



Year 11 2023- 2024

Supporting Students for Exams



Week Beginning	Event
18 th March	
25 th March	Reports issued
1 st April	Easter Break
8 th April	Easter Break
15 th April	
22 nd April	Graphics and Art Portfolio sheets in (22 nd). Graphics and Art 10 hours exam 24 th / 25 th
29 th April	Y11 Photo 30 th April GCSE PE Moderation 1 st May
6 th May	GCSE exams start (9 th May Religious Studies)
13 th May	
20 th May	
27 th May	Half Term Break
3 rd June	
10 th June	
17 th June	Final exam week (19 th June Food and Nutrition)
24 th June	Exam Contingency Day 26 th June

Prom! 11th July
Hardwick Hall



Final grades depend upon your child's ranking

This mock paper scored 48 out of 100.

If all other students in the country get 47 or less this is a level 9.

Pearson Edexcel
Level 1/Level 2 GCSE (9-1)

Business
Paper 2: Building a business

Extra Assessment Material Set 1 for first teaching
September 2017
Time: 1 hour 30 minutes

Paper Reference
1BS0/02

You do not need any other materials.

Total Marks
48

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- Calculators may be used.
- You are advised to **show all your working out** with your answer clearly **identified at the end of your solution.**

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

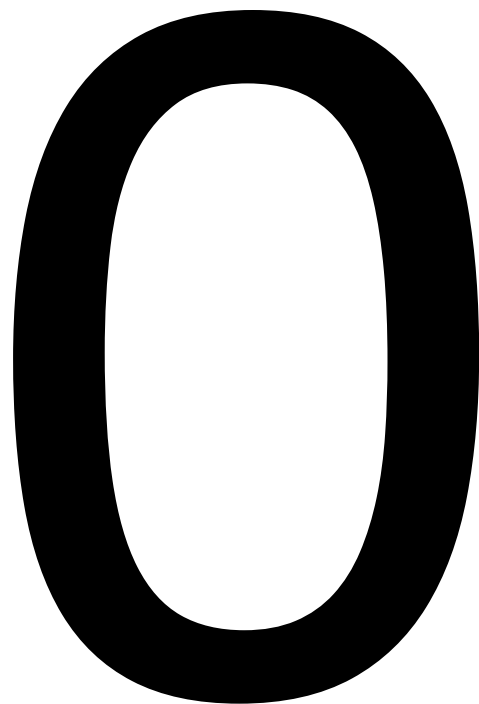
Advice

Read each question carefully before you start to answer it.

If all other students in the country get 49 or above this is a U grade

Treat target / current grades with caution

Subject	Year 7 Baseline	Target Grade	Aspirational...	Current Grade	Mark sheet summary
<div> <div></div> <div>Computing Science</div> <div>Mrs A Thompson</div> </div>	-	5	6	2-	<div> <div>Programming - Autumn 1</div> <div>Seneca 3 - Data Representation</div> <div>Seneca 4.2 - Boolean Logic</div> <div>November Assessment</div> <div>Year 10 Mock Exam (Mar/Apr)</div> <div>Programming Project</div> <div>Nov 22 - Paper 1 Mock Algorithms and Programming</div> <div>Jan 23 - Paper 2 Mock</div> </div> <div> <div>6</div> <div>-</div> <div>100%</div> <div>-</div> <div>3</div> <div>5</div> <div>1-</div> <div>3</div> </div>
<div> <div></div> <div>Creative Media</div> <div>Mr C Thompson, Mrs G Carman</div> </div>	-	Level 2 Merit	Level 2 Merit	Level 2 Merit	<div> <div>Component 1</div> <div>Component 1 Overall Grade</div> <div>Component 2</div> <div>Component 2 Overall Grade</div> <div>Jan grade</div> </div> <div> <div>L2</div> <div>L2M</div> <div>L2M</div> <div>L2M</div> <div>L2M</div> </div>
<div> <div></div> <div>English Language</div> <div>Miss K Garside</div> </div>	108	5	5	5	<div> <div>Y11 English Language Mock 1</div> <div>Y11 English Language Mock 2</div> </div> <div> <div>5</div> <div>6</div> </div>
<div> <div></div> <div>English Literature</div> <div>Miss K Garside</div> </div>	108	5	5	5	<div> <div>Y11 English Literature Mock 1</div> <div>Y11 English Literature Mock 2</div> <div>A Christmas Carol</div> </div> <div> <div>6</div> <div>5</div> <div>5</div> </div>
<div> <div></div> <div>History</div> <div>Mr J Crowe</div> </div>	-	5	6	5+	<div> <div>Elizabeth Section 1 KA</div> <div>Elizabeth Assessment #1 SL</div> <div>Elizabeth KA2 24 marks</div> <div>Historic Environment Practice Question</div> <div>Elizabeth Mock March 2022</div> <div>USA 1920s Key Assessment</div> <div>USA Post War Assessment</div> <div>P+P Questions</div> <div>Mock Exam - Nov 2022</div> <div>Mock Exam - Feb 2023</div> <div>16 mark p and p</div> <div>P and P July 2021</div> </div> <div> <div>-</div> <div>6</div> <div>7</div> <div>4</div> <div>4-</div> <div>5+</div> <div>4+</div> <div>-</div> <div>7</div> <div>5</div> <div>-</div> <div>-</div> </div>
<div> <div></div> <div>KS4 Progress Lead</div> <div>Comment*</div> <div>Mrs V Latimer-Mills</div> </div>	-	-	-	-	
<div> <div></div> <div>Maths (Ma)</div> <div>Miss K Lambert</div> </div>	109	6	6	6	<div> <div>Assessment 1 (DC1, DC2)</div> <div>Assessment 2 (DC2,DC3)</div> <div>Assessment 3 (DC3,DC4)</div> <div>Assessment 4 (DC4)</div> <div>Assessment 5</div> <div>Year 8 Assessment 1</div> <div>Year 8 Assessment 2</div> <div>Year 8 Assessment 3</div> <div>Year 9 Baseline</div> <div>Year 9 Assessment 2</div> <div>Year 9 Assessment 3</div> <div>Y9 Mock</div> <div>October 2021 Assessment</div> <div>December Assessment</div> <div>March Mock</div> <div>March Mock total marks</div> </div> <div> <div>3-</div> <div>3-</div> <div>1+</div> <div>2</div> <div>3</div> <div>3-</div> <div>3-</div> <div>4-</div> <div>4-</div> <div>3</div> <div>3</div> <div>4-</div> <div>4+</div> <div>4+</div> <div>5</div> <div>5</div> </div>



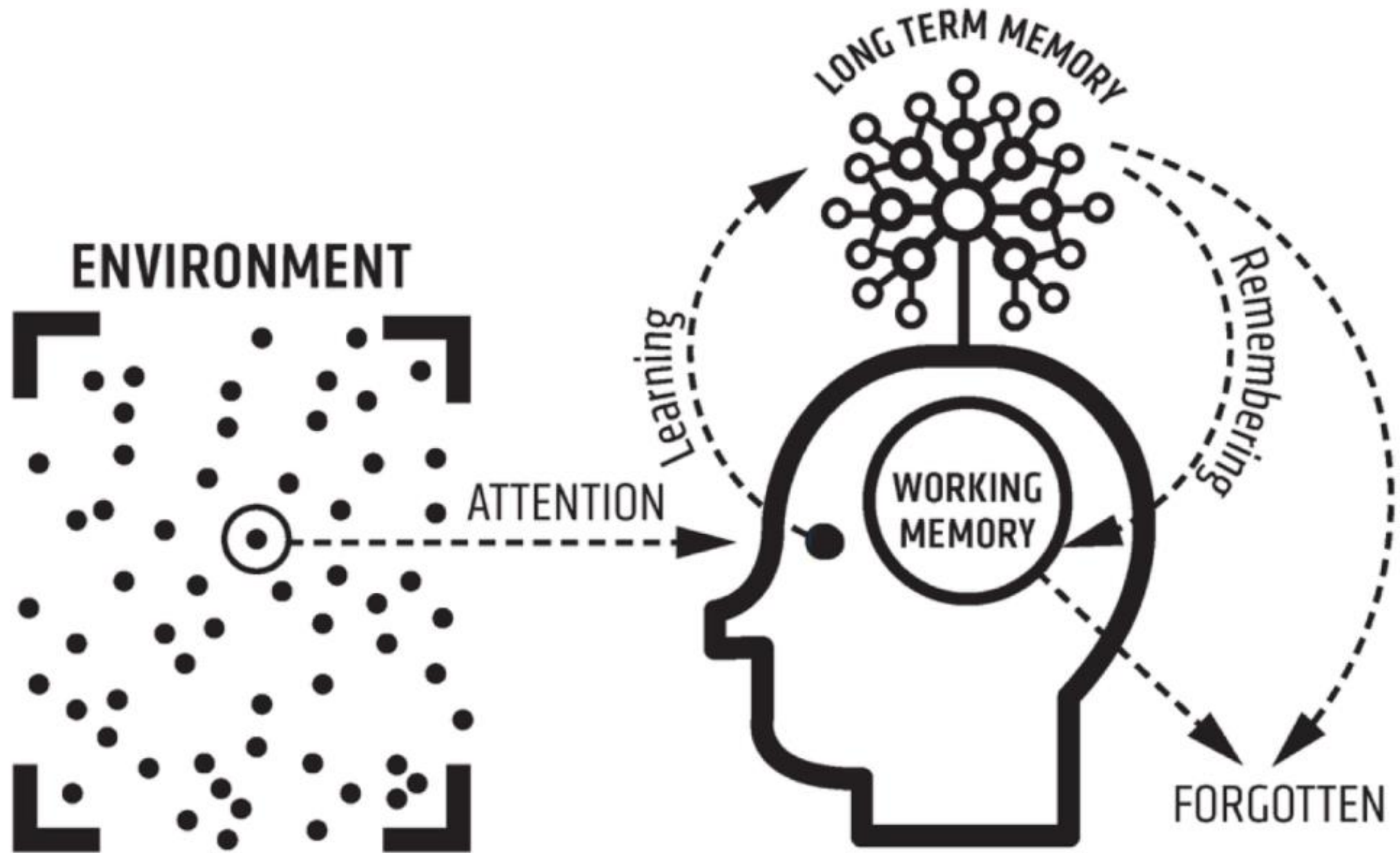
Study!



How you can support your child's study

The purpose of **study** is to **embed in students' long term memory** the **knowledge and techniques / skills** that they will need to reproduce in their exams.

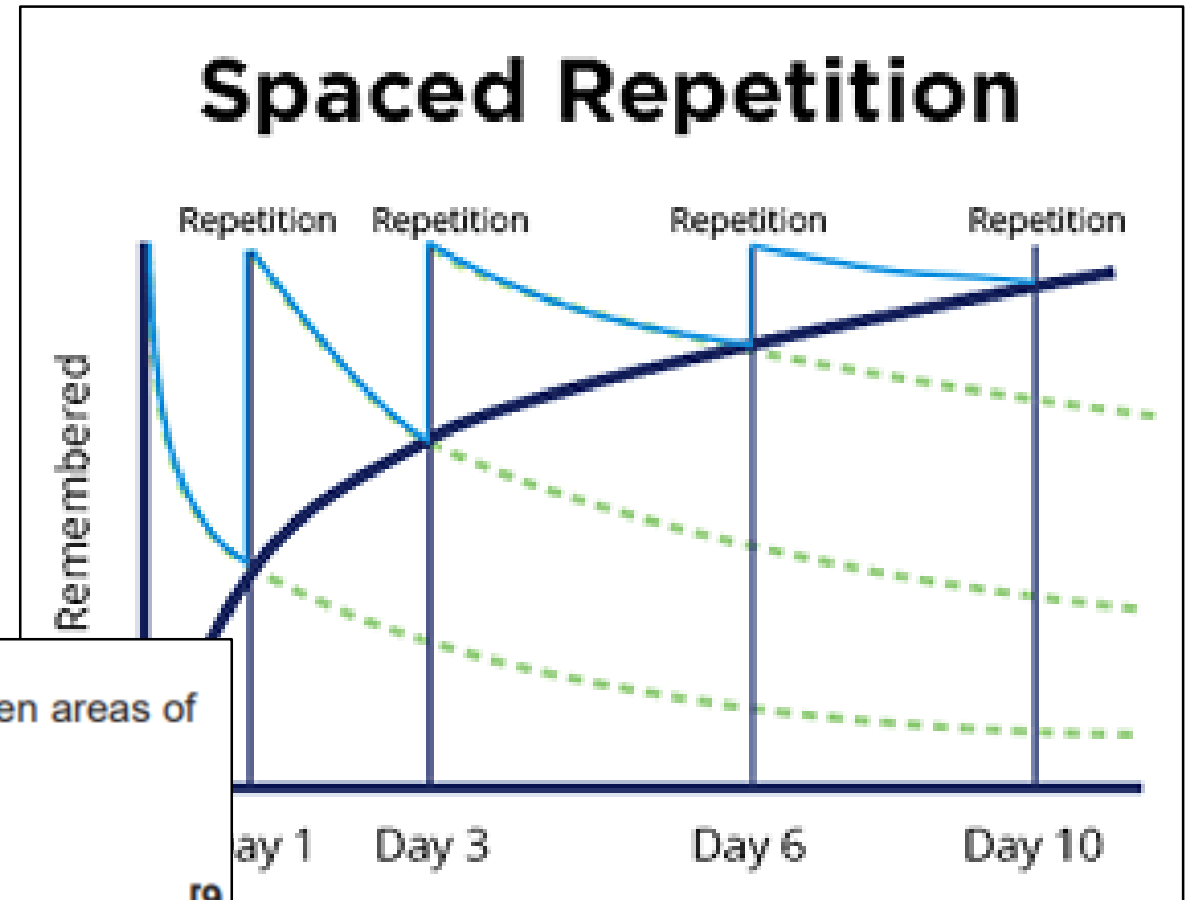
This can only be done through ***repeated, purposeful practise***





Most effective study – Overcome forgetting with spaced repetition

Knowledge is the
Mother of Skill



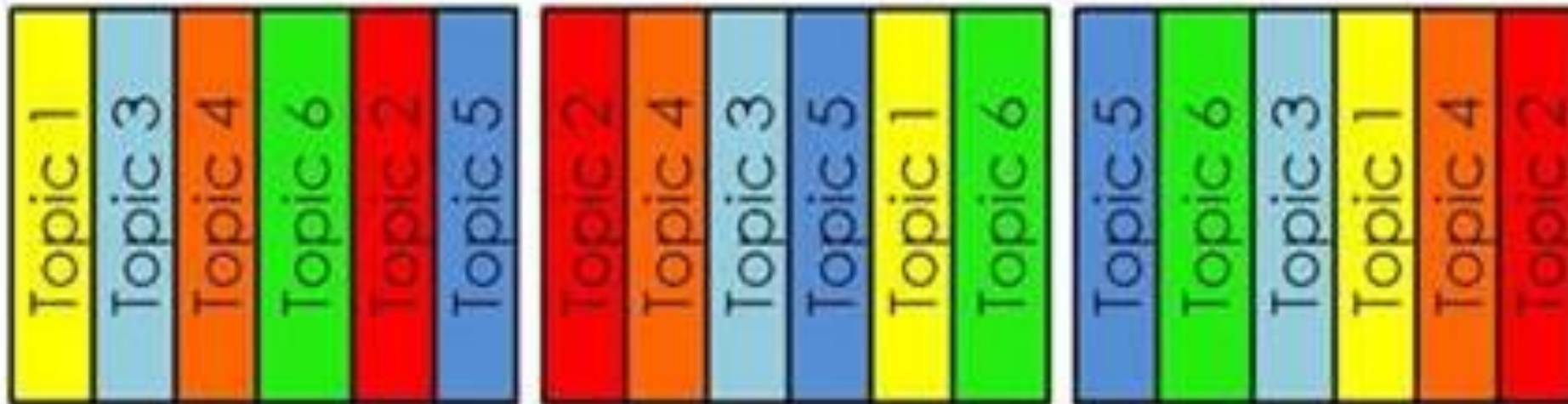
1 0

To what extent do the effects of a tectonic hazard vary between areas of contrasting wealth?

Use one or more named examples in your answer.

[9
[+ 3 SPaG

Most Effective Study - interleaving





Get them
started!



Keep them
going!

Procrastination is the
enemy of progress





Day / Time	Study Support 3.20 – 4pm	4-5	5-6	6-7	7-8	8-9
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
		9-12	12-3	3-6	6-9	
Saturday						
Sunday						

GCSE Study Planner Name:

Successful GCSE Students Study in short bursts of 25 minutes followed by a 5 minute break. At least 1 hour per day building to 3 hours over the year. Block out the times you know you WON'T be Studying first (eating tea, going to the gym, meeting friends etc). Then put in the subjects you will be studying. Use the following techniques to study:

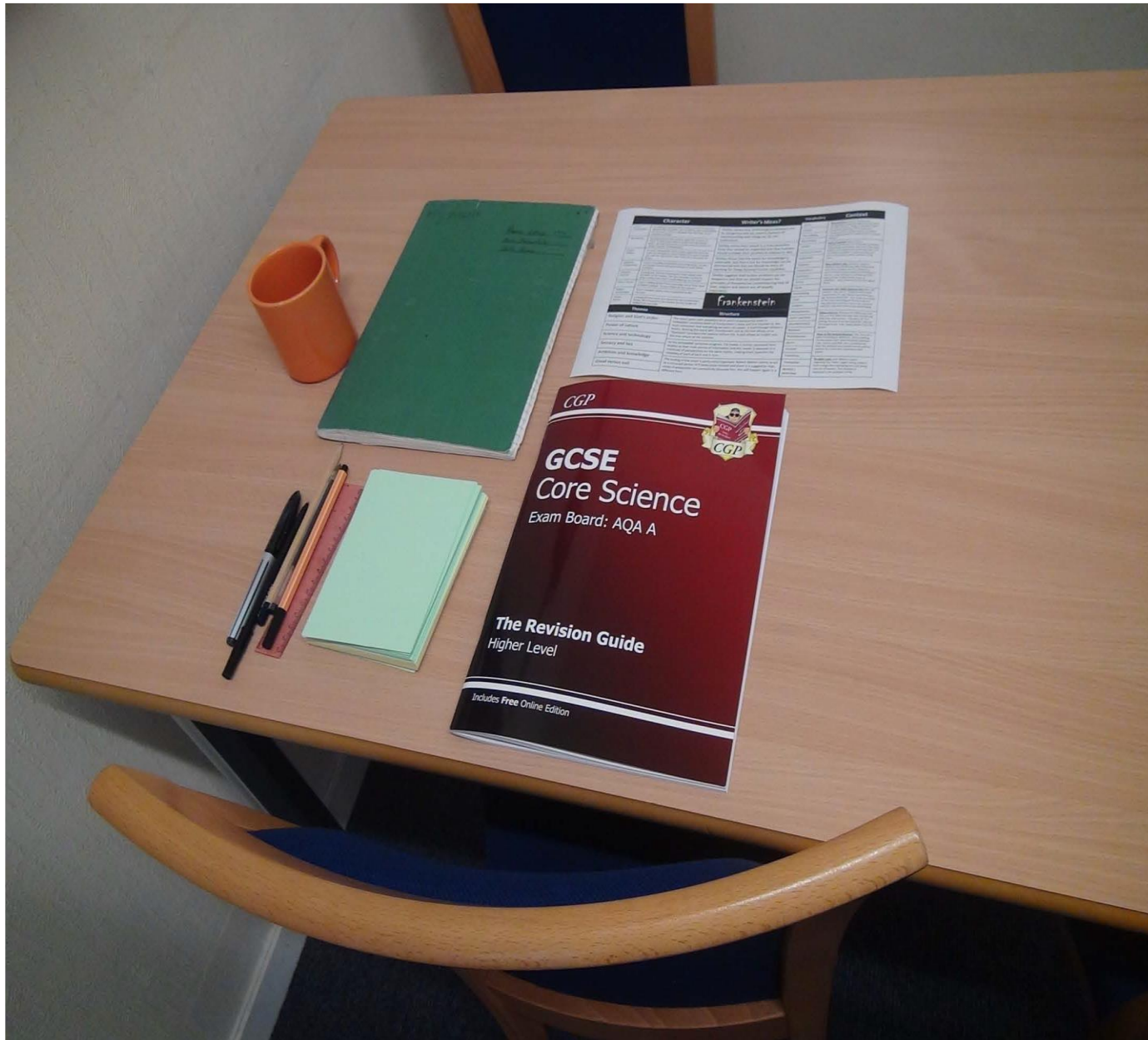
- Making Flash Card / Mind Maps / Word Diagrams / Visual Organisers
 - Testing using the above and websites such as Seneca, MyMaths, Physics tutor etc.
 - Practising past papers and acting on feedback
-

Easter Revision Planner

Day	9am – 12am	12am – 3pm	3pm – 6pm	6pm – 9pm
Saturday 16th				
Sunday 17 th				
Monday 1 st				
Tuesday 2 nd				
Wednesday 3 rd				
Thursday 4 th				
Friday 5 th				
Saturday 6 th				
Sunday 7 th				
Monday 8 th				
Tuesday 9 th				
Wednesday 10 th				
Thursday 11 th				
Friday 12 th				
Saturday 13 th				
Sunday 14 th				



Effective Study



Just having your cell phone in your possession can impair your learning, study suggests

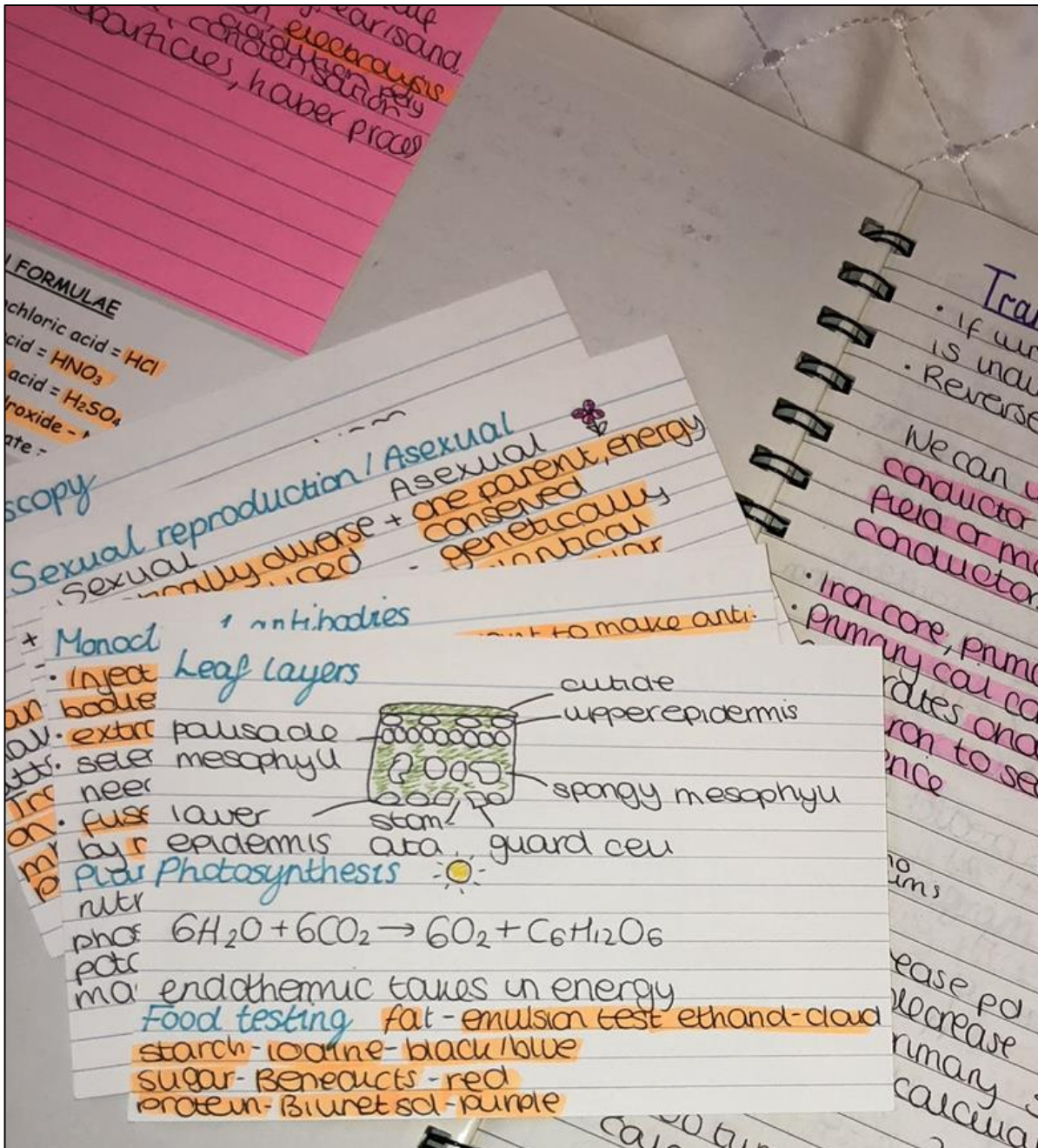
By ERIC W. DOLAN — May 14, 2018



Split Attention Effect

The working memory can hold around 4 – 7 pieces of information at a time. Successful study requires silence and no distractions.

Music may *relax* students but it will divert attention and reduce the effectiveness of studying



Effective Study- Active



How tall is Mount Everest?

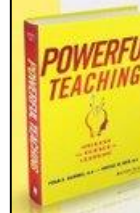
8,848 metres above
sea level

FRONT

BACK

Powerful Flashcards

- 1) Retrieve (don't cheat!)
- 2) Re-order (shuffle and interleave)
- 3) Repeat (at least 3 times)



Nuclear FUELS

What is it?
It's a substance that is used to produce heat to power turbines! Heat is produced when nuclear fuels undergo the nuclear fission.

WARNING: RADIOACTIVE!

The main nuclear fuels are uranium and plutonium. These are radioactive metals. Unlike fossil fuels, nuclear fuels are not burnt to make energy. Instead, nuclear fission reactions in the fuels release energy.

THE PROCESS OF NUCLEAR FISSION:

Incident neutron → fissionable nucleus → splitting of nucleus → release of energy! → incident neutrons → CHAIN REACTION!

Advantages...

- Unlike fossil fuels, nuclear fuels do not produce carbon dioxide or sulfur dioxide.
- This helps the global warming slow down.
- The U.S. saves \$12 billion dollars a year for energy costs, thanks to nuclear power!

Disadvantages...

- Fossil fuels and nuclear fuels are non-renewable energy sources. If there is an accident, large amounts of radioactive material could be released into the world.
- It must be stored safely!

Reasons why...

Since the beginning of the industrial revolution, the demands for energy has increased dramatically! Today, most of these demands are met with the combustions of fossil fuels. This is starting to change people's minds that because of the rising costs and the harmful effects on the environment caused by fossil fuels, we should look for ways to replace our dependence upon them. Nuclear energy is one of the best options because it has all of the technology required to be used on a large scale!

Is it really that dangerous?

Despite the seemingly huge impact reported by the media, there have been no deaths as a direct result of the meltdowns at either Fukushima or Three Mile Island! Even in the case of Chernobyl, the total number of deaths is quite low. In comparison, deaths due to the use of coal are over 10,000 a year in the U.S. alone, followed by 22,300 deaths per year in Europe and up to 100,000 deaths per year in India.

Country	Deaths
U.S.	10,000+ deaths
Europe	22,300+ deaths
India	80,000 - 115,000 deaths

How do nuclear plants work?

First, you have the fuel, usually Uranium, which must be:

- 1) MINED...
- 2) ENRICHED... (URANIUM-235 ISOTOPE)
- 3) THEN, FORMED INTO PELLETS WHICH ARE PLACED IN RODS WITHIN THE REACTOR!

FACT...

Did you know? Enrico Fermi, an American / Italian physicist was the discoverer of nuclear energy. 20% of U.S.'s electricity comes from nuclear energy! France is the most reliant country on nuclear energy.

Diagram of a Nuclear Reactor:

Reactor → Pressurizer → Steam Generator → Turbine → Electric Generator → Condenser → back to Reactor.

LADY Macbeth

LOVED AS AN EQUAL
"my dearest partner of greatness..."

WITCH-LIKE
"Come, you spirits..."

MASCULINE
"...unsex me here, and fill me from the crown to the toe top-full of direst cruelty!"

MANIPULATIVE
"Art thou afraid to be the same in thine own act, and valour as thou art in desire?"

GOADING
"I would [...] have [...] dash'd the brains out, had I so sworn"

HONOURABLE
"I would [...] have [...] dash'd the brains out, had I so sworn"

SOME CONSCIENCE
"Had he not resembled my father as he slept, I had done't"

CONTEMPTUOUS
"Infirm of purpose!"

EAGER TO INFLUENCE
"Hie thee hither, that I may pour my spirits in thine ear"

ROTHLESS
"O, never shall sun that morrow see!"

CUNNING
"... Look like the innocent flower, but be the serpent under't"

IN CONTROL
"Leave all the rest to me"

DETERMINED
"...screw your courage to the sticking-place, and we'll not fail"

ADMIRER
"... thy undaunted mettle should compose nothing but males"

COMMANDING
"Go get some water, and wash this filthy witness from your hand"

GODLESS
"What, will these hands ne'er be clean?"

SEARCHING
"Doctor: more needs"



Using Pictures and Organising notes with visual cues means you have 2 ways to remember. 2 ways in 2 ways out.

Past Papers



Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE HISTORY

Paper 1 Section A/D: America, 1920–1973: Opportunity and inequality

Thursday 18 May 2023 Morning Time allowed: 2 hours

Materials

For this paper you must ensure you have:

- An Interpretations Booklet (enclosed).
 - The other optional Question Paper/Answer Book and Sources Booklet for the Paper 1 Section B topic you are entered for.
- You will have 2 hours to complete both papers.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all six questions.
- Do all rough work in this book.
- Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

Information

- The maximum mark for this paper is 40.
- The marks for questions are shown in brackets.

Advice

- You are advised to spend about 1 hour on Paper 1 Section A and about 1 hour on Paper 1 Section B.



88462/2H

8145/1A/D

Please check the examination details below before entering your candidate information

Candidate surname Other names

Centre Number Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Monday 11 November 2019

Afternoon (Time: 1 hour 30 minutes) Paper Reference **1MA1/3H**

Mathematics
Paper 3 (Calculator)
Higher Tier

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- **Calculators may be used.**
- If your calculator does not have a π button, take the value of π to be 3.142 unless the question instructs otherwise.



Information

- The total mark for this paper is 80
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

P58876RA

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6/1/1/1/1/



Please write clearly in block capitals.

Centre number

Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE CHEMISTRY

Higher Tier Paper 2

Wednesday 12 June 2019 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator
- the periodic table (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information

- The maximum mark for this paper is 100.
- 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	
9	
10	
TOTAL	

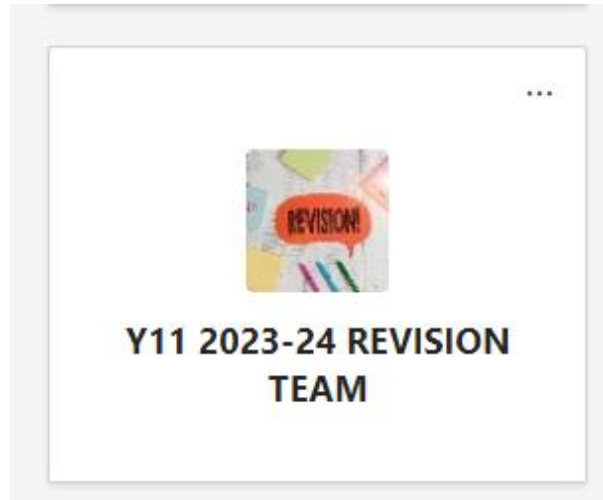


IB/G/Jun19/E12

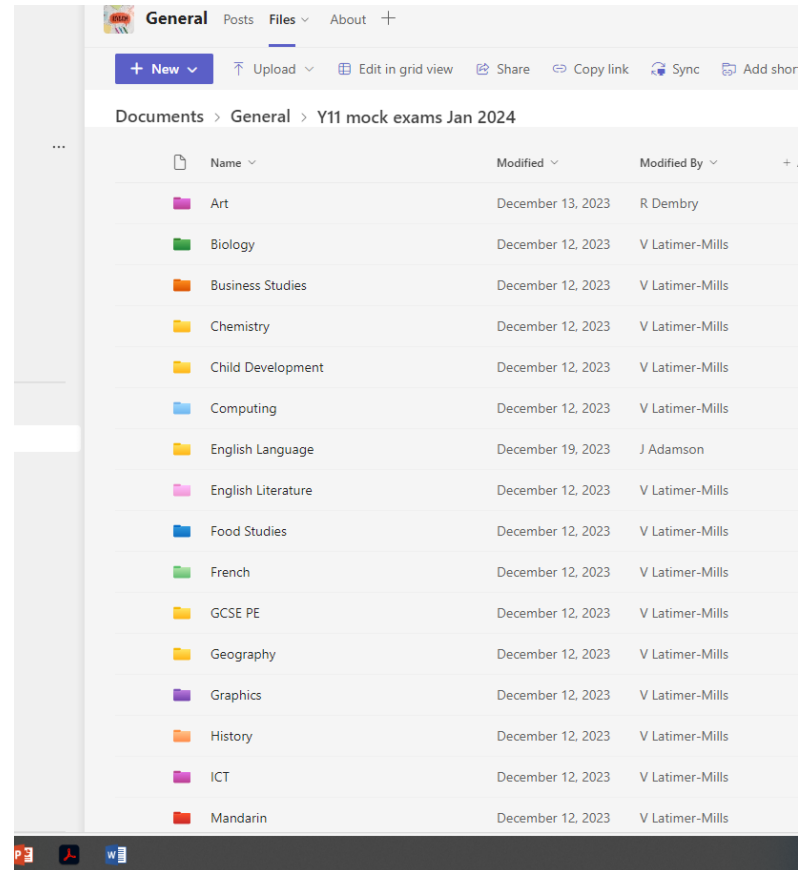
8462/2H

Subject	Exam Board	Link to Past Papers
Business Studies	Edexcel	Past papers Past exam papers Pearson qualifications
Child Development	OCR	R057/01: Health and well-being for child development - sample assessment material V3 (ocr.org.uk)
Computer Science	AQA	AQA Find past papers and mark schemes
English Language	AQA	AQA Find past papers and mark schemes
English Literature	AQA	AQA Find past papers and mark schemes
Food Preparation and Nutrition	WJEC	GCSE Food and Nutrition (wjec.co.uk)
French	AQA	AQA Find past papers and mark schemes
Geography	AQA	AQA Find past papers and mark schemes
History	AQA	AQA Find past papers and mark schemes
ICT	OCR	R050 - IT in the Digital World - Sample question paper and mark scheme (ocr.org.uk)
Mandarin Chinese	AQA	AQA Find past papers and mark schemes
Mathematics	Edexcel	Past papers Past exam papers Pearson qualifications
Media Studies	WJEC	GCSE Media Studies (wjec.co.uk)
Physical Education (PE)	AQA	AQA Find past papers and mark schemes
RE	AQA	AQA Find past papers and mark schemes
Science –Separate	AQA	AQA Find past papers and mark schemes
Science –Combined (Trilogy)	AQA	AQA Find past papers and mark schemes
Sociology	AQA	AQA Find past papers and mark schemes
Sports Studies	OCR	R184: Contemporary issues in sport Sample Assessment Material (ocr.org.uk)

Online resources



Teams



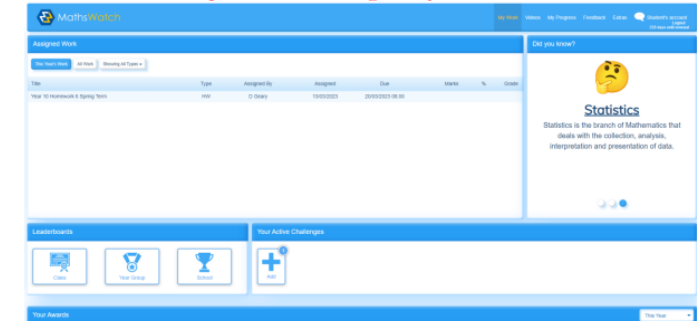
Using Mathswatch to Support Revision

All students have a mathswatch login

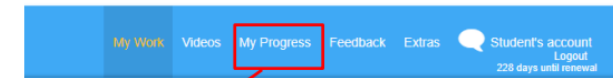
Username: 70****@whitburncofe

Password: algebra

Students should complete all work assigned by teachers



- It will appear as soon as the student logs into mathswatch.
- If they have completed all tasks set they can then use the My Progress section to revise topics from their revision list or topics which they have found challenging in lessons



Click here



Recognise this?

“I can’t do it”

“I’m rubbish at that”

“I’ve never been able to and I never will”

“I don’t get it”

“what’s the point”

“I only need 4”

“I’m never going to use this”

“Its only RE / PE / Art” (add as appropriate!)



Build Resilience

The power of YET

Be the guide from the side

Feedback is a gift — learn from mistakes



Noticing the small things...

- The timetable in his bedroom drawer
- The bed that is finally made up
- The fact he makes his own scrambled egg in a morning *“He scrapes the pan with the fork”*
- When he wants to talk
- When he’s not talking

- Draw attention to the positives
- Praise effort / application
- I’m proud of you

Use encouraging talk..

What was the best part of your day?

What was the funniest part of the day?

Tell me something good that happened today?

OK that didn't go so well – how can we put it right?

Avoid negatives and high stakes:

You're too old

When I was your age

Your brother /sister didn't do that

If you don't...

If it 'kicks off'....

- Give space
- Reduce talking
- Low tone of voice
- Avoid eye contact (at start)
- 'I can see you are upset / angry'
- Avoid why? / how?



*'Kids are like fire.
You can't control them.
You've got to contain them
until they burn themselves
out.'* Tom Bennett

When a child's system is awash with adrenaline, it takes around 40 mins to an hour or so for it to break down.

The flip side....if they are doing too much

“I’ve got so much to do”

“I can’t go out with you all”

“Do we have to visit...”

“I’ll never get it all done”

“Emily has done sooooo much more than me”



Give them a strategy not loads of comfort

Negotiate time

Give them plenty of warning of family time etc

Physical activity for children and young people (5–18 Years)



BUILDS
CONFIDENCE &
SOCIAL SKILLS



DEVELOPS
CO-ORDINATION



IMPROVES
CONCENTRATION
& LEARNING



MAINTAINS
HEALTHY
WEIGHT



STRENGTHENS
MUSCLES
& BONES



IMPROVES
SLEEP

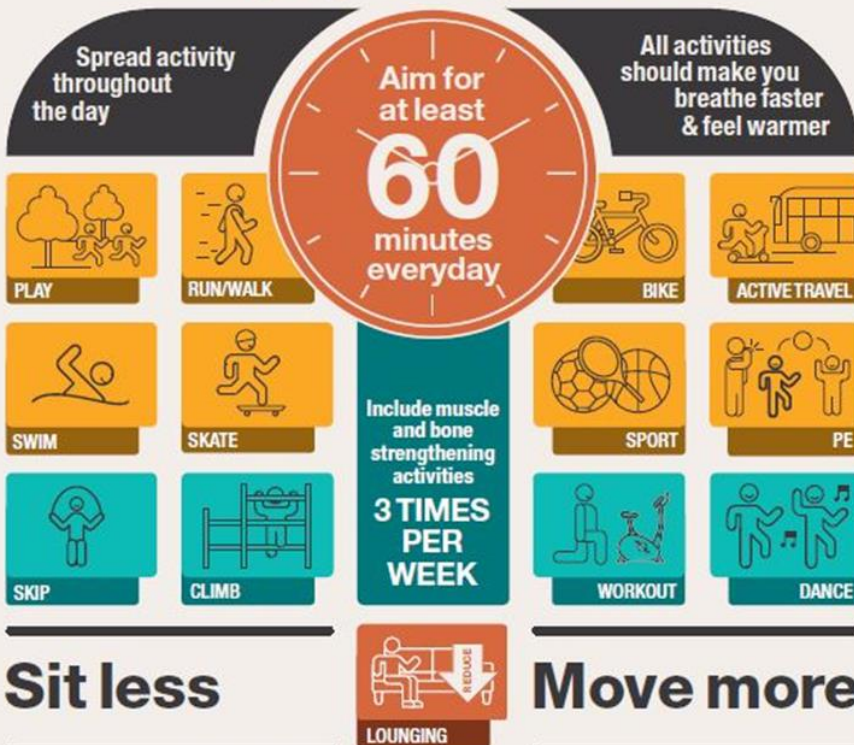


IMPROVES
HEALTH
& FITNESS



MAKES
YOU FEEL
GOOD

Be physically active



Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday

UK Chief Medical Officers' Guidelines 2011 **Start Active, Stay Active:** www.bit.ly/startactive

THE BRAIN BENEFITS OF EXERCISE



INCREASES PRODUCTION OF
NEUROCHEMICALS THAT
PROMOTE BRAIN CELL REPAIR



IMPROVES
MEMORY



LENGTHENS
ATTENTION SPAN



BOOSTS DECISION-
MAKING SKILLS



PROMPTS GROWTH OF
NEW NERVE CELLS AND
BLOOD VESSELS



IMPROVES
MULTI-TASKING
AND PLANNING



Don't let this be you...



Plan ahead!

TEENAGERS: 8-10 HRS/DAY

ADULTS: 7-9 HRS/DAY

TIPS FOR TEENS TO PROMOTE A

GOOD NIGHT'S SLEEP



Try to get up at about the same time each morning.



Enjoy some physical activity during the day, preferably outside.



Worrying about things at night? Set time aside during the day for problem-solving.



Avoid drinking caffeine after 4pm as it's a brain stimulant.



Allow time to wind down at night. If you're working or studying, stop at least 30 minutes before bedtime.



Avoid phones, tablets and watching TV just before bedtime.



Helping Organise Revision

- Make a **revision timetable** with them, have copies pinned up in strategic locations in the house
- Ensure there is a **quiet** place to do revision and materials eg pens/ highlighters / paper / texts / revision guides are available
- Ensure there are proper **rest breaks** (10 minutes per each hour)
- Build in time off for friends, but **enforce** the agreed schedule
- **Take phones / devices off them** unless they are used for **active revision**



Practical Suggestions for parents / carers

- Make sure their revision is **goal orientated** (this topic, 3 mind maps, that page in the revision guide, etc)
- Make sure it includes **practising the skills / techniques** of answering GCSE level questions
- **Get actively involved** / ask what they are doing / test them on their work / time their practice questions
- Reinforce the idea that revision is never 'done' – **practice makes permanent**



Top tips

- Start early & agree the schedule – make it a **routine in the house**
- **Active** revision
- **No distractions**
- Talk to them about revision but **avoid 'high stakes'** conversations
- Avoid negative talk about **lockdown/ 'lost learning'** etc
- Make sure they get **fresh air and exercise**
- Praise **effort** – 'I know you have worked hard'
- Don't **replay exams**

- Please contact if you have any concerns