

Year 9 and 10
Exam Preparation Evening
08/05/19
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Follow the fire exit signs out of school.

The muster point is the **FRONT CAR PARK**

Purpose.....

1. Purpose of exams
2. Revision
3. The big picture: the importance of REVIEW
4. Moving from 9 to 10
5. Moving from 10 to 11
6. Introduction to KS5

Why sit exams?

1. By sitting the mock exams students will be able to practice a GCSE exam experience and see exactly how the exams are run; where to sit, what to bring, how to prepare, correct use of time, style of questions etc and therefore when the students are sat in their actual GCSE exams they are calm and focused, ready to achieve their very best.
2. By sitting mock exams it also enables us to identify gaps in the students' knowledge and this allows staff to be aware of which aspects of the course require further work. Students will be given feedback on their exam performance and they will need to take ownership of this information, considering and acting upon which parts of their studies requires additional work or focus.
3. Allows students the opportunity to embed knowledge that can be used at a later date.

Year 9 Exam timetable

DAY/DATE	Start/Finish Times Sports Hall	Subject
Tuesday June 11th	11.30am – 12.30pm	English Reading
Tuesday June 11th	1 - 2pm	Mathematics 1
Wednesday June 12th	11.30am – 12.30pm	Science
Wednesday June 12th	1 - 2pm	English Writing
Friday June 14th	11.30am – 12.30pm	Mathematics 2

All other subjects will be examined in the actual classroom / lesson time
The students' subject teacher will inform them which period this is.

Year 10 exams

- Week beginning the 17th June 2019

How to revise?

Ready

- Throughout Year 10 students should have been collating a set of notes ready to use for revision. Students need to make sure that their exercise books and notes are up to date and organised. Students need to talk to their subject teachers NOW if they worry they are missing notes/material.
- All our Knowledge Organisers are available on the school website, students need to take responsibility to download these, so they are available for them to use. Students need to check with their subject teachers as to which topics will be on their mock exam.

Steady

Students need to make their notes as accessible as possible, suggestions on how to do this are:

- Create a mind-map
- Make a chart to fit the information
- Make key word Post-It Notes
- Make up tests to try later
- Put notes onto revision cards
- Make your own flash cards - questions one side/answers on the back
- Use different colours to represent different things

Go

This is the most VITAL stage, but the one students often forget!

This is where students need to actively engage with this material so that it STICKS! Ideas on how to do this are:

- Re-create a mind-map from memory, check what is missing and repeat
- Ask someone to ask you the questions from the flash cards (the answers are on the back so this can be someone who isn't an expert😊)
- Read the answer from the flash card and guess the question
- Create a concept map so you can link ideas together
- Answer past questions (if available use the mark schemes to check your answer)

Review as Revision



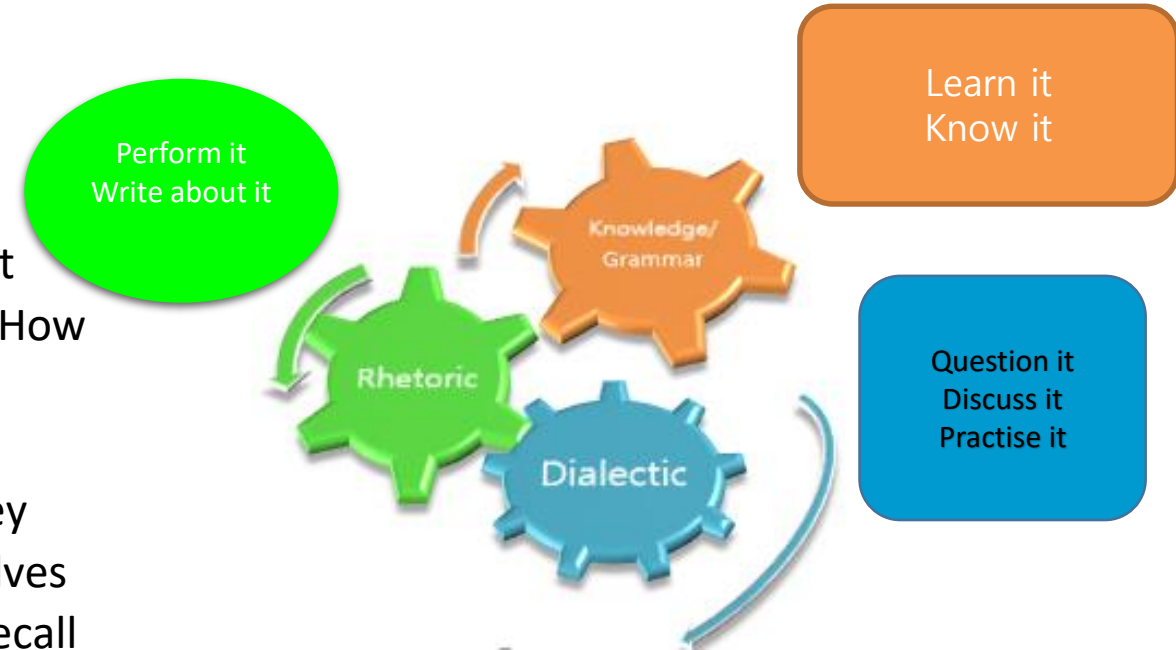
Looking forward to Year 11:
How do we avoid students trying to
complete all their revision in the last few
months of their GCSE course?

Cramming means that:

- Nothing is completed fully
- There is no opportunity to practice applying or using the knowledge, students are too busy merely trying to memorise it
- Students get stressed and overwhelmed

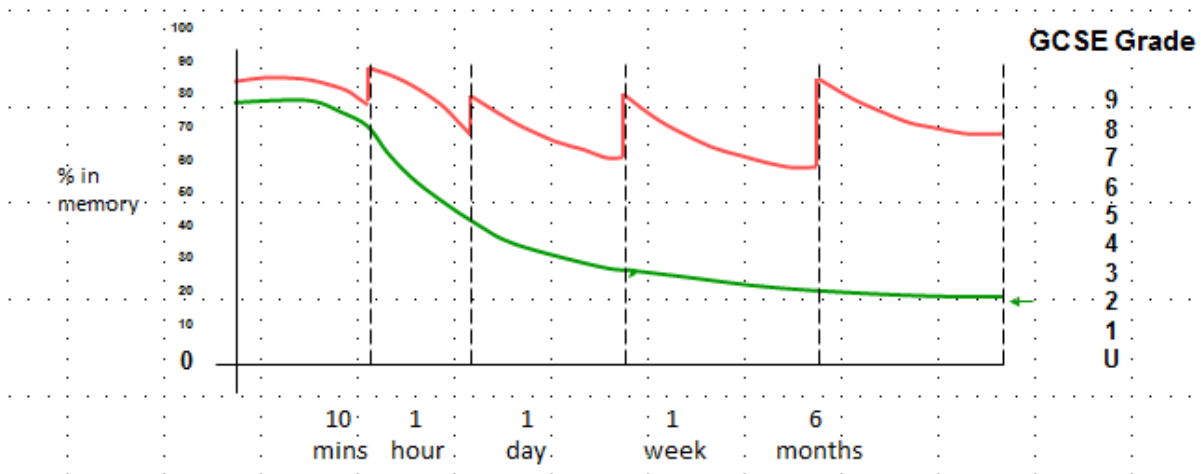
Review as Revision

- ✓ Students should be reviewing their work at home. What have I learnt today / this week? Did I understand it all? How can I fill any gaps and solve any problems?
- ✓ Students need to be using techniques to embed this knowledge so that they can “use” it at a later date. They could be producing flashcards and then testing themselves on this knowledge, they could be using mind maps to recall knowledge they have learnt and then developing these diagrams as they learn more knowledge.



Moving from year 9 to 10

- 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 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*

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 10 to 11

Year 10 mock exams

- ☐ Students will be issued with revision guidance from their subject teachers– 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
- School Website-invaluable resource!
- English and Maths activities to complete in Registration. Can't take advantage of these if late to school !
- Regular parent newsletter – keeping you up to date
- Online resources e.g My Maths
- Exam Board support (www.thestudentroom.co.uk/revision/aqa/)
- Assemblies – regular information and ideas on how to revise etc

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	
				atavism	
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.	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.
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.	debased	
		Mr Guest	Utterson’s secretary and handwriting expert.	degenerate	
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		depraved	<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?	duality	
				duplicity	
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.	epistolary	<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	
				eugenics	
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.		A01- Demonstrate an understanding of the question and text, use quotations to evidence understanding. (12 Marks)	feral	<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.
		Reputation	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)	genre	
		Rationality		metamorphosis	
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)	perversion	<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		professional	
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		restraint	<i>Deacon Brodie</i> – a respectable member of Edinburgh’s society and town councillor, 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.
				savage	
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.	Stretch yourself		subconscious	
		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.		suppression	
				supernatural	
				unorthodox	
				Victorian	

Routes to success

Short Term

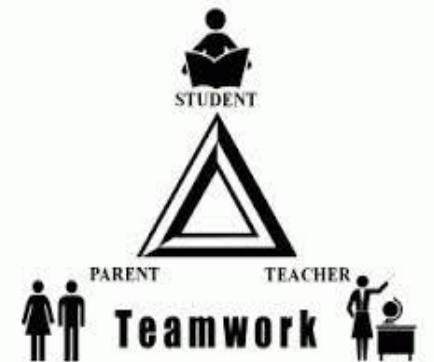
Student: Am I up to date with my work? Have I reviewed this work? Have I asked my teacher if I am still struggling?

Medium Term

Student: What am I working towards? When should I start revision for the next end of unit assessment / end of year test? How do I fill the gaps which the test identifies?

Long term

Student: Post GCSE: Do I know what my next step is? What grades do I need for my next step? How do I find out this information?



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

Sixth Form



- Continue your academic journey
- Develop and enhance positive relationships with your teachers
- Become part of the sixth form community
- Consider future career paths



What to expect in KS4

Year 10 Taster Day

Application process

Y11 interview

Right subjects/ future careers
university/ apprenticeships

