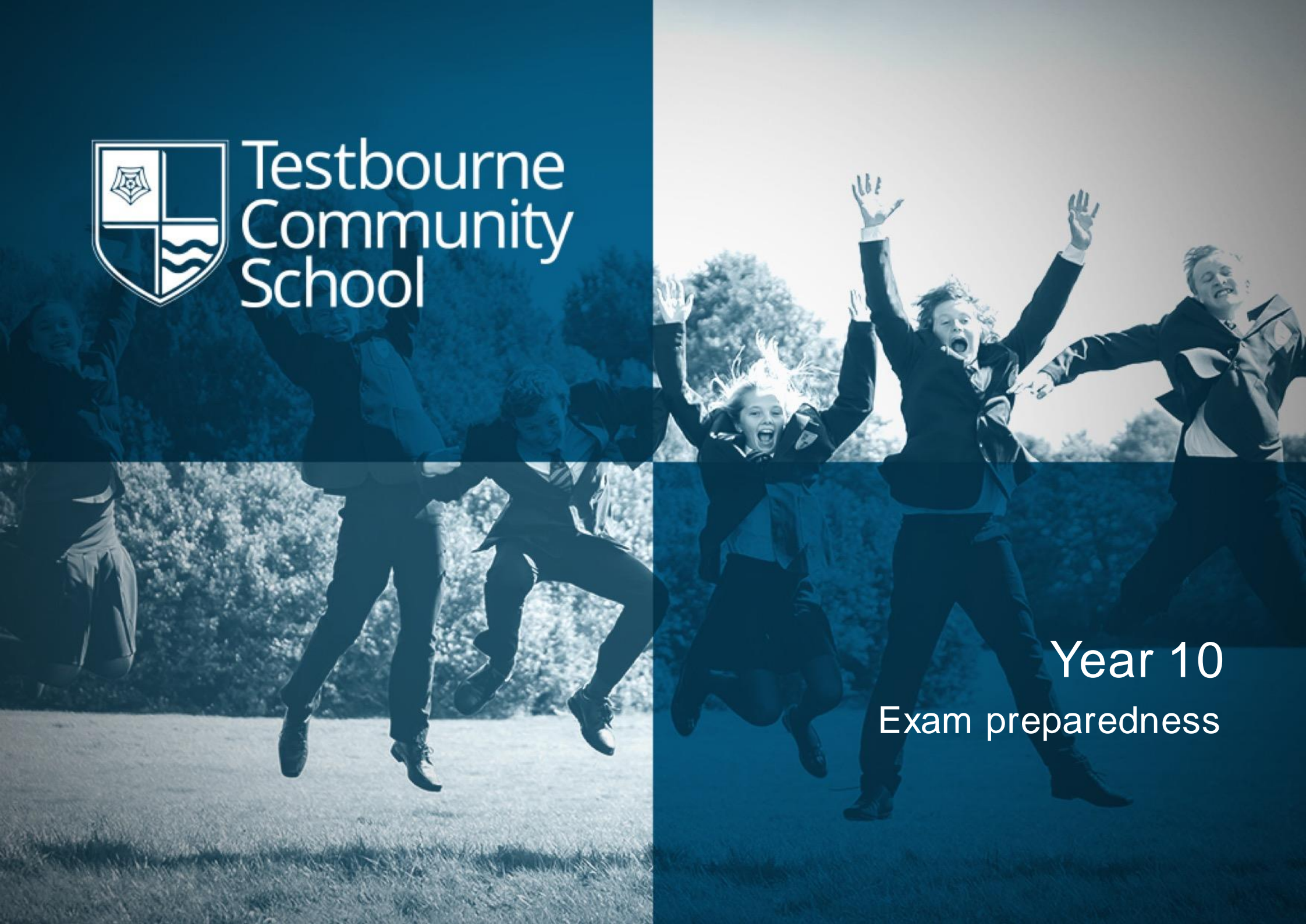




Testbourne
Community
School



Year 10
Exam preparedness



Testbourne
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School



Welcome
Mr Adam Tiley – Head of Year

This evening

- The exam preparation journey – what parents need to know about mocks, JCQ rules and GCSEs.
- SEND including Access Arrangements
- What does effective revision involve? Debunking revision myths and a focus on evidence-based techniques
- How parents and carers can support their Year 10/11 children

All slides and resources will be emailed out after this evening

Key Dates

- Wb 13th June (provis) – English Spoken Language Assessments
- Wb 19th June – Geography NEA Fieldtrips
- 26th June – 7th July – Year 10 mocks & in-class assessments
- Wb 10th July – Year 10 Work experience

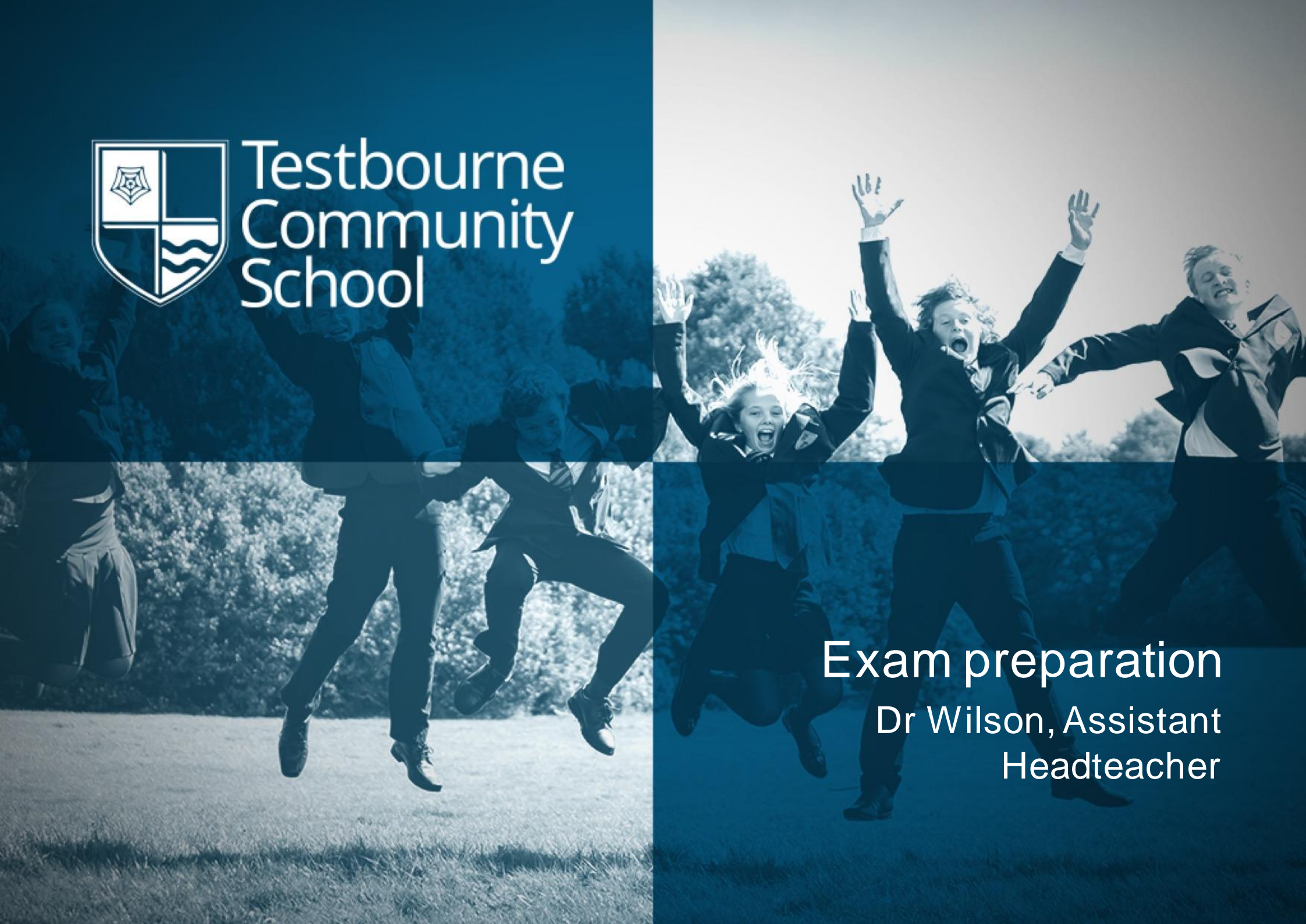
Support

- Tutors
- Teachers and Support staff
- Head of Year
- Friends
- Parents/ Guardians and family
- Attendance
- Punctuality
- Behaviour





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Exam preparation

Dr Wilson, Assistant
Headteacher

Year 10 Mock Exams

- Year 10 mocks provide an opportunity for students to experience exams as they will in Year 11.
- Preparing students for the real thing.
- Reducing stress for next year – students can visualise what's going to happen.
- Mock exams for core subjects will take place in the main exam venues (e.g. Sports Hall) with exams invigilators:
 - English
 - Maths
 - Science
- In-class assessments for option subjects

JCQ rules

- JCQ – Joint Council for Qualifications.
- Set rules for centres to follow when running exams.
- Y10 mocks will follow JCQ rules – providing an authentic experience for students.
- Preparation assembly for students – dos & don'ts...
- Students must adhere to these rules during mock examinations.



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

©JCQ 2021 – Effective from 1 September 2021

Exam Information

www.testbourne.school

In this section you will find information on all aspects of external exams.

Please have a read through the information on here in order to familiarise yourself with the rules and regulations that are set by JCQ (Joint Council for Qualifications). Testbourne also has school specific rules which again must be adhered to at all times.

If you need any exam specific information, please contact Mr Ryan-Culver, Data and Exams Manager (tel. 01256 890218 or email admin@testbourne.school). If your query is subject/curriculum related, then please contact the relevant teacher or Head of Department.

JCQ Information for Candidates Coursework Assessments 2022 23



JCQ Information for Candidates Non-Examined Assessments 2022 23



JCQ Information for Candidates Privacy Notice 2022 23



JCQ Information for Candidates Social Media



JCQ Information for Candidates Written Examinations 2022 23



JCQ Preparing to sit your exams



JCQ Unauthorised Items Poster 2022 23



JCQ Warning to Candidates 2022 23



Rehearsal of routines

- By rehearsing routines for GCSE exams now, students will be well prepared for their Year 11 mocks and final exams:
 - Lining up on the tennis courts pre-exam.
 - Pre-exam briefing.
 - Allocated seat in an exam venue.
 - Testing access arrangements for students.
 - Bringing the correct equipment.
 - Following the JCQ regulations for exams.





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A black and white photograph of several young people jumping joyfully in a grassy field. The image is overlaid with a blue gradient that is darker on the right side. The students are wearing jackets and are captured in mid-air with their arms raised and mouths open in excitement.

SEND and Access Arrangements

Mrs Gray
Assistant Head and SENDCO

Exams, revision and students with SEND

- We cannot test children for specific conditions, or diagnose disorders in school
- We can screen for some issues (e.g. dyslexia) and use our experience to suggest adaptations (e.g. coloured overlays)
- Parents worry about diagnosis, and can spend years on the CAMHS waiting list, but a diagnosis is not needed for us to support a child.

Exams, revision and students with SEND

- All students find revision and examinations stressful – but for neurodiverse students the pressure can cause additional issues
- Support in class and in tests and assessments prior to Year 11 should be to help the student find strategies to help them become more resilient and able to cope, as part of their preparation for adulthood.

Access Arrangements

- Pre-examination adjustments for candidates based on evidence of need and normal way of working.
- History of intervention and what teachers have provided shows that this is what the student needs to overcome a disability that would put the student at a substantial disadvantage.

Access Arrangements

Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.

- Formally assessed: Scribe, Extra time, Word processor with extra time
- Local arrangements: Separate room, Rest breaks; prompt; word processor without extra time.

Access Arrangements

- A diagnosis does not always mean automatic AA – in order to give students AA there must be evidence of the student's normal way of working in class – to show they have a need that is unmet
- The evidence should be collated over several years and include KS2 and KS3 assessments

Special Consideration

Post-examination adjustment to reflect injury, illness, or other acute need

Not applicable to mock exams

Read more on the JCQ website:

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

Queries

Contact

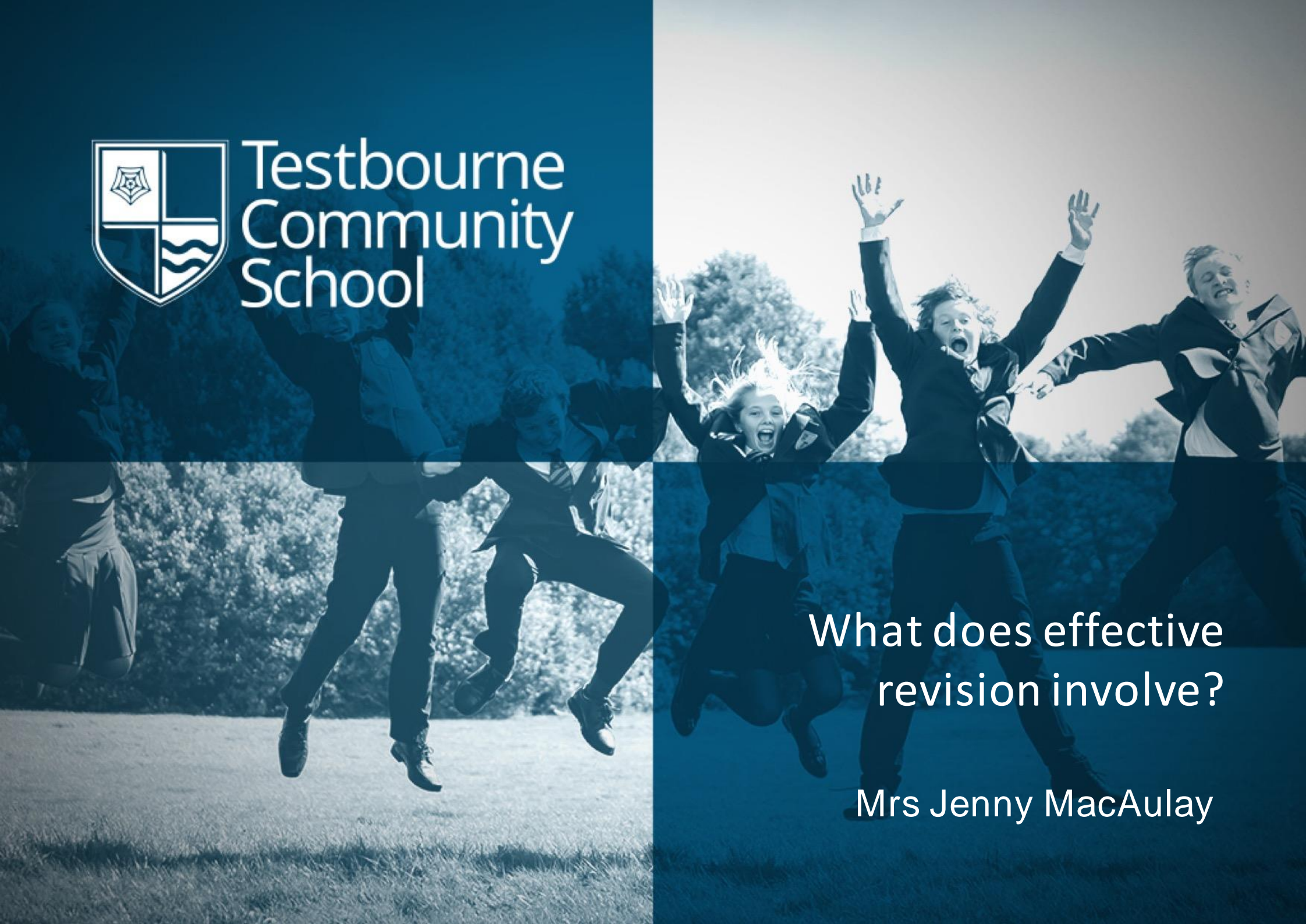
send@testbourne.school



Achievement • Excellence • Integrity



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What does effective
revision involve?

Mrs Jenny MacAulay

Revision myths

Table 4. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques

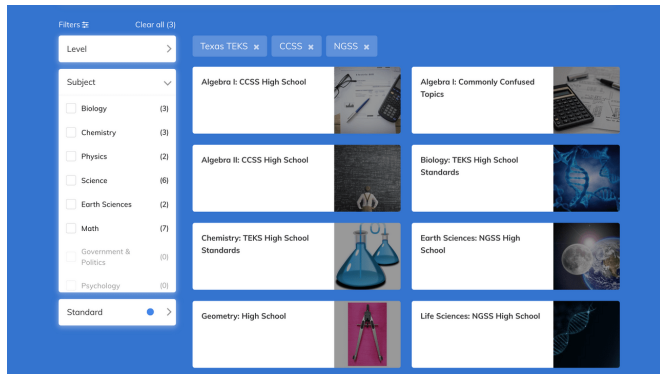
Technique	Utility	Learners	Materials	Criterion tasks
Elaborative interrogation	Moderate	P-I	P	I
Self-explanation	Moderate	P-I	P	P-I
Summarization	Low	Q	P-I	Q
Highlighting	Low	Q	Q	N
The keyword mnemonic	Low	Q	Q	Q-I
Imagery use for text learning	Low	Q	Q	Q-I
Rereading	Low	I	P	Q-I
Practice testing	High	P-I	P	P
Distributed practice	High	P-I	P	P-I
Interleaved practice	Moderate	I	Q	P-I

Improving memory

1. **Retrieval practice** – anything that forces students to come up with answers
2. **Space out learning** – Little and often is better
3. **Interleaving** – vary the type of problem and question
4. **Combine pictures and words** – reduce cognitive overload
5. **Don't listen to music**
6. Don't re-read material or highlight – these can be done on autopilot
7. **Teach** the material to someone else



What does effective revision look like?



Please write clearly in block capitals.

Centre number

Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE MATHEMATICS

H

Higher Tier Paper 2 Calculator

Paper 2 Preparation

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:
• calculator
• mathematical instruments.



Disclaimer: This paper has been created to assess topics that did not appear on paper 1. It is not a predicted paper and topics can

What does effective revision look like?

What is Urbanisation?		Sustainable Urban Living		Traffic Management					
<p>This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.</p>		<p>Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.</p>		<p>Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.</p>					
<p>Where is Urbanisation happening?</p> <p>Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.</p>		<p>Water Conservation</p> <p>This is about reducing the amount of water used.</p> <ul style="list-style-type: none"> Collecting rainwater for gardens and flushing toilets. Installing water meters and toilets that flush less water. Educating people on using less water. 	<p>Energy Conservation</p> <p>Using less fossil fuels can reduce the rate of climate change.</p> <ul style="list-style-type: none"> Promoting renewable energy sources. Making homes more energy efficient. Encouraging people to use energy. 	<p>Environmental problems</p> <ul style="list-style-type: none"> Traffic increases air pollution which releases greenhouse gases that is leading to climate change. 					
<p>Causes of Urbanisation</p> <p>Rural - urban migration (1) The movement of people from rural to urban areas.</p> <table border="1"> <tr> <th>Push</th> <th>Pull</th> </tr> <tr> <td> <ul style="list-style-type: none"> Natural disasters War and Conflict Mechanisation Drought Lack of employment </td> <td> <ul style="list-style-type: none"> More Jobs Better education & healthcare Increased quality of life. Following family members. </td> </tr> </table>		Push	Pull	<ul style="list-style-type: none"> Natural disasters War and Conflict Mechanisation Drought Lack of employment 	<ul style="list-style-type: none"> More Jobs Better education & healthcare Increased quality of life. Following family members. 	<p>Creating Green Space</p> <p>Creating green spaces in urban areas can improve places for people who want to live there.</p> <ul style="list-style-type: none"> Provide natural cooler areas for people to relax in. Encourages people to exercise. Reduces the risk of flooding from surface runoff. 	<p>Waste Recycling</p> <p>More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.</p> <ul style="list-style-type: none"> Collection of household waste. More local recycling facilities. Greater awareness of the benefits of recycling. 	<p>Economic problems</p> <ul style="list-style-type: none"> Congestion can make people late for work and business deliveries take longer. This can cause companies to lose money. 	<p>Social Problems</p> <ul style="list-style-type: none"> There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.
Push	Pull								
<ul style="list-style-type: none"> Natural disasters War and Conflict Mechanisation Drought Lack of employment 	<ul style="list-style-type: none"> More Jobs Better education & healthcare Increased quality of life. Following family members. 								
<p>Natural Increase (2) When the birth rate exceeds the death rate.</p> <table border="1"> <tr> <th>Increase in birth rate (BR)</th> <th>Lower death rate (DR)</th> </tr> <tr> <td> <ul style="list-style-type: none"> High percentage of population are child-bearing age which leads to high fertility rate. Lack of contraception or education about family planning. </td> <td> <ul style="list-style-type: none"> Higher life expectancy due to better living conditions and diet. Improved medical facilities helps lower infant mortality rate. </td> </tr> </table>		Increase in birth rate (BR)	Lower death rate (DR)	<ul style="list-style-type: none"> High percentage of population are child-bearing age which leads to high fertility rate. Lack of contraception or education about family planning. 	<ul style="list-style-type: none"> Higher life expectancy due to better living conditions and diet. Improved medical facilities helps lower infant mortality rate. 	<p>Unit 2 Urban Issues & Challenges</p>			
Increase in birth rate (BR)	Lower death rate (DR)								
<ul style="list-style-type: none"> High percentage of population are child-bearing age which leads to high fertility rate. Lack of contraception or education about family planning. 	<ul style="list-style-type: none"> Higher life expectancy due to better living conditions and diet. Improved medical facilities helps lower infant mortality rate. 								
<p>Types of Cities</p> <p>Megacity An urban area with over 10 million people living there.</p> <p>More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.</p>		<p>Sustainable Urban Living Example: BedZED</p> <table border="1"> <tr> <th>Background & Location</th> <th>Sustainable Strategies</th> </tr> <tr> <td> <p>BedZED is located in the South of England in Sutton, London. It was built in 2002 and is the world's largest sustainable community. It has 100 homes designed to provide ordinary people with a high quality of life while living within their share of the Earth's resources.</p> </td> <td> <ul style="list-style-type: none"> In a BedZED home, energy use is reduced by 81% through triple glazing, south facing windows and low-energy appliances. The roofs are covered by solar panels and plants There is an onsite recycling facility for the waste. </td> </tr> </table>		Background & Location	Sustainable Strategies	<p>BedZED is located in the South of England in Sutton, London. It was built in 2002 and is the world's largest sustainable community. It has 100 homes designed to provide ordinary people with a high quality of life while living within their share of the Earth's resources.</p>	<ul style="list-style-type: none"> In a BedZED home, energy use is reduced by 81% through triple glazing, south facing windows and low-energy appliances. The roofs are covered by solar panels and plants There is an onsite recycling facility for the waste. 	<p>Traffic Management Example: London</p> <p>London offers hire bikes to try to reduce the traffic congestion. The bikes can be used to get from place to place.</p>	
Background & Location	Sustainable Strategies								
<p>BedZED is located in the South of England in Sutton, London. It was built in 2002 and is the world's largest sustainable community. It has 100 homes designed to provide ordinary people with a high quality of life while living within their share of the Earth's resources.</p>	<ul style="list-style-type: none"> In a BedZED home, energy use is reduced by 81% through triple glazing, south facing windows and low-energy appliances. The roofs are covered by solar panels and plants There is an onsite recycling facility for the waste. 								
<p>Integrated Transport System</p> <p>This is the linking of different forms of public and private transport within a city and the surrounding area.</p>		<p>Greenbelt Area</p> <p>This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.</p>		<p>Brownfield Site</p> <p>Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.</p>					
<p>Urban Regeneration</p> <p>The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.</p>									



Q: What % of Tacloban was destroyed by Typhoon Haiyan?

A: 90%

What does effective revision look like?

Student Portal - Home (sharepoint.com)

GCSEPod

The screenshot shows a SharePoint page titled "Student Information Page" with a blue header. Below the header, there are several sections:

- Microsoft 365:** Three tiles for Microsoft Teams, Outlook, and OneDrive.
- Student Resources:** A grid of tiles for Subjects, Extra Curricular, Careers, and Library Resources.
- Mental Wellbeing:** Tiles for "MIND kind" (Mental Wellbeing at Testbourne), Student Council - Eco Action, Student Guides, and Y11 Countdown to Exams.
- Assembly:** A tile for Assembly.
- Web Links:** A vertical list of blue buttons for GCSE Pod, GL CATS & NGRT Assessments, Kanoodle, MyMaths, STAR Reading & Accelerated Reader, TestCentre - Rising Stars Assessment, and Usblog.
- Library Links:** A vertical list of blue buttons for Olibo Library System, eChalk, eBook Platform, This Day, and Tutor Notices (Message of the Day).
- Report Bullying / Stay Safe:** A vertical list of blue buttons for MPPCC Net Assess, Report Bullying, and Stay Safe.

The screenshot shows the GCSEPod website interface. At the top, there is a navigation bar with folders for Art, Creativity, English, General Learning, Geography, History, and ICT. Below this is a search bar and a "Welcome back Mrs MacAulay" message with a "Logout" button. The main content area is titled "Teach" and includes sections for "TEACHING TIPS" and "STUDENT LEARNING ACTIVITIES". Below these is a "Browse Pods" section featuring a grid of 15 colorful icons representing different subjects: British Values, Creative iMedia, Maths, Statistics, Achieve Maths, Physics, Combined Sciences, Co-ordinated Sciences, Geography, History, Spanish, Welsh Second Language, Business, Physical Education, and Health and Fitness.

Resources

'How do I revise....?'

Revision lists – Teams & Sharepoint

Sharepoint



GCSE Pod

Subject	Which methods are best to learn the content?	Which methods are best to improve exam technique?	What resources do I need?	Where do I find these resources?
English Lang	There are a variety of stories and genres you can familiarise yourself with. What is gothic? What are the qualities of a good story? Practise writing a story. Dystopian stories are a good way to get into writing a dramatic piece with an effective cliff-hanger. Practise an introduction or a cliff-hanger.	Past paper, exam questions, practical rehearsal of exam content	There are a variety of pictures as a stimulus to help you prepare.	These resources are bespoke and you will need to see your class teacher for individual help. Resources will also be shared with you on TEAMS.
English Lit	You have a wide range of in-depth notes on A Christmas Carol in your exercise book. Please revisit your book with the spider diagrams on characters and themes of the novel. Annotating and looking at exemplar questions will help you in your preparation. Be knowledgeable about the text and the ways in which Scrooge is presented. There are film versions and audio books which can support you.	Past paper, exam questions, practical rehearsal of exam content. Film is good to refresh memory of plot.	A copy of A Christmas Carol. This is also available free here A Christmas Carol (biblio.org)	There are also available study guides such as CGP and the Hodder guide here Study and Revise for GCSE: A Christmas Carol (Study & Revise for GCSE: Amazon.co.uk; Bennett, Sue; 9781471853524: Books for pupils aspiring to achieve at the highest
Maths	Use any revision booklets given out in class and revision lists, completing questions and checking answers. Have your own revision list and tick off what you are confident about and what you need to revise. Complete practice questions and check answers, using mark schemes. Use revision guides to ensure that you know the key facts and processes. Specific topic revision can be done by going to suitable websites locating the topic and watching lesson videos, completing practice questions and self-marking using	Complete practice questions using either revision guides/booklets and past papers/practice papers and look at model worked	CGP R Guide workbooks	Dear Year 10, You will have a year 10 Geography assessment during the weeks of 26th June – 7th July (your teacher will confirm when this will take place). There is lots of revision material in the following folder - click here Revision for you summer assessment You will find the following (click on the links below): Revision checklist GCSE pod links BBC bitesize links Case study booklet Question and answers to test yourself 2018 and 2019 past papers Knowledge organisers Please do ask your class teacher if you are stuck with anything! Good luck,

- Expand single brackets in algebra E.g. $x(x+8)$, $2x(3x-2)$
- Understand numbers written in standard form and as powers of ten and be able to convert them to ordinary numbers and ordinary numbers to standard form. E.g. The number in standard form 6.15×10^2 is equal to 6150. 175.03×10^6 is not in standard but it is equal to 175030000
- Be able to write one number as a fraction of another, including decimals and decimals less than one and convert them to ordinary whole number fractions.
- Calculate simple probability problems involving fractions, decimals or percentage on the results.
- Solve worded speed, distance, time problems $S = D \div T$ and understand averages
- Know whether a calculation will give an even or odd result
- Solve proportion and ratio problems involving percentages
- Solve problems related to repeating decimals
- Understand cumulative frequency
- Know what percentages of the population are represented by the interquartile range
- Complete Venn diagrams given information
- Solve problems involving expanding and simplifying algebraic expressions
- Know circle theorems and solve problems involving them
- Solve linear equations involving fractions

Computer Science Mock Revision List

Year 10 June 2022 [OCR GCSE \(9-1\) Computer Science Specification - J272](#)

Component 1 – Computer Systems	70 marks - 1hr 15mins
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Essential equipment:

- Black Pens

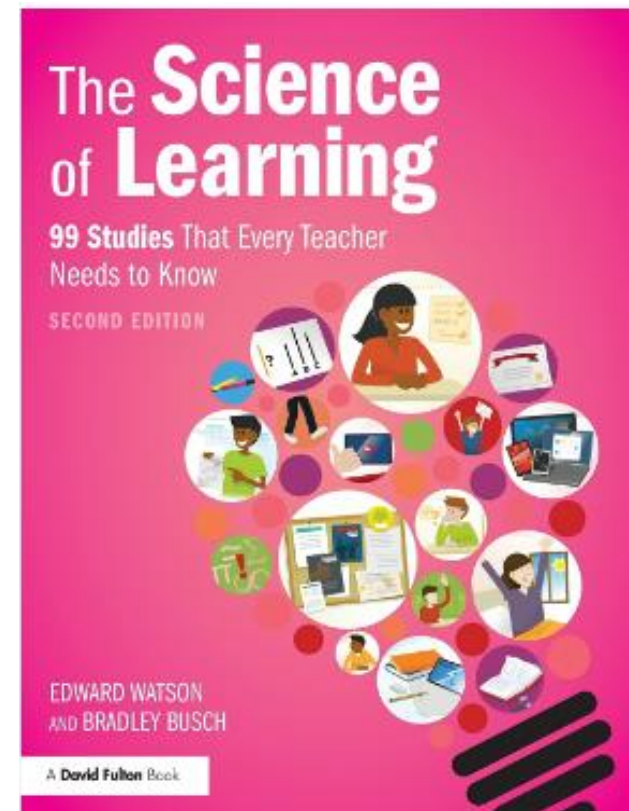
Unit 1.1 Systems Architecture	Architecture of the CPU CPU Performance Embedded systems
Unit 1.2 Memory and Storage	Primary Storage Secondary Storage Units of memory Data Storage <ul style="list-style-type: none"> Numbers Characters Images Sound Compression
Unit 1.3 Computer Networks, connections and protocols	Networks and topologies Wired and wireless networks, protocols and layers
Unit 1.4 Network security	Threats to computer systems and networks Identifying and preventing vulnerabilities
Unit 1.5 Systems Software	Operating systems Utility Software
Unit 1.6 Ethical, legal, cultural and environmental impacts of digital technology	Impacts of digital technology on wider society including <ul style="list-style-type: none"> Ethical issues Legal issues Cultural issues Environmental issues Privacy issues Legislation relevant to Computer Science Data Protection Act 2018, Computer Misuse Act 1990 Copyright Designs and Patent Act 1988 Software Licences (i.e. open source and proprietary)
Algorithms	Computational thinking Designing, creating and refining algorithms

Revision Resources:

SharePoint, GCSE Bitesize, Craig and Dave (You Tube), Knowledge organisers, [@imgcomputer-science](#) (You Tube)

Tips for parents

1. Have high academic expectations
2. Respond well to failure and mistakes – they are learning moments
3. Have a clear structure and rules about how your child divides between homework and leisure time – explain the rationale behind the rules
4. Know how much they sleep
5. Breakfast is really important
6. Manage screen time
7. Not all stress is bad





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Thank you
Resources will be sent
electronically tomorrow

admin@testbourne.school