

# Year 11 Welcome Evening



**Engage...Explore...Excel...**

*Questions will be answered in person at the end*

# Year 10 Pastoral Support Team 2024/25

- Head of Upper School - Mr J. Ross
- Deputy Head of Upper School - Miss K.Borg

Designated Safeguarding Lead: Mrs K. Hurst

AEN Manager:

Mrs A. Godden

11A: Mrs C. Moore

11B: Mrs D. McGuinness

11C: Mr S. Ainsworth

11D: Mrs P. Leroy

11E: Mr S. Neame

11F: Ms C. Baker

# School Uniform & Mobile Phone Policy

- No jewellery other than one small stud earring per ear lobe. No rings, bracelets, necklaces, other piercings (inc nose) are permitted to be worn
- Skirts are not to be too short
- No hair dye except natural colouring
- No sport type school shoes – must be smart, black, leather type school shoes - no canvas shoes
- Skirts must not be rolled up and must be of adequate length
- Makeup must be of natural appearance

# Please refer to the uniform policy in the student planner

- Mobile Phones/Devices (including ear buds/ear phones) are now not permitted inside school buildings unless expressly given permission by the class teacher. This includes corridors and moving between lessons. Smart watches are permitted but teachers will be monitoring for correct usage in lessons.
- Students are not permitted to drink any hot drinks/fizzy drinks in classrooms other than water. These will be confiscated. No takeaway food or drinks to be brought into school.
- Time keeping – students are expected to be on time for morning registration and afternoon registration. Students must be physically in front of their form tutors for them to be marked as present.

# Student Planner

As always, every student has been given a Student Planner and the email address for each Head of Department and Head of School can be found on the inside of the front cover.

The Planner contains the Home-School Agreement that parents/carers are required to read and sign, details of our expectations around behaviour and uniform, and the School's Policy on mobile devices.

There is a section at the front on useful contacts for those requiring support with their mental health.

# GCSE POD – Good to enhance knowledge

The screenshot shows a website interface for GCSE POD. At the top, there is a search bar with the text "Enter search term or Pod Code". To the right of the search bar are icons for notifications (a bell with a '2'), a help icon (a question mark), and a user profile icon labeled "My Account Logout".

The main header area is purple and contains the text "Exam Paper: Edexcel: History: Paper 3: Modern depth study" on the left and a pink "Share" button on the right.

On the left side, there is a vertical navigation menu with icons and labels for "Home", "Exams", "Homework", "Boost", "Playlists", "Favourites", and "Activity". At the bottom left, there is a "Dark Mode" toggle.

The central content area features a video player on the left. The video thumbnail shows a black and white photograph of the Reichstag building in flames, with a red circle overlaid containing the text "Reichstag fire" and a yellow box with the date "Feb 27 1933". Below the video is a standard video player control bar with a play button, volume icon, progress bar (0:22 / 4:24), speed (1x), and other controls.

To the right of the video player is a list of related history topics, each with a red "History" icon and a dropdown arrow:

- Russia and the Soviet Union, 1917-41  
History 4 Titles - 22 Pods
- Weimar and Nazi Germany, 1918-39  
History 4 Titles - 32 Pods
- The Weimar Republic 1918-29 - 7 Pods
- Hitler's Rise to Power, 1919-33 - 7 Pods
- Nazi Control and Dictatorship, 1933-39 - 11 Pods
- The Reichstag Fire  
00:22 / 04:25
- The Enabling Act  
00:00 / 04:28
- Elimination of Opposition  
00:00 / 04:28

At the bottom of the page, there is a purple banner with the text "Try some questions" and "Test your knowledge of this topic". To the right of this banner is a button labeled "SELECT CHECK & CHALLENGE". In the bottom right corner, there is a small icon of a person with a red 'x' over it.

# BBC Bitesize

## In this guide

 [Revise](#)

 [Test](#)

## Pages

[Early tension between East and West](#)

[The Tehran Conference, 1943](#)

[The Yalta Conference, 1945](#)

[The Potsdam Conference, 1945](#)

[Japan and the Atomic Bomb](#)

[The Soviet Expansion into Eastern Europe](#)

[Reactions to Soviet Expansion](#)

[Berlin Blockade and Berlin Airlift, 1948-49](#)

[The Cold War intensifies](#)

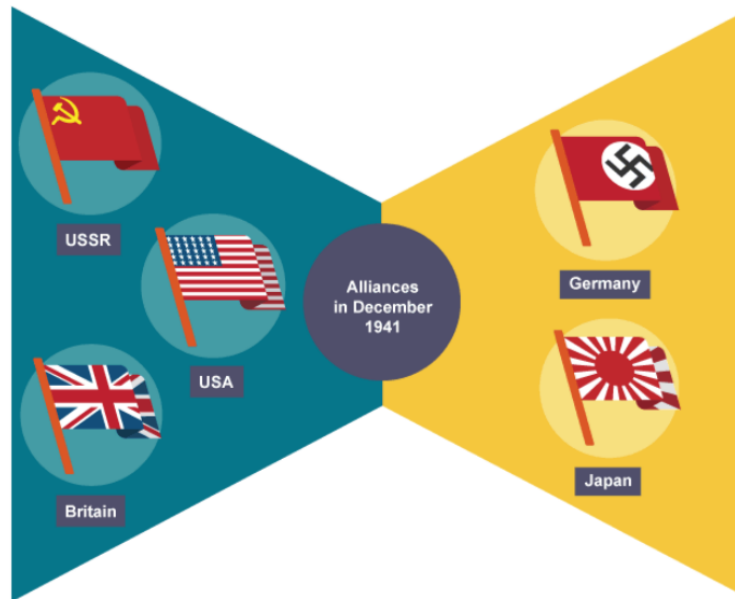
[The Arms Race and the Space Race](#)

[The Hungarian Uprising, 1956](#)

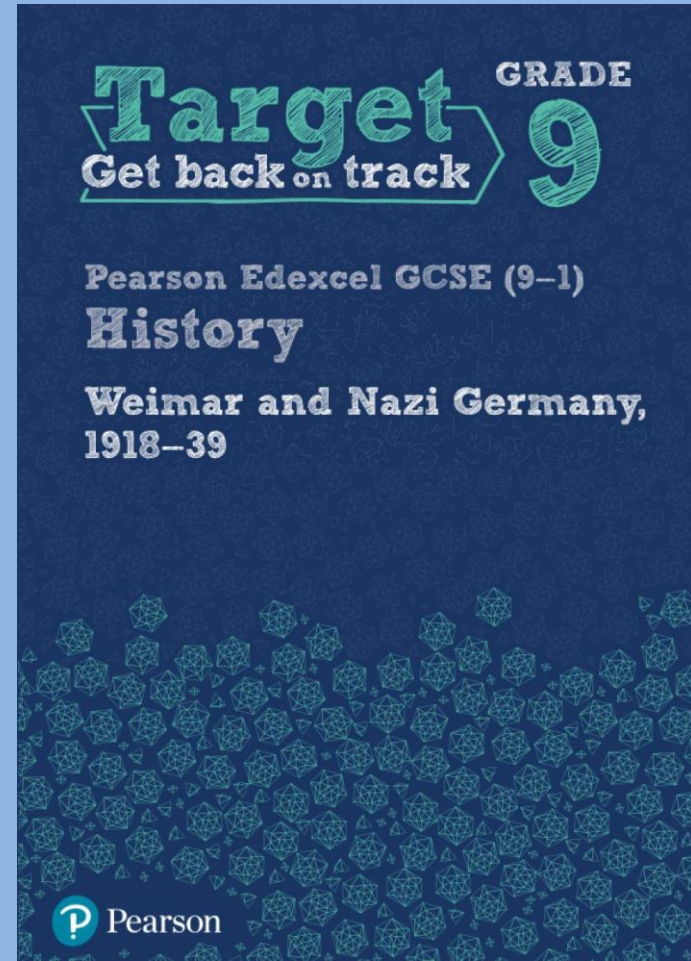
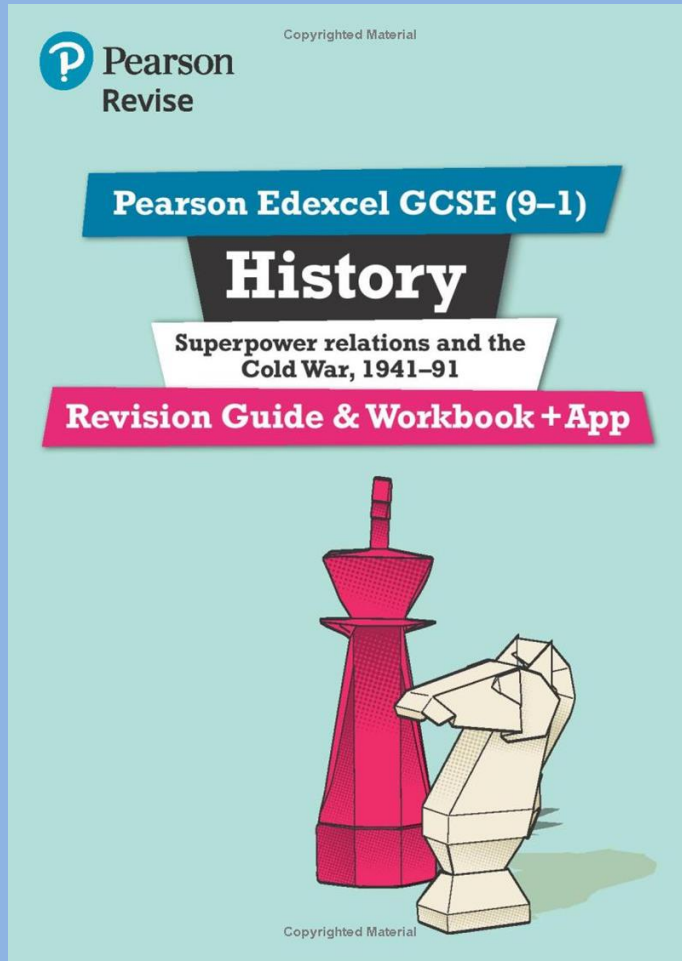
## Early tension between East and West

The USA entered World War Two against Germany and Japan in 1941, creating a Grand Alliance of the USA, Britain and the USSR. This uneasy alliance would ultimately break down into the Cold War.

The alliance of the USA and the USSR brought together two sides that were divided by their political ideologies. The political and economic systems of the USA and Britain were based on capitalism, while since its foundation after the 1917 Russian Revolution the USSR had based its economy on communism.



# Revision guides – activities to learn technique



## Get started

The key to success with this question is to make **two** valid inferences from the source and support each of them with detail from the source.

Study Source A below and then answer the questions that follow it.

**Source A** A photo from 1923, showing German children playing with bundles of banknotes.



1 Which one of the following is a valid inference about Source A on this page? Tick  your choice.

- A Children are playing with stacks of money and have made a tower out of the money.
- B This photo is connected to hyperinflation because that was when people had to carry money around in wheelbarrows.
- C The source is a photo, which makes it a reliable record of an actual event, but it could have been set up or staged, which would reduce its usefulness.
- D In 1923 this huge amount of money probably was not very valuable because otherwise adults wouldn't have let children play with it like this.

2 Why were the other options in 1 not valid inferences? Next to each of the three explanations below, write  the letter of the rejected option from 1 that it describes.

- a This statement is based on the student's own knowledge, not from the source itself. It is correct, but not a valid inference.
- b This is a statement about source usefulness, not an inference.
- c This is a description of what the source shows, not an inference about what the source implies.

Making inferences is a skill that needs practice. Learning to answer source inference questions efficiently will leave you more time to answer the higher-mark questions. You should aim to spend no more than 6 minutes on this exam-style question. We will do more work on making inferences in the first skills boost on page 5.

2 Unit 1 Making inferences

# Target **GRADE 9**

## Get back on track

Pearson Edexcel GCSE (9–1)  
**History**

**Superpower relations and  
the Cold War, 1941–91**

Copyrighted Material

# Target GRADE 5

Get back on track

Edexcel GCSE (9–1)

## History

**Weimar and Nazi Germany,  
1918–39**

 Pearson

Copyrighted Material

# Target GRADE 5

Get back on track

Edexcel GCSE (9–1)

## History

**Superpower relations and  
the Cold War, 1941–91**

 Pearson

# Post mocks: additional revision sessions

Weekly GCSE  
revision sessions led  
by History teachers –  
will start after mocks

Targeted revision  
sessions led by  
History Prefects

# Mock exam and past papers – useful to practice timings

## 2018–2022 Paper 3 Germany exam papers

Mr S Acourt • 21 Apr 2023

See attached exam papers to use as part of your revision.



[Paper 3 Germany 2021.pdf](#)  
PDF



[Paper 3 Germany 2022.pdf](#)  
PDF



[Paper 3 Germany 2019.pdf](#)  
PDF



[Paper 3 Germany 2018.pdf](#)  
PDF



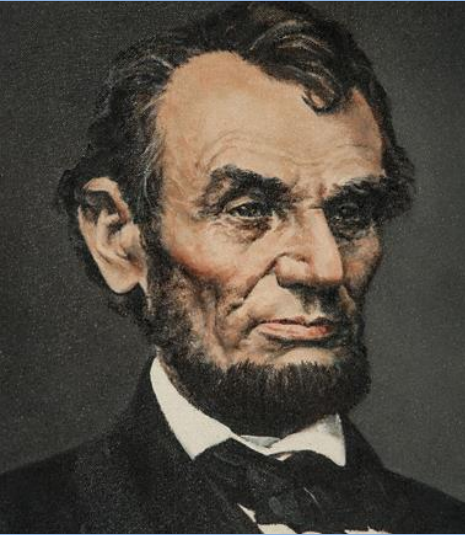
[Paper 3 Germany 2020.pdf](#)  
PDF

**Germany paper: 52 marks  
(final question worth 20)**

GCSE Revision timetable, Week 3, Monday 20<sup>th</sup> May to Sunday 26<sup>th</sup> May

	Monday 20 <sup>th</sup> May	Tuesday 21 <sup>st</sup> May	Wednesday 22 <sup>nd</sup> May	Thursday 23 <sup>rd</sup> May	Friday 24 <sup>th</sup> May	Saturday 25 <sup>th</sup> May	Sunday 26 <sup>th</sup> May
9am-10:30am	<b>English Lit 2 (C19th Novel and Poetry)</b>		<b>Physics (1 ¾ hours)</b>	<b>English Language 1 (1 ¾ hours)</b>	<b>French Writing (1 hour/ 1 ¼)</b>	<b>GOLF ALL DAY</b>	
Break							
11:00-12:30						<b>GOLF ALL DAY</b>	
Lunch							
1:30-3:00			<b>Physical Education 1 (1 ¼ hours)</b>			<b>GOLF ALL DAY</b>	
Break							
3:30-5:00		Cricket nets				<b>GOLF ALL DAY</b>	
Dinner							
6:00-7:00							





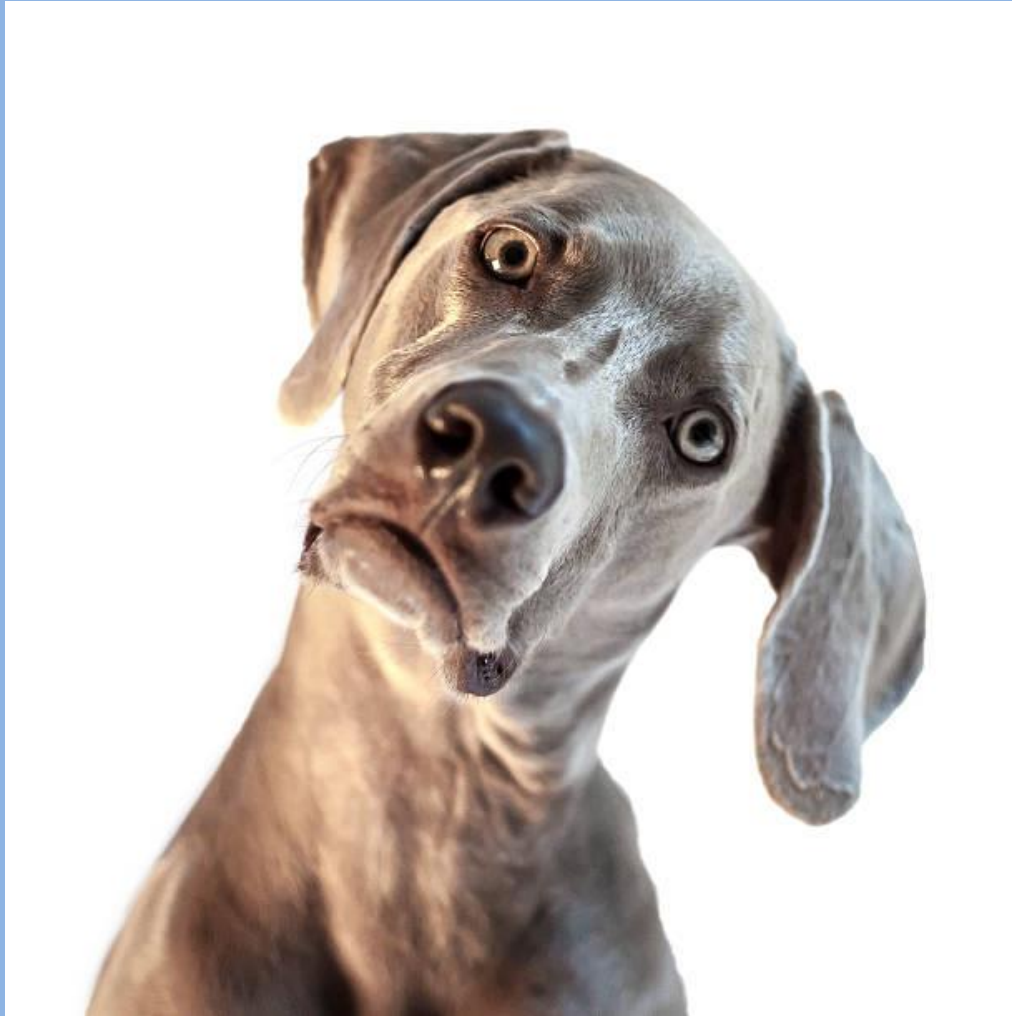
## History A Level

- 3 exam papers (Early Stuarts, Russia and Revolution, USA in the nineteenth century)
- Coursework (Nazi Germany)

# Year 11 PSHCE

**Mrs Hall**

**Head of PSHCE and E<sup>3</sup> Programme Coordinator**



**Engage...**

**Explore...**

**Excel...**

**Personal**  
**Social**  
**Health**  
**Citizenship**  
**Economic**

# PSHCE Structure Y11

- 1 hour lesson **once a fortnight**
- **RSE Morning**
- Form Time Sessions/PSHCE Assemblies

# PSHCE Curriculum

- Spiral from Years 7 - 13
- Knowledge, Skills and Attributes
- Effort/Concern Grades

# PSHCE Modules

Health and Wellbeing

Relationships and Sex Education

Living in the Wider World

# Health and Wellbeing

- Building for the future – Physical Health
- British Heart Foundation Lifesaver Training and St John's Ambulance KS4 Pathway

# Living in the Wider World

→ Revision

→ Next steps



# Relationships and Sex Education

- Healthy Relationships
- Fertility, Sexual Health and Contraception

# RSE Statutory Status

The **Health Education and Relationships and Sex Education (RSE)** aspects of PSHE (personal, social, health and economic) education are now compulsory in all secondary schools

# Parental Withdrawal

- Following discussion with the school, parents can withdraw their child from the 'sex' element of RSE. This should be put in writing to the Headteacher and it's good practice to meet with the school.
- Parents **do not** have a right to withdraw their child from **Health Education, Relationships** or any other aspect of PSHE Education.
- There is no right of withdrawal from National Curriculum Science which includes elements of sex education such as puberty and reproduction.
- Three terms before they turn 16, a student can opt back into sex education lessons. The school has a duty to provide sex education during one of the remaining three terms

# Unifrog Drive

- Encouraging all students to be able to login to Unifrog from home and complete some small, manageable yet important tasks.

# E<sup>3</sup> Programme

Vision

Effort

Systems

Practice

Attitude



v.hall@srms.kent.sch.uk

# Raising Achievement

## Most Importantly Students need to be at school

- I would like to raise the profile of attendance
- If student's attendance begins to drop, they are missing out on valuable learning time and on classroom interventions and highly complex learning strategies
- The link between attendance and achievement is backed by significant research by the Department of Education - students with over 95% attendance are more likely to achieve grades 9-5 at GCSE (A\* - C)
- The social implications of being absent from school include students missing time with their peers, becoming isolated and anxious about returning to school.

## Study Resources

- GCSEPod: <https://www.gcsepod.com/students/>
- BBC Bitesize KS4:  
<https://www.bbc.co.uk/bitesize/levels/z98jmp3>
- Oak National Academy:  
<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>
- School website – under curriculum section, subjects have detailed additional areas of study/enrichment that can be explored [www.manwoods.co.uk](http://www.manwoods.co.uk)

# Careers Programme for Y11

Book a Careers Appointment with an independent advisor - Mr John Handley

# Y11 Trips & Enrichment

Abundance of subject workshops

Homework club every Mon-Thur

Drama Production - Lion, Witch and the Wardrobe

Eco Society

Music Groups & Concerts

Sports Clubs





# Duke of Edinburgh's Award at SRMS











# Silver Completion (& Bronze)



- Of the 40 who completed the assessed expedition, only **3** have been/in the process of being fully signed off
- For badges and certificates to be awarded at Speech Day, all sections must be signed off by **Friday 29<sup>th</sup> November 2024**
- 1 group needs to complete their presentation (group 5)
- Assessor reports must be submitted in the correct format

# GOLD

Volunteering **12** months

Physical

one section for  
12 months, the

Skills

other for 6 months

*Plus an extra 6 months in the Volunteering, or longer of the Skills or Physical sections, if you haven't got Silver.*

Expedition **4** days **3** nights



Residential **5** days **4** nights

# Step up from Silver to Gold



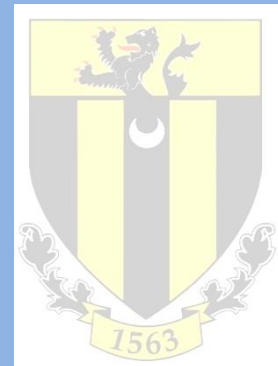
- Must be 16 years old to begin the award
- Expedition undertaken with Kent DofE completely outside of school hours – Summer of Year 12
- 5<sup>th</sup> section – residential section
- All sections are longer

# Volunteering Section



Volunteering is simple. It's about choosing to give time to something useful, without getting paid.

- Helping out at an after school club at SRMS
- Helping out at a scout/guiding group
- Volunteering at a local charity shop
- Volunteering at a local library
- Volunteering in the eco-society in school
- Volunteering in the charity club in school
- Volunteering at a church
- Litter picking outside of school
- **Prefect duty in Year 12 into Year 13**
- **Undertaking Sports Leaders qualification in Year 12**



# Physical Section



Get Active! Anything that requires a sustained level of physical energy and involves doing an activity.

- Attending an after school sports club in school
- Attending an after school sports club outside of school
- Doing parkrun every week
- Cycling once a week
- Walking once a week
- Dance once a week
- Going to the gym once a week

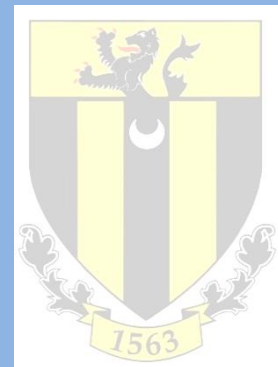


# Skills Section



To develop practical and social skills and personal interests by developing a new skill or improving an existing one.

- Learning to play a musical instrument (lessons in school or outside of school)
- Cooking at home whilst creating a cookbook of recipes made
- Photography, creating a PowerPoint of images at the end
- Art, creating a art book of work throughout
- Care of animals - horses/farm animals etc.
- Performing arts - acting, drama and theatre skills
- **Learning to drive**
- **Completing Language Leaders course in Year 12**

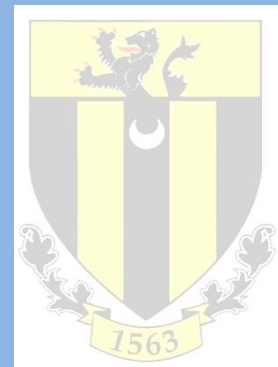


# Expedition Section



Level	Training	Duration		Minimum hours of planned activity each day
		Practice	Qualifying	
Bronze	Including.... Camp craft Map Skills, First Aid,	Minimum 1 days and 1 night	2 days and 1 night	At least 6 hours during the daytime (at least 3 of which must be spent journeying)
Silver	Including.... Camp craft Map Skills, First Aid,	Minimum 2 days and 2 night	3 days and 2 night	At least 7 hours during the daytime (at least 3.5 of which must be spent journeying)
Gold	Including.... Camp craft Map Skills, First Aid,	Minimum 2 days and 2 night	4 days and 3 night	At least 8 hours during the daytime (at least 4 of which must be spent journeying)

**Training:** Takes place prior to practice and assessed  
**Practice Expedition:** Spring/Summer/Autumn 2026  
**Assessed Expedition:** Spring/Summer/Autumn 2026  
**ALL DATES TBC**



# Residential Section



A residential is an opportunity for a young person to step outside their usual environment, routine and social setting.

- Being part of a service crew at a large summer camp for Scouts/Guides
- Spending time on a narrow boat and training towards becoming a skipper
- Taking part in a photography residential
- Farms for city children - Devon



# Changes to Kent DofE & Cost



- Kent DofE moving from KCC to TEP
- 2023/2024 – £74 + £590 (wild) / £370 (local)
- 2024/2025 – likely to be around this price
- Funding available for students in receipt of pupil premium

# What now?

- Letter to be sent home to parents ASAP
- Section planner to be given to students for completion prior to starting the award
- Any questions can be emailed to [dofe@srms.kent.sch.uk](mailto:dofe@srms.kent.sch.uk)





# Revision Guidance

## Start early

Getting an early start on your revision is always a good thing. The more time you allow yourself to revise, the more room you will have to cover each subject without needing to cram. You will have more time to practise what you need to learn and consolidate it into your memory.

## Make a revision timetable

Creating a revision timetable should be your first step. This will allow you to spread out your study time evenly and avoid cramming during the days leading up to your assessments. You can also allocate more time to any subjects you are struggling with.

# Revision Guidance continued...

## Set mini goals

Have a few mini goals you would like to achieve by the end of each day. You can add these in when making your revision timetable. This will give you an idea of how much revision you need to do and what is coming up. You will avoid feeling overwhelmed and can break your study down into smaller chunks.

## Mix it up

Work out which learning styles work for you. This could be visual, auditory, kinaesthetic or through reading and writing. Once you have a few different revision techniques, mix up which ones you want to use so that revision does not become repetitive or dull.

## Revise with others

You may benefit from teaching others what you know or testing them on what they know. Not only is this a great way to help your friends but you will see where there is still holes in your own learning. Having a small study group can also be a great way to come up with unique methods for remembering key ideas.

## Practice papers

Use practice papers to familiarise yourself with the format of your assessment and how questions may be structured. Time yourself to avoid getting flustered when sitting the actual assessment, and you will be able to gauge how much time to roughly spend on each question.

<b>Subject</b>	<b>Exam Board</b>
English Language & Literature	Edexcel
Mathematics	Edexcel
Biology (Gateway Science A)	OCR
Chemistry (Gateway Science A)	OCR
Physics (Gateway Science A)	OCR
Art and Design (Fine Art)	AQA
Business Studies	Edexcel
Computer Science	OCR
Design and Technology	AQA
Drama	Eduqas
French	AQA
Geography	AQA
German	AQA
History	Edexcel
Music	Eduqas
Physical Education	AQA
Religious Studies	AQA
Spanish	AQA

## GCSE Grading

New Grading Structure

Old Grading Structure

<b>9</b>	<b>A*</b>
<b>8</b>	
<b>7</b>	<b>A</b>
<b>6</b>	
<b>5</b>	<b>B</b>
<b>4</b>	<b>C</b>
<b>3</b>	<b>D</b>
<b>2</b>	<b>E</b>
<b>1</b>	<b>F</b>
	<b>G</b>
<b>U</b>	<b>U</b>

# Calendar for Year 11: 2024/25

2024

18<sup>th</sup> September: Welcome to Year 11

6<sup>th</sup> October: Parents receive Kent Choices Letter & login from via school comms – Google Form only for SRMS Sixth Form

12<sup>th</sup> November: Sixth Form Open Evening

21<sup>st</sup> November: Parents Evening

2025

January: Mock Examinations

4<sup>th</sup> February: Deadline to submit SRMS Sixth Form Options (Google Form)

April: Examination Guidance Assembly with Miss Wadsworth

May/June: Study Leave and GCSEs

# Year 11 Homework

In Years 11 pupils are working towards public examinations and will have developed a good level of independent learning skills, support will be available if not. For each of the subjects studied they can expect between 1 and 1 ½ hours of homework per week. **Where there are no specific tasks set, pupils are expected to be working independently to enhance and enrich the depth and breadth of their learning.**



## Problems:

- Ask for help;
- Subject specific help – e.g. Science Workshop;
- Homework club – after school until 16.15
- Specific assistance with organisation and structuring – Form Tutors, Head of Upper School and Deputy Head of Upper School;
- Specific intensive mentoring – Head of Upper School.

## Keeping in Touch

- Website: [www.manwoods.co.uk](http://www.manwoods.co.uk)
- Email: [info@srms.kent.sch.uk](mailto:info@srms.kent.sch.uk)
- Email Upper School Pastoral Team:  
[UpperSchoolAdmin@srms.kent.sch.uk](mailto:UpperSchoolAdmin@srms.kent.sch.uk)