



THE EARLS HIGH SCHOOL EXCELLENCE | CARE | PARTNERSHIP

Year 10 Parents Information Evening 2024



- Journey to GCSE by Mrs Hirsch– Headteacher
- Building Good Habits by Mrs Aston- Year 10 Year Coordinator
- Preparing for year 11 by our Junior Leadership Team
- Work Experience by Mrs Wycherley - Head of Upper School



What does the journey to GCSE look like?

How do we achieve success together?

How can we build good revision habits early?



Core Subjects	Vocational Subjects
• Grades 1-9 • Grade 5 is a strong pass • Grade 4 means that students will not need to resit Maths or English at college	Pass Merit Distinction Distinction*

Coast
BANK



START



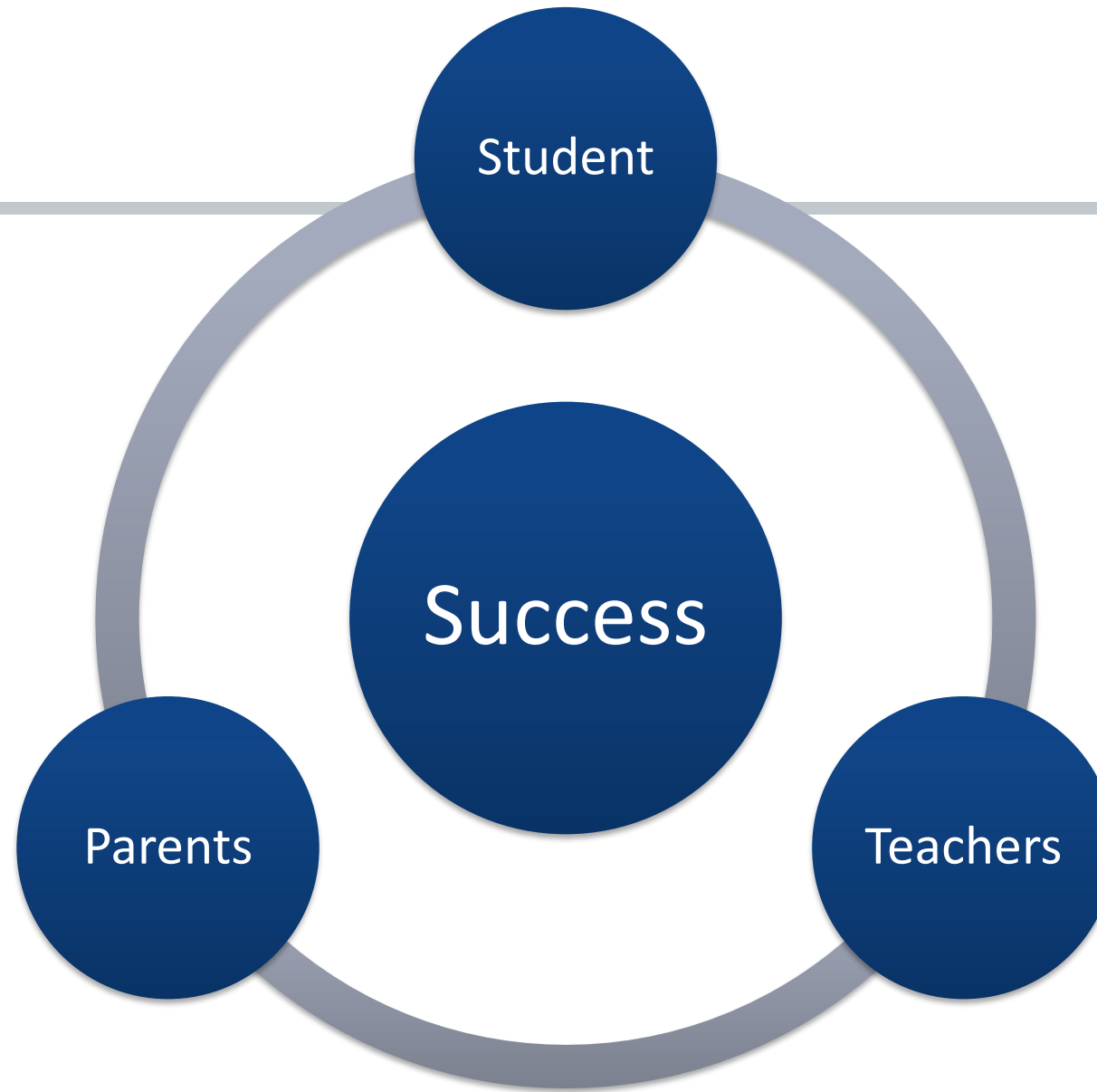
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How do we get there?

- Pre-Public Examinations and Key Assessment points
- Targeted support
- Records of Achievement
- Parents evenings

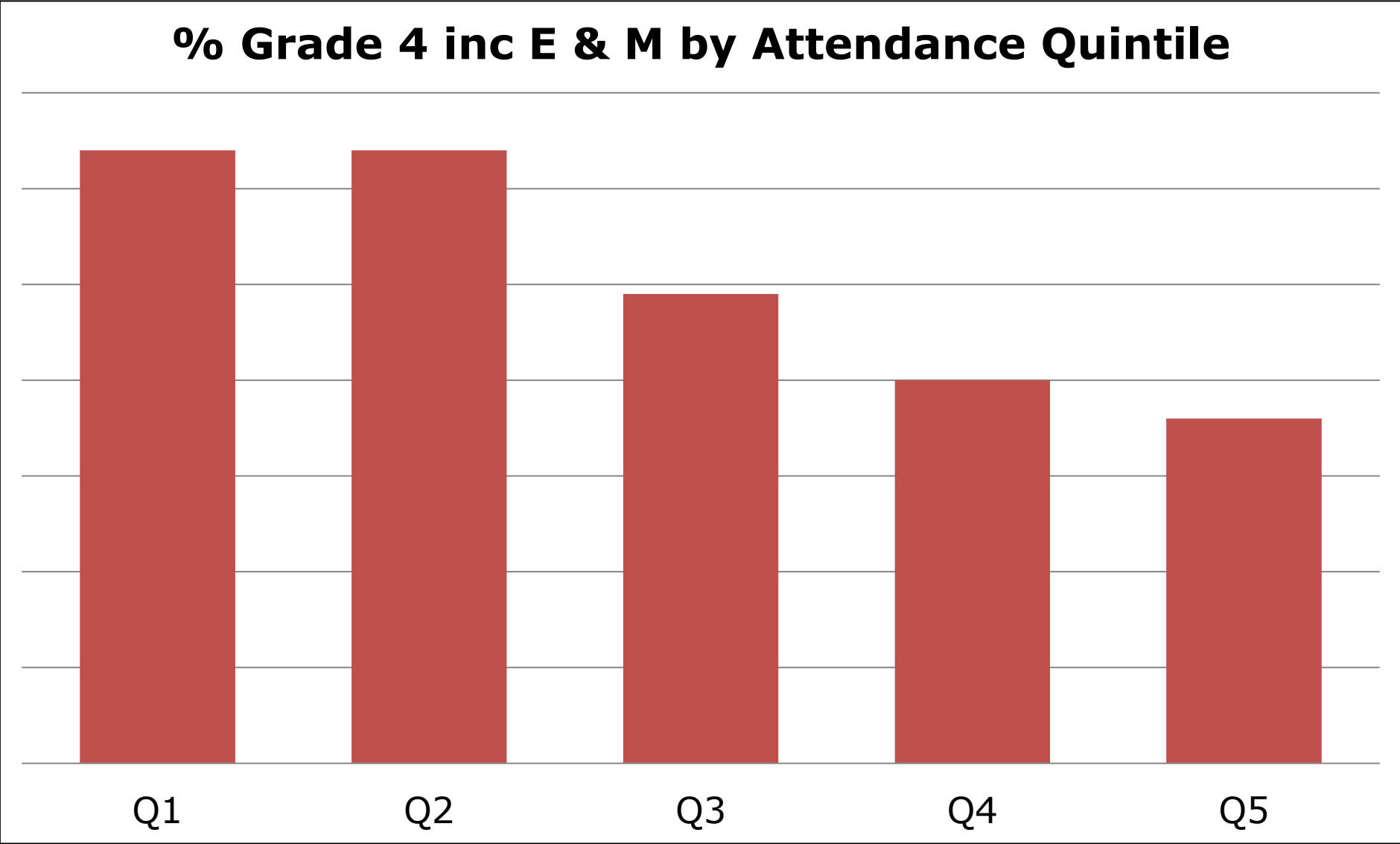




Students



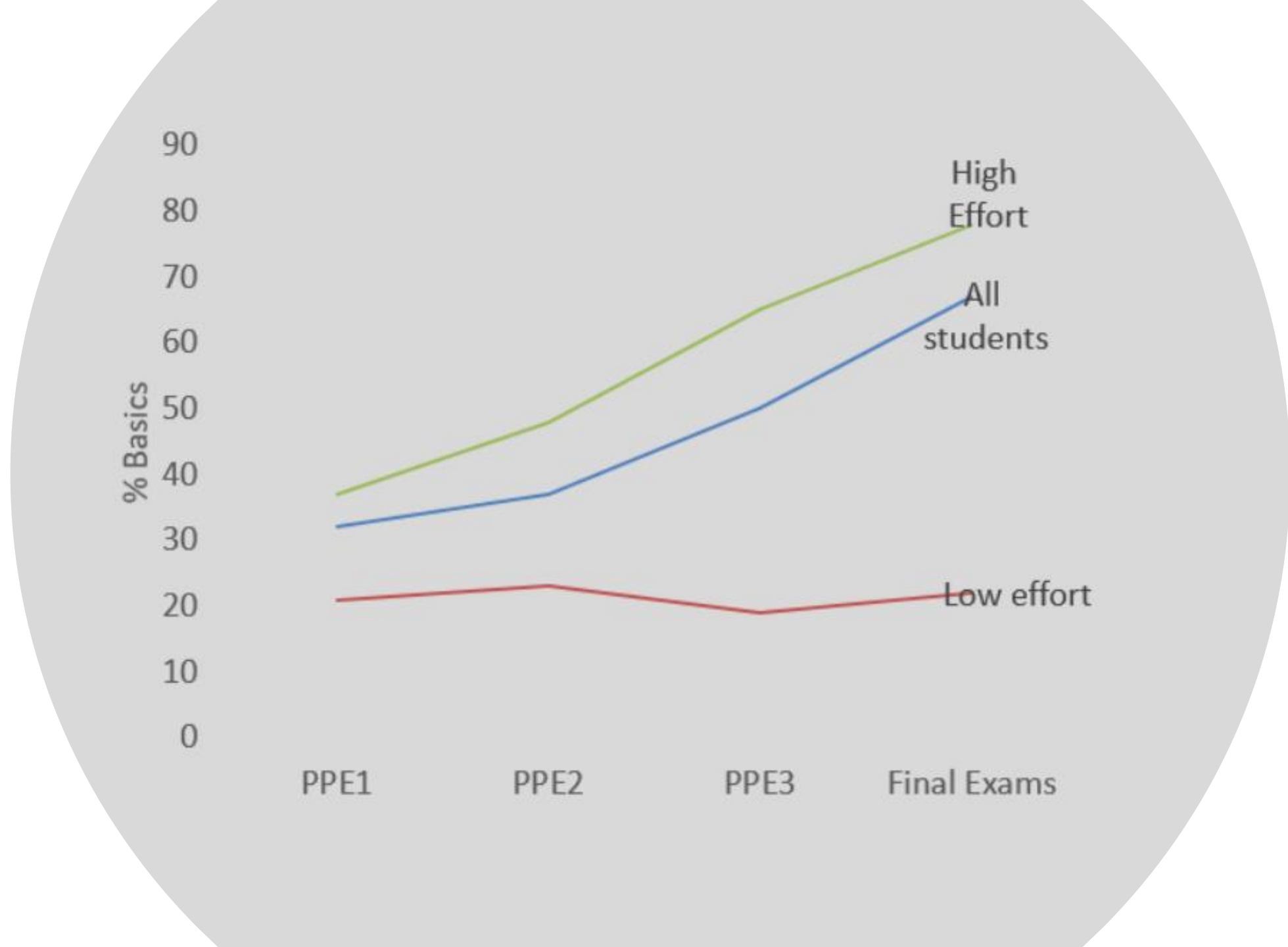
✓ Attend school



Students



- ✓ Attend school
- ✓ Put in maximum effort



Students



- ✓ Attend school
- ✓ Put in maximum effort in all assessments and classwork
- ✓ Revise

Year 10 Retrieval



Name _____

Form _____



Pathway to PPE1 Year 10

Name _____ Form _____



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AD 1652

Pathway to PPE2 Year 11

Form _____

Using your booklets

THE KEY PRINCIPLES OF EFFECTIVE REVISION

RETRIEVAL PRACTICE - FLASHCARDS

Simply put, recalling information from memory is simple and powerful. Retrieval practice is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. **It means trying to remember previously learned information as opposed to simply re-reading it.** It builds confidence over time and allows you to identify gaps in your knowledge. Examples include:

- Knowledge quizzing, low stakes testing and multiple-choice tests.
- Completing past paper questions or practice answers.
- Answering verbal questions asked by teacher/peers/parents.
- Summarising, creating flashcards or revision materials where you can 'test' yourself.

One particularly effective strategy is the creation and use of **flashcards**. Flashcards are generally a card containing a small amount of information on either side as an aid to learning. The use of flashcards is for low stakes testing to improve recall and to strengthen memory.

ATTRITION

The action of rock fragments colliding into each other causing them to become smaller and rounder over time.

An effective flashcard may include the following (*in each subject they will be used in a different way*):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question/plan and a model answer on the back.

Gather information to create the flashcard. Use your books, textbooks and revision guides.

Select the most important information to put on your flash cards.

Write/draw the information on one side and write the answer on the other side.

In order to use flashcards most effectively, the **Leitner System** is a desired strategy for spaced testing. Once you have created a set of flashcards, create three boxes/areas marked as the following.

BOX 1:
Every day

BOX 2:
Twice a week

BOX 3:
Once a week

- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.
- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.
- This video will help support you in using the Leitner system:
<https://www.youtube.com/watch?v=C20EvKtdJwQ>

Achieving Success – Subject Specific Tips

Subject	Combined Science & Separate Sciences	Exam Board	AQA
Class and Homework Expectations			
Students must bring the following items each lesson: - Pen, pencil, 30cm ruler - Scientific calculator			
Students may also wish to bring: - Highlighters - Revision guide or revision notes / flashcards			
Scheme of work			
Year 9 Cells and Cell Transport (B1) Pathogens and Disease (B5-7) Respiration and Photosynthesis (B8-9) Atomic Structure and Bonding (C1-3) States of Matter and Radioactivity (P6-7) Energy Resources (P3)	Year 10 Digestion and Enzymes (B3) Circulation and Breathing (B4) Ecology and Adaptations (B16-18) Quantitative Chemistry (C4) Metal and Acid Reactions (C5) Electrolysis and Energy Changes (C6-7) Energy Transfers (P1) Electricity (P4-5) Waves and EM Spectrum (P12-14)	Year 11 Homeostasis and the Nervous System (B10-12) Reproduction, Genetics and Classification (B13-15) Rate of Reaction (C8) Organic Chemistry (C9-11) Chemical Analysis (C12) Atmospheric Chemistry (C13) Water Treatment and Sustainability (C14) Forces and Motion (P8-10)	
Assessment objectives			
AO1 40% Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures	AO2 40% Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures	AO3 20% Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures	
Assessment			
Combined Science 6x 75-minute exams - Biology Paper 1 and Paper 2 - Chemistry Paper 1 and Paper 2 - Physics Paper 1 and Paper 2		Triple Science 6x 105-minute exams - Biology Paper 1 and Paper 2 - Chemistry Paper 1 and Paper 2 - Physics Paper 1 and Paper 2	
How to do well in the subject at GCSE			
• Learn your keywords! – correct terminology is essential in Science • Ongoing revision – there is too much to memorise in a short time so spread it out • Required practicals – don't neglect them, remember these account for 25% of the exam			
Support Available			
• One to one support from your science teacher • Revision classes • Revision guides available for purchase (see Mrs King)			
How parents could help support			
• Please check your son or daughter is revising for assessments and test them on the content regularly • Check they are doing homework			
Helpful websites or resources			
www.educake.com – used for homework, regular testing and revision			
GCSE Combined Science - AQA Trilogy - BBC Bitesize – reliable and concise, a great starting place			



Parents and Carers

- ✓ Check Classcharts
- ✓ Support building good habits
- ✓ Talk about the big picture

 Behaviour

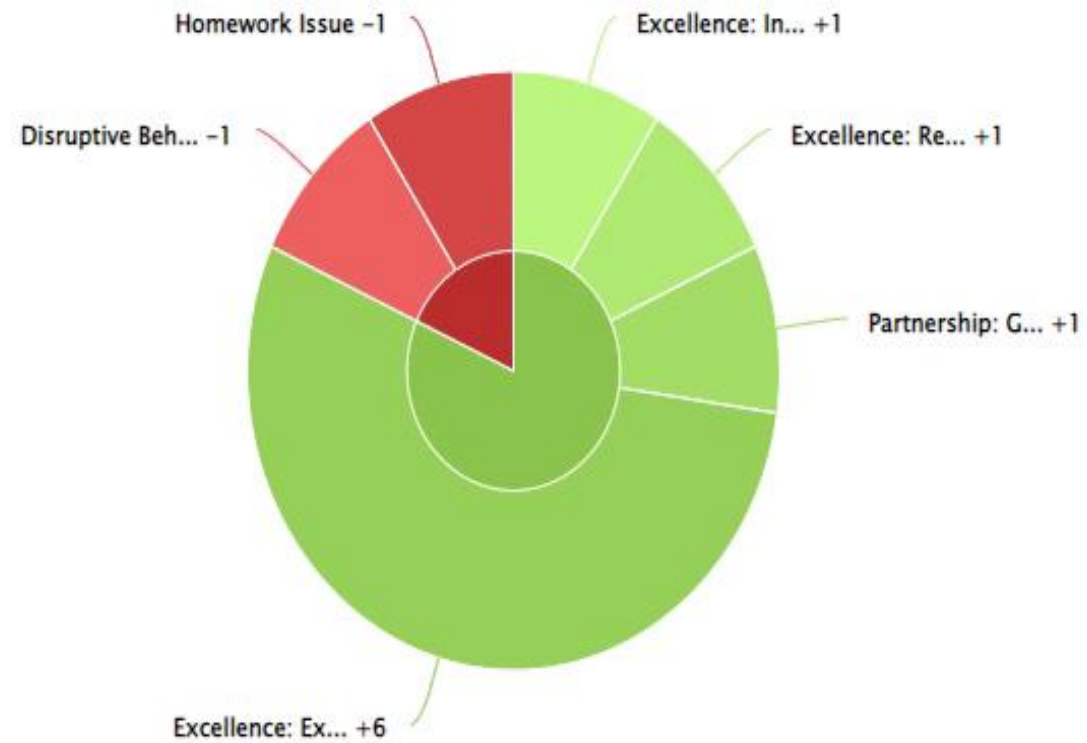
 Homework

 Detentions

 Timetable

 Attendance

Behaviour score breakdown





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Building Good Habits

WHAT- HOW-WHY

What is success?



Having opportunities – doors are opened

Developing good habits with revision, work, and organisation

Positive working relationships with people

Having resilience.

Being proud



- Create a homework planner and revision timetable
- Encourage spaced revision
- Holidays
- Start revision now
- Support “down time”, healthy eating and good sleep routines to support mental health

What-How-Why:

Students: How to Build Good Habits



- Be organised!
- Create a homework and revision timetable.
- Revision starts now – find good revision apps.
- Ask teachers for help if you are struggling.
- Take time off your phone and look after yourself physically- eating, exercising and sleeping
- Make sure you log on to Class charts and Teams regularly



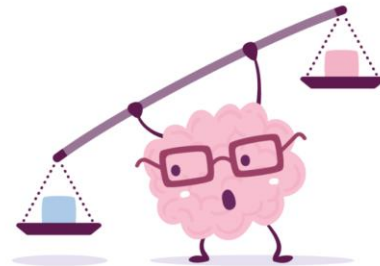
ClassCharts

How: To look after mental health

Take time off social media and seek help if you feel overwhelmed.



Parents and
Carers





What- How – Why: **Why: Finding your 'why'**

- What doors are you hoping will open?
- Do the best you can
- Visualise what success will look like for you.
- Know your goal
- Your key to success may be different to others around you.





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GCSE Support and Guidance - Junior Leadership Team

Our Top Tips with GCSE's



Stay hydrated

Push yourself

Create a dedicated workspace

Find your best study time

Take breaks

Minimise Distractions

Use friends and family

Be creative

Adapt study techniques



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Year 10 Work Experience

Developing Employability Skills



Communication:

understanding and following written and verbal instructions

Working with others/ Teamwork:

relating to others in the workplace, e.g. staff, customers - people of all ages, people you have never met before

Numeracy:

helping to check and order stock, collecting data, handling money.

Problem Solving

analyse the tasks to be carried out at work and plan how they can be completed e.g. making travel arrangements for a meeting; prioritising your workload

Time Management

being punctual and completing the working hours, managing time effectively

Year 10 Work Experience



- Work experience is unpaid work in an organisation
- It gives you first hand experience of the world of work
- Work Experience is for 1 week
- Must be a minimum of 6 hours a day
- Monday 14th July 2025 – Friday 18th July 2025

It seems like a long way away but its best to start looking now, you will be competing with other schools for placements

Work Experience Key Dates



10th October 2024 – Work Experience Launch Assembly

Autumn Term – Careers Lessons within PSHE

14th February 2025 – Own Find Placement Form Deadline!

Spring Term – Health & Safety checks completed on work places

Summer Term – Health & Safety Assembly

Summer Term – Job Descriptions & Log Books Distributed

14th July – 18th July 2025 – Work Experience Placement

Autumn Term 2025 – Work Experience Debrief

