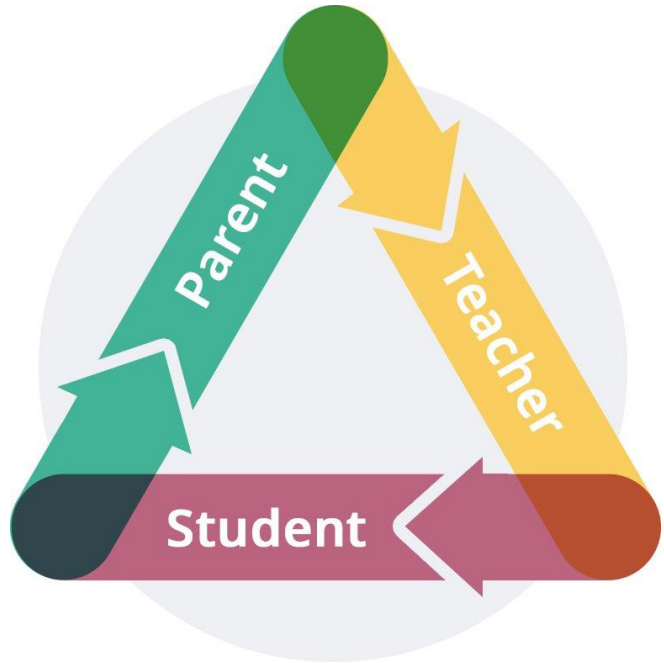




# Welcome to the Year 11 Information Evening for Parents, Carers and Students

Mr R McBeth – Senior Teacher Head of Key Stage 4

Mrs A Blyghton – Head of Careers

Mrs J Deane – Head of Year 11

Harvey Todd (Current Year 12 Student)

# Objectives of the evening

- Overview of year 11 – Key dates to remember
- Trial Exam information
- Advice on **Extended Study**
- Support with revision techniques
- What additional resources are available? Where to find them? How best to use them?
- Post-16 options and Sixth Form at Beths
- Careers update

[mrmcbeth@beths.bexley.sch.uk](mailto:mrmcbeth@beths.bexley.sch.uk)



# Key Dates and Milestones for Year 11



BETHS  
GRAMMAR  
SCHOOL

**16<sup>th</sup> September 2025** – Year 11 Information Evening

**6<sup>th</sup> - 10<sup>th</sup> October 2025** – Year 11 Work Experience Week

**3<sup>rd</sup> November 2025** – MFL mock speaking exams begin

**12<sup>th</sup> November 2025** – Sixth Form Information Evening for internal students

**17<sup>th</sup> – 26<sup>th</sup> November 2025** – **Year 11 Trial Exams begin** (2 weeks)

**11<sup>th</sup> December 2025** – Year 11 reports sent to parents

**15<sup>th</sup> January 2026** – Parents Evening

**30<sup>th</sup> January 2026** – Closing date for sixth form applications to Beths

**2<sup>nd</sup> February 2026** – **Year 11 second set of Trial Exams (Core)**

**13<sup>th</sup> March 2026** – Year 11 reports to parents

**22<sup>nd</sup> April 2026** – MFL Public speaking exams begin

**7<sup>th</sup> May – 24<sup>th</sup> June 2026** – **Official start of GCSE Public Exams**

**24<sup>th</sup> – 26<sup>th</sup> June 2026** – Sixth Form Induction Days

**Thursday 20<sup>th</sup> August** – **GCSE Results day and Sixth Form Enrolment**

# Homework and Extended Study



- Students should be engaged in ten to twelve hours of study per week, evenly distributed across the working week and the weekend.
- **Two hours of study should be undertaken** on Monday, Tuesday, Wednesday and Thursday, preferably between the hours of 6.00pm and 8.00pm. If, for some reason, it is not possible to stick to these exact timings because of other important commitments, sports training for example, the period allocated for study can of course be moved to a more convenient space. However, it should not simply disappear.
- Friday evening can be used either as 'time off' after a tiring week or to catch up on any study time missed on Monday to Thursday.
- Two to four hours of study remain to be done over the weekend. It is strongly advised that this is undertaken in two hour blocks from approximately 10.00am to 12.00am on Saturday and Sunday morning.
- **No student studying for GCSEs in this School should ever claim that there is no aspect of study he can usefully undertake and that he has no homework to do. Students and parents must be very clear about this.**

# November 2025 Trial Exams



Students will sit formal trial exams across all GCSE subjects.



Students will be off timetable and all exams will take place in the School Sports Hall under strict exam conditions.



Exam grades will be issued to parents in December 2025

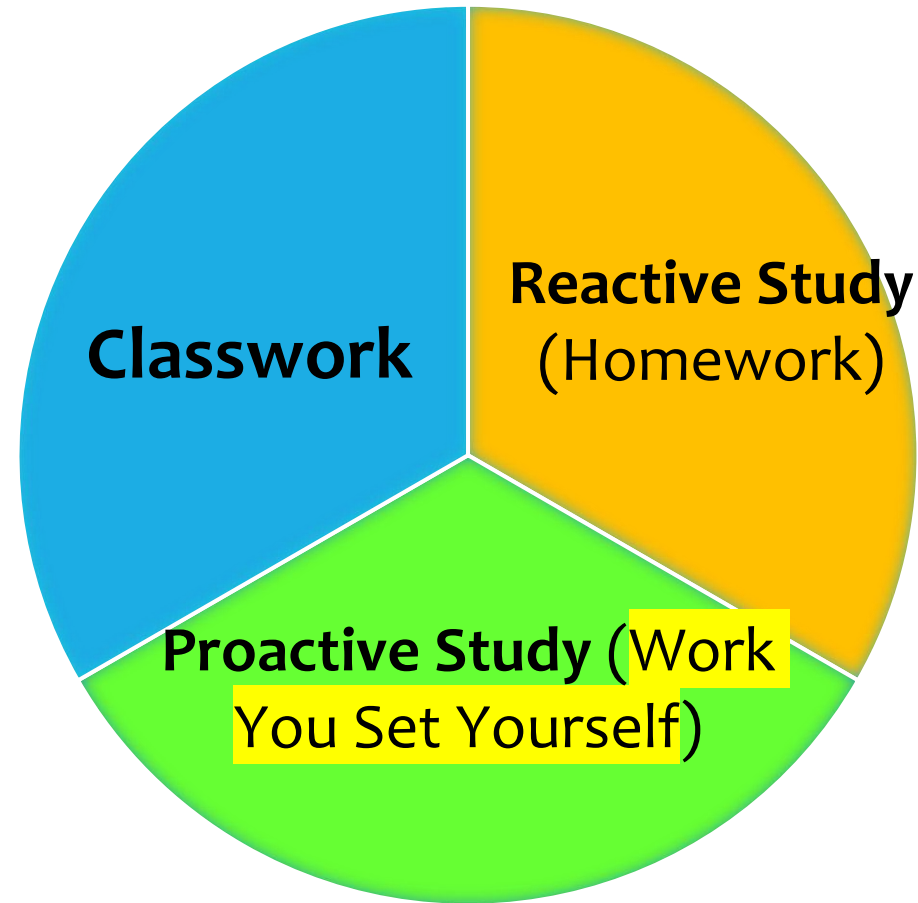


There will be no study leave and students will be in school undertaking exams or attending normal lessons.



A formal timetable will be sent to parents/carers 3 weeks before the first exam.

# Three types of “work”



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RESPECT



- **1. Study Sensei (October)**
  - Working consistently, note taking, conceptual learning skills, standing out on assessment
- **2. Ace Your Exams (January)**
  - Effective work, fixing mistakes, allocation of time, exam room techniques
- **3. Time Management (March)**
  - Study routine, working smart, study groups, procrastination

## ***Parent Support Webinars***

*Online sessions to equip parents with strategies to support their child with study skills at home.*

## AUTUMN TERM 2024

- SEPTEMBER 17**    **GETTING (AND KEEPING) YOUR CHILD MOTIVATED**  
How to help their child develop and maintain a positive approach to studying.
- OCTOBER 1**    **HELPING YOUR CHILD MANAGE THEIR TIME**  
How to support their child in staying organised, meeting deadlines, and balancing school and fun.
- OCTOBER 15**    **HELPING YOUR CHILD SUCCEED IN EXAMS**  
Maximising exam marks using practice papers, effective revision planning, and optimal exam prep routines.
- NOVEMBER 19**    **HELPING IMPROVE YOUR CHILD'S MEMORY**  
How their child's memory works and what they can do to help improve information retention and recall.
- DECEMBER 3**    **BUILDING RESILIENCE IN YOUR CHILD**  
How to help their child bounce back from setbacks and navigate challenging times with confidence.
- DECEMBER 17**    **HELPING YOUR CHILD ALLEVIATE STRESS**  
Advice on starting a dialogue around wellbeing with their child and effective stress management techniques.

## SPRING TERM 2025

- JANUARY 21**    **HELPING YOUR CHILD IMPROVE THEIR NOTE TAKING**  
What their child's notes should look like and how they can help them study more efficiently.
- FEBRUARY 4**    **MAKING TECHNOLOGY AN ALLY (& NOT THE ENEMY)**  
How to break the tech-procrastination cycle and use apps to motivate their child to study.
- MARCH 11**    **HELPING YOUR CHILD PREPARE FOR EXAMS**  
Maximising exam marks using practice papers and effective revision planning.
- MARCH 25**    **SUPPORTING YOUR CHILD DURING EXAMS**  
Supporting their child in the run-up to exams by establishing good routines in the days before.

# Audit your strengths and areas for improvement

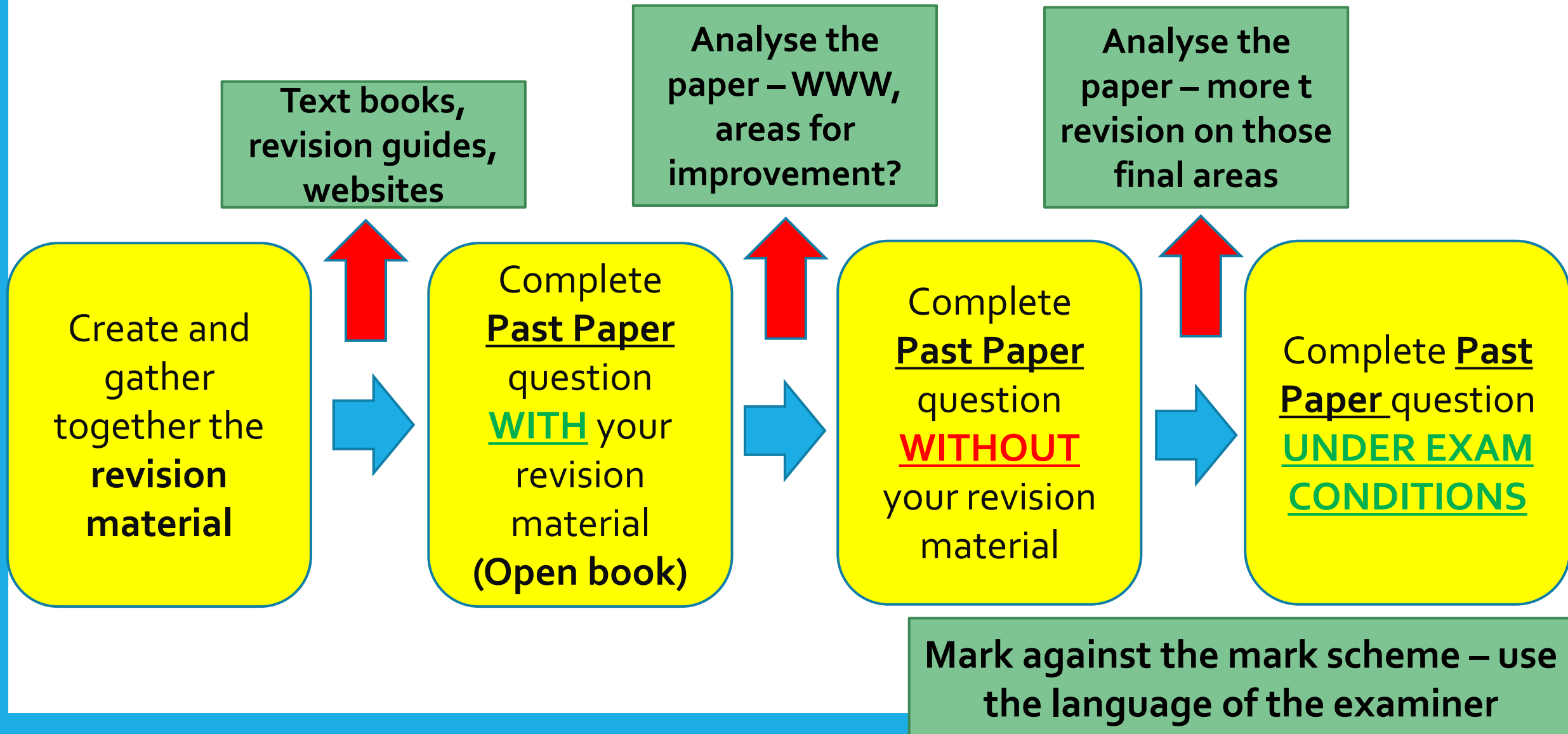
- Which subjects are you doing well in?
- Which subjects are you underperforming in?
- Where do you need to focus your efforts on?
- **English and Maths** are essential (future employment)
- Don't run away from the tricky subjects – allocate more time to these subjects.
- Don't be too self-critical.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

# "Proactive study" – Effective Revision



# 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> |   |



BETHS  
GRAMMAR  
SCHOOL

# 28

School days left  
before Trial Exams  
Start

EXCELLENCE  
COMMUNITY  
RESPECT

# Using the “Survival guide”



## **Achieving success at GCSE**

### **Year 11 survival guide**

For exams 2024

EXCELLENCE  
COMMUNITY  
RESPECT

- Advice to parents on how to support your child with their GCSE studies.
- Advice on how best to prepare for trial exams and public exams.
- Revision strategies and techniques.
- Expectations on homework and academic performance.
- **Links to exam specifications**
- **Links to past papers**
- **Assessment and subject content advice for each GCSE subject.**

## LINKS TO THE EXAM SPECIFICATIONS

| Subject            | Exam Board  | Link to the GCSE Exam Specification                                             |
|--------------------|-------------|---------------------------------------------------------------------------------|
| Art                | Edexcel     | <a href="#">Edexcel GCSE and GCE 2014 (pearson.com)</a>                         |
| Biology            | OCR         | <a href="#">OCR GCSE (9-1) Biology A (Gateway Science) J247 Specification</a>   |
| Business Studies   | AQA         | <a href="#">GCSE Business Specification</a>                                     |
| Chemistry          | OCR         | <a href="#">OCR GCSE (9-1) Chemistry A (Gateway Science) J248 Specification</a> |
| Computer Science   | OCR         | <a href="#">GCSE (9-1) Computer Science J277 Specification (ocr.org.uk)</a>     |
| Drama              | EDUQAS WJEC | <a href="#">GCSE Specification Template (eduqas.co.uk)</a>                      |
| DT                 | Edexcel     | <a href="#">GCSE Design and Technology Specification (1DT0) (pearson.com)</a>   |
| Economics          | AQA         | <a href="#">GCSE Economics Specification</a>                                    |
| Electronics        | EDUQAS      | <a href="#">GCSE Specification Template (eduqas.co.uk)</a>                      |
| English Language   | AQA         | <a href="#">GCSE English Language Specification</a>                             |
| English Literature | AQA         | <a href="#">GCSE English Literature Specification</a>                           |
| French             | AQA         | <a href="#">GCSE French Specification</a>                                       |
| Geography          | AQA         | <a href="#">GCSE Geography Specification</a>                                    |

### 3.1.1 The purpose and nature of businesses

| Content                                                                                                                                                                                                                                                 | Additional information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Purpose of business</li><li>• Reasons for starting a business</li><li>• Basic functions and types of business</li><li>• Business enterprise and entrepreneurship</li><li>• Dynamic nature of business</li></ul> | <p>Students should be able to:</p> <ul style="list-style-type: none"><li>• understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to benefit others)</li><li>• understand the difference between goods and services, needs and wants</li><li>• understand the meaning of factors of production – land, labour, capital, enterprise</li><li>• define opportunity cost</li><li>• define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector</li><li>• understand the term enterprise and what is meant by an entrepreneur</li><li>• outline the characteristics of an entrepreneur, such as hard working, innovative, organised and willingness to take a risk</li><li>• outline the objectives of an entrepreneur, including to be their own boss, flexible working hours, to pursue an interest, earn more money,</li></ul> |

# 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.**

### LINK TO PAST PAPERS (FOR REVISION AND PRACTICE)

| Subject            | Exam Board | Link to Past Papers                                                                          |
|--------------------|------------|----------------------------------------------------------------------------------------------|
| Biology            | OCR        | <a href="#">GCSE / IGCSE Biology Past Papers - PMT (physicsandmathstutor.com)</a>            |
| Chemistry          | OCR        | <a href="#">GCSE / IGCSE Chemistry Papers - PMT (physicsandmathstutor.com)</a>               |
| Physics            | OCR        | <a href="#">GCSE / IGCSE Physics Past Papers - PMT (physicsandmathstutor.com)</a>            |
| Mathematics        | Edexcel    | <a href="#">GCSE / IGCSE Maths Past Papers - PMT (physicsandmathstutor.com)</a>              |
| English Language   | AQA        | <a href="#">GCSE / IGCSE English Language Past Papers - PMT (physicsandmathstutor.com)</a>   |
| English Literature | AQA        | <a href="#">GCSE / IGCSE English Literature Past Papers - PMT (physicsandmathstutor.com)</a> |
| Computer Science   | OCR        | <a href="#">GCSE Computer Science Past Papers - PMT (physicsandmathstutor.com)</a>           |
| Geography          | AQA        | <a href="#">GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com)</a>          |
| Economics          | AQA        | <a href="#">GCSE / IGCSE Economics Past Papers - PMT (physicsandmathstutor.com)</a>          |

**BIOLOGY**

Students will sit two papers for GCSE Biology. There is no coursework or NEA. It is 100% exam based.

**Course content for GCSE Biology**

| OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Paper 1 Assesses B1, B2 and B3                                                                                                                  |
| <b>Topic B1: Cell level systems</b>                                                                                                             |
| <i>Cell structures, what happens in cells, <u>respiration</u> and <u>photosynthesis</u></i>                                                     |
| <b>Topic B2: Scaling up</b>                                                                                                                     |
| <i>Supplying the cell and the challenges of size</i>                                                                                            |
| <b>Topic B3: Organism level systems</b>                                                                                                         |
| <i>Coordination and control – the nervous system, <u>coordination</u> and control – the endocrine system, maintaining internal environments</i> |

| OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)                                                         |
|------------------------------------------------------------------------------------------------------------------------|
| Paper 2 Assesses B4, B5 and B6                                                                                         |
| <b>Topic B4: Community level systems</b>                                                                               |
| <i>Ecosystems</i>                                                                                                      |
| <b>Topic B5: Genes, Inheritance and Selection</b>                                                                      |
| <i>Inheritance, <u>Natural selection</u> and <u>evolution</u></i>                                                      |
| <b>Topic B6: Global Challenges</b>                                                                                     |
| <i>Monitoring and maintaining the environment, feeding the <u>human race</u> and monitoring and maintaining health</i> |

**OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)**

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

| Paper                | Mode of Assessment                | Assessment Details                           | Total marks | Weighting (%) |
|----------------------|-----------------------------------|----------------------------------------------|-------------|---------------|
| Paper 3<br>(J247/03) | Written paper<br>(1 hour 45 mins) | Topics B1-B3                                 | 90          | 50            |
| Paper 4<br>(J247/04) | Written paper<br>(1 hour 45 mins) | Topics B4-B6 with assumed knowledge of B1-B3 | 90          | 50            |

**Paper 3 exemplar responses** - <https://www.ocr.org.uk/Images/549003-higher-tier-paper-3.pdf>

**Paper 4 exemplar responses** - <https://www.ocr.org.uk/Images/549004-higher-tier-paper-4.pdf>

**BUSINESS STUDIES**

Students will sit two papers at the end of Year 11 making up their GCSE in Business. Each paper is worth the final GCSE.

There is no coursework or NEA. It is 100% exam based.

**Paper 1 – Influences of operations and HRM on Business Activity**

1 hour 45 minutes

90 marks (50% of the GCSE)

***What topics are assessed:***

- Business in the real world
- Influences on business
- Business operations
- Human Resources

***How is it assessed?***

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks
- Section C has one case study/data response stimuli with questions worth approximately 36 marks

**Paper 2 – Influences of marketing and finance on business activity**

1 hour 45 minutes

90 marks (50% of the GCSE)

***What topics are assessed:***

- Business in the real world
- Influences on business
- Marketing
- Finance

***How is it assessed?***

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks
- Section C has one case study/data response stimuli with questions worth approximately 36 marks

# Sixth Form at Beths

- Purpose built sixth form centre (for sixth formers only)
- Meet new people – make new friends
- Over 30 different A-Levels (no other school can match this)
- The timetable is built around you and for you
- We will offer **7 periods across the fortnight** – meaning we will give you more taught hours of lessons with a subject specialist
- Electives – promoting extra-curricular
- Dedicated in-house careers team (work experience for every year 12 student)
- A pastoral structure that continues to support students



# Academic Expectations



BETHS  
GRAMMAR  
SCHOOL

## Beths Gold Standard

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



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

4 = C  
and above and above

EXCELLENCE  
COMMUNITY  
RESPECT

# Sixth Form Entry

- Entry to the sixth form at Beths Grammar School is based on academic outcomes at the end of GCSE.
- Students need an average point score of 6.0 AND a Grade 5 in English Language and Mathematics.
- All subjects have individual entry requirements.
- Grade 7 is the “safe grade” to keep options open.

**Student A**

Average point score of **8.9**

English 8 and Maths 9

Wants to study **Mathematics, Biology, Chemistry and Further Mathematics**

**A - A\***

**Student B**

Average point score of **7.3**

English 7 and Maths 6

Wants to study **Mathematics, Geography, Business**

**B**

**Student C**

Average point score of **6.0**

English 5 and Maths 5, Chemistry 6 and Physics 6

Wants to study **Mathematics, Physics, and Geology**

**C - D**

# Be careful.....

- Procrastination
- Putting off for tomorrow what you can do today
- Resting on good trial exam results
- AI (chat GPT)

EXCELLENCE  
COMMUNITY  
RESPECT



# What to do now

- Purchase any revision guides
- Prepare a weekly revision schedule for trial exams
- Prepare revision notes and materials from year 10
- Look up the specifications and start the past papers
- Complete the “starting year 11 survey”



EXCELLENCE  
COMMUNITY  
RESPECT

# School Development Fund

- We offer your **child life changing opportunities** both in the classroom and beyond.
- We foster excellence and ambition in a diverse and supportive environment and give each pupil every opportunity to reach their full potential.
- We want to go **above and beyond** for our young people.
- Parental contribution of **10 per month**.
- **This is an investment in Young People.**





**UK Companies  
currently running  
Match Funding schemes**



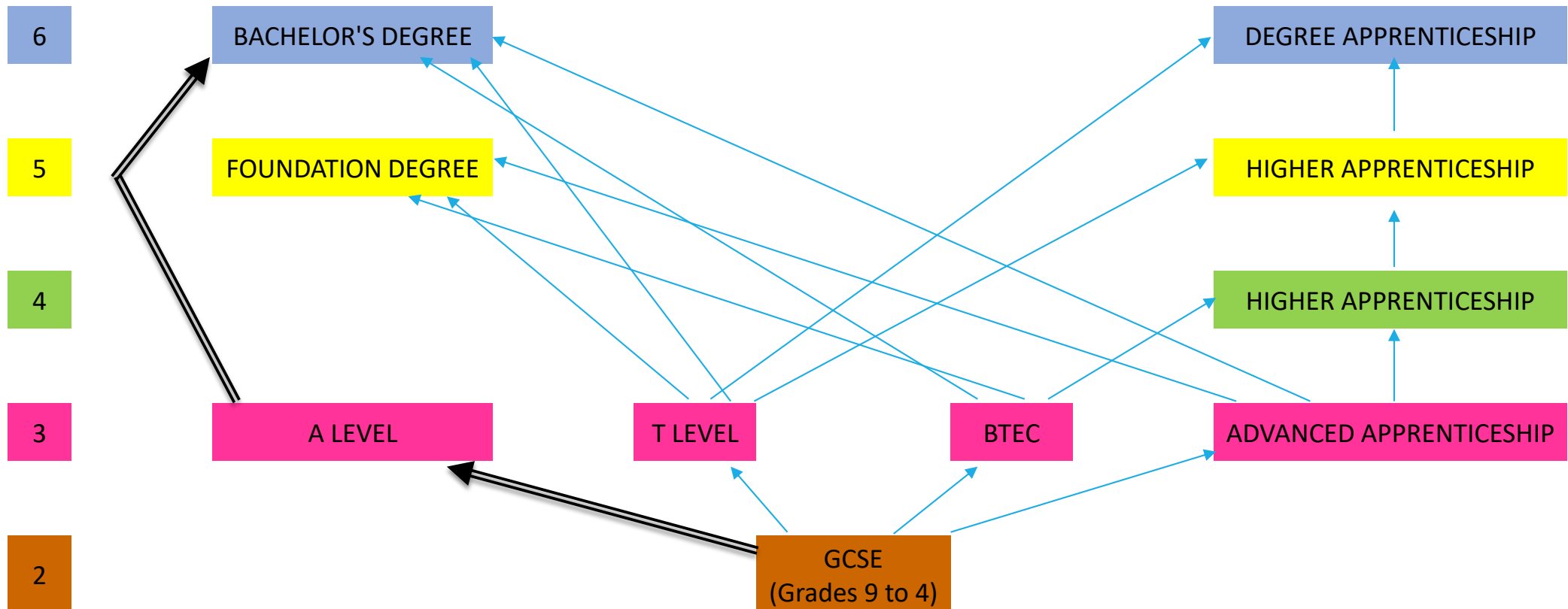
# prospects

Inspiring People: Developing Potential



# CAREERS CATCH-UP

# Do you know your levels?



# T levels

## T Levels

- Two year qualification
- Distinction\* is worth the same as three A\* at A level
- 80% study and 20% work (45 day industry placement).
- Agriculture, Environmental and animal care, Business, Construction, Digital, Engineering, Education, Health, Science, Legal, Finance.



Over 150 higher education providers  
have confirmed that they will consider T Levels  
onto entry onto at least one course.

## How T-level grades compare with A-levels

| T-level overall grade            | A-level equivalent grades | Ucas points |
|----------------------------------|---------------------------|-------------|
| Distinction*                     | A*A*A*                    | 168         |
| Distinction                      | AAA                       | 144         |
| Merit                            | BBB                       | 120         |
| Pass- C or above on core section | CCC                       | 96          |
| Pass- D or E on core section     | DDD                       | 72          |

# BTEC (Business Technology Education Council)

- Are work-related qualifications that combine practice learning with theory.
- They are a good alternative to A levels if you want less classroom-based learning.
- You can take BTECS alongside other qualifications like A-Levels

BTEC Level 3 Extended Diploma = Three A-Levels

BTEC Level 3 Diploma = Two A levels

BTEC Level 3 Certificate = One A-Level



| Type of Apprenticeship | Level    | Equivalent Educational Level  |
|------------------------|----------|-------------------------------|
| Intermediate           | 2        | GCSE                          |
| Advanced               | 3        | A Level                       |
| Higher                 | 4,5,6 &7 | Foundation degree and above   |
| Degree                 | 6 &7     | Bachelor's or Master's degree |

# Apprenticeships

- Available post-16 as well as post-18
- 80% work and 20% study
- Application process through the employer – like finding a job
- Earn while you learn!
- Hands-on training and the chance to practice skills
- Networking opportunities, professional development and potential future employment
- Apprentices work towards a qualification
- Apprenticeships are available at multiple levels
- Competitive: they are not an easy option!

**Advanced Apprenticeships** give you UCAS points for application to university, or can lead to Higher or Degree apprenticeships



# After GCSES



- Many of you will be planning to come back to Beths for Sixth Form.
- Beths point score average which will enable you to return to Beths and specific subject requirements
- No limit on the number of post-16 provisions you can apply to
- Don't just apply to other Grammar Schools – look at local schools and colleges who have lower entry requirements

September – book onto open days and schools and colleges local to you with lower entry requirements

October – visit, ask questions and decide what courses to apply for

January – deadline to apply.

**Have a Plan B now so that you can concentrate on your exams!**

# Student Success Harvey