



We are a
pilgrim school,
and we
journey with
Mary to
become the
person God
intends us
to be.

Year 11 - 2026/27

Information Evening

Monday 14th September



Prayer for the start of the year

Dear Lord, as this new academic year begins, grant all pupils the courage to face new challenges with confidence, the wisdom to learn and grow, and the kindness to build meaningful friendships.

Let their hearts be open to Your guidance, their minds sharp and receptive to knowledge, and their spirit strengthened by Your presence.

Protect them in body, mind, and soul, and bless their school life with joy, purpose, and integrity.

*May this year be a season of discovery, service, and spiritual growth.
Amen*



Welcome and Introduction

- Mr Flanagan - Deputy Headteacher
- Mrs McLeer- Assistant Headteacher
- Miss Marsh - Assistant Director of Progress for Year 11
- Mrs Burrows – Director of Progress - KS4
- Mrs Boddy - Faculty Leader for English and Media
- Mrs Box - Faculty Leader for Maths and Computer Science
- Mrs Ricketts - Faculty Leader for Science
- Mrs Beesting -Acting Faculty Leader for RE



Key Year 11 Dates

- Monday 14th September 2026 – Year 11 Information Evening
- Wednesday 21st October 2026 – St Mary's Sixth Form Open Evening
- Monday 9th – Friday 21st November 2026 – Pre-Public Examinations 1 (PPE1)
- Thursday 10th December 2026 – Parents' Consultation Evening, 4-7pm (in person)
- Thursday 17th December 2026 – St Mary's Sixth Form Taster Day: **date to be confirmed**
- Maths/English revision conferences– dates to be confirmed
- Tuesday 12th and Wednesday 27th January 2027 – Year 11 Guidance Evening 5:30-7:30pm
- Monday 8th February 2027 to Friday 26th February 2027 – Pre-Public Examinations 2 (PPE2)
- Thursday 18th March 2027 – Brilliant Together Evening
- Friday 27th May 2027 – Year 11 Mass of Reflection
- Tuesday 4th May to Friday 18th June 2027 – GCSE Public Examinations
- Wednesday 23rd June 2027 – Contingency day
- Year 11 Prom: By invitation – date to be confirmed
- Thursday 18th August 2027 – GCSE Results Day



Consistently impressive exam results

School Headlines	2025 National %	2025 St Mary's %	2026 St Mary's %
%Basics 9-4 (standard pass)	66	80	86
%Basics 9-5 (strong pass)	46	60	71
%EBacc Entry	40	74	75
Attainment 8	46.28	55.03	56.33

School Headlines	St Mary's 2026 (vs National)	
	%7-9	%4-9
Maths	32.5 ⁽¹⁷⁾	89.5 ⁽⁵⁸⁾
English	19 ⁽¹⁶⁾	89.5 ⁽⁶⁰⁾
RE	47.9 ⁽³²⁾	84 ⁽⁷³⁾
Chemistry	62.3 ⁽⁴⁷⁾	100 ⁽⁹²⁾
Biology	62.3 ⁽⁴⁴⁾	100 ⁽⁸⁹⁾
Physics	53 ⁽⁴⁵⁾	100 ⁽⁹¹⁾



What are you aiming for?

Subject	End of Key Stage Target
English Language	5
English Literature	5
French	6
Geography	5
Maths	6
Music	5
RE	6



What Progress can be made in Year 11?

Subject	Year 11 PPE 1	Exams
Computer Science	3	4
Drama	5	7
English Language	5	7
English Literature	6	9
Maths	4	5
RE	5	7
Science	6 7	9 8



What Progress can be made in Year 11?

Subject	Year 11 PPE 1	Exams
English Language	4	6
English Literature	4	6
Maths	3	4
Music	3	4
PE	3	4
RE	4	6



Careers Guidance

- **Careers guidance** is organised by Mr Trickett. You can find out more and find useful resources on our school **website**.
- We use the **Unifrog** platform for personalised careers, apprenticeship and higher-education information. Students have already signed into and started using this in year 10, but parents/carers can also create an account to access webinars and start comparing future pathways.
- Every year 11 student will have an individual careers interview with our fully qualified independent careers advisor, Sarah Humphreys. Additional appointments can be requested by emailing our careers administrator, c.hawkins@stmarysmenston.org.
- The Pastoral Inclusion Team can also offer additional support to help students with college course applications



Exam access arrangements

- All students with SEND have their access arrangements stated on their Pupil Passport (these are shared with parents/carers)
- Must be a student's normal way of working throughout Year 7 to 11
- Very difficult to apply for and process in Year 11 as there is not enough time to evidence normal way of working.
- Students who have arrangements in place will have practised using these already.



Exam access arrangements

- Significant evidence is required to support an application for Exam Access Arrangements
- Supervised rest breaks are often more effective and appropriate than 25% extra time for students with neurodivergence.
- If a student is not using their access arrangements, then they will be removed.



Sitting Exams in an alternative location

- JCQ determines how all exam centers administer examinations
- Our main Examination venue is our Sports Hall
- A small number of students each year take their exams in an alternative room
- To do so a candidate must have a **substantial and long-term** impairment which has an **adverse effect** when they sit internal tests and mock examinations (PPEs) in the main examination hall/room
- The candidate's difficulties must be well established, and alternative rooming **must** reflect the candidate's **normal and current** way of working in internal school tests and mock examinations (PPEs)
- Nervousness, low level anxiety or being worried about examinations **is not** sufficient grounds for separate/alternative invigilation



Maths GCSE - Key Information

Students have been placed into sets:

- Sets 1 – 3 are currently following the Higher Pathway (Grades 9 – 4)
- Set 4 are following the Foundation Pathway (Grades 5 – 1)
- Final tiering decisions will be made in January - based on progress, including PPE results
- A number of pupils will also complete the Level 2 certificate in Further Mathematics



Maths GCSE - Exam structure

- In both the Higher and the Foundation tiers, there are 3 exams:
 - Paper 1 (Non – calculator) 80 marks
 - Paper 2 (Calculator) 80 marks
 - Paper 3 (Calculator) 80 marks
- All pupils are entered for the AQA Maths exams (8300)
- Further Maths - AQA 8365
 - Paper 1 (Non calculator) 80 marks
 - Paper 2 (Calculator) 80 marks



Maths GCSE - Key Information

- Pupils need to know all the content (Higher or Foundation) and they also need to develop problem solving skills to enable them to choose and apply the appropriate Mathematics skills.
- It is essential that pupils show full working out for all questions – many of the marks are awarded for the method.



Maths GCSE – Revision tips

- Weekly emails will be sent to help prioritise and organise revision
- [St Mary's Menston Maths revision Padlet](#)
- All previous questions and answers are available online – use mark schemes wisely!



Make a list of topics to revise

Weekly Focus on identifying weak topics by RAG rating Red(hard) Amber (okay) Green (confident) topics from:

- QLAs following PPEs from class teachers
- Corbett Maths Checklists – [Higher](#) & [Foundation](#)
- Topics covered in [Year 10 and Year 11](#)
- Topics you find difficult from Sparx maths homework

Spend around 70% of your time on Red and Amber topics



Revision type: Focused topic revision

- Check your exam tier before you start to revise. Higher and foundation cover different content.
- Websites such as [1stclassmaths](#), [Maths Genie](#), [Mathslinks](#), and [Corbett Maths](#) provide lots of exam style questions along with mark schemes / modelled answers. Make sure you mark your work.
- Video tutorials are also available to watch with modelled solutions, make notes and practice questions.



Revison type: Past GCSE papers

Completing past paper questions and self-marking them is the one of the most effective way to improve your grade. Find **AQA** past papers and mark schemes [here](#)

Reading notes does not build exam skills. Applying knowledge under time pressure does.

Use this loop for every topic you revise:

- **Timed set** – Do a set of exam questions under timed conditions. Use past paper questions from your own exam board.
- **Mark scheme** – Go through every answer using the mark scheme. Look for where you lost marks and why. Pay attention to method marks and what the examiner expected to see.
- **Error log** – Write down every mistake: the topic, the type of error (method error, careless mistake, topic gap, misread question), and the fix.
- **Reattempt after 7 days** – Return to those exact questions a week later without looking at your notes. If you get them right, the fix has stuck. If not, go back to step one.

This loop works because it forces retrieval practice, which is more effective than re-reading. It also shows you clearly which topics need more work.



English GCSEs - Key Information

- All students study for two GCSEs in English - English Language and English Literature.
- These are not taught in separate lessons but are sequenced and taught throughout the two years by your child's teacher(s). We teach wholly in mixed ability classes in English



English GCSEs - Key Information

- The **English Language GCSE** is an unseen paper, so we work on developing the skills throughout the two-year course.
- For **English Literature**, by the end of Year 11, students will have studied Lord of the Flies, a Poetry anthology – Power and Conflict, Macbeth, Dr Jekyll and Mr Hyde and developed poetry analysis skills for an unseen poetry question.
- Students have been buying their own copies of set texts (except for the poetry anthology, which is provided) so that they can make their own notes.



English GCSEs – Revision

- As a Faculty we will offer online revision on specific topics.
- Students must take care of their exercise books and texts as their notes will be invaluable.
- There are two GCSEs, which should be revised for in different ways.
- Be wary about using AI and online/YouTube revision too much. Exam reports frequently comment on this as a trend, saying that they see the same questionable ideas regurgitated without much understanding.



How to revise GCSE English Language

GCSE English Language –the one you 'have to pass'.

This tests students' reading skills in answering short questions on an unseen text. Students also have to write two different types of writing – narrative/descriptive and transactional. There are two papers and both are 50% reading, 50% writing

- Revision of this topic should mainly involve **practice questions** – from their teacher or the school website. Students should ensure they **know what each question is testing** and how to answer it, maybe exploring **model answers**. Students should also look over previous assessments and work on their **targets** from their teacher.



GCSE English Literature

- **Students need to revise:**
 - **Macbeth**
 - **Lord of the Flies**
 - **Poetry**
 - **Dr Jekyll and Mr Hyde**
 - **Unseen poetry**



How to revise GCSE English Literature

- Learn quotes little and often
- Choose one quotation and analyse it
- Plan exam answers
- Read and discuss non-Fiction.
- 📅 Practise timed questions
- Create mind maps for themes and characters.
- Use flashcards for quotations and terminology.
- Make posters summarising key ideas.
- Record themselves reading notes and listen back later.

Top tip

Talk About Texts

Ask your child questions such as:

- Which character do you feel most sympathy for?
- What is the writer trying to say?
- How does this event link to a theme?
- Talking through ideas helps students remember them.



English Language GCSEs - Exam structure

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

Questions

Reading (40 marks) (25%)– one single text

Writing (40 marks) (25%)

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

Questions

Reading (40 marks) (25%)

Writing (40 marks) (25%)

Non-examination Assessment: Spoken Language

What's assessed

- Presenting/use of Standard English
- responding to questions and feedback

Assessed

- marked by teacher
- (0% weighting of GCSE)



English Literature GCSEs - Exam structure

Paper 1: Shakespeare and the 19th-century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare (Macbeth): students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel (Dr Jekyll and Mr Hyde): students will answer one question on Dr Jekyll and Mr Hyde. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on *Lord of the Flies*.

Section B Poetry: students will answer one comparative question on two poems from the *Power and Conflict* anthology cluster.

Section C Unseen poetry: Students will answer one question on *one unseen poem* and one question *comparing this poem with a second unseen poem*



RE GCSE - Key Information

- **All** students study for a GCSE in Religious Education
- Classes are mixed ability and were created using intelligent grouping
- Where possible, class groups will remain with the same teacher over the two-year GCSE



RE GCSE - Key Information



Drive

... > RE > Revision

Name ↑



Bellarmino Lessons 2024



Paper 1- Catholic Christianity



Paper 2- Judaism and Themes



Past Paper Questions and Markschemes



Brilliant Together Day RE - How to revise.pptx



Checklist for RE AQA Spec B (3).docx

School website resources



Revision videos



RE GCSE – Bellarmine Programme

RE AQA GCSE ‘Revision’ checklist

Catholic Christianity Paper 1 1h 45m 13 May 2025 AM 4 sets of 24 markers	Read Booklet	Bellarmino lesson	Final GCSE Revision
Unit 1 Creation			
Creation of Adam painting	☐	☐	☐
Other Christian depictions of Art – Hand of God	☐	☐	☐
Creation and nature of God in Genesis 1	☐	☐	☐
Creation and nature of God in Genesis 2	☐	☐	☐
The significance of the creation stories for Catholics	☐	☐	☐
The origins and structure of the Bible – Old and New Testament	☐	☐	☐
Inspiration and the Bible as the word of God	☐	☐	☐
Interpreting the Genesis creation stories – Fundamental/Catholic	☐	☐	☐
Natural Law and Catholic attitudes to Science – Big Bang and Evolution	☐	☐	☐
Caring for the Environment	☐	☐	☐
The meaning of Stewardship	☐	☐	☐
CAFOD and sustainability and the work CAFOD does	☐	☐	☐
Unit 2 Incarnation			
Jesus as God incarnate	☐	☐	☐
God’s message to Joseph	☐	☐	☐
Jesus, the word of God	☐	☐	☐
Jesus as both fully human and fully God	☐	☐	☐
Christian symbols	☐	☐	☐

Title of the lesson (use overview to check)	Content of the lesson	Pre-reading homework for students to complete using the A5 booklet: 1. Read through the information 2. Highlight the key information
Judaism Beliefs (1)	Judaism beliefs (1) 9.1, 9.2, 9.3 The nature of God - God as one - God as creator - God as Lawgiver 9.4 Life after death, Judgment and resurrection -potential 12 marker	Judaism beliefs (2) 9.5 Nature and role of the Messiah 9.6 and 9.7 Abraham and Moses’ covenants 9.8 Key Moral Principles 9.9 Sanctity of Life – potential 12 marker 9.10 Free Will and Mitzvot
Judaism beliefs (2)	Judaism beliefs (2) 9.5 Nature and role of the Messiah 9.6 and 9.7 Abraham and Moses’ covenants 9.8 Key Moral Principles 9.9 Sanctity of Life – potential 12 marker 9.10 Free Will and Mitzvot	Judaism Practices (1) 1. Synagogue 8. Birthing Ceremonies – potential 12 marker 9. Bar and Bat Mitzvah – potential 12 marker 11. Mourning Ceremonies
Judaism Practices (1)	Judaism Practices (1) 1. Synagogue 8. Birthing Ceremonies – potential 12 marker 9. Bar and Bat Mitzvah – potential 12 marker 11. Mourning Ceremonies	Judaism Practices 7. Worship and Daily Prayers 6. Shabbat 12 and 13. Festivals – potential 12 maker 10. Marriage – potential 12 marker
Judaism Practices (2)	Judaism Practices (2) AND Green pen 7. Worship and Daily Prayers 6. Shabbat 12 and 13. Festivals – potential 12 maker 10. Marriage – potential 12 marker	Religion Peace and Conflict (1) 12.7 Religion as a reason for war and violence 12.6 Consequences of war 12.5 Nuclear war and weapons of Mass destruction – potential 12 marker 12.8 Pacifism – potential 12 marker 12.12 Conflict, resolution and peace making – potential 12 marker
Religion Peace and Conflict (1)	Religion Peace and Conflict (1) AND Green pen 12.7 Religion as a reason for war and violence 12.6 Consequences of war 12.5 Nuclear war and weapons of Mass destruction – potential 12 marker 12.8 Pacifism – potential 12 marker	Relationships (1) 11.1 Human beings as sexual, male and female 11.2 Theology of the Body – potential 12 marker 11.4 Valid Marriage 11.5 The nature of marriage

Week	11 East	LESSON TIME REVISION
A or B	DATE	TOPIC
Week B	Tuesday 25 th Feb	Judaism Beliefs 1st
Week B	Friday 28 th Feb	Judaism Beliefs 2 nd
Week A	Monday 3 rd March	Judaism Practices 1st
Week A	Tuesday 4 th March	Green pen PPE2 Judaism Practices 2 nd
Week A	Friday 7 th March	Green pen PPE2 Religion, Peace and Conflict 1 st
Week B	Tuesday 11 th March	1st Relationships 1st
Week B	Friday 14 th March	1 st Creation 1st
Week A	Monday 17 th March	Incarnation 1st
Week A	Tuesday 18 th March	Triune 1st
Week A	Friday 21 st March	Redemption 1st
Week B	Tuesday 25 th March	Eschatology 1st
Week B	Friday 28 th March	Incarnation 2 nd
Week A	Monday 31 st March	Triune 2 nd
Week A	Tuesday 1 st April	Church and KOG 2 nd
Week A	Friday 4 th April	Redemption 2 nd
EASTER HOLIDAYS		
Topics: Themes paper Judaism, Relationships and Religion, Peace and Conflict Key		
Key focus- Themes and Judaism key terms		
Jewish evidence booklet and 12 marker planning booklet		
Week B	Tuesday 22 nd April	Eschatology 2 nd
Week B	Friday 25 th April	Creation 2 nd
Week A	Monday 28 th April	Incarnation 3 rd
Week A	Tuesday 29 th April	Church & KOG 3 rd
Week A	Friday 2 nd May	BLACKPOOL TRIP
Week B	Tuesday 6 th May	Redemption 3 rd
Week B	Friday 9 th May	Eschatology 3 rd



GCSE Course Overview

AQA Religious Studies (Specification B)



Exam Paper 1: Catholic Christianity

Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics:

1. Creation
2. Incarnation
3. The Triune God
4. Redemption
5. Church
6. Eschatology

Exam paper 2:

Section A: Judaism, with a focus on the beliefs, teachings and practices of the religion.

Section B: a study of two religious, philosophical and ethical studies themes:

1. Religion, relationships and families
2. Religion, peace and conflict

- Paper 1 (Catholic Christianity) The exam tests the students on 4 of the 6 topics that they have studied.
- Paper 2 (Judaism and Ethics) The exam tests the students on the 4 topics that they have studied.
- Each topic question will be marked out of 24.
- Each topic question will have 5 question parts to it.
- The marks for the 5 questions are: 1, 2, 4, 5 & 12 marks.
- The 12 mark questions require the students to do extended writing, show analysis and evaluation.
- It will be marked out of 96 and there are 9 extra marks for SPAG (Spelling, Punctuation and Grammar)

Science GCSEs - Key Information

- All students began by studying for a GCSE in Combined Science.
- This year students have been placed into sets as follows:

Set 1a: Separate sciences - higher tier.

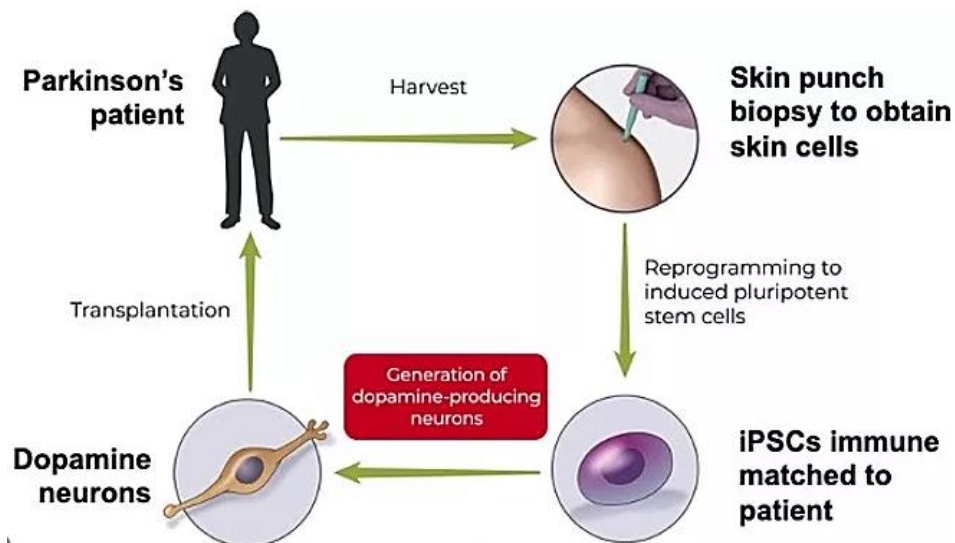
Set 1b: Combined science higher tier- aiming for 7-9 grades.

Set 2: Combined science higher tier aiming for a minimum of a 6.

Set 3: Combined science - Foundation tier.



Science- Why do we study it?



Science GCSEs - Key Information

The impact of science on your overall grades.

Combined science counts for 2 GCSEs:

GCSE scores example 1 Student scores a 66 in combined science	GCSE scores example 2 The same student scores a 77 in combined science
4	4
6	6
5	5
6	6
4	6
4	6
Total= 29 Average= 4.83	Total= 33 Average = 5.5



Science- Grade boundaries 2026

GCSE Double Award												
Subject Title	Maximum Mark	Grade Boundaries										
		99	98	88	87	77	76	66	65	55	54	44
COMBINED SCI: TRILOGY TIER F	420	-	-	-	-	-	-	-	-	276	257	238
COMBINED SCI: TRILOGY TIER H	420	298	280	262	245	228	208	188	168	149	130	111

GCSE							
Subject Title	Maximum Mark	Grade Boundaries					
		9	8	7	6	5	4
BIOLOGY TIER H	200	133	120	107	88	70	52
CHEMISTRY TIER H	200	155	137	120	94	68	43
PHYSICS TIER H	200	157	142	128	107	87	67

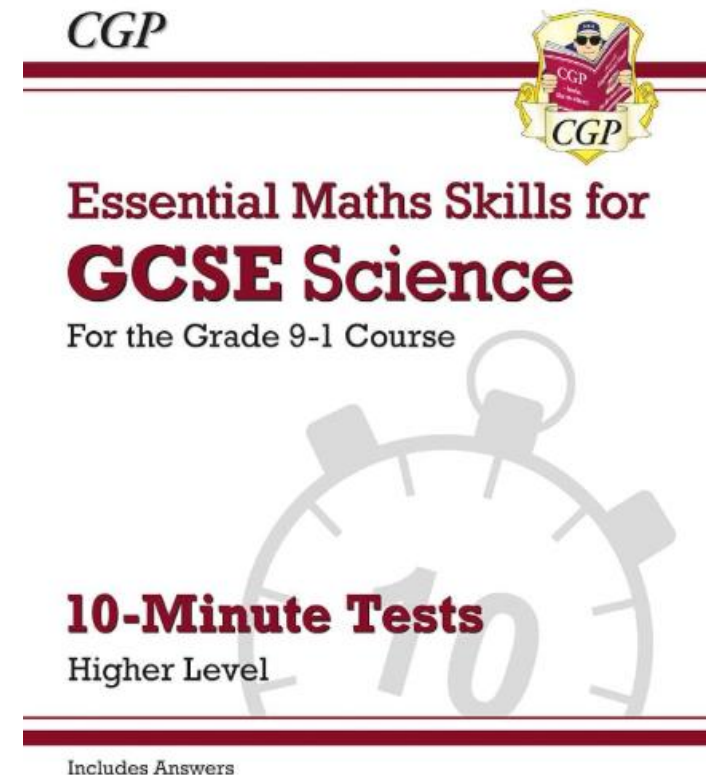
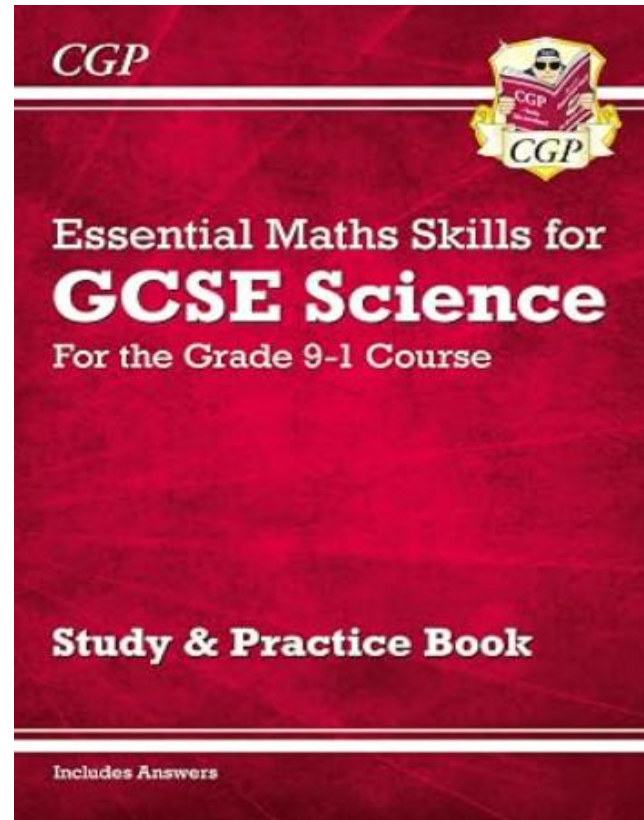


Easy wins- How can I boost my grade?

Biology- 10% Maths

Chemistry 20% Maths

Physics 30% Maths



Science- The importance of Recall

40% of marks. Set for the first homework of two alternating ones.

Question	Answer												
Define a compound	Compounds contain two or more elements chemically combined												
Define a mixture	A mixture consists of two or more elements or compounds not chemically combined together												
State the approximate radius of an atom	1×10^{-10} metres												
Describe the current model of the atom	A positively charged nucleus composed of both protons and neutrons surrounded by negatively charged electrons												
What does the atomic number of an atom represent?	The number of protons												
What does the mass number of an atom represent?	The number of protons and neutrons												
Describe the plum pudding model of the atom	The plum pudding model of the atom is a ball of positive charge with negative electrons embedded in it												
State the conclusions of the alpha scattering experiment	Most of the atom is empty space and there is a positive nucleus in the centre												
How did Niels Bohr adapt the model of the atom?	He suggested that electrons orbit at specific distances												
What did James Chadwick do to change the model of the atom?	His experiments provided evidence for the existence of the neutrons												
State the electrical charges and mass of each subatomic particle	<table><tr><th>Particle</th><th>Relative Mass</th><th>Relative Charge</th></tr><tr><td>Proton</td><td>1</td><td>+1</td></tr><tr><td>Neutron</td><td>1</td><td>0</td></tr><tr><td>Electron</td><td>1/1860</td><td>-1</td></tr></table>	Particle	Relative Mass	Relative Charge	Proton	1	+1	Neutron	1	0	Electron	1/1860	-1
Particle	Relative Mass	Relative Charge											
Proton	1	+1											
Neutron	1	0											
Electron	1/1860	-1											

How we will help you?- The second part of the alternating homeworks.

exampro

Name:

Class: Date:

GCSE TOPIC TEST COMBINED SCIENCE: TRILOGY

H

Higher Tier
4.1 Cell Biology

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

Information

- The maximum mark for this paper is 40.
- 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	
8	
TOTAL	

M- Maths

A- Application (Not sure how to apply your knowledge to the question).

R- Reading the question

C- Communication (your answer wasn't clear enough e.g. not enough scientific language/ too vague)

K- Knowledge

S- Statements per question (i.e. If it says 2 marks did you write 2 things)

A guide to skills areas in science:

- AO1: Demonstrate knowledge and understanding of: 40% 1) scientific ideas 2) scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: 40% 1) scientific ideas 2) scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: 20% 1a) interpret 1b) evaluate 2a) make judgements 2b) draw conclusions 3a) develop experimental procedures 3b) improve experimental procedures

Question	Topic question was about	Marks available	Marks scored	%	Reason for losing MARCKS	What I should have written





SUPPORT YOUR MENTAL HEALTH DURING EXAMS



KEEP A POSITIVE MINDSET

- Notice the good
- Be kind to yourself
- Focus on what you can control

Small steps make big progress

MANAGE YOUR STRESS

- Try deep breaths
- Use coping strategies
- Take breaks

Breathe
You've got this



BE FLEXIBLE

- Things don't always go to plan
- Adjust and find new solutions
- Keep an open mind



BUILD A SUPPORT NETWORK

- Talk to people you trust
- Ask for help when you need it
- You're not alone



LEARN FROM SETBACKS

- It's OK to fail
- See challenges as lessons
- Keep going



TAKE CARE OF YOUR PHYSICAL HEALTH

- Eat well
- Move your body
- Get enough sleep



HOW TO BE RESILIENT

It's not about avoiding challenges...
it's about finding ways to get through them.



PRACTISE SELF-COMPASSION

- Be kind to yourself when it's hard
- You're doing your best
- It's OK to have off days



SET REALISTIC GOALS

- Break things down
- Celebrate progress
- Keep going, even if it's slow



REMEMBER YOUR STRENGTHS

- You've overcome challenges before
- You are stronger than you think
- You can do this!



Big dreams
need hard work,
but you can
do it!

SMALL STEPS MAKE BIG PROGRESS

- ✓ Make a revision plan
- ✓ Break it down
- ✓ Keep a routine
- ✓ Take regular breaks
- ✓ Ask for help

PLAN
STUDY
ACHIEVE

ENGLISH
MATHS
SCIENCE
HISTORY
LANGUAGES
YOUR FUTURE

Good things
take time

Your exams are a
stepping stone to the
career you want

UNIVERSITY

APRENTICESHIP

COLLEGE

TRAVEL

YOUR DREAM JOB

STAY MOTIVATED



REMEMBER YOUR WHY

Think about the
future you want.



SURROUND YOURSELF WITH POSITIVITY

Good friends,
encouraging family
and teachers.



VISUALISE SUCCESS

Imagine yourself
achieving your goals.



CELEBRATE THE SMALL WINS

Every step forward
counts!

EXAMS TODAY... the career you want tomorrow

Your effort now
opens doors later

WHY IT MATTERS

- ✓ Get onto the course or apprenticeship you want
- ✓ Build the career you're passionate about
- ✓ Gain independence and financial freedom
- ✓ Make a difference in the world



WHEN IT GETS TOUGH...



Keep a positive
mindset



Talk to someone
you trust



Look after your
mental and physical
health



Remember
it's temporary

YOU
ARE
STRONGER
THAN YOU
THINK

IN YOUR EXAMS...

- ✓ Read the question carefully
- ✓ Manage your time
- ✓ Use your revision techniques
- ✓ Stay calm
- ✓ Believe in yourself

You've got this!

THE RIGHT
QUALIFICATIONS

THE RIGHT
OPPORTUNITIES

THE RIGHT
CAREER

A BRIGHT
FUTURE

Same you...
just with
bigger
dreams

👑 Dream ★ Plan ★ Revise ★ Achieve 👑

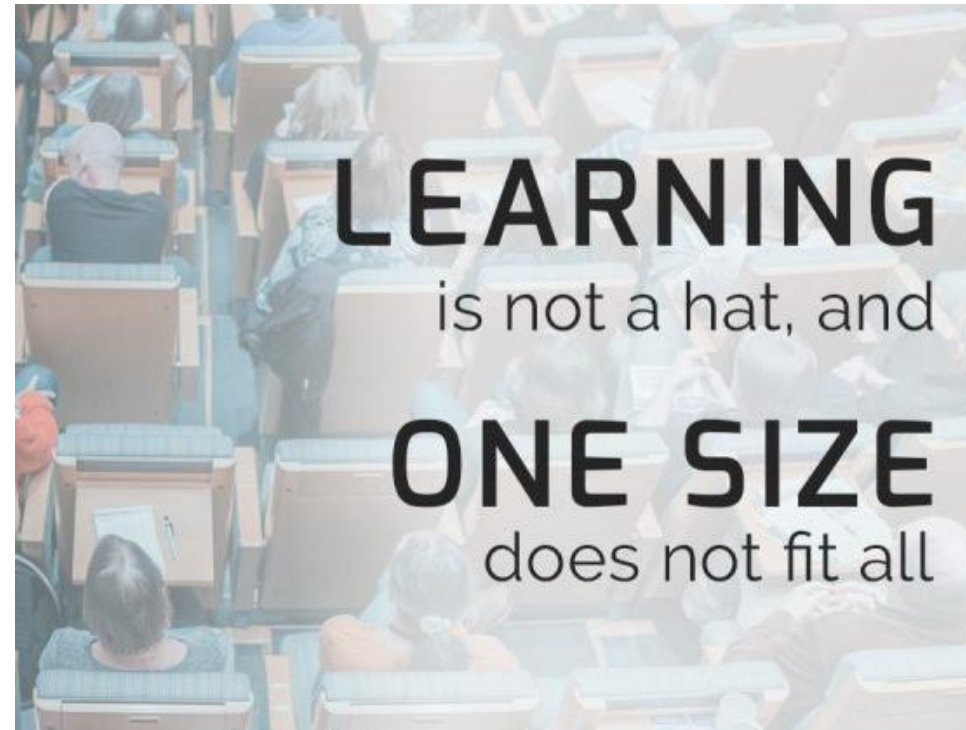
Who can I speak to if I need help?...

- Form Teacher
- Miss Marsh– Assistant Director of Progress
- Mrs Baines – Yr11 Inclusion Support
- Mrs Burrows – Director of Progress
- Mrs Collard – Assistant Headteacher – SEND Inclusion Lead
- Mr Wayman – Assistant Headteacher
- Miss Anderson – Assistant Headteacher & DSL
- Mr Flanagan – Deputy Headteacher
- Mrs North – KS5 Director of Progress
- Faculty and Subject Leaders
- Class/Subject teachers
- Mrs Bird - Pupil Achievement Mentor
- Ms Pritchard - Executive SENCo
- Mrs Jennings- Exams Officer
- Mrs Nunn - Attendance Officer
- Mr Trickett and Mrs Humphries - Careers support



What are my options after Year 11?

- St Mary's Sixth Form
- Other Sixth Forms
- College
- Apprenticeships



6th Form at St Mary's Menston

- A fantastic 6th Form with great students, strong academic results and unrivalled opportunities for Personal Development
 - Well established, strong relationships between students and staff
 - A 'community' within a 'community', 6th Form is different and very special
 - Personalised, individual support and guidance
-
- 27 Subjects offered in Sixth form: both A levels and BTec Vocational Courses
 - We would expect over 60% of our current Year 11 students to continue into the Sixth Form due to the outstanding offer we provide



6th Form at St Mary's Menston

- St Mary's has a dedicated Sixth Form team to support Academic progress and to offer Pastoral support
- Director of Progress – Mrs North
- Assistant Director of Progress – Mrs Bene-Doszpoly
- Director of Personal Development – Mr Trickett
- Sixth Form Manager – Mrs Andrews (Support Staff)
- Careers Team dedicated to pastoral support and student well-being (Mr Trickett)



Next steps

- Encourage your child to start revision - take the little and often approach
- Help them to create a quiet, clear and permanent revision space
- Talk to them about their 'Why' - purpose and goal
- Provide resources
- Discuss your role and ask them how they want you to support them
- Agree expectations
- Keep us updated



St Mary's Sixth Form Open Evening

Wednesday 21 October 2026
6.00 – 7.30pm



Together
We Flourish

AMBITION
OPPORTUNITY
FAITH

