

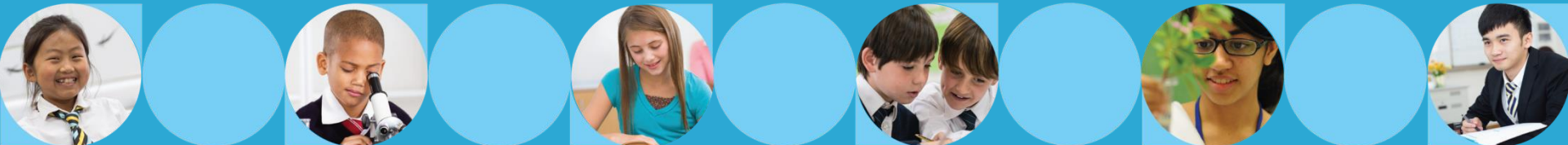
# Bridging the gap to AS & A Level

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# Purpose

- ▶ to hear about some challenges learners face in making the transition from IGCSE to AS & A Level
- ▶ to learn from academic research how learners most effectively move to higher level study
- ▶ to discuss practical examples to use in the classroom to help best prepare learners for AS & A Level towards the end of their IGCSE or O Level course

# Introductions

- ▶ Your name
- ▶ School
- ▶ Country
- ▶ Current role
- ▶ What you hope to get out of the workshop
- ▶ One thing your school does to improve teaching and learning

# Challenges for learners: Q & A

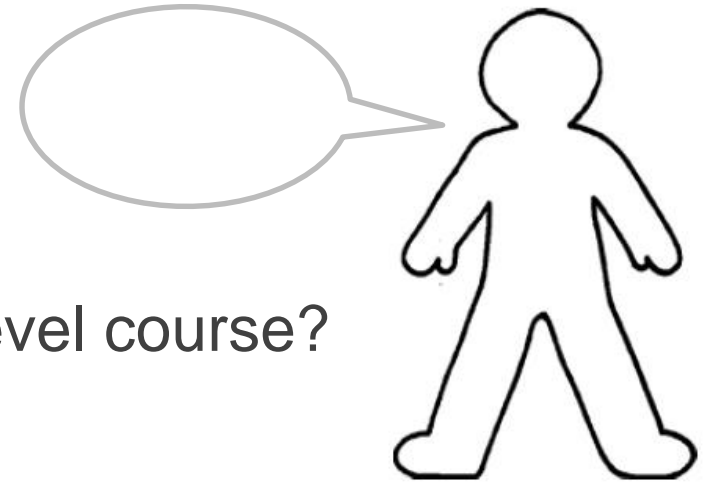
How did you choose your A Levels?

How did you feel at the start of your A Level course?

Did anything surprise you when you started your A Level course?

What is different about studying A Levels?

What advice would you give to a student starting their A Level course?



# Challenges for learners: Video



# Challenges for learners: Summary

- ▶ Content is hard in comparison to IGCSEs
- ▶ The quantity of work
- ▶ The amount of work you need to do independently
- ▶ Working with new teachers / new settings
- ▶ Changing teacher expectations – working in a different way
- ▶ The need to develop new working strategies / coping strategies

# Challenges for learners



*For some the experience will be exciting. These students will tackle the challenges thrown up by new learning and social experiences. For others, the experience will be far less enjoyable and may even be traumatic.*

Burton and Dowling (2005)



# Challenges for teachers

- ▶ Expectations: Do our learners understand the expectation of the curriculum content?
- ▶ Classroom activities: Are teaching approaches different?
  - ▶ Independent research
  - ▶ Communication expectation
- ▶ Workload: Are learners ready for the workload?
  - ▶ Reading round the subject
  - ▶ Lesson time vs independent study



# What research tells us

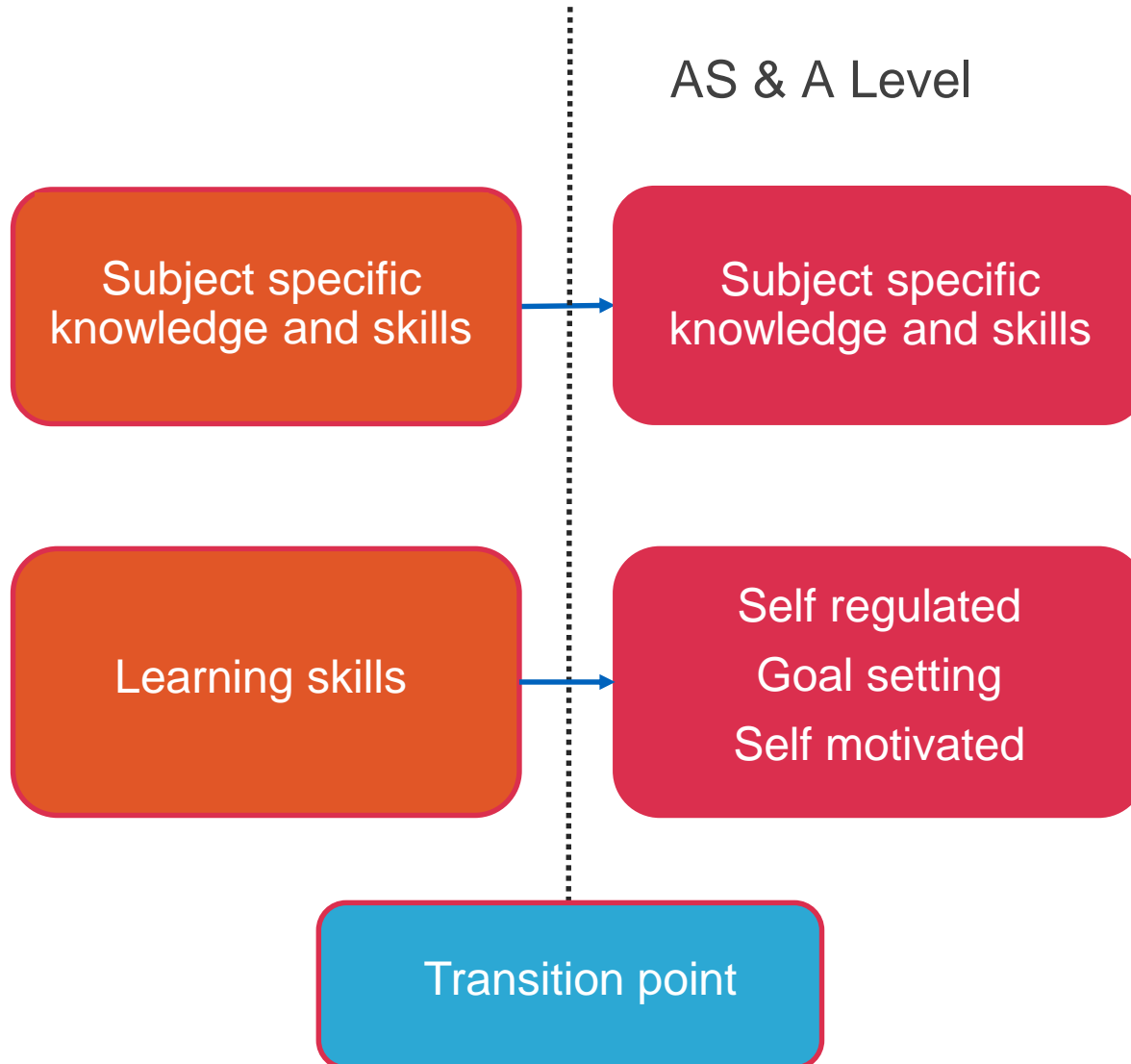
- ▶ Liz Duncombe
- ▶ Research for PhD
- ▶ Interviews



# Transition points

IGCSE

AS & A Level



# What can we do to support learners?

- ▶ Encourage the development of self-regulative strategies before the move to AS & A Level
- ▶ Support learners in setting clear and manageable goals
- ▶ Share expectations and sources of support
- ▶ Encourage older learners to share their experiences of transition to AS & A Level

“

*... it really is helpful to talk to teachers about how you are doing or what you can do to improve because it gives you something to aim for.*

”

# Self-regulated learners

A self-regulated learner looks something like this:

*‘These students are proactive in their efforts to learn because they are aware of their strengths and limitations ...These students monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness ...’*

Zimmerman, B. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*, 41(2), 64-70. Retrieved from <http://www.jstor.org/stable/1477457>

# Discussion: Development of skills

- ▶ As their current teacher, do you know what skills are needed at AS & A Level?
- ▶ Do you use different teaching approaches in lessons?
  - ▶ Group work, learner presentations, investigations
- ▶ Do your learners take responsibility?
  - ▶ For their, and others', learning
  - ▶ For monitoring their progress

# Developing new skills: Classroom activities

- ▶ Concept mapping
- ▶ Summarising
- ▶ Events chains
- ▶ Mind mapping
- ▶ Advanced flashcards

The Education Endowment Foundation:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EF\\_Metacognition\\_and\\_self-regulated\\_learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EF_Metacognition_and_self-regulated_learning.pdf)

# Cambridge Next Step Guides

- ▶ Support you in creating the conditions for success as your learners prepare for their AS & A Level courses.

- ▶ Available guides:

- ▶ Biology
- ▶ Chemistry
- ▶ Physics
- ▶ Maths
- ▶ English Language



# Cambridge Next Step Guides

Available later this year:

- ▶ Business
- ▶ Economics
- ▶ Computer Science
- ▶ Accounting
- ▶ Art & Design
- ▶ English Literature
- ▶ French
- ▶ Spanish
- ▶ Chinese
- ▶ Geography
- ▶ History
- ▶ ICT



# Cambridge Next Step Guides: Contents

- ▶ Frequently Asked Questions
- ▶ Skills, topics and assessment
- ▶ Resources
- ▶ Suggested classroom activities (for teachers)
- ▶ Bridging exercise (for learners)



## Contents

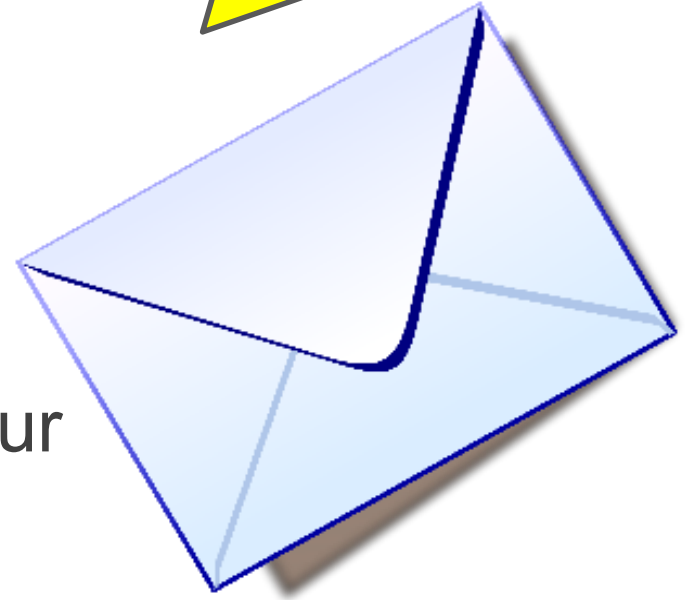
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# Activity: Think, Pair, Share

- ▶ Think about what you would find useful in this guide
- ▶ Discuss your ideas with your partner
- ▶ Share your thoughts in a group
- ▶ We'd like to hear about your ideas - name and email



**Think, Pair, Share**



# Discussion: Cambridge Next Step Guides

Tell us what you think ...

- ▶ What elements do you think are most useful?
- ▶ What would you like more information on?
- ▶ What format would you like these in?
- ▶ Who should they address – learners or teachers?
- ▶ What have we missed?
- ▶ How might you use them in your school?

# School Support Hub

<https://schoolsupporthub.cambridgeinternational.org/>

The screenshot shows the Cambridge Assessment International Education School Support Hub website. At the top left is the Cambridge Assessment International Education logo. To the right of the logo is the text "Cambridge Assessment International Education". Further right is a question mark icon and a globe icon, followed by the text "School Support Hub". Below this is a navigation menu with the following items: Home, Qualifications, Community, Professional Development, Extra services, and Administration. The main content area features a large background image of three people in a library setting. Overlaid on this image is the text "Welcome to the School Support Hub" and a search bar with the placeholder text "Find a syllabus..." and a magnifying glass icon. Below the search bar is a section titled "We've changed" with three columns of information. The first column has a clapperboard icon and the text "Take a tour" followed by "Watch this short video to find out more about the School Support Hub." The second column has an ID card icon and the text "Upload your photo" followed by "Update your profile details and add a photo." The third column has a bookshelf icon and the text "Add to favourites" followed by "Make sure you can easily find the syllabuses you teach - add them to your favourites." At the bottom right of this section is a button that says "Don't show this".

Cambridge Assessment International Education

School Support Hub

Home Qualifications Community Professional Development Extra services Administration

Welcome to the School Support Hub

Find a syllabus...

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**Add to favourites**  
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Don't show this

# Thank you





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# Learn more!

## Getting in touch with Cambridge is easy

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or telephone +44 1223 553554

