YEAR 11 INFORMATION EVENING

Supporting your son through GCSE



Mocks, revision, and how you can help at home – without being an expert

Bernard · Deputy Headteacher · William Ellis School



A podcast about boys, created by boys”

What is pressure?

What is success?

- Money
- Education
- Career
- Status

Tonight in seven steps

1. Why we sit exams – and why mocks, and why now
2. How the mocks run, and the exam-day rules
3. How to prepare for mocks
4. How to support your son without being an expert
5. The role of the household
6. Using the A3 planner and the booklet
7. Where to go for help

Quick-win tips and a few stories along the way

Year 11 is a game of two halves



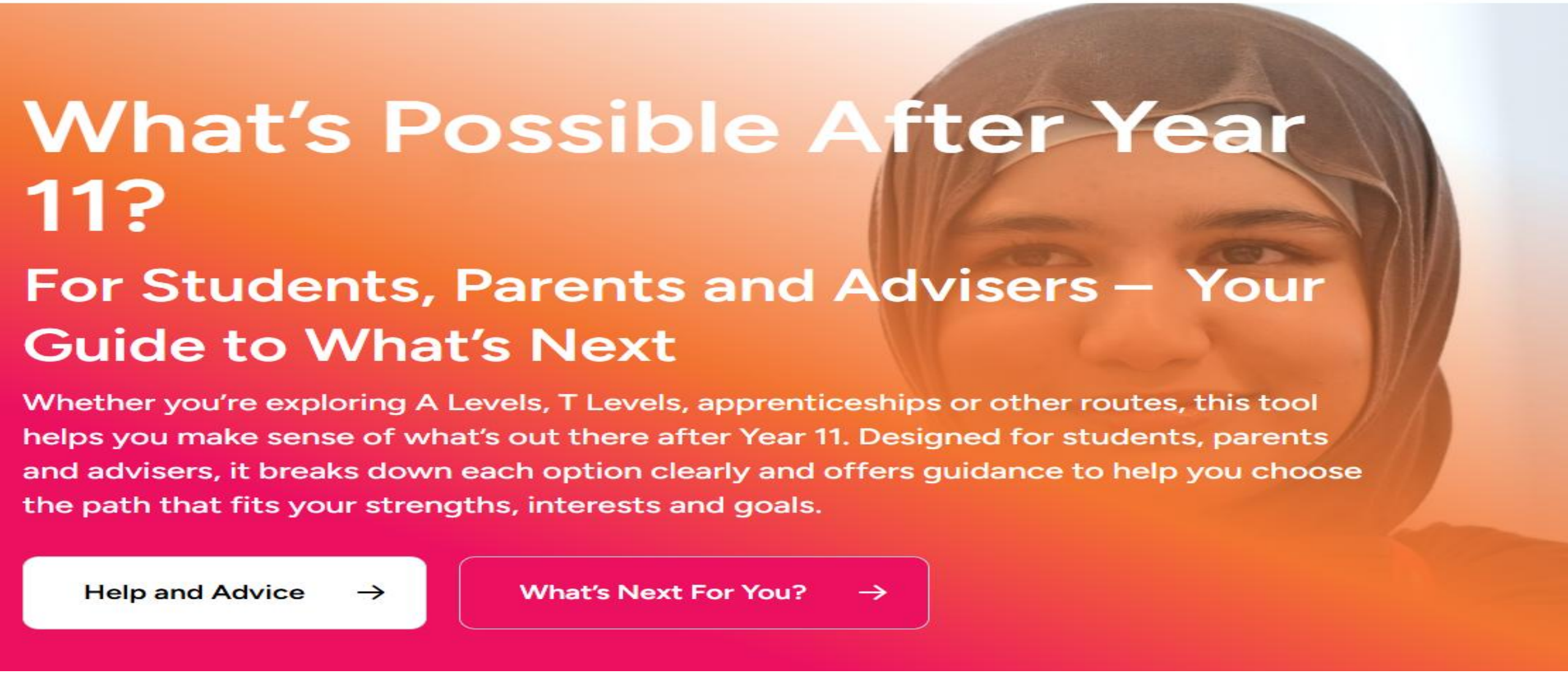
For your calendar

Date	Event
3rd November	Information evening
26th November	LaSWAP Open Evening
7-16th December	Mock exams
27th January	Parent teacher evening
8-13th March	Spring Mocks
10th May	Written exams start
24th June	Celebration of Achievement
19th August	Results day

Date for your diary….

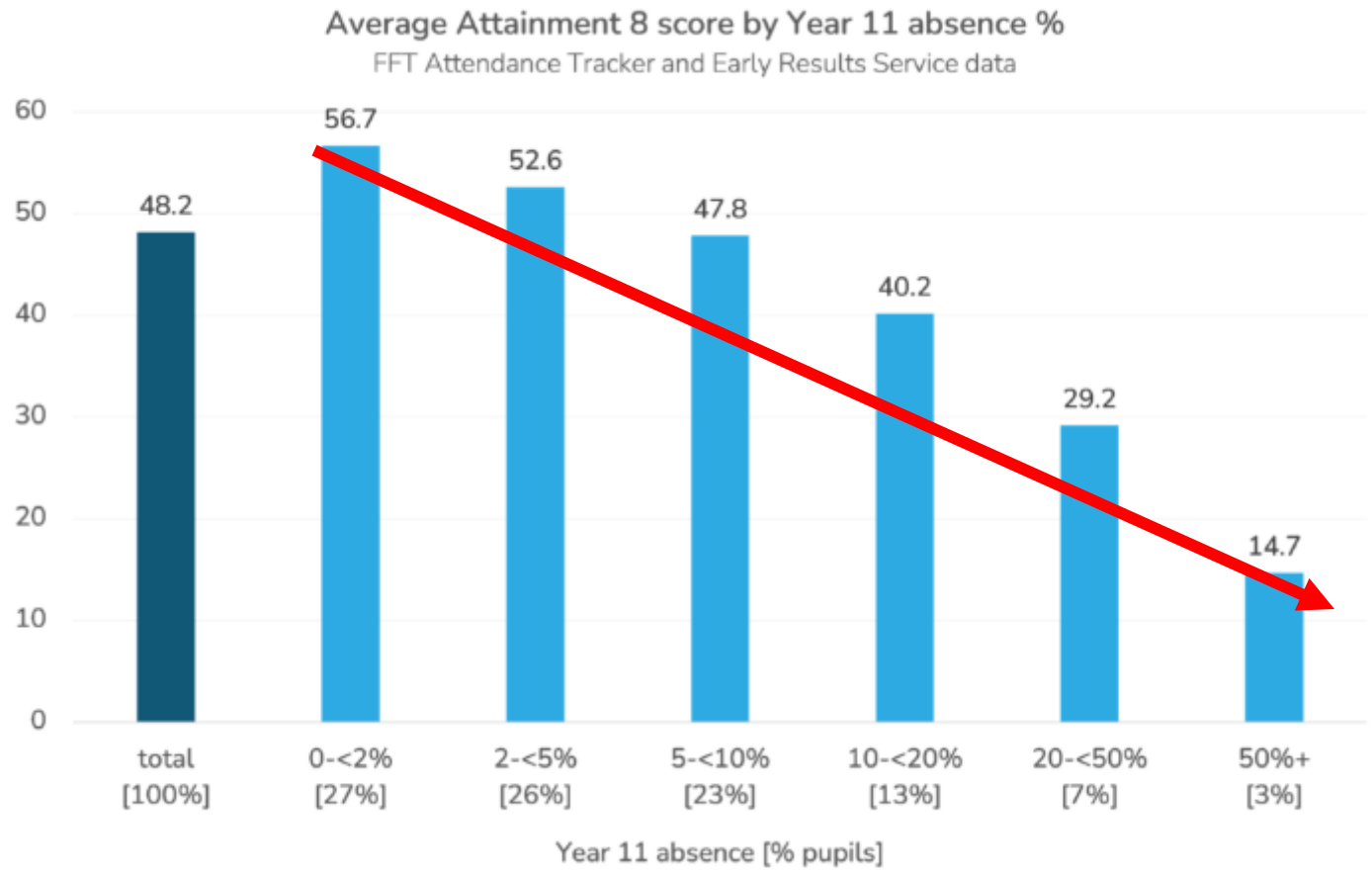
- WES@LaSWAP guidance interviews
- Either Saturday 16th OR Saturday 23rd January
- Students and parents invited in for interview to discuss onward pathway.
- Timed between mock results and parents' evening

Next Steps Post 16 Camden Learning



Post16.camdenlearning.org.uk

Attendance at school vs attainment



GCSEs are a passport, not a verdict



They open doors

Sixth form, college and apprenticeships all look at GCSE results – especially English and maths.



They show what five years have built

A fair, common measure of what your son knows, set against the same standard as every student in the country.



They teach a life skill

Planning, working under pressure and keeping going when it's hard – the habits he will need long after Year 11.

One set of results is never the whole story – but it does shape the next step, so it's worth doing well.

Mock Exams



We set mock exams to

- measure progress and
- help prepare students for their real exams.

Mock grades do not count towards your son's GCSE but they do help

- inform us of their strengths and weaknesses,
- assess the grade they are working at
- make the most accurate predictions

Your personal exam timetable

Day / Date

Start time
9am or 1.30pm

Subject

Exam length in mins

Candidate No: 3105 **UCI:** 102880223105X **ULN:** 2461498228

Centre No: 10288 **Season:** Year 10 mock summer 2024

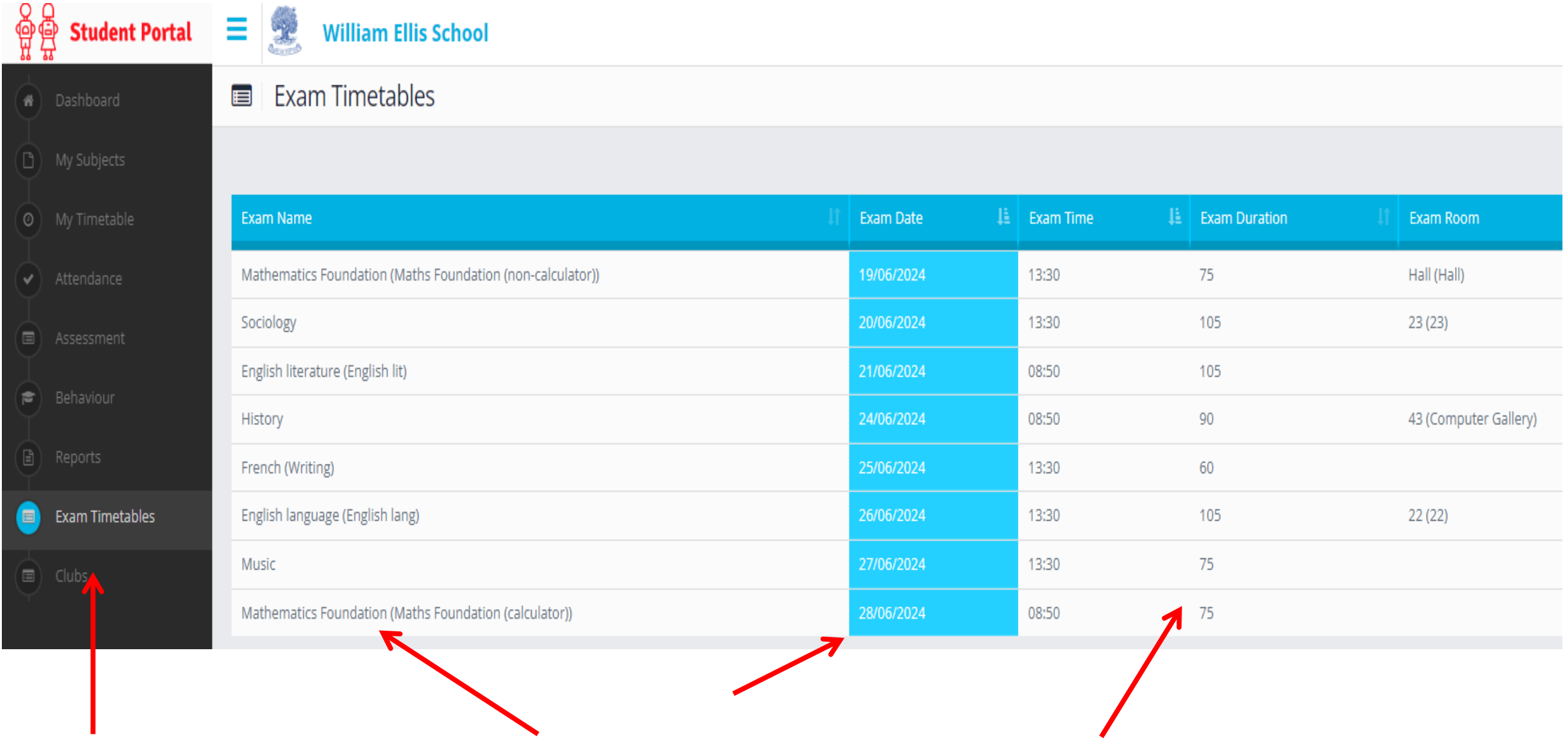
Date	Start	Option Title	Option Code	Exam	Unit Code	Room	Seat	Length
Wed, 19th Jun	1:30PM	Mathematics Higher	0172A	Maths Higher (non-calculator)	0172A01	Hall	F7	75m
Thu, 20th Jun	1:30PM	Sociology	0176A	Sociology	0176A01	22	A3	105m
Fri, 21st Jun	8:50AM	English literature	0166A	English lit	0166A01			105m
Mon, 24th Jun	1:30PM	Business	0161A	Business	0161A01	Hall	A3	105m

SEAT DEATAILS

On the printed timetable. Every student will have a personal seat number. They must remember this number for their exams. The seat number will be used in the hall



Student and Parent Portal (MCAS)



Exam Name	Exam Date	Exam Time	Exam Duration	Exam Room
Mathematics Foundation (Maths Foundation (non-calculator))	19/06/2024	13:30	75	Hall (Hall)
Sociology	20/06/2024	13:30	105	23 (23)
English literature (English lit)	21/06/2024	08:50	105	
History	24/06/2024	08:50	90	43 (Computer Gallery)
French (Writing)	25/06/2024	13:30	60	
English language (English lang)	26/06/2024	13:30	105	22 (22)
Music	27/06/2024	13:30	75	
Mathematics Foundation (Maths Foundation (calculator))	28/06/2024	08:50	75	

The mocks are a rehearsal, not the performance

Find the gaps

Which topics and question types need work – while there is still time to fix them.

Practise the conditions

Silence, a clock, no phone, and a long day. Better to feel it for the first time in December than in May.

Learn how to revise

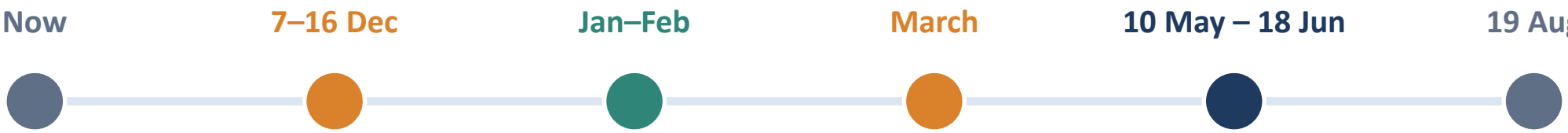
Which methods actually worked? The mocks tell him, and us, what to change.

A chance to prove to yourself what you are capable of

What we do with the results

- Inform predicted grades
- Target extra support and intervention
- Give each student feedback on what to do next

Why now? There is still time to change the result



Plan and start	Mock exams	Feedback	Second mocks	GCSE exams	Results day
Fill in the planner. Build the habit.	Rehearsal in exam conditions.	What to fix, topic by topic.	Check the fixes worked.	The real thing.	Next steps begin.

In December a bad mock is just that.
It points to exactly what to fix, with five months to do it.
In June there is no second chance.

How the mocks run: real exam conditions

Mon 7 – Wed 16 December

Two sessions a day: morning exams start at 9.00am, afternoon exams at 1.30pm.

In school all the way through

Students stay in school for the duration of the exams.

Exam hall, real papers

Silent, timed, invigilated.

Feedback to act on

Results come back with feedback on what to fix before the March mocks and the summer.

Full mock timetable: booklet, page 3

Exam-day rules: what he can and cannot bring

Bring

- A clear pencil case
- Two black ink pens (blue is not acceptable)
- An approved calculator, where needed
- A ruler or protractor, where needed
- A clear water bottle with no label

Leave out of the exam room

- Phones – any type
- Watches – including smart watches
- Smart devices: earbuds, smart glasses, tablets
- Revision notes

If a student breaks the rules, even by accident, it can mean disqualification.
The checklist is on page 30 of the booklet.

Preparing for the mocks: three moves that work

1

Test, don’t re-read

Closing the book and writing down what he can remember beats highlighting and re-reading, every time.

2

Practise past papers

Timed, then marked with the mark scheme and corrected in a different colour.

3

Little and often

Short focused blocks – about 30 minutes, then a break – on the weakest topics first.

What doesn’t work: copying notes out, highlighting everything, last-minute all-nighters, revising with the phone on the desk.

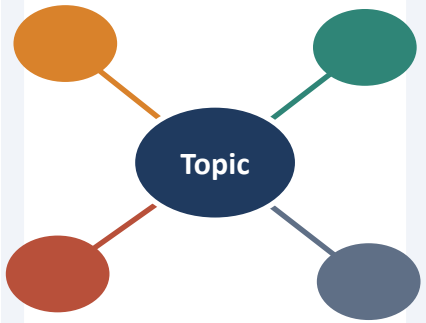
Revision tools: pick the right one for the job



Flash cards

Key terms, dates, quotes

Question on one side, answer on the other. Shuffle and test.



Mind maps

How topics link

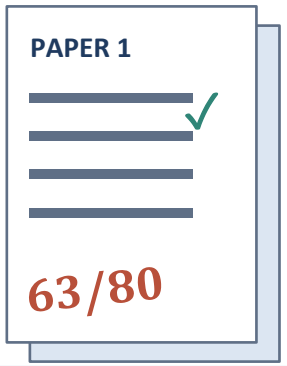
Draw from memory first, then check against your notes.



Revision notes

One page per topic

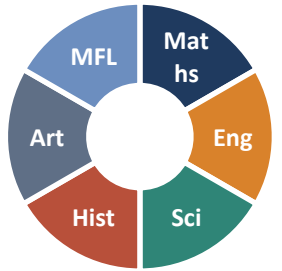
Condense, then cover it up and write what you remember.



Past papers

Exam technique

Timed, marked with the mark scheme, then corrected.



Revision wheel

Balance across subjects

Colour in each segment as the topic is revised.

Mix at least two. Whatever he makes, the point is to use it to test himself.

The online platforms students use most

Seneca

All subjects

Short interactive lessons with quizzes. Free to use; the school has premium access for some subjects.

Sparx Maths

Maths

Set homework with worked-example videos to watch when stuck.

Linguascope

French and German

Vocabulary and grammar games and practice. Little and often works best.

BBC Bitesize

All subjects

Clear notes, short videos and quizzes by exam board.

Save My Exams

All subjects

Past papers, mark schemes and topic questions.

Physics and Maths Tutor

Science and maths

Past questions sorted by topic, with mark schemes.

Quizlet

All subjects

Ready-made or homemade flash cards, in a phone-friendly format.

Satchel One

Set by school

Where teachers set and track tasks and revision quizzes.

Ask the subject teacher which one to use. One platform used well beats five dipped into.

Using the A3 planner and the booklet together

1

Sunday: fill in the week

Fixed commitments first – clubs, meals, family. Then add revision slots, 4–9pm, with subject, topic and method.

2

Check the booklet

Each subject page tells him when the paper is, what it covers, where the resources are and how to revise.

3

Tick it off

Each finished slot gets a tick. Friday: look back, then change next week's plan.



The planner is a conversation starter

Ten minutes together on a Sunday evening does more than any amount of asking to do your homework.

You don’t need to be an expert: be the project manager

Five questions that work in any subject

“What are you working on tonight, and how will you test yourself?”

“Can you teach me one thing you learned today?”

“What did the last paper show you needs work?”

“What’s the plan for tomorrow?”

“What’s getting in the way, and how can I help?”

Do

- Ask, listen, quiz
- Notice effort, not just grades
- Keep a calm routine

Don’t

- Compare with siblings or friends
- Check on him every ten minutes
- Set “you’ll fail if…” threats

Year 11 Revision Planner

Mock exams Monday 7 – Wednesday 16 December 2026

Name:	Tutor group:	Week beginning:	Weeks until mocks:

How to use this planner: **1** Pencil in fixed commitments first (clubs, travel, meals, family). **2** Add revision slots: subject + topic + method. **3** Tick the box when a slot is done.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4–5 pm	☐	☐	☐	☐	☐	☐	☐
5–6 pm	☐	☐	☐	☐	☐	☐	☐
6–7 pm	☐	☐	☐	☐	☐	☐	☐
7–8 pm	☐	☐	☐	☐	☐	☐	☐
8–9 pm	☐	☐	☐	☐	☐	☐	☐

My three priorities this week

1. _____

2. _____

3. _____

My evening off: _____

How I will revise (tick the methods I plan to use)

- ☐ Cover, write, check: learn it, hide it, write it from memory
- ☐ Exam questions done to the clock
- ☐ Mark with the mark scheme, then correct in a second colour
- ☐ Quiz someone, or ask a parent to quiz me
- ☐ Plan an answer before writing it

End-of-week check

Sessions planned: _____ Sessions done: _____

What worked well: _____

One thing to change next week: _____

Do I need help? From whom: _____

The household: small changes, big difference



A place to work

Table or desk, light, quiet. Not the bed. Not the sofa in front of the TV.



A steady routine

Same revision slots most days. Meals at predictable times.



Phones out of reach

Out of the room during revision, and out of the bedroom overnight.



One shared plan

Everyone in the home – including both homes if he lives in two – knows the mock dates and the rules.

Agree it together, write it down, put it on the fridge.

Where to study

School Library

Before School
Lunch
After School

Subject

After school interventions.

Schedule to start tomorrow

At Home

Find the best place that works for you and your family.

Where to Study

Find your local Camden library

- Camden libraries opening times
- Swiss Cottage library
- Holborn library
- Camden Town library
- Kentish Town library
- Pancras Square library
- Public holidays – library opening times
- Highgate library
- West Hampstead library
- Kilburn library
- Queens Crescent library

Breaks and treats – without going overboard

One evening, 4–9pm, can look like this



Breaks

Short and real: move, drink, get fresh air. Not “just a quick scroll”.

Treats

Small and earned after the work – a favourite meal, a game with a friend, a lie-in at the weekend.

Sleep

Teenagers need roughly 8–10 hours. A tired brain learns less than a rested one.

One evening off

It’s built into the planner. A rested brain remembers more.

Quick wins you can start tonight

- Put the A3 planner on the wall – not in a bag
- Check the mock timetable is on the fridge
- Phone charges downstairs overnight
- Pack the bag together the night before
- Ask: “Teach me one thing you learned today”
- Agree a 10-minute Sunday planning chat
- Cook something he likes on mock days
- Notice effort out loud: “I saw you working”

What I’ve seen go wrong – and how it was fixed



The night before

Cramming through the night. Tired students lose marks they already had.

The fix: sleep first, and stop at a set time



The phone on the desk

Two hours of “revision” that was really notifications.

The fix: phone out of the room



The silent struggle

A child who said everything was fine – until the mock results arrived.

The fix: ask early; talk to school

If something worries you, don’t wait for the mock results.

Where to Study

Find your local Camden library

- Camden libraries opening times
- Swiss Cottage library
- Holborn library
- Camden Town library
- Kentish Town library
- Pancras Square library
- Public holidays – library opening times
- Highgate library
- West Hampstead library
- Kilburn library
- Queens Crescent library

Where to study

School Library

Before School
Lunch
After School

Subject

After school specialist interventions.

Schedule to start tomorrow

At Home

Find the best place that works for you and your family.

Where to go for help

Your son’s subject teacher

Revision questions, past papers, feedback on a mock.

Your son’s Tutor or Head of House

Attendance, wellbeing, organisation, or something that’s worrying you.

SEND and EMAS teams

Access arrangements, extra support, language support.

The Exams Office

Timetables, rules, special consideration.

Three things to do this week

Sit down with the planner

Agree the household plan

Workspace, phone, routine – written down.

Tell him you believe in him

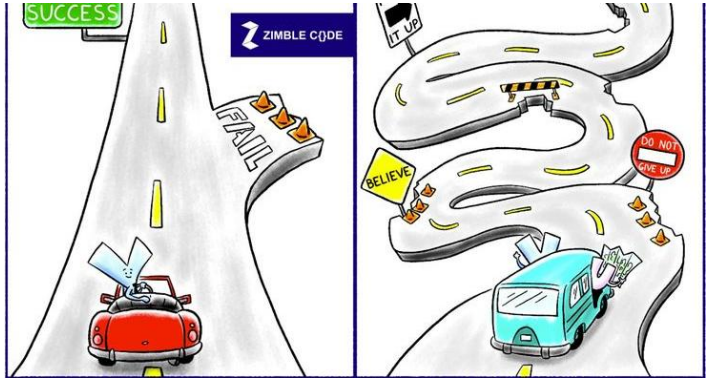
Worries about workload?

What can parents and carers do to help?



Revision one size does not fit all





Revision is never a straight route there are many twists and turns



Revision can sometime feel like a dear looking into headlights

Exam Stress

Information parents and carers

Exams can lead to great stress for students and those who live with them.

While a certain amount of stress is inevitable at exam time, you can help to keep things focused and calm for your child...this is a dress rehearsal!

Students view

"

They just nag me all the time

"

They don't understand the system now, it has all changed since they were at school

"

I am old enough to manage it on my own

"

I can't work at home there is too much noise, I have to go to my friend's and study

"

They pile on the pressure and will only be happy if I get top marks

"

They think I will fail and not get a good job

Parent’s view

“

He always leaves it to the last minute

“

There is always an excuse and I don’t know what to believe

“

Whenever I try to talk calmly about exams it always end up in an argument

“

I seem to be the only one worried about this

“

Schoolwork looked very different in my day and I don’t know how to help

“

Isn’t it the teacher’s job?

What you can do for exam stress

A degree of pressure is normal around exams and can help to keep your son alert and motivated.

But too much pressure can lead to stress and can de-rail thinking and lead to more anxiety about doing badly or failing.

Your support and tolerance is important to your son, even if they seem to reject your help.

The following are possible suggestions to offer:

Effective study and learning habits

1. Encourage your son to find out exactly what the exam involves – and to understand what to expect.
2. Feeling unprepared adds to stress, so help them make an early start to revision.
3. Encourage your son to ask their teacher for help, clarity or guidance if they are unsure of something or need extra support.
4. Help them to plan their study schedule early on so they have sufficient time to study. It can be helpful to develop a clear, realistic plan of what they want to cover in each study session, to break it down into small chunks. Help them to pace their study.
5. Remind your son to take a short rest and move around in between each part of their study.
6. Get involved by offering help sometimes.

7 Principles of Effective Revision

For WES pupils

Effective revision is key to academic success. However, you have to know how to revise. Follow these seven principles, and they will set you on the road to success.

1. **Make a long-term plan:** All of the revision you have to do can seem intimidating, so stop worrying, and start planning. Create a day-by-day plan scheduling exactly what you want to revise when and stick to it.

2. **Do not just re-read information:** The least effective type of revision is re-reading notes. Highlighting notes is no better. Both approaches are too passive. You need to be doing something active with your brain to ensure that the information sticks.

3. **Quiz yourself:** For ‘finger-tip’ knowledge such as historical dates, Spanish verb endings, or chemical formula, you need to practice recalling information from memory using quizzes. How? flashcards, phone apps, and knowledge organizers.

7 Principles of Effective Revision (continued)

For WES pupils

4 **Stay mentally active:** If you are thinking hard, you are revising well. Therefore, devise tasks that allow you to practice the thinking you have to do in the real exam. How? Write plans for practice questions, create mind maps, and complete past papers.

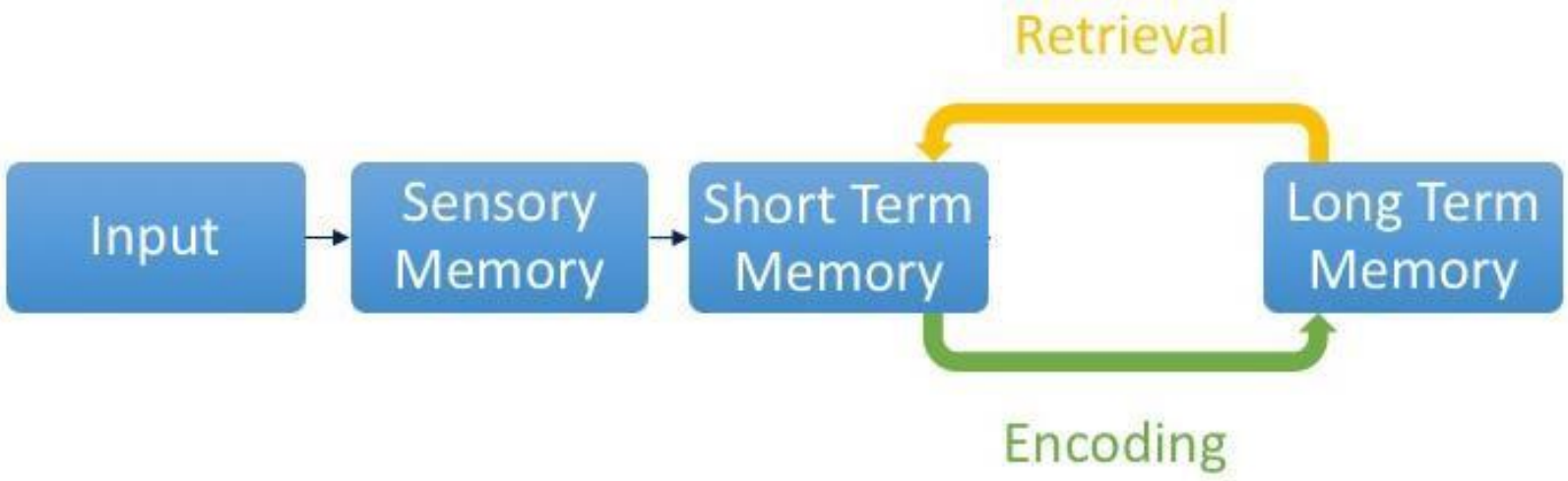
5 **Create Memory aids:** For that really difficult information that just won't stick, create a memory aid. This can be a silly joke, a mnemonic, or a visual representation. Find out what works for you and use it.

6 **Focus on the hard stuff:** It is tempting to revise topics you already know, as it feels nice and reassuring. However, this is 'comfort blanket' revision. Put away the comfort blanket and focus on the topics you find difficult. That is where the biggest gains are made.

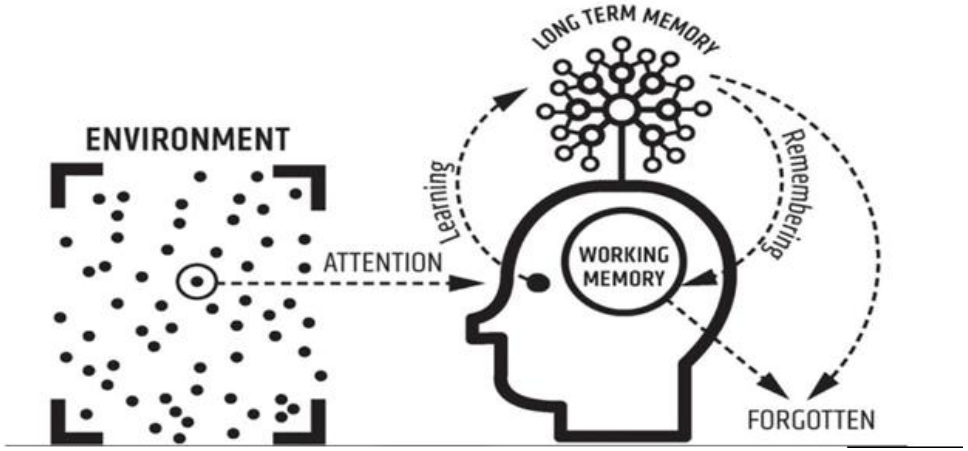
7 **Work hard, then have a break:** Either be revising, or on a break. Put your phone away, turn off your music, and close that internet browser. Then, when you have completed your revision, you can have fun. But don't try to mix the two.

Retrieval Practice

Retrieval practice is any activity that means you have to retrieve information from your long-term memory without the support of notes or books



Retrieval Practice (continued)



The has been called the ‘testing effect’.

Research has shown that pupils do better in their final exams if the learn the information once and then do lots of tests (retrieval practice) rather than if they try to go over the information lots of times and only have one test.

This means that it is really important that when you are doing retrieval practice you do not use your notes and instead complete any of the activities from memory.

Quizzing

Quizzing simply involves answering questions.

- You could use questions that you have completed in class or make your own.
- Use the wide range of online resources that the school provides you with. i.e.
- Include a range of questions – multiple choice, knowledge, understanding.
- Remember to answer the questions from memory first and then check if they are correct/complete using your notes afterwards.

Flash Cards

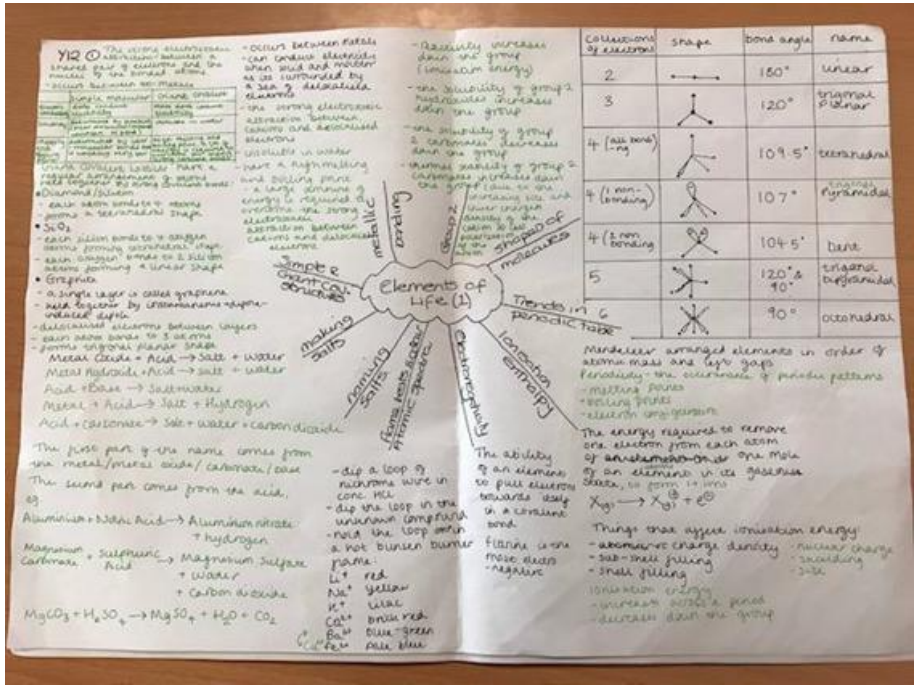
Flash cards have questions on the front and the answer on the back.

- This means you will need to break topics down into lots of small questions.
- Look at the question side and try to answer it. You can do this with another person, say the answer out loud to yourself or write the answer down. You then turn the card over to check if your answer was correct. Make sure you go over the incorrect ones again!
- You can review the flash cards from both sides



Mind Maps

- Use the main parts of the topic as the first branches. You can get these from your notes to make sure that you include everything.
- You should then complete the rest of the mind map from memory.
- When you have done this you can use your notes to check, correct and add to the mind map.



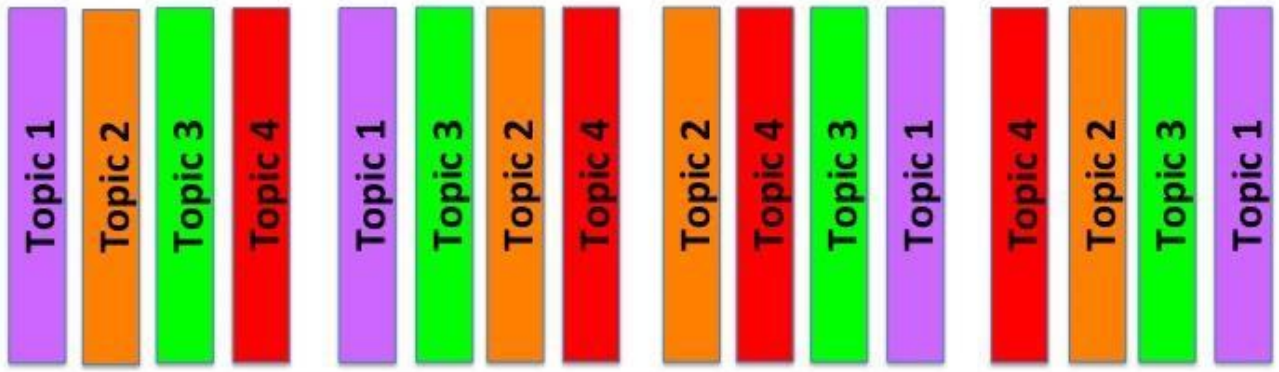
Past Exam Papers

Completing examination papers is one of the most effective ways to ensure you are covering a wide range of topics within your retrieval session as well as experiencing the types of questions your final exam will cover. Try to use the correct exam board as much as you can.

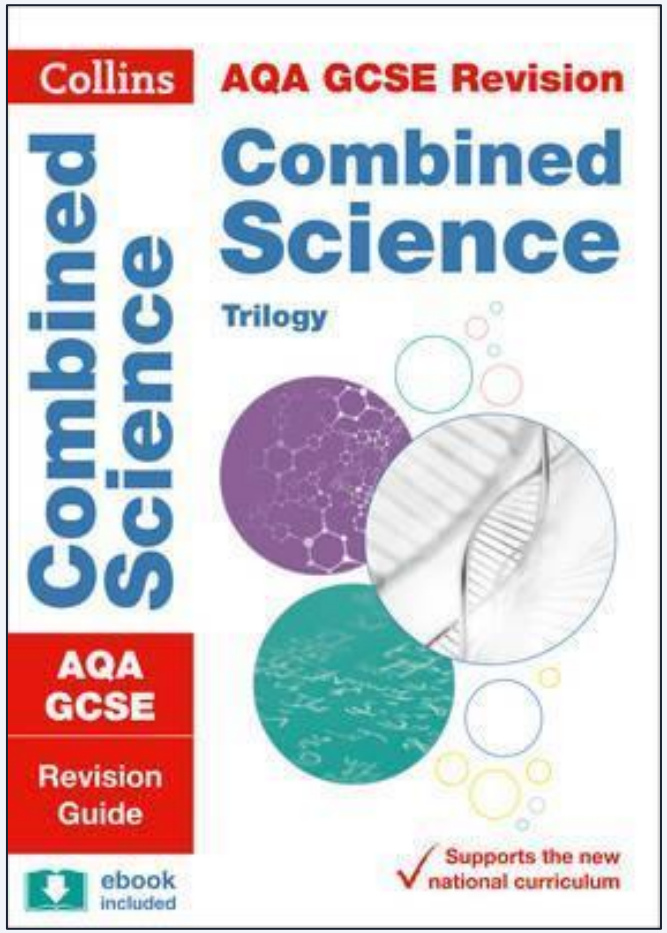
- Ensure you complete as many questions as you can from memory.
- Use the mark scheme or your teacher to check over the answers
- Fill in any missing answers from the mark scheme and then add these missing topics to your revision list.

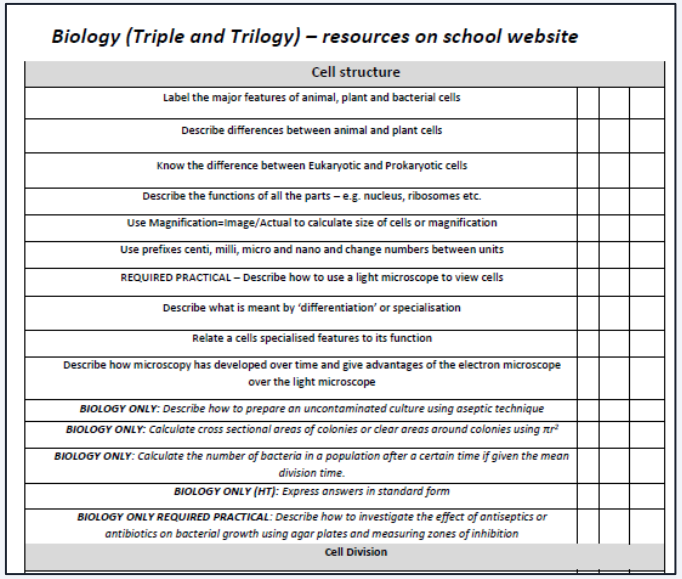
Another strategy - Interleaved Practice

- Interleaving is mixing up of lots of different subjects or topics when you do independent study.
- Research has shown that you will remember more if you do this rather than studying one topic for a block of time and then another.
- Make sure you do retrieval practice on lots of different topics.
- This is shown in the diagram.



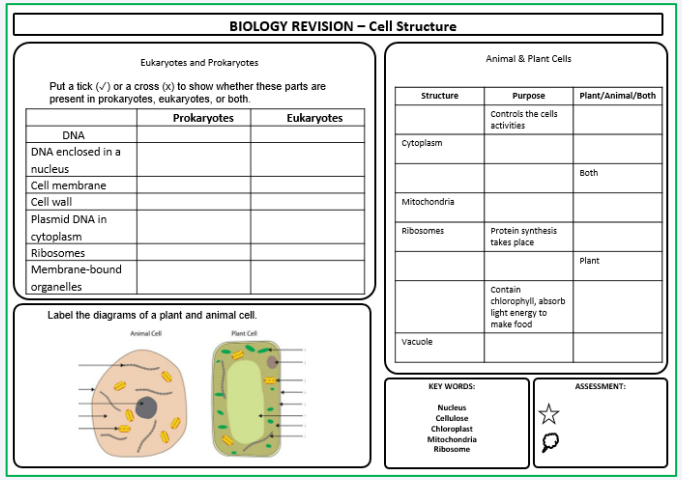
Revision Resources





Biology (Triple and Trilogy) – resources on school website

Cell structure			
Label the major features of animal, plant and bacterial cells			
Describe differences between animal and plant cells			
Know the difference between Eukaryotic and Prokaryotic cells			
Describe the functions of all the parts – e.g. nucleus, ribosomes etc.			
Use Magnification=Image/Actual to calculate size of cells or magnification			
Use prefixes centi, milli, micro and nano and change numbers between units			
REQUIRED PRACTICAL – Describe how to use a light microscope to view cells			
Describe what is meant by 'differentiation' or specialisation			
Relate a cells specialised features to its function			
Describe how microscopy has developed over time and give advantages of the electron microscope over the light microscope			
***BIOLOGY ONLY**: Describe how to prepare an uncontaminated culture using aseptic technique*			
***BIOLOGY ONLY**: Calculate cross sectional areas of colonies or clear areas around colonies using πr^2*			
***BIOLOGY ONLY**: Calculate the number of bacteria in a population after a certain time if given the mean division time.*			
***BIOLOGY ONLY (HT)**: Express answers in standard form*			
***BIOLOGY ONLY REQUIRED PRACTICAL**: Describe how to investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition*			
Cell Division			



BIOLOGY REVISION – Cell Structure

Eukaryotes and Prokaryotes

Put a tick (✓) or a cross (x) to show whether these parts are present in prokaryotes, eukaryotes, or both.

	Prokaryotes	Eukaryotes
DNA		
DNA enclosed in a nucleus		
Cell membrane		
Cell wall		
Plasmid DNA in cytoplasm		
Ribosomes		
Membrane-bound organelles		

Label the diagrams of a plant and animal cell.

Animal Cell

Plant Cell

Animal & Plant Cells

Structure	Purpose	Plant/Animal/Both
	Controls the cells activities	
Cytoplasm		
		Both
Mitochondria		
Ribosomes	Protein synthesis takes place	
		Plant
	Contain chlorophyll, absorb light energy to make food	
Vacuole		

KEY WORDS:

Nucleus
Cellulose
Chloroplast
Mitochondria
Ribosome

ASSESSMENT:

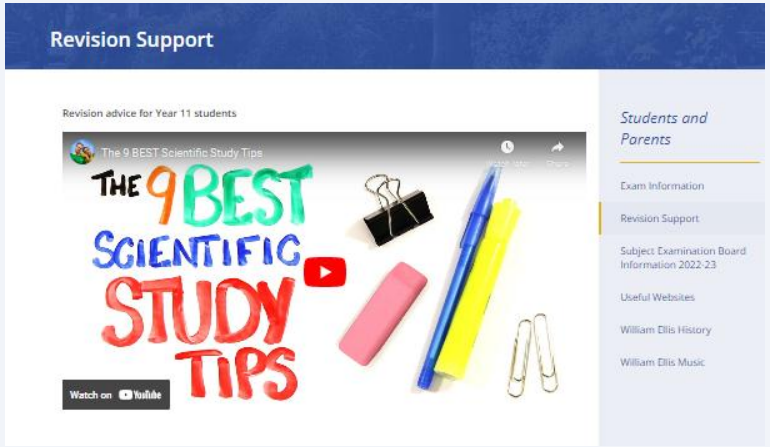
Revision Resources (continued)

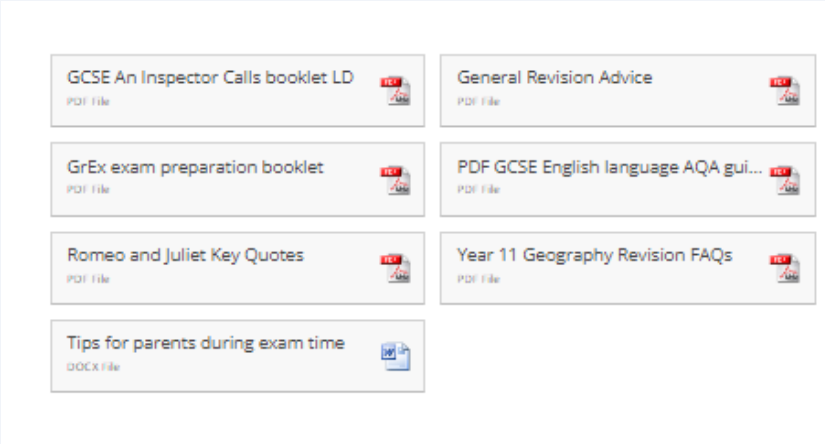
Subject	General Advice / Checklists	Revision Resource	Sample Test papers
Biology Triple	Triple - Biology guidance	BIOLOGY REVISION PAPER 1	Paper 1 Transport Cells Paper 1 Enzymes Paper 1 Heart Paper 1 Disease Paper 1 Photosynthesis Paper 2 Response, Nervous System and Hormones Paper 2 Reproduction and Inheritance
Biology Trilogy (Double)	Biology guidance, checklist and Revision Videos (Youtube)	BIOLOGY REVISION PAPER 2	Paper 2 Variation, Evolution and Classification Paper 2 Adaptations and Feeding Relationships Paper 2 Biodiversity and Global Warming



Revision Resources (continued)







What NOT to do

Ineffective learning strategies

Research has shown the following study strategies to be ineffective:

1. **Writing a summary of your notes.**
2. **Highlighting your notes.**
3. **Re-reading.**



Needs to be active

Needs to involve retrieval

What NOT to do (continued)

This is because they make you feel like you know the material and may help you to remember the information in the short-term (e.g. just after re-reading your notes) but this will not last so you are more likely to forget the information in the coming days.

These techniques should be used to highlight important information and make your revision notes but not as ways to help you remember that material.

Healthy sleeping and eating habits

- Encourage your son to stick to a routine of going to bed at a reasonable time. They need to avoid late night screen use.
- Encourage them to drink lots of water instead.
- Encourage them to eat fresh fruit, vegetables, cereals, grains, nuts and protein - they are all good for the brain and blood sugar levels.
- Avoid sweets and junk food if possible. It will bring a sudden sugar high which will fall away quickly, leaving a person feeling tired.
- Motivate them to eat regularly and make time to have fun and exercise.
- Remind them to take time out when they eat, rather than carrying on with study.
- Encourage them to eat when they get hungry, rather than graze as a distraction. This keeps blood sugar and hydration levels steady.

Relaxation ideas to help your son cope with exam stress

Always encourage your son to relax before they go to bed after concentrating for long periods of time. Activities such as reading a short story may help them unwind and sleep better.

Encourage them to get some sunlight and fresh air and do some exercise they enjoy.

Avoid rushing on the day of the exam by checking with them that they have packed everything they need to take with them the night before.

Avoid a post-mortem after each exam, keep things in perspective and look ahead to the next one.

Parent's role

1. Helping to keep them motivated
2. Remembering to listen not lecture
3. Asking how you can be of help
4. Helping with organisation and routines
5. Building their resilience
6. Be there for relaxation and break times
7. Show an interest in the content not just result
8. Inform yourself

Asking for help

If you are worried about your son’s stress levels talk to their tutor.

Encourage them to ask for help from their subject teachers, form tutor, School Counsellor,

Date for your diary….

WES@LaSWAP guidance interviews

Either Saturday 16th OR Saturday 23rd January

Students and parents invited in for interview to discuss onward pathway.

Timed between mock results and parents’

Aspirations – sixth form entry

Camden School for Girls

- 6 in English and Maths PLUS at least 3 other 6s

Woodhouse

- 3 A level programme: average best eight = 6.0
- 4 A level programme: average best eight = 7.5

LaSWAP

- 3 A levels: 6 in English Language; at least 4 grade 6s; and an APS of 5
- 4 A levels: 6 in English Language; at least 4 grade 6s; and APS of 7

ALL OF THE ABOVE HAVE SUBJECT SPECIFIC ENTRY REQUIREMENTS, TOO!

GCSEs: a passport

Camden School for Girls

- 6 in English and Maths PLUS at least 3 other 6s

Woodhouse

- 3 A level programme: average best eight = 6.0
- 4 A level programme: average best eight = 7.5

LaSWAP

- 3 A levels: 6 in English Language; at least 4 grade 6s; and an APS of 5
- 4 A levels: 6 in English Language; at least 4 grade 6s; and APS of 7
- BTEC: APS of 4.5 (5 if you want to study an additional A Level)
- T Level: APS of 5

Aspirations – university and career

There are many paths to success!

BUT…

GCSE grades are seen by some courses / universities as a more accurate predictor of success than A Level results.

Medicine, Law, Engineering courses

Oxford, Cambridge, Imperial, Warwick, Bristol, Edinburgh, Manchester, Leeds, Sheffield, Southampton

What are the steps that he needs to reach these aspirations?

The higher the number of high grade GCSEs, the more doors open.

More importantly – the skills that passing exams teach you enable to move into sixth form and university study successfully

Most importantly – the confidence that knowing you did all you could to ensure your own success will allow you to move into further study / adult life successfully

How will the upcoming mocks help?

Proper preparation prevents poor performance!

Skills

Confidence

Acting on feedback

What can parents do to help?

All of the above!

Keeping eyes on the prize!

GCSEs are a necessary hurdle for our most able students to be allowed to concentrate on what they want to focus on next!