

## Year 11

Parental Information Evening

Tuesday 30th September 2025

The presentation will cover the following areas:

The year ahead

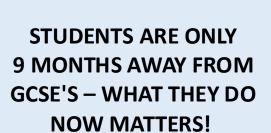
2. Important Dates

- 3. Curriculum and homework
- 4. Sources of support
- 5. Staying safe
- 6. Careers and post-16 guidance: next steps
- 7. Top tips

# Year 11 9 months ahead









NEA CONTENT
COMPLETION AND
MOCK EXAMINATIONS



CONVERSATIONS AND DECISIONS FOR LIFE AFTER YEAR 11



TO SUPPORT YOUR
FUTURE

# Important dates for your diaries

Date	Event
2 October	Careers Convention
10 October	Year 11 Ready to Work Deadline
21 October	Futures Evening
13 November	Sixth Form Open Evening
1 December	Year 11 Mock Exams Start
15 January	Year 11 Achievement Review 1
23 January	Year 11 Mock Results Day
12 February	Year 11 Progress Evening
10 March	Assessment window 2
31 March	Year 11 Achievement Review 2
7 May	Last teaching day
8 May	Year 11 Celebration Day
11 May	Public Exams
23 June	Prom – Ashton Gate Stadium
25 June	Exams Contingency Day











Year 11 2025

We continue with our focus on kindness, with resilience also now sitting at the heart of everything we do.



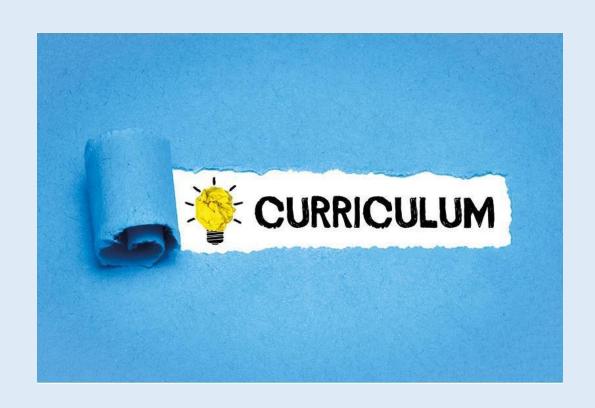






## Homework and the Year 11 Curriculum







### The Year 11 Curriculum

- > Delivery of final aspects of the planned curriculum
- > Revisiting and revising previous topics
- Practising/refining exam technique
- Providing students with feedback that shows them where they are and enables them to improve
- > NEA guidance, supervision and completion
- Ensuring students have what they need to revise (and know how to)
- Providing subject support
- > Guidance to support decisions about next steps



### Homework expectations for Year 11

- Engagement with Year 11 homework/revision is essential for exam success
- > Homework is set on Class Charts across the fortnight
- Independent revision needs to be planned in alongside this: little and often
- Year 11 will set revision tasks only in the three weeks prior to/including their mocks (except in instances where they are completing NEA components of their courses)





#### Week focus 3: Divided society 1920s

Task 1: Read and fill in the



Tack 2: Complete the knowledge questions. You will need other revision.



Tack 3: Answer the examquestion.

#### Problems around prohibition

- Many groups campaigned against alcohol in America e.g. the Temperance Movement who argued that it destroyed family life and harmed children. Others argued alcohol caused crime &
- In 1920 the Volstead Act banned the production and sale of alcohol consumption dropped 30%.

In some states the law was is	nored. Enforcement agents strugg	led to	o stop the	sale of ak	cohol.
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Why did some groups want to ban alcohol?	١
Why do you think some people ignored the law?	

#### Organised crime increased in America's cities. Please sum up in the boxes.

organised crime increased in America's cities. Please sum up in the boxes.						
Bootleggers	Gangs	Corruption				
Bootleggers continued to smuggle alcohol that was sold in speakeasies	Rival gangs ran a profitable trade in alcohol and used intimidation, violence, and bribes to get away with criminal activity. There were 130 murders and no arrests in Chicago between 1926-27.	Police officers and judges were often corrupt – paid by gangs to ignore their crimes.				

Al 'Capone made \$10,000 a year from racketeering

Made as much as \$100 million per year from gang related activity e.g. 🖛 selling alcohol.

A symbol of the failure of prohibition which ended in 1933. He bribed corrupted police officers.

His gang was responsible for the St Valentine's Day massacre of a rival gang

How	did gangsters an	d their activities	contribute to	the fallure o	f prohibition?	Use Capone Info to	he
you.							

#### African Americans

· Racism continued particularly in the South where African Americans could not vote & had worse education/housing than whites. In the north there was literacy restrictions.

#### In the 1920s there was...



An Increase in lynchings: 300 black Americans were murdered between 1919 and 1925.



An Increase in KKK membership: peaking at 4.5 million by 1925.



An Increase in black migration to the North to find work and freedom, although many still found poverty and

What was life like for Africans Americans in 1920s?

#### Immigrants

· After the communist revolution in Russia in 1917 many Americans feared a similar revolution known as the Red Scare.

#### In the 1920s there was...



Increasing suspicion of immigrants from Europe who were accused of being communists or anarchists. Some were deported as a result. Sacco and Vanzetti were executed for murder in 1927 by a biased judge and jury.

A decrease in the number of immigrants allowed into America. Quotas were introduced in 1921 then reduced to 150,000 per year in 1924. Over 500,000 and been allowed to enter in 1914).

What was	life like	for immig	rants in	1920s?

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### PART 1: American people and the Boom

Section C: Divided Society						
What were speakeasies?						
What was moonshine?						
Who were bootleggers?						
What was the impact of Prohibition on organised crime?						
Why was Prohibition brought to an end?						
When and who ended Prohibition?						
What was the St Valentine's Day Massacre?						
What happened to Al Capone in 1931?						
How many people came to America between 1850 and 1914?						
What were the main reasons for people coming to America?						
Why did Americans fear these new immigrants?						
What was the immigrant experience?						
Why in the early 1920s did the US government start to restrict immigration?						
How were Black Americans prevented from voting?						
How many African Americans left the Southern States because of racial discrimination?						
Why were conditions still bad for African- Americans in the Northern States?						
Why was the KKK founded?						
What methods did the KKK use?						
Why did people become members of the KKK?						
Why did the KKK decline after 1925?						

#### Task 3: Exam practice

Read interpretations A and B. Which interpretation is more convincing (correct) about the reasons prohibition failed in the 1920s? (8 marks)

Interpretation A: Journalist Stephen Moss writing in the Guardian Newspaper in 2016

'Prohibition failed because at least half the adult population wanted to carry on drinking...In truth, while there was a desire to curb the antisocial effects and moral degradation of drinking, and to strike against the forces perceived as threatening to society, there was no national will to stop the act of drinking itself."

Interpretation B: Historian Hugh Brogan writing in his book "The Penguin History of the USA"

The government never made funds...to pay for an adequate number of enforcement officers. As a result the temptation was irresistible to smuggle booze into the United States by land and sea: to manufacture in the privacy of one's own cellar; to run speakeasies (illegal bars) where it could be sold at extortionate prices."

The best answers wi	ill have two k	ey paragrapi	ns and.
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rite a paragraph on interpretation	Write a par
content evaluating (quote) its	interpretati
curacy using knowledge/facts.	evaluating

ragraph on Reach a concluding ion B' content sentence on which (direct quotes) its interpretation is more

	accuracy using knowledge/facts.	accurate.
In some ways Interpretation A is conv		
In contrast in some ways Interpretatio	n B is convincing because	
Overall, Interpretationis more convi		



# Accessing support

## Helping you feel safe and supported

We are fortunate in being able to offer a lot of support to our school community through the following services:

- Tutors
- Heads of Houses
- Assistant Heads of Houses
- Safeguarding Team
- Pastoral Support
- Student Support
- Student Centre
- House Captains

- Groups/Societies
- School Nurse
- School Counsellors
- Youth Hub
- Youth Centre
- Partnership with community groups –
   Police, RNLI, GCT, etc.





### Introducing SHG.

Student Health Guide (or SHG for short) is a magazine designed to help you take control of your physical and mental health.

SHG has been designed by media professionals and medical experts to inspire and empower you to be the best version of yourself.

Here are three things you can expect SHG to help you with:





### Building resilience

Life can be tough and unfair, but we must keep going. Resilience is what helps us endure the hard stuff until it gets better. Which it always does.



### Supporting friends

Feedback shows that over 70% of SHG readers feel better able to help a friend. Even if you don't need SHG's advice, someone you care about might.



### Signposting for action

We love action. SHG is filled with signposting for support, services and tools that you might need to take the next step towards improved health and wellbeing.



MIND | BODY | FUEL | FITNESS | RELATIONSHIPS | LIFE





ONLINE

# Our Safeguarding Team

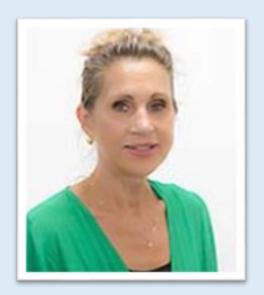


Deputy Head (Pastoral):

Johnny Mailey (Strategic Safeguarding Lead)

Office: Student Centre

jmailey@gordanoschool.org.uk



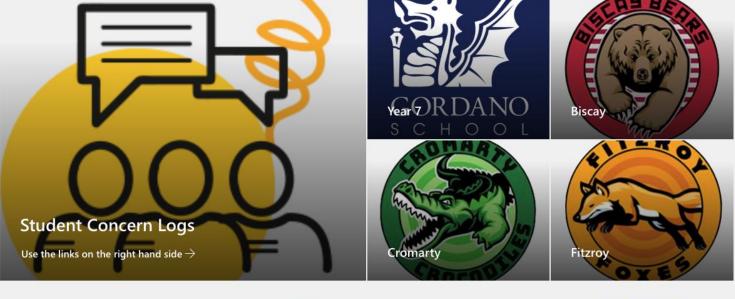
Designated Safeguarding Lead (DSL):

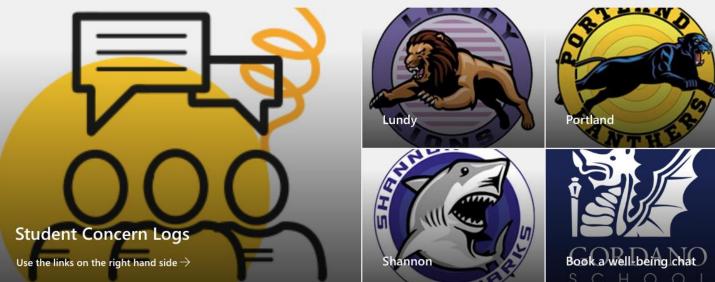
Jeanne Fairs (Assistant Head)

Student Centre Office

jfairs@gordanoschool.org.uk

# Keeping you safe









# Careers Information Advice and Guidance







# Post 16 Options

- Sixth Form A levels plus Level 3 Btecs
- College A Levels, T Levels, Btec Extended diplomas at a range of different levels. Not only the main colleges but also various smaller ones such as Boom Satsuma, Robins Foundation, Access Creative College and more
- Apprenticeship work towards a qualification and go to work full time.
- Students can apply to as many as they would like and they should apply to at least 2 options – back up plan!



# Qualifications - what's the difference?

- A Levels academic study with exams at the end
- T Levels mix of academic study and course work. Extended work experience placement
- Extended Diplomas mainly coursework with some work experience
- All lead on to University or Apprenticeships



## **Qualifications - levels**

- Level 3 (A levels and L3 Btecs/T levels) 5 GCSE's 9-4 incl English and Maths but some will require specific results in certain subjects
- Level 2 (Btec and T Levels) 4 or more GCES at grades 9-2 with at least 2 at grade 3
- Level 1 (Btecs) 3 or more GCSEs at grade 1 or above



# **Apprenticeships**

- Working and studying
- Minimum hourly rate is £7.55 but most pay more
- Most Apprenticeships require grade 4 in Maths and English as a minimum, but some may require more than this
- You can do an Apprenticeship in just about anything!



# Apprenticeships Levels

Intermediate	2	GCSE	
Advanced	3	A level	
Higher	4,5,6 and 7	Foundation degree and above	
Degree	6 and 7	Bachelor's or master's degree	



# Apprenticeships - applying

- Harder to apply for than college or Sixth Form and no-one is guaranteed a place
- Need to apply direct to the Company or through <u>Find an apprenticeship - GOV.UK</u> (www.gov.uk)
- There will be an interview or a series of tasks plus an interview
- There will be other candidates
- Must also apply to College/Sixth Form as a back up







### **CAREERS CONVENTION**

### **Thursday 2 October**

**Venues: Main Hall and Dining Hall** 

Time: 6-8 pm

### **Open to all students**

Come along and meet:

Employers

Universities

Colleges

### **Careers Seminars**

There will be talks throughout the evening in the Sixth Form Hall on Apprenticeships and College options

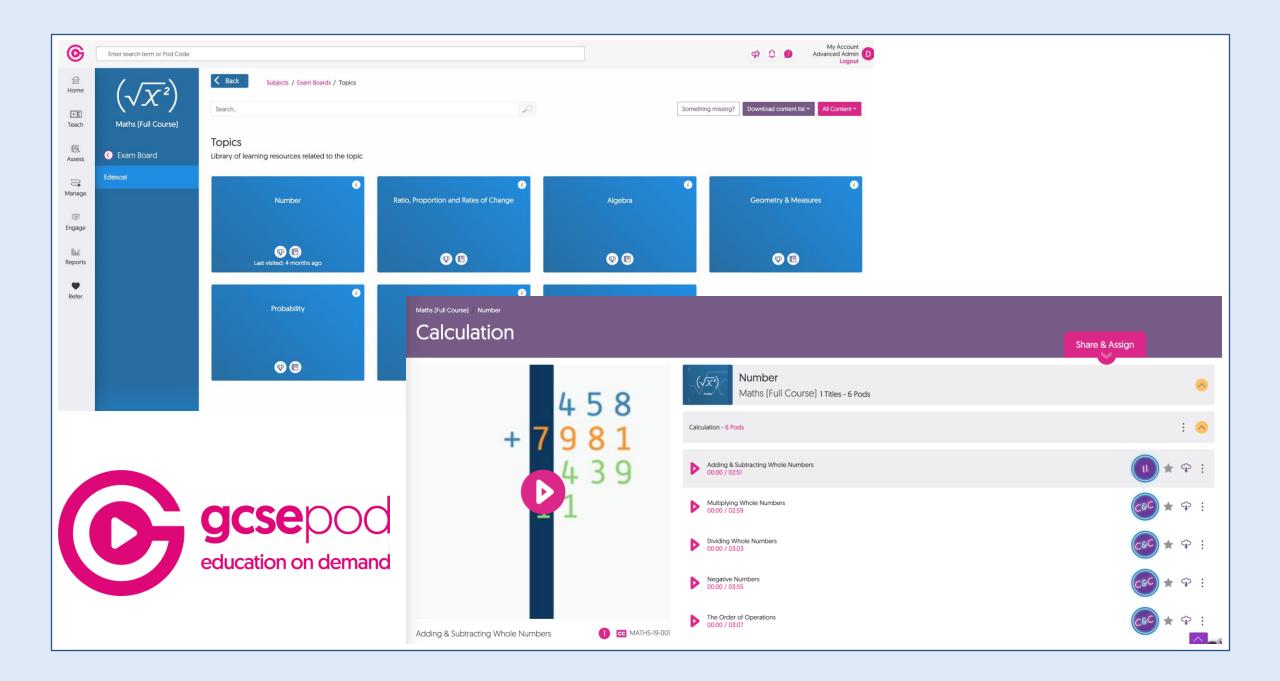


Top tips for success next summer

1. Attendance and punctuality matter

2. <u>Revision</u>: little and often - start now!

3. Make the most of the opportunities available



### Silver DofE Award

Well done to all of the students who undertook the Silver Award in Year 10!

If they have successfully completed the Silver Award they will be able to attempt the Gold Award in Year 12









# Term 1 and 2 'extra' sessions



# KS4 Revision and catch-up opportunities

Subject	Day	Time	Room	Teacher
Maths	Monday	3:20-4:00pm	MA8	JMW/MXA
GCSE PE	Wednesday	3.30-4.15pm	DT8	EVH/PEO
Science	Tuesday	3.20-4.20pm	\$1 and \$11	All Science staff
English	Wednesday	3:20-4:20pm	E2/E7	CRC/SXD
Learning Hub (invite only)	Tuesday	3.20-4:00pm	Learning Hub	ESG
Spanish & French	Thursday	3:20 – 4:20pm	L8	BS/ HJM
Music	Wednesday	3:20 – 4:20pm	MU2 or LB1	SDD
Psychology	Monday	1:00-1:30pm	В6	RJ
Art & Photography	Tuesday & Wednesday	Afterschool	AR2 or AR1	HJF
DT	By arrangement with your DT teacher	3.20 - 4.30pm	DT1,DT2,DT3, DT5,DT7,DT8	AXH, DQS, GEL, HKT, RIE
History	Thursday (from Term 2)	1:00-1.30pm	H3,H4,H7,H8	History Dept

Dream Big

Do Your Best

Give Back



## Year 11

Parental Information Evening

**Tuesday 30th September 2025** 

Once again, thank you for joining us.



I hope you found the presentation informative and that we will see you later in the year at some of our school events

Mark Tipler– Director of Key Stage 4 mailbox@gordanoschool.org.uk