

RKN/KTO

12 December 2019



Dear Parents

Year 13 Mock Examinations Timetable – w/c 20 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’, ‘coursework assessments’ and ‘non-examination assessments’. 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.

Year 13 students are given Study Leave during the Year 13 mock examinations week, so they can really concentrate their efforts on the examinations. 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. Students are only expected to attend school for their mock examinations, however, if students would like to use school facilities to study then they are more than welcome and will need to sign in and out as per our normal attendance procedure.

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.

YEAR 13 MOCK EXAMINATIONS TIMETABLE – JANUARY 2020

Room : S1 (week 2 lessons)

Mon 20 Jan	Start time: 8.40am	Tue 21 Jan	Start time: 8.40am	Wed 22 Jan	Start time: 8.40am	Thu 23 Jan	Start time: 8.40am	Fri 24 Jan	Start time: 8.40am						
Tch grp	Teacher	Subject	Mock duration	Tch grp	Teacher	Subject	Mock duration	Tch grp	Teacher	Subject	Mock duration	Tch grp	Teacher	Subject	Mock duration
13BBi1	Mrs L Fullerton	Biology	2 hours	13DAf1	Miss L Velvick	Art	Normal Lesson	13CBs1	Miss S Laidlaw	Business Studies	2 hours	13EDe1	Mrs A Helliwell	German	Paper 1: 2h30
13BDg1	Mr J Bell	Graphics BTEC	Normal Lesson	13DBi1	Mrs J Harrison	Biology	2 hours	13CCh1	Dr Z Burgess	Chemistry	2 hours	13EFm1	Mr J Alderman	Further Mathematics2	2 hours
13BFm1	Mr R Power	Further Mathematics	2 hours	13DBs1	Mr M Elsworth	Business Studies	2 hours	13CCs1	Mr R Remillard	Computer Science	2 hours 30 minutes	13EFs1	Mrs H Herberg	D&T Food	1 hour 45 mins
13BFR1	Mrs H Richardson	French	Paper 1- 2 hours 30 minutes	13DEc1	Mrs P Parkin	Economics	2 hours	13CDg1	Miss R Thomas	Graphics BTEC2	Normal Lesson	13EHi1	Mrs L Bland	History	2 hours 15
13BPc1	Mrs L Parker	Politics	2 hours	13DEd1	Mr J Bell	Eng Design	1 hour 30 minutes	13CE1	Ms H Brydon	English Literature	2 hours	13ELa1	Mr C Benoit	Law	2 hours
13BPy1	Miss H O'Connor	Psychology	2 hours	13DGg1	Mrs J Walker	Geography	2 hours 30 minutes					13EMa1	Mr R Power	Mathematics	2 hours
13BRs1	Miss T Askew	Religious Education	3 hours	13DMA1	Mr J Alderman	Mathematics	2 hours					13EPe1	SHS	Physical Education	<i>to be advised</i>
13BTh1	Miss C Duckworth	Drama and Theatre Studies	3 hours	13DSo1	Mrs K Mitchell	Sociology	2 hours					12EMr1	Mr G Wilson	Maths GCSE Paper 3	1 hour 30 minutes
	Start time: 1:15pm				Start time: 1:15pm				Start time: 1:15pm				Start time: 1:15pm		
13DMA1	Mr J Alderman	Mathematics	2 hours	12EMr1	Mr G Wilson	Maths GCSE Paper 2	1 hour 30 minutes	13BFm1	Mr R Power	Further Mathematics	2 hours	13CCs1	Mr R Remillard	Computer Science	2 hours
13DSo1	Mrs K Mitchell	Sociology	2 hours	13EMa1	Mr R Power	Mathematics	2 hours	13BFR1	Mrs H Richardson	French	Paper 2: 2 hours				
				13EDe1	Mrs A Helliwell	German	Paper 2: 2 hours								
				13EFm1	Mr J Alderman	Further Mathematics2	1 hour 30 minutes								

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 sit 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 Knapton, their Subject Teachers or the staff in the Examinations Office.



This notice has been produced on behalf of:

AQA, City & Guilds, CCEA, OCR, Pearson and WJEC

Information for candidates – coursework assessments

This document tells you about some things that you must and must not do when you are completing coursework.

When you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

The regulations state that:

“the work which you submit for assessment must be your own”;

“you must not copy from someone else or allow another candidate to copy from you”.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:

(<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 5 February 2019.

You may be required to produce a bibliography at the end of your work. This **must** list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you. However, they must not give you direct advice on what should and should not be included.

If you worked as part of a group on an assignment, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your coursework secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Don't be tempted to use pre-prepared on-line solutions — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK



This notice has been produced on behalf of:

AQA, OCR, Pearson and WJEC

Information for candidates: non-examination assessments

This document tells you about some things that you must and must not do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained and **you must independently draw your own conclusions from the data.**

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use pre-prepared on-line solutions — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Research and using references

In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

The regulations state that:

the work which you submit for assessment must be your own;

you must not copy from someone else or allow another candidate to copy from you.

When producing a piece of work, if you use the same wording as a published source you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, pg.29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2020.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Do not think you will not be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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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: <ul style="list-style-type: none"> 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. <p>Any pencil cases taken into the exam room must be see-through.</p> <p>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.</p>
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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!

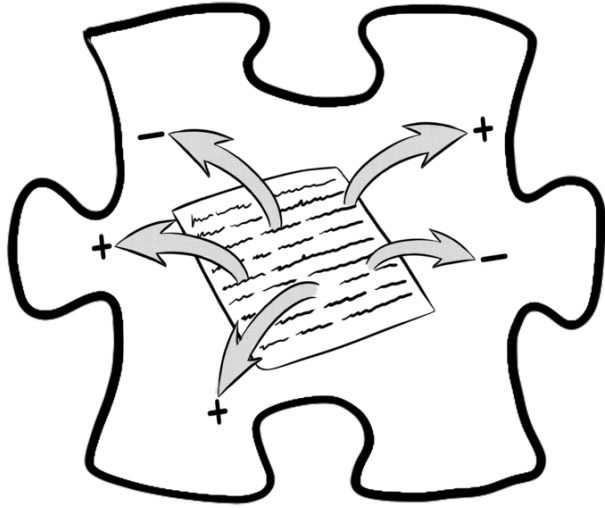
Study patterns and effective study behaviours:

- ✓ 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.

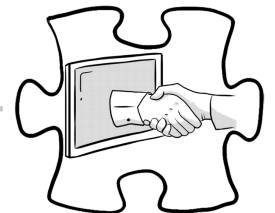
Did you know?



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.