Bramhall High School
2017 Examination Results

• English and Maths 9-4  77%
• English and Maths 9-5  54%
• English 4+            87%
• Maths 4+              80%
• 5 A*-C inc. En and Ma. 71%
• Attainment 8          49.3
GCSE Grading

9-1

Mr J Longworth
9-1 GCSE’s

• New GCSE content is more challenging.
• Fewer grade 9s will be awarded than A*s.
• English language, English literature and maths were the first to be graded from 9 to 1 this summer.
• Another 20 subjects will have 9 to 1 grading in 2018, with most others following in 2019. During this transition, students will receive a mixture of letter and number grades.
• The new grades are being brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities.
• In the first year each new GCSE subject is introduced, broadly the same proportion of students will get a grade 4 or above as would have got a grade C or above in the old system.
• Only Maths, Science and Languages will have tiers of entry
When is a pass, a pass?

- Grade 4
- Grade 5
- Grade 7
- Grade 9
Helping your child with the new English Language & English Literature GCSE

Alison Walker
(Head of English)
Skills, outcomes and assessments

GCSE English Language and GCSE English Literature (two GCSEs)

• English Language assesses **reading, writing, speaking** and **listening**.

• Speaking and listening remains compulsory but is not included in your child’s actual GCSE grade. Attainment is reported separately.

• English Literature assesses **reading** and there are some marks awarded for **writing** (5%).

• Both subjects have become increasingly **context** based: your child will need to know about the time in which texts were written/performed.

• Both subjects test your child’s ability to **compare**.

• Skills are assessed through **examination ONLY at the end of the course**.

• **Exams in both subjects are no longer tiered.**

• **All exams are closed book.**
## Specification at a glance (see handout)

<table>
<thead>
<tr>
<th>Paper 1: Explorations in Creative Reading and Writing</th>
<th>Paper 2: Writers' Viewpoints and Perspectives</th>
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<tbody>
<tr>
<td><strong>What's assessed</strong></td>
<td><strong>How it's assessed</strong></td>
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<tr>
<td>Section A: Reading</td>
<td>Section A: Reading</td>
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<tr>
<td>• one literature fiction text</td>
<td>• one non-fiction text and one literary non-fiction text</td>
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<td>Section B: Writing</td>
<td>Section B: Writing</td>
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<td>• descriptive or narrative writing</td>
<td>• writing to present a viewpoint</td>
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<td><strong>How it's assessed</strong></td>
<td><strong>Assessed</strong></td>
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<td>• written exam: 1 hour 45 minutes</td>
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<td>• 80 marks</td>
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<td>• 50% of GCSE</td>
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<td><strong>Questions</strong></td>
<td><strong>Questions</strong></td>
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<tr>
<td>Reading (40 marks) (25%) – one single text</td>
<td>Reading (40 marks) (25%) – two linked texts</td>
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<td>• 1 short form question (1 x 4 marks)</td>
<td>• 1 short form question (1 x 4 marks)</td>
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<tr>
<td>• 2 longer form questions (2 x 8 marks)</td>
<td>• 2 longer form questions (1 x 8, 1 x 12 marks)</td>
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<tr>
<td>• 1 extended question (1 x 20 marks)</td>
<td>• 1 extended question (1 x 16 marks)</td>
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<tr>
<td>Writing (40 marks) (25%)</td>
<td>Writing (40 marks) (25%)</td>
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<tr>
<td>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</td>
<td>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</td>
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</table>
Jamaica Inn 5
It was a cold grey day in late November. The weather had changed overnight, when a backing wind brought a granite sky and a mizzling rain with it, and although it was now only a little after two o’clock in the afternoon the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist. It would be dark by four. The air was clammy cold, and for all the tightly closed windows it penetrated the interior of the coach. The leather seats felt damp to the hands, and there must have been a small crack in the roof, because now and again little drips of rain fell softly through, smudging the leather and leaving a dark-blue stain like a splodge of ink.
The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man. The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint endeavour to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.
The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.
The few passengers huddled together for warmth, exclaiming in unison when the coach sank into a heavier rut than usual, and one old fellow, who had kept up a constant complaint ever since he had joined the coach at Truro, rose from his seat in a fury; and, fumbling with the window-sash, let the window down with a crash, bringing a shower of rain upon himself and his fellow-passengers. He thrust his head out and shouted up to the driver, cursing him in a high petulant voice for a rogue and a murderer; that they would all be dead before they reached Bodmin if he persisted in driving at breakneck speed; they had no breath left in their bodies as it was, and he for one would never travel by coach again. Whether the driver heard him or not was uncertain: it seemed more likely that the stream of reproaches was carried away in the wind, for the old fellow, after waiting a moment, put up the window again, having thoroughly chilled the interior of the coach, and, settling himself once more in his corner, wrapped his blanket about his knees and muttered in his beard.
His nearest neighbour, a jovial, red-faced woman in a blue cloak, sighed heavily, in sympathy, and, with a wink to anyone who might be looking and a jerk of her head towards the old man, she remarked for at least the twentieth time that it was the dirtiest night she ever remembered, and she had known some; that it was proper old weather and no mistaking it for summer this time; and, burrowing into the depths of a large basket, she brought out a great hunk of cake and plunged into it with strong white teeth.
Example questions for English Language
Paper 1 Reading

How does the writer use language to describe the effects of the weather?

How has the writer structured the text to interest you as a reader?
You could write about:
• what the writer focuses your attention on at the beginning
• how and why the writer changes this focus as the extract develops
• any other structural features that interest you.

A student, having read this section of the text, said: “The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them.”
To what extent do you agree?
In your response, you could:
• write about your own impressions of the characters
• evaluate how the writer has created these impressions
• support your opinions with quotations from the text.

[Total of 40 marks]
You are going to enter a creative writing competition. Your entry will be judged by a panel of people your own age.

Either
Write a description suggested by this picture.
Or
Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]
Example questions for English Language

Paper 2 Reading

**Source A:** A newspaper article called ‘Could you do your child’s homework?’

**Source B:** Two letters from the 1820s.

You now need to refer to the **whole of Source A and the whole of Source B.**

Write a summary of the different ways the boys are treated in **Source A** and **Source B.**

You now need to refer **only to Source B, lines 16-25.**

How does Henry use language to try to influence his father?

For this question, you need to refer to the **whole of Source A** together with **Letter 2 in Source B,** the father’s letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts.

[Total of 40 marks]
‘Homework has no value. Some students get it done for them; some don’t do it at all. Students should be relaxing in their free time.’

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]
**Paper 1: Shakespeare and the 19th-century novel**

**What’s assessed**
- [Shakespeare](#) (page 11)
- [The 19th-century novel](#) (page 11)

**How it’s assessed**
- 1 hour 45 minute written exam
- 64 marks
- 40% of GCSE

**Questions**

**Section A Shakespeare**: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel**: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
### Paper 2: Modern texts and poetry

<table>
<thead>
<tr>
<th>What's assessed</th>
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<tbody>
<tr>
<td>• <a href="#">Modern texts</a> (page 11)</td>
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<tr>
<td>• <a href="#">Poetry</a> (page 12)</td>
</tr>
<tr>
<td>• <a href="#">Unseen poetry</a> (page 12)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How it's assessed</th>
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<tbody>
<tr>
<td>• 2 hour 15 minute written exam</td>
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<tr>
<td>• 96 marks</td>
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<tr>
<td>• 60% of GCSE</td>
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</tbody>
</table>

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<tr>
<th>Questions</th>
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<tbody>
<tr>
<td><strong>Section A Modern texts</strong>: students will answer one essay question from a choice of two on their studied modern prose or drama text.</td>
</tr>
<tr>
<td><strong>Section B Poetry</strong>: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</td>
</tr>
<tr>
<td><strong>Section C Unseen poetry</strong>: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</td>
</tr>
</tbody>
</table>
Current focus: Year 10

SOCIETY: CORRUPTION AND ABUSE OF POWER

• OZYMANDIAS

• MY LAST DUCHESS

• THE PRELUDE

• REMAINS

• AN INSPECTOR CALLS

• NON-FICTION

Poetry

Modern Play

C20th and C21st texts
Current focus: Year 11

SCHOOL
SHAKESPEARE
Romeo and Juliet
or
Macbeth

HOME
JEKYLL AND HYDE REVISION

NOVEMBER MOCK:
LITERATURE PAPER 1
Key texts

- Conflict poetry (AQA Anthology provided by the board)
- Romeo and Juliet OR Macbeth (to be studied in Y11 – your child’s teacher will inform you of the text to be studied)
How can you help at home?
How can you help at home?

• Specimen papers can be found on the AQA website: http://www.aqa.org.uk/
• Click on the ‘past papers’ icon on the home page.
• Enter ENGLISH/GCSE/ENGLISH LANGUAGE 8700 or ENGLISH LITERATURE 8702.
• There are still past papers for the old syllabuses on here (4705 and 4700). These are no longer applicable to your child’s programme of study.
• There is also a ‘student and parent support’ link (currently on the right hand side of the page). This gives you some top tips about revision and explains some of the examination processes to you.
How can you help at home?

• Encourage your child to read a wide range of texts (e.g. sports reports, film reviews, biographical writing), as well as fiction from the 19th, 20th and 21st centuries. This improves contextual understanding, vocabulary, awareness of sentence/text structure and creativity.

• Invest in copies of the key texts so your child can annotate them for revision purposes.

• Read the texts so you can discuss them at home.

• ‘Join the dots’ so your child can make relevant connections with key messages/issues that are still relevant today.

• Test your child on key quotations throughout the course and revisit them at regular intervals.

• Ensure homework is completed on time and to a high standard.

• Read through your child’s work and act as a sounding board.

• Encourage your child to create revision posters for display on bedroom walls/by the fridge etc.
Helping your child with GCSE mathematics

Mrs Read
(Head of mathematics)
Changes to the syllabus

- Numerical grades
- More challenge at all levels
- Three papers
- Increased focus on explaining
Ongoing assessment

- **Year 10**
  - Four assessments spread throughout the year
  - Whole school exams: April 16th

- **Year 11 Mocks**
  - Three sets of mock examinations
  - Weeks beginning Nov 13th, Jan 15th, Mar 12th

- **Intervention**
Working at home

- ShowMyHomework
- Independent Learning
- Websites and Revision Guides
  - MathsWatch
Revision Tips

• Regular practice
• Use the internet to access videos and other resources
• Learn the formulae
Exam Tips

• Read the question carefully
• Show all your working
• Does your answer make sense?
• Know your calculator
Organisation and Revision

Ms N Joynson/Mr Wraith
(Deputy Headteacher/Assistant Headteacher)
Attendance and Punctuality

• Research shows that a drop in attendance below 95% can effect student outcomes by a whole grade.

• 95% attendance sounds high – it is actually 1 day off every 4 weeks.

School Target is 97% +
<table>
<thead>
<tr>
<th>Monday A</th>
<th>Drop in maths with FDA and TBT</th>
<th>Higher Tier with ARD</th>
<th>Higher tier with ARD</th>
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<tbody>
<tr>
<td>Tuesday A</td>
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<td></td>
<td>Priority Year 11 Science</td>
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<td>Foundation Tier with STP</td>
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<td>Foundation tier with FAE Higher tier with GSP GCSE Child Development – by invitation</td>
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<tr>
<td>Wednesday A</td>
<td></td>
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<td>Computing Dept. Intervention</td>
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<tr>
<td>Thursday A</td>
<td>Year 10 Art GCSE catch up KKP Year 11 Priority Triple Science Support</td>
<td>Foundation Tier with DOR English Intervention – Invite only.</td>
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<tr>
<td>Friday A</td>
<td>Year 11 ART GCSE catch up KKP Foundation Tier with GSP Higher Tier with AME</td>
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<tr>
<td>Monday B</td>
<td>Drop in maths with FDA and TBT</td>
<td>Higher Tier with ARD</td>
<td>Higher tier with ARD</td>
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<td>Tuesday B</td>
<td>Foundation Tier with STP</td>
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<td>Priority Year 11 Science</td>
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<td>Foundation tier with FAE Higher tier with GSP GCSE RS Intervention – by invitation</td>
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<td>Computing Dept. Intervention</td>
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<td>Thursday B</td>
<td>Year 11 Priority Triple Science Support Year 10 Art GCSE catch up KKP</td>
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<td>Friday B</td>
<td>Year 11 ART GCSE catch up KKP Foundation Tier with GSP Higher Tier with AME</td>
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Key Dates for your Calendar

Year 11

• Year 11 Data Conference – 22\textsuperscript{nd} September
• Year 11 Parents’ Evening – 2\textsuperscript{nd} November
• Year 11 ‘Mock’ exams – Friday 10\textsuperscript{th} November to 23\textsuperscript{rd} November
• Track 1 printed – November
• Closing date for Aquinas applications – 30\textsuperscript{th} November 2017
• Mock results event – 10\textsuperscript{th} January 2018
• Year 11 Parents’ Evening (Intervention) 1\textsuperscript{st} March 2018
• Interviews for Aquinas – January 2018 (based on 2017)

Actual Exam season runs from 14\textsuperscript{th} May to the 21\textsuperscript{st} of June 2018
Expectations of Revision?

Key Stage 4

• Up to 2 hours per week per subject of homework should be completed (see Homework Timetable on the website).
• In addition students should be revising for their GCSEs. This should start now as a few hours a week and build up as we move towards the ‘Mocks’ and final examinations.
• March onwards I would expect to see 1 - 1 ½ hours a day of revision.
What is a revision timetable?

<table>
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<tr>
<th>Time</th>
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When should students revise?

- The key is frequently for half hour to an hour chunks.
- Research suggests revision before a rest can help you remember it. First thing when you wake up has also shown to be a period of retention.
- Avoid procrastination and be realistic.
- Avoid distractions
- Build in time for relaxation – there is nothing wrong with having a day off!
How should students revise?

• There is no magic formula.
• Students should use a variety of techniques and find what works for them.
• Practise past exam papers (specimen questions are available on exam sites)
• Look at Mark Schemes – including before trying a question out.

DO NOT :-
• Just read your notes
• Just rely on Revision Guides.
• Just watch YouTube videos.
‘Cheat’ Sheets – Revising without knowing it?

Stage 1 – Creating the resource
- Students create a concise sheet of information in any format.
- This should cover a whole topic or unit.
- They are only allowed one page per topic

Stage 2 – Assessment
- Students complete a ‘test’ where they can use the ‘cheat’ sheet.
- Helps build confidence at assessment level.
- The assessment also tests the quality of the revision material.
- Students have created a bank of revision resources.
Revision Techniques

Producing Notes – these should get shorter each time

Testing yourself

Podcasts – record yourself making 10 key points.

Highlighting notes

Revision Aids on walls

Spider Diagrams

Revision Posters

Explain to someone something you have just revised

Take Note!