



Year 10 Exam Preparation 2024

~ Welcome ~

*Andrew Sweeney, Principal
Sally Banfield – Vice Principal*

~ Pastoral Support ~

*Daniel White, Assistant Principal
Emily Wiegersma, Head of Year 10
Gavin Collins, Assistant Head of Year 10*

~ Curriculum Subjects ~

*Sarah Carter, Head of Maths Faculty
Alice Hawkins, Head of English Faculty
Emma Dean, Head of Science Faculty*

~ Post 16 Study ~

Haydon Biddle, Head of Post 16 Study

~ Study Skills & Home Learning ~

*Annabel Skelton – Vice Principal
James Rodgers – Head of Humanities*

~ Exam Guidance ~

Isabel Simpson, Examinations Officer

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~ *Welcome* ~

Andrew Sweeney, Principal
Sally Banfield – Vice Principal

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Our Journey.....

Year 13 and beyond (18+)



Years 4, 5 and 6 (9/10/11)



PLAN
 PREPARE
 PERFORM



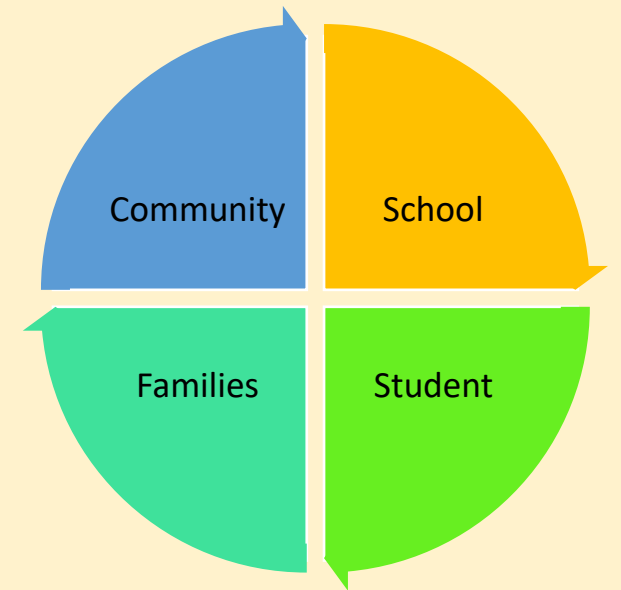
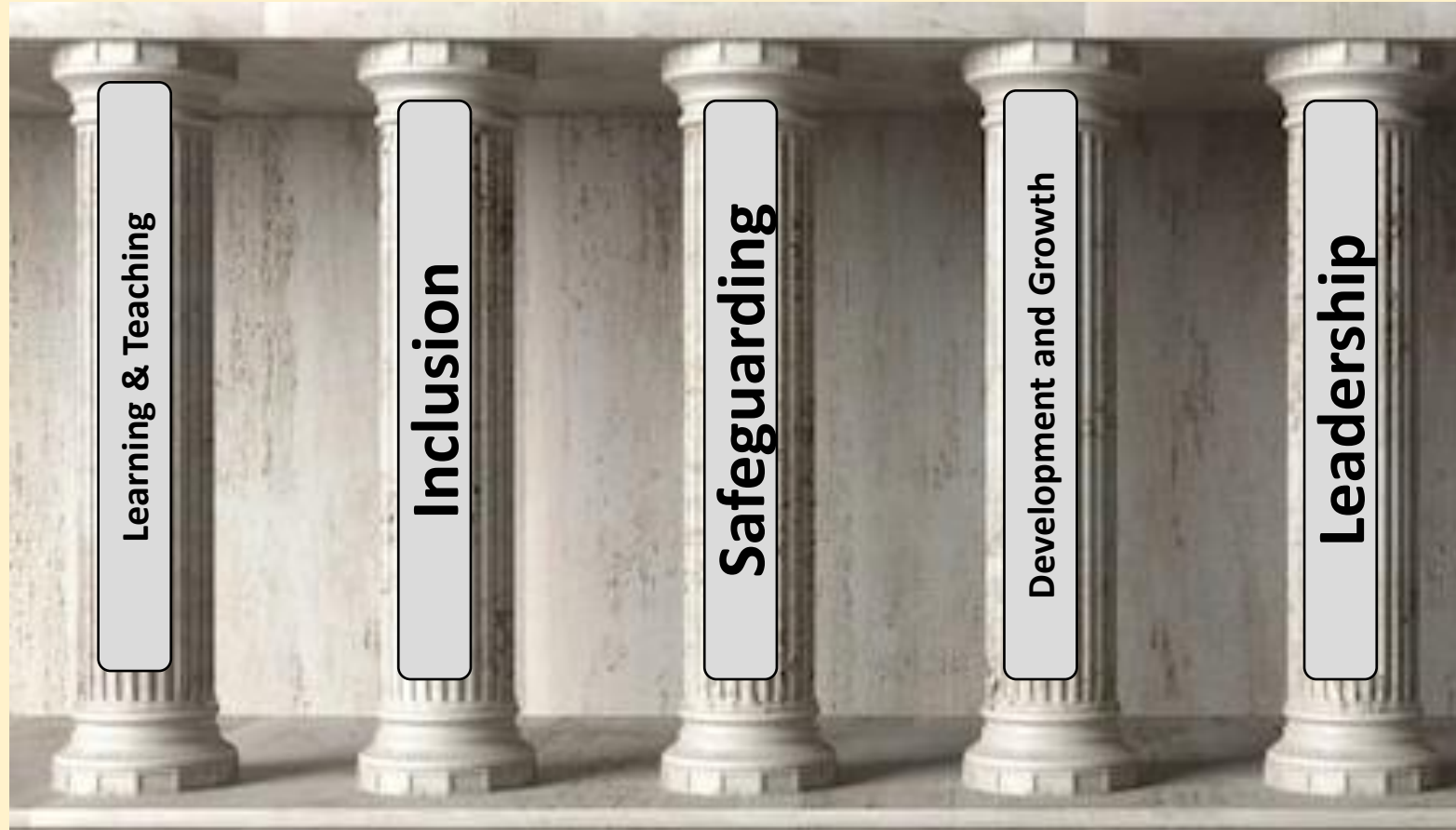


Dartmoor
Multi Academy
Trust
...everyone in our Trust.



A school for the future
Professional achievement for all staff
Academic and personal achievement for all learners

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Multi Academy
Trust
...everyone in our Trust.



School staff, students, parents/carers, the local community, friends of OC, future stakeholders

Year 10 Exam Preparation



The Journey to Summer 2025

Sally Banfield, Vice Principal

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We are all on a journey to next summer

- Year 10 Mocks – 17th March
- Year 11 Mock 1 – November 2024
- Year 11 Mock 2 – March 2025
- Summer season after Easter break 2025

Non-Exam Assessments (NEA) and Practical Exams

Subject variation

- Some continuous, some blocks of time
- Will contribute a % of final GCSE grade
- Will be subject to earlier deadlines than Final exam series
- Home learning tasks can be part of the submission

Practical Exams

- Undertaken prior to main exam series
- Can span several weeks, attendance and keeping up with home learning during this period is particularly important

Communication usually via email/letter to parents & direct to students

Why Attendance Matters?

100% Attendance

Students proven to exceed expectation.

97% Attendance

College's minimum expectation.

90 - 95% Concerning Attendance

Students proven to underachieve by at least **ONE GRADE**

<90 % Serious 'Persistent Absence' (PA)

Students proven to underachieve by at least **TWO GRADES**

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

Lateness To Lessons

Across an academic year;

5 minutes late to one lesson per day every day = 16 whole lessons

5 minutes late to every lesson every day = 16 days absence

7 minutes late to every lesson every day = 23 days absence

10 minutes late to every lesson every day = 33 days absence

Late arrival to lessons also disrupts the learning of others.

Important Things

- Focus and effort in lessons is everything.
- Attendance is the foundation of your grades.
- Revision – we have so much support for you on this.
- Stress around exams – we have your backs and are with you every step of the way.

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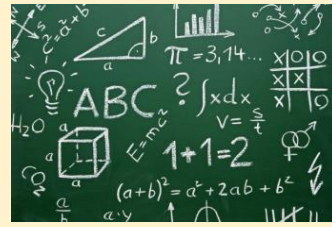


~ *Curriculum Subjects* ~

Sarah Carter, Head of Maths Faculty
Alice Hawkins, Head of English Faculty
Emma Dean, Head of Science Faculty

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Mathematics



Year 10 Exam – 2 papers 1 hr 30 minutes each. Content from Year 10 and previous years. Paper 1 Non-Calculator, Paper 2 Calculator allowed.

The best way to revise maths is to ‘do’ maths.

edexcel 

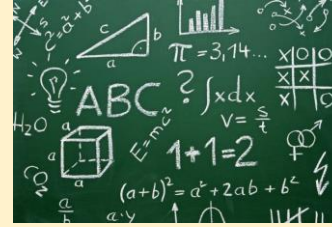
- A little and often – 15-20 mins on one topic. Look it up in a book, watch a short video and then practise some questions.
- Pick a topic that you are not confident on – do not spend time practising something you are already fluent in if you still have topics that you struggle with.
- All Year 10 students have access to Pinpoint Learning which will produce bespoke individualised revision booklets based on their end of term tests . Students have logins to the website and can access this from home. This will RAG all the topics so they can easily prioritise the topics they performed least well in – it also links the topics to Sparx Independent Learning.
- Sparx maths homework provides an excellent weekly opportunity for revision – please encourage your child to complete their homework. It really is hugely beneficial!

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J116,U523,U617,U893	Cone and Sphere Problems	-	100% ★★	-	80% ★★★	-	-	-	-	-	100% ★★	-	Consistent Strength
U437,U556	Rearranging With Algebraic Fractions	-	25% ★	-	-	-	-	-	-	-	-	-	Tested Once Only
U676	Ratio and Algebra	-	0% ★★★★	0% ★★★	0% ★★★★	-	-	-	-	-	100% ★★	-	Improved
U996	Inverse functions	-	0% ★	-	-	-	-	-	-	100% ★	-	-	Improved
U170	3D Trigonometry	-	100% ★	-	-	-	-	-	-	-	25% ★★	-	Investigate your progress
U591,U592,U952	Combined Sine and Cosine Rules	-	-	-	-	-	-	-	-	50% ★★	-	-	Tested Once Only
U168,U434	Iterative processes	-	-	-	-	-	-	-	-	100% ★	-	-	Consistent Strength

Mathematics

The best way to revise maths is to 'do' maths.



Revision Lists and required equipment will be on a classcharts entry by the end of this week.

Recommended websites:

Sparx Maths – all students have a login. Also check out the 'independent learning' feature. This allows students to pick the topics they want to revise.

Pinpoint Learning – all students should have been given a login for this site. This is where they can access their individualised revision booklets.

Maths Genie a website which lists topics in terms of their Grade. Lots of exam questions grouped together with videos and worked solutions.

Corbett Maths – a wealth of resources; instructional videos, textbook exercises, exam practice all with worked solutions. Check out their '5 a day' for a 'little and often' maths revision. This site also has a section for the Level 2 Further Maths qualification.

If you prefer workbooks there are many available in shops or online. CGP, Pearson, Letts or Collins are all recommended brands. Make sure you choose the correct tier; Higher or Foundation.

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English Language



What is the English Language mock?

- Paper 2: Writers' viewpoints and perspectives
- 1hr45mins
- 80 marks (50% of total GCSE)
 - 2 non-fiction sources
 - 4 x questions on analysing and comparing the sources
 - 1 x extended writing task expressing a viewpoint

How should students revise?

- Students should practise exam questions under timed conditions
- Teachers have provided structures for each question
- Resources, support and past papers are available though our website (links and instructions will be sent home)

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English Literature



What is the English Literature mock?

- Paper 2: Modern texts and poetry (closed book)
- 1hr45mins
- 64 marks (45% of total GCSE)
 - *An Inspector Calls* by J.B. Priestley
 - 'Power and Conflict' AQA Poetry Anthology

How should students revise?

- Revising content:
 - Weekly home learning revision tasks are set, preparing for weekly essay practice
 - Create mind-maps and/or revision cards on key characters, themes and quotations (quiz them!)
 - Links will be shared to support revision of content
- Practising exam questions:
 - Resources, support and past papers are available through our website (links and instructions will be sent home)

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Science



What is the Science mock?

- 3 papers on topics studied so far:
 - **Biology topics B1 – B4, B8, B9 and B16:** Cell structure and transport; Cell division; Organisation and the digestive system; Organising plants and animals; Photosynthesis; Respiration; Adaptations and interdependence.
 - **Chemistry topics C1 – C7:** Atomic structure; Periodic table; Structure and bonding; Chemical changes (reactivity and making salts); Energy changes; Electrolysis; Chemical calculations.
 - **Physics topics P1 – P6:** Energy, energy transfers and energy resources; Electrical circuits and domestic electricity; Molecules and matter.

How should students revise?

- Little and often: no more than 30 mins on a topic... and choose topics you are not confident on
- Revising content through weekly home learning revision tasks on Seneca Learning
- Creating mind-maps/flash cards/retrieval questions using the blurting technique
- Practising exam questions (links will be shared to past paper sites such as Physics and Maths Tutor)

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~ Study Skills & Home Learning ~

Annabel Skelton – Vice Principal

James Rodgers – Head of Humanities Faculty

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How do we learn, and what is the best way to revise?

Learning is deep, powerful and **lasting** understanding

COGNITIVE LOAD THEORY: KEY TERMS

by @inner_drive | www.innerdrive.co.uk



Working Memory

This is where we hold and process new information. It has a small capacity. If information is not transferred to long-term memory from here, it will be forgotten.



Cognitive Load

A person can only process so much information at once. Too much information can lead to cognitive overload, which hinders how much can be transferred from working memory to long-term memory.



Long-Term Memory

This is where we store the things we have learnt. It has a huge capacity, meaning we can remember things from a long time ago. Connecting information from our working memory to our long-term memory is how we learn new things.



The redundancy effect

When students are presented with unnecessary information, it clogs up their working memory. This means they may remember the irrelevant information and forget the information you want them to learn.

The split attention effect

When students have to process two or more sources of information simultaneously in order to understand the material, it places a burden on their working memory. The cost of switching between the sources means students remember less of the content.



Scaffolding Support

NOVICE

EXPERT



Worked Examples

This is a problem that has already been solved for the student, with every step fully explained. This is helpful for novice learners. By showing them the strategy, they can devote all of their working memory to applying the information to the problem at hand.



Completion Tasks

This is similar to a worked example, but instead of showing all the steps, only a partial solution is given. The students then have to complete the text themselves. This is more appropriate if the students have more knowledge about the topic, as they can make the appropriate links themselves.



Independent Problem Solving

This is a task where students are simply given a question and they have to choose the correct strategy and solve the problem themselves. This is appropriate for students with a large knowledge base and high levels of confidence in that domain.



How do I use my memory?

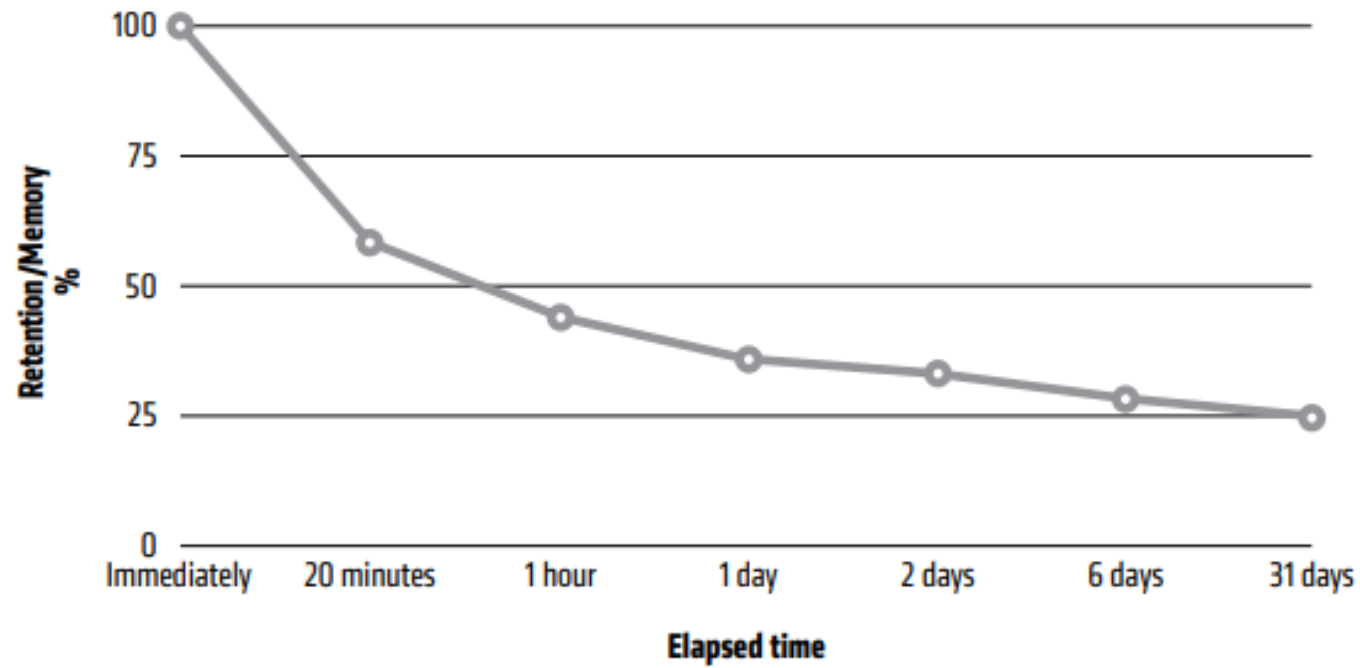


Figure 2 Ebbinghaus' forgetting curve (1885)





How does Shakespeare present the consequences of disrupting the natural order?

Retrieval:

1. *Macbeth*: How might Lady Macbeth be seen as a **helpmate** to Macbeth?
2. *Macbeth*: Who was on the throne when *Macbeth* was written?
3. Exposure: 'D_____ massing in the east her m_____ army' (bonus: technique?)
4. *An Inspector Calls*: What does **didactic** mean?
5. *Jekyll and Hyde*: What happens in 'The Incident at the Window'?

Then, what were James I's views on kingship?





Commonly used revision strategies:

Repeating information to yourself from memory

Reading through your notes

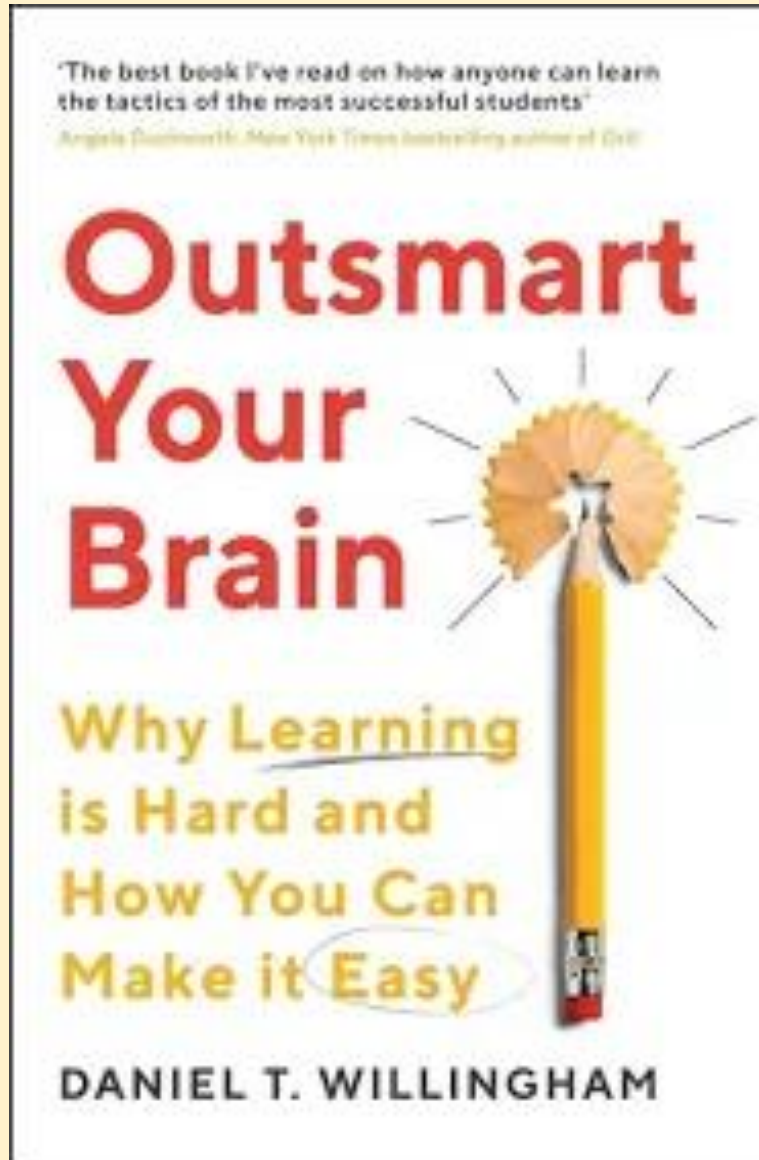
Copying your notes

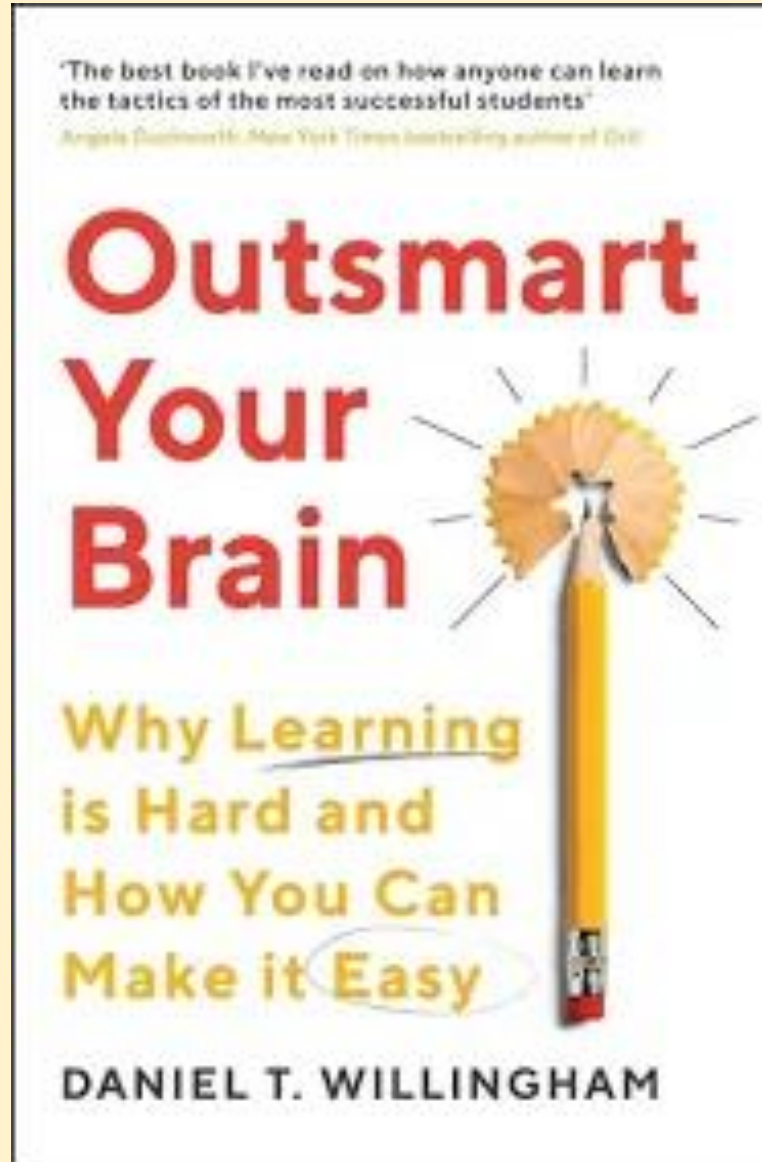
Highlighting your notes

Summarising notes

Using flash/revision cards/mind maps

Taking practice tests





The three powerful principles of memory

1. Memory is the residue of thought
2. Organisation helps memory
3. Retrieval practice cements information in memory



The three powerful principles of memory

1. Memory is the residue of thought
2. Organisation helps memory
3. Retrieval practice cements information in memory

Commonly used revision strategies:

Repeating information to yourself from memory

Reading through your notes **X**

Copying your notes **X**

Highlighting your notes **X**

Summarising notes

Using and creating flash/revision cards and mind maps

Taking practice tests

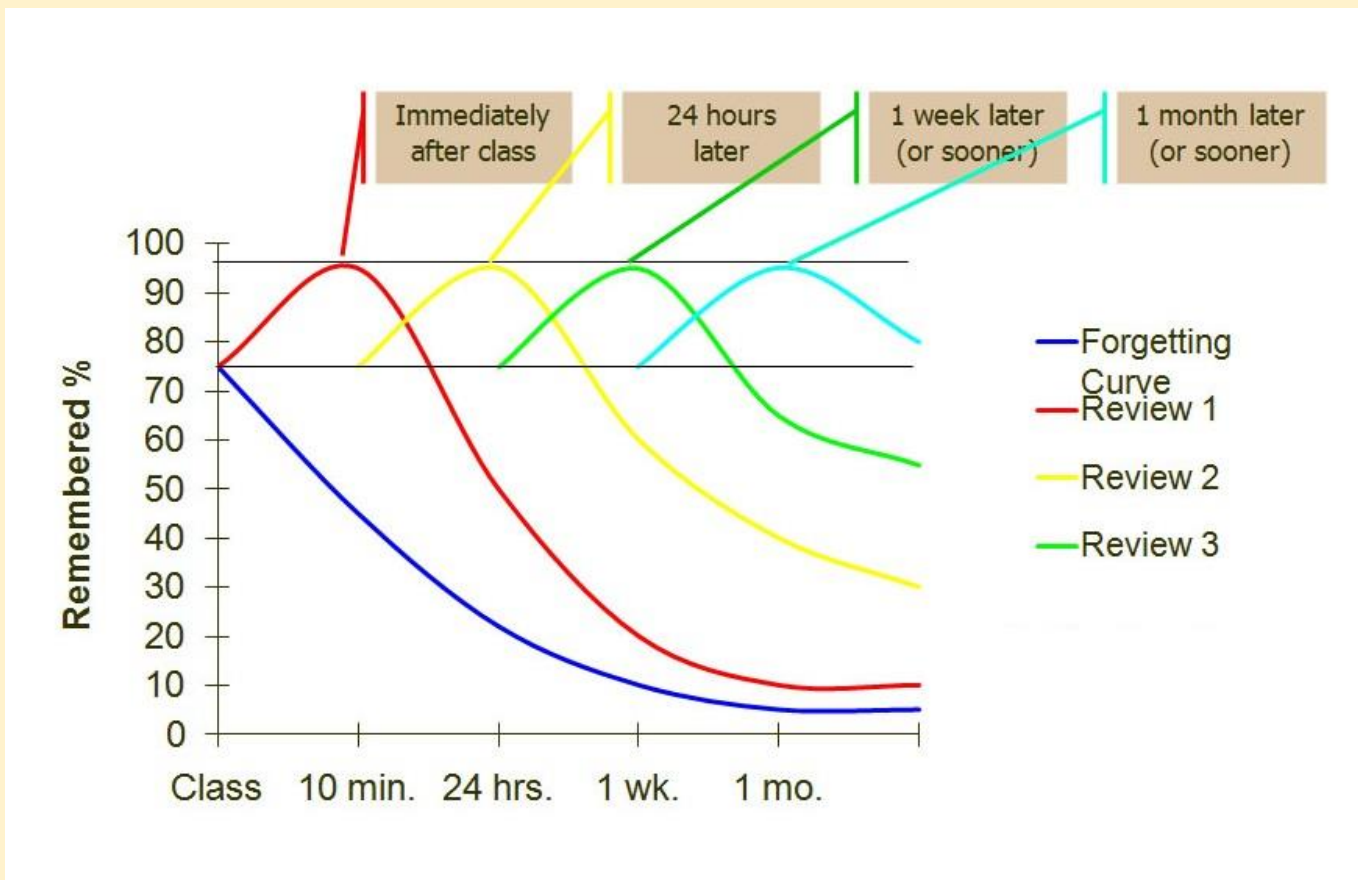


How can I use the science of how we learn to help me revise effectively?

What does work:

Quizzing

Spaced learning



What is the enemy of learning?

Distraction

Anything that does not add to learning, takes away from it.

For example:

phone notifications

music

interruptions of any kind

background noise



Home Learning @Okehampton College



WHY do we ask students to complete Home Learning?

- **Direct link** between homework and achievement (*Cooper, 1989; Sharpe 2002*)
- At Secondary Level can **add an additional 5 months progress** (*EEF, 2016*)
- Fundamental part to play in learning process 'passing the way to students becoming **independent learners**' (*Sherrington, 2012*)



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Home Learning @Okehampton College



WHY do we ask students to complete Home Learning?

- Discipline of Practice
- Time Management Skills
- Revision Discipline
- Communication Network



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WHAT will it be:

- Purposeful, practical and manageable for ALL students
- Core subjects – up to 1hr per week
- Non-core subjects – up to 1hr per fortnight



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A screenshot of the Seneca website homepage. The background is blue. At the top left is the Seneca logo. At the top right are links for 'Join class', 'Login', and a 'Sign up' button with a UK flag icon. The main heading reads 'Learn 2x faster for free with Seneca'. Below this, it says 'Join 10 million students using Seneca as the funnest way to learn at KS2, KS3, GCSE & A Level. And it's free!'. There are three buttons: 'Students, use for free', 'Teachers, use for free', and 'Parents, use for free'. At the bottom, there is a preview of a lesson interface showing 'Geography: AQA GCSE' and a video player with the title '1 The Challenge of Natural Hazards' and a thumbnail image of a palm tree.

- Linked to curriculum courses studied by your children
- Allows students to revise/review knowledge-rich curriculums
- Instant feedback on what is correct and what is not
- Opportunity to practice exam questions that are AI marked.

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Home Learning @Okehampton College



The screenshot shows the Seneca learning platform interface. On the left, there is a navigation menu with options: Overview, Assignments, and Ask Amelia. Below this is a list of course topics: Industrial Britain, c.1750-c.1900; 3.1 Industrialisation; 3.2 Urban Living Conditions; 3.2.1 Housing, Food & Waste; 3.2.2 Responses to Cholera (highlighted); and 3.3 Public Health Reform in the 19th Century. The main content area displays a quiz question: "Cholera was a disease transmitted through what?". Below the question are four answer options: Water, Human waste, The air, and Sexual activity. A "Choose an answer" button is at the bottom. The interface also shows a progress indicator (0/1) and a typing speed of x2.5.

SENECA

Overview

Assignments

Ask Amelia

Industrial Britain, c.1750-c.1900

3.1 Industrialisation

3.2 Urban Living Conditions

3.2.1 Housing, Food & Waste

3.2.2 Responses to Cholera

3.3 Public Health Reform in the 19th Century

Cholera was a disease transmitted through what?

Water

Human waste

The air

Sexual activity

Choose an answer

0 / 1

Typing speed: x2.5

Feedback?

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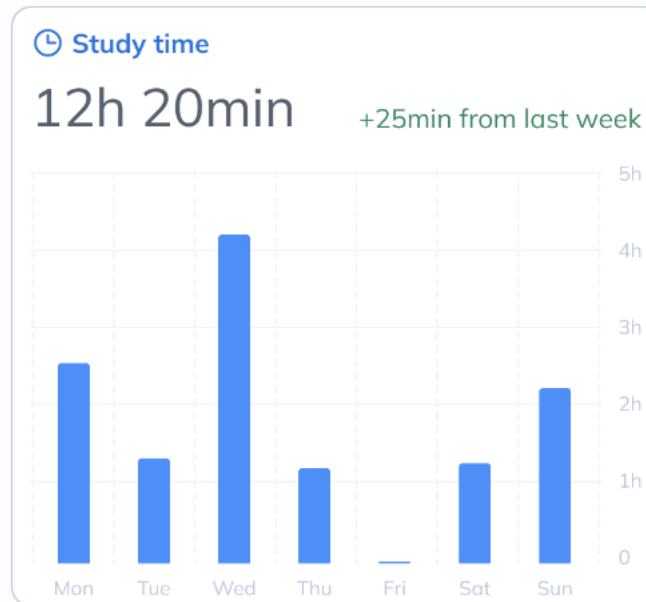
Assignments tracking

Parents are notified when assignments are set & complete

Cells Exam Revision Homework	Overdue
Due: 22nd Feb 2024	Score: 80%
Romeo & Juliet - Act 1	In progress
Due: 20th Feb 2024	Score: 74%
Algebraic Equations	Done
Due: 18th Feb 2024	Score: 83%
Mitochondria recap	In progress

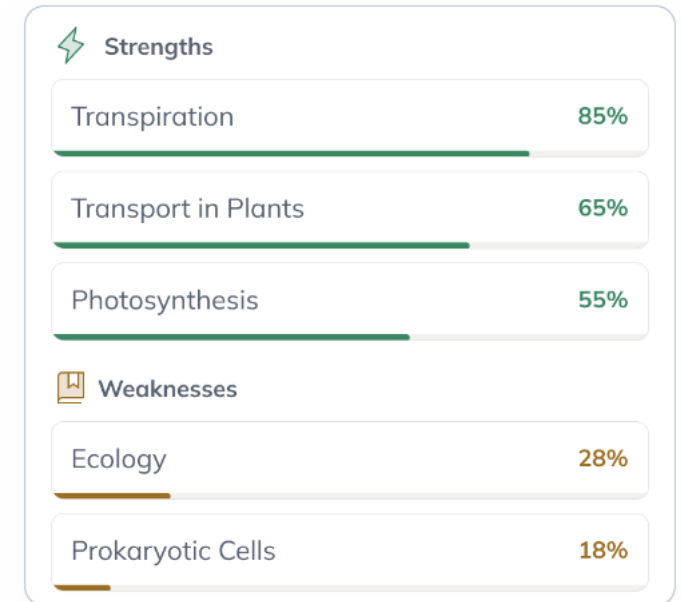
Weekly reports

Parents get concise weekly summaries of study activity



Strengths and weaknesses

Parents can easily see where their child needs most help



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~ *Pastoral Support* ~

Daniel White, Assistant Principal

Emily Wiegersma, Head of Year 10

Gavin Collins, Assistant Head of Year 10

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Top Tips to support exam wellbeing


Eat well – try to eat breakfast even if you may not feel like it.

- ❖ **Goals** – give yourselves achievable goals for revision.
- ❖ **Breaks** – give yourself regular breaks and be kind to yourself.
- ❖ **Talk** – if you are feeling under pressure or nervous, talk to others about it.
- ❖ **Sleep** – try to keep a routine for sleeping. Ensure you have down time before you go to bed.
- ❖ **Exercise** – try to get some fresh air, even if it is a walk around the block.
- ❖ **Do not compare yourself to your peers, everyone works differently.**
- ❖ Have no regrets – the hard work will pay off in the end.

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When you get your results back



Act upon feedback and advice given –  teachers are there to help, it's a partnership.

If you are not happy with your grade, you need to **change** to improve.

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~ *Post 16 Study* ~

Haydon Biddle, Head of Post 16 Study
Life after GCSE's....

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Vision: Opportunity

- Post-16 creates a wealth of opportunities for you as an individual. It is an exciting time for personal and academic growth. What you achieve opens doors for adult life

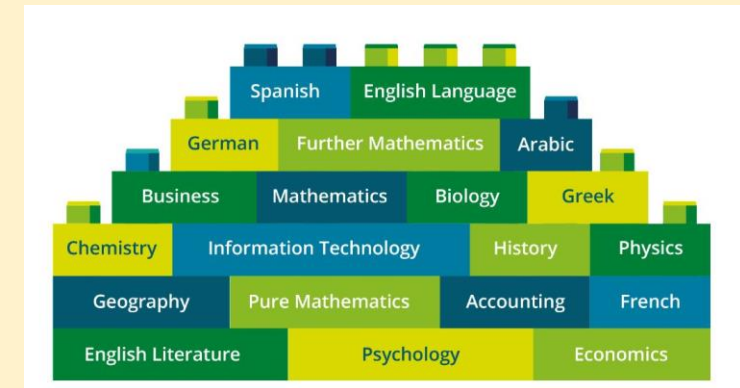
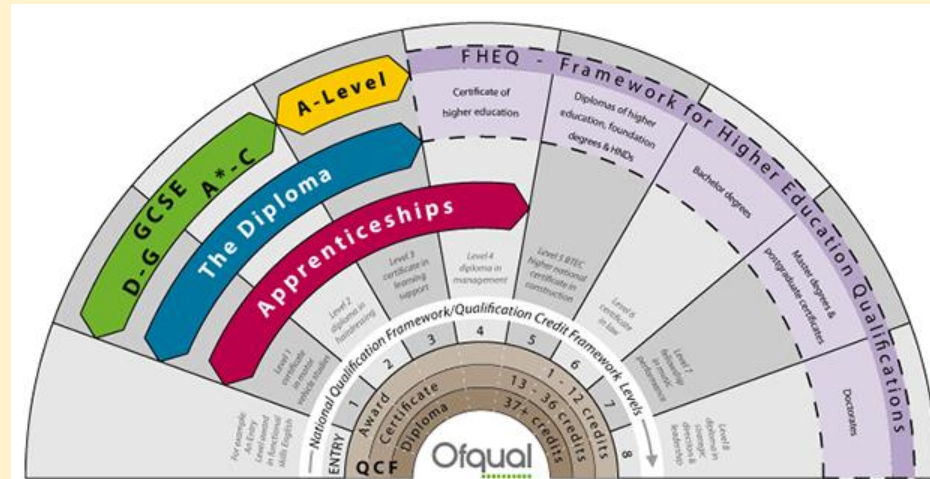
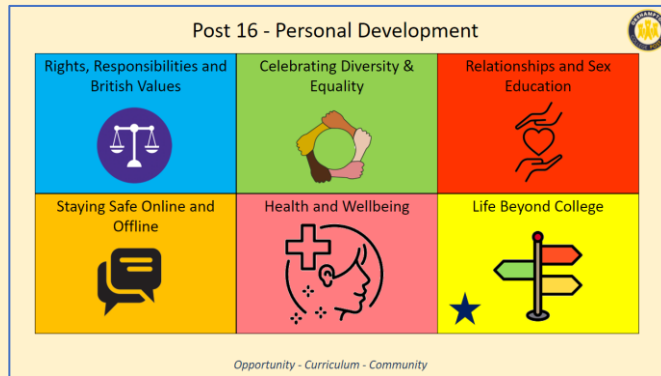


Life after GCSE's – What doors will open for you as a result of studying here for Post 16?

Opportunity - Curriculum - Community

Vision: Curriculum

- We constantly look at our curriculum offer at KS5 to ensure this meet the needs of an ever-changing society and labour market. We also have a bespoke personal development curriculum which all students take part in preparing you for life beyond Post-16



Life after GCSE's – What curriculum will you studying when in Post 16?



Vision: Community

- This is your town, your college. We know you and you know your teachers. Post-16 is all about community and experiencing the transition into adult life as a cohort, creating lifelong friendships and memories



Life after GCSE's – What experiences will you take part in when in Post 16?

Opportunity - Curriculum - Community

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~ Exam Guidance ~
Isabel Simpson - Examinations Officer

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Exam Handbook



Okehampton College

CANDIDATE EXAM HANDBOOK

2023/24

This handbook is reviewed and updated annually

Produced/reviewed by	
Miss Simpson – Exam's Officer	
Date of next review	Sept/25

The guidance you need to know regarding the exams process.



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Year 10 Exam Timetable

MARCH MOCKS YEAR 10

Wednesday 13th AM

ART	all day

Monday 18th AM

English Lang	1hr 45

Tuesday 19th AM

Maths Paper 2	1 hr 30

Wednesday 20th AM

OPTION A	
Computer science	1 hr 30
French Reading/Writing	1 hr
Geography	1 hr 30
German Reading/Writing	1 hr
History	1 hr 45

Wednesday 13th PM

ART	all day

Monday 18th PM

Maths Calc 1	1 hr 30

Tuesday 19th PM

Biology	1 hr 15/45

Wednesday 20th PM

OPTION C	
Business	1hr 30
Geography	1 hr 30
History	1 hr 45
H&SC	1 hr 15

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Year 10 Exam Timetable

Thursday 21st AM		Thursday 21st PM	
OPTION B		OPTION D	
business	1 hr 30	Catering	1 hr 30
Catering	1 hr 30	Engineering	1 hr
Computer Science	1 hr 30	Food	1 hr 30
Drama	1 hr	Music	1 hr 15
Engineering	1 hr	DT	1 hr
Food	1 hr 30		
GCSE PE	1 hr		
Stats and Further	1 hr 30		
Travel and Tourism	1 hr		
BV	1 hr		
Friday 22nd March AM		Friday 22nd March PM	
Chemistry	1 hr 15/45	English Literature	1hr 45
Monday 25th March AM		Monday 25th March PM	
French/German Listening	1 hr	Physics	1 hr 15/45
Tuesday 26th AM		Tuesday 26th PM	
Catch up exams		Catch up exams	
Wednesday 27th AM		Wednesday 27th	
Catch up exams		Catch up exams	

Student Equipment for Exams



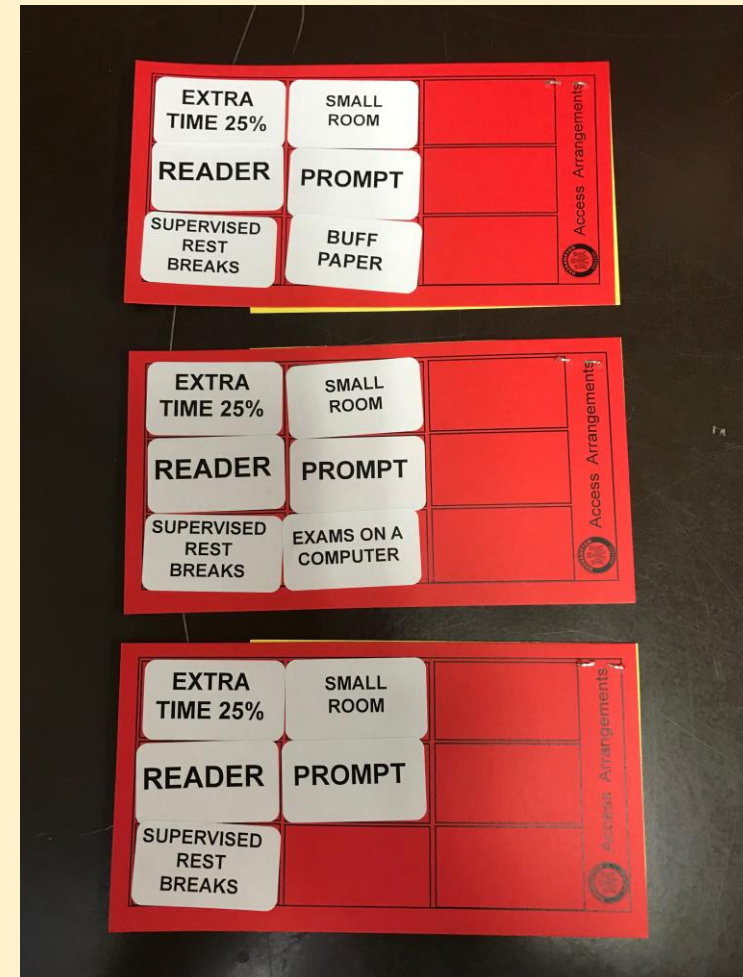
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Access Arrangements



- For pupils that have access arrangements, then this is co-ordinated through our Exams Officer and SENDCO.
- Access arrangements should represent a student's usual way of working. For those with arrangements, they will be contacted by the SENCO
- Some of the Access arrangements will require readers, scribes and specialist equipment. Therefore, many of these exams will take place in smaller rooms and/or in groups to meet students needs.
- If you have any questions regarding exam access arrangements then please contact our Exams Officer: Isabel Simpson.

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Year 10 Exam Preparation 2024

Thank-you, have a safe journey home.

This presentation will be on our Okehampton School Website by the end of this week.

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