

Supporting Your Child at School



Year 10
September 2024

Important Dates for Yr10

- **17th December:** Autumn term Academic Report.
- **6th January Onwards:** Revision Strategies taught through PM registration.
- **3rd March:** 6 Week plan begins to prepare for mock exams.
- **8th April:** Year 10 Parent's Evening.
- **28th April:** Year 10 Mock Exams.

Examination Information

St. Michael's Catholic Academy is an Examination Centre (Number 41111).

Mrs Clare Humble is the **Head of Centre** who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

Dr Adrian Frank is the **Exams Officer** who is responsible for ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

Public Examination Boards

Subject	Exam Board
English Language and Literature	AQA
Separate Science and Combined Science	AQA
Maths	Edexcel (Pearson)
Geography	AQA
History	AQA
RE	WJEC / Eduqas
Spanish / French	AQA
Computer Science	OCR
GCSE PE	AQA
CNAT Sport, iMedia, Health and Social Care	OCR
Retail	WJEC
Music	WJEC / Eduqas
Food	AQA
Art	AQA
Textiles	WJEC / Eduqas
Hospitality and Catering	WJEC
Film Studies	WJEC

Students take public examinations in the Summer Term during a time period between the start of May and the end of June. Public exams are timetabled in common time slots agreed by all exam boards under the Joint Council for Qualifications (JCQ). Some subjects also have Non-Examined Assessments (coursework or controlled assessments).

Controlled Assessment

In Vocational subjects such as Cambridge National Qualifications, BTEC Qualifications and practical GCSEs such as PE, Art & Design, Textiles, Graphics and Food students might be entered for submission of a piece of controlled assessment. Some students are entered during Year 10 but all other pieces of Non-Examined Assessment will be submitted in Year 11.

Deadlines for submission of marks for these Examined Assessments are as follows:

Exam Board	Subject	NEA Deadline
OCR Cambridge Nationals (CNAT)	iMedia / Sport / Health and Social Care	15 May 2025 15 May 2026
WJEC L1 / 2 Vocational Award	Retail and Business	5 May 2025 / 5 May 2026
WJEC L1 / 2 Vocational Award	Hospitality and Catering	5 May 2025 / 5 May 2026
WJEC / Eduqas	GCSE Music	5 May 2026
WJEC	GCSE Film Studies	5 May 2026
WJEC	Textiles	5 May 2026
AQA	Design Technology	7 May 2026
AQA	Food Preparation and Nutrition	7 May 2026
AQA	English Spoken Language	7 May 2026
AQA	GCSE PE	7 May 2026
AQA	MFL Speaking Test Recordings	16 May 2026
AQA	Art and Design	31 May 2026

Rules for Completing Controlled Assessments (OCR CNAT and WJEC Retail and business)

Controlled Assessments are a specific type of coursework and have very specific rules about their completion.

These rules cover all the CNAT and WJEC Vocational Subjects.

Completion of controlled assessments is carried out under strict supervision. The assignments are set by the exam board, taken under supervised conditions, marked by the teacher and moderated by OCR. Assignments are released to the teacher on 1 June each year for CNAT subjects and 1 September for WJEC Retail. The assignment briefs are only valid for that year (until 31 May)

Students must follow all the rules:

- You should try to complete all tasks in the assignment brief.
- The assignment brief says what you need to do for each task.
- You must complete all the work for each assignment in school and not at home.
- All work must be your own. You are not allowed help from anyone else. This includes:
 - Teachers, parents, and other students.
 - Presenting information and material taken from other sources (for example, books/journals, media articles or the internet) as your own without proper referencing.
 - You must not use Artificial Intelligence as your marks may be changed or reduced to zero by the exam board.
 - Your teacher will supervise you completing the assignment.
 - If the exam board think that you had extra help, your marks may be changed or reduced to zero.

How is the assignment marked?

- Your teacher will mark your work after you hand it in. They cannot mark it in stages for you.
- Your teacher will use the marking criteria that is supplied by the exam board to give you marks.
- The marking criteria for each task is in the assignment.
- Your teacher can explain the marking criteria to you.
- The marking criteria has three bands: Each band has a range of marks in it.
- Your teacher:
 - decides which mark band your work meets.
 - gives you a mark from that mark band.
 - Your teacher will then add up the marks and give you a total.
 - Your final grade for the assignment depends on your final total mark.
- If you get stuck:
 - Then you can ask your teacher to explain the task again.
 - Move on to another part of the assignment.
 - Come back again later to have another go.

Can you ask your teacher for feedback on my work?

Exam Boards have given your teacher instructions on what kind of feedback they can give you.

- They are allowed to tell you what task could be improved but not how to improve it.
- You can use that feedback to try and improve your work yourself.
- Your teacher can say what they've noticed might be wrong with your work. For example, if you describe something where the marking criteria asks for an evaluation, they can point that out to you.
- Your teacher can explain the difference between a description and an evaluation. It's then up to you to decide if you need to change your work. If you think it needs to change you need to change it yourself

If you have submitted one piece of controlled assessment during Year 10 and you want to improve your mark, then you **MUST** complete a new piece in Year 11 using the **NEWLY** released assessment brief. You cannot simply modify, change, or improve the first piece of work.

Exam Stress?

If you are worried about exams or anything else speak to someone in school such as your form tutor, PLM, or one of our safeguarding leads, Mrs. Carey, Mr. Scott, Mrs. Booth, Mrs. Abbs. There are also some useful websites listed below where you can look for support and advice.

- [Pearson](#) - Exam Stress and Wellbeing
- [Place2Be](#) – Navigating Exam Season free resources
- [Mind](#) – Exam stress information for 11-18 year olds
- [Anna Freud Mentally Healthy Schools](#) – Academic and exam stress
- [Young Minds](#) – Exam stress
- [Ofqual](#) – Coping with exam pressure – a guide for students
- [Charlie Waller](#) – Healthy approach to exams
- [Rise Above](#) - Exam Stress? No #problem!

Links are on our school website.

1. The Secret of Success

Activity 1.1

Complete the boxes below:

1. Name one thing that you are good at outside of school.	
2. What did you do to get good at it?	
3. What things did you need?	
4. What help did you need?	

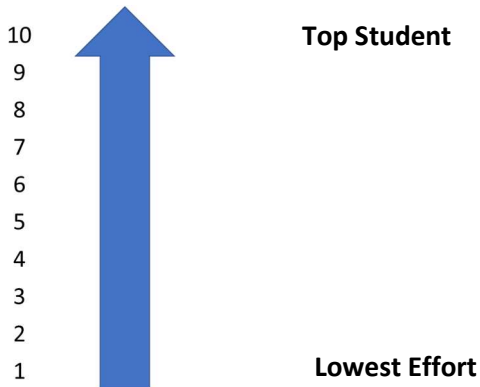
Activity 1.2

For one subject that you struggle with in school complete the boxes below:

1. I want to get a good grade in:	
2. To get good grade I need to:	
3. What things do you need?	
4. What help do you need?	

2. My Effort Score

Mark on the arrow where you think you are in terms of how much work you put in outside of lesson time. 10 being top student and 1 being the lowest effort.



I currently do this many hours study outside lesson time per week:

I will aim to increase it to this many hours per week:

3. What's Stopping You?

1. Wish

List your subjects and the grades you would like to get for each one.

2. Outcome

What would it mean to you if you got these grades? How would you feel? What opportunities might it bring?

3. Obstacles

What is holding you back and preventing you from getting these grades?

4. Plan

For the obstacles you have identified what could you do to overcome them?
Make an IF . . . THEN . . . Plan

The Three Rs of Habit

Don't Worry about breaking old habits – think about starting new ones.

Reminder: How will you remind yourself to start work? Set an alarm, start straight after tea?	
Routine: What routine will you get into? When will you do your work each night?	
Reward: What reward will you work towards when you have done your work?	

It doesn't matter how you start it just matters that you start.

If you find it hard to start work, try the **ten-minute rule**.

The Ten-Minute Rule is a good way to break through barriers. It's very simple:

- 1** Tell yourself you are going to do ten minutes of intense work. That's all.
- 2** Decide what work the ten minutes is going to be spent on.
- 3** Clear a space and sit down with the right materials to hand.
- 4 Start.**

You can, of course, stop after ten minutes. Even if you do, you've done ten minutes more work than you would have done. But what often happens is that ten minutes becomes twenty. Sometimes even half an hour or longer.

Learning – What Works

3.1 Below are some different revision strategies sort them into the table to show how effective you think each revision strategy is.

Read a Revision Guide	Write down what you know	Try an exam question	Make a Mind Map or Draw a Diagram	Summarise in your own words
Do corrections in green	Spaced Practice - review in a week / a month	Explain it to someone else	Test yourself	Make flash cards or notes

Low Effect	Medium Effect	High Effect

3.2 Highlight the revision strategies that you currently use.

3.3 Explain in the box below how you will change the way that you revise.

Useful Strategies

Summarising

- Condense lots of information from revision books, notes, videos, and knowledge organisers into a smaller more management form.
- Start by using a highlighter to highlight keywords, facts, and useful information.
- You can then make bullet point lists, create sticky notes, put the information in tables or use index cards to summarise the information.
- Great for reducing large amounts of information into something more manageable.

Flash Cards

- Choose a single topic or idea to put on one flash card.
- Make a bullet point list or summary of the topic/idea.
- Include diagrams, tables, and charts to aid retention.
- You could put questions on the front and answers on the back.
- Test yourself or ask someone else to test you.
- Test again a few days and weeks later until you remember them all.
- Great for learning keywords, equations, quotes, and facts.

Linkalots

- Draw a series of hexagons.
- Choose a topic.
- Add a key idea, picture, or piece of information in each one linked to your chosen topic.
- See how many connections you can make between each picture/idea.
- It is excellent for thinking about how important concepts in a topic fit together and developing explanations.

Mind Maps

- Start with a big blank piece of paper.
- Write the topic title in the centre.
- Draw arrows out from the centre to link to different sections of the topic.
- From each section, draw arrows to connect the information in each section.
- See how many connections you can make.
- Add diagrams, pictures, and charts to make it more visual.
- Consider using different colours for different sections.
- Great for summarising large amounts of information and seeing how it all fits together.

Useful Resources

Websites:

- BBCE Bitesize GCSE Revision
- Senica Learning
- Quizlet
- Revision Videos on YouTube
- Published revision guides.
- Past papers and march schemes from exam board websites.

Ten Steps to Success

- **Attendance**

Attend every day and be on time for lessons. Pupils with attendance above 95% meet their targets, below 95% pupils do a grade worse in half their subjects and below 90% 2 grades worse.


- **Growth Mindset**

Focus on mastering the task not getting the grade. Your potential is not fixed, with effort you are capable of learning new things. A Growth mind set will improve results by 1.5 grades.
- **Aspiration**

Think about what you really want to do, what would be your dream future? What do you need to do to get there? Have ambition, speak to your mentor about how to achieve it.


- **Setting Goals**

Having regular achievable goals broken down into SMART Targets keeps you focused and helps you break down what you need to do into small measurable, achievable steps.
- **Organisation**

Being organised is crucial. Plan and Manage your time with a weekly timetable. Use your diary to record homework and cross it off once complete. Check your lessons each day and bring the right books & equipment.


- **Literacy**

Being organised is crucial. Plan and manage your time with a weekly timetable. Use your diary to record homework and cross it off once complete. Check your lessons each day and bring the right books & equipment.
- **Homework**

Working at home helps to consolidate your learning, revisiting work improves your memory. Make sure that you have a clear space to work at home away from distractions and do your homework every day.


- **Revision**

Making an early start on revision makes things much easier in the long run. There are lots of different ways to revise and your mentor will help you find the ones that work for you. Doing revision little and often will keep you on track
- **Resilience**

Learning is challenging and preparing for exams can be tough, we all face difficulties in life which can be hard to deal with on our own. Talk to your mentor, they are here to help and will support you to overcome your challenges


- **Balance**

Working hard is important but we must also make space to rest, do the things we enjoy and spend time with family. This makes us more productive and resilient. Work with your mentor to manage your time and find a health balance.

Evaluating My Ten Steps to Success

Complete the questionnaire to help you think out which steps are most important for you.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Comment
My attendance is good (95%+)					
I am confident that with effort I can achieve my goals.					
I know what I would like to do when I leave school?					
I organise my time well,					
I read regularly for school and for pleasure and I can produce extended pieces of writing on my own.					
I have a space to work at home and complete all my homework on time.					
I know how to revise effectively					
I have planned and started my revision.					
I feel confident about school					
I remain calm when I have a lot of work to do					
I am very motivated to do my work					
I feel like I'm well supported regarding schoolwork					
I have a good balance between schoolwork and the other things I like to.					

Now looking at areas you have done well on and celebrate these. Look at the areas that you need to work harder on and pick three. On the next page uses these to help you set some goals that you can review with your family each week.

Setting Goals

SMART Targets

SMART Targets are useful ways to keep you focused and on track to achieve your goals. Review the ten steps to success with your mentor and your answers to the questionnaire and the questions to plan together three targets that you will focus on this half term. SMART Targets Should be:

- **Specific** – have a clear goal.
- **Measurable** – how will you know that your target has been achieved?
- **Agreed** – decide on these targets with the support of your mentor.
- **Realistic** – break it down into small achievable steps.
- **Time Bound** – Identify a clear point that you will have achieved your target by.

Goal / Target	How will I know when it has been achieved?	What Steps do I need to take to achieve my goal?	When will I complete this by?

Signed Pupil: _____ Date: _____

Signed Parent/Carer: _____ Date: _____

Homework & Independent Study Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30							
9:00							
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