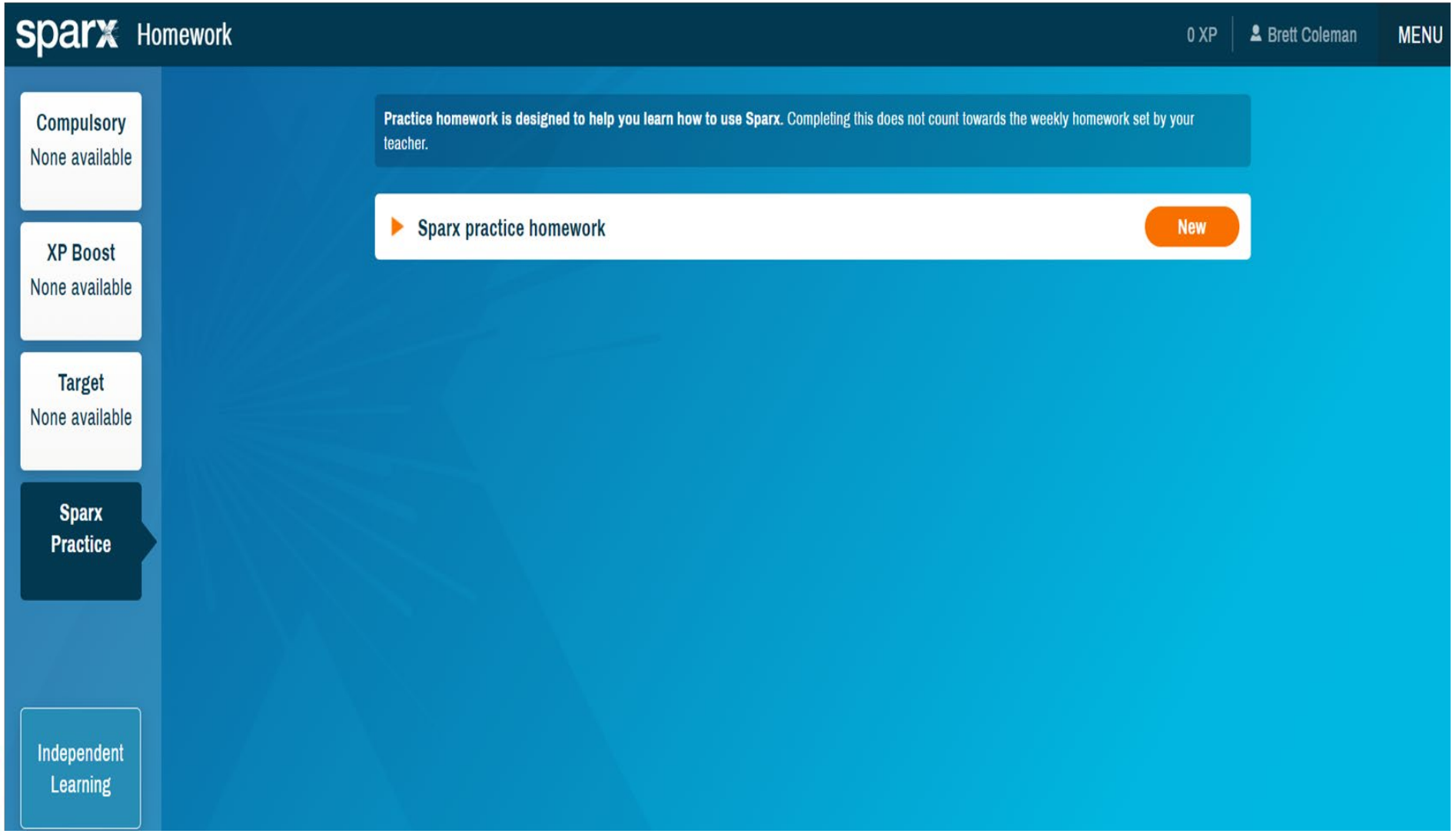
Homework and Revision



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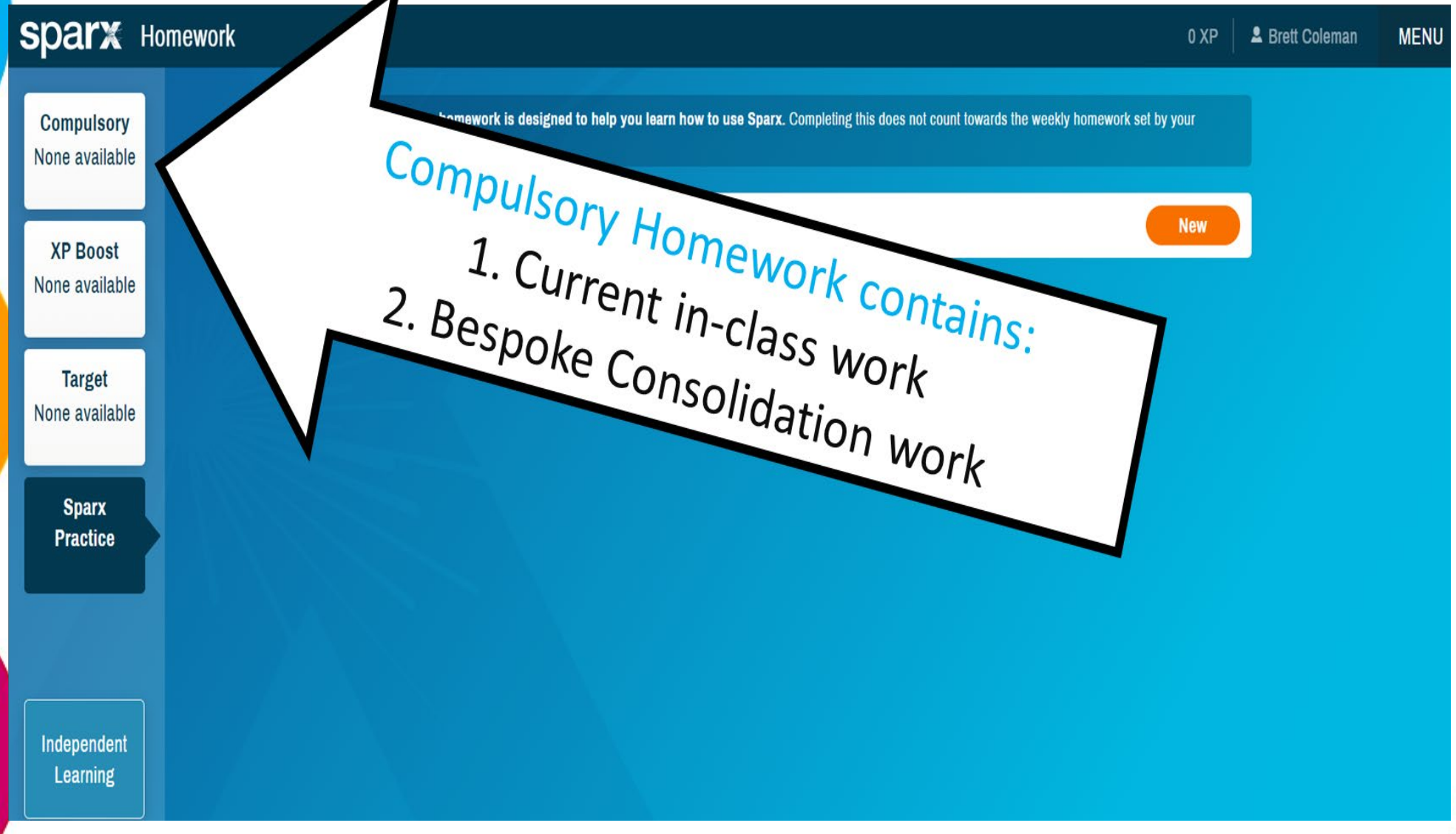
Homework and Revision



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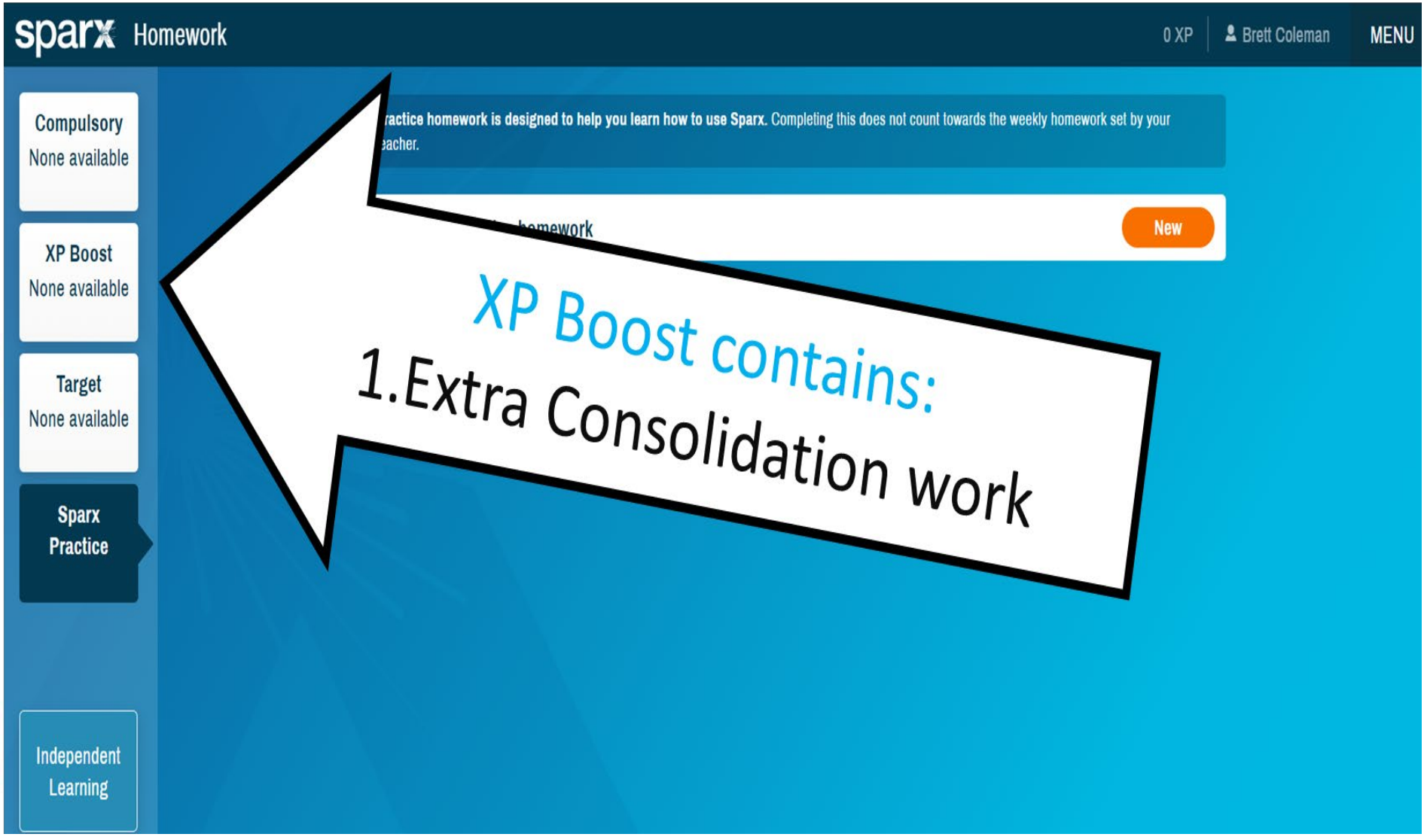
Homework and Revision



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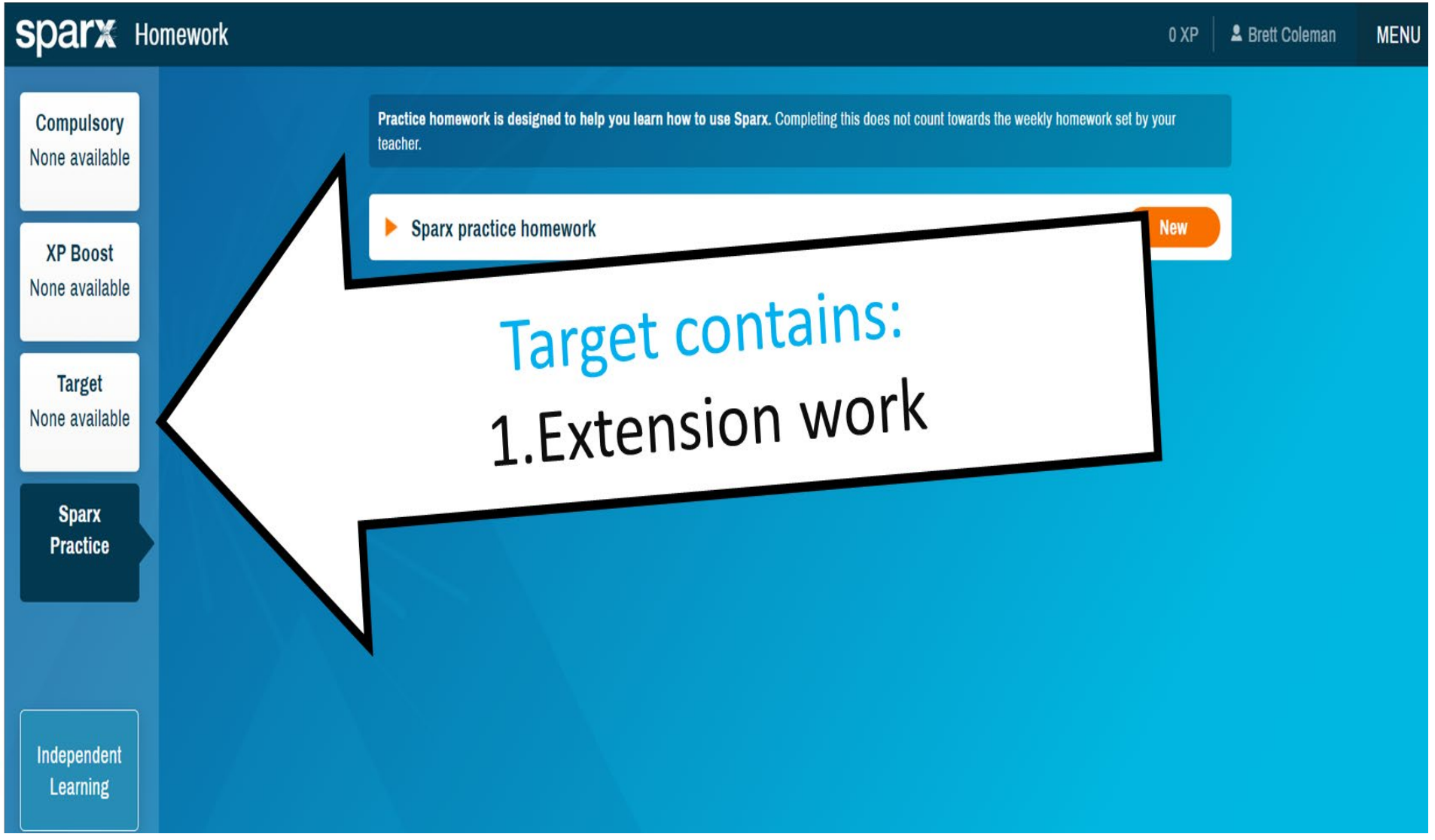
Homework and Revision



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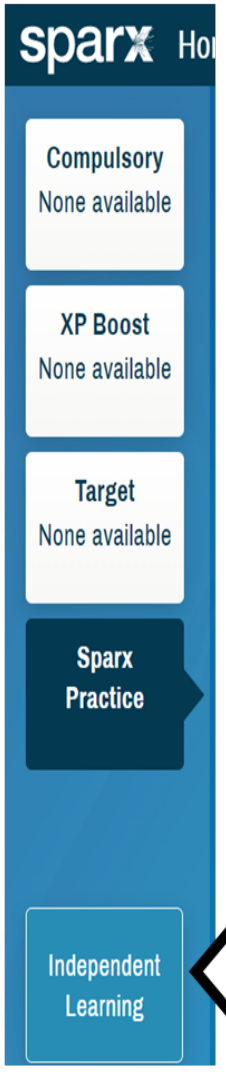
Homework and Revision



sparx

M932, M544,M888

PLOTTING AND INTERPRETTING GRAPHS

Key Concept

Substitution – This is where you replace a number with a letter

If a = 5 and b = 2

a + b =	5 + 2 = 7
a – b =	5 – 2 = 3
3a =	3 × 5 = 15
ab =	5 × 2 = 10
a^2 =	5^2 = 25

sparx

M932, M544,M888

Key Words

Intercept: Where two graphs cross.
Gradient: This describes the steepness of the line.
y-intercept: Where the graph crosses the y-axis.
Linear: A linear graph is a straight line.
Quadratic: A quadratic graph is curved, u or n shape.

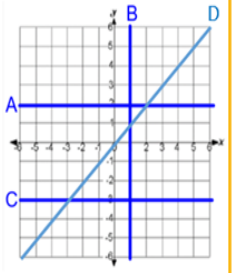
Tip

Parallel lines have the same gradient.

Formula

$$Gradient = \frac{difference\ in\ y's}{difference\ in\ x's}$$

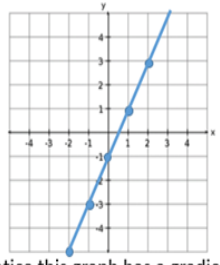
Examples



A: y = 2 B: x = 1
C: y = -3 D: y = x

Draw the graph of y = 2x - 1

X	-2	-1	0	1	2
Y	-5	-3	-1	1	3



Notice this graph has a gradient of 2 and a y-intercept of -1.

Questions

1) What are the gradient and y-intercept of:
a) y = 4x – 3 b) y = 4 + 6x c) y = - 5x – 3
2) Draw the graph of y = 3x – 2 for x values from -3 to 3 using a table.

ANSWERS: 1) a) m = 4, c = -3 b) m = 6, c = 4 c) m = -5, c = -3

Independent Learning

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Past Papers

- www.ocr.org.uk/qualifications/past-paper-finder/
- Maths Genie
- Mr Barton Maths
- Physicsandmathstutor.com

Respect • Kindness • Courage • Integrity • Ambition

TBA

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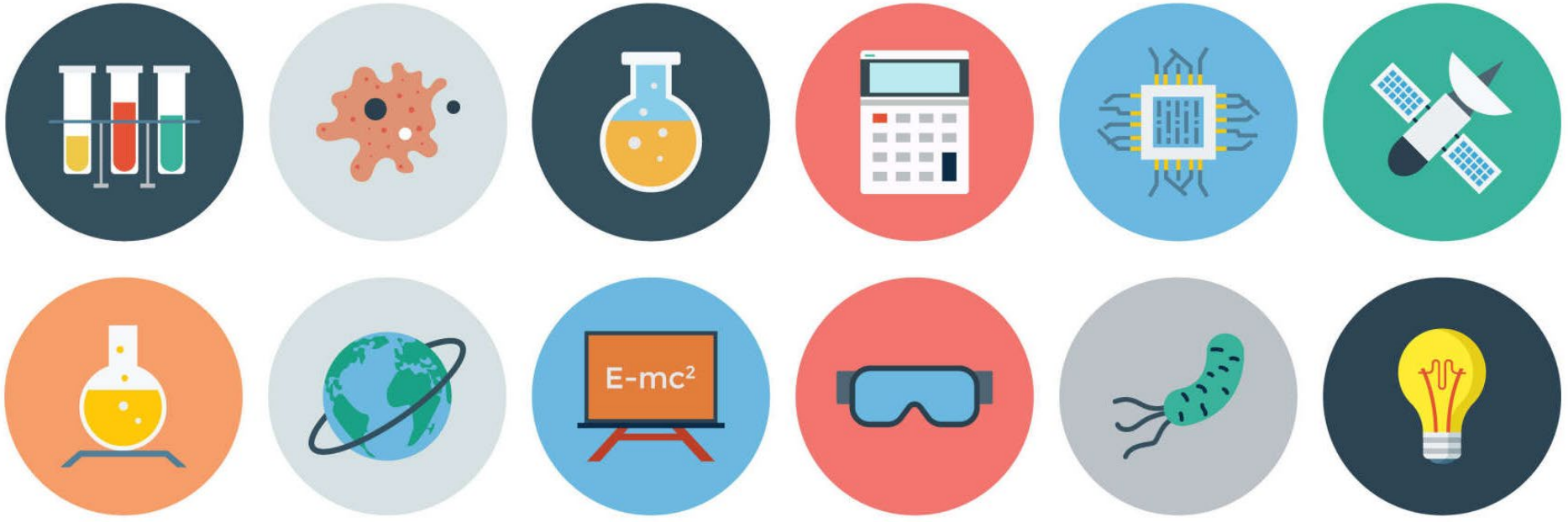
Science:



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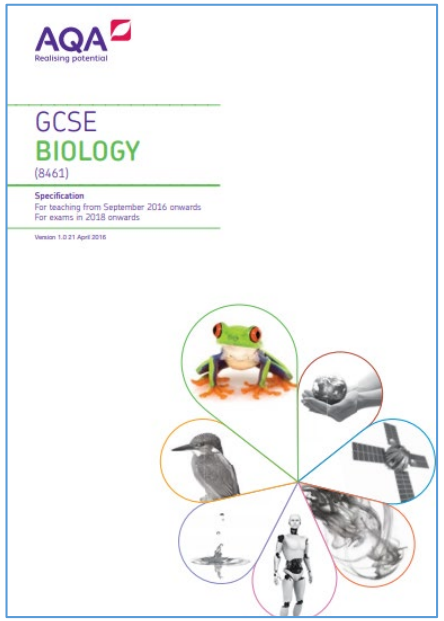
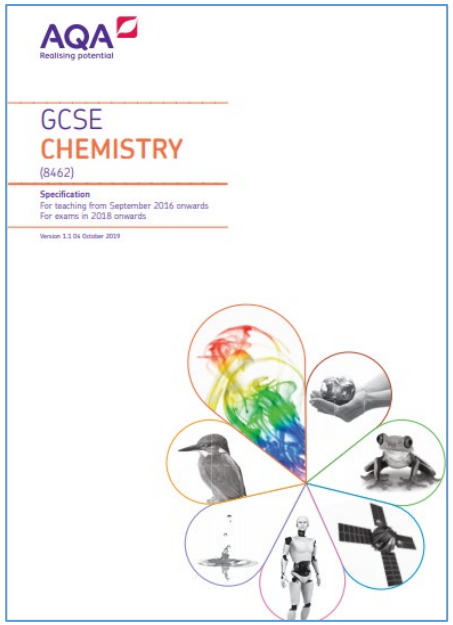
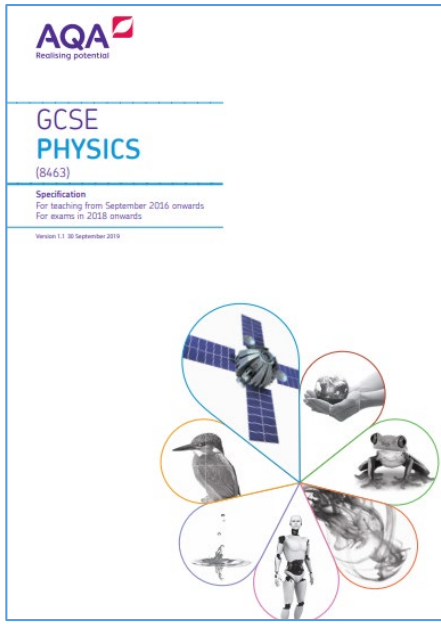
The Science courses

Double award
(Combined /Trilogy Science)

Triple award
(separate/single Science)







Science assessments

Students will sit 6 science exams at the end of the academic year

Combined science (Trilogy Science)

Biology paper 1 16.7% of GCSE	Chemistry paper 1 16.7% of GCSE	Physics paper 1 16.7% of GCSE
Biology paper 2 16.7% of GCSE	Chemistry paper 2 16.7% of GCSE	Physics paper 2 16.7% of GCSE

Students will awarded **TWO GCSE's**.

Students will be given two adjacent grades from 9-1.

Foundation	55	54	44	43	33	33	32	22	21	11
Higher	99	98	88	87	77	76	66	65	55	44

Triple science (separate Science)

Biology paper 1 50% of GCSE	Chemistry paper 1 50% of GCSE	Physics paper 1 50% of GCSE
Biology paper 2 50% of GCSE	Chemistry paper 2 50% of GCSE	Physics paper 2 50% of GCSE

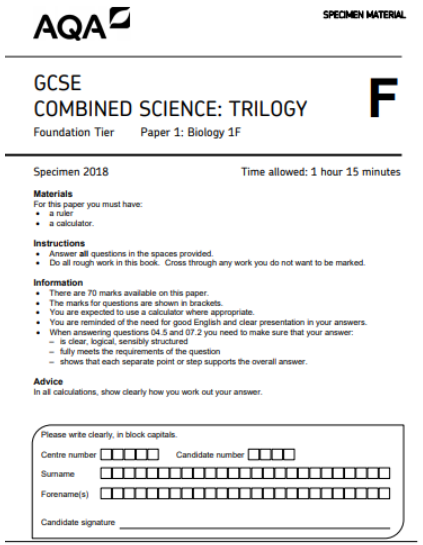
Students will awarded **THREE GCSE's**.

One for each subject

Foundation					5	4	3	2	1
Higher	9	8	7	6	5	4			

Science tiers

FOUNDATION



AQA

SPECIMEN MATERIAL

GCSE
COMBINED SCIENCE: TRILOGY **F**

Foundation Tier Paper 1: Biology 1F

Specimen 2018 Time allowed: 1 hour 15 minutes

Materials
For this paper you must have:
- a ruler
- a calculator.

Instructions
- Answer **all** questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information
- There are 70 marks available on this paper.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.
- When answering questions 04.5 and 07.2 you need to make sure that your answer:
  - is clear, logical, sensibly structured
  - fully meets the requirements of the question
  - shows that each separate point or step supports the overall answer.

Advice
In all calculations, show clearly how you work out your answer.

Please write clearly, in block capitals.
Centre number Candidate number
Surname
Forename(s)
Candidate signature

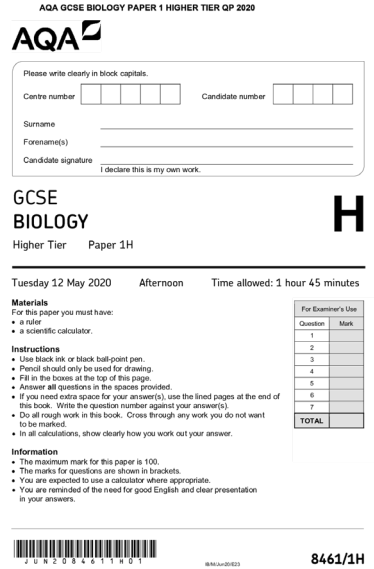
Increasing difficulty

Shared questions

Differences

Grade boundaries

HIGHER



AQA GCSE BIOLOGY PAPER 1 HIGHER TIER QP 2020

AQA

Please write clearly in block capitals.
Centre number Candidate number
Surname
Forename(s)
Candidate signature
I declare this is my own work.

GCSE
BIOLOGY **H**

Higher Tier Paper 1H

Tuesday 12 May 2020 Afternoon Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use

Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	

8461/1H

How are tiers decided?

- Target grade.
- ATL
- Mock exam results.
- Student/parent input

When do tiers have to be decided?
Jan/Feb 2025

For **combined science**, all papers have to be the **same tier**

GCSE Science Exams - tiers

Subject Title	Maximum Mark	Grade Boundaries																
		9-9	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3	3-3	3-2	2-2	2-1	1-1
COMBINED SCIENCE: TRILOGY TIER F	420	-	-	-	-	-	-	-	-	243	221	200	173	146	119	93	67	41
COMBINED SCIENCE: TRILOGY TIER H	420	269	251	233	216	199	180	161	142	123	105	87	78	-	-	-	-	-

Combined Science (H)

- **123 marks** needed to achieve a **5-5**
- **21 marks** per paper to achieve a **5-5**

Combined Science (F)

- **243 marks** needed to achieve a **5-5**
- **41 marks** per paper to achieve a **5-5**

A large proportion of these marks (up to 33% of each paper) are awarded for the correct application of maths skills – graph drawing, calculations and analysis of numerical data.

Grade boundaries change every year

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Science content

Combined science (Trilogy Science)

BIOLOGY	CHEMISTRY	PHYSICS
Paper (B1): 1. Cell structure & transport. 2. Cell division 3. Organisation & the digestive system. 4. Organising animals & plants. 5. Communicable diseases 6. Preventing & treating disease 7. Non-communicable diseases 8. Photosynthesis 9. Respiration. **Paper (B2):** 10. The human nervous system. 11. Hormonal coordination. 12. Homeostasis in action. 13. Reproduction. 14. Variation. 15. Genetics & evolution. 16. Adaptations. 17. Organising an ecosystem. 18. Biodiversity & ecosystems.	**Paper (C1):** 1. Atomic structure. 2. The periodic table. 3. Bonding. 4. Quantitative chemistry. 5. Chemical changes. 6. Electrolysis. 7. Energy changes. **Paper (C2):** 8. Rates & equilibrium. 9. Reversible reactions. 10. Organic chemistry: hydrocarbons. 11. Chemical analysis. 12. The earth's atmosphere. 13. The earth's resources.	**Paper (P1):** 1. Energy 2. Electricity. 3. Particle model of matter. 4. Atomic structure **Paper (P2):** 5. Forces & motion. 6. Pressure. 7. Wave properties. 8. Electromagnetic waves. 9. Magnetism and electromagnetism.

Triple science (separate Science)

BIOLOGY:	CHEMISTRY	PHYSICS
1. Cell structure & transport. 2. Cell division 3. Organisation & the digestive system. 4. Organising animals & plants. 5. Communicable diseases 6. Preventing & treating disease 7. Non-communicable diseases 8. Photosynthesis 9. Respiration. 10. The human nervous system. 11. Hormonal coordination. 12. Homeostasis in action. 13. Reproduction. 14. Variation. 15. Genetics & evolution. 16. Adaptations. 17. Organising an ecosystem. 18. Biodiversity & ecosystems.	1. Atomic structure. 2. The periodic table. 3. Structure & bonding. 4. Chemical calculations. 5. Electrolysis. 6. Chemical changes. 7. Energy changes. 8. Rates & equilibrium. 9. Crude oil & fuels. 10. Organic reactions. 11. Polymers. 12. Reversible reactions. 13. Chemical analysis. 14. The earth's atmosphere. 15. The earth's resources. 16. Using our resources.	1. Conservation & dissipation of energy. 2. Energy transfer by heating. 3. Energy resources. 4. Electrical circuits. 5. Electricity in the home. 6. Molecules & matter. 7. Radioactivity. 8. Forces in balance. 9. Motion 10. Forces & motion. 11. Force & pressure. 12. Wave properties. 13. Electromagnetic waves. 14. Light. 15. Electromagnetism. 16. Space.

+ assessed practicals and maths skills

HOW TO REVISE FOR GCSE SCIENCE

Knowledge

Mock exams:

November mocks 2024 – paper 1's

February mocks 2025 – paper 2's

Exam technique

The importance of retrieval practice in science

"**Retrieval practice** is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning."

It is especially important in science because of the nature of the subject

The importance of retrieval practice

In school

- Sharp start each lesson
- Challenge Q's link with paper 1
- Retrieval quizzes

At home

- Seneca
- Recall booklets (of paper 1)
- Flashcards / mind maps

- This should be done regularly.
- It is important not to copy notes.
- It is an important way to find out what they know and what they don't know.

The importance of exam skill practice

In school

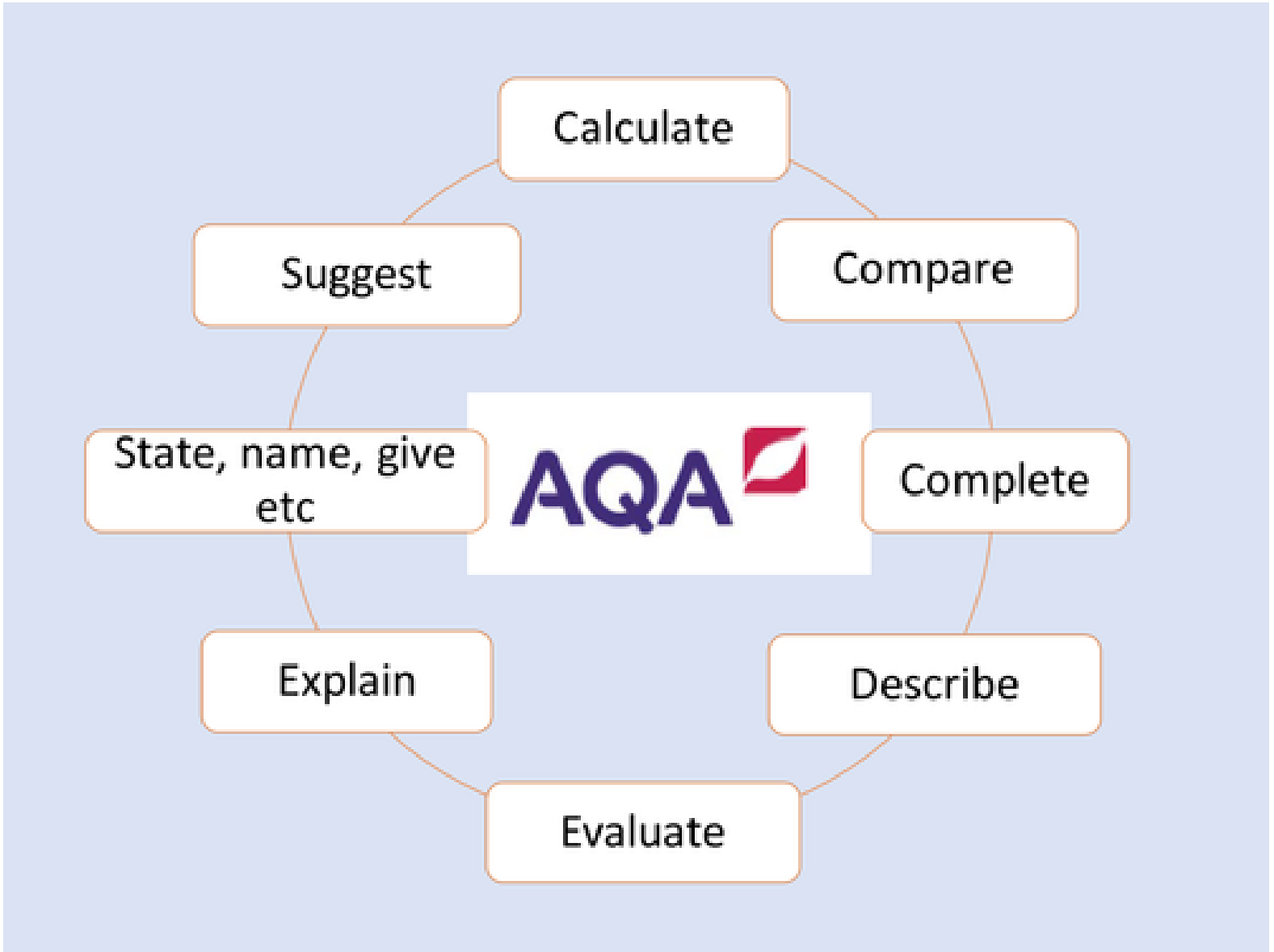
- Exam Q every lesson
- Mock exams / tests & QLA
- Period 6

At home

- Past papers & mark schemes
- Extra exam practice

- Long answer questions.
- Command words in science.
- Reading the questions carefully.
- Application questions.
- Maths questions.

Exam technique



- Command words
- How many marks each question is worth.
- Detail / key words.

As a parent, what could I do to help my child succeed?

- Encourage your child to practice retrieval regularly

- Encourage your child to complete as many past papers as they can

SEND support:

- Access Arrangements will have been confirmed in Y10, these will remain in place through Y11 and for all assessments
- If you are unsure as to the specific support and access arrangement your child is entitled to in the formal assessments, please contact Jo Anderson in the first instance.
- Access arrangements are based on 'normal way of working'.
- All students with EHCPs will have an annual review before October half term to ensure plans are updated with Post-16 preferences. If you do not have yours booked, please contact Jo Anderson.

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Careers – Post 16 Support

Careers Hub based in the Library

- **Careers Advisor,** Sophie Short from Progress Careers
  Y11 Student - Careers Guidance Appointments
  Monday in the Library

- **Careers Leader -** Work Experience /Sheffield Progress Coordinator
  Ann Pemberton - Mon/Tue/Wed/Thurs - Library

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Post-16 Evening support:

- Year 11 **6th Form** presentation to students: Monday 23rd September
- Year 11 **College** presentation to students: Tuesday 24th September
- Year 11 **Apprenticeship** presentation to students: Wednesday 25th September
- Year Y11 **HEPP** – University Presentation to students: Tuesday 24th /Wednesday 23rd September
- Y11 **Sheffield Progress** On Line Application – Login Details - Introduction during PD Time
- **Post 16 Open Evening** at The Birley Academy: Tuesday 15th October
- Year 11 **Mock Interview**: Friday 29th November

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Sixth Form and College Open Events 2024 - 25

Before you go: Visit the 6th Form School / College website to confirm the date, times and whether you have to book.

All Saints		
Astrea		
Forge Valley		
High Storrs		
King Ecgbert		
King Edward VII		
Meadowhead		
Mercia		
Notre Dame		
Sheffield South East Sixth Fo (Sheff Park Academy)		
Silverdale	Thursday 21 November	5.45pm - 8pm
Tapton	Wednesday 23 October	6pm - 8pm
The Sheffield College - All Campuses City/Hillsborough/Olive Grove	Thursday 17 October	4pm - 7pm
All Campuses City/Hillsborough/Olive Grove	Tuesday 12 November	4pm - 7pm
All Campuses City/Hillsborough/Olive Grove	Thursday 23 January	4pm - 7pm

Out of Sheffield:		
Barnsley College	Check the website	
Chesterfield College	Wednesday 20 November	4pm - 7pm
Rotherham College	Saturday 16 November	10am - 12pm
Thomas Rotherham College	Check website	
UTC Sheffield City Centre	Check website	
UTC Sheffield OLP	Check website	

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Respect:

- We value respect because success in life is often forged on strong relationships with others.
- We demonstrate respect by **treating everyone with consideration** and **dignity**, and by following expectations in school.
- This means **listening to others**, following instructions, and **showing respect for each other's similarities and their differences**.
- By fostering an environment of mutual respect, we create a positive and supportive atmosphere where everyone can thrive.

The Birley Academy

Your questions:

- We will take your questions.
- We would greatly appreciate some feedback. Could you please complete a questionnaire which we will send after the meeting has ended.
- We want to use your feedback to improve our offer to you as parents / carers.

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