

Year 11 Information Evening 8th September 2016

Supporting your Son/Daughter
in Year 11



WHY DON'T WE SEE UNMOTIVATED BABIES?



WHAT HAPPENS?



“Do. Or do not. There is no try.”



What We Will Cover Tonight

- Can you learn intelligence?
- A reminder of what is happening with the new reforms – priorities
- What does research and our own questionnaire say that parents can do to help their children
- A reminder of how to revise?
- Provide extra detail on the core subjects of Maths, English and Science.
- Introduce Careers, work experience and sixth form
- Give you some tools so you can support your son / daughter effectively.

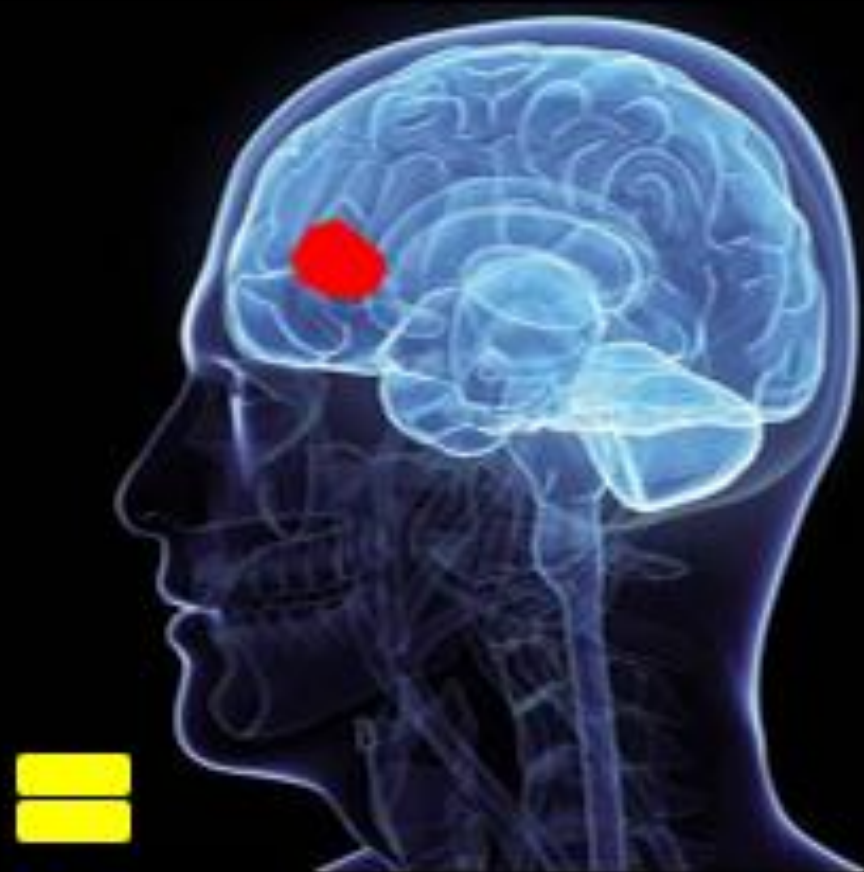
Success
Perfection
Talent
Easy
Cruising
Affirmation



Failure
Reality
Effort
Hard
Struggling
Criticism



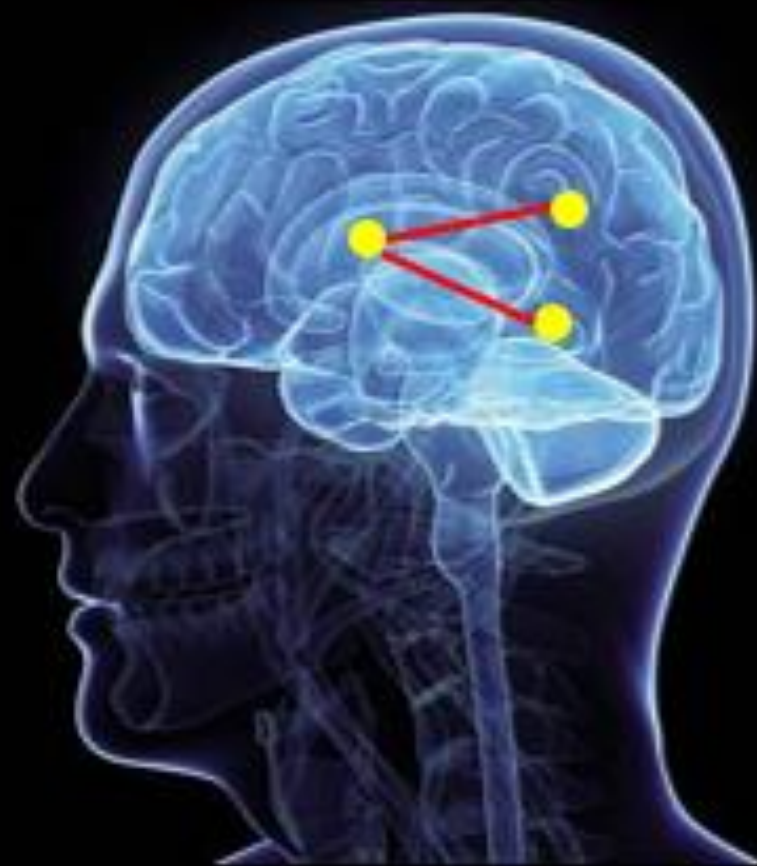
Clever



Dumb



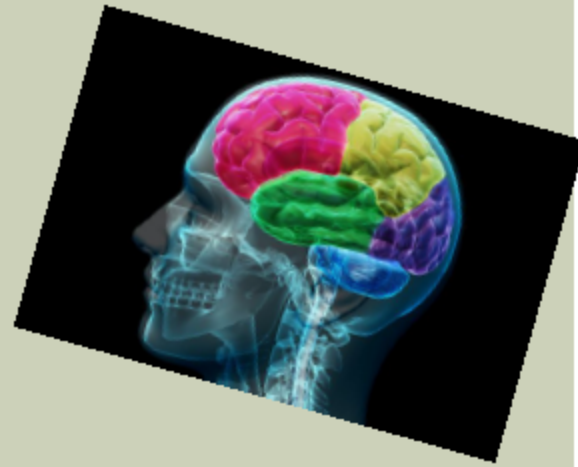
Clever

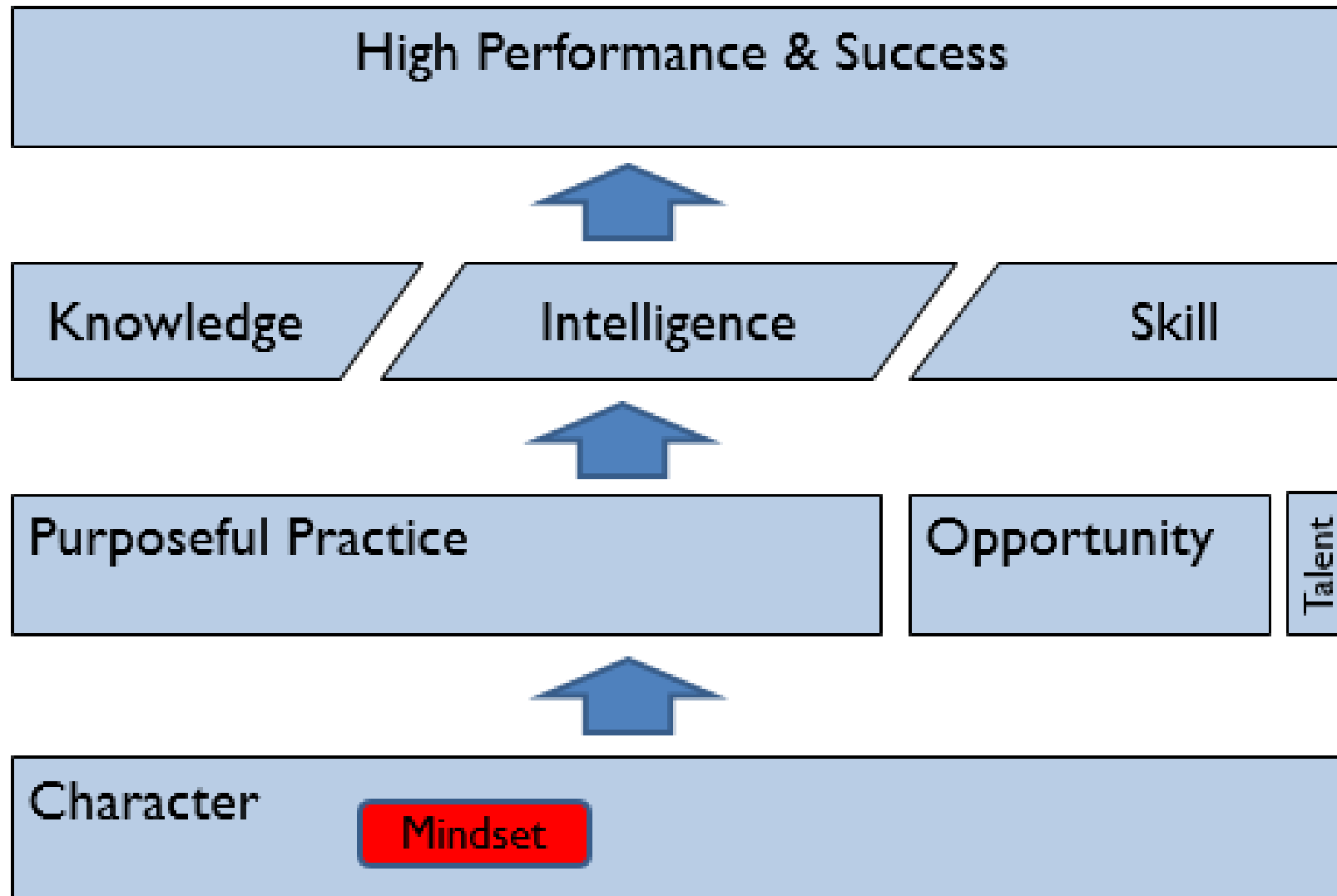


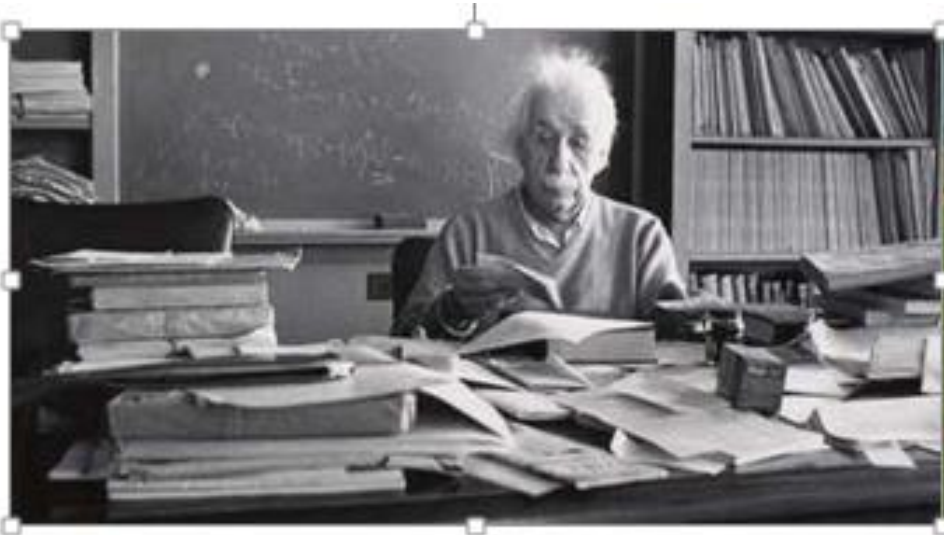
Dumb

THE BRAIN IS MALLEABLE

- The brain is like a muscle that gets stronger and works better the more it is exercised.
- Too often students believe the brain is static, leading them to think talent and giftedness are permanent, unchanging personal attributes that automatically bring later success.
- Every time you work hard, stretch yourself and learn something new your brain forms new connections and over time you actually become smarter.







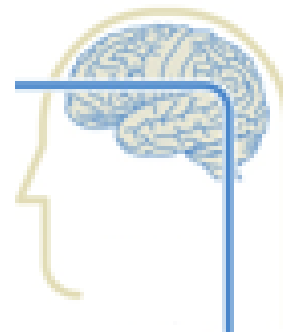
- Fascinated by physics whole life
- Studied at University
- Patent job stimulating
- Gave him time

- 3-4 hours weight and core training daily
- 5 times a week sprint training
- 6 small protein meals a day

FIXED MIND-SET

Intelligence is static

Leads to a desire to *look* smart
And therefore a tendency to...



GROWTH MIND-SET

Intelligence can be developed

Leads to a desire to learn
and therefore a tendency to...



CHALLENGES

...avoid challenges

...embrace challenges

OBSTACLES

...give up easily

...persist in the face of setbacks

EFFORT / PRACTICE

...see effort as fruitless or worse

...see effort as the path to mastery

CRITICISM

...ignore useful negative feedback

...learn from criticism

SUCCESS OF OTHERS

...feel threatened by the success of others

...find lessons and inspiration in
the success of others

As a result, they plateau early and achieve
less than their full potential

As a result, they reach ever-higher levels of achievement



Reformed GCSEs

- **Content** New and more challenging content
- **Structure** All exams at the end of the course
- **Assessment** Mainly by examination
Non-exam assessment only where necessary
- **Tiering** Foundation and higher tier permitted
only in maths, science and modern foreign languages
- **Grading** New numbered scale (9 to 1 plus U), 9 is the highest
New Government 'good pass' set at grade 5

New GCSE grading structure

In the first year, the same proportion of students will achieve a grade 7 and above

achieve a grade 4 and above

achieve a grade 1 and above

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	
5	B
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

as currently get A and above

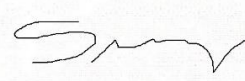

currently get C and above

currently get G and above

What does the GCSE 'good pass' mean?

- In the future, for the reformed GCSEs, the Government's definition of 'good pass' will be set at grade 5.
- Grade 5 will be awarded to around the top third of pupils gaining the equivalent of a grade C and bottom third of a grade B. This means that there will be fewer pupils achieving a 'good pass' than in previous years.
- Grade 4 will continue to be a level 2 achievement (equivalent to a low grade C now). We would not expect employers, colleges and universities to raise the bar to a grade 5 if, for example, a grade 4 would meet their requirements.
- Important to remember that the GCSE 'good pass' allows parents and students to hold schools and the Government to account – it is currently set at a GCSE grade C.

What a GCSE certificate might look like in 2017

General Certificate of Secondary Education	
This is to certify that the candidate named below was awarded the following grade(s) in the subject(s) shown:	
A. CANDIDATE	
Date of Birth: 1 January 2001	
Drama	B (b)
English Language	4 (four)
English Spoken Language	Merit
Geography	A (a)
Mathematics	6 (six)
Physics	D (d)
Ofqual	 Signature A
	 Signature B

WHAT CAN YOU DO AS PARENTS??



PARENTS ARE CRUCIAL

- Research and experience shows that students whose parents/carers take the opportunity to be frequently interested in their child's learning make most progress.
- Discussing work with them strengthens their understanding
- Let them be the teacher – ask them to teach you about the subject

How parents can help?

- During the study leave periods/holidays support your son/daughter in creating a routine.
- Try and keep 'anchor' points of the day the same e.g. waking up time, meal times, bed time.
- Talk over, the night before, the next day/week to make sure your son/daughter knows what is happening. (How they will get to the exam, what is happening for lunch, where they have to go for the exam, what equipment they will need e.g. calculator, ruler, pens, pencils etc)

How parents can help?

- Work out a revision timetable.
- Break revision time into small chunks –hour long sessions with short breaks at the end of each session often work well
- Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals
- Encourage your them to join family meals, even if it's a busy revision day

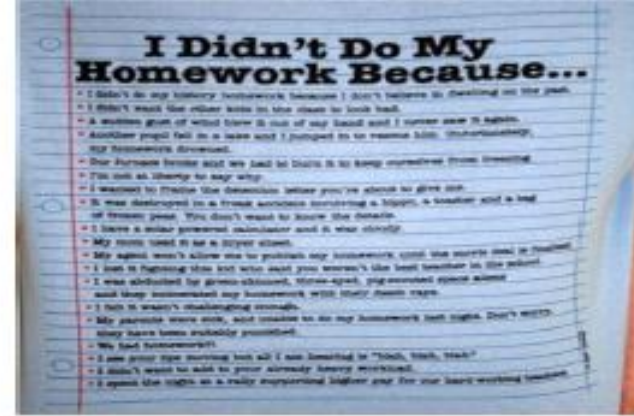
Building Confidence

- Reassure them that they are capable of getting through their exams
- Be positive, help put the whole thing into perspective. There is life after exams.
- Be supportive and help alleviate worries by talking to them.
- Resist the urge to compare with other young people, whether friends or siblings – ‘saying your brother worked hard and got B’s won’t motivate.’
- Praise/reward them for the amount of effort they put in and trying their best
- Avoid empathy, ‘I went through exactly the same thing when I was your age’. As much as you can emphasise with exam woes and stress, your exams were different as were societal expectations and financial pressures.
- Tell them that they can only try their best and even if they don’t do as well as you’d hoped, you still love them just as much

Parental Roles....

Project manager:

- Agreeing the rules for homework / revision
- Helping them to create and then put into practice a realistic homework schedule
 - Help your child to organise a quiet work area at home suitable for study
- Helping them to find a healthy work – life balance (plan breaks and social activities as well as revision)
- Have key dates in your diary



Parental roles...

Study buddy:



- Showing an interest in your child's work
- Helping with homework (not doing it for them!)
- Testing their knowledge
- Agree times when you will check in with them on how work is going

ATTENDANCE IS INTRINSICALLY LINKED TO SUCCESS

Do you attend school regularly enough to fulfil your potential?

99% = 2 days missed out of the school year, that's 10 lessons.

98% = 4 days missed out of the school year, that's 20 lessons.

97% = 6 days missed out of the school year, that's 30 lessons.

96% = 8 days missed out of the school year, that's 40 lessons.

95% = 10 days missed out of the school year, that's 50 lessons.

94% = 12 days missed out of the school year, that's 60 lessons.

93% = 14 days missed out of the school year, that's 70 lessons.

92% = 16 days missed out of the school year, that's 80 lessons.

91% = 18 days missed out of the school year, that's 90 lessons.

90% = 20 days missed out of the school year, that's 100 lessons.

89% = 22 days missed out of the school year, that's 110 lessons.

88% = 24 days missed out of the school year, that's 120 lessons.

87% = 26 days missed out of the school year, that's 130 lessons.

86% = 28 days missed out of the school year, that's 140 lessons.

85% = 30 days missed out of the school year, that's 150 lessons.

Parental Role...

The Most Important Role of all is...



Supporter and Cheerleader



- Your chief role will always be that of the person who cares most in the world, who is champion of their needs, admirer of their every achievement and who will be proud of them and love them, whatever happens.



Revision as a consolidation process

- Consolidation is a neurological process in which synapses become stronger the more frequently signals are passed between two neurons.
- The neural networks are strengthened by rehearsing and recalling information over and over again
- How do we use this knowledge in devising revision strategies?

HOW TO REVISE

- UNDERSTANDING
- CONDENSING
- MEMORISING
- REVIEWING

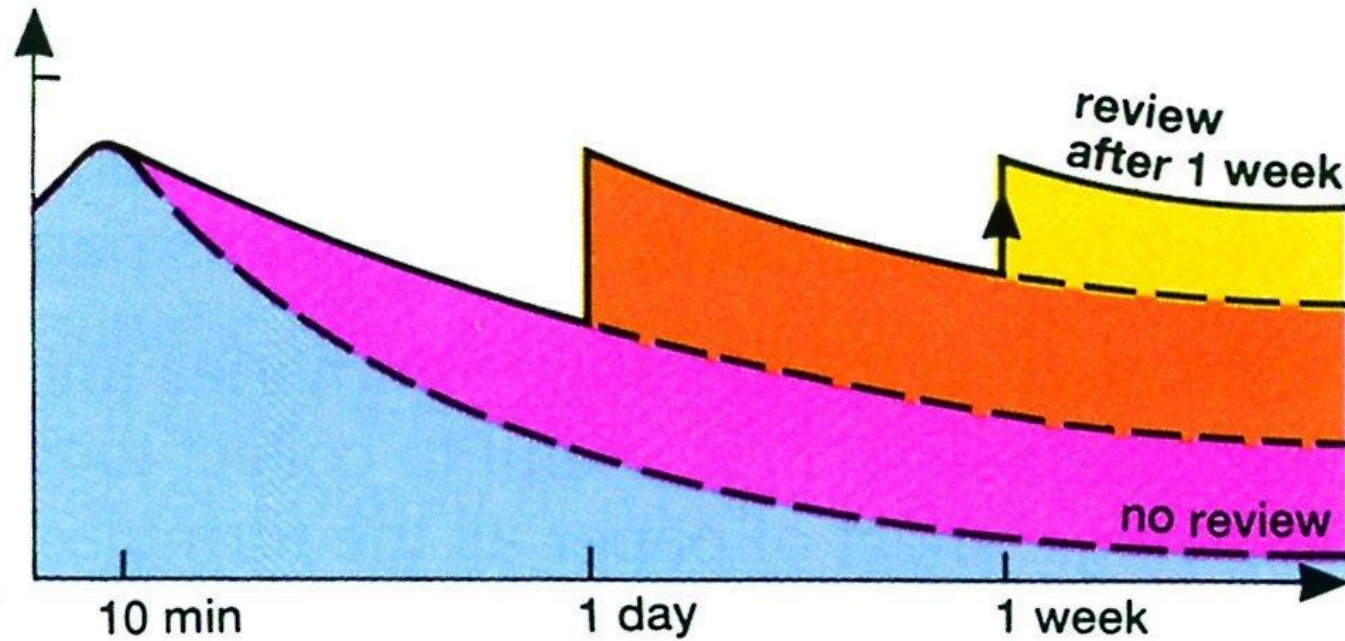



WHEN TO REVISE

The best intervals for 'topping-up',
by reviewing or briefly re-revising
are:


- ✓ 10 minutes
- ✓ 1 day
- ✓ 1 week
- ✓ ...and then 1 month.

Revising the same topic little and often,
creates strong recall.





REVISION TIMETABLE



REVISION TIMETABLE

	9.00. am 12.00 pm	12.00 pm 4.00 pm	4.00 pm 5.00 pm	5.00 pm 6.00 pm	6.00 pm 7.00 pm	7.00 pm 8.00 pm	8.00 pm 9.00 pm	9.00 pm 10.00 pm
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Each subject should be revised for roughly one hour before a short break and moving onto another subject

REVISION TIMETABLE

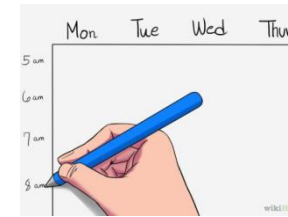
	9.00. am 12.00 pm	12.00 pm 4.00 pm	4.00 pm 5.00 pm	5.00 pm 6.00 pm	6.00 pm 7.00 pm	7.00 pm 8.00 pm	8.00 pm 9.00 pm	9.00 pm 10.00 pm
Monday	Term time N/A Sub 1 Sub 2 Holidays	Term time Sub 3 Sub 4 Sub 5 Holidays	Homework/ Coursework	Subject 1	Subject 2	TESTING	TESTING	LEISURE TIME
Tuesday	N/A Sub 6 Sub 7	Sub 8 Sub 9 Sub 10	Homework/ Coursework	Subject 3	Subject 4	LEISURE TIME	LEISURE TIME	LEISURE TIME
Wednesday	N/A Sub 1 Sub 2	Sub 3 Sub 4 Sub 5	Homework/ Coursework	Subject 5	Subject 6	TESTING	TESTING	LEISURE TIME
Thursday	N/A Sub 6 Sub 7	Sub 8 Sub 9 Sub 10	Homework/ Coursework	Subject 7	Subject 8	LEISURE TIME	LEISURE TIME	LEISURE TIME
Friday	N/A TESTING	TESTING	Homework/ Coursework	Subject 9	Subject 10	TESTING	TESTING	LEISURE TIME
Saturday	Fall back time 2 subjects	Subject 1 Subject 2 Subject 3	Subject 7	Subject 9	LEISURE TIME	LEISURE TIME	LEISURE TIME	LEISURE TIME
Sunday	Fall back time 2 subjects	Subject 4 Subject 5 Subject 6	Subject 8	Subject 10	LEISURE TIME	LEISURE TIME	LEISURE TIME	LEISURE TIME

Each subject should be revised for roughly one hour before a short break and moving onto another subject

Creating a Revision Timetable

Example - School Week

4 hours a night 4 subjects x one hour?



	9.00. am 12.00 pm	12.00 pm 4.00 pm	4.00 pm 5.00 pm	5.00 pm 6.00 pm	6.00 pm 7.00 pm	7.00 pm 8.00 pm	8.00 pm 9.00 pm	9.00 pm 10.00 pm
Monday	/	/	test and prepare	Maths	Break	Science	English	Break
Tuesday	/	/	test and prepare	History	Break	French	ICT	Break
Wednesday	/	/	test and prepare	Maths	Break	Science	English	Break
Thursday	/	/	test and prepare	History	Break	French	ICT	Break
Friday	/	/	Night off if all revision sessions have been done					
Saturday	Break	Maths	Break	Science	English	History	French	Break
Sunday	Break	Maths	Break	Science	English	ICT	Pack and prepare	Break

weekend :

a short break every hour, a long break every 2 hours

8 sessions a day 4 subjects for 2 hours?

Example - Holiday Week

a short break every hour, a long break every 2 hours

	9.00. am 12.00 pm	12.00 pm 4.00 pm	4.00 pm 5.00 pm	5.00 pm 6.00 pm	6.00 pm 7.00 pm	7.00 pm 8.00 pm	8.00 pm 9.00 pm	9.00 pm 10.00 pm
Monday	Maths English	Science History	Break	French	Break	ICT	Read	Break
Tuesday	Maths English	Science History	Break	French	Break	ICT	Online tutorials	Break
Wednesday	Maths English	Science History	Break	French	Break	ICT	Study group	Break
Thursday	Maths English	Science History	Break	French	Break	ICT	Quiz	Break
Friday	Maths English	Science History	Night off if all revision sessions have been done					
Saturday	Break	Maths	Break	Science	English	History	French	Break
Sunday	Break	Maths	Break	Science	English	ICT	Read	Break

arrange a timetable to suit you that is realistic tick off sessions when they are complete

**REDUCE YOUR
CLASS NOTES**

- Take the revision guide and put it to use.
- Take time to discuss progress checks with your son/daughter and next steps.
- Look at RAG Sheets for next steps.
- Check they are doing their homework.
- Make sure they attend revision classes.
- Help them to make a revision timetable and **STICK TO IT!** – especially in the holiday's.
- Ensure that they have all the correct equipment for lessons and exams.

Helping with revision

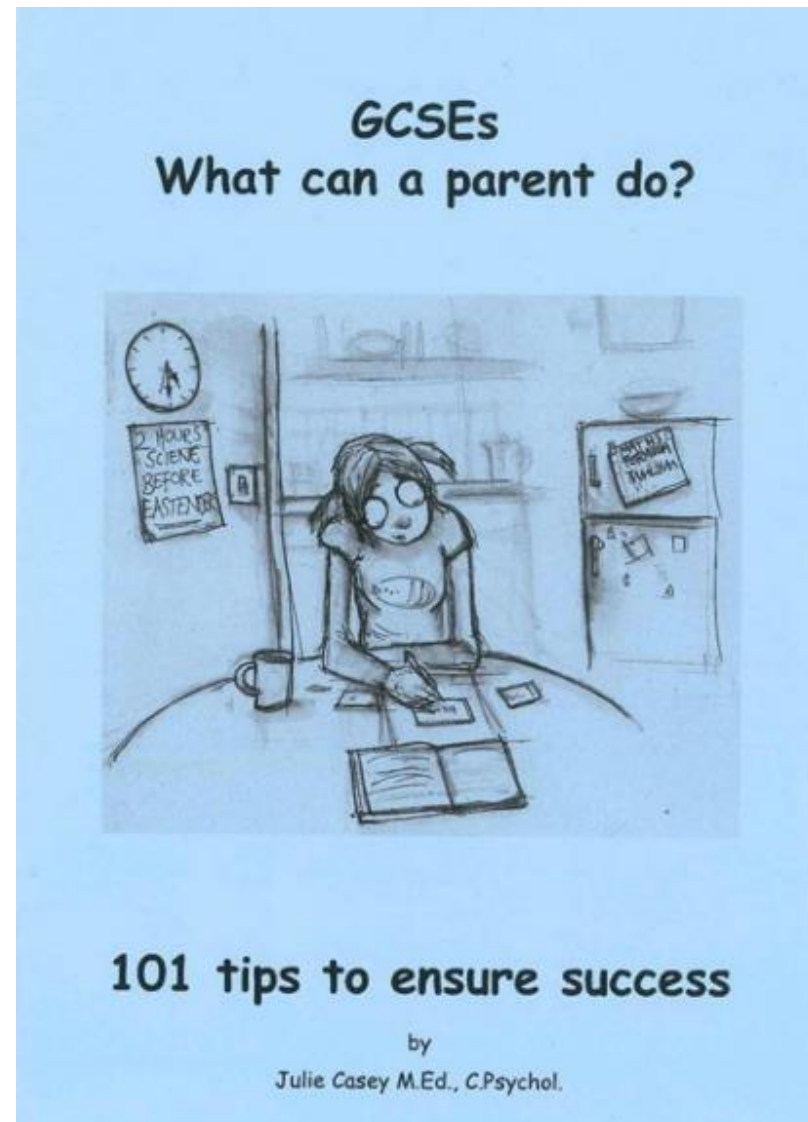
“I don’t understand why I didn’t do very well. I read my exercise book cover to cover”

- Visit exam board websites.
- Buy revision guides.
- Use revision websites and apps.
- Get them the equipment they need: highlighters, post-its, notebooks.
- Encourage them to use their notes and a revision guide to make revision cards/mind maps/posters.
- Get them ACTIVELY revising.

KEY EVENTS FOR THE YEAR

- 8th Sept – Parent Information Evening
- Mid October – Year 11 Revision Workshops Day
- 8th November – Progress Check
- 28th November – first PPE
- 13th Dec – Teachers Enter Results and Feedback to Students
- 16th Dec – PPE Results Day
- 19th January – Parents Evening
- Late February – second PPE
- March - Feedback and Revision programmes start in some subjects
- 21st March – Progress Check
- Intervention and Support in School
- 15th May – Exams Start.
- STUDY LEAVE, PROM & LEAVERS DAY

West Hatch High School





Listening, supportive and non-judgemental

<http://www.familylives.org.uk/>

Get advice and support
whenever you need it



Email
us



Helpline
0808 800 2222

Search Family Lives



How we can help

Confidential helpline

Live online chat

Email support service

Parentchannel.tv

Forums

Online parenting courses

In your area

For professionals

Useful links

Leaflets

USEFUL WEBSITES

www.bbc.co.uk/schools/parents - advice on helping your child

http://revisioncentre.co.uk/parents/helping_with_school_work.html - lots of advice about revision

www.support4learning.org.uk - advice for parents about education

www.teachers.tv - you can watch videos aimed at teachers and pupils online – there are revision programmes/ literacy and numeracy programmes on each week

- www.gcsepod.com
- www.ocr.org.uk
- www.aqa.org.uk
- www.edexcel.org.uk
- www.icould.com
- www.careerscapeonline.co.uk
- www.ucas.com
- www.mrbartonmaths.co.uk

October 2014 Open Evening Year 7 September 2015 Entry Open Evening will take place on Thursday 16th October at 6.30pm.



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+ Parents

- News & Events

Latest News

News & Events App

Upcoming Events

Important Dates

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School Email

The Gateway

Show my Homework

ParentPay

Vivo Rewards

Q search...

News & Events App

The e4education News & Events app will allow parents to get the latest news stories and calendar events added to the school website straight to their iPhone or Android phone.

How the App Works

Firstly, you will need to download the app from either the [iTunes App Store](#) or [Google Play Store](#) by clicking the relevant button below or by loading up the app store on your phone and searching for 'School News'.

Once you have located and downloaded the app (which is free), launch the app and you will then be able to either click on the 'Find my school' button which uses the phones GPS to locate all the schools in the surrounding 20 miles, or you can type in the schools postcode and click on 'Get my school' button.

Your schools postcode is: **IG7 5BT**

You will then see a list of schools that use the app. Click on the school you wish to view news & events for.

You will then be able to click on the 'News' button to view all of the latest news items that have been added to the school(s) you have selected and also all of the upcoming calendar events by clicking on the 'Events' button.

Clicking on 'My Schools' will display a list of schools that you view news and events for. Clicking on one of the schools will the display the school address, telephone number and email address which you can click on to either phone or email the school directly from the app.



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Q search...

SCROLL





“

" My daughter is in Year 10 and has been very happy at West Hatch. I have found the teachers very approachable and helpful. I have never had a single problem with the school. Keep up the good work West Hatch. "

Parent

+ More in Parents

[Absence Requests](#)[Catering](#)[E-Safety Advice](#)[Extra Curricular](#)[Newsletters](#)[Parent Voice](#)[Trips & Visits](#)[Attendance](#)[Curriculum Details](#)[Exam Information](#)[Helping with Homework](#)[Ofsted Parent View](#)[Sporting Fixtures](#)[Uniform](#)

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search...

https://westhatch.showmyhomework.co.uk/studer

West Hatch High School - Ho...

Show My Homework (Onlin... x

FileEditViewFavoritesTools

Welcome Jasmine

My Calendar

Overdue

This Week

Next Week

Resubmissions

8th - 14th September, 201

< Prev. Week

Next Week >

All Teachers

All Subjects

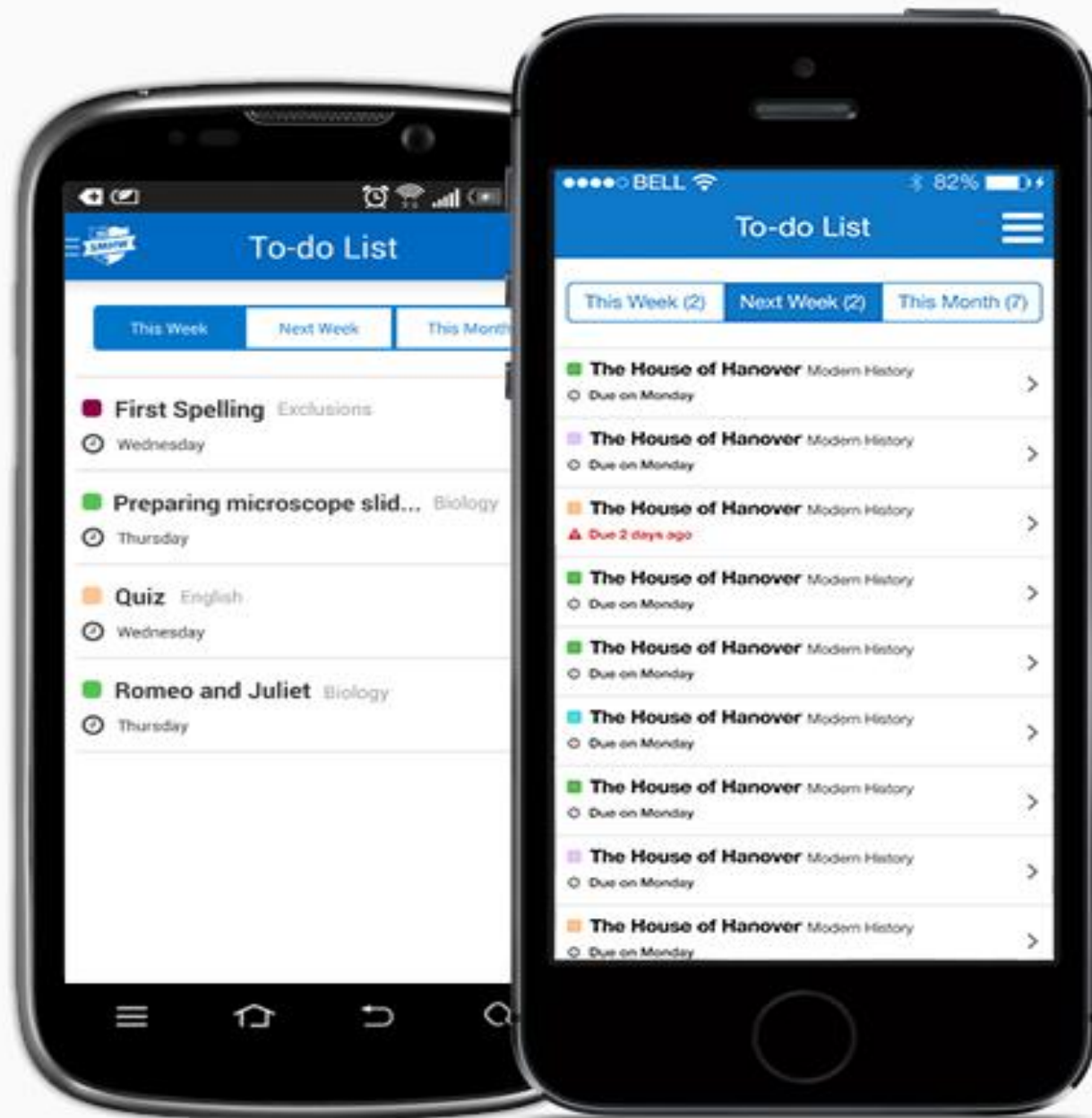
All Classes

All Years

All Tasks

Apply filters

Monday 08 Sep	Tuesday 09 Sep	Wednesday 10 Sep	Thursday 11 Sep	Friday 12 Sep	Saturday 13 Sep	Sunday 14 Sep
<div>FVR Mathematics Mr. J. Fevrier</div>	<div>7C/DrA Drama Ms. S. Pavelkova</div>	<div>Austen ERS Pe... Miss. E. Edwards</div>	<div>7C/Sc1 Science Mrs. L. Keating</div>	<div>7C/Gy3 Geography Mrs. R. Turtle</div>		<div>12D/El11 Engl... Ms. K. Smith</div>
<div>8W/En1 English Ms. K. Smith</div>	<div>7H/Sc3 Science Mr. J. Howell</div>	<div>7Hc/TeC Food/... Miss. N. Hussain</div>	<div>7H/Sc1 Science Mrs. L. Keating</div>	<div>7C/Gy2 Geography Mrs. R. Turtle</div>		
<div>8W/Ma1 Mathem... Miss. Y. Delli</div>	<div>7C/Hi3 History Ms. D. Sterlini</div>	<div>7Ca/TeB Techn... Mr. L. Taylor</div>	<div>7C/En1 English Miss. L. Menzies</div>	<div>7C/Gy1 Geography Mr. D. Morgan</div>		
<div>8H/Sc4 Science Miss. J. Horrigan</div>	<div>8C/GyA Geography Mrs. R. Turtle</div>	<div>7Cb/TeB Food/... Miss. N. Hussain</div>	<div>7Ha/TeA Resis... Miss. N. Hussain</div>	<div>7C/Ma3 Mathem... Mr. S. Hussain</div>		
<div>9H/GyB Geography Mrs. R. Turtle</div>	<div>8C/GyC Geography Miss. E. Scott</div>	<div>7H/DrC Drama Ms. S. Pavelkova</div>	<div>7Cd/TeA Food/... Mrs. R. Narwal</div>	<div>7H/Rs1 Religi... Mr. G. Blain</div>		
<div>9H/Sc2 Science Mr. P. Peters</div>	<div>8H/GyB Geography Miss. E. Scott</div>	<div>7Hd/TeC Food/... Mrs. R. Narwal</div>	<div>7He/TeA Food/... Mrs. R. Narwal</div>	<div>7H/Ma2 Mathem... Mr. S. Hussain</div>		
<div>9H/Mfl1 French Mrs. A. Rodway</div>	<div>8H/Ma3 Mathem... Miss. Y. Delli</div>	<div>7Cc/TeB Food/... Mrs. R. Narwal</div>	<div>8C/GyB Geography Mrs. R. Turtle</div>	<div>7W/Sc2 Science Miss. L. McVittie</div>		
<div>9H/Mfl3 French Ms. K. Green</div>	<div>8C/Ma1</div>	<div>8W/En2 Curicu... Ms. C. Moon</div>	<div>8Cb/TeC Techn... Mr. L. Taylor</div>			
		<div>8W/LN2 Curicu...</div>				



**Free in the Apple and Google Play stores.*

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West Hatch High School

West Hatch High School High Road Chigwell Essex IG7 5BT T: 020 8504 8216

Destination	<div>Please Choose</div>
Name	<div>Departments</div> <div>Heads of House</div> <div>Library</div> <div>Careers</div> <div>IT Support</div> <div>Work Experience</div>
Email	<input type="text"/>
Telephone	<input type="text"/>
Message	<input type="text"/>
<input type="submit" value="Submit"/>	





Contact Us

West Hatch High School

West Hatch High School High Road Chigwell Essex IG7 5BT T: 020 8504 8216

Destination	Departments ▼
Department	Please Choose
Name	Art
Email	Business Studies
Telephone	Cache
Message	English
	Geography
	History
	ICT
	Modern Foreign Languages
	Resistant Materials
	Religious Studies
	Law
	Food and Textiles
	Dance
	Mathematics
	Media
	Drama
	Music
	Office
	PE
	PSEC
	Psychology
	Science
	SEN

West Hatch High School

Chigwell

1 review

[View on Google Maps](#)

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A YEAR
FROM
NOW

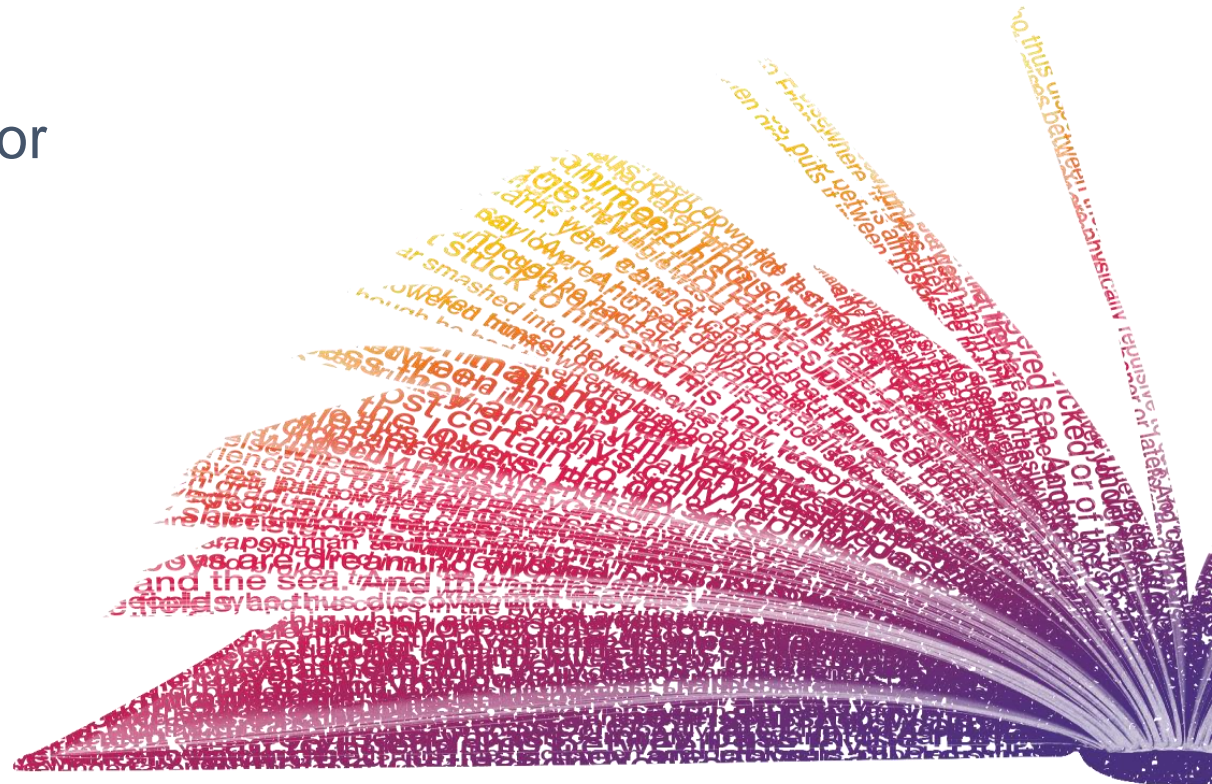
YOU'LL
WISH
YOU'D

STARTED
TODAY.

West Hatch Year 11 Information Evening

GCSE English Language and English Literature

Miss Armond
English KS4 Coordinator



GCSE English Language

To be successful, students should be able to:

- ✓ read fluently and write effectively
- ✓ demonstrate a confident control of Standard English
- ✓ write grammatically correct sentences - **technical accuracy is important!**
- ✓ deploy figurative language
- ✓ analyse texts

English Language specification at a glance

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
What's assessed Section A: Reading <ul style="list-style-type: none"> one literature fiction text Section B: Writing <ul style="list-style-type: none"> descriptive or narrative writing 		What's assessed Section A: Reading <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> writing to present a viewpoint 		What's assessed (AO7–AO9) <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English
Assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		Assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 		Assessed <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE)
Questions Reading (40 marks) (25%) – one single text <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 		Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 		

Key points and reminders

- ☐ There is no coursework
- ☐ All texts are unseen
- ☐ Marks in both papers are equally weighted
- ☐ Speaking and Listening is separately assessed.
- ☐ It is a Tierless entry (no distinction between Foundation/Higher)

Paper 1- Explorations in creative reading and writing

- In preparation, students have been reading and analysing a wide-range of extracts from literature fictional texts.
- They have been learning how established writers use narrative and descriptive techniques to capture the interest of the readers.
- Students need to use the techniques that they have learnt in their own creative texts.

Students can practice this at home with any novel.

What now?

Students need to focus on exam technique;

- Familiarity with question types is key;
- Knowing what the examiner is looking for is important;
- Reflection and Feedback is vital for success;
- Practice makes perfect!

Paper 2-Writers' Viewpoints and Perspectives

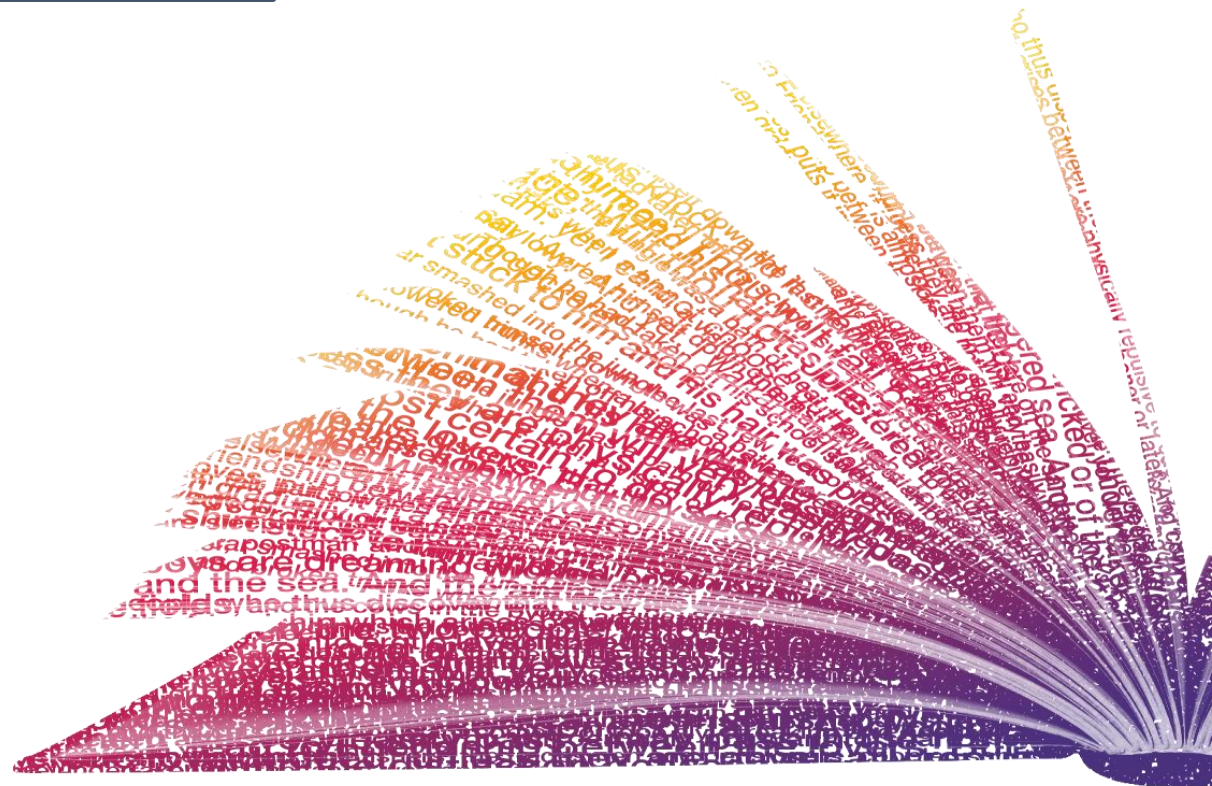
- In preparation, students have been reading and analysing a wide-range of sources from different time-periods and genres.
- They have been learning how writers present a perspective or viewpoint to influence the reader.
- Students need to use the techniques that they have learnt in their own influential texts.

Reading feature articles in newspapers and magazines at home and practicing this skill will really help!

What now?

- Familiarity with different text types and their conventions is key;
- Knowing what the examiner is looking for is important;
- Reflection and Feedback is vital for success;
- Practice makes perfect!

GCSE English Literature



English Literature specification at a glance

Paper 1: Shakespeare and the 19th-century novel		
What's assessed <ul style="list-style-type: none">• Shakespeare (page 11)• The 19th-century novel (page 11)		
How it's assessed <ul style="list-style-type: none">• 1 hour 45 minute written exam• 64 marks• 40% of GCSE		
Questions		
Section 1 Candidates are required to write about one of the texts listed below. They will be asked to write about the play as a whole.	Shakespeare	19 th Century
	Romeo and Juliet	Dr Jekyll and Mr Hyde
Section 2 Candidates are required to write about one of the texts listed below. They will be asked to write about the novel of choice. They will be asked to write about the novel as a whole.	Macbeth	A Christmas Carol

English Literature specification

Paper 2: Modern texts and poetry	
What's assessed <ul style="list-style-type: none">• Modern texts (page 11)• Poetry (page 12)• Unseen poetry (page 12)	Modern Text choices
How it's assessed <ul style="list-style-type: none">• 2 hour 15 minute written exam• 96 marks• 60% of GCSE	Lord of the Flies
	Animal Farm
	Blood Brothers
Questions <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	

English Literature – Key points and reminders

- ❑ Students must learn quotations. They will not have the texts in the exam.
 - ❑ There is no coursework.
 - ❑ There are no tiers of entry.
- ❑ Students should revise the plot, characterisation and themes of each text they have studied:
 - ❑ They should re-read their texts as many times as possible

Mock examinations: 28/11/16 –
2/12/16

Examination dates

English Literature:

Shakespeare and the 19th century novel: 22nd May 2017

Modern texts and poetry: 26th May 2017

English Language:

Explorations in creative reading and writing: 6th June 2017

Writers' viewpoints and perspectives: 12th June 2017

Purchasing revision guides and texts





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Fantastic CGP books for the new Grade 9-1 courses — out now and coming soon!

Online GCSE Study: GCSEpod.com

- Please remind your son/daughter about this useful website and app.
- It contains lots of useful revision podcasts that can be downloaded or streamed.
- All students should already have a login for this.

Contact us

jarmond@westhatch.essex.sch.uk

ngill@westhatch.essex.sch.uk

Year 11

Information Evening

Edexcel GCSE Mathematics

GCSE Maths is getting more demanding

- Fewer marks at the lower grades, more marks at the higher grades
- New grading structure from grade 9 (high) to 1 (low)
- Greater emphasis on problem solving and mathematical reasoning
- Students will be required to memorise formulae, fewer formulae will be provided in the exams

Assessment

- 3 equally weighted exams at the end of year 11
- 1 ½ hours each paper (4 ½ hours in total)
- 80 marks on each paper
- Paper 1 is non-calculator, papers 2 & 3 allow a calculator

Foundation
(grades 1-5)

Higher
(grades 4-9)

A*

9

A

8

7

B

6

C

5

4

D

3

E

2

F

1

G

U

U

Foundation Grade 3

- 8 Bernard says,
“When you halve a whole number that ends in 8, you always
get a number that ends in 4”

(a) Write down an example to show that Bernard is wrong.

.....
(1)

Alice says,
“Because 7 and 17 are both prime numbers, all whole numbers that end in
7 are prime numbers.”

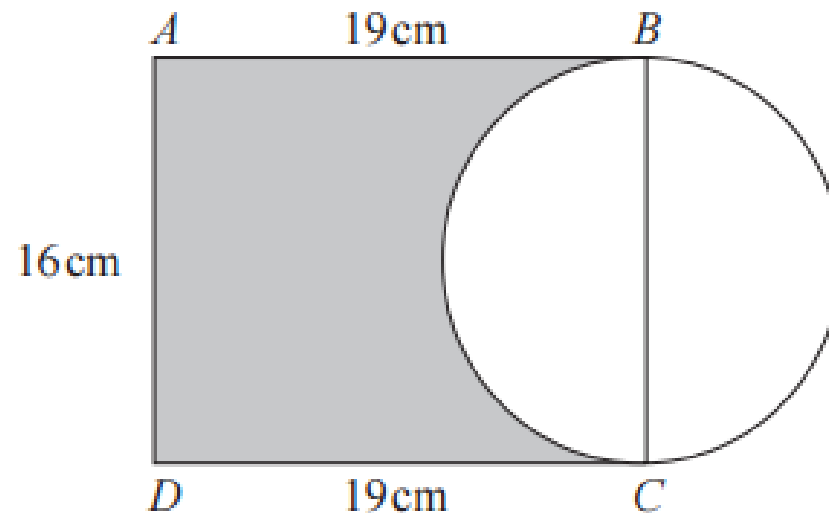
(b) Is Alice correct?
You must give a reason with your answer.

.....
(1)

.....
(Total for Question 8 is 2 marks)

Foundation Grade 5

27 Here is a diagram showing a rectangle, $ABCD$, and a circle.

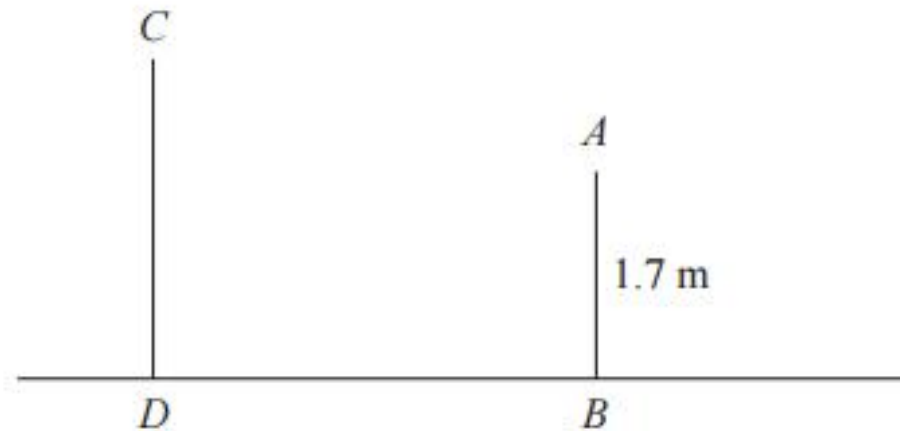


BC is a diameter of the circle.

Calculate the percentage of the area of the rectangle that is shaded.
Give your answer correct to 1 decimal place.

Higher Grade 6

- 9 The diagram shows two vertical posts, AB and CD , on horizontal ground.



$$AB = 1.7\text{ m}$$

$$CD : AB = 1.5 : 1$$

The angle of elevation of C from A is 52°

Calculate the length of BD .

Give your answer correct to 3 significant figures.

Higher Grade 8

20 Mark has made a clay model.

He will now make a clay statue that is mathematically similar to the clay model.

The model has a base area of 6 cm^2

The statue will have a base area of 253.5 cm^2

Mark used 2kg of clay to make the model.

Clay is sold in 10kg bags.

Mark has to buy all the clay he needs to make the statue.

How many bags of clay will Mark need to buy?

The road to GCSE

- GCSE style assessments every half term in Year's 10 & 11
- 2 sets of mock exam in Year 11
- Practice papers closer to the real exam
- Intervention programmes for pupils of all abilities

How To Support Your Child

- Revision starts today!!!
- PLCs emailed home
- Revision guides on sale
- Don't forget MyMaths
- PiXL Maths App

Maths In The Real World

- Sale price 10% off, a car depreciates in value, VAT
- Which units do we use? Miles? Kilometres? Litres? Pints?
- How much wallpaper? How many tins of paint?
- What does it mean if the temperature is negative?
- How long does a turkey take to cook?
- How much does it cost to fill the tank with petrol?

Please select the items for payment and enter the amount to be paid.

	Payment items	Service provider	Child	Quantity	Consent	Amount (GBP)	Notes	Due date
<input type="checkbox"/>	School Meals Please keep your school meals account topped up.	West Hatch High School	Ruby Abery	1		£0.00		
<input type="checkbox"/>	Yr 11 Maths Revision Pack - Foundation Maths Foundation Revision Pack (Pearson) Includes: Revise Edexcel GCSE (9-1) - Practice Papers Plus Foundation, Practice Papers Revision Guide Foundation and Practice Papers Revision Workbook Foundation.	West Hatch High School	Ruby Abery	1		£7.60		
<input type="checkbox"/>	Yr 11 Maths Revision Pack - Higher Maths Maths Higher Revision Pack (Pearson) Includes: Revise Edexcel GCSE (9-1) - Practice Papers Plus Higher, Practice Papers Revision Guide Higher and Practice Papers Revision Workbook Higher.	West Hatch High School	Ruby Abery	1	<input type="checkbox"/>	£7.60		

Cancel

Continue

Science

OCR Gateway Science B
and Edexcel

Year 11 Courses

- Separate Sciences (also called Triple Science)
- Additional Science
- Edexcel Core science

Separate and Additional Science

Each GCSE comprises of three units:

- Unit 1 Exam - 35%
- Unit 2 Exam - 40%
- Unit 3 Controlled Assessment – 25%

Separate Sciences

These students will complete:

- Chemistry GCSE
- Physics GCSE
- Biology GCSE

All 6 examinations will be taken in June.

They will be awarded 3 separate science grades.

Additional Science

Students have completed Core Science in year 10.

Additional science involves students studying:

- Two biology topics (B3 and B4)
- Two chemistry topics (C3 and C4) and
- Two physics topics (P3 and P4)

Post GCSE

If students want to study A level sciences they must meet the following entry requirements:

A level Biology

Grade B in Biology or

Grade B in Core science **and** grade A in Additional science

A level Chemistry

Grade B in Chemistry or

Grade B in Core science **and** grade A in Additional science

A level Physics

Grade B in Physics and grade A in Maths

Grade B in Core science, grade A in Additional science **and** grade A in maths

Post 16

A level Biology	A level Chemistry	A level Physics
Grade B in Biology or Grade B in Core science and grade A in Additional science	Grade B in Chemistry or Grade B in Core science and grade A in Additional science	Grade B in Physics and grade A in Maths or Grade B in Core science, grade A in Additional science and grade A in maths

Edexcel Core science

This course involves students:

- studying three units one from each discipline (physics, biology and chemistry).
- completing one controlled assessment.

Students that take this course will not be able to take an A level science.

Assessments and Pre-Public Examinations

- All students will complete internal class based assessments every six weeks and PPEs in November and February.
- Students receive detailed feedback from these assessments so they know where they are and how to improve.

Controlled Assessment

- Students are given a task to research. The research is carried out at home, but written up under controlled conditions at school
- Once research is complete, students carry out an investigation, collect and record their observations.
- Students will then analyse and evaluate their results by completing a exam-style controlled assessment booklet.

What are we doing to help your child?

1. Giving detailed feedback so pupils know where they are and how to improve.
2. Identifying pupils who need to attend intervention sessions.
3. Providing intervention sessions and revision lessons.

Start early!

Teachers:

Provide regular recap lessons. This means we don't wait for the end of the topic to tackle a particular area of difficulty.

Provide students with PLCs. This allows students to identify and communicate their learning needs.

Support students with other intervention opportunities.

What can you do to help your child?

- When they start the research for controlled assessments, take an interest in it. Make suggestions and discuss it with them.
- Once they have completed the units, make sure they have enough past papers.
- Encourage them to attend revision classes and make a revision timetable.
- Ensure that they have all the correct equipment for lessons and exams.

What can you do to help your child?

- Take an interest in their work.
- Ask them to explain what they learned in lessons that day/week.
- Check that they are doing their homework.
- Make sure they have purchased a revision guide.
- Purchase a revision workbook.
- Look at RAG sheets stuck in their books which identify things to improve. Read the feedback and ask them to explain what they need to do in the next assessment to improve their mark/grade.

Start early!

Parents:

Make sure they have a quiet place to learn

Do a revision/study timetable from September. Look at their feedback and make sure they are taking the advice.

Don't nag them. If they are doing what they are supposed to 80% of the time, then they'll be ok!

Don't wait for progress checks to find out how they are doing. If they are not doing much find out what they should be doing before you speak to them about it. You can always phone the department.

What's available for revision?

- Revision websites. They are free and have lots of useful resources. Look at the science section of the gateway for the correct syllabus before using a website
- Downloadable revision apps
- Google animations
- Youtube clips

How can they revise?

- On their own
- In pairs
- In friendship groups
- Using spider diagrams or concept maps
- Explaining a particular topic to a family member
- Being quizzed by a family member
- Crosswords and fill the gap activities
- Past papers
- Online tests and quizzes

Start early!

Students:

Look through your work regularly and complete all homework.

Identify the topics you find difficult and ask for help

Talk to your parents/carers and your teachers about these topics and identify any barriers

Produce a revision schedule and stick to it.

It is never too late to revise up until the day of the exam.

Start early!

Students:

Talk to your form teachers, Mr Towsey and your science teachers about how to revise. There are lots of ways. Some will suit you and some won't! Find this out early!

Don't forget to prepare for the 1 mark answers – the recall questions. Download one of the free apps and do them when you have spare time.



Life after Year 11

Careers Education, Information,
Advice and Guidance (CEIAG)

Mr G. Towsey

e: gtowsey@westhatch.essex.sch.uk

t: 020 8504 8216 ext. 1058



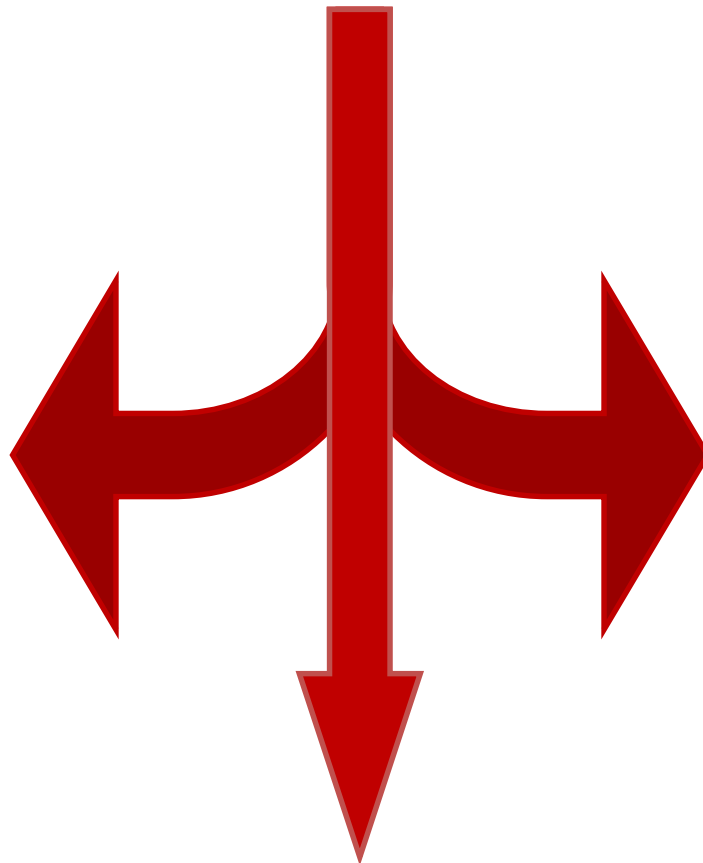
Raising the Participation Age

What is it and what are your options?



Options after Year 11

**Volunteering
with training**



**Work Based
Training
(e.g. Apprenticeship)**

Sixth Form or College

ADA College www.adacollege.org.uk	0203 1050 125	Check website	London College of Beauty Therapy www.lcbt.co.uk	020 7208 1300	Book on to open day on the website
Access to Music www.accesstomusic.co.uk	0800 281842	Check website	Redbridge College www.redbridge-college.ac.uk	020 8548 7400	Check website
Barking & Dagenham www.barkingdagenhamcollege.ac.uk	020 8090 3020	Check website	Sir Charles Kao University Technical College www.sircharleskaoutc.com	01279 444374	Applications can be made on line
BCE Big Creative Education Academy www.bigcreative.education	020 8498 3300	Check website			
Capel Manor College www.capel.ac.uk/enfield	08456 122 122	15th October – 10.00 am – 3.00 pm 22nd April 2017 – 10.00am – 3.00 pm	Sir George Monoux College www.george-monoux.ac.uk	208 5233 544	Check Website for dates. You will need to print out an invitation slip from the website
Chelmsford College www.Chelmsford.ac.uk	01245 29 30 31	Check website			
City and Islington College www.candi.ac.uk		Check website	South Essex College learning@southessex.ac.uk	0845 52 12345	Check website for campus dates
Epping Forest College www.efc.ac.uk	020 8502 8633	15 th October 10.00 am – 12.00 pm	Waltham Forest College www.waltham.ac.uk	0208 501 8501	Check website for dates
East London Arts & Music Academy (ELAM) www.elam.co.uk	info@elam.co.uk	Apply on Line	Writtle College www.writtle.ac.uk	01245 424 200	5 th October 6.00 pm – 7.30 pm 19 th November 10.00 am – 2.00 pm
Harlow College www.harlow-college.ac.uk	01279 868000	3 rd November- 5.30pm-7.30pm			
Fashion Retail Academy www.fashionretailacademy.ac.uk	020 7307 2345	Book on to the open via the website	City of Westminster College www.cwc.ac.uk	0207 258 2721	Check web for details.
Havering College www.havering-college.ac.uk	01708 455011	Check website	Westminster Kingsway College www.westking.ac.uk	0207 963 4115	To be confirmed check web for details

Anglo European www.aesessex.co.uk	01277 354018	Check the website / contact the Sixth Form	Highams Park www.highamsparkschool.co.uk	020 8527 4051	Check the website / contact the Sixth Form
Bancrofts School www.bancrofts.essex.sch.uk	020 8505 4821	Tuesday 18 October 2016 8.00 to 9.30pm	Ilford County High School www.ichs.org.uk	020 8551 6496	Check the website / contact the Sixth Form
Bishops Stortford High www.tbshs.org	01279 835575	Wednesday 16th November 2016	John Warner School www.johnwarner.org.uk	01992 462889	Thursday 10 November 2016 18:00 - 20:00
Broxbourne School www.broxbourne.herts.sch.uk	01992 411060	Check the website / contact the Sixth Form	Leventhorpe www.leventhorpe.net	01279 836633	Check the website / contact the Sixth Form
Chigwell School www.chigwell-school.org	020 8501 5700	Saturday 1st / Thursday 20th October 2016 1.00pm - 4.00pm / 7.30pm – 9.30pm	Oaks Park High School www.oakspark.co.uk	020 8590 3782	Check the website / contact the Sixth Form
Chingford Foundation www.chingfordfoundation.org	020 8506 3871	Check the website / contact the Sixth Form	St Marks RC Harlow www.st-marks.essex.sch.uk	01279 421267	Check the website / contact the Sixth Form
Davenant Foundation www.davenantschool.co.uk	020 8508 0404	Check the website / contact the Sixth Form	Trinity Catholic High School www.fc.tchs.uk.net	020 8504 3419	Check the website / contact the Sixth Form
Epping Forest District Sixth Form www.efd6.net	Contact the individual school Roding Valley: Thursday 10 November, 6-8pm		Valentines High School www.valentines-sch.org.uk	0208 554 3608	Check the website / contact the Sixth Form
Forest School www.forest.org.uk	020 8520 1744	Saturday 24 September 8.30am - 1.30pm	West Hatch High www.westhatch.essex.sch.uk	0208 5048216	Wednesday 9th November 7.00 – 9.00pm
Heathcote School www.heathcoteschool.com	020 8498 5110	Wednesday 5th October 2016	Woodbridge School www.woodbridgehigh.co.uk	020 8504 9618	Check the website / contact the Sixth Form
Herts and Essex High www.hertsandessex.herts.sch.uk	01279 654127	Check the website / contact the Sixth Form	Woodford County High www.woodford.redbridge.sch.uk	0208 5040611	Check the website / contact the Sixth Form



Life after Year 11

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t: 020 8504 8216 ext. 1058

Why study at West Hatch Sixth form?



More students achieve a **Grade B or above** at A level at **West Hatch** than at any of the **local state schools!!**

We just keep getting **better** and **better!!**

2013	19%A*-A	44%A*-B
2014	27%A*-A	50%A*-B
2015	28%A*-A	53%A*-B
2016	28%A*-A	58%A*-B

58% of our students achieved grade **A*-B** in this years A level results and **86%** achieved a **C or above!**

Why study at West Hatch Sixth form?

Some of this year's success stories include

Student	Grade 1	Grade 2	Grade 3	University
Kali Dronsfield	A*	A	A	English at Kings College London
Dylan Tak	A*	A	A	Physics at Warwick University
Sam Hudson	A	A	B	Economics at Birmingham
Sara Sheriff	A*	A*	B	Law at Essex University
Sharaf Shiekha	A*	A	B	(B) Law at East Anglia University
Matthew Wallace	A	A	B	(B) Architecture at Leeds University
Emily Smith	A*	A	B	Commercial Management & quantity surveying at Loughborough University

We have a specialist team of teachers who help students prepare for university applications with our **honours pathway programme**; this gives tailor made **advice** and **'enrichment'** **opportunities** to assist those students wishing to apply to **Oxbridge or Russell group universities**

Why study at West Hatch Sixth form?



We have a specialist careers advisor to guide students on taking the next step in their careers.

53% of our students go on to University Education

16.5 % go onto Apprenticeships

21.5% start Employment after completing school.

We are the **only school** in the area that offers a **combination** of courses to **suit** the students **individual needs**. So if straight A levels does not suit what you want to do we can offer you a pathway that combines A level courses studied alongside Level 2 BTEC courses

We also offer stand alone BTEC courses these are singular qualifications which are equivalent to 3 A levels

**Why study at West
Hatch Sixth form?**



Why go anywhere else?