



Year 11 GCSE Support Evening

“Level up and ace your mocks!”

Wednesday 1st November 2023



Prayer

Lord, I know you are with me and love me.

Give me peace of mind as I prepare for this time of revision.

Help me to focus on my work, my books and notes, keep me from all distractions so that I will make the best use of the support around me and the time that is available to me.

We ask this in your name Lord,

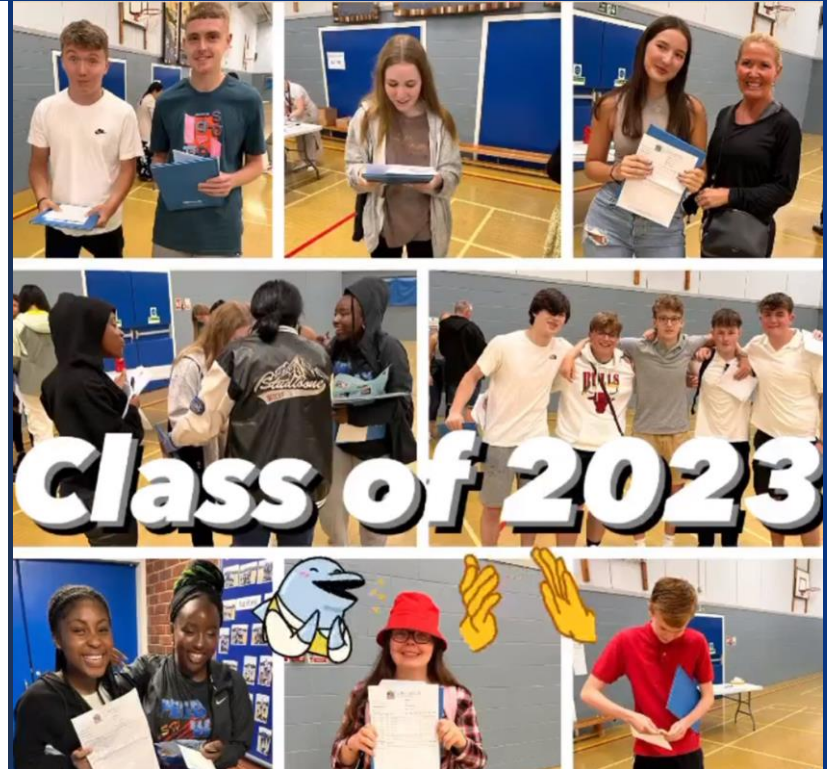
Amen



Results Day

Thursday 22nd August 2024

**BEGIN
WITH
THE END
IN MIND**



Countdown to your GCSE exams

November	21 days
December	14 days
January	20 days
February	12 days
March	20 days
April	12 days
May	5 days

Total

104 days

First EXAM

Thursday 9th May 2024



Mr Radley

Assistant Principal

Exams and Attendance





St Benedict's Catholic College
Summer GCSE Exam Timetable

658/SF	French Speaking Test Tier F
658/SH	French Speaking Test Tier H
0U80-1	RS Route B Comp 1 Found. Catholic
04	Drama: Drama: Prfrmnce & Rspns Wtn
1	Info Tech: Undrstndng Tool Tchngs Wtn
	Biology Paper 1 Tier H
	Combined Sci Trilogy Biology P1H
	Combined Sci Trilogy Biology P1F
	Media Studies COMP1 Exploring Media
	Shakesp. & Post 1914 Lit.
	PE: Physcl Fctr Affctng Perf Wtn
	Medicine in Britain
	Investigating Small Bus.
	Mathematics Paper 1 Tier F
	Mathematics Paper 1 Tier H
	Comp Sci: Computer Systems Wrtn
8462/1H	Chemistry Paper 1 Tier H



ST BENEDICT'S CATHOLIC COLLEGE
Examination Handbook
2023 – 2024



Hints, Tips,
Rules and Regulations



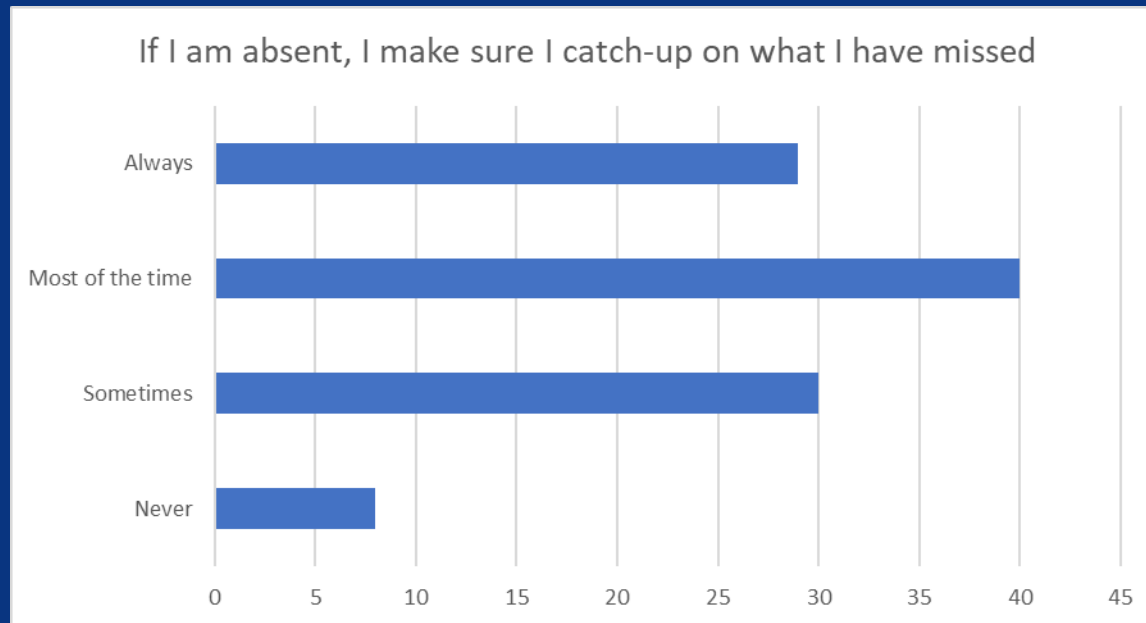
42 students currently below 90% attendance

	Above +95% Attendance	Below - 90% Attendance
9-4 En and Ma	92.1%	61.9%
9-5 En and Ma	63.2%	38.1%
9-7 En Ma	26.3%	2.4%
Progress 8	0.92	-0.37
Attainment 8	58.47	42.18
Ebacc entries	55.3%	35.7%
EBacc (standard)	42.1%	11.9%
EBacc (strong)	31.6%	7.1%
5 standard passes with E&M	86.8%	54.8%
5 strong passes with E&M	63.2%	31%

- 23.7% of year 11 students
- A day at home isn't a day off
- Use Classcharts / Microsoft Teams
- Email your teacher – find out what you missed and keep up with it.



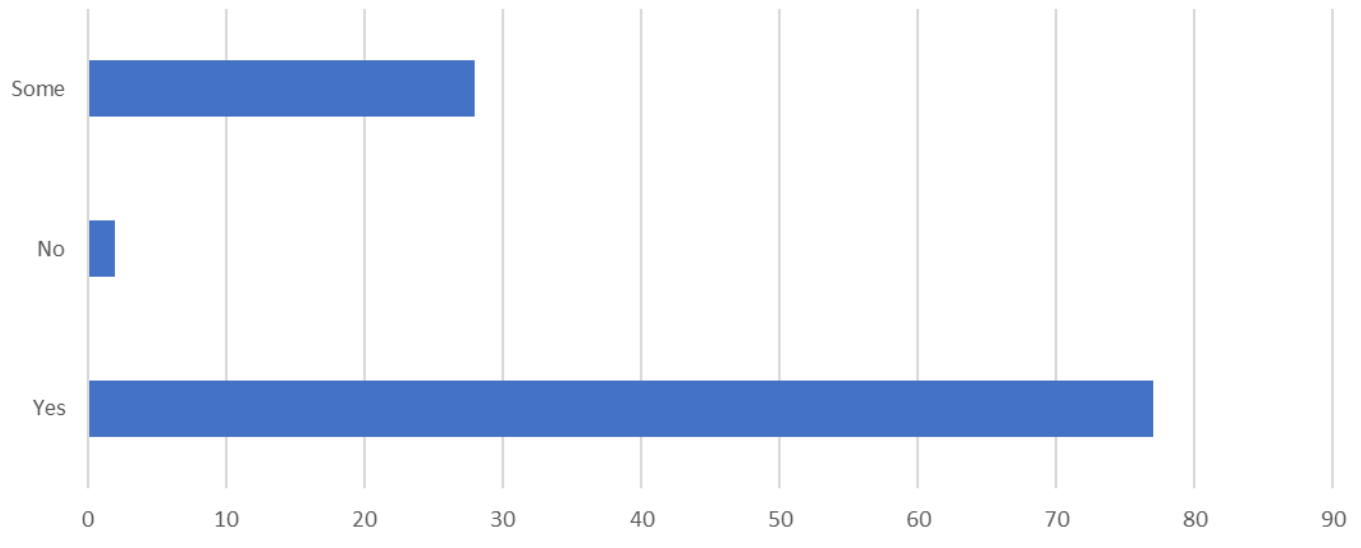
Year 11 Survey



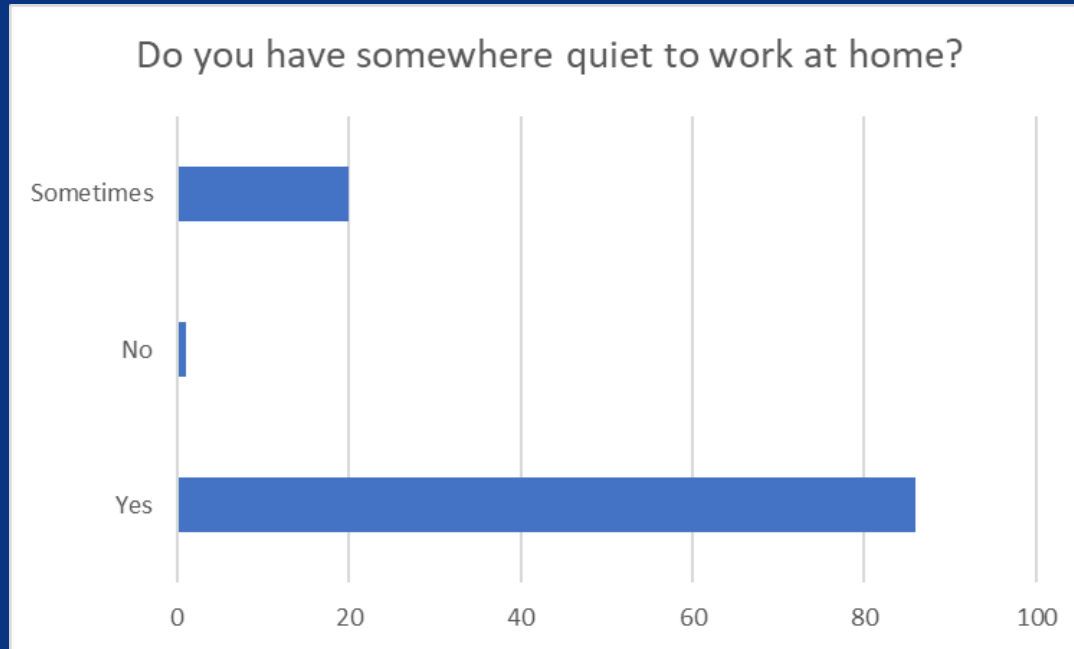
Year 11 Survey



Do your friends have a positive attitude towards doing well at college?



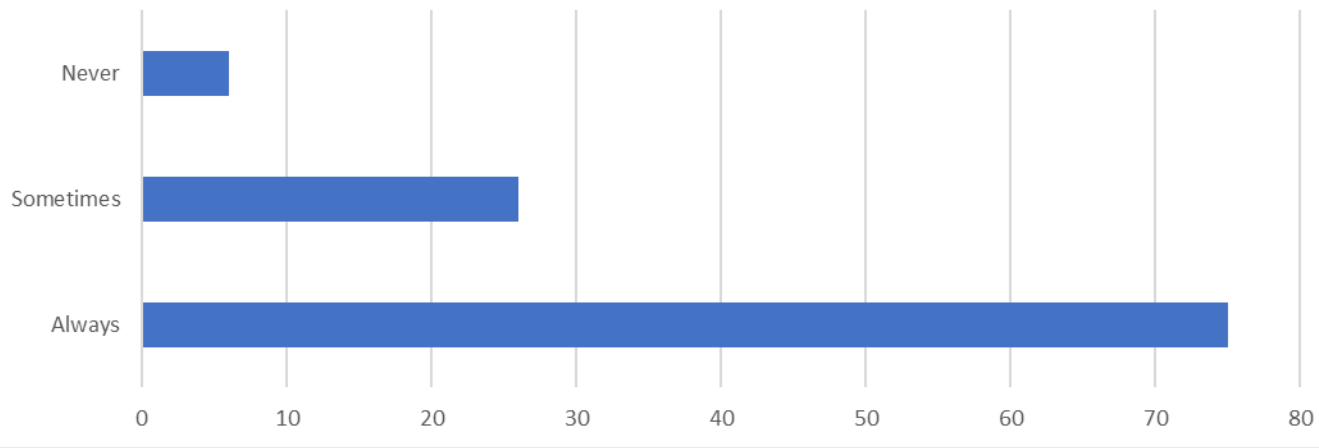
Year 11 Survey



Year 11 Survey



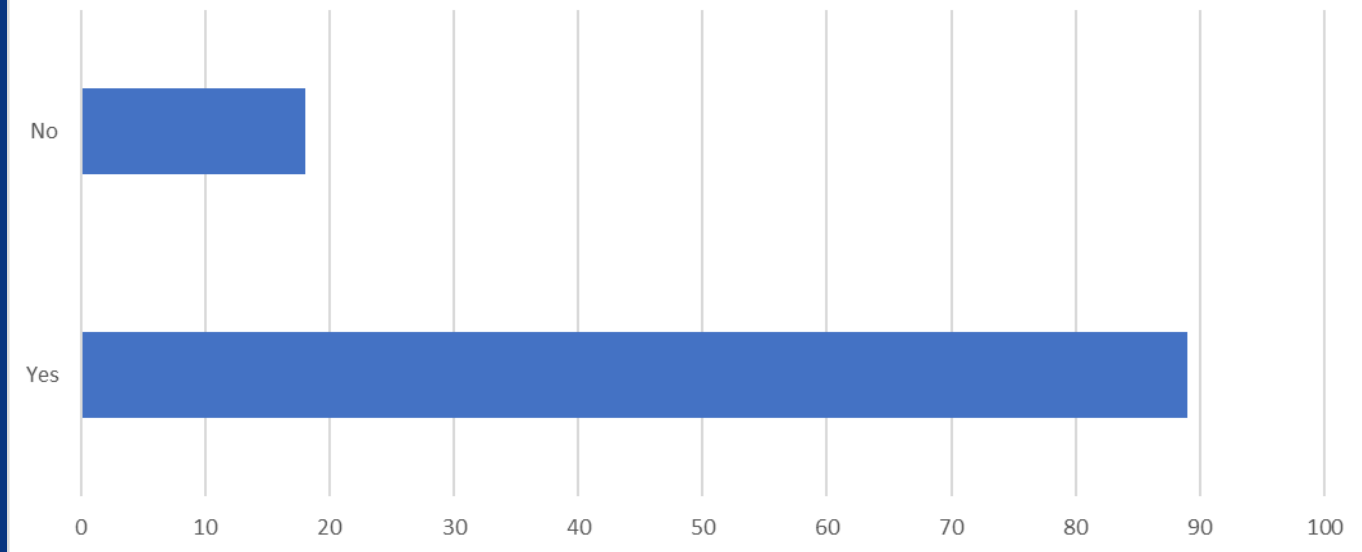
Do your parents/carers discuss your end of term reports with you when the college issues them?



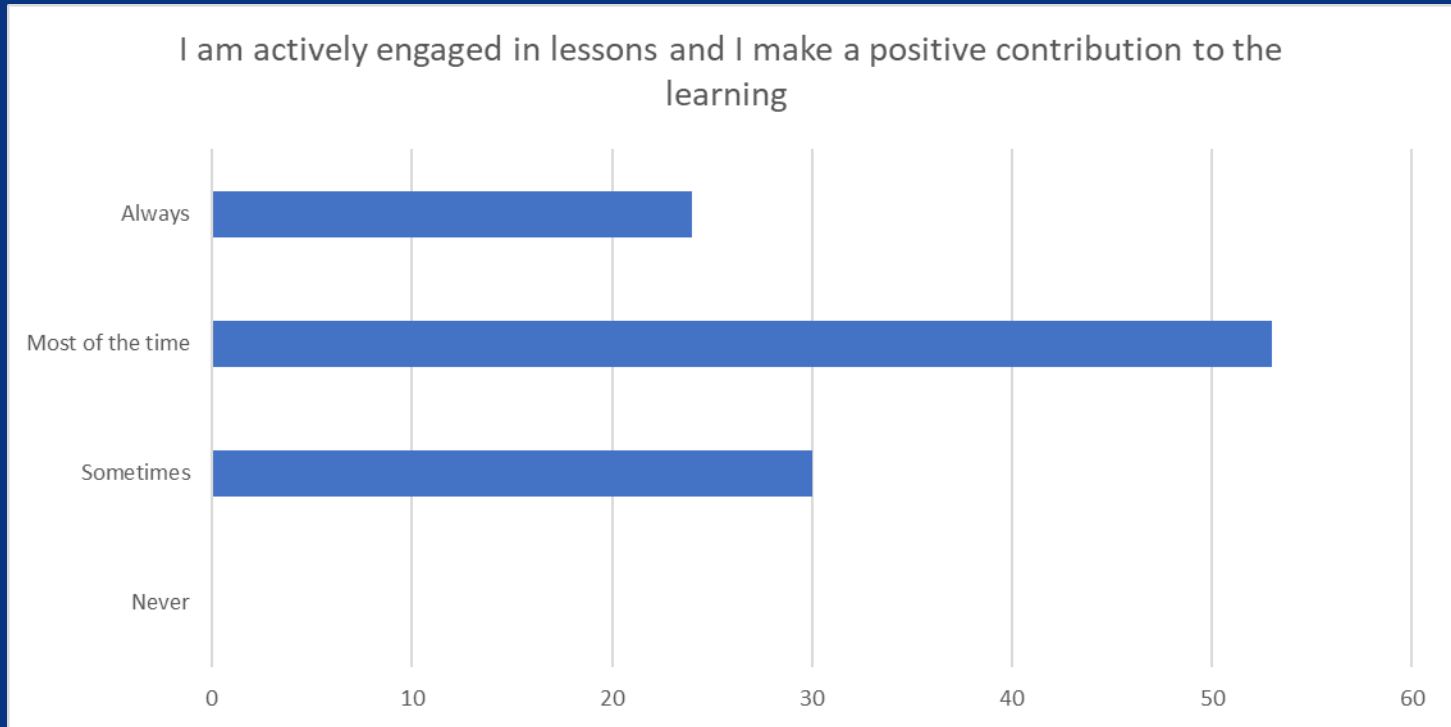
Year 11 Survey



Have you started any additional preparation for your examinations?



Year 11 Survey



Common student statements – True or False

'I have no work to do'

- False – There is plenty of revision to be getting on with on each subject's home revision programme.

'I need regular breaks'

- True – Revision is much more effective when done in intense bursts with short breaks in between. Stretch, get some fresh air, drink some water- then back to it!

'I need time away from studies to relax'

- True – Students need to stay relaxed in order to be receptive to revision. Some time spent doing sports and hobbies can be helpful.

'I can revise and watch TikTok videos/listen to music'

- False – Studies have shown that trying to revise while watching other forms of media is very unsuccessful. Quiet background music can be helpful, but loud music and screens make revision ineffective. Music=phone=distractions

'Revision is just reading over your notes'

- False – Just reading notes is an ineffective way to revise. To make the information stick, the mind needs to process the information and make links. Practice your papers!

'I have a private tutor so it's okay not to pay attention in class'

- False – Private tutoring should complement the learning at St Benedict's but it will never be enough to replace the experience and expertise of your teacher'

'I need to do the higher paper, it's easier to get a 4!'

- False – Although you have to gain fewer marks to get a good grade, you have to display a larger array of skills and knowledge and be very lucky – trust your teacher!



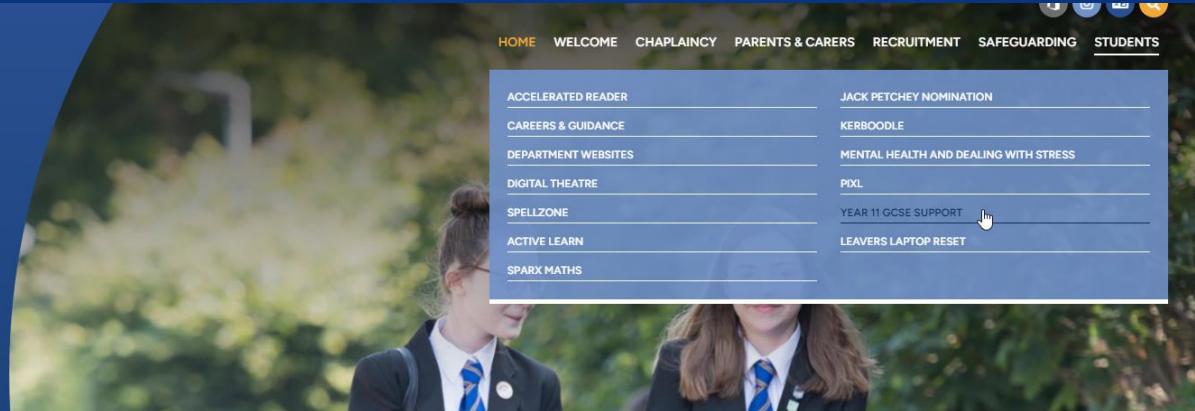
Revision zone



Benedict's College

Benedict's we...

ESP



St Benedict's Catholic College Revision Support Sessions November 2023

			Core	Pathways
Week A	Monday	Before school 8:00 - 8:20	French Rm L1	
		After school 3:30 - 4:30	Independent Revision - Staff Meetings	Independent Revision - Staff Meetings
	Tuesday	Lunch time		CS/IT Rm 33
		After school 3:30 - 4:30	Science - Physics Rm 24 French Rm L1	Art/ D&T /Engineering Rm 29 Textiles Rm 27
	Wednesday	Lunch time		CS/IT Rm 33
		After school 3:30 - 4:30	English, English Literature and Media Studies Guided revision. Rm 7	History Rm 14
	Thursday	After school 3:30 - 4:30	Maths Rm 8, 9,10,	Art/D&T/Engineering RM 29
Friday	After school 3:30 - 4:30	RE Rm 15	History Rm 18 Music Rm 3	
Week B	Monday	After school 3:30 - 4:30	Independent Revision - Staff Meetings	Independent Revision - Staff Meetings
	Tuesday	Lunch time		CS/IT Rm 33
		After school 3:30 - 4:30	Science - Biology Rm 36	Art/ D&T/ Engineering Rm 29 Textiles Rm 27
	Wednesday	Lunch time		CS/IT Rm 33
		After school 3:30 - 4:30	Science - Chemistry Rm 25	History Rm 14
	Thursday	Lunch time		Art/D&T/Engineering RM 29
		After school 3:30 - 4:30	Maths Rm 9,10,11	
Friday	After school 3:30 - 4:30	RE Rm 15	History Rm 18 Music Rm 3	



Mr Martin

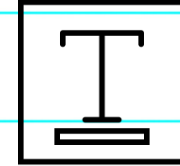
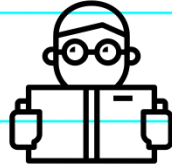
Raising Standards Leader





REVISION VS EFFECTIVE REVISION





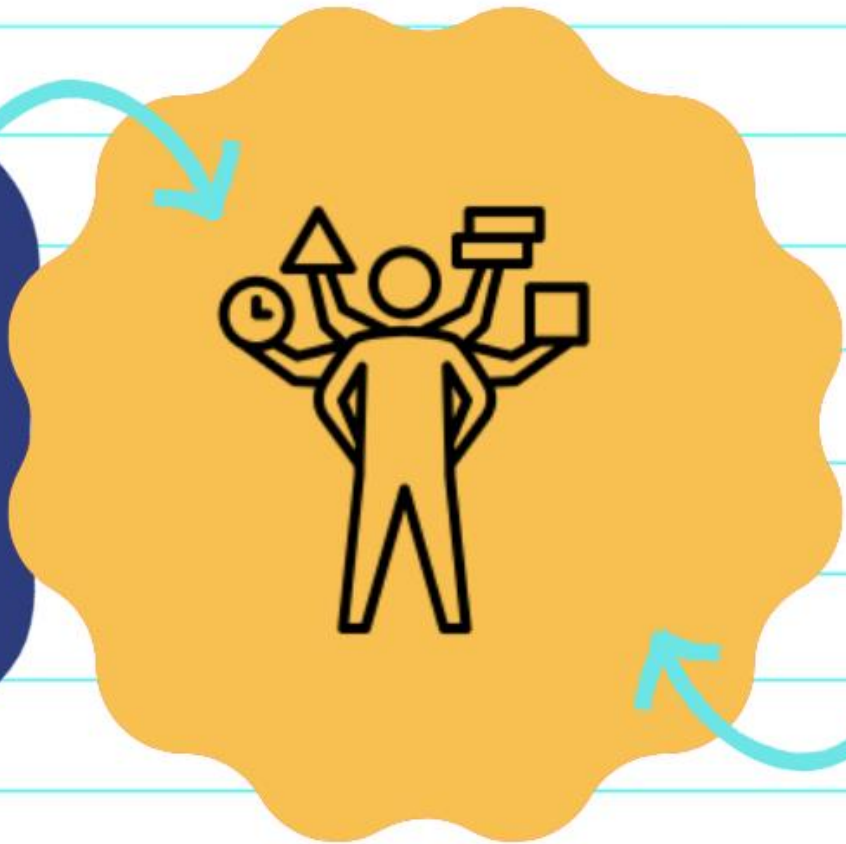
Highlighting/re-reading/underlining

- Better than nothing but not effective.
- Requires huge amounts of effort, energy and time when compared with more effective techniques.
- Easy and don't require mental effort. Makes you look productive. Tempting but should be a starting point only.





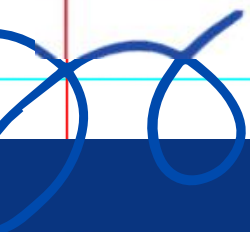
**MYTH
BUSTING**
Multitasking



Rapid task switching
leads to mistakes
lower cognitive
engagement with the
material that matters.

Driving trying to find the
right house you turn the
volume down.

Don't kid yourself remove
distractions.





EFFECTIVE REVISION

Retrieval practice

Retrieving information from your memory through self-testing and quizzing.

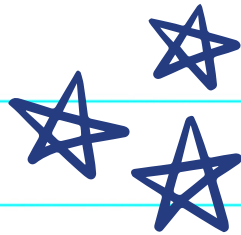
Spaced repetition

Revision spaced out over time to get ahead of the forgetting curve and preventing burn out from cramming.

These strategies can and should be combined.



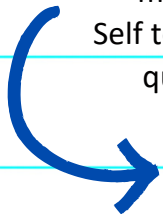
Retrieval Practice



What is it ?

The act of retrieving information from memory.

Self testing and quizzing



Multiple choice

Use multiple choice quizzes online or revision guides.

Verbal recall

Say out loud what you can remember from a topic.

This is a really effective tool as you not only recall but you also hear the content again.

Brain dump

Writing down a list of the main subtitles from a topic and then writing all you can remember for each section.

Flash cards

1 question per card

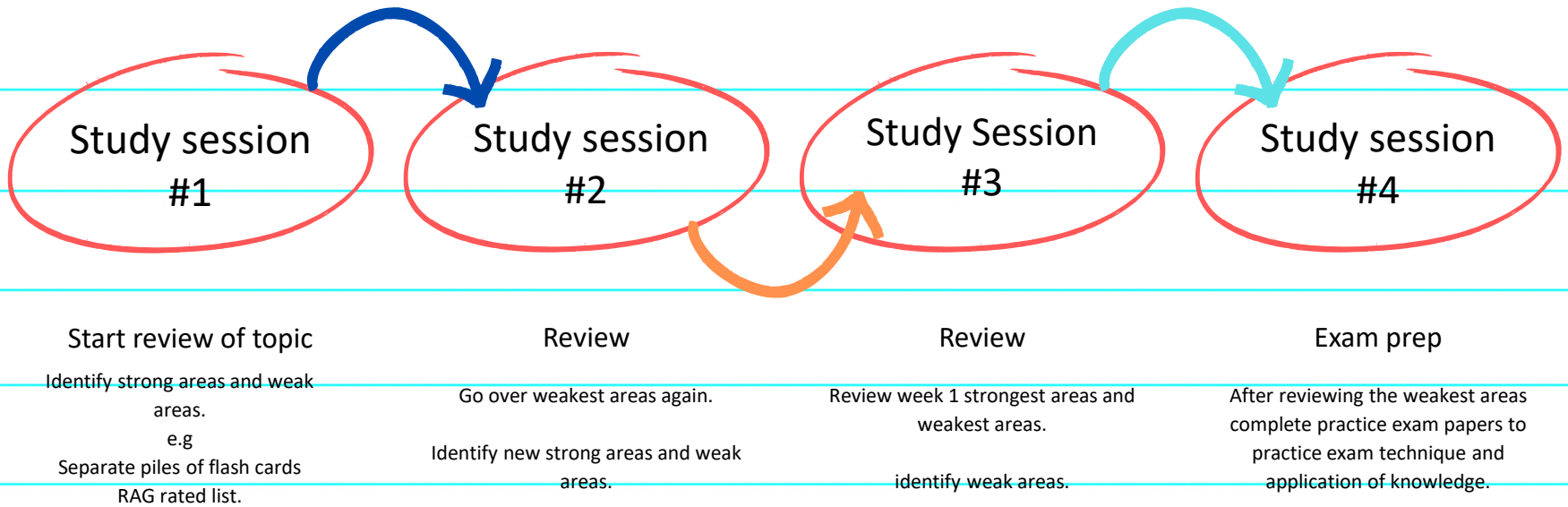
they don't need to be works of art.

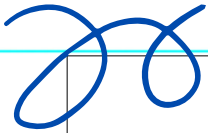
Make them online.



Spaced practice

The act of spreading revision out over time to aid retention and avoid burn out from cramming.
Spread out across the weeks. Little and often. Get organised.





	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-15:30	College	College	College	College	College
15:30-16:30	Afterschool revision	Afterschool revision	Afterschool revision	Afterschool revision	Afterschool revision
17:00-18:00	Music lesson	Science	Maths	Swimming	Gym
18:30-19:30	English Lang	English Lit	Tech	PE	French
20:00-21:00	Maths	PE	RE	English Lit	RE

Revision timetables

Help me help myself

You and your adults at home can agree when you should be working and when you are not.



Key dates						
MONTH						
YEAR						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Exam #1				
					Exam #2	
	Exam #3					
			Exam #4			

Get organised

Know when your exams fall so that you can know when to prioritise certain subjects in your weekly timetable.

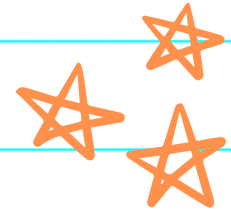
Make sure you have the correct equipment for the correct exam. Calculators protractors compasses etc.





Look after yourself!

Dont forget these three golden rules !



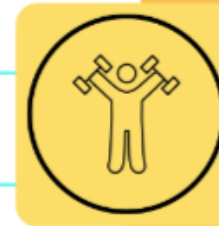
Sleep

8 hours will recharge your brains and help you have a clear head for the exam



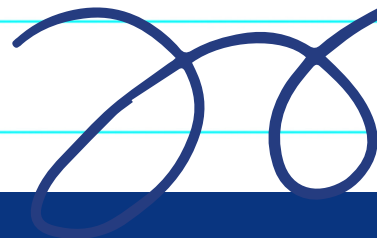
Be Healthy

A balanced diet will refuel your mind to be used effectively.



Exercise

Release stress.
Release positive hormones.
Reset your brain.



Keys to success

If you let one of these drop it can effect your overall outcome.

Positive mindset

The belief that you can actually be successful will help you align your behaviours with being successful



Effective revision

Retrieval practice and active strategies



Support

From parents, peers and teachers.



Spaced practice

Start early and spread your revision out over the coming weeks.



Attendance

Maintaining as good as possible attendance will ensure you get the most out of your teachers in preparation for your exams



Further Education September 2023

- **Deadline** for applications to Colchester 6th Form and Institute **Tuesday 31st January**
- **Colchester Royal Grammar School** deadline is 1st December
- Course information and Apprenticeships Information Evening **Thursday 25th January** at Colchester Institute – book tickets via their website
- Make sure your young person has a 'back up plan'- ideally applications should have been made to two FE establishments



The rest of the evening:



Short talks from
our core subject leaders

Strategies to support your child in dealing with
exam stress - Guest speaker: Catherine Munns
from Brentwood Catholic Children Society



R.E.



Core Information

Exam board: Eduqas, Route B

3 exams:

- Paper 1 – Thursday 9th May 2024 AM
- Paper 2 – Thursday 16th May 2024 PM
- Paper 3 – Friday 7th June 2024 AM



Level Up in RE

Revise the Specification – don't get caught out!

Use your revision guide, Teams and your teachers.

Practice exam questions including the timings.

Learn the definitions for a questions.

Watch the RE Information video.

GCSE

eduqas
Part of WJEC

GCSE RELIGIOUS STUDIES

Route B Component 2

Applied Catholic Theology

Revision Checklist

myrevision notes

WJEC EDUQAS GCSE

RELIGIOUS STUDIES
ROUTE B

For the
2016
Specifications



Andrew Barron

HODDER
EDUCATION
LEARN MORE

Surname
First name(s)

Centre
Number

Candidate
Number

WJEC
cboc

GCSE
C120U90-1



eduqas
Part of WJEC

THURSDAY, 26 MAY 2022 – AFTERNOON

RELIGIOUS STUDIES Route B – Component 2
Applied Catholic Theology

1 hour 30 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	45	
SPaG	6	
2.	45	
Total	96	

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid. Write your name, centre number and candidate number in the spaces at the top of this page. Answer all questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional papers at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question. Your ability to spell, punctuate and use accurate grammar is assessed in question 1(f). You are expected to use specialist terminology and refer to sources of wisdom and authority (including texts), where appropriate.

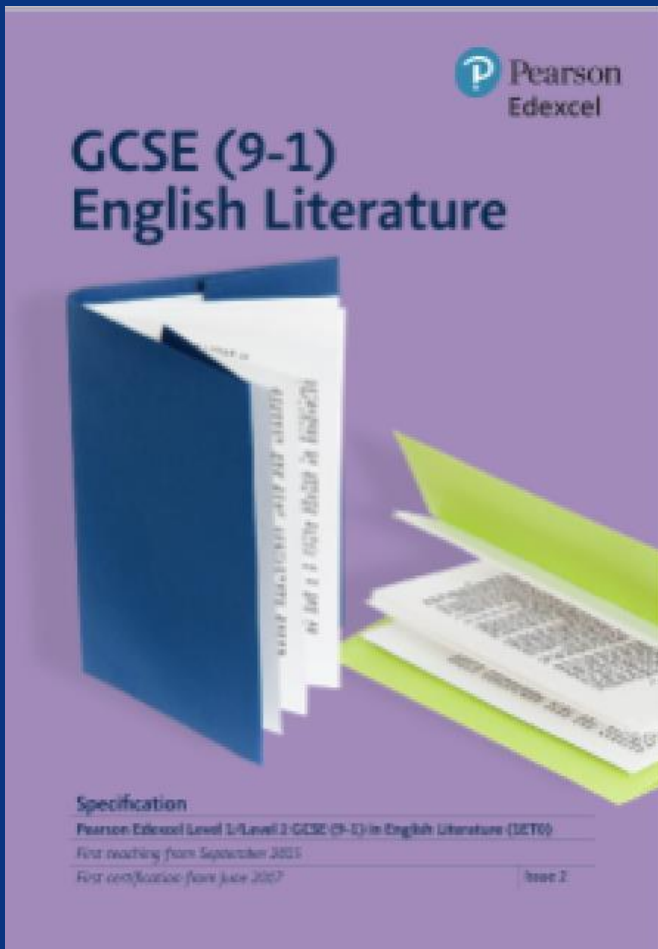
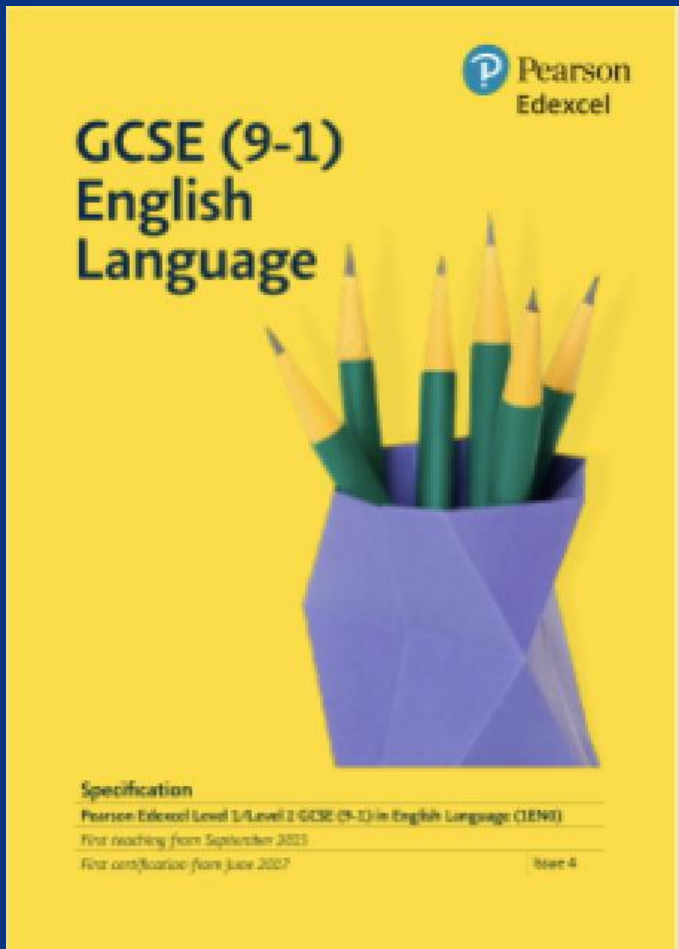


JUN22C120U90101

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English & English Literature





No foundation level – everyone sits the same paper

No controlled assessment. 2 examinations for each subject

Spoken Language Endorsement (SLE) already completed

No books in the exam!
Students must learn quotations off by heart

Your child is working towards TWO GCSEs in their English lessons. These are **English Language** and **English Literature**. We follow the Edexcel Pearson specifications for both subjects.



Make active use of revision resources



Make use of all the resources available!

Maths



Key Information about the papers



3 papers – 1 hour and 30 mins

Paper 1 – Non Calculator

Paper 2 – Calculator

Paper 3 – Calculator

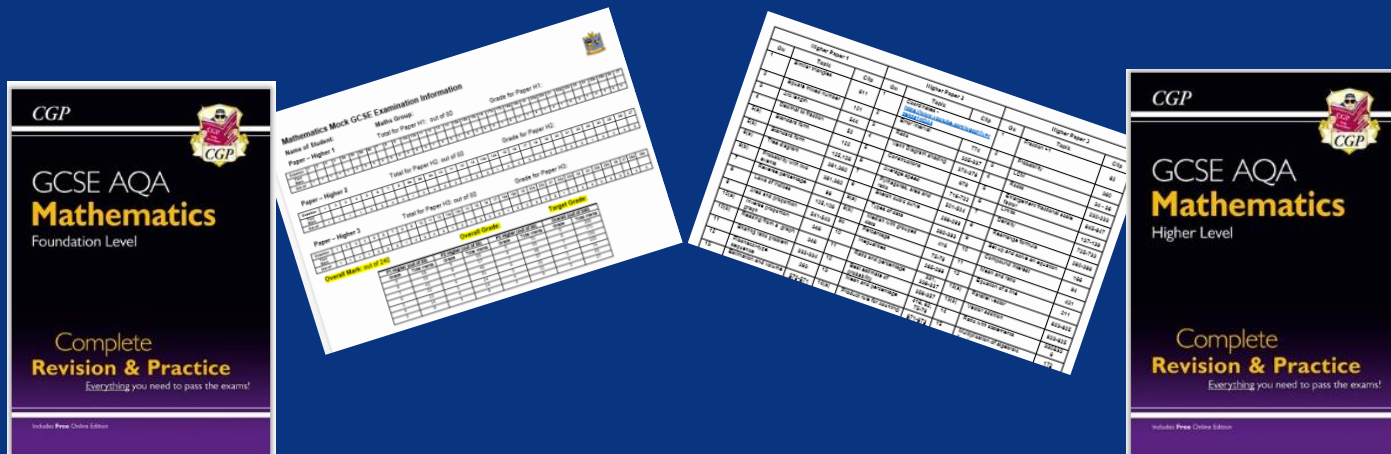




What can you now do!

All year 11 students received a personalised tracker based on a thorough analysis of their mock papers.

- Students must use independent learning in Sparx / corbettmaths clips for the topics where they did not score full marks however you will need a strategy...
- Attend afterschool revision Thursdays after school both week A and B.



MFL





MFL department..... Levelling up



Focus on the skills needed for each exam

Speaking - 25% of your total mark

One week after the Easter holidays


- Role play
- Photo card
- General Conversation **50%**



Listening, Reading, Writing – 25% each

May/June





confidence!
fluency!

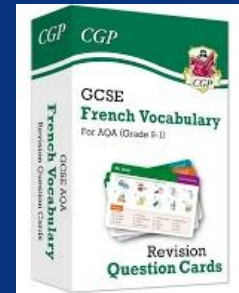
**Pronunciation is key for
your speaking exam!**



Your Mocks show you the path to success

Vocab, vocab, vocab!

- Use vocab lists for your tier of entry.
- Little and often is a good rule.
- Keep going back over topics.



Know your grammar

- **Aiming for a solid grade 4 or 5?**
 - You need to be able to use different tenses.
 - Give your opinion and justify it.
- **Higher tier students aiming for grade 6+**
 - You need to use as many complex sentences as possible, plus conditional tenses.



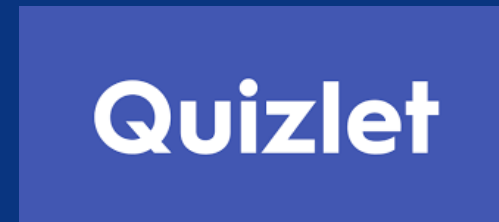
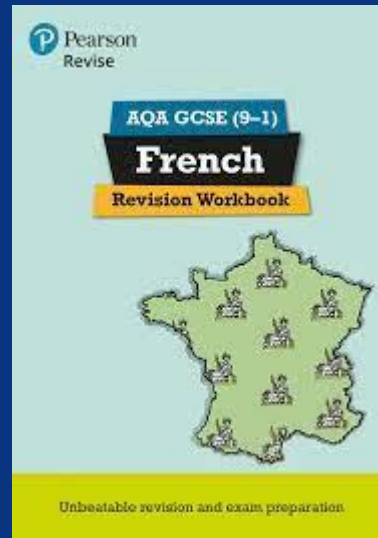
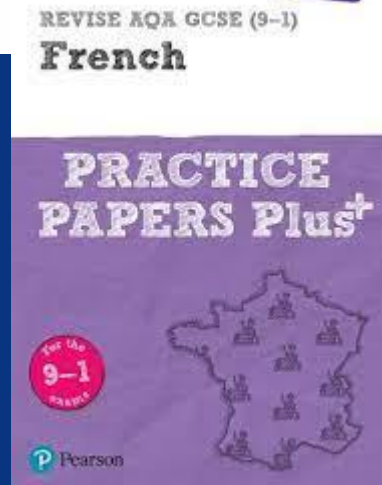
**Attend revision sessions –
practice makes perfect**





MFL department.....Levelling Up

Use your revision guides and online resources!



Science





Weighting of the examinations

15 % of marks assess practical skills

A minimum of 10% of marks will test mathematical skills in biology; 20% in chemistry; and 30% in physics.

Microscopy

Osmosis

Enzymes

Food tests

Photosynthesis

Reaction time

Field investigations

Making salts

Electrolysis

Temperature changes

Rates of reaction

Chromatography

Water purification

Making salts

Specific heat capacity

Resistance

I-V characteristics

Density

Force and extension

Acceleration

Waves

Radiation and absorption

No "Quality of Written Communication" marks

Must require a coherent and relevant sustained line of reasoning.

Typically have a command word such as: evaluate, explain, calculate and compare.



Some helpful hints

Some key areas that you need to remember:

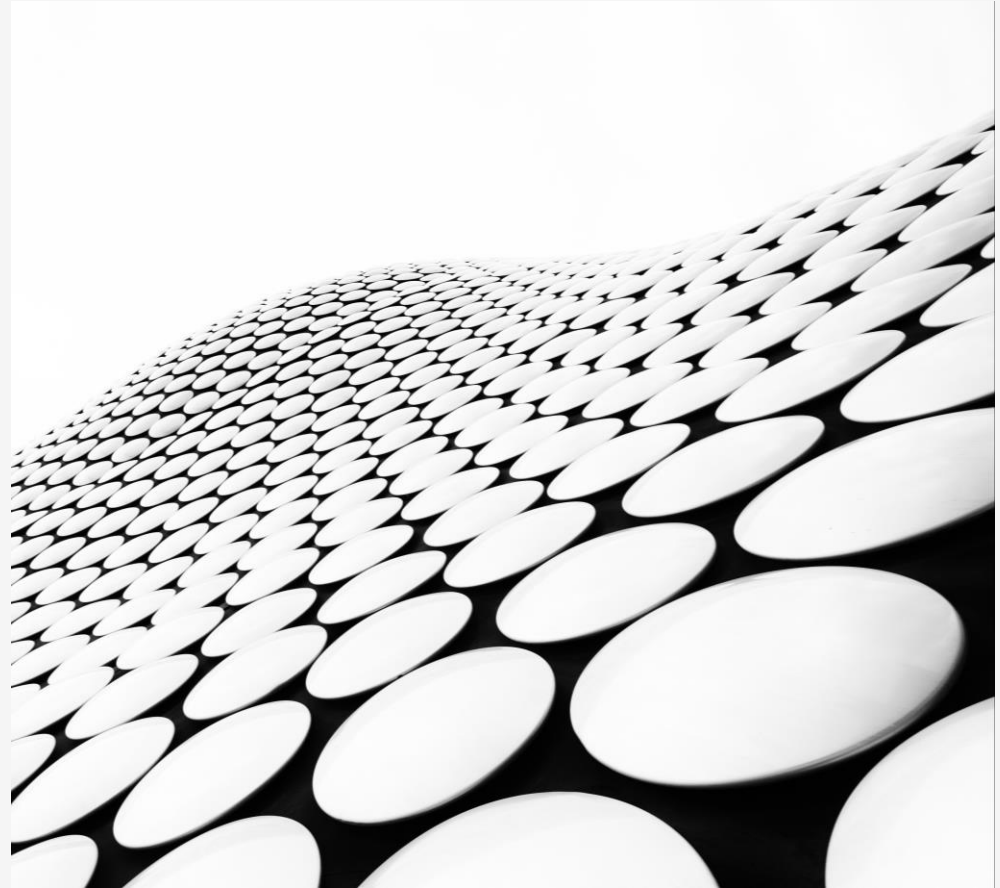
- Check command words
- Use key words.
- Check the units that the exam board is giving for questions and change them if necessary (mA should be changed to A, hours to seconds etc.)
- Before you rearrange an equation, Write down the equation you need to use and then substitute the data in, this will guarantee you some marks.

When revising use examination questions to help you practice! "Kerboodle", "Physics and Maths tutor" etc.

Understanding exam pressures

Catherine Munns, Clinical Lead

BCCS



The reality: stress

We all have an ingrained need to please. It is instinctive and is borne from the reality that we are born primed to survive

For children and young people, that means pleasing us, keeping us onboard, remaining connected and ensuring they remain in our thinking

The reality for children is that displeasing us, disappointing us, or not living up to our expectations is painful and scary for them

The related pressures that come with exams and results can, for some children, heighten these feelings

The ripple effect of anxiety:

Home

A young person's response to exam pressure will be informed by their experiences of pressure throughout their life to date

There are natural comparisons with siblings: parental and themselves

There is a clear desire to make proud / to please

Narrative around securing a good future

We all have an 'inner critic': our children do too



*The ripple
effect of
anxiety:*

School

Imagine the **pressures** teachers face about results

Onus on **achieving**

Being **judged** on the achievement of students

A **critique** of teaching style and standard and the impact this has on students' wellbeing and results

Peer pressures and comparisons for students themselves

Occasional **displacement** of anxiety



What do we hear?

Fear of failure

Comparison

General anxiety

Parental and school expectation: burden and overwhelming

Need to prove their abilities

Not living up to expectation

Too much to do in not enough time

Feeling blocked mentally by panic

Internalisation of worry

Fear of letting teachers down

Worry about not getting grades their sibling did

Disconnect between what it's like now compared to what it was like for us (parental)

*A colleague
travelled to
India to work
with this
organisation
to support
teenagers ...*




*Having
expectations
is
important...*

It is so important that our children know we expect things of them

An explicit expectation informs the narrative that surrounds our children: I believe you are capable/able/committed etc.

But we must be conscious that our expectations are communicated healthily, and free from our own worries or concerns. And, that our children feel empowered, not burdened



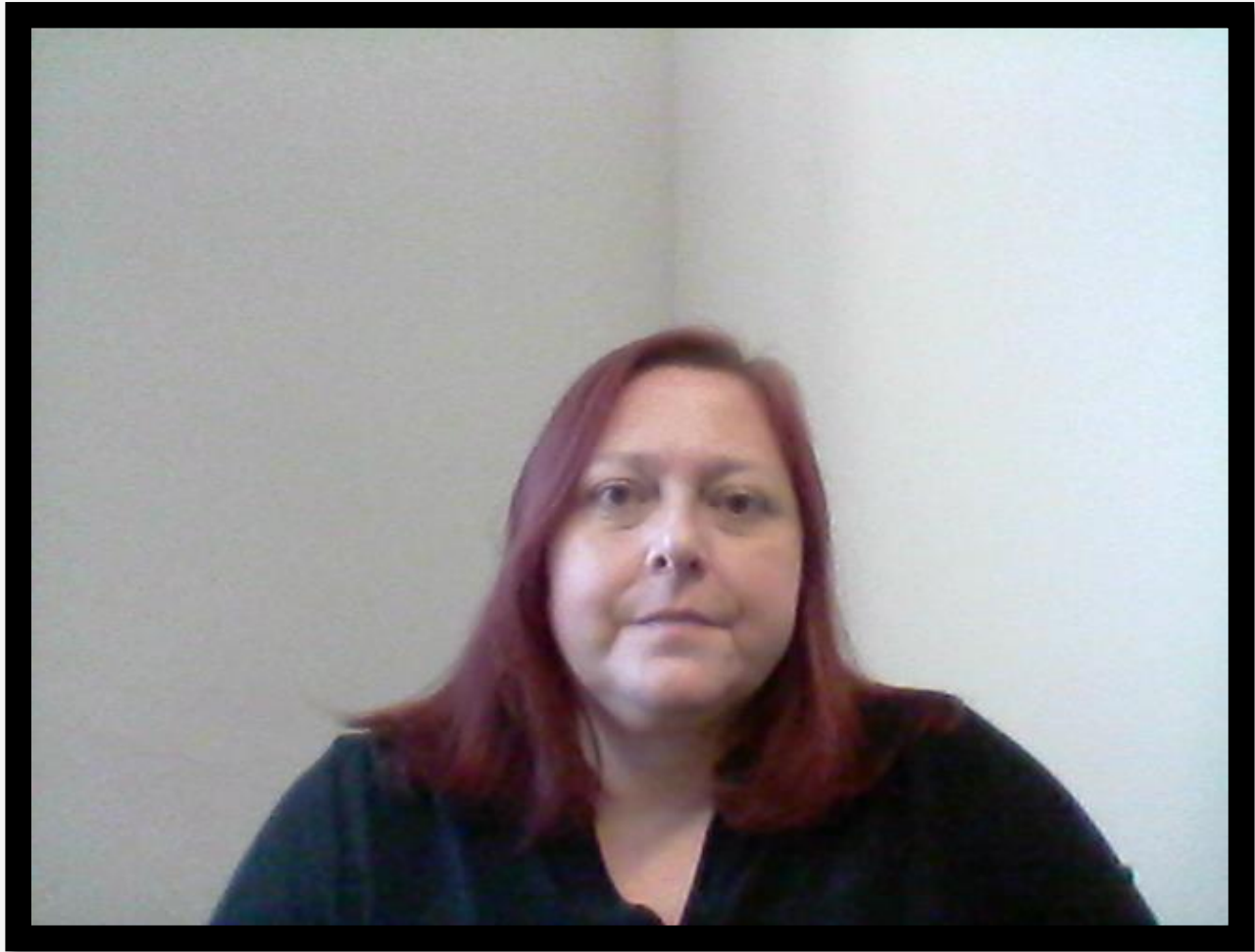
Our feelings

It is important to recognise your feelings about the pressures of exams:

We are worried for our children : we want them to achieve, to be their best, to do well, to feel proud

But for our children, our fears can feel like their burden

It is helpful to take ourselves out of the equation, and to listen






Defence mechanisms

- To avoid
 - Shut down
 - To control
 - Displacement
 - Denial
 - Repression (to internalise)
 - To be overly submissive
 - To assert oneself
-

Our protective brain

- Kick-started in times of worry and stress
 - The amygdala: our “smoke detector”
 - Our primitive response to threat: fight, flight or freeze
 - Our thinking and talking brain can go “offline”
 - Can be seen in our child’s anger, distraction or “numbness”
- 

Keeping lines of communication open

We make time to listen

We free space in our minds

We offer the space and bear the rejection if we aren't
wanted

We make sure we are hearing them - and we convey this

We ensure we don't try to 'fix' – instead, we try to
understand from their perspective ... this is when we're at
our most powerful



Containment

Make things
explicit

“I can see you’re
feeling”

“I notice that”
(around patterns
of behaviour)



Don't try to
minimise

Stay focussed on
the here and now

Validate

Reassure but don't
seek to fix: you
can't

Back to basics: deal
with the facts

Ask what your
child needs of you
– don't offer or
assume



*It is so
important
to just be
curious*

If you don't ask your child what it feels like to be them, without assumption, they won't feel able to tell you their worries and stresses.

Comparison with siblings and peers can feel discouraging: recognise them for the individual they are

Different responses work with different children: learn what works

Ask what they need of you to support their revision: practical support



Trust that your child knows how to solve things themselves: treat them as the adolescent they are

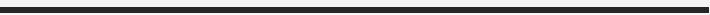
Accept your child's academic abilities and recognise that these do not define them as a whole

Consider the language you use around your child

Remember that anxiety is normal and that it is ok to name this and to discuss



Thank you



*A colleague
travelled to
India to
work with
teenagers ...*

- <https://youtu.be/z7NikXEoT8M>



Year 11 GCSE Support Evening

Level Up!

Closing Remarks
Mr J Callaghan
Vice Principal

