



BEECHEN CLIFF

Year 13 Parent Information Evening

Ensuring that our students are prepared for their final year and helping them to maximise their potential.

Aspiration • Compassion • Independence • Respect

Programme

Welcome

Key Dates and Exam Preparation

Revision Skills & Techniques

Post-18 Destinations and Support

Student Wellbeing

Aspiration • Compassion • Independence • Respect



Aspiration • Compassion • Independence • Respect

Key Dates

- Parents Evening: Wednesday 4th November 2026
- Mock Exam Week 1: w/c 30th November 2026
- Mock Exam Week 2: w/c 1st March 2027
- A Level (and final L3 Sport) exams are taking place between 10th May-18th June 2027
- Results day - Thursday 12th August 2027

Exam Preparation (Miss Mather)

What should students already know?

- How to organise their notes!
- Why revision is important
- Revision techniques
- Using exam specifications as checklists
- Use of past papers and mark schemes
- How to make exam timetables



This was all covered in Year 12 tutor time last year and on the first day of the school year a few weeks ago...

The 2-4-6 Method

First, remove every day from the revision plan that you know you won't revise (work, family occasions, parties). *Be sensible but realistic!*

1. On a school day, allocate **2 hours of revision per day** (after homework/study). Think about when you work best but typically 5-7pm or straight after school (in the Group or Silent study).
2. On a weekend or a day you have no lessons, you allocate **4 hours**. This is in *two lots of 2 hours* (never all at once). If you do this in the morning and early evening, you have plenty of time to relax in between.
3. A few days before each exam, we suggest up to **6 hours** (in three lots of 2 hours) *-for mocks, this may be less as students won't have study leave beforehand so must balance with their usual lessons!*

Aspiration • Compassion • Independence • Respect

2-4-6 Method

1. Students have around 9 weeks until Dec Mock Week (8 school weeks + 1 week in Oct Half Term)
2. Based on the 2-4-6 method, a typical student can fit in a minimum of 176 hours of revision before the Dec mock exam week
3. For students doing three A Levels, this should give 59 hours per subject.

SO THERE'S ENOUGH TIME TO MAKE A BIG DIFFERENCE

Aspiration • Compassion • Independence • Respect

EXAMPLE REVISION TIMETABLE (*DATES NOT CORRECT!*)

WEEK EXAMPLE	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
NORMAL SCHOOL WEEK	21 2 hours - History	22 2 hours - History	23 2 hours - Physics	24 <i>No lessons</i> 4 hours - Physics	25 BIRTHDAY MEAL	26 2 hrs - Geo 2 hrs - Hist	27 2 hrs - Geo TENNIS
OCT HALF TERM	28 4 hours - Geo	29 4 hours - History	30 4 hours - History	1 4 hours - Physics	2 4 hours - Physics	3 HOLIDAY	4 HOLIDAY
NORMAL SCHOOL WEEK	5 2 hours - Geo	6 2 hours - Physics	7 2 hours - History	8 2 hours - Geo	9 2 hours - History	10 2 hrs - Geo 2 hrs - Hist	11 2 hr - Phys 2 hrs - Hist
EXAM WEEK	12 6 hours - Physics	13 PHYSICS EXAM (AM) 2 hrs Geo	14 6 hours - Geo	15 GEOG EXAM (AM) 2 hrs Hist	16 2 hrs Hist HISTORY EXAM(PM)	17	18

2-4-6 Method

The 2-4-6 Method is crucial to allow students enough time for every stage of their revision:

1. **Planning** - making sure they know what they need to cover and have notes/flashcards etc
↓
2. **Memorising** - using the resources from the planning stage to memorise what they need to know.
↓
3. **Practice** - use past papers to practice answering the questions. Eventually under timed conditions!

This is the stage that students forget!

Aspiration • Compassion • Independence • Respect

TIME MANAGEMENT

TIPS ON HOW TO BE EFFICIENT

STAY ORGANISED

CREATE A REVISION TIMETABLE AND A TO DO LIST TO KEEP YOU ON TRACK WITH SCHOOL WORK AND REVISION.



TRY NOT TO PROCRASTINATE

TURN OFF THE TV AND PUT YOUR PHONE ON FLIGHT MODE WHILE STUDYING.



SET GOALS

SETTING GOALS WILL HELP YOU STAY FOCUSED WHEN REVISIONING.



STAY HEALTHY

EAT WELL AND EXERCISE. ENERGY LEVELS WILL BE HIGHER AND YOUR MIND WILL BE MORE FOCUSED.



TAKE BREAKS

DON'T FORGET TO SCHEDULE BREAKS. THIS COULD BE TAKING A WALK, STRETCHING OR MAKING A DRINK/SNACK.



BE FLEXIBLE

LEAVE ROOM IN YOUR SCHEDULE TO ADJUST TO UNEXPECTED EVENTS.



Revision Techniques (Ms Netto)



Revision Skills & Techniques

Where to get the content?

- Exam specs
- Their notes/ folders
- Text books
- Revision guides
- YouTube*
- Peers and teachers

Avoid AI generated!

How to condense it?

- Post-it note summaries
- Flash cards
- Flow diagrams
- Mind maps
- Symbols / picture summaries
- Highlighting key words
- Glossaries
- Timelines
- Key figure profiles

Where to start?

Exam Specifications

3.2.1 Section A: Urban issues and challenges

In this section, students are required to study all the themes.

Key idea	Specification content
A growing percentage of the world's population lives in urban areas.	The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.
Urban growth creates opportunities and challenges for cities in LICs and NEEs.	A case study of a major city in an LIC or NEE to illustrate: - the location and importance of the city, regionally, nationally and internationally - causes of growth: natural increase and migration - how urban growth has created opportunities: - social: access to services – health and education; access to resources – water supply, energy - economic: how urban industrial areas can be a stimulus for economic development - how urban growth has created challenges: - managing urban growth – slums, squatter settlements - providing clean water, sanitation systems and energy - providing access to services – health and education - reducing unemployment and crime - managing environmental issues – waste disposal, air and water pollution, traffic congestion. An example of how urban planning is improving the quality of life for the urban poor.



Got it covered!

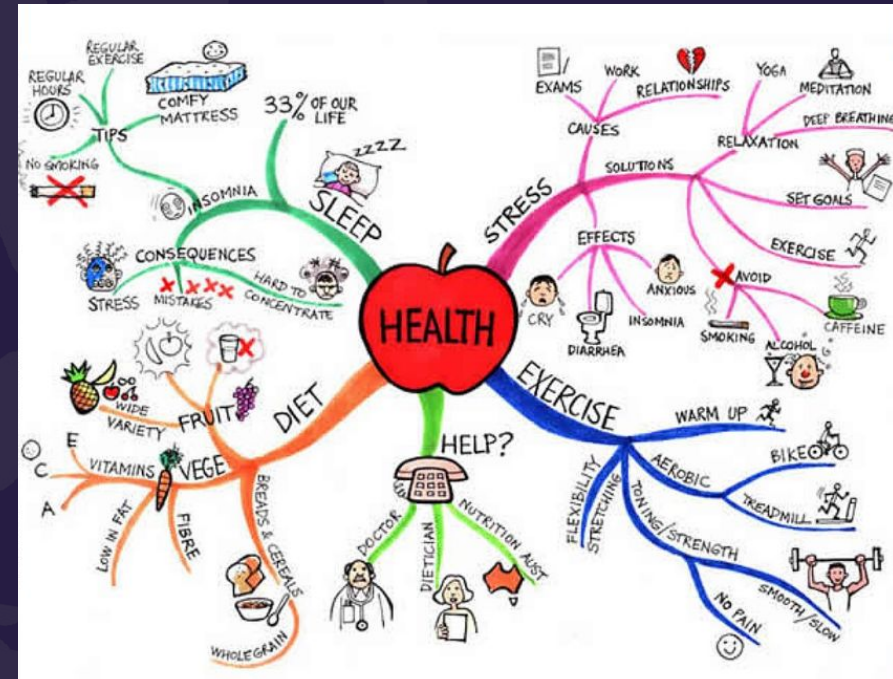
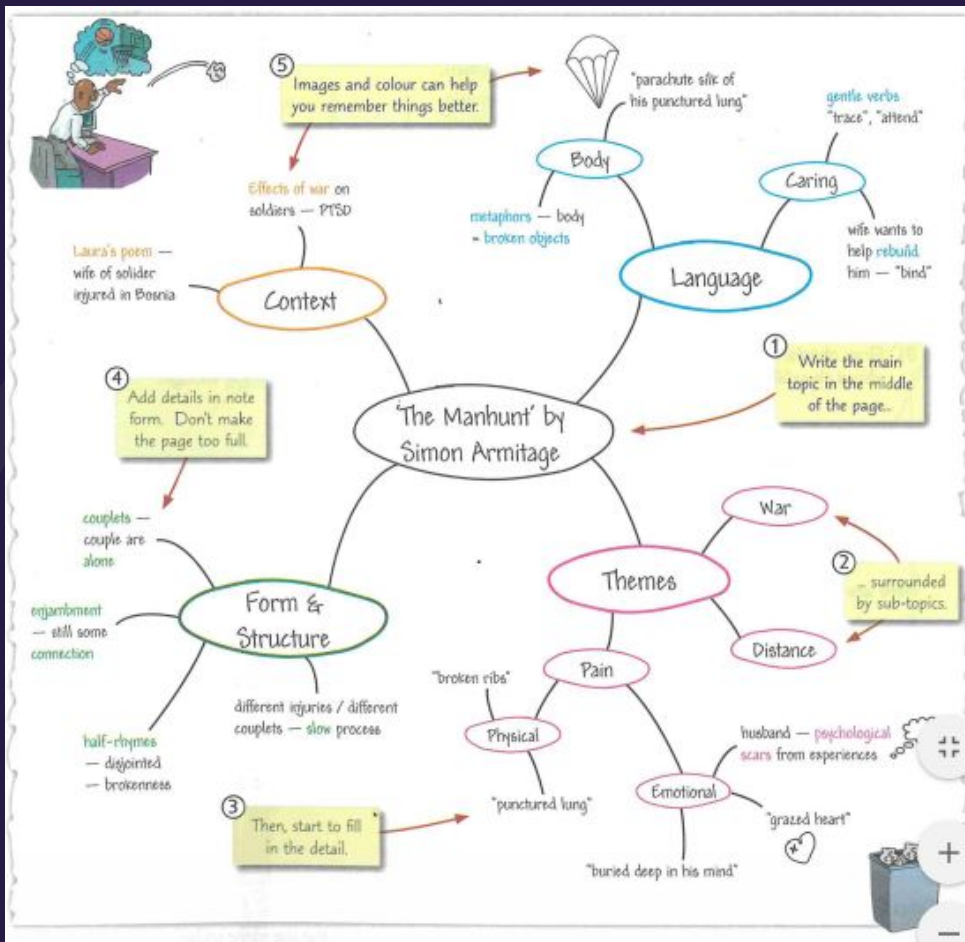


Not confident



Not a scooby dool

Aspiration • Compassion • Independence • Respect

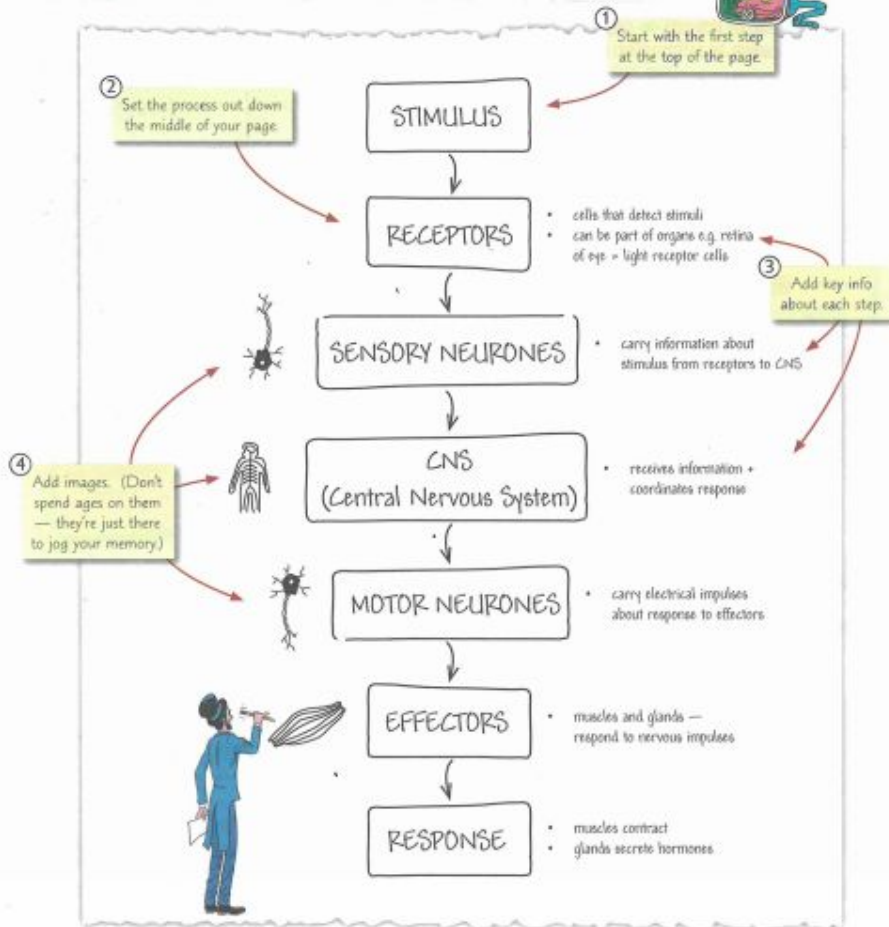


Aspiration • Compassion • Independence • Respect

Making Flow Charts

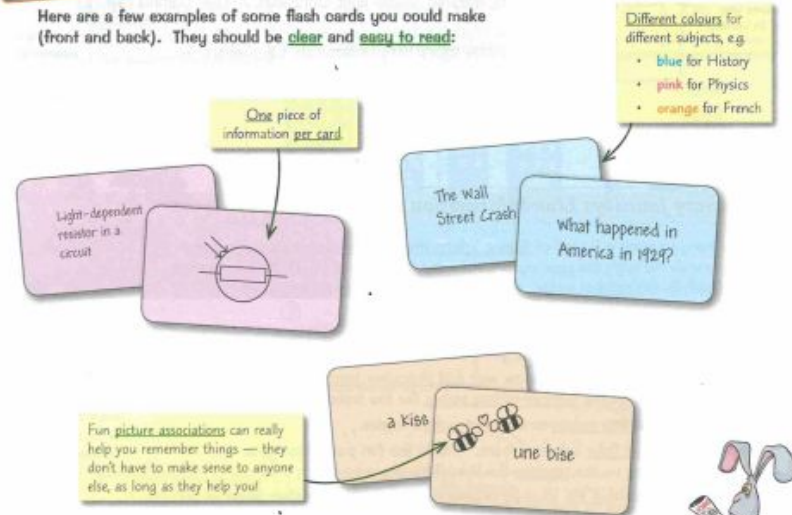
EXAMPLE:

This is an example of a flow chart you could make for Biology, showing how the **Central Nervous System responds to stimuli**. It doesn't show everything about the whole topic but it shows you how to get started.



EXAMPLE:

Here are a few examples of some flash cards you could make (front and back). They should be **clear** and **easy to read**:



Flash cards — lighting the way to revision success...

Flash cards are so useful because they're pocket-sized — you can take them anywhere and test yourself on the go, really making the most of any time away from your desk without having to lug all your books around.



Applying the content - Quizzing

- Test themselves- look, cover, write, check
- Test each other - peer partners or groups
- You test them
- Online quiz sites - Seneca Learning, Get Revising, Tutor2u, Quizlet, Revision World
- Online flashcards (Q&A)

Students have all been given a mini whiteboard for revision

Applying the content: Past Papers and Markschemes

For example...

Q edexcel politics a level

Course materials

- Specification and sample assessments (9)
- Teaching and learning materials (107)

Not everything is
accessible to the
public - ask teachers.

Examination guidance



Exemplar material **NEW**



Guide



Mapping document



Mock paper



Past training content



Scheme of work



Specimen paper and mark scheme



Summer 2021 assessment materials for centres



Summer 2022 support



Teaching and learning materials



Aspiration • Compassion • Independence • Respect

Examiner Reports

Assessment resources



[Clear all filters](#) 

Resource type (2) 

[Clear filters](#) 

- ☒ Examiner reports
- ☐ Mark schemes (107)
- ☒ Notes and guidance
- ☐ Question papers (182)

Component (1) 

- ☐ Component 1 (41)
- ☒ Component 2
- ☐ Component 3 NEA (5)

Option 

Exam series 

Qualification 

A-Z 

Page [<](#) [3](#) **4** [5](#) [6](#) [>](#)

Items per page 

Examiner reports 

Notes and guidance 

Component 2 

Showing 67 results



[Examiner report \(A-level\): Component 2Q The American Dream: reality and illusion, 1945-1980 - June 2018](#)
Published 1 May 2019 | PDF | 558 KB



[Examiner report \(A-level\): Component 2Q The American Dream: reality and illusion, 1945-1980 - June 2019](#)
Published 1 Jul 2021 | PDF | 55 KB



[Examiner report \(A-level\): Component 2R The Cold War, c1945-1991 - June 2018](#)
Published 1 May 2019 | PDF | 154 KB



[Examiner report \(A-level\): Component 2R The Cold War, c1945-1991 - June 2019](#)
Published 1 Jul 2021 | PDF | 75 KB



[Examiner report \(A-level\): Component 2S The Making of Modern Britain, 1951-2007 - June 2018](#)
Published 1 May 2019 | PDF | 540 KB



[Examiner report \(A-level\): Component 2S The Making of Modern Britain, 1951-2007 - June 2019](#)
Published 1 Jul 2021 | PDF | 72 KB

Applying the content: Past Papers and Markschemes

Where else to find past questions:

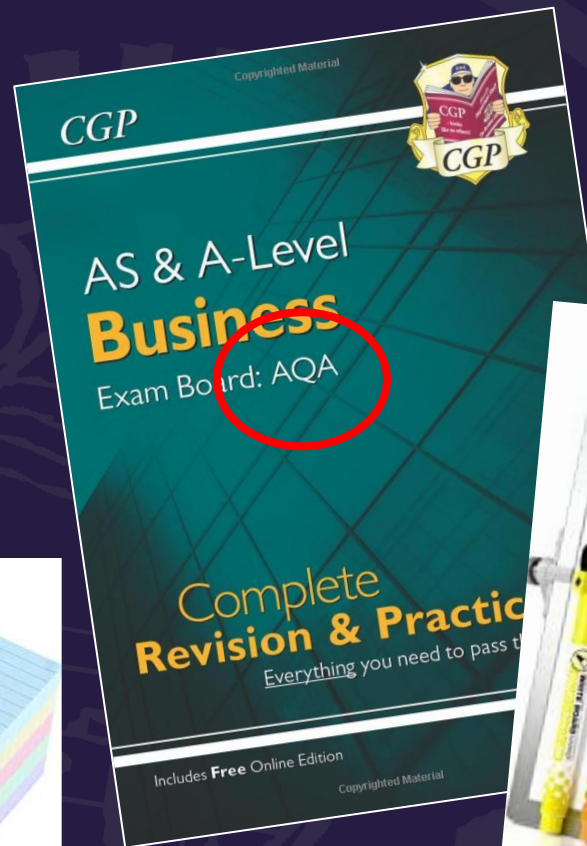
- Exam board websites
 - Textbooks
- Revision guides
- Past essays/ mocks
 - Ask teachers!

How can you support your son/daughter?

- Provide a **study space**
- Provide the materials they need – flash cards, highlighters, revision guides etc.
- Help them to plan their revision timetable
- Help them to **plan their week** - routines
- Help them to achieve balance - outings, rewards
- **Quiz them on content** and ask them to explain what they have just read over/ written out revision cards for
- **Communicate** to us if they need further support

Revision materials

Exam-board
approved only!



Know what helps *your*
son/daughter...



Aspiration • Compassion • Independence • Respect

Revision Skills - key take home messages

- They need to knuckle down **starting now** if they haven't already!
- They must go beyond just revising content / note taking
- Make use of past questions and mark schemes
- **Varied revision** is crucial
- **Routine** is important and adhering to timetable

Aspiration • Compassion • Independence • Respect

Post-18 Guidance (Miss Mather)

- University applications...
 - Internal (end Nov)
 - External (end Jan)
- Non-university pathways - ask to see Mrs Pascoe *asap* - careers@beechencliff.mnsp.org.uk
- Destinations monitored by Tutors and Mrs Pascoe
- Student Finance parent talk - **Term 3**



The poster for Beechen Cliff Careers Service features a dark green background with a large yellow arrow pointing right. At the top left, the text 'BEECHEN CLIFF CAREERS SERVICE' is written in white. In the top right corner is the school crest. On the left side of the arrow, there are two circular portraits. The top portrait is of Miss Mather, with the text 'SLT CAREERS LEAD MISS MATHER' below it. The bottom portrait is of Mrs Pascoe, with the text 'Careers Advisor MRS PASCOE' below it. To the right of the portraits, there is an icon of a person walking with a briefcase, leaving a trail of dots. Further right, the text 'SUPPORT FOR' is followed by a list of options: 'GCSE Choices', 'Going to College', 'Apprenticeships', 'Work Experience', 'Going to University', 'Gap Year', and 'and much more'.

**BEECHEN CLIFF
CAREERS SERVICE**



SUPPORT FOR
GCSE Choices
Going to College
Apprenticeships
Work Experience
Going to University
Gap Year
and much more

**SLT CAREERS LEAD
MISS MATHER**

**Careers Advisor
MRS PASCOE**

Aspiration • Compassion • Independence • Respect

Personal Statements

Guidance has been provided on these and a template has been available to the students through tutor time and email.

Tutors will read drafts **by the end of term**, as will Miss Mather and Miss Blaskiewicz

Aspiration • Compassion • Independence • Respect

Structure:

Q1: Why do you want to study this course/subject?

Motivations, particular areas of interest or knowledge of the field (academic personal links), future plans

Q2 How have your qualifications and studies helped you prepare for this course?

How studies relate, super-curricular evidence, particular areas of the subject they've enjoyed and why, relevant or transferable skills, educational achievements

Q3 What else have you done to prepare outside of education, and why are these experiences useful?

Work experience, volunteering, personal experiences and responsibilities, hobbies and extracurricular, achievements

**Personal
statement
guidance**

80%

Academic
(including super
-curricular)

**20% Extra -
Curricular**

Wellbeing during Year 13

(Ms Netto)

- Work-life balance
- Reward **efforts not outcomes**
- Motivation and target setting
- Day-to-day environment
- Communication -
*Pastoral (Tutors and Mrs Watts) and
SEND (Mrs Gallagher)*



Aspiration • Compassion • Independence • Respect

Wellbeing

- Five ways to wellbeing



- **Solution Focussed** conversations :

- *What have you been pleased to notice?*
- *What is helping you to achieve your day-to-day goals?*
- *How could tomorrow be slightly better than today?*
- *What would be helpful for you during revision?*

Useful links:

<https://www.mind.org.uk/information-support/your-stories/14-ways-to-beat-exam-stress/> , <https://www.youngminds.org.uk/young-person/blog/exam-self-care/>



Aspiration • Compassion • Independence • Respect

Year 13 Parent Information Evening

Thank you for your time and support.

- This presentation will be available tomorrow.
- Any questions – please see us individually at the end.

Aspiration • Compassion • Independence • Respect