

## YEAR 10 ASSESSMENTS

### Exam Timetable W/c 25<sup>th</sup> June

<u>w/c:</u> <u>24<sup>th</sup></u> <u>June</u>	<u>Monday</u> <u>24<sup>th</sup> June</u>	<u>Tuesday</u> <u>25<sup>th</sup> June</u>	<u>Wednesday</u> <u>26<sup>th</sup> June</u>	<u>Thursday</u> <u>27<sup>th</sup> June</u>	<u>Friday</u> <u>28<sup>th</sup> June</u>
<u>1</u>	<b>Music</b> (1hr 15mins)		<b>NLC Taster Day</b> Majority of Y10 in attendance <b>No exams</b>	<b>History Paper1</b> (1hr 15mins) <b>Geography</b> <b>paper 1</b> (1hr 30mins)	<b>Geography</b> <b>Fieldwork</b> <b>Trip</b>
<u>2</u>					
<u>3</u>		<b>English</b> Component 1 (1hr 45mins)			
<u>4</u>	<b>Maths</b> Paper 1 Non-Calculator (1hr 30mins)				
<u>5</u>				<b>Biology</b> (1hr)	

## Exam Timetable W/c: 1<sup>st</sup> July

<u>w/c:</u> <u>1<sup>st</sup> July</u>	<u>Monday</u> <u>1<sup>st</sup> July</u>	<u>Tuesday</u> <u>2<sup>nd</sup> July</u>	<u>Wednesday</u> <u>3<sup>rd</sup> July</u>	<u>Thursday</u> <u>4<sup>th</sup> July</u>	<u>Friday</u> <u>5<sup>th</sup> July</u>
<u>1</u>	Digital Information Technology Component 3 (1hr)	History Paper 2 (55mins)		<b>JLC Taster Day</b> Majority of Y10 in attendance <b>No exams</b>	French Writing (1hr)
<u>2</u>	<b>RM</b> (2hr)		<b>French Reading</b> (45 mins) <b>French Listening</b> (35 mins)		Enterprise (1hr 15min)
<u>3</u>		<b>Maths</b> Paper 2 Calculator (1hr 30mins)			Hospitality & Catering (1hr 15min)
<u>4</u>					
<u>5</u>	<b>Chemistry</b> (1hr)		<b>Physics</b> (1hr)		

## Exam Timetable W/c: 15th July



<u>w/c:</u> <u>15th</u> <u>July</u>	<u>Monday</u> <u>15<sup>th</sup> July</u>	<u>Tuesday</u> <u>16th July</u>	<u>Wednesday</u> <u>17th July</u>	<u>Thursday</u> <u>18th July</u>	<u>Friday</u> <u>19th July</u>
<u>1</u>		Textiles Exam Full day		Art Exam Full day	
<u>2</u>					
<u>3</u>					
<u>4</u>					
<u>5</u>					

## Year 10 Mock Assessments

<u>Subject &amp; exam board</u>	<u>Assessment</u>
<b>Maths</b> (Edexcel)	<b>Paper 1</b> Non Calculator <b>Paper 2:</b> Calculator allowed
<b>English</b> (WJEC Eduqas)	<b>Component 1</b> English Language
<b>Science</b> (OCR 21 <sup>st</sup> Century)	Biology
	Chemistry
	Physics
<b>History</b> (Edexcel)	<b>Paper 1</b> Medicine through time and Western Front
	<b>Paper 2</b> Anglo Saxon England
<b>Geography</b> (AQA)	<b>Geography Paper 1</b>
<b>French</b> (AQA)	<b>Reading</b> exam paper
	<b>Listening</b> exam paper
	<b>Writing</b> exam paper
<b>Digital Information Technology</b> (BTEC Tech award 2022)	<b>Component 3</b> – Exploring Enterprises
<b>Enterprise</b> (BTEC Tech award 2022)	<b>Component 3</b> – Marketing and Finance for Enterprise
<b>Hospitality &amp; Catering</b> (WJEC Eduqas)	<b>Unit 1:</b> The hospitality and catering industry
<b>Resistant Materials</b> (AQA)	<b>Paper 1:</b> Resistant Materials

## How can I support my child with exam?

### Exams are a stressful time for any young person

Mood swings and outbursts are more likely to occur during this period. Look out for other signs that your child may be struggling, including poor sleep patterns or a change in appetite or behaviour.

It's worth preparing ways of supporting your child during exam weeks and thinking about how you will react and respond on the day if they don't get the result that they, or you, are hoping for.

### Things that can help your child in the lead up to exams

<ul style="list-style-type: none"> <li>Work with your child to find what <b>revision style</b> works for them. Support can be found here <a href="#">BBC Bitesize – Top Revision tips</a></li> </ul>	<ul style="list-style-type: none"> <li>Remain <b>positive and hopeful!</b></li> </ul>
<ul style="list-style-type: none"> <li>Encourage your child to <b>take revision breaks</b> and <b>find a balance</b> between studying and doing things they find enjoyable and relaxing.</li> </ul>	<ul style="list-style-type: none"> <li><b>Plan a treat</b> or an activity together to mark the end of the exams.</li> </ul>
<ul style="list-style-type: none"> <li>Make sure they are <b>eating and drinking</b> at regular intervals. Support can be found here <a href="#">NHS</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Set aside one to one time</b> so that they can talk to you about any worries.</li> </ul>
<ul style="list-style-type: none"> <li>Encourage them to take some time after revising to <b>wind down</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Let them know <b>their feelings are valid and normal</b>, but also offer support and solutions where possible.</li> </ul>
<ul style="list-style-type: none"> <li><b>Reassure them</b> – reinforce that you are and will be proud of them no matter what happens.</li> </ul>	<ul style="list-style-type: none"> <li>Anxiety is often worst at night and this means it is useful to encourage a <b>good bedtime routine</b>.</li> </ul>
<ul style="list-style-type: none"> <li>Work with them to <b>develop relaxation techniques</b>. Support can be found here <a href="#">Headway</a></li> </ul>	<ul style="list-style-type: none"> <li>If anxiety and stress start impacting their day-to-day life, <b>seek help from your GP</b>. Support on managing Exam Anxiety can be found here <a href="#">Gov.co.uk</a></li> </ul>

[YoungMinds.org](#) – Click here for further help

## How the school can support you



Speak to your child's teacher(s) to find out what revision techniques they recommend.



If your child is struggling with a specific subject, talk to the relevant teacher and explore if they can provide additional help.



Find out if the school can help with practical steps, including creating revision timetables.



If your child has additional learning needs speak with the SENDCO to establish if further provision can be put in place.



If your child is struggling with struggling to cope with exam stress contact the school to see what pastoral support can be put in place.

## Results day

*If your child is unhappy with their results here are some things that could help*

<p>If your child is happy to show you their results statement, you might find it helpful to have a look, just in case they have misread or misunderstood, or overlooked something</p>	<p>Accept their feelings, whatever they are – disappointment, anger, embarrassment, bravado. Their feelings are neither right nor wrong, they just are. Don't offer immediate judgement, or solutions, or even reassurance – there will be plenty of time for conversations later.</p>
<p>Reflect back how they are feeling to show you have understood, for example, "I can see you're disappointed with the Maths result."</p>	<p>Let them know you love them through highs and lows. Big hugs are good (although probably very embarrassing in public). Agree with your child how they want their results discussed with family and friends, if at all.</p>
<p>Show you're on their side - it could be something small like getting their favourite snack.</p>	<p>Give yourself some breathing space and time to reflect.</p>

