

# Making the Most of Year 11



DENBIGH SCHOOL

Presented by:

Miss Kewney, Head of Year 11 - Progress

Mr Hairsine, Head of Year 11 - Pastoral

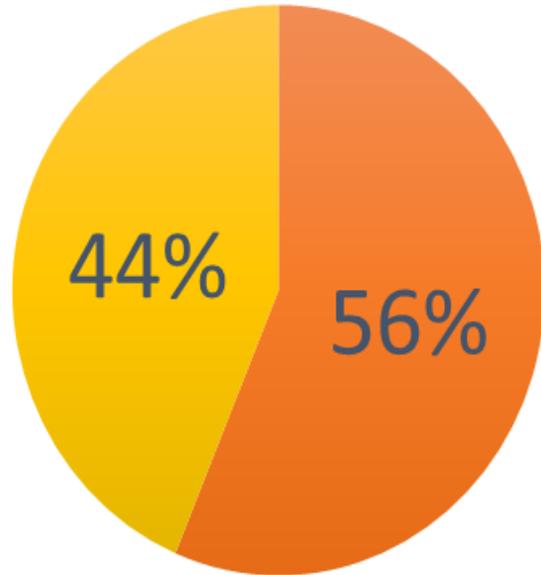
Mr Burgess, Assistant Headteacher - Year 11 Progress

# Aims of the Evening

- Key Dates
- How we can support our students
- Curriculum and assessment
- Information about Examinations
- The Next Chapter: Careers and Post-16

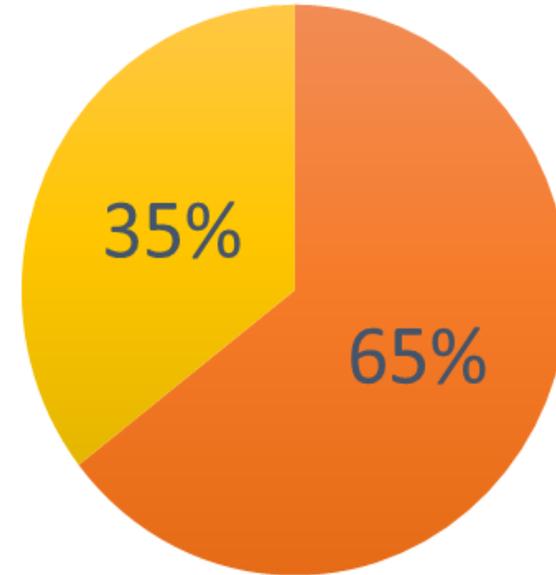
# Year 11 is shorter than Year 10

Proportion of School Weeks



■ Year 10 ■ Year 11

Proportion of lessons



■ Year 10 ■ Year 11

# The time is now.

- Year 10 is behind you
- Time to reflect, but time to prepare and to step up
- It is not too late to start working hard, but it is time to act now.

# Key Dates

Date	Event
<b>24<sup>th</sup> &amp; 25<sup>th</sup> September</b>	Maths and English Progress Tests
<b>Wednesday 1<sup>st</sup> October</b>	Tutor Consultation Evening (Online)
<b>Friday 17<sup>th</sup> October</b>	Futures Day
<b>Monday 20<sup>th</sup> October</b>	Progress Report 1
<b>Tuesday 21<sup>st</sup> October</b>	Enrichment Day
<b>10<sup>th</sup> – 14<sup>th</sup> November</b>	MFL Speaking Pre-Public Examinations (PPEs)
<b>Wednesday 5<sup>th</sup> November</b>	Year 11 Subject Consultation Evening (Face-to-Face)
<b>24<sup>th</sup> November – 9<sup>th</sup> December</b>	Year 11 PPEs
<b>Wednesday 14<sup>th</sup> January</b>	Sixth Form Open Evening

Date	Event
<b>Week of 19<sup>th</sup> January</b>	Careers Week
<b>Thursday 23<sup>rd</sup> January</b>	Progress Report 2
<b>Thursday 12<sup>th</sup> February</b>	Year 11 Leadership Interviews
<b>Friday 27<sup>th</sup> February</b>	Sixth Form Application Deadline
<b>Thursday 26<sup>th</sup> March</b>	Enrichment Day
<b>Friday 27<sup>th</sup> March</b>	Whole School NEA Deadline Progress Report 3
<b>22<sup>nd</sup> – 23<sup>rd</sup> April</b>	GCSE Art Examinations
<b>27<sup>th</sup> April – 1<sup>st</sup> d May</b>	GCSE MFL Speaking Examinations
<b>Wednesday 6<sup>th</sup> May</b>	Year 11 Leavers Assembly
<b>Monday 11<sup>th</sup> May – Friday 19<sup>th</sup> June</b>	GCSE Examinations
<b>Thursday 25<sup>th</sup> June</b>	Year 11 Prom
<b>Thursday 2<sup>nd</sup> July</b>	Sixth Form Intake Parents' Evening
<b>Thursday 20<sup>th</sup> August</b>	GCSE Results Day

# Feeling the pressure?

There is a lot you can do to make this easier, and a good place to start is to make your plan now.

This doesn't mean a timetable, but start thinking like an exam candidate and get things in order!

Most of all – don't panic. You are not on your own.

The background features a composite image. On the left, a multi-story brick school building with large windows is visible. On the right, a large group of diverse students is shown in a classroom setting, some holding up papers. The entire image is overlaid with a blue gradient that is darker on the right side.

# How we can support our students

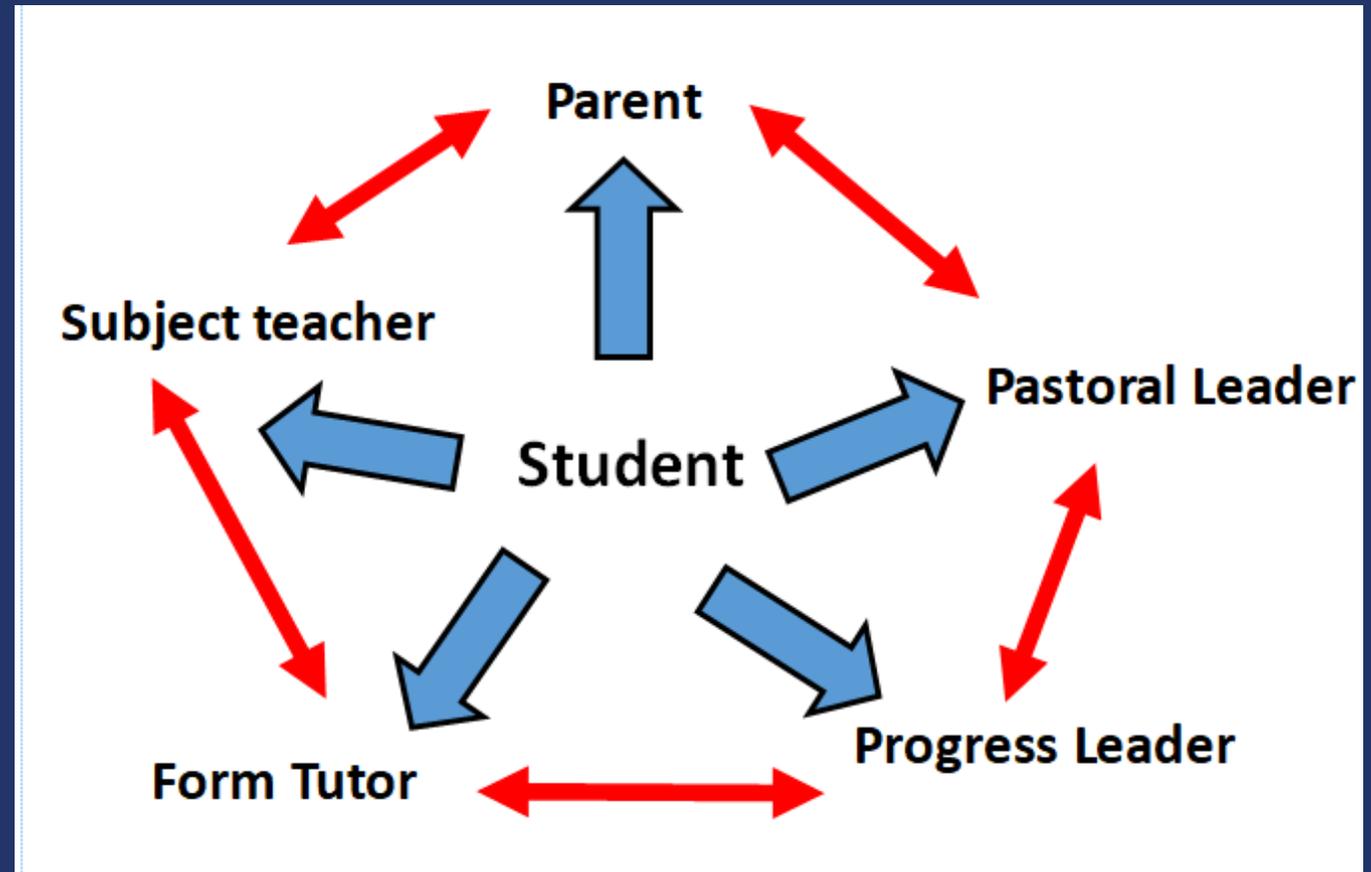


# Supporting our students

Year 11 will be a team effort

All in this together

Even more support available



# Tutor

First point of Call

Advocate in school

Mentoring

Supporting anxiety and stress

Helping to develop motivation

Looking at goals and career pathways

Supporting planning and organisation

Sharing a variety of revision techniques

Managing Behaviour – Tutor Report

# Support in School – Key Contacts

## Teachers

Head of Year (Pastoral)

Mr Hairsine

[hairsinem@denbigh.net](mailto:hairsinem@denbigh.net)

Head of Year (Progress)

Miss Kewney

[kewneyl@denbigh.net](mailto:kewneyl@denbigh.net)

PP Champion

Mrs Molloy

[molloyg@denbigh.net](mailto:molloyg@denbigh.net)

Tutor group	Tutor	Email
1AS	Miss Stevenson	<a href="mailto:stevensonam@denbigh.net">stevensonam@denbigh.net</a>
1MJ	Mr Jackson	<a href="mailto:jacksonm@denbigh.net">jacksonm@denbigh.net</a>
1CS	Mr Simm	<a href="mailto:simmc@denbigh.net">simmc@denbigh.net</a>
1SK	Mrs Hawkins	<a href="mailto:hawkinss@denbigh.net">hawkinss@denbigh.net</a>
1GS	Mrs Spittle	<a href="mailto:spittle@denbigh.net">spittle@denbigh.net</a>
1MC	Miss Conlon/Mrs Rigby	<a href="mailto:conlonm@denbigh.net">conlonm@denbigh.net</a>
1LE	Miss Elve	<a href="mailto:elvel@denbigh.net">elvel@denbigh.net</a>
1TB	Mr Blanche	<a href="mailto:blanchet@denbigh.net">blanchet@denbigh.net</a>
1JB	Mrs Booth	<a href="mailto:boothj@denbigh.net">boothj@denbigh.net</a>
1SH	Ms Harriman/Mr Stanley	<a href="mailto:harrimans@denbigh.net">harrimans@denbigh.net</a>

# Support in School – Pastoral



Mr Fisher

- Counsellor



Mrs Rose

- Behaviour Mentor
- Inappropriate language, unkindness and bullying, disruption and defiance, REACH.



Miss Anderson

- Counsellor



Miss Conway

- Diversity Ambassador
- Support around orientation or gender.



Mrs Boddy

- Pastoral Mentor
- Social/friendship issues, low mood, anxiety, self-esteem, managing emotions, Art for Wellbeing, Protective behaviours.

# Support in School – SEND



Mrs Martin

- SENDCo



Mrs Church

- SEND administrator



Mr Georgiou

- Deputy SENDCo



Miss Foster

- HLTA
- Escape the trap

[sendco@denbigh.net](mailto:sendco@denbigh.net)



# Students' perspective

Sawan Nair

Dominic Wheeler



# Curriculum and assessment

What we are doing and when

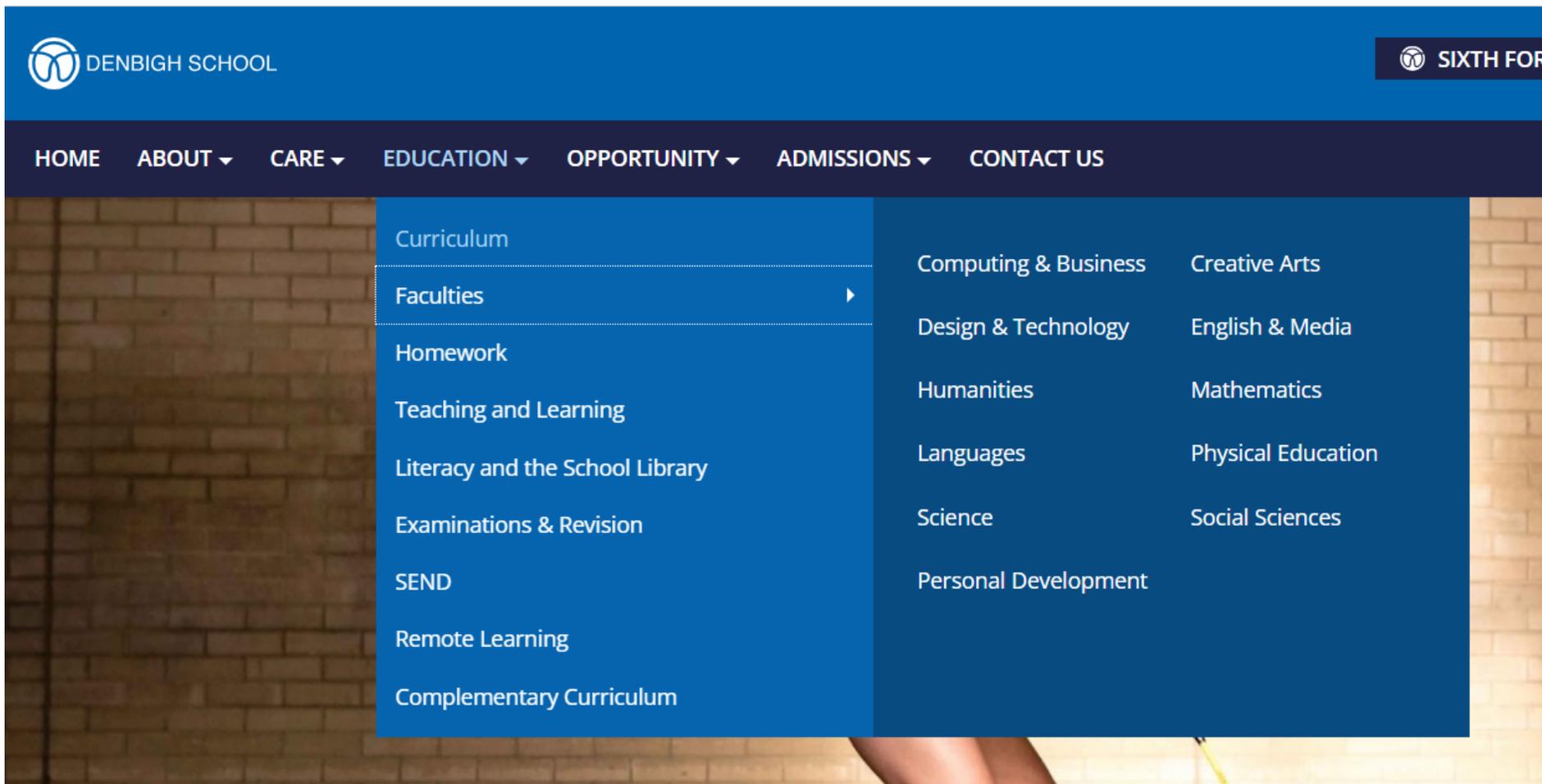
# Year 11 School Week

Year 11 students now have **one** Period 7 lesson on a Tuesday, only if they are doing Triple Science

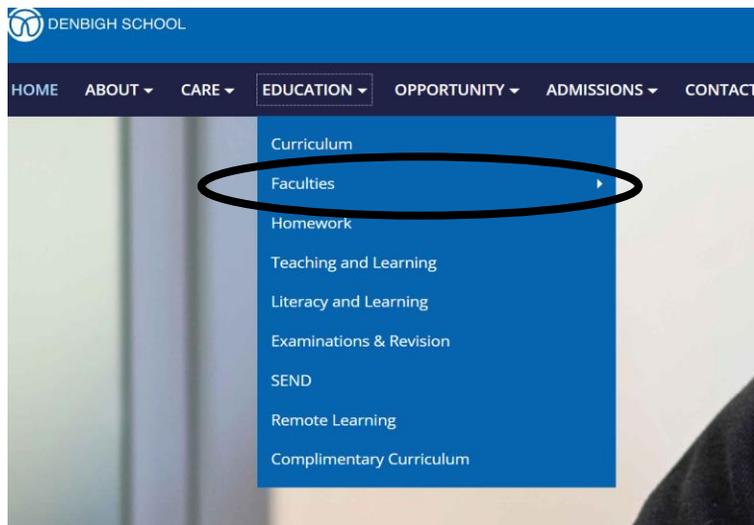
There will be an intervention programme published within the next couple of weeks, in order to support students in the lead up to their PPEs

Subject	Number of Hours
English	5 hours
Mathematics	4 hours
Science	5 - 6 hours
History/Geography	3 hours
MFL / EB Option	3 hours
PE	1 hour
Option A	2 hours
Option B	2 hours

# Schemes of Learning can be found on our website under Education-Faculties



# Schemes of Learning



## Schemes of Learning

Each faculty has developed a Scheme of Learning for each subject and year group. The Schemes of Learning outline the curriculum journey that students will embark on each academic year.

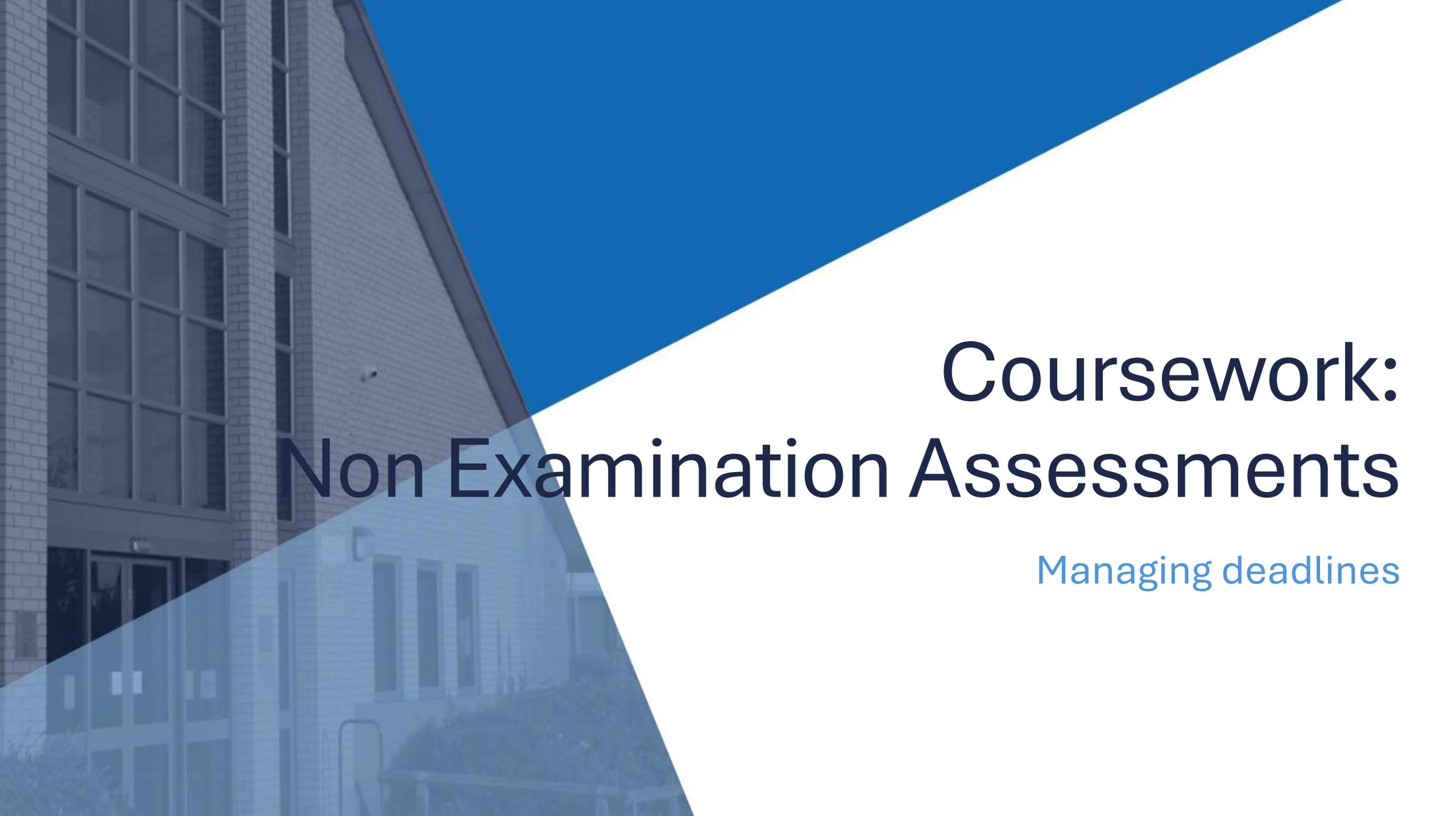
### Core PE



Year: 11	Curriculum Intent: Students will consolidate their knowledge by completing coursework. Many of these topics have been covered in Year 9 and 10. Therefore, Year 11 will be ensuring that core foundation knowledge is and consistently revisited by completing exam questions of varying difficulty. Students will develop their understanding through many real-world sporting examples to allow them to build application skills and provide examples as an illustration. There will be a progression in skills as the ability of the students progresses. Giving students the opportunity to engage in the more challenging extended writing questions as the content delivery and sequence allows.					
Subject: GCSE PE	Term 1 Non-exam assessment (NEA)	Term 2 Paper 1 Revision Paper 2 Revision		Term 3		
Topic Titles (in order of delivery)	<ol style="list-style-type: none"> <li>Evaluation of Fitness</li> <li>Analysis of Components of Fitness</li> <li>Overview of Skills</li> <li>Evaluation of Skills</li> </ol>	<ol style="list-style-type: none"> <li>Movement Analysis</li> <li>Action Plan</li> </ol>	<ol style="list-style-type: none"> <li>Section 1.2 Revision</li> <li>Section 1.1 Revision</li> </ol>	<ol style="list-style-type: none"> <li>Section 2.1 Revision</li> <li>Section 2.2 Revision</li> <li>Section 2.3 Revision</li> </ol>		
Key knowledge / Retrieval topics	<ol style="list-style-type: none"> <li>Cooper, multi stage fitness test, press up, sit up bleep test, 30M sprint, hand grip dynamometer, one rep max, standing jump, vertical jump, sit &amp; reach, illinois, stork stand, wall throw, ruler drop</li> <li>Cardiovascular Endurance, Muscular Endurance, Speed, Strength,</li> </ol>	<ol style="list-style-type: none"> <li>Bones (cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals), Muscles (deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps,</li> </ol>	<ol style="list-style-type: none"> <li>Components of Fitness, Principles of Training, Fitness Testing, Methods of Training, Prevention of Injury</li> <li>Location of Major Bones, Functions of the Skeleton, Types and Components of Synovial Joint, Types of Movement,</li> </ol>	<ol style="list-style-type: none"> <li>Physical Activity, Participation, Commercialisation, Ethics in Sport, Drugs and Violence</li> <li>Characteristics of Skilful Movement, Classification of Skills, Goal Setting, Mental Preparation, Types of Guidance, Types of Feedback</li> </ol>		

	<p>Power, Flexibility, Agility, Balance, Coordination, Reaction Time</p> <p>3. As identified per sport in GCSE PE Specification</p> <p>4. As identified per sport in GCSE PE Specification</p>	<p>abdominals, quadriceps, hamstrings, gluteals, gastrocnemius),</p> <p>Types of Movement (flexion, extension, rotation, abduction, adduction, circumduction),</p> <p>Role of Muscles (agonist, antagonist, fixator)</p> <p>2. Principles of Training (SPORT, FITT), Detailed Drills, SMART Targets</p>	<p>Location of Major Muscles, Lever Systems, Planes of Movement, Axes of Rotation, Structure and Function of the Cardiovascular System, Structure and Function of the Respiratory System, Aerobic and Anaerobic Exercise, Short Term Effects of Exercise, Long term Effects of Exercise</p>	<p>3. Health, Fitness and Well-Being, Diet and Nutrition</p>			
Understanding / Sequence of delivery	<ol style="list-style-type: none"> <li>Evaluate the strengths and weaknesses of own fitness levels</li> <li>Justify the importance of each component of fitness in chosen sport</li> <li>Give an accurate overview of all the key skills required for chosen sport</li> </ol>	<ol style="list-style-type: none"> <li>Detailed and accurate breakdown of movement analysis and skill classification for chosen skill</li> <li>Production of detail action plan for improvement of skill performance in chosen sport</li> </ol>	<p>AO1 – MCQ/SAQ AO2 – SAQ with practical examples AO3 – LAQ with analysis</p>	<p>AO1 – MCQ/SAQ AO2 – SAQ with practical examples AO3 – LAQ with analysis</p>			

	<p>4. Give an accurate assessment of strength and weaknesses of the skills in chosen sport</p>					
Assessment	<p>Theory</p> <ul style="list-style-type: none"> <li>AO1 – MCQ/SAQ</li> <li>AO2 – SAQ with practical examples</li> <li>AO3 – LAQ with analysis</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>Range of Skills</li> <li>Quality of Skills</li> <li>Physical Attributes</li> <li>Decision Making</li> </ul> <p>Coursework</p> <ul style="list-style-type: none"> <li>Evaluation of Fitness</li> <li>Analysis of Components of Fitness</li> <li>Overview of Skills</li> <li>Evaluation of Skills</li> <li>Movement Analysis</li> <li>Action Plan</li> </ul>	<p>Theory</p> <ul style="list-style-type: none"> <li>AO1 – MCQ/SAQ</li> <li>AO2 – SAQ with practical examples</li> <li>AO3 – LAQ with analysis</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>Range of Skills</li> <li>Quality of Skills</li> <li>Physical Attributes</li> <li>Decision Making</li> </ul> <p>Coursework</p> <ul style="list-style-type: none"> <li>Evaluation of Fitness</li> <li>Analysis of Components of Fitness</li> <li>Overview of Skills</li> <li>Evaluation of Skills</li> <li>Movement Analysis</li> <li>Action Plan</li> </ul>	<p>Theory</p> <ul style="list-style-type: none"> <li>AO1 – MCQ/SAQ</li> <li>AO2 – SAQ with practical examples</li> <li>AO3 – LAQ with analysis</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>Range of Skills</li> <li>Quality of Skills</li> <li>Physical Attributes</li> <li>Decision Making</li> </ul> <p>Coursework</p> <ul style="list-style-type: none"> <li>Evaluation of Fitness</li> <li>Analysis of Components of Fitness</li> <li>Overview of Skills</li> <li>Evaluation of Skills</li> <li>Movement Analysis</li> <li>Action Plan</li> </ul>	<p>Theory</p> <ul style="list-style-type: none"> <li>AO1 – MCQ/SAQ</li> <li>AO2 – SAQ with practical examples</li> <li>AO3 – LAQ with analysis</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>Range of Skills</li> <li>Quality of Skills</li> <li>Physical Attributes</li> <li>Decision Making</li> </ul> <p>Coursework</p> <ul style="list-style-type: none"> <li>Evaluation of Fitness</li> <li>Analysis of Components of Fitness</li> <li>Overview of Skills</li> <li>Evaluation of Skills</li> <li>Movement Analysis</li> <li>Action Plan</li> </ul>		



# Coursework: Non Examination Assessments

Managing deadlines

# Non-Examination Assessments (NEAs)

Previously known as Coursework

Most GCSEs are assessed by a final exam, but our Cambridge subjects have a significant coursework element. This makes a big contribution to the final grade, and is a fantastic opportunity to take some pressure off the exam season.

## Top Tips

Students need to be aware of what elements of their NEA they need to complete

Students need to be aware of their deadlines

Do not leave it to the last minute to complete assessment tasks

# Vocational Certificates and Cambridge Nationals

Students taking the following qualifications will be graded using a Distinction\* to Pass system:

- Enterprise & Marketing
- Health & Social Care
- Information Technology
- Health & Fitness
- Child Development

V-Cert Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction star	3
Level 1 Distinction	2
Level 1 Merit	1.5
Level 1 Pass	1
Fail	U

National Cambridge Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1
Fail	U



# Targets and carving out the route to them

Aspirational – not limiting

# Target Grades



Target Grades should:

- Be aspirational and motivational to students
- Provide a reference point for student progress against age-related expectations
- Help identify areas of learning that may need improving and required intervention

Target Grades are set:

- Using the Fischer Family Trust (FFT) national database
- Students grouped with similar students from other schools nationally
- End of Year 11 target grades generated place students in the top % of students nationally

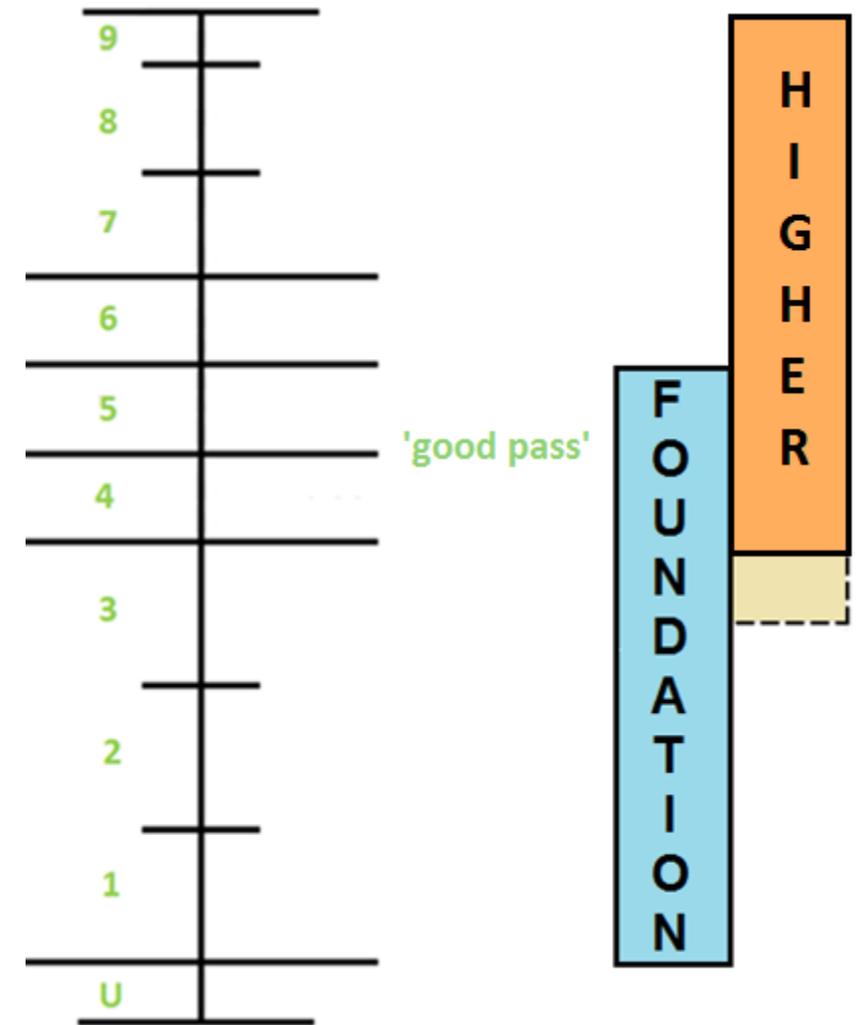
# Setting

English, Maths and Science use Setting, with all available data used for this.

Sets will be reviewed periodically across the year.

Final decisions on tiering are to be made after PPEs in Year 11.

No tiering in English – all students can achieve a Grade 9 irrespective of their set.



# Academic support and Intervention

On-going  
throughout the  
Year

**In-class**

**Mentoring**

**Online  
revision  
resources**

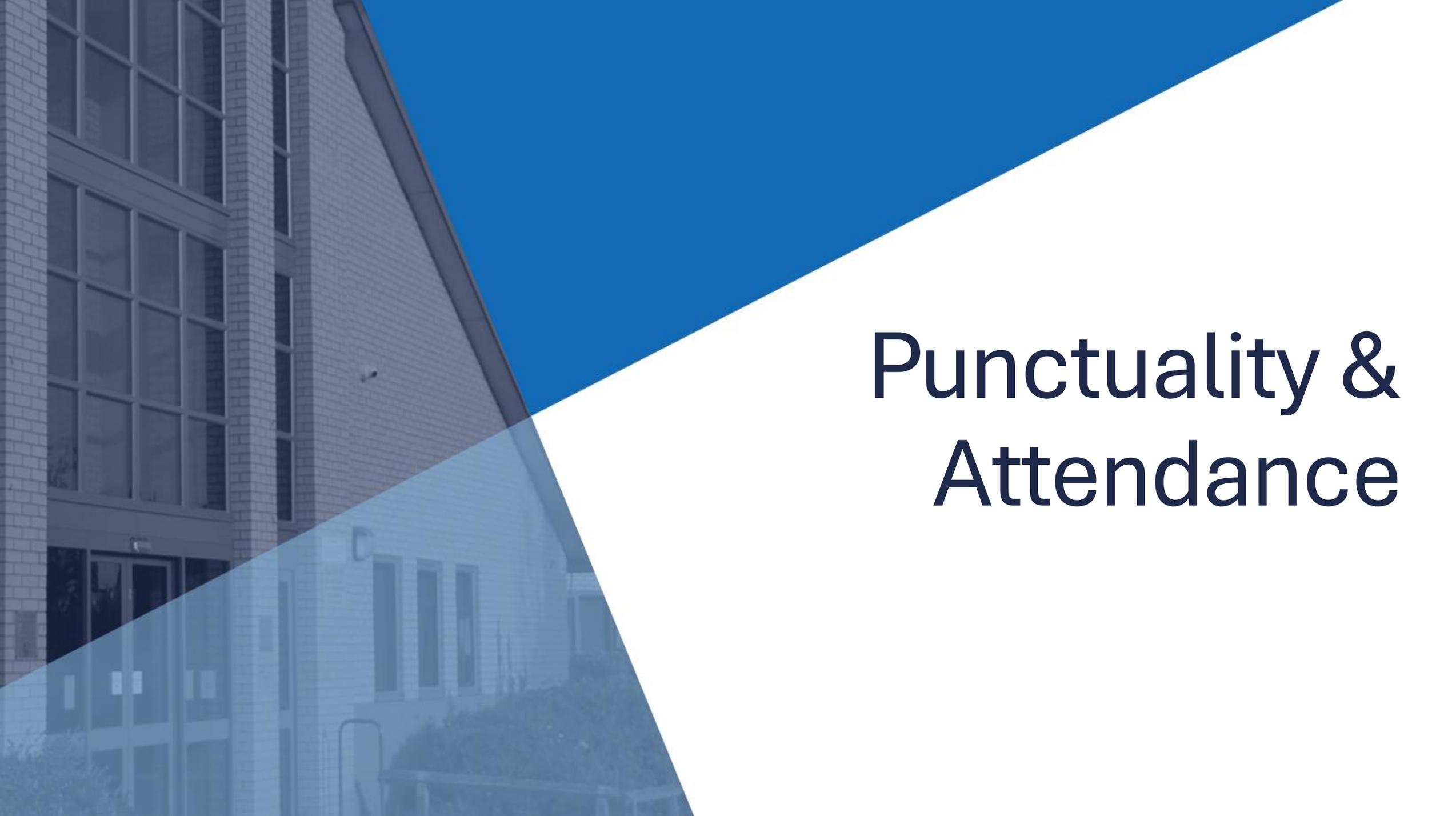
**Study skills  
sessions**

**Dedicated  
tutorial  
sessions**

**Intervention  
Days**

**Power Days**

**Revision  
Sessions**

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# Punctuality & Attendance

# Punctuality

You all know by now how important this is to us as a school, but one more time for luck...

3 mins late to 1 lesson per week = 117 mins  
(nearly 2 missed lessons in a school year)

3 mins late to 1 lesson per day = 585 mins  
(nearly 10 missed lessons or 2 school days in a school year)

3 mins late to every lesson every day = 2,925 mins  
(around 49 missed lessons or 10 school days in a school year)

Research suggests that 17 days missed from school equates to achievement being lowered by a FULL GCSE grade.

# Punctuality

Being just a few minutes late to lessons on a regular basis can have a big effect on learning:

- Minutes add up to lessons missed
- Affects everyone in the room as the teacher must stop – ClassCharts – then re-do register etc....
  
- We have changed our systems and practices on punctuality

# Punctuality for 2025 – what's new this year

## In the Morning

- Close the front door at 8:28
- Need to be in school for 8:25
- Need to be sat in tutorial base for register at 8:30
- 8:31 is late

# Punctuality for 2025

Same as last year:

- 5 minutes transition time – when students have back-to-back lessons
- Break– whistle blown – 5 mins – then students must be sat in class for 11:30am
- Lunch – whistle blown – 5 mins – then students must be sat in class for 2:00pm

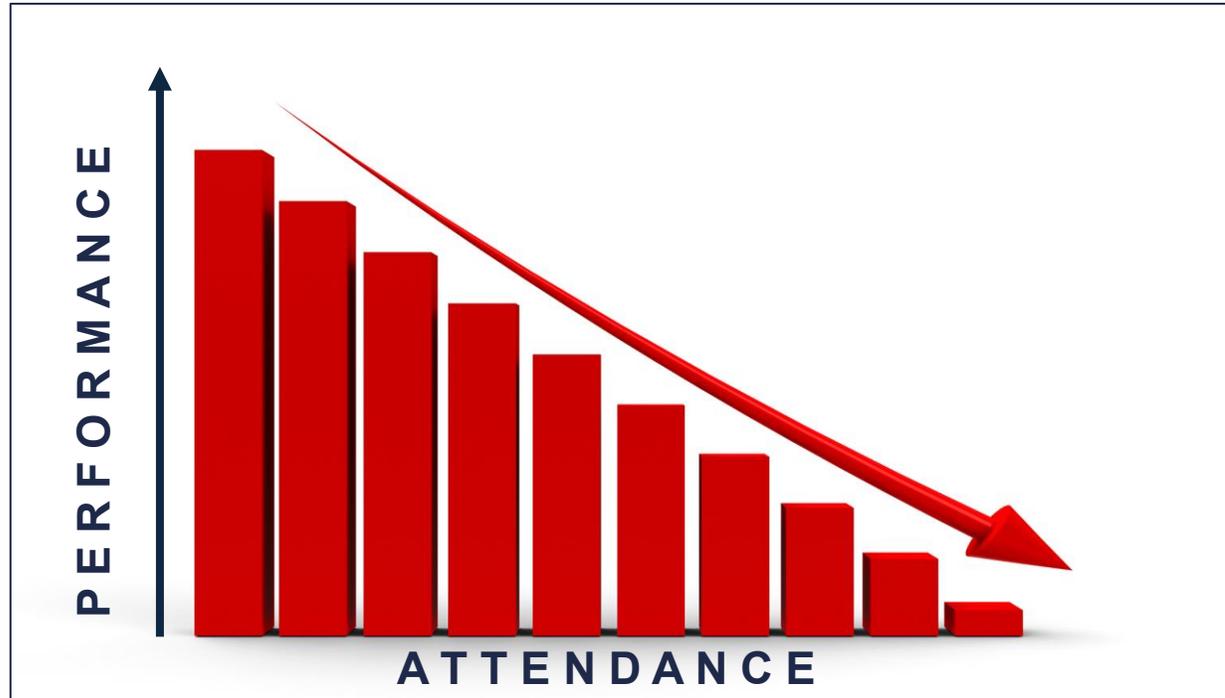


# Punctuality for 2025

- If a student has a reason for being late for lessons during the day e.g., music lesson, been at matron, meeting with an adult in school – then punctuality is not affected (note on SIMs/Paper)
- Late to morning or lesson – on the day 30-minute detention
- Attendance Team triage information
- If a student is more than 5 minutes late (after break/lunch or transition) – then we are classing this as truancy – student in isolation
- We understand that sometimes students do struggle

# Attendance

- Directly linked to performance



- Target of 95+% Attendance for all students

# Attendance

ATTENDANCE DURING ONE SCHOOL YEAR	THIS NO. OF DAYS ABSENT	WHICH IS APPROXIMATELY THIS NO. OF WEEKS ABSENT	WHICH MEANS THIS NO. OF LESSONS MISSED
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons
65%	67 days	13.5 weeks	340 lessons



# Study skills

Shift to a revision mindset

# Equipment

All students should arrive fully equipped to every lesson.

This includes:

- Scientific calculator
- Subject specific equipment e.g. Food & Nutrition, PE, Health & Fitness
- Clear pencil case, well equipped with pens etc.
- School Planner

# Successful Study

To ensure that students can engage effectively, three key concepts need to be in place

**The right  
environment**

**Varied and  
engaging  
revision**

**Good  
Organisation**

# Creating the right environment

Create the right environment for studying by minimising distractions and optimising positive habits

## Minimising Distractions

- Turning off phones, TV's, keeping consoles out of the room
- Keeping a tidy desk

## Positive Habits

- Having the correct equipment
- Organised schedule and plans
- Water and healthy snacks
- Regular breaks

# Varied and engaging Revision

## Making Revision Active

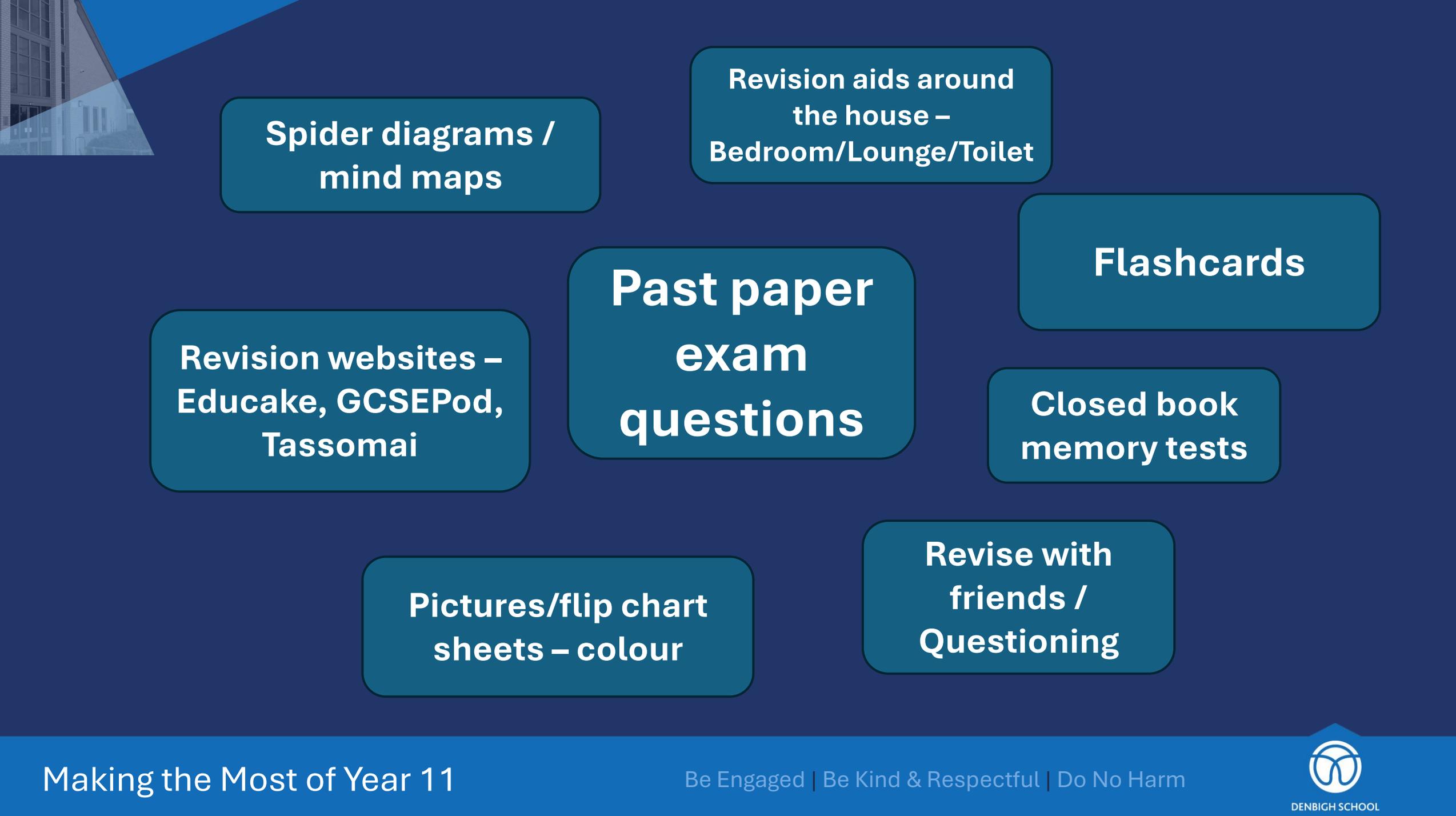
Use revision websites such as GCSEPod, Seneca, and BBC Bitesize

Use revision guides

There is a place for reading textbooks and lesson notes – but this has to then be turned into something active! Flash cards, Mind Maps, Exam questions

Revision should be a long-term process – Little and often

By revisiting work regularly, this will reinforce long-term memory pathways and improve information recall



**Spider diagrams /  
mind maps**

**Revision aids around  
the house –  
Bedroom/Lounge/Toilet**

**Flashcards**

**Revision websites –  
Educake, GCSEPod,  
Tassomai**

**Past paper  
exam  
questions**

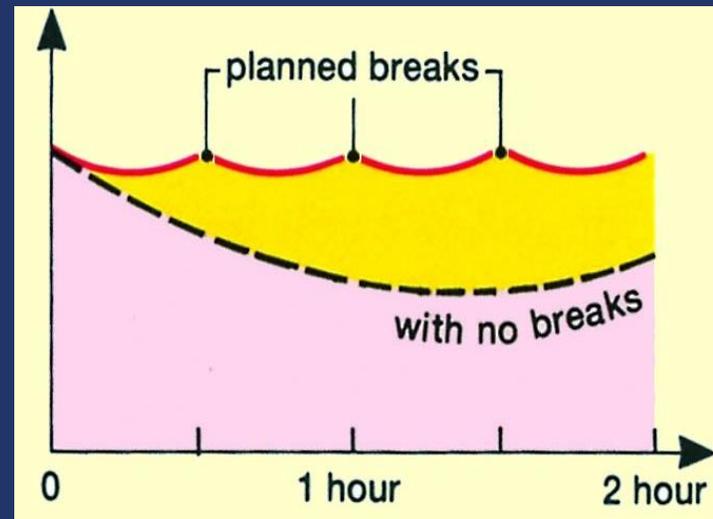
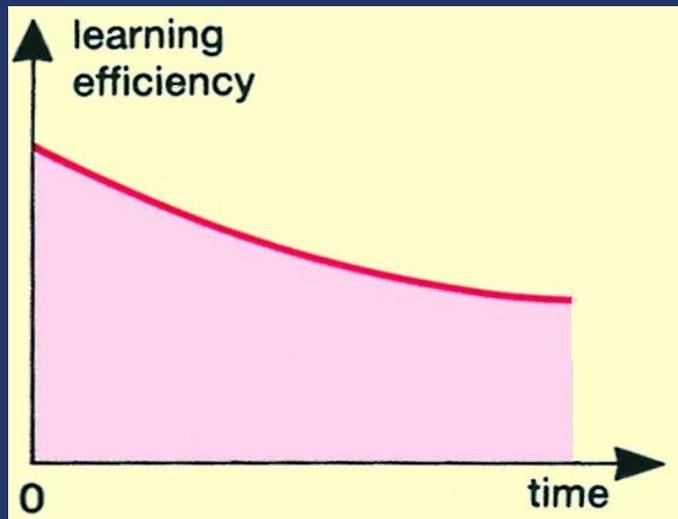
**Closed book  
memory tests**

**Pictures/flip chart  
sheets – colour**

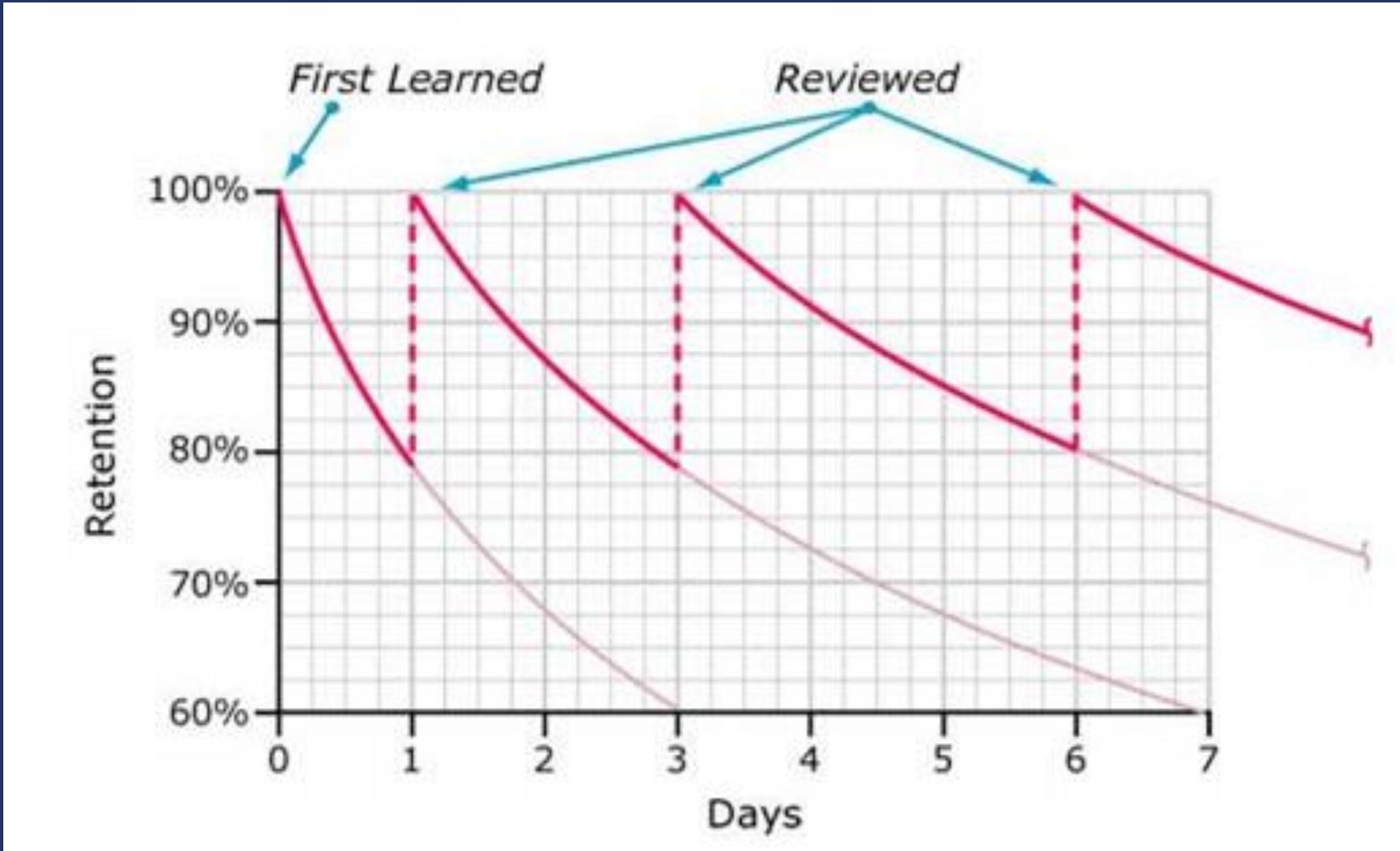
**Revise with  
friends /  
Questioning**

# Breaks are key!

Break up your revision into shorter 25 / 30-minute sessions with breaks in between



# Revision





# Examinations

# Public Examinations

The rules of Public Examinations are directed by the JCQ.

“These regulations have been produced to ensure that the integrity and security of the examination/assessment system is always maintained and is not brought into disrepute. The regulations adhere to the requirements of the qualification regulators in England, Wales, Northern Ireland and Scotland.”



## General Regulations for Approved Centres

1 September 2021 to 31 August 2022

For the attention of heads of centre, senior leaders within schools and colleges and examination officers.

Produced on behalf of:



©JCQP 2021



# Public Examinations - Regulations

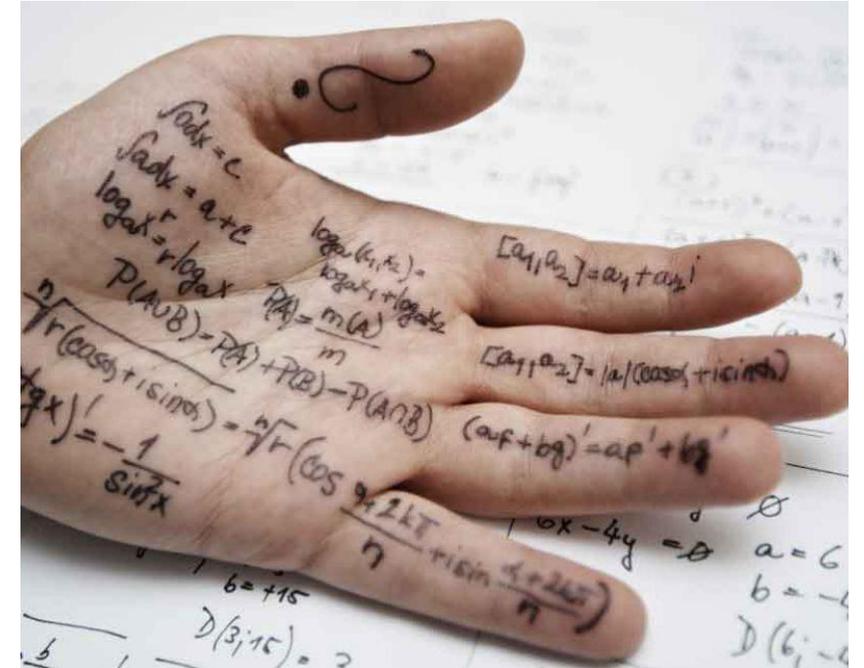
## Students MUST ...

- Be in full school uniform.
- DO NOT write on your hands or clothing before or during an exam
- Avoid such decoration as Henna tattoos.
  
- Bring a clear pencil case
- Have all the necessary equipment (at least 2 pens, maths equipment, pencils, ruler, rubber etc.)
- Calculators are required for ALL science exams
- Calculators are required for some Maths papers
  
- No Phones.
- You cannot wear ANY type of watch
- Water must be taken in a label-less see-through plastic bottle

# Public Examinations

## Malpractice is Rare

- Disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be assessment related by means of talking, electronic, written or non-verbal communication



# Examinations

## Key Dates

### GCSE PPEs

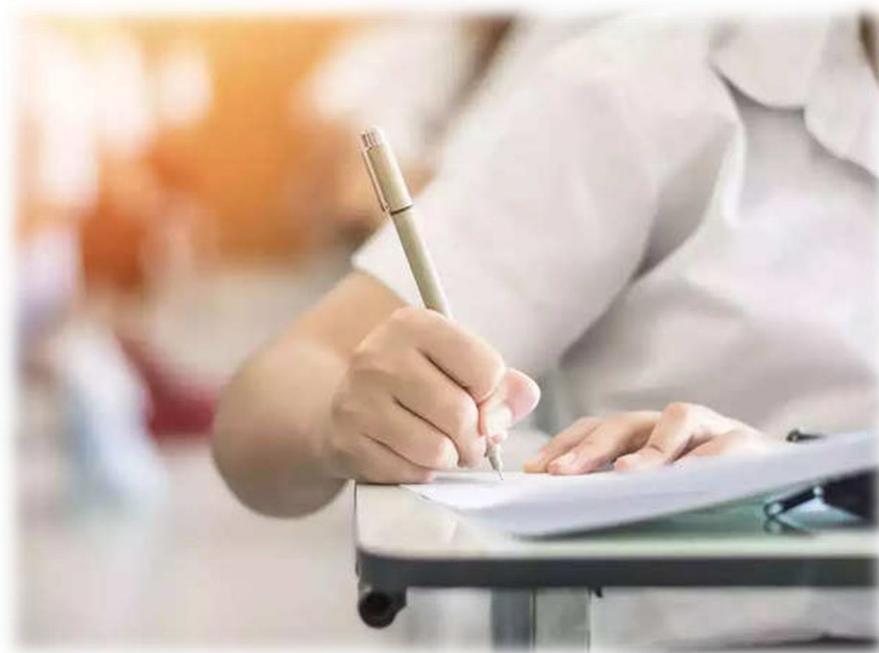
24<sup>th</sup> November – 9<sup>th</sup> December

### GCSE Examinations

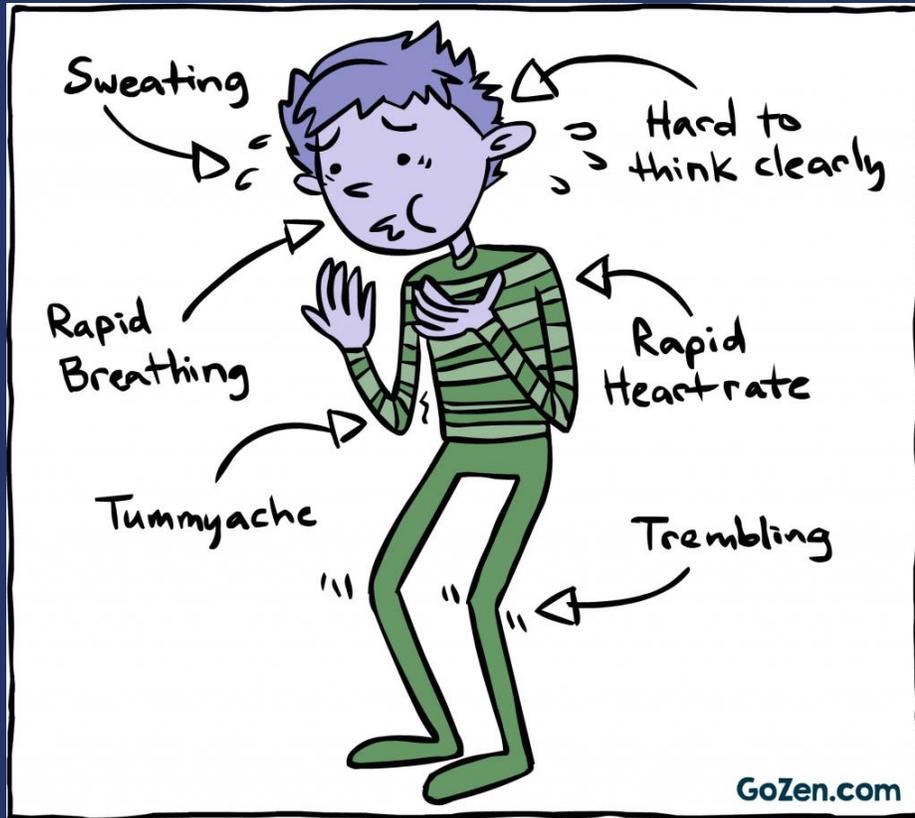
11<sup>th</sup> May – 19<sup>th</sup> June

### GCSE Results Day

Thursday 20<sup>th</sup> August



# Understanding exam stress



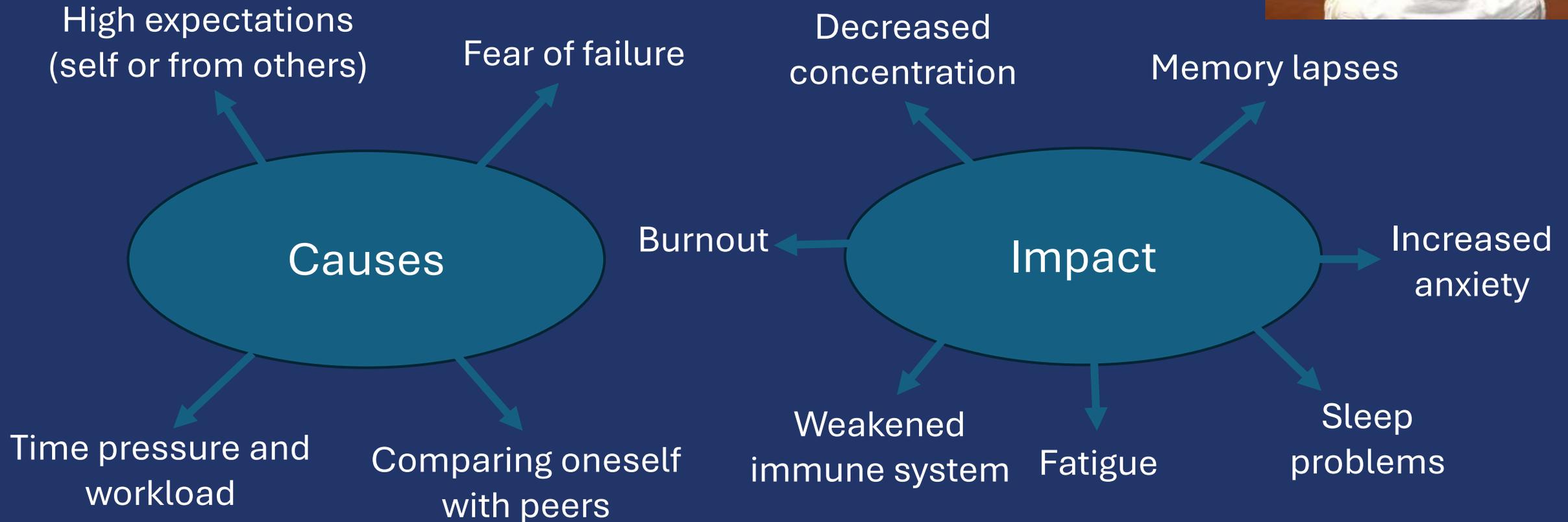
## What is Exam stress?

A common feeling of pressure and anxiety experienced before or during exams.

## Signs of Stress:

- Physical: headaches, fatigue, difficulty sleeping
- Emotional: anxiety, mood swings, irritability
- Behavioural: procrastination, changes in eating/sleeping habits

# Causes and the Impact of Exam Stress



# Managing exam stress – 10 top tips for students

## What can you do?

1. Planning out your revision
2. Take regular breaks
3. Leaving enough time to revise properly
4. Set achievable goals
5. Stay organised
6. Seek help when needed
7. Find your best study environment
8. Balanced diet
9. Exercise regularly
10. Sleep well



# Role of parents in supporting students

1. Be supportive, not pressuring
2. Help create a calm and positive environment
3. Be available to listen
4. Promote balance and model healthy habits



# Final tips and encouragement

Remember: Exams are important, but they do not define you.

Focus on effort, not just the outcome.

You are not alone; support is always available.





# What will your next chapter be?

Mr. Burgess  
Assistant Headteacher

# Denbigh Careers information

Students follow a careers programme within PSHE lessons and through Faculties.

This is based around three strands of a skills and knowledge curriculum

All students have received a log in for UNIFROG, and will use this programme to track their career journey

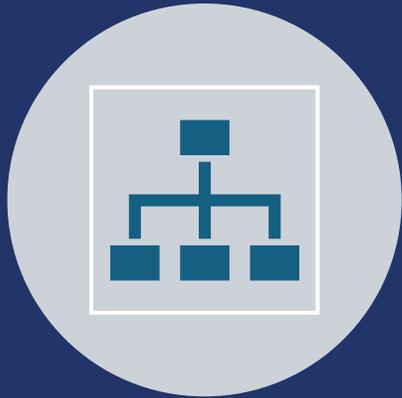
Another excellent free careers website to encourage your child to explore is:  
<https://www.startprofile.com/>

## How can you help?

Discuss careers with your son/ daughter

Explore UNIFROG and look at the different career options and pathways available and encourage your child to record any career related activity on to UNIFROG

# Post-16 Pathways



A- Levels And  
Sixth Form



College



Apprenticeships

**Maths and English at Grade 4 is essential wherever**

# Why study A-levels?

- Increased career opportunities
- Provide a pathway to university
- Allows you to study a subject in greater depth

Find out more:

- **Sixth Form Open Evening: Wednesday 14<sup>th</sup> January**

# Sixth Form Entry

- Whether your future aspirations are to attend Denbigh Sixth Form, attend college, or start work, they all have qualification requirements

## Basic entry requirements

- 20 points from a minimum of 5 GCSE subjects
- Several subjects do have other additional entry requirements

Making the Most of Year 11

Be E

A-LEVEL	GCSE needed	Grade required
Biology	GCSE Combined Science or GCSE Biology	66+ (Combined) 6+(single)
Business	GCSE English Language and GCSE Mathematics	4+
Chemistry	GCSE Combined Science or GCSE Chemistry	66+ (Combined) 6+(single)
Product Design	GCSE Engineering/Product Design/DT	4+
Economics	GCSE English Language and GCSE Mathematics	5+
English Language & Literature	GCSE English Language and GCSE English Literature	4+
English Literature	GCSE English Literature	6+
French	GCSE French	6+
Further Mathematics	GCSE Mathematics	8+
Geography	GCSE Geography/History/Religious Studies	6+
German	GCSE German	6+
History	GCSE History/Geography/GCSE Religious Studies	6+
Mathematics	GCSE Mathematics	7+
Music	Grade 5 music exam	5
Physics	GCSE Combined Science or GCSE Physics	66+ (Combined) 6+(single)
Spanish	GCSE Spanish	6+
More than 1 Science A Level	If studying GCSE Combined Science	77+

# Sixth Form @ Denbigh

- A number of events will take place during this year to support both parents and students with understanding their future post-16 pathway

Futures Day: Friday 17<sup>th</sup> October

Students experience a day as a Sixth Form Student  
Alternative careers-based sessions included

Sixth Form Open Evening: Wednesday 14<sup>th</sup> January

Year 11 Leadership Interviews: Thursday 12<sup>th</sup> February

Sixth Form Application Deadline: Friday 27<sup>th</sup> February

# MK College



Level 1 – Foundation Stage – Equivalent to GCSE Grades 1 – 3



Level 2 – Intermediate Stage – Equivalent to GCSE Grades 4 – 9



Level 3 – Advanced Stage – Equivalent to A-Levels

## For level 3 courses

5 x Grade 4s at GCSE, Including English language, Maths and Science

Entry requirements for other courses will vary

# Apprenticeships

- Earn while you learn
- High-quality training at an affiliated college
- Lots of entry routes
- Leads to employment/ further training for the vast majority



# Levels of Apprenticeships

## LEVEL



SKILLS, KNOWLEDGE & BEHAVIOURS

# Some useful starting points

- Useful careers links

<https://www.niftylift.com/uk/careers/apprenticeships>

<https://www.fcdoservicescareers.co.uk/career-areas/apprenticeships/>

<https://www.gov.uk/apply-apprenticeship>

<https://www.unifrog.org/student/apprenticeships/start>

- Appointment with Ms Agbame – Careers advisor



Making the Most of Year 11

Be Engaged | Be Kind & Respectful | Do No Harm



DENBIGH SCHOOL