

Welcome

Year 10

Exam Information Evening

23.04.24.

Exams Overview

- With the reformed GCSEs (2018), and the linear nature of the courses students are assessed predominantly through exams in the majority of subjects.
 - The exams for English and Maths, alone, total 12 hours.
- The reformed GCSEs saw the removal of controlled assessment for a large number of subjects meaning that the method of assessment is 100% exam.
- All GCSE qualifications will award grades 1-9, while Technical Awards (BTEC, Cambridge Nationals, for example) award Distinction – Fail.
- Individual providers (Sixth Forms, Colleges) will make it clear to students their requirements, however achieving a minimum of a Grade 4 in the Core is essential. Any student who does not meet this benchmark is required to continue their study of English and Maths as part of their Post-16 education.

GCSEs

The CORE – 100% Exam

English – 2 GCSEs - AQA

- English Language – 2 papers
- English Literature – 2 papers
- Spoken Language – oral exam

Maths – 1 GCSE - AQA

2 Calculator and 2 Non-Calculator Papers

Science – 2-3 GCSEs - AQA

- Trilogy (2 GCSEs): 2 x 75 minute papers for each Science (6 papers overall)
- Separate Sciences (3 GCSEs): 2x 105 minute papers for each Science (6 papers overall)

EBACC Subjects

History - Edexcel

- 3 papers – thematic study, period study, modern depth study.

Geography – AQA

- 3 Papers. The fieldwork element (2 field studies) is assessed in Paper 3.

Modern Foreign Languages - AQA

- French or German – each of the 4 exams is worth 25%
 - Listening
 - Reading
 - Writing
 - Speaking

Subjects with Coursework Elements

GCSEs

Food and Nutrition – Eduqas: NEA Practical assessment, written research and evaluation (50%), Exam Component (50%)

Design Technology with Timbers– AQA: NEA Design Brief (50%), Written Exam – Theory (50%).

Art – AQA: NEA Portfolio (60%), Practical Exam (40%).

Architecture and Interior Design – AQA NEA Portfolio (60%), Practical Exam (40%).

PE – Edexcel: 2 x written exam papers (60%), Practical Exam (30%), NEA Written Assessment (10%).

Drama – AQA: NEA Portfolio (40%), Performance (20%), Exam Component (40%).

Creative Media Production – Pearson Tech Award: Component 1 (30%), Component 2 (30%), Component 3 (40%).

EBACC Subjects

Enterprise and Marketing – OCR Level 2 Cambridge National Certificate: NEA Business Proposal (25%), NEA Market and Pitch (25%), Written Exam (50%).

Health and Social Care – OCR Level 2 Cambridge National Certificate: 3 x NEA worth 25% each, 1 Written Exam (25%)

Computer Science GCSE - OCR
2 x written exam papers (100%)

Access Arrangements (exam support)

What are Access Arrangements?

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

For example, readers, scribes, extra time and access to a small room. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Who has access arrangements at OBHS?

If your child has access arrangements you will have been emailed by Mrs Green.

Your child will be assessed again prior to their exams. Supporting evidence from teachers will be sought to see your child's need for the arrangement, and to show this is their normal way of working. This is in readiness for applying to the Exam Board (JCQ) early in Y11 for approval of the arrangements.

If your child has access arrangements please encourage them to use this, otherwise it may be taken away, as per exam guidelines and rules.

If you have any questions please contact our SENCO, Katie Ward.

Mock Exams

- June/July 2024
- November 2024
- February/March 2025

What are mock exams for?



- **Students** know their strengths and areas for development and can prioritise their revision accordingly.
- **Students** have a rehearsal of the experience of sitting exams in the hall and can learn how to cope with revision, anxieties, and the exams process in a 'lower stakes' situation.



- **Teachers** know students' strengths and areas for development and can plan their teaching accordingly.



- **Parents** know students' current and predicted grades, and these can inform discussion at home about post 16 choices.

Target, Current and Predicted Grades

Target Grade

This is an external performance measure for the school. These are set based on a student's performance at KS2.

Current Grade

This is the grade students are currently working at based on the coverage of their course so far.

Predicted Grade

This is the grade teachers believe a student will achieve, if they maintain their current attainment and attitude. (This is often asked for by post-16 providers on applications)

Support for Post-16 choices

Life after OBHS might seem like a long way off, however time passes quickly once students enter Year 11

We recommend students actively explore post 16 pathways as soon as possible

- The website **Helpyouchoose** provides information around entry requirements, progression routes, post 16 providers. Students in Year 11 will be given a log in and password and will be shown in school where to start looking and applying for courses.
- Individual homepages of post 16 providers are also a useful starting point outlining specific courses and facilities: - *Popular College choices in previous years: City College Norwich, West Suffolk College, Easton College* - *Popular Sixth Form choices in previous years: Wymondham High, Wymondham College, Diss, Attleborough, Abbeygate (Bury St Edmunds)*
- There are of course many others to research and alternative pathways such as Apprenticeships, Traineeships, T Levels. Year 11 will be able to apply for apprenticeships in a workshop held in school.
- We will be holding a careers fair at the high school on 2nd July, where students can speak to employers and find out more about those careers and the routes taken to get there.
- If you would like further advice on the best way to plan for post 16 opportunities please speak to Miss Bentley, Careers Leader, who will organise a careers appointment with our Careers Adviser

There is more information about post 16 options on the school website

Work Experience

Monday 15th July – Friday 19th July 2024

- In preparation students will complete activities during ILT in Summer Two including: writing their own CV, answering interview questions, identifying transferable skills - both strengths and areas for development
- Students will be expected to keep a log book whilst on placement and review their daily activities and skill development. Input from the student, employer and families is important to encourage personal reflection
- Students need to be proactive in the weeks leading up to their placement and make contact with their employer. They should find out expected start and finish times each day, dress code, requirement of safety equipment, agree lunch and break times, where to go and who to meet on the first day.

Prefects, Prom and Leavers' Day

Prefects – appointed last term have taken over from Year 11 and are completing weekly duties.

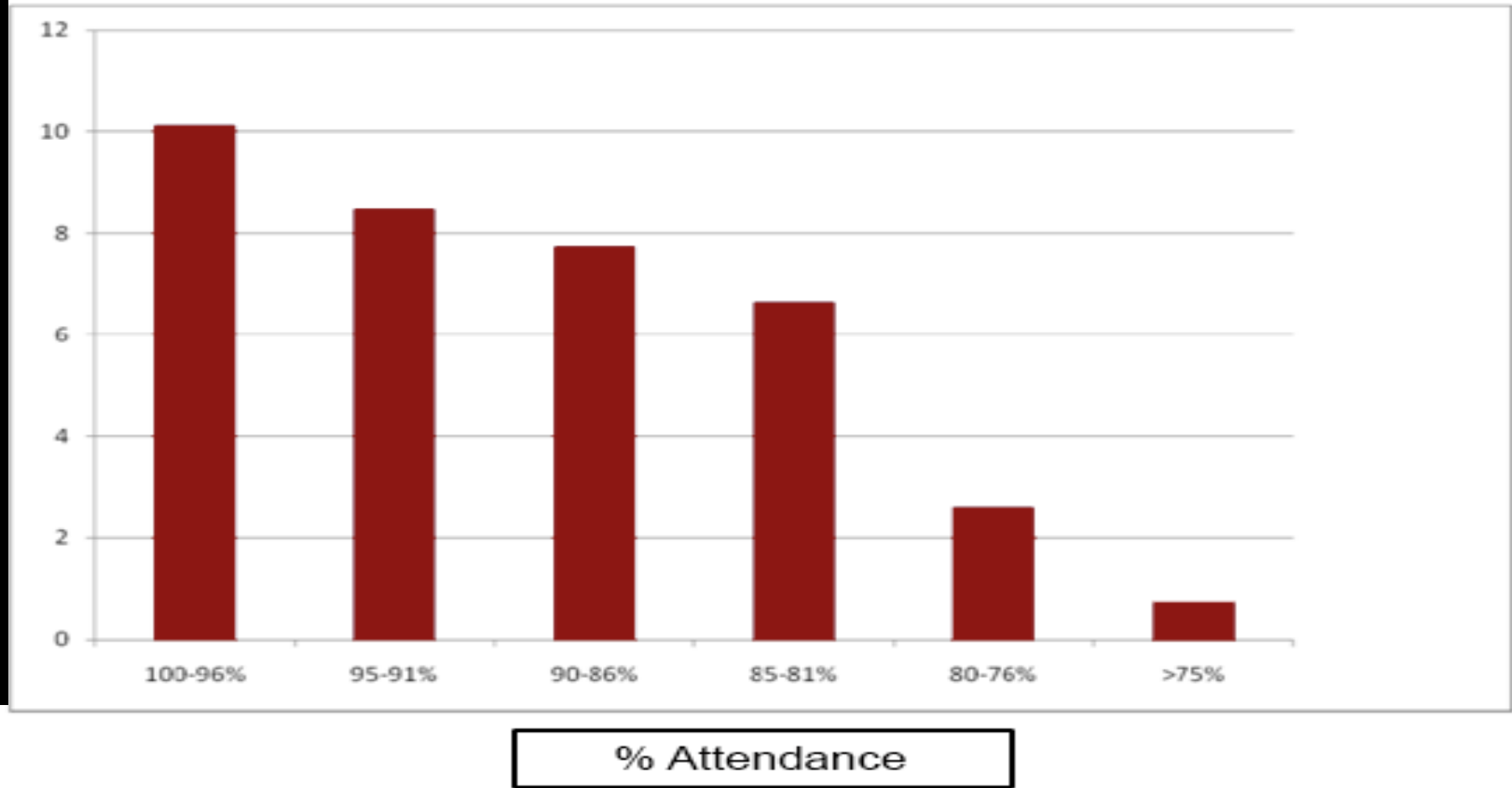
Senior Senate – Head Students and Deputies to be appointed from existing team of Prefects just before Summer break or early in the Autumn term.

Prom and Leavers' Day Summer 2025. Dates to be confirmed but usually on or around the last Friday in June.

Passport to Prom initiative – we view attendance at Prom and Leavers' Day as a privilege that students earn and work towards in Year 11. In order to attend, they will be expected to meet criteria linked to their attendance and conduct in school. Full details of this will be shared with students and parents in the Autumn.

Why we link attendance criteria to Prom?

Average number of GCSEs awarded at a grade 4-9

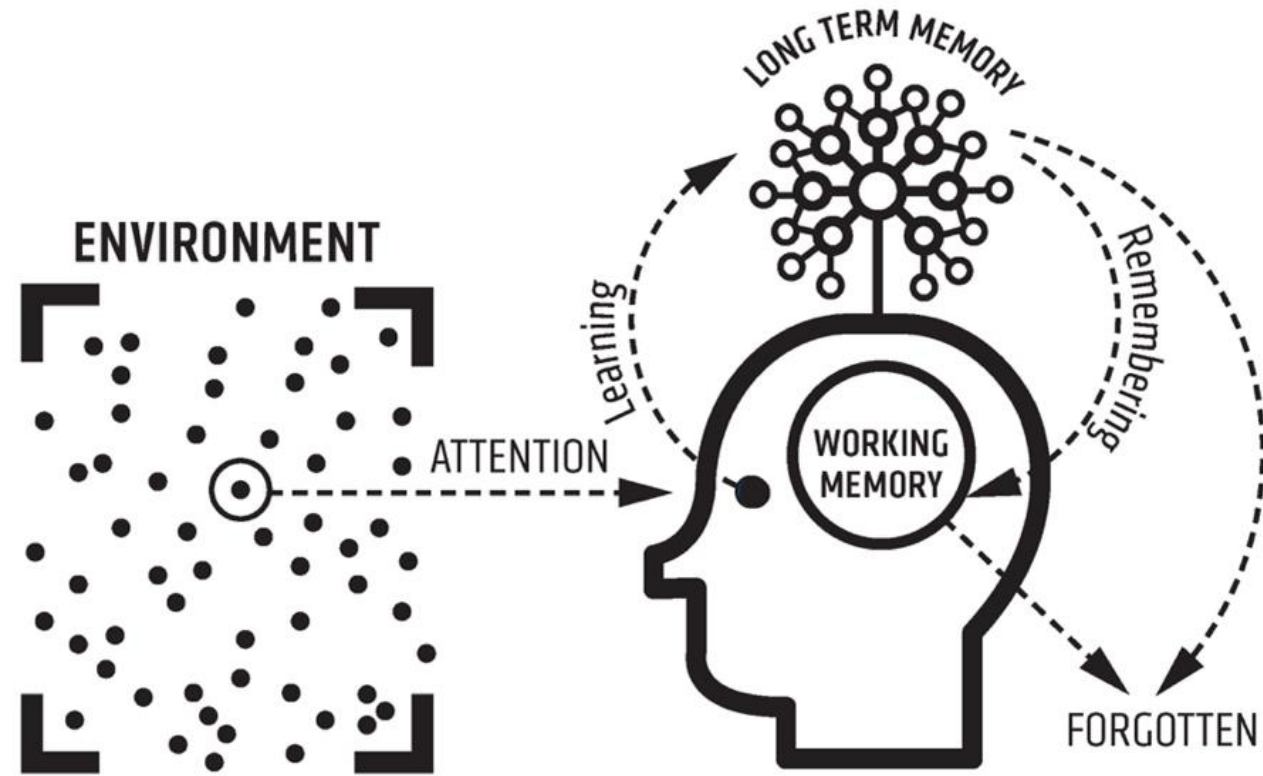


Student Wellbeing

- Establish a weekday routine – breakfast, dinner, homework, bed.
- Check-in with your child morning and evening – ask them about their day.
- Let us know if you are concerned about them, and also encourage them to speak to the Pastoral Team about anything at all – Mrs Wabe and Mr Taylor will provide support and guidance on anything and everything!
- Ensure they have a quiet place to study / revise, ideally away from their phones.
- Encourage short revision periods with regular breaks.
- Agree a time that revision stops and allow for some downtime / family time before an established bed time.
- Make sure your child is able to do something that they enjoy at the weekend - as a reward and an incentive.

Remember – it is a stressful year and they can only do their best.

Revision Strategies



Revision Strategies

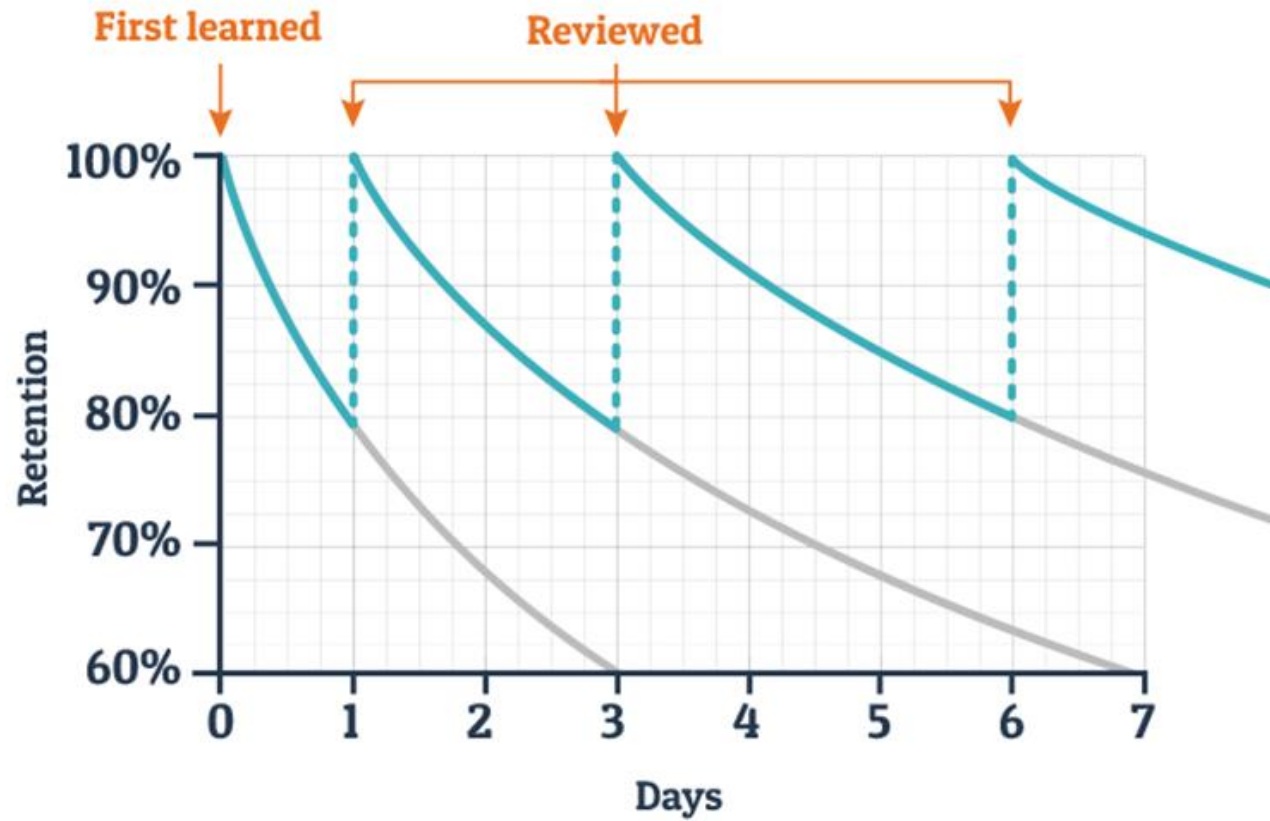


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Revision Strategies

Typical Forgetting Curve for Newly Learned Information



Thank you

If you have any questions, please
speak to the relevant member of
staff before you leave