



The Winchester School

Key Stage 4 & 5

**EXAMINATION SKILLS  
WORKSHOP FOR  
PARENTS**

**1<sup>st</sup> February, 2018**



# PAPER COMPONENT IGCSE PHYSICS 0625



## Possible Professions

1. Engineering  
( Mechanical, Chemical, Computer, industrial, Mechatronics etc.)
2. Pilot
3. Aerospace
4. Astronomy
5. Air traffic controller
6. System developer
7. Medical Physicist

CORE	EXTENDED	Weightage
Paper 1 (MCQ)	Paper 2 (MCQ)	30%
Paper 3 ( Structural Questions)	Paper 4 ( Structural Questions)	50%
Paper 6 ( Alternative to Practical )	Paper 6 ( Alternative to Practical )	20%

# ASA PHYSICS 9702



Component	Time	Weight age AS	Weight age A Level
Paper 1 (MCQ)	1 hour 15 min	31%	15.5%
Paper 2 ( AS LEVEL Structural Questions)	1 Hour 15 Min	46%	23%
Paper 3 ( Advanced Practical Skills)	2 Hours	23%	11.5%
Paper 4 (A level Structured questions)	2 hours	-	38.5%
Paper 5 (Planning Analysis and evaluation)	1 hour 15 min	-	11.5%

## Possible Professions

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( Mechanical, Chemical, Computer, industrial, Mechatronics etc.)
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# From the CIE Examiner's point of view

**CAMBRIDGE**  
International Examinations

## How we mark and grade papers

Cambridge International Examinations receives over eight million answer scripts a year from all over the world. Every script needs the correct mark so that everybody gets the correct grade. This is how it happens...

**Start here...**

Students put down their pens. The exam is over, and the scripts are packaged up and sent back to Cambridge

Most scripts are scanned, ready to be marked on a computer screen by examiners. For any exam, every student's work is marked in the same way

Cambridge examiners are teachers or experts in their subject

Then the scripts are passed to our teams of examiners. Every examiner practises by marking the same scripts as the senior team to make sure they understand how to mark to the same standard

Some scripts are marked on paper and some, such as multiple choice exams, are marked automatically by a computer

A few days after the exam, a team of our experienced senior examiners get together to mark a sample set of scripts

Our examiners are now ready to start marking. Senior examiners check the marking of every examiner to make sure that they keep marking consistently

If one examiner is not able to mark consistently, they are asked to stop. Another examiner then re-marks their scripts

So now we have marks for every script. How do we work out the grades?

We turn marks into grades by using grade boundaries. Grade boundaries are the minimum marks that students need to achieve a grade

We use a mixture of statistical evidence and expert judgment to agree grade boundaries. They vary slightly from year to year

Once the grade boundaries have been agreed, we apply them to your marks to give you a grade

Senior examiners carry out final checks on the marking. Once we've done all of our checks, your results are sent back to your school

Watch the video [here](#)

**Cambridge IGCSE**

**Cambridge International AS & A Level**

The infographic illustrates the marking and grading process. It starts with students submitting their papers, which are then scanned and marked by examiners. A senior team of examiners marks a sample set of scripts to ensure consistency. Senior examiners then check the marking of every examiner to ensure consistency. If an examiner is not consistent, they are asked to stop and another examiner re-marks their scripts. Once marks are consistent, they are used to determine grades based on grade boundaries. Grade boundaries are determined by a mixture of statistical evidence and expert judgment. Once grade boundaries are agreed, they are applied to the marks to give the final grade. Senior examiners carry out final checks on the marking, and the results are sent back to the school. The infographic also includes a video link for more information.

# Reflection Time : Think , Pair and Share

- Think of any recent happy moments that have affected your mood / performance or daily routine.
- Now think of a stressful situation you recently experienced and how it affected you.



© Can Stock Photo - csp24932206

**HOW DOES YOUR BRAIN WORK WHEN YOU ARE HAPPY OR ANXIOUS ???**



# IMPACT OF HAPPINESS AND ANXIETY

- According to Sonia Lyubomirsky, a University of California researcher, *unhappy people spend hours comparing themselves to other people, both above and below themselves on the happiness scale; happy people didn't compare themselves with anyone.*
- Building on previous studies that found **chronic stress** can prevent the birth of new neurons in the **hippocampus**, National Institute of Mental Health (NIMH) scientists conducted studies that found that mice unable to generate new cells in the hippocampus had **decreased ability to rebound from stressful episodes and exhibited depression-like symptoms.**



# What do researches and experts say?

- Overwhelming pressure on stressed pupils to do well at exams is putting their mental health at risk.
- Specialists say, *“Eating disorders and self-harm are some of the consequences as pupils struggle to cope with the “enormous pressures” to succeed.”*
- *“Students experience higher levels of stress, anxiety, depression, fear, hopelessness and rage than ever before and exam time can be painful for so many,”* said Dr Deema Sihweil, clinical psychologist and director of the Carbone Clinic in Dubai.



- Dr. Sihweil said that during her seven years practising in the UAE it had become common to see pupils experience extreme stress related to intense academic pressure. *“So much so that it can drive teenagers to engage in self-destructive behaviour.”*
- *“Exam pressure as with any type of stress can lead to mental illness if left unmanaged,”* said Clare Smart, a mental health consultant at Life Works Personal Development Training Centre in Dubai.





# Some questions to ask ourselves...

## Reflection Time

- Do we know our child is in stress or is anxious about his/her exam?
- Are we knowingly or unknowingly contributing to their stress?
- Do we know how to help our child deal with exam anxiety?
- Do we know someone who knows how to manage it?



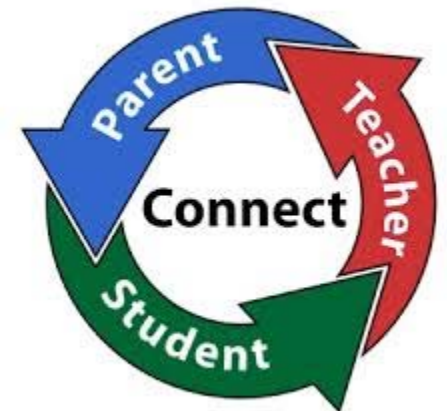
# Who can help students deal with exam anxiety?

## At school-

- Teachers- observe and encourage them to use good study skills and routines, clear doubts. Revision techniques
- Teaching and learning environment- quiet, times, reflection, respond to their queries, past paper practices
- Peers and Student himself

## At home-

- Parents and siblings – positive , relaxed environment
- Friends and Relatives – family and celebration times
- Neighbours -
- Student himself- good balanced routine and self check on routines and revision



# As a school we do .....

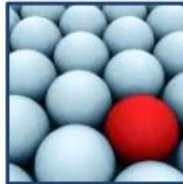
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Teacher as an Expert ....will guide  
Student will use the feedback and  
action..

The background of the slide features a collection of several small, clear glass globes resting on a light-colored surface. The globes are arranged in a somewhat circular pattern, with some in the foreground and others receding into the background. The lighting is soft, creating gentle shadows and highlights on the curved surfaces of the globes. The overall aesthetic is clean and modern.



## Building a Strong Exam Written Paragraph



One Main Point  
per Paragraph

It is important to **focus on one key argument** in each of your paragraphs – please avoid a scatter-gun approach! Build “chunky” paragraphs!

Analyse / use  
Connectives



Many students miss out important parts of the explanation! Provided that you explain the relevant micro economics with accuracy, you will do well!



Support with  
Examples /  
Evidence

**Use the data provided** in the exam extracts and introduce into your answer relevant examples and evidence based on your wider economics reading!

Evaluate the  
actual point you  
have made



This is **really important!** Focus on the argument in your paragraph and challenge / question this point rather than offer a general evaluation point!

## Analysis Techniques: Build Chains of Reasoning

- Command words **ANALYSE** or **EXPLAIN** require a student to produce some **explanation of the theory** in their answer.
- Develop **CHAINS OF ANALYSIS**, making **3 or 4 links** using connectives to develop your point.
- Some good connective phrases include:
  - This means that...
  - This leads to...
  - This has an impact on...
  - Therefore...
  - This can cause...
  - This is because...
  - On the other hand...
  - Which in turn...
- Focus on developing analysis in the high mark base questions

## Evaluation Techniques

- Command words such as **EVALUATE**, **JUSTIFY**, **EXAMINE** or **ASSESS** require a student to demonstrate a **critical judgement** in their answer.
- You will need to weigh up the evidence from your analysis and pass a judgement on the original question.
  - The impact depends on...
  - In the short run...
  - In the long run...
  - The most important point is...
  - The effect on equity/equality is
  - The most cost effective policy is ...
  - The best solution in the circumstances is
- It is vital that students make evaluative comments **when required by the question**

### EVALUATION REMINDER

- **T** Timescale
- **W** Wider Context
- **E** Efficiency
- **E** Equality/Equity
- **P** Priority

### PEEL EVALUATION PARAGRAPHS

- **P** Point
- **E** Explanation
- **E** Evidence/Example
- **E** Evaluation
- **L** Link to question

## WEE STEPS to Evaluation

W	Wider context – consider the bigger picture and use it to weight your arguments
E	Efficiency – Does this achieve a more/less efficient allocation of resources?
E	Equality – Do some parties benefit more/less than others
S	Scope – How many people are affected by the point? Is it wide reaching or narrow?
T	Time – How long will it last, SR or LR or both?
E	Effectiveness – does it solve the issue that it was intended to solve?
P	Prioritisation – which of your points is the strongest and why. Be specific about the context of the question
S	<b>Scale or Magnitude</b> – where people are affected how strong is the impact?





## The Best Answers ..... Praise from the Examiners!

“Explicit **use of the price data** from the graph provided was characteristic of the best responses.”

“Some excellent responses arose which remained **focused on the question** and offered both economic analysis in the form of good diagrams and balanced evaluation.”

“Only a minority of responses **challenged the question** and suggested that without intervention to curb tobacco smoking there would be greater failure in the market.”

# What do we do at school to help our students?

- **Study Skill Workshop-** To help students be the smart learners
- Exam Stress and Anxiety Management Workshops
- Student Counselling Session- Focus on dealing with exam related stress and anxiety
- Student Support Group Meeting, Every Thursday, Break Time
- Career Counselling Sessions



# Contd.

Promoting and coaching the positive, progressive and growth mindset

DEVELOPING A **GROWTH MINDSET**



<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

"Failure is an opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

Do we say/ ask ???



**THINK...**

"Remember how well your sister did!"

"How can you do any work with all those screens running at once?"

"Exams are easy these days."

"Do you want me to test you on a few things?"

Why are you using your mobile phones? Keep your phones aside.

Why do you need to go out? It's exam time.

"Why are you watching Game of Thrones on the laptop?"

"Are you having another break?"

**How do these statements impact??**

**THINK...**



# As a parent you can support .....

## By coming to terms with the situation

- Each child is unique and every child has his or her own strengths and talents.
- Valuing our child only on the basis of academics is not at all the right thing to do.
- Academics are just one part of life and not life itself.
- Accepting our child's potential and finding possibilities within that purview is a sensible way to support our child.
- Emphasising that the failure or imperfect performance is normal, natural and healthy and a part of the learning process

## By looking out for the signals

- Identifying our child's anxiety early by noticing his or her physical responses
- Looking out for warning signs- These include declining academic marks, social isolation, sleep or appetite disturbances, emotional outbursts and any substance use or self-harm

# As a parent you can support .....

## By engaging in dialogues & providing unconditional support

- Engaging in dialogue with your child about his/her social and emotional issues
- Sharing tips with him/her how to cope with stress
- Identifying your child's needs and provide adequate support he/she requires
- Through unconditional support, positive and balanced conversation, motivation, counselling- personal or professional and psychological therapy

## By creating a conducive atmosphere

By avoiding the following behaviour:

- Nagging about studies all the time
- Complaining about your own child's weakness
- Comparing them with other children
- Criticising and putting them down
- Abusing or pressurizing or punishing them
- Spoon feeding them
- Focusing on marks/percentages/grades only

# Parents and Teachers in collaboration

- Monitor how well our child is doing in school
- Ensure that our child attends the extra support lesson
- Time to time communication with the teachers
- Share concerns or feedback if any
- Attend Parent Teacher Meetings
- Attend Aim High Orientation Programme organised for parents
- Attend Exam related Workshops organised especially for parents
- Meeting with the student or career counsellors if required

# ARE YOU AN ENABLING PARENT?

- There are two kinds of people who do unquantifiable — and many times — irreparable damage to themselves and others:

**ENABLER**

**DISABLER**

<http://www.floridacounselingcenters.com/2017/04/05/are-you-an-enabling-parent/>



# From Parent's point of view:



Talking  
Together

Empowering Parents To Help  
Kids Reach Their Full Potential



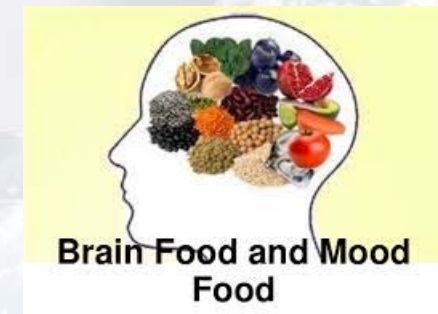
# PREPARING FOR EXAMS: SOME TIPS

Motivate your children and ensure that they

- give themselves enough time to study
- take disciplined action- Plan, act and schedule.



- Take right amount of rest
- Take small regular break during study time
- Take right amount of sleep everyday
- Do yoga, meditation and concentration exercises.
- Eat healthy and brain food.



# TIPS (Cont.)

- Allow them to unwind themselves and strike a balance between work and life.

*“All work and no play makes Jack a dull boy.”*

- Let them relax their mind
- Let them smile, laugh, talk, dance, listen to the music-do what they like and love in their free time.



# Set some ground rules

- Study time
- Device time
- Socialize/Work life balance: *Research has found that having a conversation with someone, for as little as 10 minutes a day, can help keep your brain optimized, resulting in better memory and brain performance.*
- Bed time: SLEEP AND POWER NAP
- Break out of your daily routine: *Studies have found that frequently changing your daily routine, even in the slightest way, can help energize your brain and improve your efficiency and productivity when you study.*

# BRAIN FOOD

- Whole grain for slow burning energy
- Nuts and seeds- guilt free snacking
- Bananas, berries- rich in nutrients
- Oily fish- maintain brain function
- Avocados-keep brain cells flexible
- Eggs-tasty and memory boosting
- Dark chocolate-stress busting, mood lifting and brain protecting

Stock up on your vitamins and micronutrients to boost brain power in various ways

- Zinc – meat, fish, legumes, mushrooms, spinach, broccoli, garlic, nuts and seeds, cereals and dairy
- Iodine – cod, seaweed, turkey, yoghurt, tuna, eggs, strawberries
- Vitamin B6 – pork, chicken, turkey, fish, bread, eggs, vegetables, peanuts, milk and cereals
- Vitamin B12 – meat, fish, dairy and cereals
- Omega-3 – fish, nuts, seeds and egg yolks





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**Are we equipping our  
child for the university?**

# Useful links

<https://www.rd.com/health/wellness/effects-of-stress-brain/>

[www.how-to-study.com](http://www.how-to-study.com) [www.highschoolblues.com](http://www.highschoolblues.com)

[www.schoolcounselor.org](http://www.schoolcounselor.org) [www.anxietybc.com](http://www.anxietybc.com)

[https://www.anxietybc.com/sites/default/files/Test Anxiety Booklet.pdf](https://www.anxietybc.com/sites/default/files/Test_Anxiety_Booklet.pdf)

<https://www.slideshare.net/sstchgct/test-anxiety-workshop>

<https://www.mindsetworks.com/parents/growth-mindset-parenting>



**Thank You**