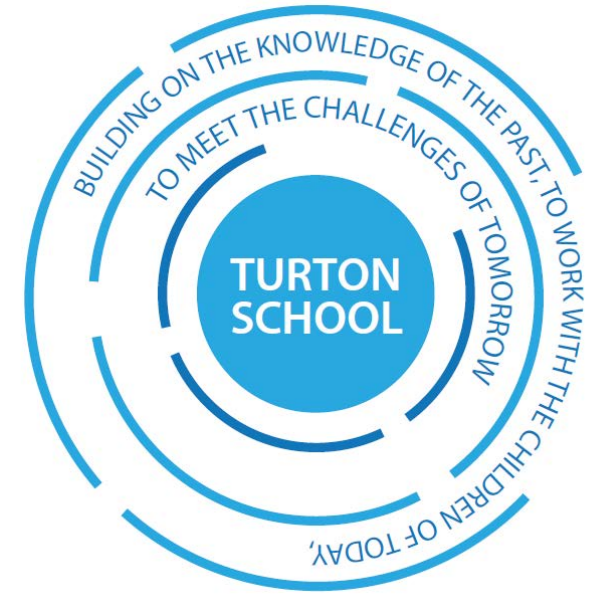




What is it like to study at GCSE level?

Jeanette Edge
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Strategy Leaders for Progress & Curriculum



Purpose.....

- What to expect from GCSE study
- Moving from Year 9 to 10
- Moving from Year 10 to 11
- What to expect in Year 11
- Routes to success.....

What is it like to study at GCSE level?

- Smooth transition : some subjects may have already begun GCSE content
- Eagerness of starting option choices
- Faster Pacetwo years and counting.....
- More responsibility...demands coming from many subjects...students may initially need help juggling this.....
- More detailedstudents need to engage fully in lessons so they understand the depth required at GCSE....."done" is not enough!
- Importance of constant revision.....leaving it all to the end doesn't work and makes it more stressful for everyone! New GCSE specifications are very content heavy and therefore a gradual building of knowledge retention is necessary.
- Building on existing knowledgeend of year 9 exams important to gauge where students are up to ...so gaps can be filled now.



Moving from year 9 to 10

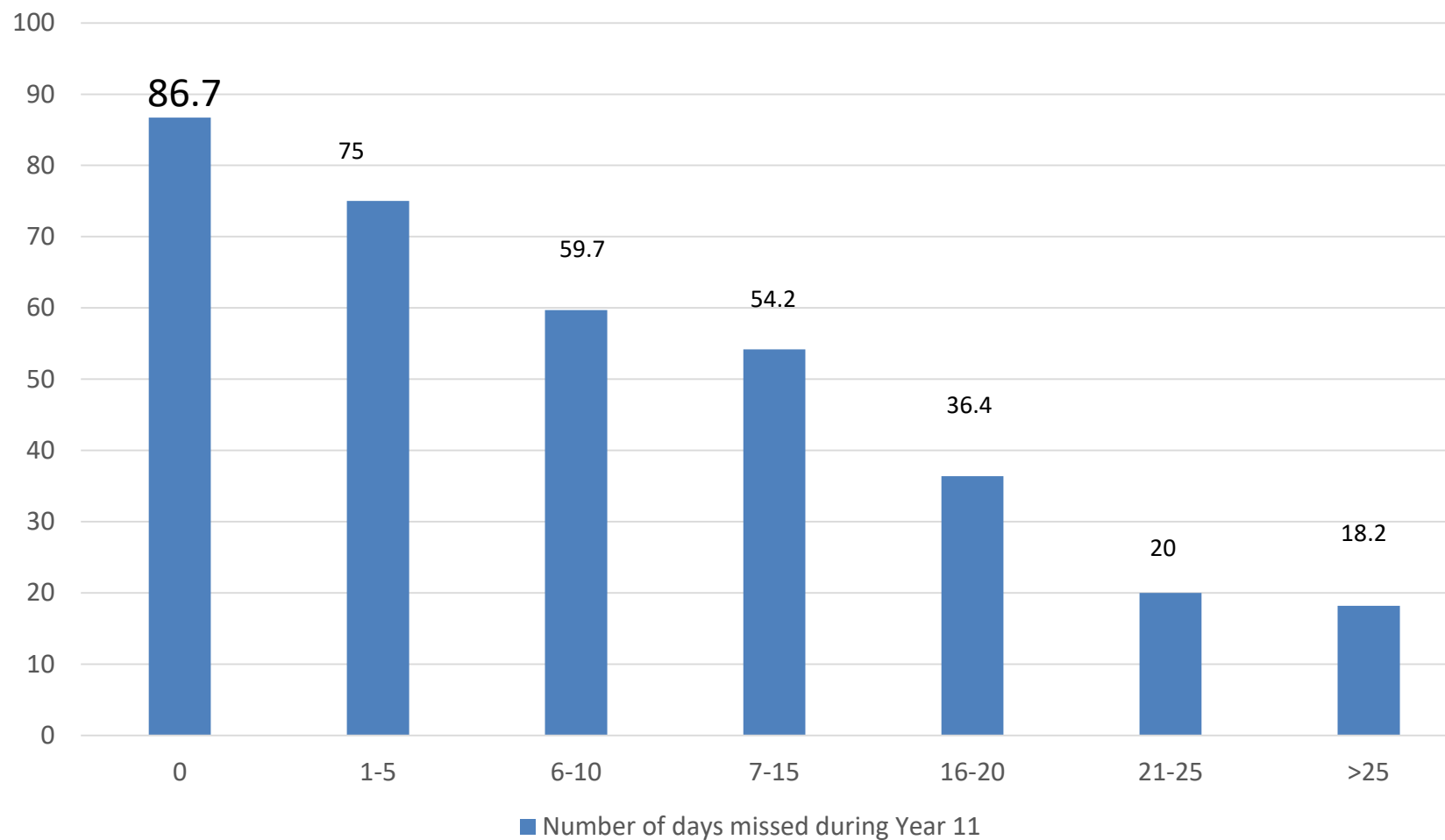
Moving from
Year 9 to 10

- Keeping up / catching up “Every lesson counts”...How will your child catch up if they are away? Students responsibility to ask and act.
- *Taking responsibility for your progress – where am I and where do I need to go?*
- *Be present: good attendance means being in school at least 95% of the time*



Percentage of pupils achieving 5 GCSEs
(A*-C) including English AND Maths

Percentage of pupils achieving 5 GCSEs (A*-C) including English
AND Maths



Moving from year 9 to 10

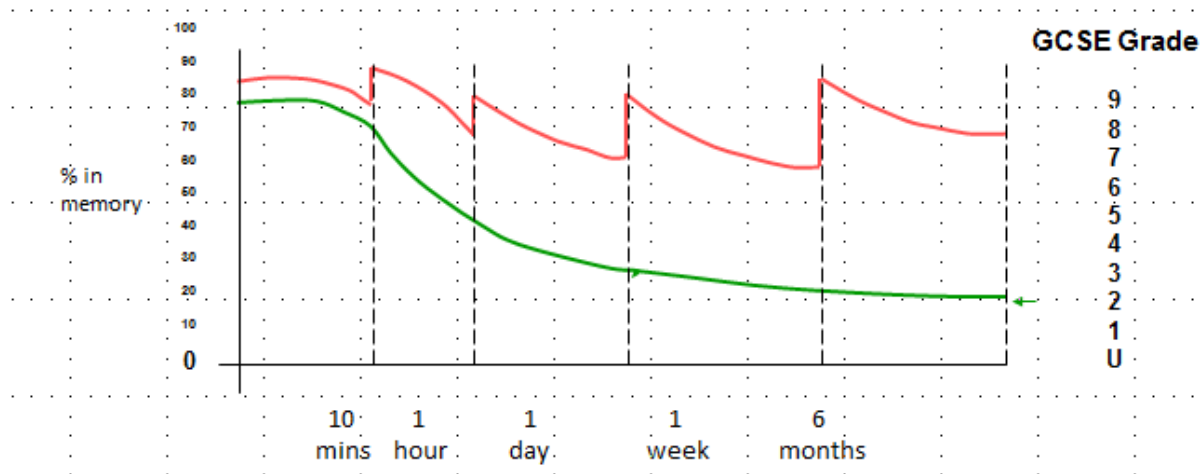
Attendance isn't enough:

- *Active learner v passive learner. Students need to take responsibility and talk to their subject teachers if struggling – work won't go away. Staff are here to help but communication is key! You get out what you put in.*
- *Organised: The way to cope with the demands is to know what needs to be done and by when. Does your son / daughter record their homework effectively?*



Moving from year 9 to 10

- Students may have already begun the GCSE course in some subjects
- Retention- learning now what is needed later .



How do we help students retain information?

- ✓ Students review notes REGULARLY – they can never have NO homework! Habit of reviewing their work from that day.
- ✓ This doesn't mean just reading their exercise books but doing something with the information.
- ✓ Process of learn...forget.....remember... to make it stick!
- ✓ Students summarise their learning into an alternative format
- ✓ Self testing – create a test / complete the test
- ✓ Students “teach” their parents
- ✓ Learning Scientist website.....videos / suggestions on HOW to revise (<http://www.learningscientists.org/>)



Moving from year 10 to 11

Year 10 mock exams

- ☐ Students will be issued with revision material from their subject teachers – papers copies in form next week / electronic copies on school website – help students know WHAT they need to revise
- ☐ Students must take control of THEIR revision- staff are always on hand to help but they need to be in the driving seat.

After the mock exams

- ☐ Your child's PROFILE will inform you of your child's performance in the mock exams and how they can improve further.
- ☐ Subject teachers will talk to students about their performance –they may be given work to complete over the summer to help them catch up / improve their understanding. Students need to understand that it makes their lives easier to do this NOW rather than LATER!
- ☐ Results will be reviewed and if we feel there are serious concerns we may ask you to come into school to discuss your child's progress and how we can help them move forward.



What to expect in Year 11

- Students given a subject specific breakdown of what to revise and suggestions on how to break this down
- English and Maths study sessions after school.
- English and Maths activities to complete in form time
- Regular parent newsletter – keeping you up to date
- Revision materials centrally stored on school website
- Central notice board
- Progress wall- students can identify their progress
- Online resources e.g My Maths
- Assemblies – regular information and ideas on how to revise etc
- Online YouTube tutorials focusing on exam skills

Dr Jekyll & Mr Hyde		Character		Vocabulary	Context	
Plot		Dr Henry Jekyll	A doctor and experimental scientist who is both wealthy and respectable.	aberration	<i>Fin-de-siècle fears</i> – at the end of the 19 th century, there were growing fears about: migration and the threats of disease; sexuality and promiscuity; moral degeneration and decadence.	
1 The Story of the Door	Passing a strange-looking door whilst out for a walk, Enfield tells Utterson about incident involving a man (Hyde) trampling on a young girl. The man paid the girl compensation. Enfield says the man had a key to the door (which leads to Dr Jekyll’s laboratory)	Mr Edward Hyde	A small, violent and unpleasant-looking man; an unrepentant criminal.	abhorrent		
		Gabriel Utterson	A calm and rational lawyer and friend of Jekyll.	allegory		
2 Search for Hyde	Utterson looks at Dr Jekyll’s will and discovers that he has left his possessions to Mr Hyde in the event of his disappearance. Utterson watches the door and sees Hyde unlock it, then goes to warn Jekyll. Jekyll isn’t in, but Poole tells him that the servants have been told to obey Hyde.	Dr Hastie Lanyon	A conventional and respectable doctor and former friend of Jekyll.	allusion	<i>Victorian values</i> – from the 1850s to the turn of the century, British society outwardly displayed values of sexual restraint, low tolerance of crime, religious morality and a strict social code of conduct.	
		Richard Enfield	A distant relative of Utterson and well-known man about town.	anxiety		
3 Dr Jekyll was Quite at Ease	Two weeks later, Utterson goes to a dinner party at Jekyll’s house and tells him about his concerns. Jekyll laughs off his worries.	Poole	Jekyll’s manservant.	atavism		
4 The Carew Murder Case	Nearly a year later, an elderly gentleman is murdered in the street by Hyde. A letter to Utterson is found on the body. Utterson recognises the murder weapon has a broken walking cane of Jekyll’s. He takes the police to Jekyll’s house to find Hyde, but are told he hasn’t been there for two months. They find the other half of the cane and signs of a quick exit.	Sir Danvers Carew	A distinguished gentlemen who is beaten to death by Hyde.	consciousness	The implications of <i>Darwinism and evolution</i> haunted Victorian society. The idea that humans evolved from apes and amphibians led to worries about our lineage and about humanity’s reversion to these primitive states.	
		Mr Guest	Utterson’s secretary and handwriting expert.	debased		
5 Incident of the Letter	Utterson goes to Jekyll’s house and finds him ‘looking deadly sick’. He asks about Hyde but Jekyll shows him a letter that says he won’t be back. Utterson believes the letter has been forged by Jekyll to cover for Hyde.	Themes The Exam		degenerate		<i>Physiognomy</i> – Italian criminologist Cesare Lombroso (1835-1909) theorised that the ‘born criminal’ could be recognised by physical characteristics, such as asymmetrical facial features, long arms or a sloping forehead.
		The duality of human nature	Example Question: Starting with this extract, how does Stevenson present Mr Hyde as a frightening outsider?	depraved		
6 Remarkable Incident of Dr Lanyon	Hyde has disappeared and Jekyll seems more happy and sociable until a sudden depression strikes him. Utterson visits Dr Lanyon on his death-bed, who hints that Jekyll is the cause of his illness. Utterson writes to Jekyll and receives a reply that suggests he is has fallen ‘under a dark influence’. Lanyon dies and leaves a note for Utterson to open after the death or disappearance of Jekyll. Utterson tries to revisit Jekyll but is told by Poole that he is living in isolation.	Science and the unexplained	Information: 45 minutes. No choice of question. One extract followed by two bullet points, looking at first the extract, then the whole novella. You must learn your key quotes as you will NOT have a copy of the novella in the exam.	duality	<i>Victorian London</i> – the population of 1 million in 1800 to 6.7 million in 1900, with a huge numbers migrating from Europe. It became the biggest city in the world and a global capital for politics, finance and trade. The city grew wealthy.	
		The supernatural		ethics		
7 Incident at the Window	Utterson and Enfield are out for walk and pass Jekyll’s window, where they see him confined like a prisoner. Utterson calls out and Jekyll’s face has a look of ‘abject terror and despair’. Shocked, Utterson and Enfield leave.	Reputation	A01- Demonstrate an understanding of the question and text, use quotations to evidence understanding. (12 Marks)	eugenics		<i>Urban terror</i> – as London grew wealthy, so poverty in the city also grew. The overcrowded city became rife with crime. The crowd as something that could hide sinister individuals became a trope of Gothic and detective literature.
		Rationality	A02- Carefully analyse the language used by the writer and comment on the intended effect on the reader. Ensure that you include subject terminology in your response. Comment where you can on structure/form. (12 Marks)	feral		
8 The Last Night	Poole visits Utterson and asks him to come to Jekyll’s house. The door to the laboratory is locked and the voice inside sounds like Hyde. Poole says that the voice has been asking for days for a chemical to be brought, but has rejected it each time as it is not pure. They break down the door and find a twitching body with a vial in its hands. There is also a will which leaves everything to Utterson and a package containing Jekyll’s confession and a letter asking Utterson to read Lanyon’s letter.	Urban terror	A03- Show understanding of 19 th century contextual information, in particular knowledge of Victorian London and the gothic genre. (6 Marks)	genre	<i>Robert Louis Stevenson</i> was born and raised in Edinburgh, giving him the dual identity of being both Scottish and British. Edinburgh was a city of two sides - he was raised in the wealthy New Town area, but spent his youth exploring the darker, more sinister side of town.	
		Secrecy and silence		A03- Show understanding of 19 th century contextual information, in particular knowledge of Victorian London and the gothic genre. (6 Marks)		metamorphosis
9 Dr Lanyon’s Narrative	The contents of Lanyon’s letter tells of how he received a letter from Jekyll asking him to collect chemicals, a vial and notebook from Jekyll’s laboratory and give it to a man who would call at midnight. A grotesque man arrives and drinks the potion which transforms him into Jekyll, causing Lanyon to fall ill.	Addiction		perversion		<i>Deacon Brodie</i> – a respectable member of Edinburgh’s society and town councilor, William Brodie lead a secret life as a burglar, womaniser and gambler. He was hanged in 1788 for his crimes. As a youth, Stevenson wrote a play about him.
		Stretch yourself		professional		
10 Henry Jekyll’s Full Statement of the Case	Jekyll tells the story of how he turned into Hyde. It began as a scientific investigation into the duality of human nature and an attempt to destroy his ‘darker self’. Eventually he became addicted to being Hyde, who increasingly took over and destroyed him.	Be original, develop your own interpretations; Be critical, give your own justified opinions; Get to grips with context- what effect does have on the novel & your understanding – consider its application not just existence. Be sure to comment on how it relates to the themes.		respectability		
				restraint		
				savage		
				subconscious		
				suppression		
				supernatural		
				unorthodox		
				Victorian		

What our Y11 students liked...

- Students liked the revision plans/knowledge organisers given by staff- allowed them to breakdown their revision into manageable chunks, and revise the right things
- Students enjoyed working with subject specific staff in registration – your form teacher is another revision resource!
- Study sessions for English & Maths after school were well received – *especially by the boys!*

What our Y11 students recommend you focus on

1. Planning out what needs to be learnt and by when – scary to do but means you know what is required and by when.
2. *Parental input may be useful here- to help ensure a balance between working hard and stress relief / down time.*



What our Y11 students recommend you focus on

3. Keep up- It is their responsibility to bring books / catch up missing work – every lesson counts!

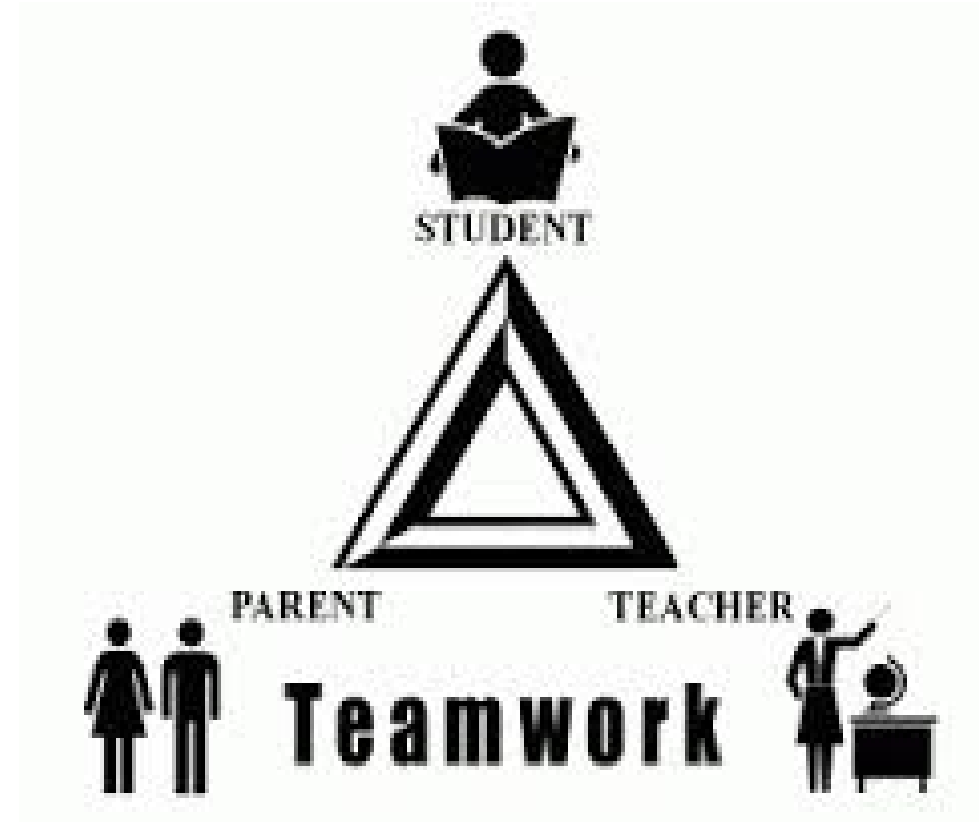
4. Start revising early- lots of small work is easier than a lot at the end! See the end of unit tests as stepping stones to the end of year.

Routes to success

- Motivation is key! (Intrinsic / Extrinsic)
- Short term- Am I up to date with my work? How do I know this? – use of planner etc
- Medium term- What am I working towards? When should I start revision for the next end of unit assessment / end of year test?
- Long term –Post GCSE: Do I know what my next step is? What grades do I need for my next step?
- Through our careers education we are aiming to help students focus on future choices via external trips and visiting speakers

Key to a successful outcome? Triangulation

1. Working together / support
2. Communication- *formal & informal*
3. High expectations



Building on the knowledge of the past to help the children
of today meet the challenges of tomorrow

Role of teachers – what can you expect?

- Develop student knowledge
- Develop student skills
- Make students aware of the expectations of the course
- Feedback & advice on student work
- Support the revision process

Personal Accountability

Your expectations

I expect my teacher to set interesting work - Yes

I expect my teacher to set work that develops my skills - Yes

I expect my teacher to set work that develops my knowledge - Yes

I expect my teacher to mark my work quickly - Yes

I expect my teacher to give me advice and feedback on my written work - Yes

I expect my teacher to give me advice and feedback in the lesson (practical work) - Yes

Your work ethic

I always - sometimes - rarely work hard in Performing Arts lessons

I always - sometimes - rarely meet deadlines

I always - sometimes - rarely re draft and improve my Year 10 portfolio work

I always - sometimes - rarely organize the contents of my portfolio to improve it

I always - sometimes - rarely decide to improve a piece of portfolio work without it being suggested to me

Your attitude

I always - sometimes - rarely arrive at the lesson with a positive attitude

I always - sometimes - rarely work with my peers in a positive and committed manner

I always - sometimes - rarely work individually with a positive and determined attitude

I always - sometimes - rarely have to be told what my next steps are

I always - sometimes - rarely respond to feedback in a mature manner

I always - sometimes - rarely work to develop my work in the department/school

Role of parents

- Support your child's organisation – short term and long!
- Help students retain their knowledge e.g Testing / Be taught
- Talk through their revision- how do they plan to revise? What do they need to know? Do they know who to ask if they are struggling?

Points of contact

1. Form Teacher
2. Class Teacher
3. Pastoral Leader
4. Head of Department