



Testbourne
Community
School

Year 10

Exam preparedness

All resources, including tonight's presentation,
will be emailed out tomorrow



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School



Welcome
Mr Keith Alderman— 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

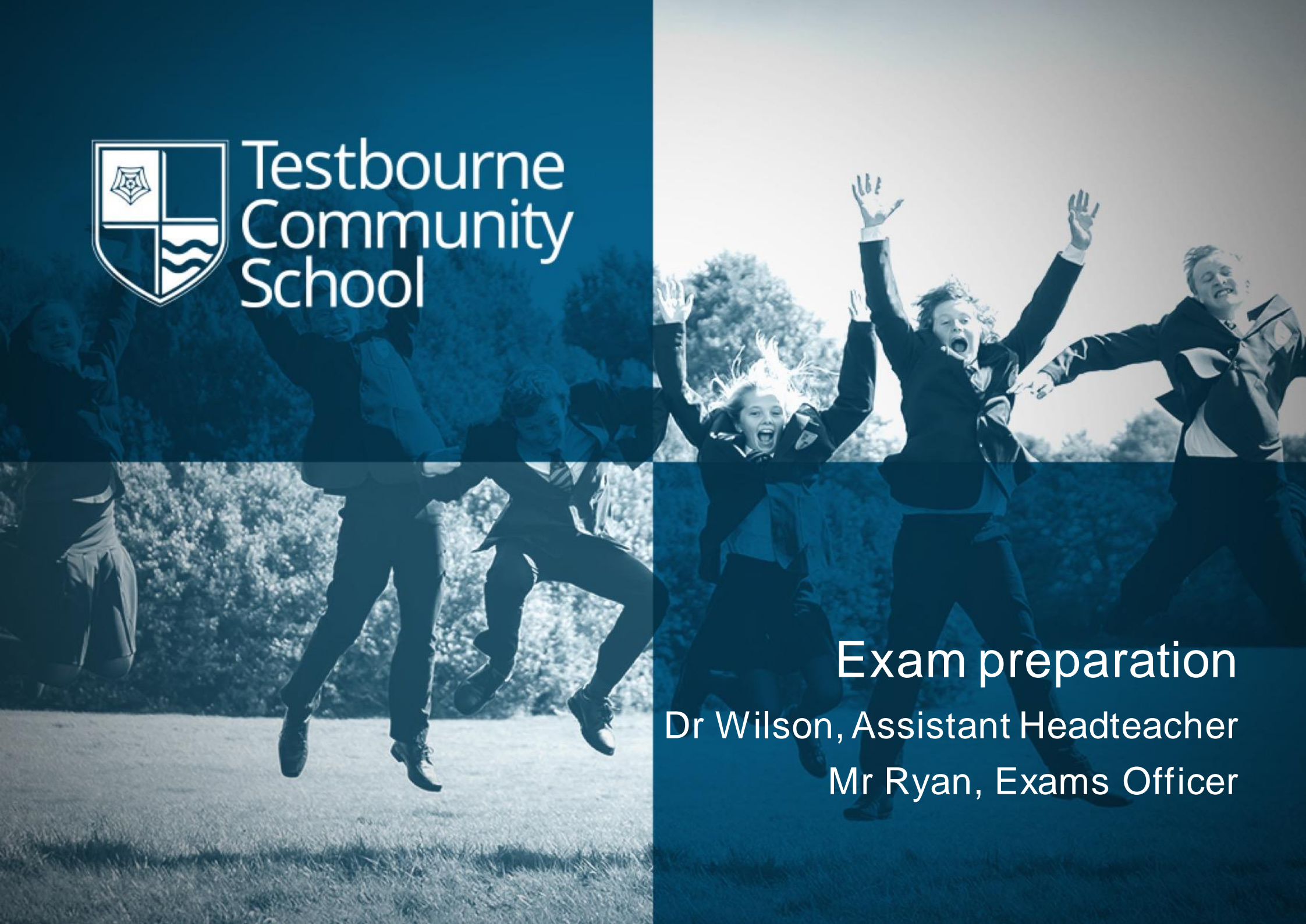
- 13th -19th June – Geography NEA Fieldtrips
- 24th June PSC taster day
- 25th June– Year 10 mocks
- From 25th June– English Spoken Language Assessments
- 4th July Andover College Day
- 11th July BCOT visit
- Wb 18th July – Careers week

Support

- Tutors
 - Teachers and Support staff
 - Head of Year
 - Friends
 - Parents/ Guardians and family
 - Attendance
 - Punctuality
 - Behaviour
- Preparation
 - Facing up to challenges



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Exam preparation

Dr Wilson, Assistant Headteacher

Mr Ryan, Exams Officer

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

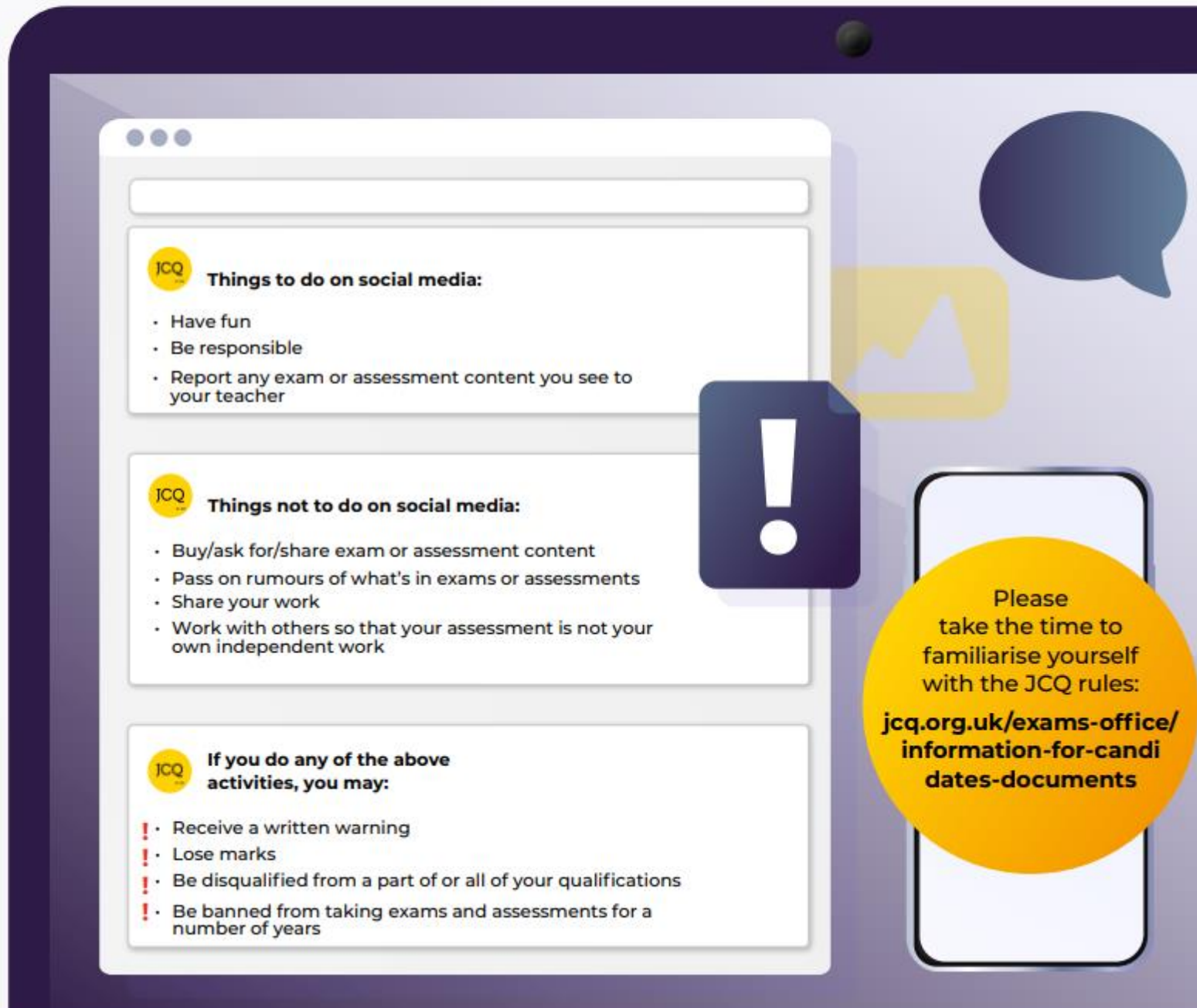
1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt 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

While we like to share our experiences online, when it comes to exams and other assessments, we have to be careful.


- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers




Things to do on social media:

- Have fun
- Be responsible
- Report any exam or assessment content you see to your teacher



Things not to do on social media:

- Buy/ask for/share exam or assessment content
- Pass on rumours of what's in exams or assessments
- Share your work
- Work with others so that your assessment is not your own independent work



If you do any of the above activities, you may:

- ! • Receive a written warning
- ! • Lose marks
- ! • Be disqualified from a part of or all of your qualifications
- ! • Be banned from taking exams and assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:

[jqc.org.uk/exams-office/information-for-candidates-documents](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)

Coursework & NEA

- There are clear rules for students with coursework or non-examination assessment (NEA).
- Teachers will remind all students about the rules relating to NEA work in their subjects.
- Students will sign a declaration confirming work is their own.

What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI?

- 1 **Know the rules**
 - You're **not allowed** to use AI tools when you're in an exam
 - Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
 - Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
- 2 **Reference reference reference!**
 - If you're allowed to use AI tools, you must reference them clearly
 - Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got
- 3 **Declare it's all your own work** – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

REMEMBER
Misusing AI is cheating!
Know the rules
Talk to your teachers
Reference clearly

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!

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.



Exam start times – advance notice for Year 11

- Please be aware that the official start time for exams is:
 - 9:00am for morning exams
 - 1:30pm for afternoon exams
- Be prepared to make arrangements for your child to get home if they have an afternoon exam which finishes later than the school buses depart school (3:25pm).
- Year 10 mock exams are not affected – all mock exams will finish before the usual end of the school day (3:10pm).



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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 their arms are raised in the air, conveying a sense of happiness and freedom.

SEND and Access Arrangements

Mrs Gray
Assistant Head and SENDCO

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)

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 - 1

- 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 - 2

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 area, Rest breaks; prompt; word processor without extra time.

Access Arrangements - 3

- 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
- If you have diagnoses or reports make sure they are sent to SEND
- However our evidence is collated over several years and includes KS2 and KS3 assessments

Access Arrangements - 4

- Extra time – the most requested and most difficult to assess – very high threshold
- Rest breaks must be considered first and are often more appropriate
- Separate areas of the Sports Hall
- Scribes or readers are usually using technology

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 us:

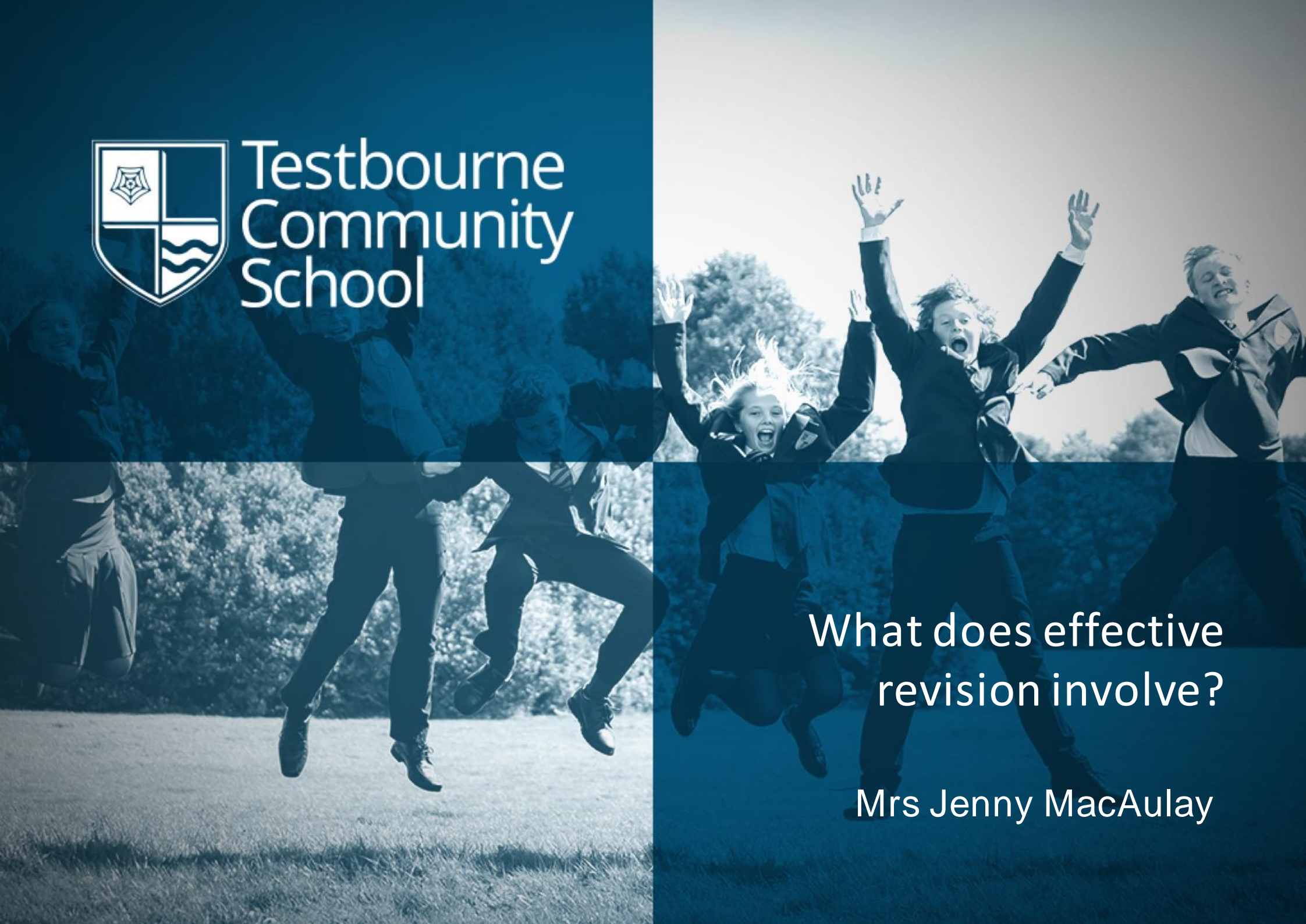
send@testbourne.school



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

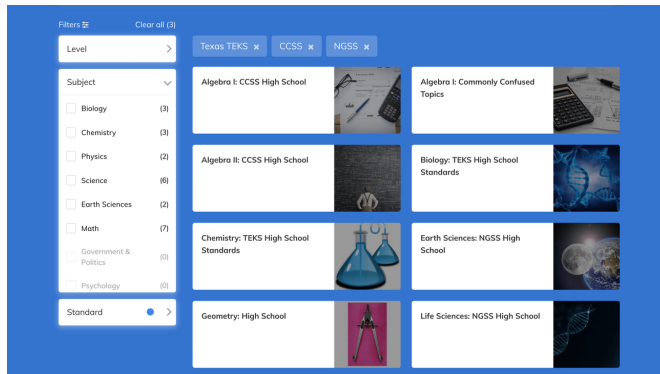
Technique	Utility	Learners	Materials	Criterion tasks
Elaborative interrogation	Moderate	P-I	P	I
Self-explanation	Moderate	P-I	P	P-I
Summarization	Low	Q	P-I	Q
Highlighting	Low	Q	Q	N
The keyword mnemonic	Low	Q	Q	Q-I
Imagery use for text learning	Low	Q	Q	Q-I
Rereading	Low	I	P	Q-I
Practice testing	High	P-I	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)								
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<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								
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<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 'Student Information Page' with a blue header. Below the header, there are sections for Microsoft 365 (Teams, Outlook, OneDrive), Student Resources (Subjects, Extra-Curricular, Careers, Library Resources), and various other resources like MIND, Student Council, and Student Guides. A right-hand sidebar contains 'Web Links' (GCSE Pod, GCSE & NERT Assessments, Knowledge, MyMaths, STAR Reading, etc.) and 'Library Links' (Olive Library System, eChalk, eBook Platform, etc.).

The screenshot shows the GCSEPod website interface. At the top, there's a navigation bar with folders for Art, Creativity, English, General Learning, Geography, History, and ICT. Below this is a search bar and a 'Teach' section with links for 'TEACHING TIPS' and 'STUDENT LEARNING ACTIVITIES'. The main content area is titled 'Browse Pods' and features 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 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 exact or rounded answer
- 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
- Convert any recurring decimal to a fraction
- 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

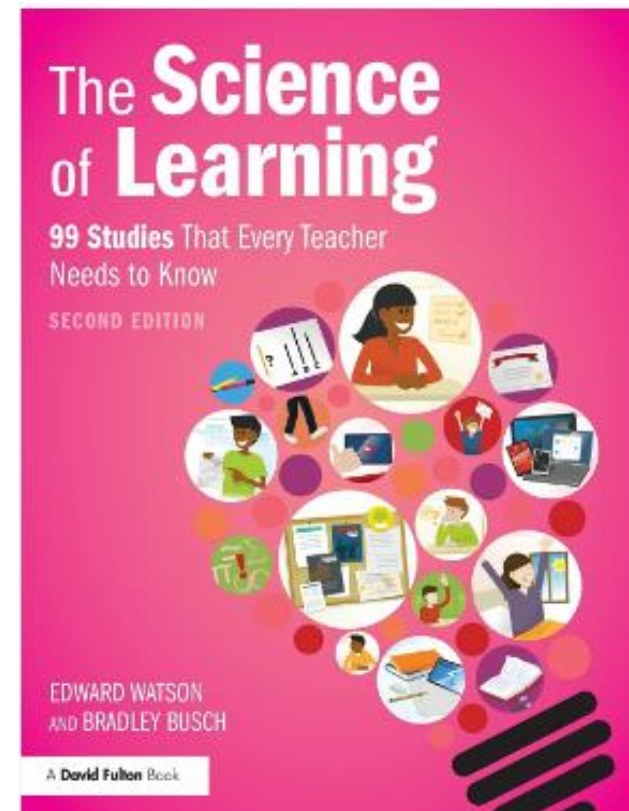
Unit 1.1 Systems Architecture	Architecture of the CPU CPU Performance Embedded systems
Unit 1.2 Memory and Storage	Primary Storage Secondary Storage Units of memory Data Storage <ul style="list-style-type: none"> Numbers Characters Images Sound Compression
Unit 1.3 Computer Networks, connections and 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, @imgcomputerscience (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