

**Mr R McBeth**  
*Head of Key Stage 4*

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*School Counsellor*



**Year 11**  
**“The Final Push”**  
**Information Evening**  
**for Parents and**  
**Students**

**5<sup>th</sup> February 2024** - Year 11 final push event 2

**23<sup>rd</sup> February 2024** – Year 11 second set of trial exams

**28<sup>th</sup> March 2024** – Year 11 reports to parents

**15<sup>th</sup> April 2024** – MFL Public speaking exams begin

**13<sup>th</sup> May 2024** – Official start of **GCSE Public Exams**

**27<sup>th</sup> June** – GCSE Exams end

**27<sup>th</sup> – 28<sup>th</sup> June** – Year 12 induction days

**Thursday 22<sup>nd</sup> August** – **GCSE Results Day!**

# Aims of this evening


- ✓ Help you as parents to support your child with their revision and study (purposeful revision)
- ✓ What does **effective revision look like**?
- ✓ What additional resources are available? Where to find them?  
How best to use them?
- ✓ Developing correct exam practice
- ✓ Managing time and stress
- ✓ Supporting mental health during the exam season

# Before we get started.....

- ✓ **Vision** – you must know what you want to achieve (**grades 7-9**)
- ✓ **Effort** –work hard and put in many hours of proactive independent study
- ✓ **Systems** – organise your learning resources and time
- ✓ **Practice** – use deliberate practice and develop your skills
- ✓ **Attitude** – have a positive growth mind set and respond constructively to setbacks.

# Beths Gold Standard

| NEW GCSE<br>GRADING STRUCTURE | CURRENT GCSE<br>GRADING STRUCTURE |
|-------------------------------|-----------------------------------|
| 9                             | A*                                |
| 8                             |                                   |
| 7                             | A                                 |
| 6                             | B                                 |
| 5                             |                                   |
| 4                             | C                                 |
| 3                             | D                                 |
| 2                             | E                                 |
| 1                             | F                                 |
|                               | G                                 |
| U                             | U                                 |









## Beths Grammar School Benchmark

All boys should aim to achieve  
grades 7-9 in ALL of their subjects





# Audit your strengths and areas for improvement

- Which subjects are you doing well in?
- Which subjects are you underperforming in?
- Where do you need to focus your efforts on?
- **English and Maths** are essential (future employment)
- Don't run away from the tricky subjects – allocate more time to these subjects.
- Don't be too self-critical. Just be honest.

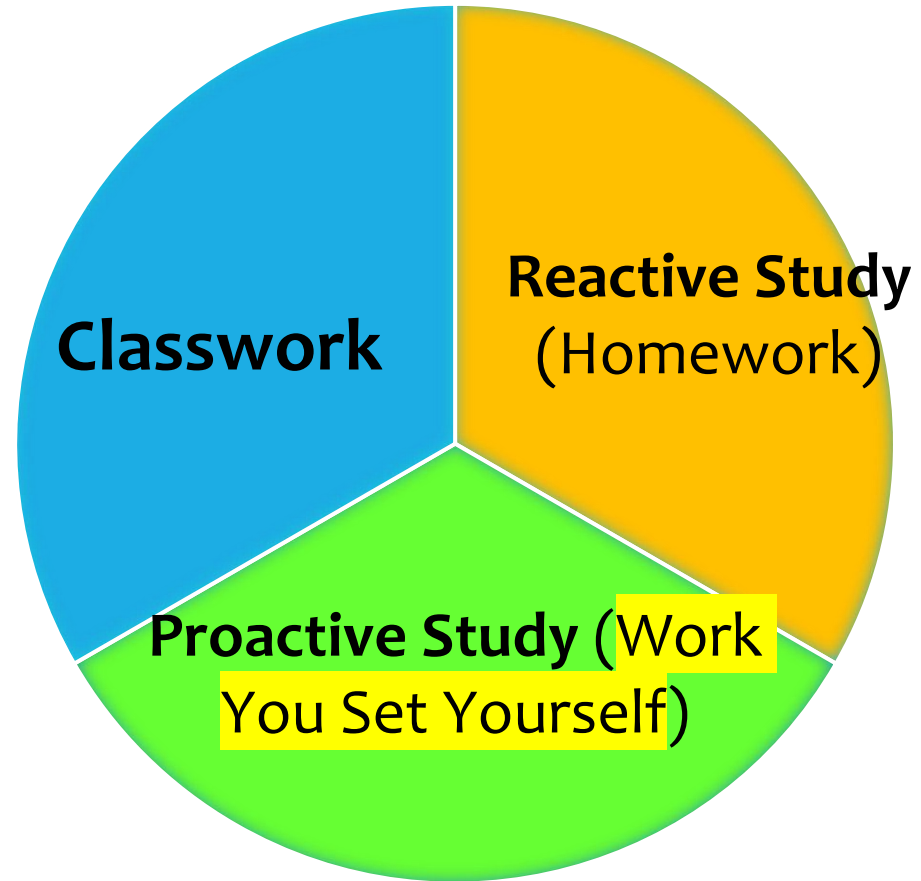
| Mathematics                       |                     |  | Audit week 1 | Audit week 2 | Audit week 3 | Audit week 4 |
|-----------------------------------|---------------------|--|--------------|--------------|--------------|--------------|
| % <u>in</u> Trial Exam            | Grade in Trial Exam | Knowledge – Where are the gaps in Knowledge?<br>                            |              |              |              |              |
|                                   |                     | Regulation – next time I am going to do better by....<br>(strategies)<br>   |              |              |              |              |
| English (Literature and Language) |                     |  | Audit week 1 | Audit week 2 | Audit week 3 | Audit week 4 |
| % <u>in</u> Trial Exam            | Grade in Trial Exam | Knowledge – Where are the gaps in Knowledge?<br>                            |              |              |              |              |
|                                   |                     | Regulation – next time I am going to do better by....<br>(strategies)<br>   |              |              |              |              |
| Science (select 1)                |                     |  | Audit week 1 | Audit week 2 | Audit week 3 | Audit week 4 |
| % <u>in</u> Trial Exam            | Grade in Trial Exam | Knowledge – Where are the gaps in Knowledge?<br>                          |              |              |              |              |
|                                   |                     | Regulation – next time I am going to do better by....<br>(strategies)<br> |              |              |              |              |

# Worked Example

| Mathematics                       |   |   | Audit week 1  |
|-----------------------------------|---|---|---|
| % in Trial Exam<br><br><b>75%</b> | Grade in Trial Exam<br><br><b>7</b><br><br>Should be at least an <b>8</b> | <b>Knowledge</b> – Where are the gaps in Knowledge?<br> <ul style="list-style-type: none"> <li>• <b>Algebra</b></li> <li>• <b>Ratios</b></li> <li>• <b>Quadratic equations</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Attended after school revision class on Wednesday</b></li> <li>• <b>Watched video and made notes</b></li> <li>• <b>Completed and self marked a past paper (scored 80%)</b></li> </ul> |
|                                   |   | <b>Regulation</b> – next time I am going to do better by.... (strategies)<br> <ol style="list-style-type: none"> <li>1. <b>Complete a past paper each week from physics and maths tutor</b></li> <li>2. <b>Attend a revision class</b></li> <li>3. <b>Watch a YouTube video on Quadratic equations – do practice questions</b></li> </ol> |   |



# Three Types of Work





## Achieving success at GCSE Year 11 survival guide

For exams 2024

EXCELLENCE  
COMMUNITY  
RESPECT

### LINKS TO THE EXAM SPECIFICATIONS

| Subject            | Exam Board  | Link to the GCSE Exam Specification   |
|--------------------|-------------|---|
| Art                | Edexcel     | <a href="https://www.pearson.com/qualifications/gcse/art">Edexcel GCSE and GCE 2014 (pearson.com)</a>   |
| Biology            | OCR         | <a href="https://www.ocr.org.uk/qualifications/gcse/biology-a-gateway-science-j247-specification">OCR GCSE (9-1) Biology A (Gateway Science) J247 Specification</a>     |
| Business Studies   | AQA         | <a href="https://www.aqa.org.uk/qualifications/gcse/business-studies">GCSE Business Specification</a>   |
| Chemistry          | OCR         | <a href="https://www.ocr.org.uk/qualifications/gcse/chemistry-a-gateway-science-j248-specification">OCR GCSE (9-1) Chemistry A (Gateway Science) J248 Specification</a> |
| Computer Science   | OCR         | <a href="https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-specification">GCSE (9-1) Computer Science J277 Specification (ocr.org.uk)</a>                |
| Drama              | EDUQAS WJEC | <a href="https://www.edugas.co.uk/gcse-specification-template">GCSE Specification Template (edugas.co.uk)</a>   |
| DT                 | Edexcel     | <a href="https://www.pearson.com/qualifications/gcse/design-and-technology-specification-1dt0">GCSE Design and Technology Specification (1DT0) (pearson.com)</a>        |
| Economics          | AQA         | <a href="https://www.aqa.org.uk/qualifications/gcse/economics">GCSE Economics Specification</a>   |
| Electronics        | EDUQAS      | <a href="https://www.edugas.co.uk/gcse-specification-template">GCSE Specification Template (edugas.co.uk)</a>   |
| English Language   | AQA         | <a href="https://www.aqa.org.uk/qualifications/gcse/english-language">GCSE English Language Specification</a>   |
| English Literature | AQA         | <a href="https://www.aqa.org.uk/qualifications/gcse/english-literature">GCSE English Literature Specification</a>   |
| French             | AQA         | <a href="https://www.aqa.org.uk/qualifications/gcse/french">GCSE French Specification</a>   |

# Check the specification

What you need to know – what the examiners could test you on

## 4.1.5.3 Perfect competition

| Content   | Additional information   |
|---|--|
| <ul style="list-style-type: none"><li>• The formal diagrammatic analysis of the perfectly competitive model in the short and long run.</li><li>• The implications of the following for the behaviour of firms and the industry: large numbers of producers, identical products, freedom of entry and exit, and perfect knowledge.</li><li>• Firms operating in perfectly competitive markets are price takers.</li><li>• The proposition that, given certain assumptions, relating for example to a lack of externalities, perfect competition will result in an efficient allocation of resources.</li></ul> | <p>Students should be aware that perfect competition, in both product and labour markets, provides a yardstick for judging the extent to which real world markets perform efficiently or inefficiently, and the extent to which a misallocation of resources occurs.</p> <p>Students should also be able to assess critically the proposition that perfectly competitive markets lead to an efficient allocation of resources.</p> |

### 4.1.5.3 Perfect competition

#### Content

- The formal **diagrammatic analysis** of the perfectly competitive model in the **short and long run**.
- The implications of the following for the behaviour of firms and the industry: **large numbers of producers**, **identical products**, **freedom of entry and exit**, and **perfect knowledge**.
- Firms operating in perfectly competitive markets are **price takers**.
- The proposition that, given certain assumptions, relating for example to a lack of externalities, perfect competition will result in **an efficient allocation of resources**.

#### Additional information

Students should be aware that perfect competition, in both product and **labour markets**, provides a yardstick for judging the extent to which real world markets perform efficiently or inefficiently, and the extent to which a misallocation of resources occurs.

Students should also be able to assess critically the proposition that **perfectly competitive markets lead to an efficient allocation of resources**.

## Perfect Competition - Market Structures.

**Definition** → An extreme form of competition.

- High Competition and Low concentration.

Based on 5 key Assumptions

Supernormal Profit in the Short-Run, But

**F** - Freedom of Entry and Exit. Normal in the long-run.

**L** - Large number of Producers.

**I** - Identical Products (Homogenous - e.g. Milk).

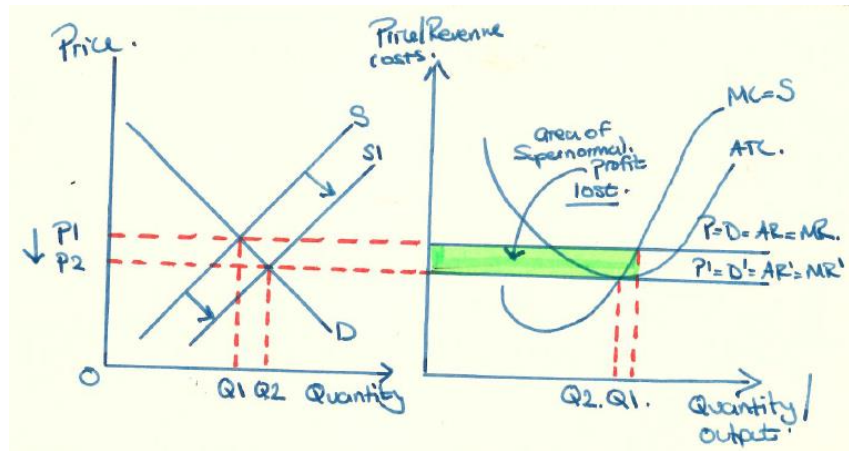
**P** - Perfect Knowledge.

**P** - Price Taker

Always an efficient allocation of resources.

• **Perfectly Elastic Demand Curve.**

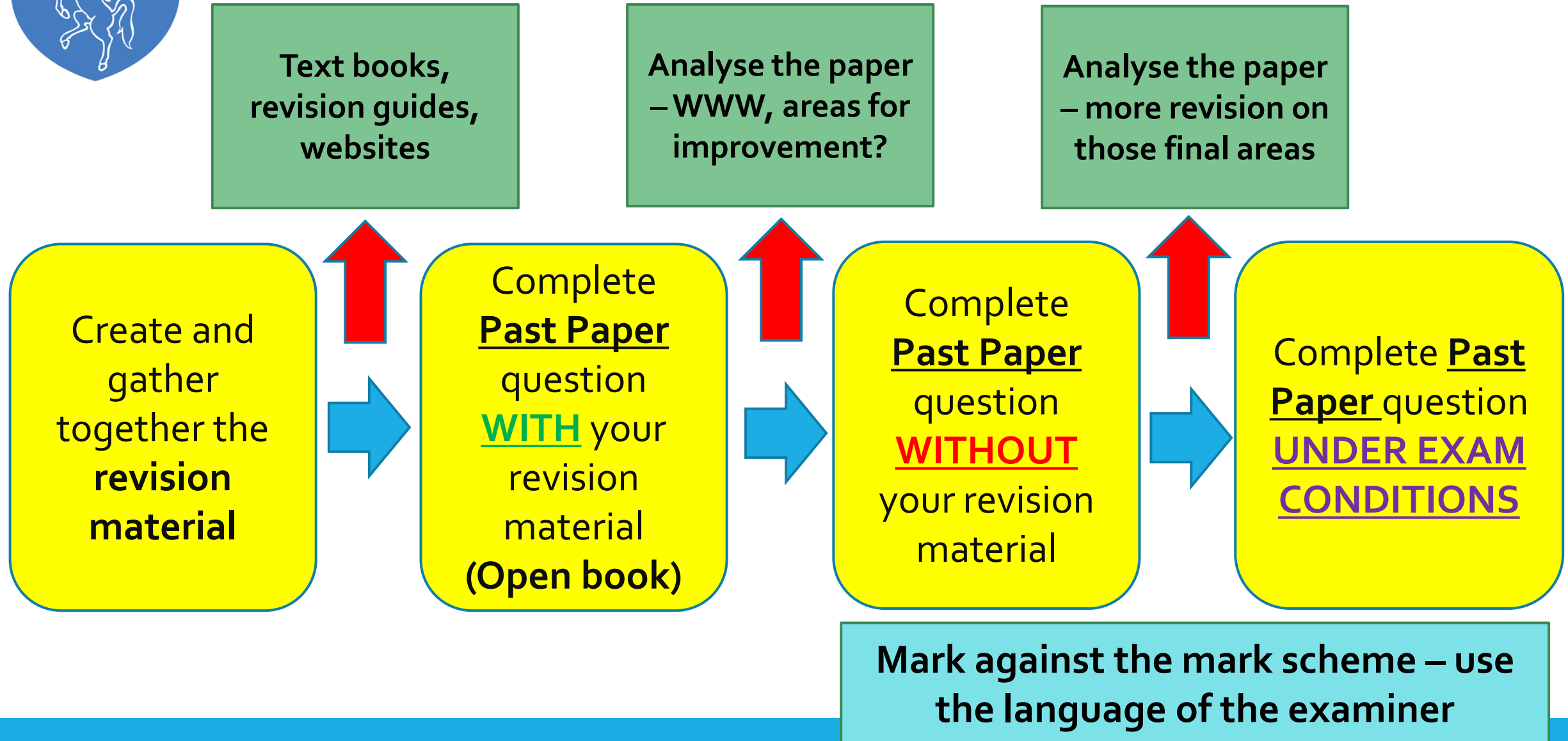
• **Consumers have a large degree of choice.**





# "Proactive study" – Effective Revision

## The Revision Process





# Exam walk-throughs

Write your name here

|         |             |
|---------|-------------|
| Surname | Other Names |
|---------|-------------|

# Mathematics

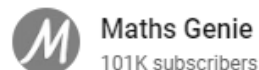
## 2022 Paper 2 (Calculator) Higher Tier

Time: 1 hour 30 minutes

**You must have:** Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator

Total Marks

Edexcel 2022 GCSE Maths Paper 2 Higher Predicted Paper



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- 9 Lucy is three times as old as Alex.  
Lucy is 7 years older than Megan.  
The sum of their ages is 126.

Find the ratio of Alex's age to Lucy's age to Megan's age.

$$L = 3A \quad A = \frac{L}{3} \quad A = \frac{57}{3} = 19$$

$$L = M + 7 \quad M = L - 7$$

$$L + A + M = 126$$

$$M = 57 - 7 \\ = 50$$

~~$$L + \frac{L}{3} + L - 7 = 126$$~~

### Edexcel 2022 GCSE Maths Paper 2 Higher Predicted Paper



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Work out the total volume of the solid shape.

$$\pi r^2 = \frac{1}{25}$$

$$r^2 = 0.0127 \dots$$

$$r = 0.1128 \dots \text{ m}$$

$$= 11.28 \text{ cm}$$

$$\begin{aligned} \text{Vol of cylinder} &= \pi r^2 h \\ &= \pi (11.28)^2 (45) \end{aligned}$$

A =



(Total f



39:44 / 1:09:49 • Question 15 - Volume of a Com...





# Exam Walkthroughs

YouTube GB

AQA ENGLISH LANGUAGE PAPER 1

AQA English Language Paper 1

Read again the first part of the source, from lines 1-7.  
List four things about Brighton from this part of the source. (4 marks)

AQA English Language Paper 1 question 1 is supposed to be the exam board's easy opener

0:05 / 5:07

YouTube GB

ocr biology paper 1 WALK THROUGH

card [2]

(c) Explain **one** reason why the cache size affects the performance of the CPU.  
*Instructions and data can be transferred to the CPU more quickly because cache is faster than RAM. A bigger cache means more data/instructions can benefit from this.* [2]

(d) Identify **two** events that take place during the fetch-execute cycle. *increase speed.*

1 .....  
2 ..... [2]

© OCR 2019 10:35 / 1:09:48 • Q1: Hardware and the CPU

J277 GCSE Computer Science Sample Paper 1 Walkthrough

OCR Gateway

Biology Paper 2

GCSE Combined Science or Biology revision

1:13:37

The Whole of OCR Gateway Biology Paper 2 | GCSE science revision

12K views • 3 years ago



Science and Maths by Primrose Kitten ✓

I want to help you achieve the grades you (and I) know you are capable of; these grade...



The Water Cycle | Carbon Cycle | Fossil Fuels | ...

40 moments ▾

# Using Mark Schemes

State **two** economic objectives of the UK government.

[2 marks]

Objective 1 \_\_\_\_\_

Objective 2 \_\_\_\_\_

|    |  |   |   |
|----|--|---|---|
| 11 |  | State <b>two</b> economic objectives of the UK government.  | 2 |
|    |  | <p>AO1</p> <p>1 mark for each valid objective (max 2)</p> <p>Answers must be related to whole UK economy and not individual markets.</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• Full employment/low unemployment</li> <li>• High rate of economic growth (allow variations on this including just 'economic growth')</li> <li>• Price stability</li> <li>• Stable balance on current account of balance of payments</li> <li>• Reducing inequality</li> <li>• Managing environmental change.</li> </ul> |   |

Explain **one** benefit to the UK government of a lower unemployment rate.

[2 marks]

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|    |   |  |   |
|----|---|--|---|
| 14 | 2 | Explain <b>one</b> benefit to the UK government of a lower unemployment rate.  | 2 |
|    |   | <p>AO1</p> <p>1 mark for identification of a correct benefit, plus<br/>1 mark for showing understanding of why it would occur.</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• Tax revenue will be higher as more people will be in employment (and paying income tax and spending more leading to greater VAT receipts).</li> <li>• Expenditure on welfare benefits is likely to be lower as fewer claiming benefits.</li> <li>• Skills will not be lost due to workers not being economically inactive.</li> <li>• Social problems are likely to be lower as a result of people's average standard of living being higher in work.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p> |   |

**8**

**School days left  
before Trial Exams  
Start**

**52**

**School days left  
before Public Exams  
Start**

# Some final points from me

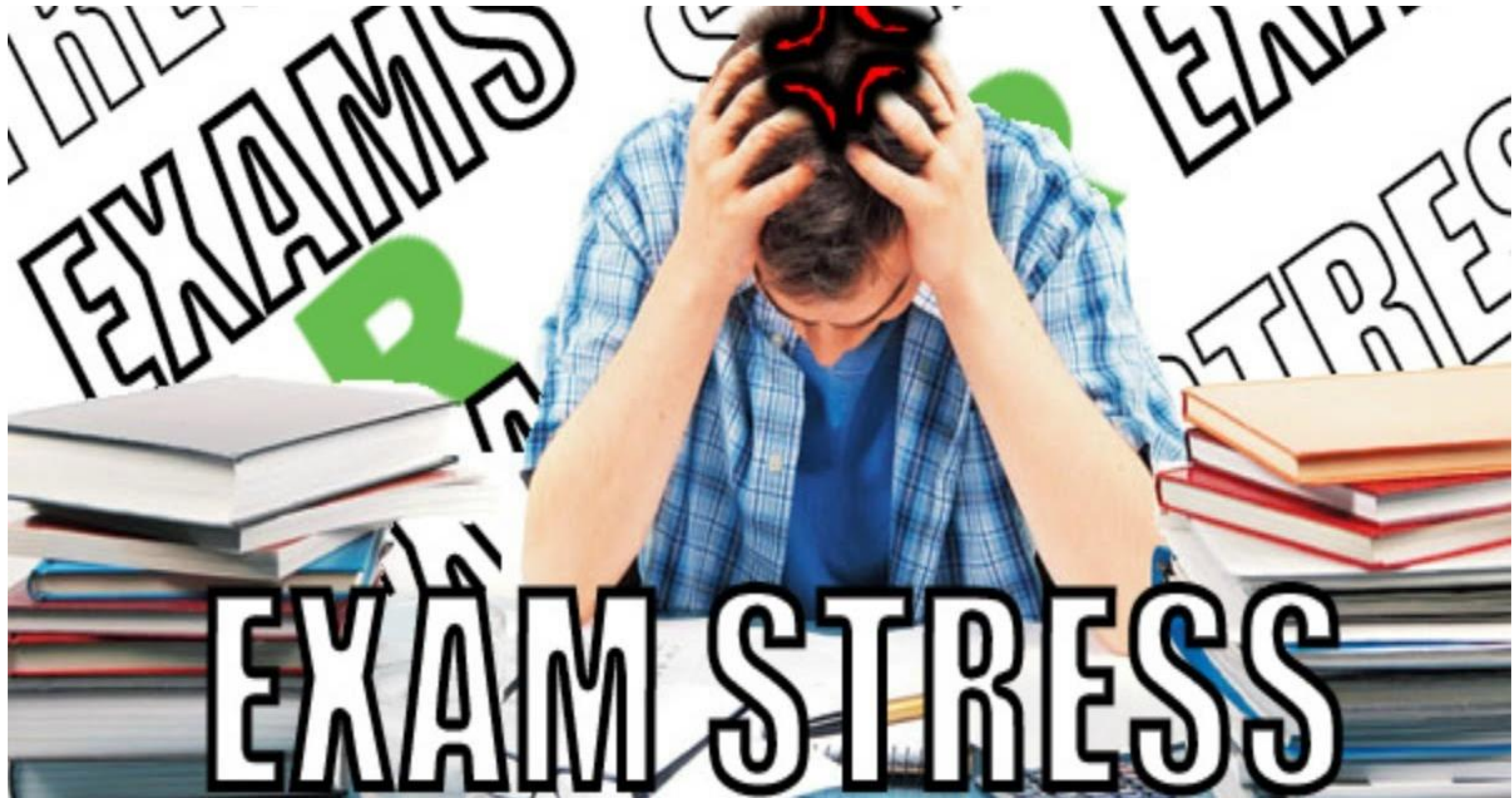
- Complete your revision timetable – be realistic – allow for rest and relaxation time.
- Stick at it – don't give up.
- Have somewhere quiet to work at home – free from distractions.
- Monitor and regulate the use of your phone. (maybe use a laptop if phone is distracting).



***"In a race the runners all compete, but only one receives the prize.***

***Run in such a way that you may win it".***



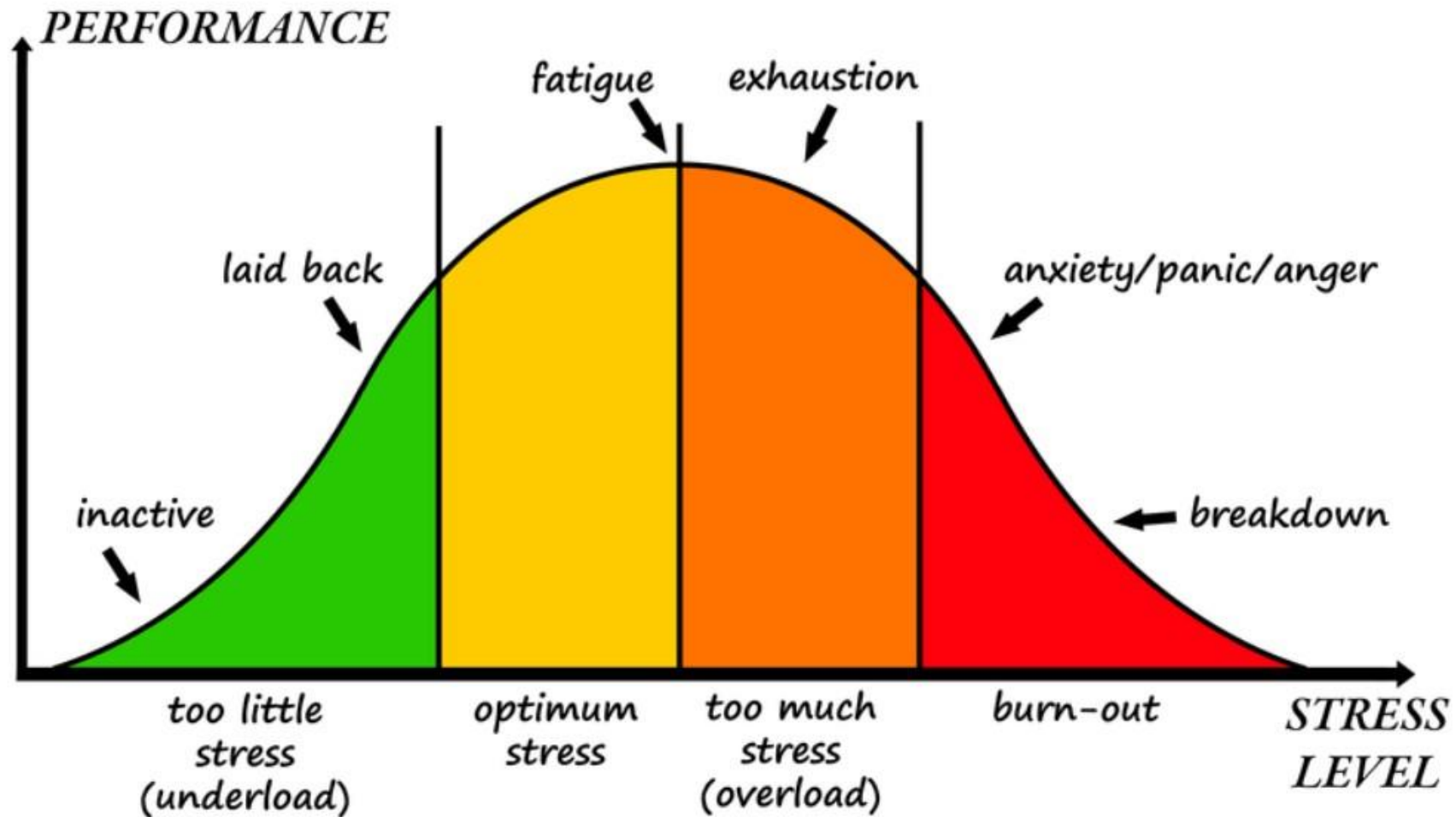


# What is stress and why do we get it?

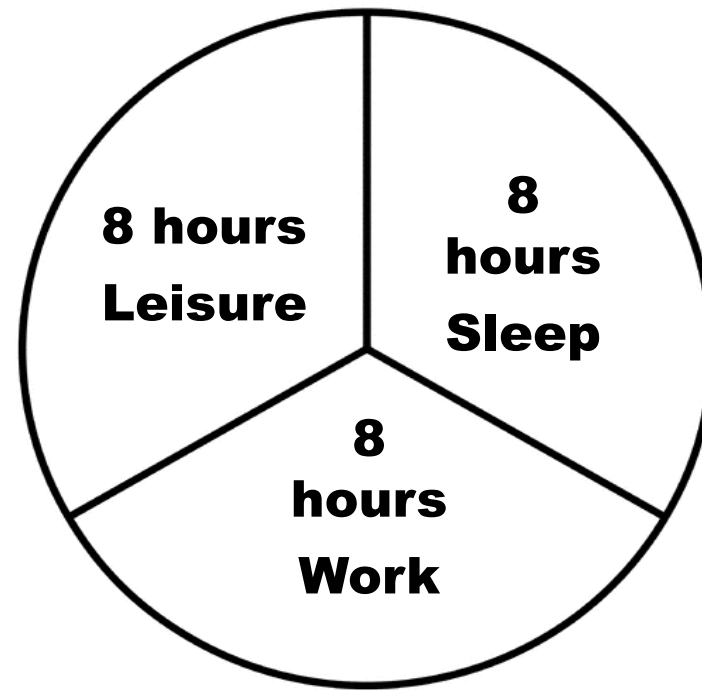
- Stress is your body's response to mental or emotional pressure
- Occurs when something is important to us and we want it to go well
- It can affect how you think, feel and behave as well as how your body works
- However, in the right quantity, stress motivates us and enhances performance



# STRESS CURVE







# Work

- When - are you an early bird or a night owl ?
- Where - school, home, library?
- How - what type of revision technique suits you and the subject, what type of learner are you?
- Revision timetable – plan and be specific

| After School | Monday                       | Tuesday                                    |
|--------------|------------------------------|--|
| 5pm to 6pm   | English Homework             | Memorise for Spanish                       |
| 6pm to 7pm   | Dinner and chores            | Dinner and chores                          |
| 7pm to 9pm   | Maths revision (Probability) | History revision (Weimar and Nazi Germany) |
| 9pm to 10pm  | Relax                        | Play computer games with friends           |

# What can we do to help ourselves?

## Sleep

Consolidates memory

Have a regular bedtime routine

Search sleep hygiene for more information

## Exercise & Relaxation

Reduces stress

Boosts energy and mood

## Food and Drink

Are you eating/drinking healthily? Three regular meals?

Drink plenty of water

Reduce your stress levels by eating more vegetables and fruit, such as **spinach, oranges, bananas, avocado, kale, and broccoli.**

Certain foods/drinks increase stress: fruit juice, fizzy or energy drinks, caffeine, alcohol

# What can parents do to help?

- Talk to your child about exam stress – where would they put themselves on the stress curve, what happens to them when they feel stressed and how can they relieve this? Try the stress bucket activity
- Help your child to keep a healthy perspective
- Let your child lead
- Encourage, praise and reward
- Offer to test their learning/knowledge
- Ensure eating/drinking and sleeping well
- Ensure regular breaks/exercise taken



Success is  
like an  
iceberg





# Take home message!

**To optimise your GCSE performance:**

**Work hard, play hard  
and sleep well - in  
equal measure!**



# Stress bucket

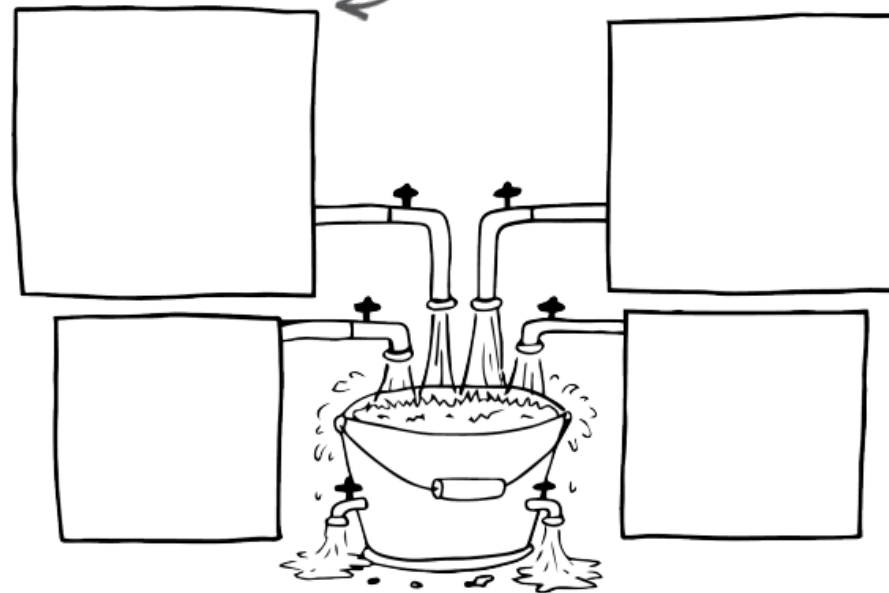
It is normal to feel stress at times. Some stress can be good, but too much can cause you to feel anxious or depressed, which might affect your sleeping, eating habits and general wellbeing.

When your pupils feel worried, the stress bucket is a visual way for them to communicate this, and this can help you develop strategies that best support the needs of each pupil in your class.

## Instructions:

1. Above the bucket are taps and the things that cause you stress. Using the boxes, draw or write the things that are making you worry. It might be too much homework, friendship issues, back-to-school anxiety.
2. The below taps are the things that help you release stress. Using these boxes, write or draw the things that help you manage this feeling. It could be talking to friends, exercise or spending time with pets.
3. If your pupils find it helpful to discuss their stress bucket, encourage them to form small groups to complete the activity together.

This is making me feel stressed...



But this is what helps me...



# Sources of further information/support

- School staff – Form tutors, subject teachers, Head of Year (Mr McBeth), Assistant Head of Year (Mr Timothy), IEN, School Counsellor (Denise)
- [Stress Bucket Activity | Mental Health Resources | YoungMinds](#)
- [www.themix.org.uk/work-and-study/study-and-exam-tips/exam-stress-1241.html](http://www.themix.org.uk/work-and-study/study-and-exam-tips/exam-stress-1241.html)
- [www.anxietyuk.org.uk/get-help/anxiety-information/young-people-and-anxiety/exam-stressanxiety/](http://www.anxietyuk.org.uk/get-help/anxiety-information/young-people-and-anxiety/exam-stressanxiety/)
- [www.stressbusting.co.uk/how-to-deal-with-exam-stress/](http://www.stressbusting.co.uk/how-to-deal-with-exam-stress/)
- [www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/](http://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/)