

RKN/KTO

12 December 2019

Dear Parents



Year 12 Mock Examinations Timetable – w/c 13 January 2020

Please find attached the January mock examination timetable and instructions document along with a copy of the JCQ regulations ‘information for candidates for written examinations’ referred to in the instructions. If your child has special arrangements for examinations in terms of any extra time, please be aware that this has already been factored in by our Examinations Manager.

As you will see, the examinations take place in subject option blocks which means that there is no loss of lesson time in any other subject. This also means our students’ focus is solely on their examinations and they are not worrying about catching up on anything they may have missed.

I would like to emphasise the importance of these mock examinations as part of the ongoing assessment of our students. These, together with the summer examinations and internal assessments, will be used to forecast A level grades and inform UCAS predicted grades.

Please note, **no Study Leave** is granted during the week which means that students **must attend all lessons** except when they are sitting a mock examination. If the examination finishes before the end of the lesson, students will be expected to return to their timetabled lesson.

I have enclosed some support material for you, as parents, to help your child use their independent study time effectively. You can also support your child by encouraging them to create revision timetables and if you need any further support with this, then please contact Mrs Gadsby or your child’s Tutor.

Yours sincerely

Mrs R Knapton
Assistant Headteacher: Director of Sixth Form

Encs.



Headteacher: Mr A Parkinson B.Sc (Hons) M.Ed M.Sc
Toulston, Tadcaster, North Yorkshire. LS24 9NB
(01937) 833466 | www.tgs.starmat.uk

YEAR 12 MOCK EXAMINATIONS TIMETABLE – JANUARY 2020

Exam Room : S1 – Start time 8.40am (week 1 lessons)

Mon 13 Jan				Tue 14 Jan				Wed 15 Jan				Thu 16 Jan				Fri 17 Jan			
Tch grp	Teacher	Subject	Mock duration	Tch grp	Teacher	Subject	Mock duration	Tch grp	Teacher	Subject	Mock duration	Tch grp	Teacher	Subject	Mock duration	Tch grp	Teacher	Subject	Mock duration
12DBi1	Mrs S Farren	Biology	1 hour 30 minutes	12EAF1	Miss L Velvick	Art	Normal Lesson	12ABs1	Mr M Elsworth	Business Studies	1 hour 30 minutes	12BGg1	Mr K Simpson	Geography	2 hours	12CBI1	Mrs L Solk	Biology	1 hour 30 minutes
12DBs1	Miss S Laidlaw	Business Studies	1 hour 30 minutes	12EER		English GCSE Resit	Normal Lesson	12ACh1	Dr Z Burgess	Chemistry	1 hour 30 minutes	12BGr1	Mr Bell/Miss Thomas	Graphics BTEC	Normal Lesson	12CCH1	Miss K Holmes	Chemistry	1 hour 30 minutes
12DDe1	Mrs T Baker	German	1 hour 45 mins	12EFm1	Ms R Butterworth	Further Mathematics2	120 mins	12ACs1	Mr R Remillard	Computer Science	1 hour 30 minutes	12BLa1	Mr C Benoit	Law	1 hour 30 minutes	12CEc1	Mrs P Parkin	Economics	1 hour 30 minutes
12DEd	Mr J Bell	Eng Design	1hr 45mins	12EFp1	Mrs H Hercberg	D&T Food	1 hour 45 mins	12AEI1	Mrs L Boddy	English Literature	1hr 15mins	12BPc1	Mr A Crease	Politics	2 hours	12CFo2	Mr C Benoit	Forensic Science	1 hour 30 minutes
12DFm1	Mr R Power	Further Mathematics	1 hour 30 minutes	12EHI1	Mrs L Bland	History	2 hours 15 mins	12AFo2	Dr Z Burgess	Forensic Science	1 hour 30 minutes exam	12BPh1	Mr S Sharratt	Physics	1 hour 30 minutes	12CGg1	Mrs J Walker	Geography	2 hours
12DPy1	Mrs K Mitchell	Psychology	1 hour 30 minutes	12EMa1	Mrs E Stubbs	Mathematics	1 hour 30 minutes	12AMA1	Mr G Dale	Mathematics	1 hour 30 minutes	12BPY1	Mrs K Mitchell	Psychology	1 hour 30 minutes	12CGr2	Mr Bell/Miss Thomas	Graphics BTEC2	Normal Lesson
12DSO1	Mrs K Mitchell	Sociology	1 hour 30 minutes	12EMr1	Mr G Wilson	Maths GCSE Paper 1	1 hour 30 minutes	12AEn1	SHS	English	<i>to be advised by SHS</i>	12BIT1	SHS	Information Technology	<i>to be advised by SHS</i>	12CRE1	Miss T Askew	Religious Education	1 hour 30 mins
12DHs1	SHS	Health and Social Care	<i>to be advised by SHS</i>	12EPy1	MRS K Mitchell	Psychology	1 hour 30 minutes	12Apt1	SHS	Photography	<i>to be advised by SHS</i>	12BPe1	SHS	Physical Education	<i>to be advised by SHS</i>				
12DMe1	SHS	Media Studies	<i>to be advised by SHS</i>																
12DPh1	SHS	Physics	<i>to be advised by SHS</i>																

SHS taught subject mocks will be at SHS. The arrangements of which will be advised by the individual subject teacher.

School Mock Examinations are conducted in line with JCQ Regulations for examinations, please ensure you familiarise yourself with these regulations prior to sitting your mock exams – "JCQ Information for Candidates - Written Examinations"

Additional instructions for students

- You must have your own equipment, at the very least a minimum of; 2 black pens, 2 pencils, rubber, pencil sharpener, mathematical instruments and a calculator. **THESE SHOULD BE IN A CLEAR PLASTIC PENCIL CASE OR BAG.**
- On hearing the warning bell at 8.35am, go to their allocated examination room as detailed on their timetable and be ready outside the examination room no later than 8.40am. Students should assemble outside their examination room and wait quietly until a member of staff directs them into the examination room. Students should have ready with them the equipment needed for their examination before entering the examination room. No other personal belongings are allowed to be taken into the examination room.
 - Adhere to invigilator instructions. Any talking or misconduct from students in the examination room **will not** be tolerated. Any student not adhering to this may jeopardise being able to future examinations.
 - Personal belongings such as bags, coats etc are not permitted in an examination room and should be left in the designated room.
 - You **must not** have in your possession a **mobile phone, MP3/4 player, iPod, Smart watch or similar device**. Any student found with such equipment may jeopardise being able to sit future examinations.
 - You must not complete the front of your answer book (or question/answer paper) with your personal information until you are instructed to do so by the invigilator.
 - Only a 5 minute warning prior to the finish time will be announced.
 - Where the use of a calculator is allowed, **students** are responsible for making sure that their calculator meets the awarding bodies' regulations. Students are advised to seek guidance from their subject teacher(s).
 - The wearing of any wrist watch is not permitted in the examination room, wrist watches (non-smart watches only) can be placed on your desk should you wish to do so. Smart watches are not permitted in the examination room.
 - No food or drink is allowed in an examination room expect for a 500ml bottle of water – this should be a clear plastic bottle; single use bottle with label removed or reusable bottle without printed logo or text. Non see-through bottles are not a permitted. Chewing gum is not allowed.
 - If you feel unwell during an examination, you should put your hand up and inform the invigilator.
 - If you have been absent from an examination, please see the Examinations Manager on your first day back to arrange a time and place for your missed examination paper to be rescheduled. **Please note:** This is only possible for mock examinations, rescheduling of a missed examination is not possible for nationally timetabled examinations.
- Finally: Any queries students should see Mrs Knpton, their Subject Teachers or the staff in the Examinations Office.

AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
-----	---------------	------	-----	---------	------

Information for candidates
For written examinations – effective from 1 September 2019

This document has been written to help you. Read it carefully and follow the instructions.
If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A Regulations – Make sure you understand the rules	
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	You must not take into the exam room: a) notes ; b) potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device. Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
8	You must not write inappropriate, obscene or offensive material.
9	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
10	Do not borrow anything from another candidate during the exam.
B Information – Make sure you attend your exams and bring what you need	
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5	You must write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.
C Calculators, Dictionaries and Computer Spell-checkers	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly; check that the batteries are working properly; b) clear anything stored in it; c) remove any parts such as cases, lids or covers which have printed instructions or formulas; d) do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
D Instructions during the exam	
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: a) you think you have not been given the right question paper or all of the materials listed on the front of the paper; b) the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	When the invigilator tells you , fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam. Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use for rough work.
E Advice and assistance	
1	If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if: a) you have a problem and are in doubt about what you should do; b) you do not feel well; c) you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
F At the end of the exam	
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

Tadcaster Grammar School Sixth Form

How to support your child's learning in the Sixth Form

Practical Strategies and Advice for Parents



Teachers often have conversations with families about how they can best support their child's education. We also have conversations with students who can feel that they are either facing too much pressure to study 24/7, or that they don't have the right environment in which to study when not in school. We have therefore put together a list of practical strategies and advice for families and students on how to best support Sixth Form study.

Around the house:

- ✓ Each half term display the student's timetable.
- ✓ Display information about exam boards (and know how many exam units; how many exams per subject; important deadlines).
- ✓ Create a 'silent study' area in the house (free from distractions and siblings) to enable focused study.
- ✓ Display study revision materials, such as key dates, mind-maps, quotes, formulas in often used areas (e.g. the back of the bedroom door).

Gadgets, technology, social media:

- ✓ Keep bedrooms a technical / gadget free zone – insist on laptops / TVs in public areas of the home only.
- ✓ Limit time on mobile phones, smartphones, ipads, computer games, access to social networking sites, time spent on laptops (and should be kept to social areas in the house rather than in a student's bedroom).
- ✓ Have a time every evening when mobile phones are handed in or turned off.

Discussions:

- ✓ Constructively discuss reports (understand what the student is doing to achieve 1s and equally what is or isn't being done that results in 3s or lower).
- ✓ Actively seek opportunities for positive reinforcement and positive communication. e.g.:
 - Avoid asking: 'How was school today?'
 - Use instead: 'Tell me three things you learned today that you didn't know yesterday.' (always push for specifics, e.g. if the response is 'nothing!', go through each lesson).
 - Ask: 'What are your next steps?' 'How can you improve upon work you have done today / a recent assessment?' 'Please explain to me something you have learned today. - this can help students consolidate, summarise and self-assess their learning.
 - Ask what they did in their Independent Study periods today (request examples) – they could be: completing homework; wider research; creating revision mind-maps; etc.
- ✓ Ask what else they did in their Independent Study periods today (request examples) – they could be: completing UCAS; assisting in lower school lessons; completing independent study; etc.
- ✓ Discuss a topical news story together (from good quality print such as broadsheet newspapers) and broadcast (Channel 4 news, BBC) – ask for opinions (play devil's advocate and challenge the student's opinion).

- ✓ Link subjects and learning to real life: ask student to explain reasons for the recent polar vortex to you if they study Geography; ask a Government and Politics student to evaluate strengths and weaknesses of recently announced political policies; if they study Economics or Business, ask them to explain the microeconomics of an aspect of your working environment.
- ✓ Discuss the skills you had to use and develop when fulfilling responsibilities of your day, be that at work or at home: discuss what you learned and what your next steps will be (modelling the need for continued personal and professional reflection).
- ✓ Have a family book club: read the same book; have a competition to see who finishes first; discuss interpretations of the book.
- ✓ Find opportunities to praise success!

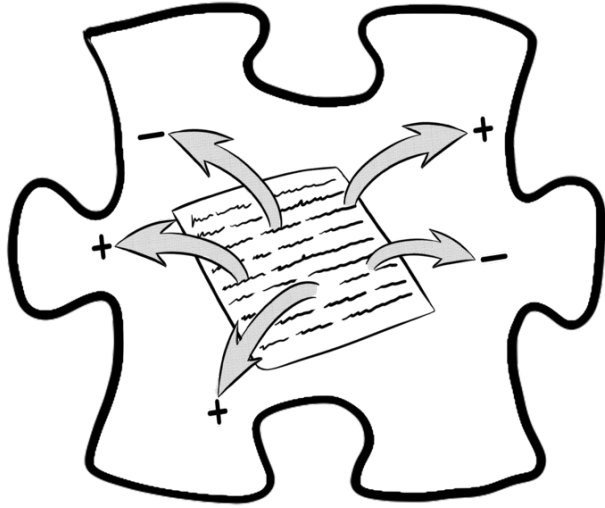
Study patterns and effective study behaviours:

- ✓ Establish a daily routine of expected learning behaviours. e.g.: come home and do the following:
 - Check homework diary and prioritise tasks.
 - List deadlines and when to complete tasks.
 - File notes and handouts / resources from the day's lessons (date notes; file in order in separate files per subject / teacher, etc).
 - Consolidate today's learning – notes made each lesson should be revisited: review the day's notes; expand notes; check understanding of vocabulary, key terms, concepts, etc.
 - Complete homework.
 - Additional Independent Study: wider reading and research; attempt exam questions; attempt past papers; read examiners' reports (these can be found on exam board websites); prepare for upcoming units of work.
- ✓ Insist on ACTIVE study: passively reading from notes / exercise / textbooks ISN'T learning – they could be: note-taking; mind-mapping; creating revision cards; storyboards; attempting timed condition responses (with no books or resources); etc.
- ✓ Model effective organisation of subject files (many students struggle with this).

Time-management:

- ✓ For every hour of lesson time, students should spend the same time on active independent study and revision for that subject – this is **in addition** to completing homework tasks.
- ✓ Split revision and independent study completed at home into bite size chunks: 1 hour per subject; avoid spending prolonged periods only focusing on one subject.
- ✓ Getting up and moving around every 20 minutes or so is recommended, even if it's just to get a drink of water.
- ✓ Insist on breaks and relaxation time – studying every minute of every day isn't effective or healthy.
- ✓ Limit the amount of time expected to assist with helping with siblings and house chores – whilst it is important that students learn to balance multiple tasks, they must also be allowed to spend adequate time on their studies – that is, after all, why they are in the Sixth Form!
- ✓ Limit the amount of time spent on part-time jobs – one day at the weekend is more than enough, any more (for example in the evenings or more than one 'shift' a week) is too much and simply won't give the student enough time to dedicate to their studies.

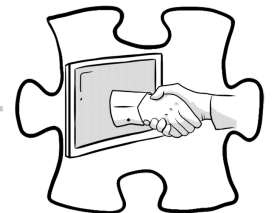
Did you know?



Remembering information is the first step for students in mastering higher level skills. For students to be able to explain, analyse, evaluate and create, they need to have a firm knowledge of the information and terms involved first.

Ebbinghaus' forgetting curve aims to show us how information can be lost from our memories over time when we don't strive to retain it. This forgetting curve suggests that we will halve our memory of new information in just days, unless we revisit learning to gradually move it into our long-term memory.

The more frequently that information is revisited and used, the more likely it is to move into longer term memories. Research shows that revisiting learning frequently is more effective than mass-revision. Unfortunately, many students report that they don't feel like it's working and they prefer larger and rarer chunks. Knowing this is useful for us, and the young people we care about, so we can talk about it and address this issue, even showing them typical forgetting curves and sharing examples of these.



What can you do?

As early as possible, encourage your child to make notes of the key information for topics they are studying. They may highlight these in a book/on a sheet, write them down onto flash cards, create a mindmap or record them in any other way that they wish. Colour-coding these can be a helpful tool in aiding revisiting as students can identify in green what they are confident with, orange what they are unsure they would remember long term, and code in red that information they didn't know until they wrote it down or don't fully understand and may need to explore further.

Encourage revisiting of topics frequently, using a home-learning schedule. Discuss with your child the need to revisit learning as they progress through units,

move onto next ones and come to the end of a term or year. Revision shouldn't be revising all the knowledge from the entire year; we should aim to revisit learning frequently to embed it into our long-term memories and then revise the higher skills using this knowledge as we go further into the course.

Encourage your child to find ways to address 'red' areas and weaknesses. This doesn't necessarily need to be seeking a teacher's help, it might be reading about it in a textbook, online or practising a particular skill. They may wish to use some of the resources PiXL have created as part of our Independence package to help them to consider areas of weakness and different ways they can address this.