



Welcome to the Year 10 Information Evening for Parents, Carers and Students

Mr R McBeth – Senior Teacher Head of Key Stage 4 and 5
Miss S Stevens – Head of Year 10

Objectives of the evening

- Welcome and Introductions
- Overview of year 10 – Key dates to remember (overview of Key Stage 4)
- Reset of expectations
- Advice on Homework and **Extended Study**
- Understanding progress and academic grades
- Trial Exam information
- 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?
- Careers advice and support for students

mrmcbeth@beths.bexley.sch.uk



Key Dates and Milestones for Year 10



BETHS
GRAMMAR
SCHOOL

15th September 2025 – Year 10 Information Evening

18th November 2025 – Work Experience talk

12th December 2025 – 1st Year 10 Academic Report

19th March 2026 – Year 10 Parents evening (in person)

13th April 2026 – MFL mock speaking exams begin

27th April 2026 – Year 10 **Trial Exams begin**

12th June 2026 – Year 10 reports sent to parents

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Year 11.....

- Work experience (October)
- 1st of trial exams (November)
- Sixth form information evening and applications – post 16 options
- Parents evening
- 2nd set of trial exams (core subjects – February)
- Careers discussions
- **Public exams**



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Academic Expectations



BETHS
GRAMMAR
SCHOOL

Beths Gold Standard

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



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

4 = C
and above and above

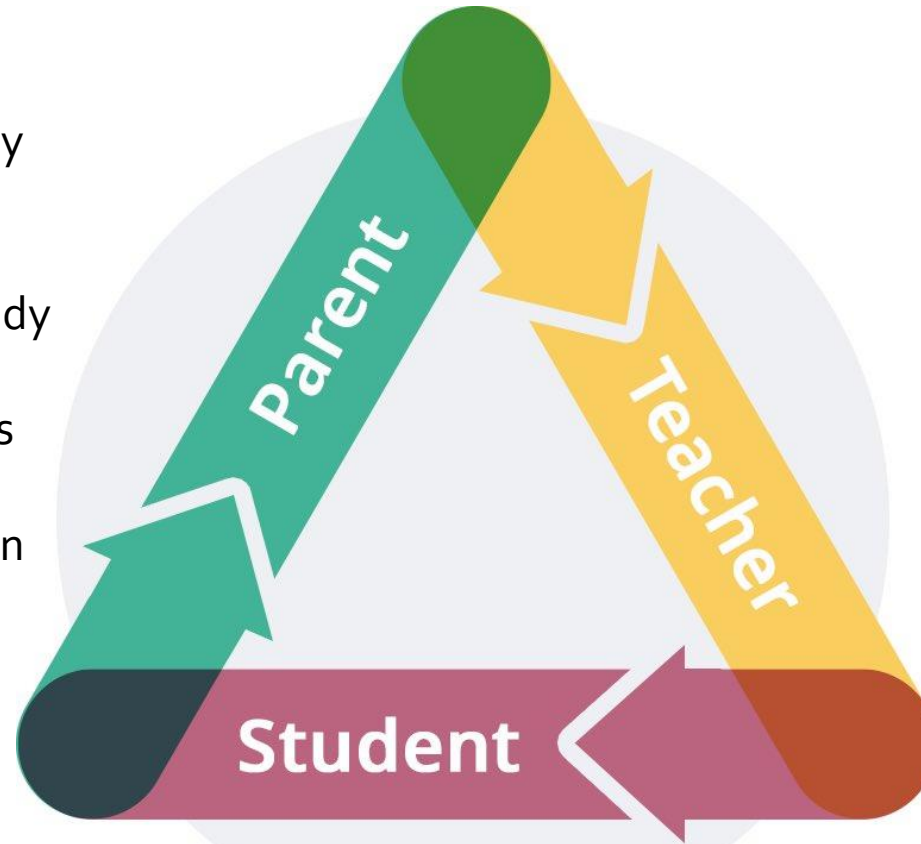
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Subject	Trial Exam Grade	Trial Exam %	Predicted Attainment	School Target Grade	Attitude to Learning	Quality of Homework
Biology	7	61	8H	9L	2	1
Business Studies	9	87	9L	8M	1	2
Chemistry	8	77	8M	8H	1	1
English Literature	7	71	8M	7H	1	1

Working Together



- Send your child to school every day on time, in full school uniform and with the right equipment
- Have a place at home for quiet study free from distractions
- Speak to your child about progress
- Set challenging targets
- Communicate with the school in an open dialogue
- Support the schools' high expectations



- Deliver high quality and challenging lessons
- Set assessments and provide feedback on progress
- Intervention
- Provide advice, support and guidance on the next steps
- Communicate progress with home
- Provide the opportunity to thrive

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- Work hard in every lesson, completing classwork and homework to your highest effort
- Take trial exams seriously
- 100% attendance (and be punctual to all lessons)

Behaviour, Conduct and Attitude to Learning



- Behaviour in all lessons is expected to be exceptional.
- **Students need to work in partnership with staff (work with them rather than against them).**
- Students must arrive on time to every lesson with the correct equipment.
- Students must be engaged and use their lesson time effectively to secure the best outcomes.

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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.**

April 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 June 2026



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.

Topic lists

YEAR 11 TRIAL EXAMINATIONS (SECOND SET) FEBRUARY 2024 REVISION TOPIC LISTS

SUBJECT	TOPICS TO REVISE	ADVICE FROM TEACHERS
Biology	1 paper (1hr 30) Topic B1: Cell level systems Topic B2: Scaling up Topic B3: Organism level systems Topic B4: Community level systems Topic B5: Genes, inheritance and selection Topic B6.1 and B6.2 (Global Challenges) Practical Skills	Section A contains multiple choice questions. This section of the paper is worth 15 marks. includes short answer question styles (practical, maths, structured questions) and an extended six-mark Level of Response question. This section of the paper is worth 75 marks.
Business Studies	1 Paper (1 hr 15) Topic 3 – Operations Topic 5 – Marketing Topic 6 – Finance	Section A - 10MCQs Section B - 6m,9m,12m Section C - 6m,9m,12m All questions to be completed Calculators are required Look at paper 2 past papers and mark schemes for support.
Chemistry	1 Paper (1hr 45) All topics in C1,C2, C3, C4, C5 and C6.1 (only) One paper of 1 hour 45 minutes duration and 90 Marks	Multiple choice Qs as well as 1,2,3 mark Qs as well as at least two 6 mark Qs Calculator needed. Data sheet will be provided.
Computer Science	1 paper (including topics from the traditional paper 1 and paper 2) <u>Paper 1 Questions</u> Binary Representation Units of Data Protocols Character Sets Data Representation (Sound/Images/Compression) Legal & Ethical Issues <u>Paper 2 Questions</u> Algorithms Using Trace Tables	No Calculator Allowed The paper will be 1.5 hours long (85 marks). Module 1 questions in the first half followed by Module 2 in the second half. There will be one extended question on Legal & Ethical Issues.

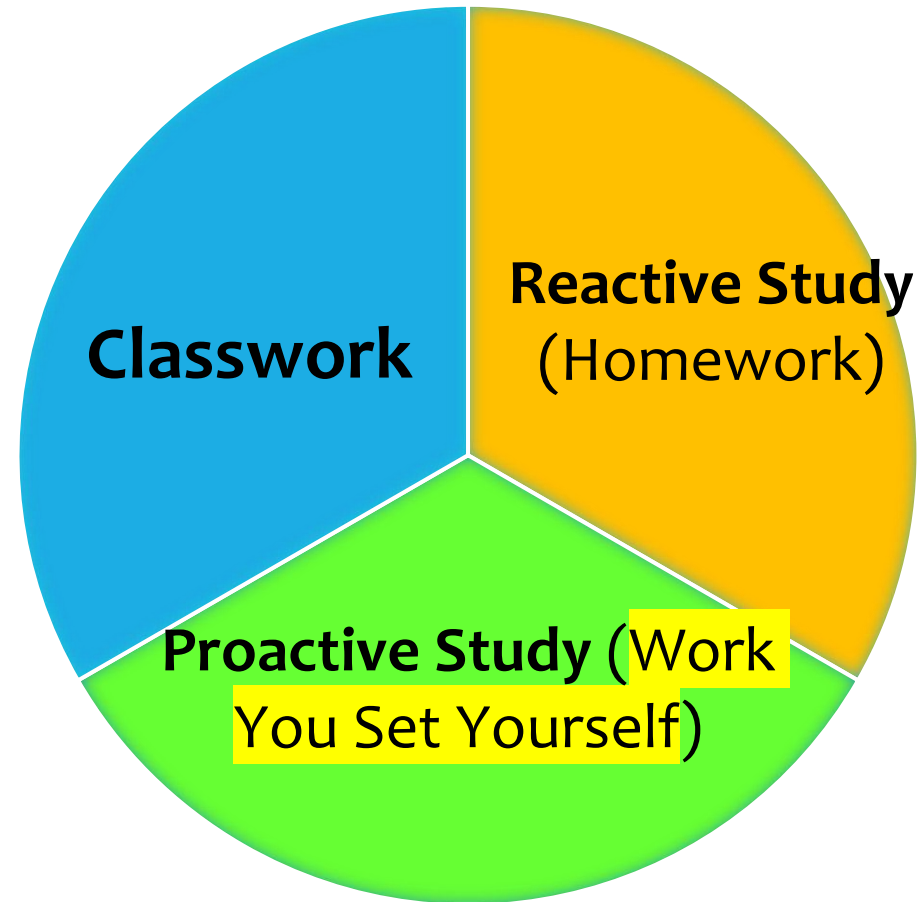
Curriculum Maps

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term Y10 1A	Graphs Straight Line Graphs Quadratic Graphs Cubic Graphs Reciprocal Graphs Circle Graphs Distance-Time Graphs Velocity-Time Graphs Representations of data Box Plots Histograms	- Plot/draw graphs of the form $y=mx+c$ - Recognise equations of the form $y=mx+c$ corresponds to straight-line - Identify and interpret the gradient and y-intercept of a linear graph - Identify and interpret gradient from $ax+by=c$ - Find equation of a line - Draw and interpret distance-time graphs - Draw and interpret velocity-time graphs - Recognise a linear, quadratic, cubic, reciprocal and circle graph from its shape - Find approximate solutions of a quadratic equation from the graph of the corresponding quadratic function - Interpret graphs from real-life problems - Recognise equation of the form $x^2+y^2=r^2$ is a circle, centre (0,0) and radius r - Produce box plots from raw data and when given quartiles, median and identify any outliers - Interpret box plots to find median, quartiles, range and interquartile range and draw conclusions - Construct and interpret histograms from class intervals with unequal width - Use and understand frequency density - Complete grouped frequency tables from Histograms - Understand and define frequency density	Knowledge recall starter activity Homework to develop fluency, problem solving, reasoning and mastery Teacher assessment during lesson End of unit assessment via textbook

How to best prepare for Exams

- Get into a routine
- Learn how to revise
- Make the most at school
- Take your mocks seriously
- Start revising now
- Create revision resources as you go
- Get help early
- Revise effectively
- Create a study plan
- Practise Questions
- Take it easy

Three types of “work”



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Using the “Survival guide”



Achieving success at GCSE

Year 11 survival guide

For exams 2024

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- 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	Edexcel GCSE and GCE 2014 (pearson.com)
Biology	OCR	OCR GCSE (9-1) Biology A (Gateway Science) J247 Specification
Business Studies	AQA	GCSE Business Specification
Chemistry	OCR	OCR GCSE (9-1) Chemistry A (Gateway Science) J248 Specification
Computer Science	OCR	GCSE (9-1) Computer Science J277 Specification (ocr.org.uk)
Drama	EDUQAS WJEC	GCSE Specification Template (eduqas.co.uk)
DT	Edexcel	GCSE Design and Technology Specification (1DT0) (pearson.com)
Economics	AQA	GCSE Economics Specification
Electronics	EDUQAS	GCSE Specification Template (eduqas.co.uk)
English Language	AQA	GCSE English Language Specification
English Literature	AQA	GCSE English Literature Specification
French	AQA	GCSE French Specification
Geography	AQA	GCSE Geography Specification

3.1.1 The purpose and nature of businesses

Content	Additional information
• Purpose of business • Reasons for starting a business • Basic functions and types of business • Business enterprise and entrepreneurship • Dynamic nature of business	Students should be able to: • 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) • understand the difference between goods and services, needs and wants • understand the meaning of factors of production – land, labour, capital, enterprise • define opportunity cost • define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector • understand the term enterprise and what is meant by an entrepreneur • outline the characteristics of an entrepreneur, such as hard working, innovative, organised and willingness to take a risk • outline the objectives of an entrepreneur, including to be their own boss, flexible working hours, to pursue an interest, earn more money,

LINK TO PAST PAPERS (FOR REVISION AND PRACTICE)

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

9-1 GCSEs (UK)

AQA	Edexcel	OCR	OCR	WJEC
		Biology A (Gateway)	Biology B (21 st Century)	England
Paper 1	Paper 1	Paper 1	Paper 1	Component 1
Paper 2	Paper 2	Paper 2	Paper 2	Component 2
		Paper 3	Paper 3	
		Paper 4	Paper 4	Wales
				Unit 1

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
Topic B1: Cell level systems
<i>Cell structures, what happens in cells, respiration and photosynthesis</i>
Topic B2: Scaling up
<i>Supplying the cell and the challenges of size</i>
Topic B3: Organism level systems
<i>Coordination and control – the nervous system, coordination 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
Topic B4: Community level systems
<i>Ecosystems</i>
Topic B5: Genes, Inheritance and Selection
<i>Inheritance, Natural selection and evolution</i>
Topic B6: Global Challenges
<i>Monitoring and maintaining the environment, feeding the human race 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 (J247/03)	Written paper (1 hour 45 mins)	Topics B1-B3	90	50
Paper 4 (J247/04)	Written paper (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

The power (and danger) of technology

- The Internet is an excellent research tool when used properly and should certainly play a part in home study.
- There is a range of useful websites to aid learning) YouTube revision videos and access to exam specifications).
- **However, temptation of social media can be a significant distraction.**



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Exam walk-throughs

Write your name here

Surname	Other Names
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Mathematics

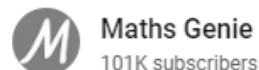
2022 Paper 2 (Calculator) Higher Tier

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.

$$L = 3A \quad A = \frac{L}{3} \quad A = \frac{57}{3} = 19$$
$$L = M + 7 \quad M = L - 7$$
$$L + A + M = 126 \quad M = 57 - 7 = 50$$
$$\cancel{L + \frac{L}{3} + L - 7 = 126}$$

Edexcel 2022 GCSE Maths Paper 2 Higher Predicted Paper

Maths Genie
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2K



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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 =



Exam Walkthroughs

YouTube GB

AQA ENGLISH LANGUAGE PAPER 1

AQA English Language Paper 1

Read again the first part of the extract, from lines 1-7.
List four things about Brighton from this part of the extract. (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. increased speed. [2]

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 | ...

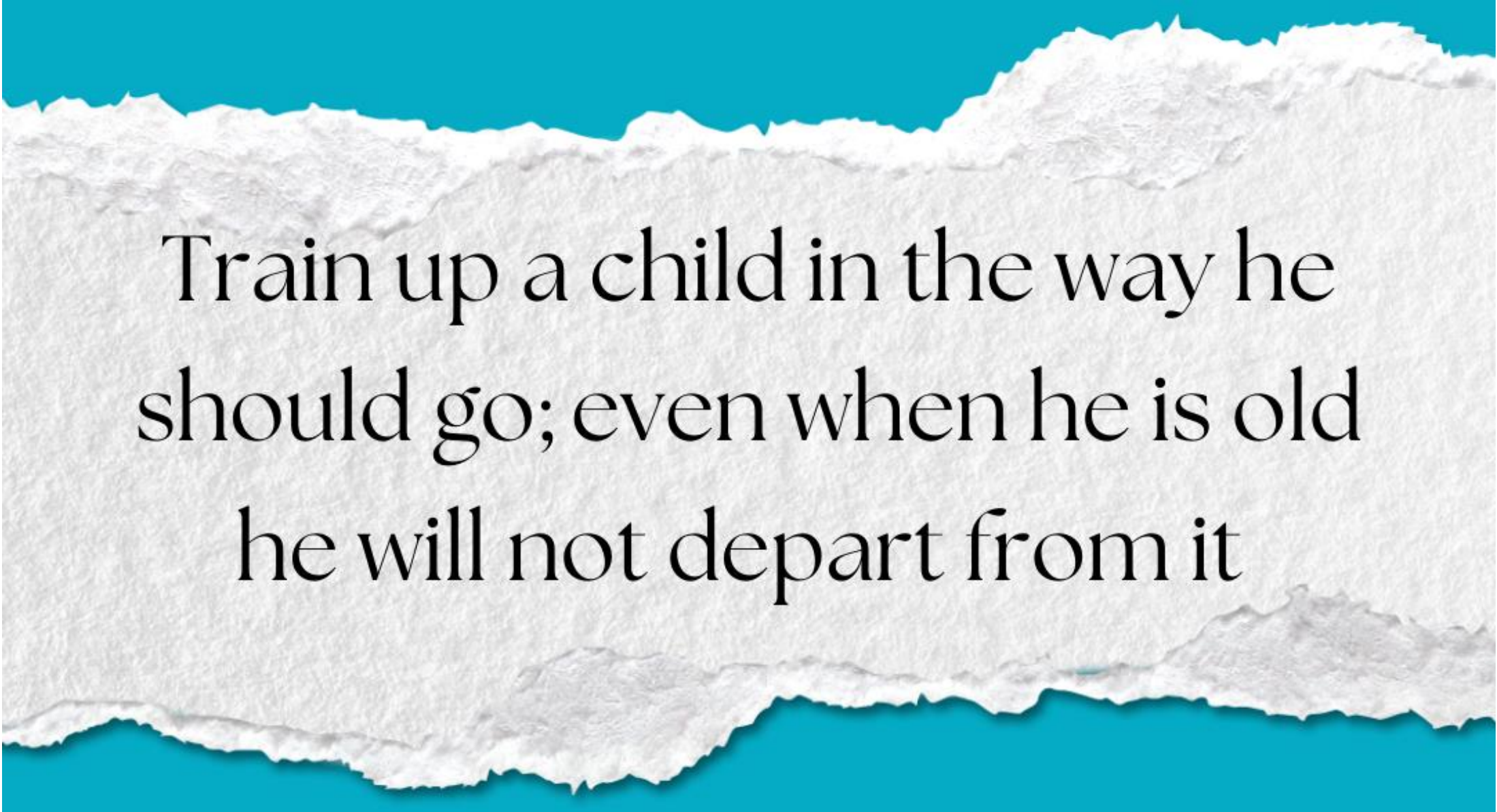
40 moments ▾

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.**





The image features a central rectangular area with a white, textured background that resembles torn paper. The edges of this white area are irregular and jagged, revealing a solid blue background underneath. Centered on the white paper is a single line of text in a black, serif font.

Train up a child in the way he
should go; even when he is old
he will not depart from it

A reminder of the pastoral structure



- **Abbey** – Dr Easton, MSEASTON@beths.bexley.sch.uk
- **Brampton** – Ms West, MSWEST@beths.bexley.sch.uk
- **Cray** – Mr Iqbal, H.IQBAL@beths.bexley.sch.uk
- **Eardley** – Mr Martin, M.MARTIN@beths.bexley.sch.uk
- **Hurst** – Ms Gregg, A.GREGG@Beths.bexley.sch.uk
- **Wickham** – Ms Wakeling (Assistant Head of Year),
L.WAKELING@beths.bexley.sch.uk
Mr Russell, MRRUSSELL@beths.bexley.sch.uk
- **Head of Year** – Ms Stevens, MSSTEVENS@beths.bexley.sch.uk

Careers and Year 10

Beths Careers and
Guidance Department



Careers Mission Statement

We want Beths students to . . . be empowered . . . achieve within the world of work . . . have successful, rewarding and fulfilling careers . . . be motivated and happy to engage with the challenges of life.

Our goals

- A careers programme that supports all year groups
- Careers embedded in the curriculum
- Safe and successful work experience
- Cutting edge careers advice and guidance

Careers Team

Students: Come and find us in the Careers Office (at the bottom of the stairs from Student Reception)

Parents – contact us on careers@beths.bexley.sch.uk

Careers and Year 10

Skills for the future

Student voice – Careers Survey

Careers Spotlight (Form time Careers Focus, October to July)

Green Careers Week (November)

National Apprenticeship Week (February)

National Careers Week (April)

Prospects 1-1 Careers Guidance interviews (after Easter and throughout year 11)

Careers Fair (July)

WORK EXPERIENCE



We believe a period of work-related learning gives students the chance to see what a real working environment is like as well as the opportunity to develop key skills that they will need in their working lives.

The week-long placement is compulsory for all current Year 10 students and is taking place from Monday 5th to Friday 9th October 2026, in the Autumn term of Year 11.

Students should find their own placements, with support of parents. Any students not finding their own placement will be given one by the school.

Students will be creating a CV in preparation for finding work experience in school.

Students will also be given information on how to find and apply for work experience.

Further information will be shared at the launch of work experience, before Christmas (date tbc)



A one-stop-shop where students can explore their interests, then find and successfully apply for their best next-step after school.

Exploring pathways	Recording what you've done	Searching for opportunities	Drafting application materials	Making applications
Careers library	Activities	UK universities	UK Personal Statement	Post 18 Intentions
Subjects library	Competencies	US universities	Classes	Locker
Know-how library	Interactions	European universities	Subject References	Applications list
MOOC		Oxbridge	CV / Resumé	
Personality profile		Canadian universities	Writing tool	
Interests profile		Asian universities	Common App Essay	
Read, Watch, Listen		Australasian universities	US recommenders	
Webinars		ME and African universities	Notes for Reference writers	
		Irish universities		
		Special Opportunities		
		Events		

Parent login to Unifrog – letter later this week –enabling you to support your child throughout their work experience and GCSEs.

Opportunities within the extra-curriculum



Key skills



Confidence



Interests



**Social
Ties**



**Well-
rounded
Growth**



Future



**Stress
Relief**

Accessing the extra-curriculum



<https://www.socscms.com/login/24>

Accessing the extra-curriculum



Sarah Stevens
Logged in as Normal User

SOCS Home

Calendar

Active Activities

Event Programme

Weekly Overview

Reports

Pupil & Staff Search

Houses

Forms

Staff

SOCS Co-curricular Users

Term One 2025/26 Co-curricular Activity List

Calendar

Active Activities

Event Programme

Weekly Overview

Term One

2025/26

Go

Filter by
year group

7

8

9

10

11

12

13

Go

[View as Week Grid](#) | [Export to Excel](#) | [Export to Word](#)

MON Lunchtime

3 Clubs

	Club/Society/Activity	Day/Time Venue Planning	Min Pupils	Max Pupils	Year Groups	Gender	Cost	1st Come 1st Served	Invite Only	Parental Auth	Record Dismissal	Staff	# Events	# Pupils	Editors
1	Cards Club	Mon: 13:10-13:45 Venue: B7	-	-	9, 10	All						LJW	0	1	  
2	Wk 1 Yr 9/10 Basketball		-	-	9, 10	All						NT	0	11	  
3	Wk 2 Yr 7 Basketball		-	-	7	All						LJJ	0	0	  

MON After School

5 Clubs

TUE After School

4 Clubs

Accessing the Super Curriculum



- Develop a love of learning
- Thirst for knowledge
- Delve deeper into subject areas of interest
- Enhances and supports regular curriculum studies
- Interest in applications for universities

Accessing the Super Curriculum

Business Education

Department Vision

This Business course introduces students to all they need to know about working in business, providing a solid foundation for further study. With a focus on helping students to become good decision-makers, students learn essential managerial skills, alongside techniques to help them become analytical problem solvers.

These skills are all highly sought after and valued in a wide range of careers. Further study and career opportunities, if students would like to study business, finance or management at University, A Level Business, provides an excellent foundation.

+ Curriculum Map Links

+ Super Curriculum Links

Chemistry

Department Vision

The Chemistry Department is dedicated to fostering a profound understanding of the chemical principles that govern the natural world and drive technological innovation.

Our vision is to create a dynamic learning environment where students explore the fundamental nature of matter, its interactions, and the transformative processes that shape our universe.

+ Curriculum Map Links

+ Super Curriculum Links

Classical Civilisation

Department Vision

Classical Civilisation will provide students with a broad, coherent and rewarding introduction to the classical world.

It offers students the unique opportunity to study the literature, visual and material culture and thought of the classical world, as well as acquire an understanding of the social, historical and cultural context.

+ Curriculum Map Links



<https://beths.bexley.sch.uk/curriculum-maps/>

Mental Health and Wellbeing

Looking after your mental health means you can *study smarter, not harder* — and face exams feeling stronger and more prepared.



**Improves Focus
and Memory**



**Reduces Stress
and Anxiety**



**Boosts
Motivation**



**Protects
Physical Health**



**Supports Exam
Performance**



**Long-term
Benefits**

Youth Mental Health First Aiders



Ms P Brobbey (Sixth Form AHoY)

Ms J Kaur (Sixth Form AHoY)

Ms R Lynch (IEN)

Mr M Martin (Geology, Geography)

Ms M Minkowich (English, Mental Health & Wellbeing Lead)

Mr R Morgan (D&T)

Ms L West (Science)

**Ms S Shofolahan –
School Counsellor**

All MHFAs have received accredited training to support and signpost your young people.

