



Year 11

Supporting Success Evening

Key dates & GCSE examinations 2026 (Lucy Saunders)

Revision strategies (Lucy Saunders)

Post 16 and next steps (Lucy Saunders)

Well-being and support (Jordan Macrow)

Key dates- the big picture

- Academic mastery cycle 1: September to December
- Pre-Public Examinations (PPE): 22nd November – 4th December
- Report: 11th January
- Parents' Consultation Evening: 13th January
- Academic mastery cycle 2: February to May
- GCSE examinations: 4th May until 18th June
- Results day: Thursday 19th August

Keeping in Contact

Any changes to contact telephone numbers, email addresses etc should be communicated to the main office.

datacollection@allertongrange.com

We send updates of our current information in Half Term 2, please check these for accuracy and use the above contact to address any changes.

Reports home

Some changes in comparison to the KS3 reports. Reports will contain...

- ATL (Attitude to learning) and ATH (Attitude to homework).
- A Minimum Expected Grade (MEG) which is based on attainment in KS2 – this is a guide to likely attainment for similar students and is **not** a prediction
- Predicted Grade - This will be the most likely grade at the end of Year 11. Based on in class assessments and PPEs (pre – public exams)
- If appropriate, a % score in any PPEs that have taken place alongside a cohort average.

Subject	Teacher	Attitude to Learning Lessons	Attitude to Learning Homework	Predicted Grade	KS2 Generated Prediction
3D Design	Mrs Hawkins	B	B	3	4
English Language	Mrs Ryding	C	C	3	5
English Literature	Mrs Ryding	B	C	3	5
Geography	Mr Morgan	C	C	4	5
Maths	Miss Atkinson	C	D	3	4
PE	Mr Tomlinson	B	-	-	-
PHSE	Mr Taylor	B		Complex	-
Religious Studies	Miss Ali	C	B	5	5
Science Combined	Mr Addison	C	D	4_3	5_5
Spanish	Ms Ahmed	C	B	4	4

How the new grades compare with the old ones

Old Grades	New Grades
A*	9
A	8
B	7
C	6
D	5
E	4 Standard Pass
F	3
G	2
U	1
U	U

Source: Ofqual

MADE FOR MUMS

The GCSE examinations

How the new grades compare with the old ones

Old Grades	New Grades
A*	9
A	8
	7
B	6
	5
C	4 Standard Pass
D	3
E	2
F	1
G	
U	U

Source: Ofqual

MADE FOR MUMS

Student will receive a personalised exam timetable nearer to the time

Morning exams start at 9am

Afternoon exams start by 1.20pm

Attendance and punctuality throughout the exam period is crucial – we report any lateness to the exam board

Organisation is important- clear pencil case

Most students will sit them in the sports hall

Our PPEs mirror the process of the real GCSE examinations



PARENTS

Current Parents ▾

AGS Newsletters

Year Teams

Curriculum >

Extra-Curricular >

ClassCharts

School Calendar & Term...

School Day

School Uniform

School Equipment

School Reports

Exams & Revision ▾

KS4 Resources

KS5 Resources

KS3 Resources

Home/School Agreement

Letters

YOU ARE HERE | HOME | PARENTS | CURRENT PARENTS | EXAMS & REVISION | KS4 RESOURCES

KS4 Resources

Please see below for Exams and Revision resources for GCSE subjects.

This includes:

- Subject specific FACE IT revision model
- Topic check list
- Specification

KS4 Mapped Out Revision PDF



KS4 Mapped Out Revision PowerPoint



Revision timetable – This should start in October half term

Year 10 – PPE revision schedule 2024										
It is important that you take rest days and revision breaks during the holiday. You have to create a timetable that works around the plans you have with friends and family. You can blank out the days, which are appropriate days for you to taken rest breaks. It is important that you take these days off for your well-being.										
Revision Week	w/c	Day of the week	Session 1		Session 2		Session 3		Session 4	Session 5
1	Monday 12 th February	Sat 10 th		Break (10 mins)		Break (10 mins)		Break (10 mins)		
		Sun 11 th								
		Mon 12 th								
		Tues 13 th								
		Weds 14 th								
		Thurs 15 th								
		Fri 16 th								
		Sat 17 th								
		Sun 18 th								

Creating an environment for concentration



- Leave mobile phones in a different room.



- Work with a clear desk.



- Quiet Space.

The FACE it revision model

1.

LEARNT THE FACTS



- Flash cards
- Graphic organisers
- Mind maps
- Knowledge organisers
- Self quizzing

2.

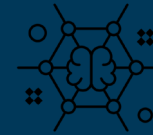
APPLY IN CONTEXT



- Tackle questions where the knowledge is tested in context – beyond straight forward recall.

3.

CONNECT IDEAS



- Attempt questions that require students to draw on knowledge from one topic area or apply knowledge to previously unseen ideas.

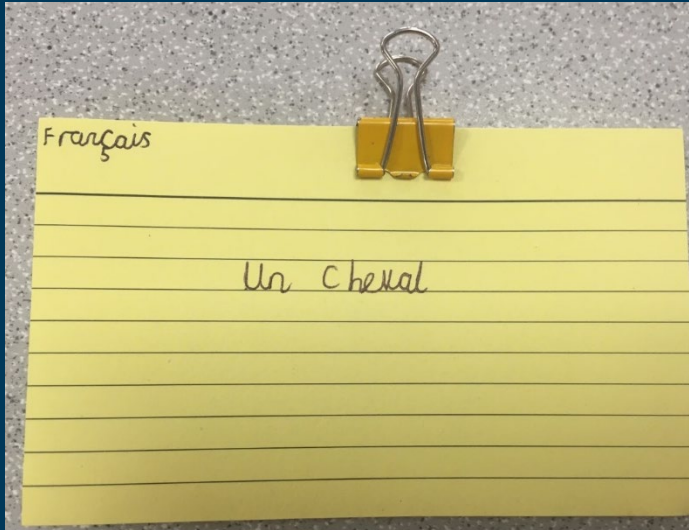
4.

TEST IN EXAM CONDITIONS

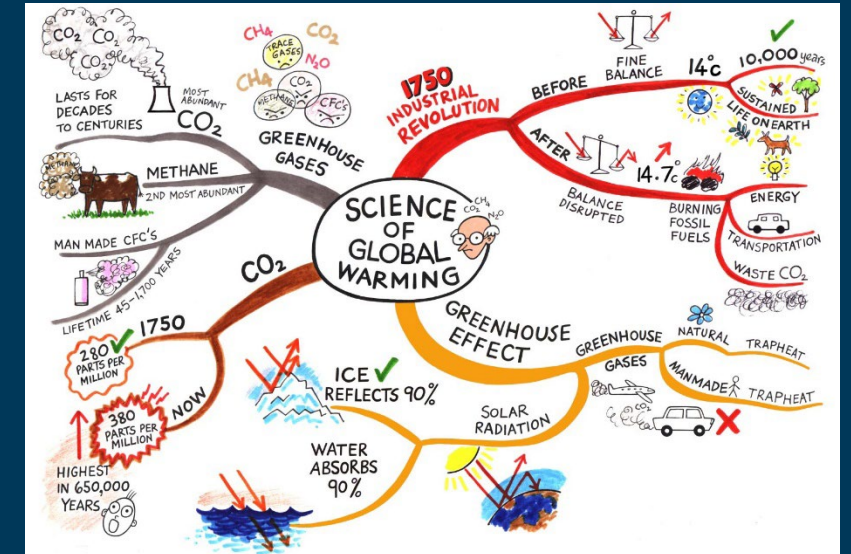
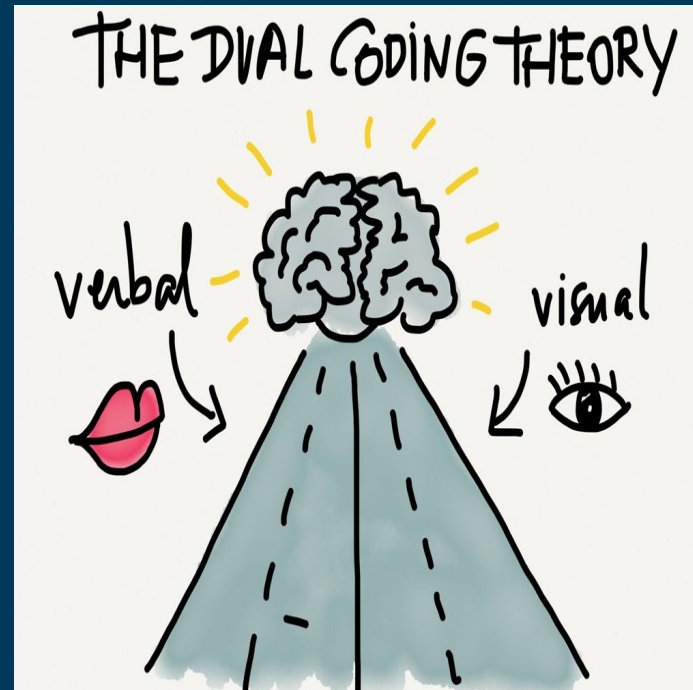


- Use past exam questions to rehearse the process of responding under time pressure.

Learn the facts



[Brainscape: The Best Flashcards App](#) | [Make Flashcards Online](#)



See a video on how to effectively study flash cards:
[How to study flashcards using the Leitner system](#)

Self-quizzing

Cognitive

1. ~~Brain~~ scientists x
2. working memory ✓
3. Not a lot! x 10-30% is remembered after a day
4. You remember more. ✓ More is retained.
5. ~~Brain~~ ✓ I don't know.

Links between synapses need to be created for info to go into long-term memory

Ready to Revise: How can I use flashcards and self-quizzing effectively?

What is alliteration?

Alliteration is when a sound is repeated over two or more words.
e.g. Donate to deserving causes.

La Belle Dame Sans Merci 1819 (1)

1 of 30

Author: John Keats

Story: 2 first person speakers. A knight narrates his encounter with a femme fatale character and how this lead to his love sickness/death.

Themes: Love

Tone: Super N

• Form +

La Belle Dame Sans Merci 1819 (2)

2 of 30

• Language:

- Archaic Language - Helps with medieval setting "ail thee" "steed" "thy"
- Repetition of pale - Knight is dying "palely loitering" "pale" "death pale"
- Metaphors of death - Knight is dying "I see a lily on thy brow" "fading rose"
- Pathetic fallacy - Foreshadows knights death "The sedge has withered from the lake" "no birds sing"

• Context

- Keats knew he was dying of TB in his 20s while writing this poem, his brother had also died of TB 2 years before
- "A faery's song" could depict the woman as a siren from Greek mythology. Sirens would seduce sailors with songs and they then died in the water trying to swim to them

Compare +

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



Apply in context

2

Why is Jack being so loud and active?

- ☐ He wants to show Ralph he is truly sorry for his actions
- ☐ He is showing the other boys how happy he is
- ☐ He is pretending there is nothing wrong

3

What is meant by 'Ralph asserted his chieftainship'?

- ☐ Ralph gives up being the leader
- ☐ Ralph shows everybody who is the boss
- ☐ Ralph allows Jack to take over temporarily

4

Which expression is a metaphor for the breakdown of Ralph and Jack's relationship?

- ☐ 'A little of the tension died'
- ☐ 'No one, not even Jack, would ask him to move'
- ☐ 'They were on different sides of a high barrier'

5

Read the following extract in which Piggy criticises Jack for letting the signal fire

Connect the ideas

Edexcel GCSE History Revision Checklist

Paper 1: Section A Western Front 1914-1918

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Wider context of WWI	The trench system (p. 33-34)	- Describe what is meant by a trench - Explain why trench warfare was used during WWI - Describe the features of a trench system and their purpose (No Man's land; frontline trench; dug-outs; zigzag communication trench; support and reserve trench)	☐	Describe two features of the support trench system on the Western Front. [4 marks] – Sample paper	☐
	Challenges of the landscape (p. 34)	- Describe how the exposed open trenches were affected by climate and weather - Describe the impact that fertiliser in the soil had for infections such as gas gangrene - Describe the diversity of terrain over 750km (wide open farmland, hills, valleys) - Describe how this terrain made evacuation of injured soldiers challenging	☐		
	Key battles (p. 33)	- Describe the importance of the Ypres Salient as a location to defend (Channel ports) - Describe the use of tunnelling and mines at Hill 60 (1915) to change landscape - Describe the use and effects of chlorine gas at the Second Battle for Ypres (1915) - Describe the vast numbers of casualties from the Battle of the Somme (1916) and the impact this had on the evacuation chain and experiences of medical staff - Describe the use of tunnelling into chalky ground to expand caves at Arras (1917) - Describe the rain waterlogged conditions at the Battle of Passchendaele (1917) - Describe how tanks were used to navigate tricky terrain at Battle of Cambrai (1917)	☐	Relevant as broader context for analysis of any source	
2. The evacuation chain	The evacuation chain (p. 35)	- Describe the location, conditions and treatment offered at each stage of the evacuation chain: stretcher-bearers; RAP; ADS; CCS and base hospitals. - Explain why complex operations could only be carried out at base hospitals.	☐	Describe two features of the dressing stations where injured soldiers might be taken to receive treatment. [4 marks] – 2021	☐
	Transportation (p. 34)	- Describe the different reasons why moving injured soldiers was challenging (rescued from frontlines under fire; shelling caused craters, fertiliser in soil meant infection) - Describe the different methods of transportation and their limitations (stretcher-bearers; horses; motorised ambulances; barges; trains; hospitals boats).	☐	How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? [8 marks] – Specimen paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-1-specimen-papers.pdf Page 44/45	☐
	The RAMC and FANY (p. 35)	- Describe the role of the RAMC in overseeing the system. - Describe the role of the FANY in supporting the RAMC's work	☐	How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front? [8 marks] – 2019 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_11_que_20190604.pdf pages 18/19	☐
	The Underground Hospital at Arras (p. 35)	- Describe the hospital created in the tunnels and caves at Arras from 1916. - Explain why this hospital was unique in terms of the care so close to the front lines. - Explain why the underground hospital had to be abandoned in 1917.	☐	How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front? [8 marks] – 2018 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_11_que_20180605.pdf Page 18	☐
			☐	Describe two features of the Underground Hospital at Arras. [4 marks] – 2022	☐

Test in exam conditions



Please check the examination details below before entering your candidate information

Candidate surname	Other names
Pearson Edexcel	
Centre Number	Candidate Number
GCSE (9–1)	
Tuesday 9 June 2020	
Morning (Time: 1 hour 20 minutes)	Paper Reference 1H10/31
History	
Paper 3: Modern depth study	
Option 31: Weimar and Nazi Germany, 1918–39	
You must have: Sources/Interpretations Booklet (enclosed)	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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1/1/1/



P 6 2 4 6 5 A 0 1 1 6

Pearson

- Silent conditions at a table/desk.
- Stick to the precise timings of the examination.



AGS examination boards: GCSE

AQA

Art (3D design, fine art, photography and textiles)

Biology

Chemistry

Physics

Combined Science

Drama

English Language

English Lit

French

Spanish

German

Geography

PE

RS (Short course and full course)

Edexcel

Business

History

Maths

OCR

Classics

Comp Science

Health & Social Care

WJEC

Music

Hospitality

How to make your home a revision-friendly environment



Well-being and mental health

- Exam worry - normal
- Talk to friends and family
- Ask for help
- Be kind to yourself and prioritise sleep
- Plan in breaks – exercise
- Plan fun!
- Eat well
- Be realistic
- Reward yourself
- Don't compare yourself to others
- Little but often to avoid getting overwhelmed
- Keep it in perspective



Key Stage 4 team





Mr Mahoney

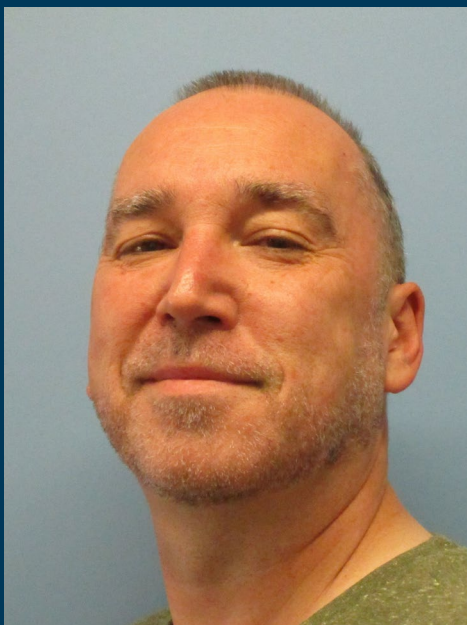
KS4 leader- Maternity
cover



Miss Drew

Director of Key Stage
4





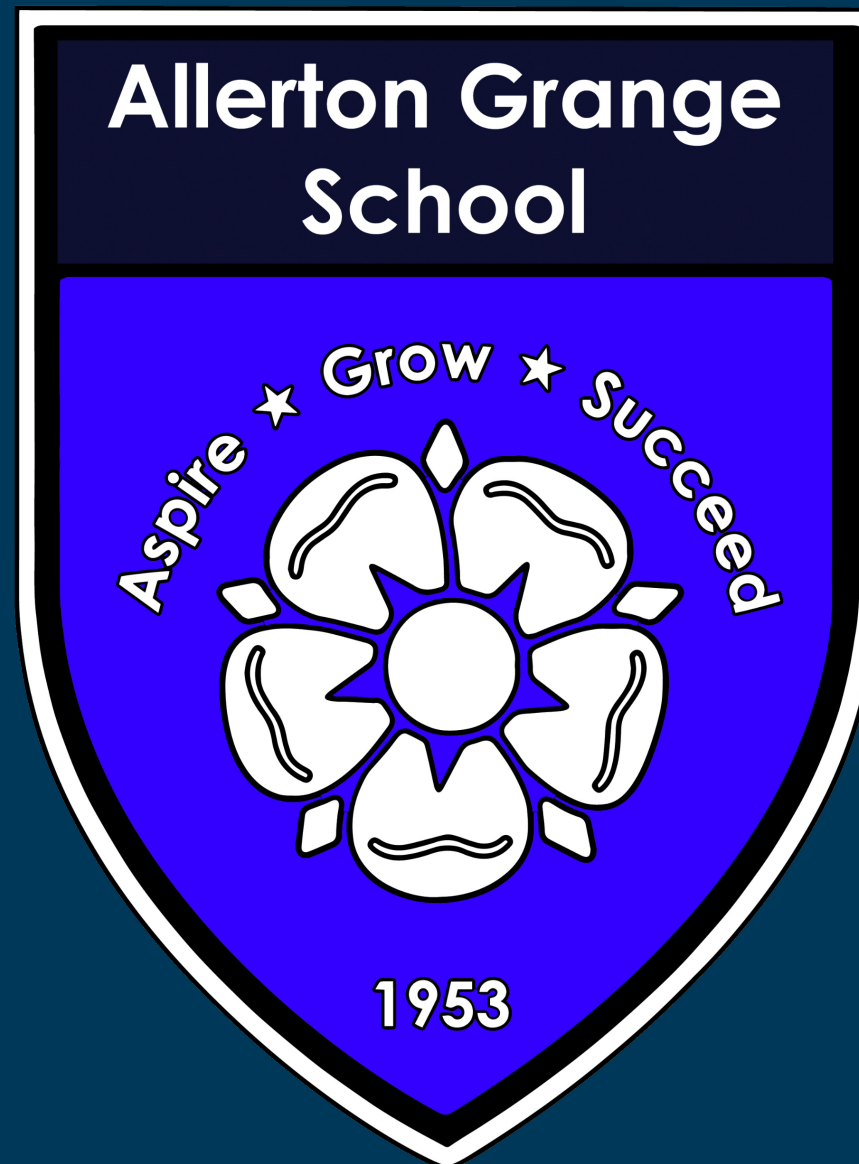
Mr Williamson

Year 11 progress and
welfare manager



Miss Williams

Year 11 progress and
welfare coach





The safeguarding team...





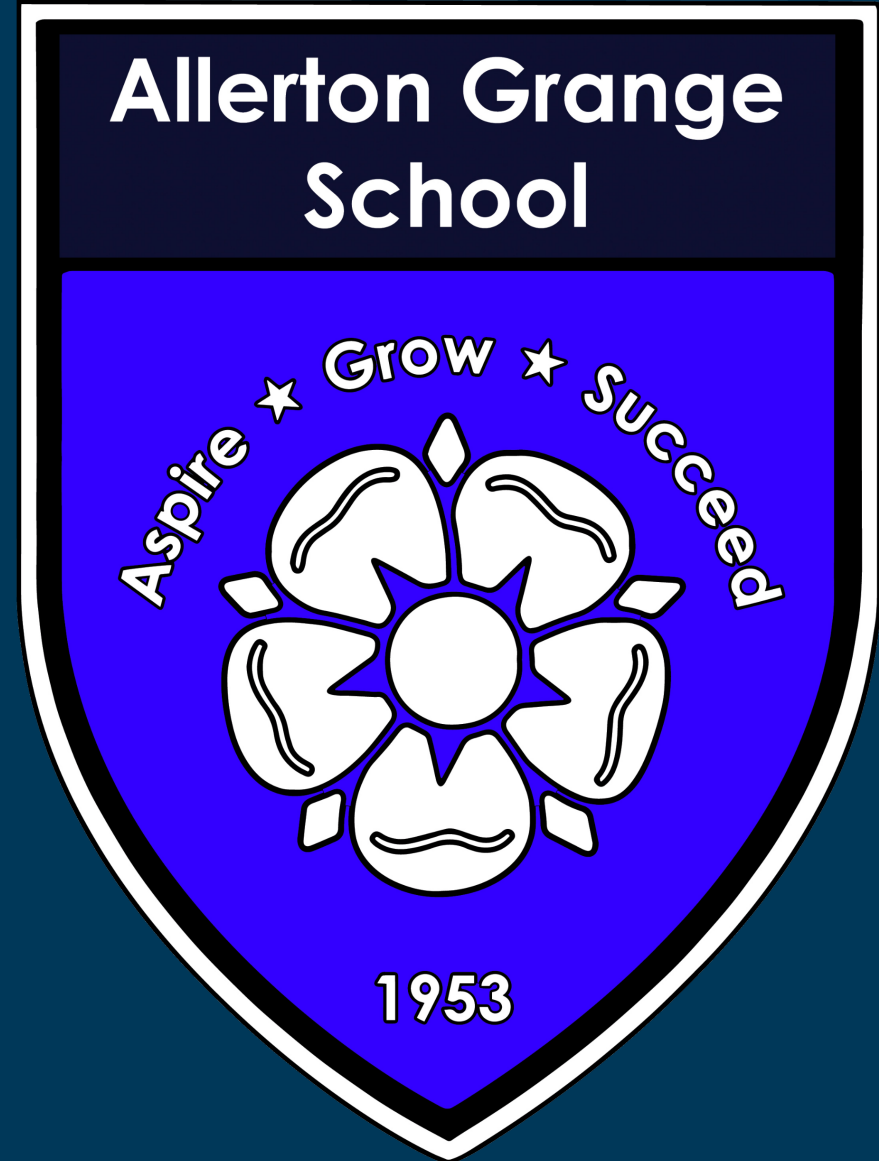
Mrs Whittingham

Assistant headteacher-
Director of safeguarding
and attendance



Mrs Rowbotham

Designated
safeguarding lead





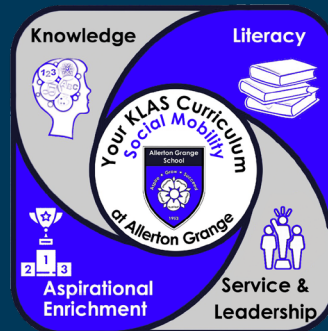
Why attendance matters



- At KS4, pupils who attended school **nearly every day in Year 11** (with an attendance rate of 95-100%) were **1.9 times more likely to achieve at least a Grade 5 in English and Maths GCSE** compared to pupils who only attended 90-95% of the time.
- These top attenders will have 2 weeks more time in school over the course of a year.



- Students with excellent attendance are 3 times more likely than persistently absent pupils who only attend 85-90% of the time (relating to 4 – 6 weeks more time in school).
- This means missing just 10 days of year 11 reduced the likelihood of achieving grade 5 in English and Maths by around 50%



Careers Support

Mrs Mills
Allerton Grange Careers Lead



louisemills@allertongrange.com

Friday = non working day

Mrs Pedro
Allerton Grange Careers Advisor



suzannepedro@allertongrange.com

Thursday = non working day

Careers Support

Mrs Mills
Allerton Grange Careers Lead



louisemills@allertongrange.com

Friday = non working day

Last Friday, all students were given a letter with several attachments, this was also emailed to all parents/carers on Friday. There is a wealth of information within the letter and attached documents, which should enable you to support your child in making their post 16 applications.

On Monday 21 September, Mrs Mills will be holding a webinar for all Year 11 parents/carers (and students if they wish to join) at 6pm. The webinar will focus on post 16 options at all levels and the application process. The webinar will be recorded and uploaded to the school website (under the Careers, Post 16 Options section), for anyone unable to join.

***Please find a QR code link for the
Post 16 Webinar Below***



Choosing Allerton Grange Sixth Form

Excellent and Improving Results

Fantastic Destinations

Expert Teaching and Small Class Sizes

Unique Enrichment and Personal Development Offer

Safety, Care, Continuity and Support

Key Dates and the Application Process

Sixth Form Open Evening: November 11th 2026

Applications Open: October 1st 2026

Sixth Form Interviews: January 20th 2027

Sixth Form Enrolment: GCSE Results Day



Thank you