

# YEAR 11 BULLETIN

Issue: 1  
Term: Autumn  
Date: 16<sup>th</sup> December 2022

## New Year 11 Bulletin

Dear Parents/Carers

I am very excited to share with you our first ever Year 11 Bulletin. The aim of this weekly bulletin is to keep Year 11 parents informed about the most important information to support their child as they move into the final months of their St Michael's journey. We wish to use this opportunity to provide strategies to support students with their wellbeing as well as supporting them academically.

Year 11 students undertook their first round of Year 11 mock exams between 31<sup>st</sup> October and 11<sup>th</sup> November. This gave students their first taste of what it takes to achieve the results they want in their summer exams. It is important our students build on this experience so they can perform even better in their next round of mocks, which start the week beginning 13<sup>th</sup> February 2023. Each child is an individual and, therefore, will need to work on different areas. Some students will need support around exam stress so they can perform optimally during their exams, whilst others will need to significantly increase the amount of work they are putting in, so they achieve higher grades.

We would like to thank all Year 11 parents for their support throughout this term, as 94% of parents attended the GCSE Success Fair in September and 85% attended Year 11 Parents' Evening in December.

### Ask your child: *Did you leave any questions blank? If so, why?*

One specific area of concern we identified after marking the mock exams was the huge increase in the number of students leaving questions blank. For example, in English Language, as a year group there were 280 questions left blank. Some of these questions are worth up to 40 marks, therefore, leaving them blank will have a significant impact on individual student's grades. There are several reasons that may cause a student to leave questions blank, these include:

- some students did not revise enough and, therefore, did not know what to put
- some struggle to read quickly enough, so they missed questions towards the end of the paper that are often worth the highest number of marks
- some students did not manage their time effectively and ran out of time, as they spent too long on other questions
- unfortunately, some students put their head on the desk and gave up as they struggled to concentrate for exams that can be over 2 hours



Headteacher: Mrs C Handy-Rivett, BA (Hons), MA, NPQH

St Michael's Church of England High School • Rowley Learning Campus • Curral Road • Rowley Regis • West Midlands • B65 9AN  
Telephone: 0121 561 6881 • Fax: 0121 561 6882 • Email: [contact.staff@st-michaels.sandwell.sch.uk](mailto:contact.staff@st-michaels.sandwell.sch.uk)

MERCY • INTEGRITY • CARE AND COMPASSION • HUMILITY • ACHIEVEMENT • EQUALITY • LEADERSHIP • SERVICE

## Year 11 Christmas Revision Challenge

We appreciate it is important for students to have a rest over the holidays, so they are prepared for their final full term when they return. Over the seventeen days off, students should look to have a balance between having downtime, exercise, spending time with family and friends, and getting some revision completed. It is vital that students use the feedback from their exams to construct a revision plan to cover the topics that they need to improve within their different subjects. In order to support Year 11 pupils with this, we asked each department to provide the top 5 topics students need to focus on. We would encourage every pupil to spend some time over the two-week Christmas holiday to go over the topics that they need to improve upon.

Department	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
<b>Geography</b>	Theme 1.1 & Theme 1.2 - Distinctive Landscapes and Landform Processes & Change p12 - p17	Theme 1.3 - Drainage Basins p16 and p19-20	Theme 2 - Rural Urban Links p32, p39 - p43, p46 - p47	Theme 3 Tectonic Processes & Landforms p54 - p55	Theme 3 - Vulnerability & Hazard Reduction p56 - p59
<b>French</b>	The formation of 4 tenses -past, present, future & conditional	Conversation questions	Memorised vocabulary needs increasing	More of the QR reading and listening papers need to be done	Memrise & Seneca
<b>Spanish</b>	School	Environment	Future plans	Personal ID	Global dimensions
<b>Computer Science</b>	2.3 Robust Programs (Year 10 Google Classroom)	2.2 Programming Fundamentals (Year 10 and 11 Google Classroom)	1.2 Memory and Storage (Year 10 Google Classroom and Year 11 Intervention Work)	1.3 Computer Networks (Year 10 Google Classroom)	1.4 Network Security (Year 11 Google Classroom)
<b>Maths</b>	(H) Mixed Fractions (U736, U224 and U538) (F) Simplifying and sharing in a given Ratio (U687 and U577)	(H) Simplifying Surds (U338 and U872) (F) Speed, Distance, Time (U151)	(H) Box Plots (U837) (F) Area (Problem-Solving) (U945)	(H) Expand and Simplify (U179) (F) Pie Charts (U508 and U172)	(H) Quadratic nth Term (U206) (F) Pythagoras' Theorem (U385)
<b>German</b>	Foundation: Writing - Past/Present/Future, justifications, and reasoning. Higher: Past/Present/Future/Conditional/Imperfect.	Gap-Fill in German - Comprehension skills	Chosen Speaking questions - bespoke to each student	Theme 1 - Family/Free time/Identity/Culture	Global dimensions and festivals
<b>GCSE Dance</b>	Technical skills (revision booklet)	Infra (revision booklet)	Shadows (revision booklet)	Space/Relationship (revision booklet)	Performance environment (revision booklet)
<b>RE</b>	Sikh Festivals - Page 74	Christian Festivals - Page 31	Evangelism - Page 34	Gender equality - Page 92	Just War - Page 128

Department	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
<b>History</b>	<b>Site Study</b> - Scutari Hospital and the Crimean War	1601 Poor Law (Elizabeth)	<b>Theme 1</b> - Causes of disease and illness (Medicine)	<b>Public Health</b> - Industrial period (Medicine)	Puritan Threat/Catholic Threat (Elizabeth)
<b>Science</b>	<p><b>Respiration and Exercise</b> Higher Revision guide - pages 54-56. Foundation Revision guide - pages 53 - 55 Use the revision guides and make Revision notes on</p> <ol style="list-style-type: none"> <li>1. Respiration and metabolism</li> <li>2. Aerobic and anaerobic respiration</li> <li>3. Exercise</li> </ol>	<p><b>Transport in plants</b> Higher Revision guide pages 40-41. Foundation Revision guide - pages 39 - 40 Use the revision guide pages and make detailed flash cards ( only 5) on:</p> <ol style="list-style-type: none"> <li>1. Xylem and Phloem - structure and role</li> <li>2. Transpiration - process &amp; definition</li> <li>3. using the potometer to investigate Transpiration rate</li> <li>4. opening and closing of stomata</li> </ol>	<p><b>Atomic Structure</b> Higher Revision guide pages 104 - 106. Foundation Revision guide - 105 - 107</p> <p>Practise drawing atomic structure diagrams for the following: Sodium, aluminium, oxygen, chlorine, magnesium, potassium, calcium. Now state their group number and period number</p>	<p><b>Structure and bonding</b> Higher Revision guide pages 114-119. Foundation Revision guide - pages 114 - 120</p> <p>Make revision notes and learn in detail the following: ionic bonding and properties of ionic compounds Covalent bonding simple molecular substances Polymers and Giant covalent structures Allotropes of carbon</p>	<p><b>Radiation &amp; Half-life</b> Higher Revision guide pages 195 - 198. Foundation Revision guide - pages 198 - 200 make notes and learn work on the following: Isotopes and nuclear radiation Nuclear equations Half life</p>
<b>English Language*</b>	<p><b>Imaginative writing</b> – practise writing as your character and writing setting descriptions. Learn a list of ambitious vocabulary to apply in your stories.</p>	<p><b>Transactional writing</b> – practise writing in a range of forms (letters, articles, speeches etc.) Ensure you are writing for an appropriate audience.</p>	<p><b>Evaluation</b> – practise using SITE and PECS to write an evaluative response.</p>	<p><b>7B comparison</b> – practise using PILS</p>	<p>Practise reading texts at speed and being able to write a summary of what you have read. These should be 19<sup>th</sup> century texts and non-fiction.</p>
<b>English Literature</b>	Knowing the poems – ensure you know the story and the context for each poem. (Use your poetry revision guide for this).	Review the context of 'A Christmas Carol'. Find the orange A03 boxes through your study guide for context support.	Ensure you know the themes of 'A Christmas Carol.' Use pages 55-63 to help.	Review how to write about language for your play. Use pages 63-69 for An Inspector Calls or pages 63-69 for Blood Brothers	Practice writing in timed conditions. Use the essay questions available on Google Classroom to help.
<b>Design Technology</b>	<p><b>Coursework:</b> please refer to your checklists given out in class. Blank checklists also available on your Year 11 Google Classroom</p>	<p><b>Theme:</b> Shaping materials Lathe, laser cutter and injection moulding CGP blue book pages 5, 41, 70-71, 90</p>	<p><b>Theme:</b> Forces and properties CGP blue book pages 14-15 and 36-37</p>	<p><b>Theme:</b> Selecting materials CGP blue book pages 34-35</p>	<p><b>Theme:</b> Function of materials, and the environment CGP blue book pages 6-9</p>

- All English resources are available on the Google Classroom revision page. Check your emails for your invite.

## Year 11 30-Day Challenge Reward Trip

Over the past two weeks, we have enjoyed the opportunity to reward so much of the hard work we have seen this past term. On Wednesday 7<sup>th</sup> December, we were able to take students on a reward trip, which included a visit to one of two universities and a visit to Birmingham Christmas Markets.

The students experienced a tour of the Birmingham City University and Aston University or had the opportunity to sit through a lecture at the University of Birmingham and were treated to lunch at both educational establishments. In the afternoon, the students wandered around the many different Christmas stalls of the Birmingham German Christmas Market.



## Year 11 Christmas Tree Competition

The annual Christmas Tree competition is one of the highlights of the year and this Year 11 cohort took it to another level. Form groups have been working on decorating their tree and thinking of a meaning and theme to each tree as well as providing the most magical Christmas atmosphere. Every form produced a fantastic effort and Mrs Handy-Rivett, Mr Brooks, Mr Graham, Miss Fellows, and I thoroughly enjoyed going around and seeing every entry.

The winning forms were 11H and 11L. 11H were awarded the prize for best decorated and most thoughtful reasons behind the design. Surirat Onthonglang hand-crocheted every individual decoration and explained that the meaning was that people may not be able to afford expensive decorations during the current cost of living crisis. 11L turned their entire form room into the scenes of the film Home Alone, including the hanging paint tins, treacherous toy cars scattering the floor and a re-enactment of the burglar being knocked-out by an iron and a spider landing on them. This resulted in the form being awarded the most original Christmas theme.



May I take this opportunity to wish you all a Merry Christmas and Happy New Year.



Mr A Brooks  
**Deputy Headteacher**



Mr S Dix  
**Head of Year 11**