



**TOWNLEY**  
EST 1937  
GRAMMAR SCHOOL



# INTERNAL EXAMINATION SUPPORT GUIDE

**April 2025**

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March 2025

Dear Parent/Carer,

**Re: Year 10 GCSE Internal Examinations**

Year 10 GCSE internal examinations will take place from Wednesday, April 23<sup>rd</sup> to Thursday, May 1<sup>st</sup>, inclusive. Following these examinations, Year 10 students will resume their regular timetable from period 3 onwards on May 1<sup>st</sup> (11:10 am). Students with an 8:35 am examination are required to arrive at school by 8:20 am.

This letter, along with the enclosed booklet, provides essential information regarding the logistics and details of the examination series. To further support students, an information assembly will be held, during which they will receive a personalized examination pack containing their individual timetable. Students are expected to carefully review this timetable.

It is crucial that students familiarize themselves with the JCQ rules and regulations, which are accessible on the Townley Grammar School website under the "Exams" section: <https://www.townleygrammar.org.uk/teaching-learning/examinations/>.

During the examination period, Year 10 students will be on an altered timetable.

- Students with an 8:35 am examination should report to the Quad for registration no later than 8:20 am.
- Students with an 11:00 am examination should line up in the Quad by 10:45 am for registration.
- For afternoon examinations, registration will take place in the Quad by 1:35 pm.

Students with no further examinations on a given day will be permitted to leave school early for revision. Alternatively, a study room will be available for students who wish to remain in school. Details of the study room will be posted daily outside the Learning Managers KS3/KS4 office and the Pastoral Hub.

Students must arrive prepared for each examination with necessary stationery, such as pens and pencils, in a clear plastic pencil case. Mobile phones and all other web-enabled devices, including smartwatches, are strictly prohibited in the examination room and should be left at home or in lockers. Students will have access to their lockers throughout the examination period.

These internal examinations will adhere to the same rules as external examinations, which will be thoroughly explained during the examination assembly.

Chromebooks and laptops may be used for revision purposes only; however, mobile phones are not permitted as revision devices, maintaining the school's "on site, out of sight" policy.

These internal examinations are vital for students, providing a clear understanding of the examination process and the necessary effort to achieve their predicted GCSE grades.

Students should actively utilize Google Classroom as a revision tool, as teachers consistently upload lessons and resources. We have already initiated exam preparation through CWB sessions, targeted interventions during tutor times, and EDGE sessions. Therefore, students must approach these examinations with seriousness and diligent revision.

To facilitate effective revision, students should create a structured revision timetable. The "Adapt – Revision Timetable" app and the website <https://getrevising.co.uk/planner> are helpful tools for building personalized timetables.

The enclosed booklet includes examination guidance, frequently asked questions, information about EDGE learning support and techniques, anxiety coping strategies, and the topic list for the internal examinations.

I extend my best wishes to all students for their forthcoming examinations.

Sincerely,

Miss E. Magee Learning Manager Year 10



Miss E Magee  
Learning Manager Year 10



Start Time	Monday 28th April	Tuesday 29th April	Wednesday 30th April	Thursday 1st May	Friday 25th April
09:00	Chemistry 1hr 45 (224)	DT 2hrs (58) Drama 1hr (33) Latin 1hr 30 (12)	Physics 1hr 45 (224)	8:45am Music 1hr 30 (24) Geography 1hr 15 (118) PE 1hr 15 (42)	Engineering 2hr (40) Classical Civilisation 1hr 30 (37)
13:30			English Language 1hr 45 (224)	French (74) German (55) Spanish (101) 1hr 20	Religious Studies 1hr 20 (224)
13:30	Computer Science 1hr 30 (91) History 55mins (44) Dance 1hr (17)	Maths Cal 1hr 30 (224)	English Literature 1hr (224)		



<b>Year 10 Internal Examinations Topic List</b>		
<b>Subject</b>	<b>Topics</b>	<b>Duration</b>
<b>Biology</b> (AQA 8461)	<p>Topic 1 - Cell biology            Topic 2 - Organisation            Topic 3 - Infection &amp; Response            Topic 4 - Bioenergetics            Topic 5 - Homeostasis &amp; Response - up to (not including) Kidney</p> <p>Year 10 Hub will have a more detailed list with specification references</p>	<p>One paper</p> <p>1 hour 45</p>
<b>Chemistry</b> (AQA 8462)	<p><b>PAPER 1 Topics</b>            Atomic Structure and the Periodic Table (Topic 1)            Bonding, Structure and the Properties of Matter (Topic 2)            Quantitative Chemistry (Topic 3)            Chemical Changes (Topic 4)            Energy Changes (Topic 5)</p>	<p>One paper            only for  <b>1 hour 45            minutes</b></p>
<b>Classical Civilisation</b> (OCR)	<p>Topic 1 - Legendary Women            Topics 2-3 - Young Women &amp; Women in the Home            Topic 4 - Improper Women            Topic 5 - Women and Religion</p> <p>This is a full Women paper - remember the front of your workbook has detailed info about the structure of the paper and different question types, and the Google Drive in has plenty of past papers and resources to help with your revision.</p>	<p>One paper</p> <p>90 minutes</p>
<b>Computer Science</b> (OCR)	<p><b>Unit 1</b>            o Architecture of the CPU            o CPU performance            o Embedded systems            o Primary storage (memory)            o Secondary storage            o Units            o Binary and hexadecimal            o Data storage            o Characters            o Images            o Sound            o Compression</p> <p><b>Unit 2</b>            o Programming fundamentals                - Variables, operators, inputs, outputs and assignments                - Sequence                - Selection                - Iteration (count- and condition-controlled loops)                - The common arithmetic operators                - The common Boolean operators</p> <p>o Boolean logic</p>	<p>One paper</p> <p>90 minutes</p>



<p><b>Dance</b> (AQA)</p>	<p><b>Section A</b> AO3 relates to the knowledge and understanding of <a href="#">choreographic processes</a> and <a href="#">performing skills</a> (Technical, Expressive, Physical and Mental Skills as well as dance safety) . Questions will relate to a given stimulus for students to write a response. No section B</p> <p><b>Section C</b> AO4 relates to the <a href="#">critical appreciation of professional works</a> and students will answer questions relating to the GCSE Dance Anthology. Students must be able to critically analyse, evaluate and identify similarities and differences and explain and justify their own opinions with reasoning. Questions will be based on: A Linha Curva performed by Rambert Within Her Eyes performed by James Cousins Company Emancipation of Expressionism by Boy Blue Entertainment</p> <p>This will be alongside a practical mock consisting of a solo choreography making up 60% of overall mock grade.</p>	<p>One paper 1 hour</p>		
<p><b>Design Technology</b> (AQA)</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Unit 1: • Sustainability</p> <p>Unit 2: • Energy Generation • Mechanical Devices • Systems approach to designing • Composite Materials</p> <p>Unit 3: • Material properties (Physical and Working Properties, what are they?) • Textiles • Paper and boards • Metals • Timbers • Polymers</p> <p>Unit 4: • Ecological and Social Footprint</p> <p>Unit 5B: TIMBER • Properties • Uses • Characteristics • Stock Forms • Quality Control</p> <p>Unit 5D: POLYMER • Properties • Uses • Characteristics • Stock Forms • Quality Control</p> </td> <td style="vertical-align: top; width: 50%;"> <p>Unit 6 • Investigation, primary and secondary data • Drawing techniques • Design Strategies • The work of others</p> <p>Unit 7: • Surface treatments and Finishes • Material Management • Specialist tools and equipment • Tolerances</p> <p>Maths Skills: • Calculating volume • Calculating area • Percentage • Calculating time</p> </td> </tr> </table>	<p>Unit 1: • Sustainability</p> <p>Unit 2: • Energy Generation • Mechanical Devices • Systems approach to designing • Composite Materials</p> <p>Unit 3: • Material properties (Physical and Working Properties, what are they?) • Textiles • Paper and boards • Metals • Timbers • Polymers</p> <p>Unit 4: • Ecological and Social Footprint</p> <p>Unit 5B: TIMBER • Properties • Uses • Characteristics • Stock Forms • Quality Control</p> <p>Unit 5D: POLYMER • Properties • Uses • Characteristics • Stock Forms • Quality Control</p>	<p>Unit 6 • Investigation, primary and secondary data • Drawing techniques • Design Strategies • The work of others</p> <p>Unit 7: • Surface treatments and Finishes • Material Management • Specialist tools and equipment • Tolerances</p> <p>Maths Skills: • Calculating volume • Calculating area • Percentage • Calculating time</p>	<p>2hours</p>
<p>Unit 1: • Sustainability</p> <p>Unit 2: • Energy Generation • Mechanical Devices • Systems approach to designing • Composite Materials</p> <p>Unit 3: • Material properties (Physical and Working Properties, what are they?) • Textiles • Paper and boards • Metals • Timbers • Polymers</p> <p>Unit 4: • Ecological and Social Footprint</p> <p>Unit 5B: TIMBER • Properties • Uses • Characteristics • Stock Forms • Quality Control</p> <p>Unit 5D: POLYMER • Properties • Uses • Characteristics • Stock Forms • Quality Control</p>	<p>Unit 6 • Investigation, primary and secondary data • Drawing techniques • Design Strategies • The work of others</p> <p>Unit 7: • Surface treatments and Finishes • Material Management • Specialist tools and equipment • Tolerances</p> <p>Maths Skills: • Calculating volume • Calculating area • Percentage • Calculating time</p>			
<p><b>Drama</b> (AQA)</p>	<p>Theatre terminology and knowledge (4 marks)</p> <p>“The Great Wave” (JUST part one) - costume design/one line delivery in performance/interaction and use of space/character interpretation (4, 8 and 12 marks)</p>			



<p><b>Engineering (AQA)</b></p>	<ul style="list-style-type: none"> <li>• Including thermoplastics</li> <li>• Thermosetting plastics, ferrous and non ferrous metals</li> <li>• MDF and OSB material.</li> <li>• High and low carbon steel</li> <li>• Energy production methods: wind • solar • tidal • nuclear • fossil fuels • biomass.</li> <li>• Fused deposition.</li> <li>• Sintering (for metals).</li> <li>• Rapid prototyping (for polymers).</li> <li>• Joining and assembly, Including hard and soft soldering, sand casting</li> <li>• Normalising. • Annealing. • Hardening. • Quenching.</li> <li>• Galvanising (surface finishes)</li> <li>• Pulleys, mechanical advantage</li> <li>• Systems block diagram, input, process and output</li> <li>• Production flow chart</li> <li>• Pneumatics and hydraulics</li> <li>• Students should know how simple imposed, dynamic (live)</li> <li>• Static (dead) loads are applied and transmitted,</li> <li>• Buckling</li> <li>• Monocoque structure, torsion, space frame</li> <li>• Including Youngs Modulus,</li> <li>• Destructive and non-destructive testing</li> <li>• Microcontroller</li> <li>• Students will be expected to demonstrate an understanding of their impact on: • production • society • the environment.</li> </ul> <p>Maths Skills: You need to be able to apply these formulae in the exam. THEY WILL NOT BE GIVEN TO YOU.</p> <ul style="list-style-type: none"> <li>• Areas of Circle. <math>A = \pi \times (R \times R)</math></li> <li>• Triangle <math>A = 1/2(B \times H)</math></li> <li>• rectangle. <math>A = L \times W</math></li> <li>• Volume cuboid <math>V = L \times W \times H</math></li> <li>• Cylinder <math>V = A \times L</math></li> <li>• Density = Mass x volume</li> <li>• Stress = Force / Cross sectional area</li> <li>• Strain = Change in length x length</li> <li>• Youngs Modulus = Stress/Strain</li> <li>• Pressure = Force / Area</li> <li>• Factor of safety = Yield</li> <li>• Ohms Law Current = Voltage / resistance</li> <li>• Resistance of resistors in Series Add up value of all resistors</li> <li>• Parallel. Total resistance = sum (1/ each resistor in parallel)</li> <li>• Gear Ratio = number of teeth on driven gear / number of teeth on driver gear</li> <li>• Velocity Ratio = size of output / size of input wheel</li> <li>• Mechanical Advantage = load / effort.</li> </ul>	
<p><b>English Language (AQA)</b></p>	<p><b>Full Paper 1: Explorations in Creative Reading and Writing</b></p> <p>80 mark paper that includes reading, Section A, and writing, Section B, 40 marks a piece.</p> <p>One fictional extract forms the basis of Section A, and students produce a creative response based on a prompt in a similar style to this.</p>	
<p><b>English Literature (Edexcel)</b></p>	<p><b>Post - 1914 Literature (The Empress)</b></p> <p>Students should consider and plan for each of the five questions, shared below. In the exam, students answer one 40 mark question from a choice of two.</p> <ul style="list-style-type: none"> <li>• How is education important in The Empress?</li> <li>• Explain how Hari Sharmi is significant in the play.</li> <li>• How is ambition important in The Empress?</li> <li>• In what ways is abandonment presented in the play?</li> </ul>	



	<ul style="list-style-type: none"> <li>Explore the importance of the palace in the play.</li> </ul> <p>Responses are assessed on: AO1 - 16 marks AO3 - 16 marks AO4 - 8 marks</p>	
<p><b>French</b> (Edexcel)</p>	<ul style="list-style-type: none"> <li><b>Module 1: Tu as du temps à perdre?</b> (online activities, staying active, what you watch, making plans to go out, what you did last weekend)</li> <li><b>Module 2: Mon clan, ma tribu:</b> (your identity, weekend routine, friends and friendships, describing people, positive role models, celebrations)</li> <li><b>Module 3: Ma vie scolaire</b> (school subjects, school life, school rules, making progress in school, what school used to be like, learning languages).</li> <li><b>Module 4: En pleine forme</b> (opinions about dishes, meals and mealtimes, good mental health, illness and accidents, what you will do to improve your life, lifestyle changes)</li> </ul>	
<p><b>Geography</b> (Edexcel)</p>	<p><b>3 Topics</b></p> <p><b><u>Q1: Hazardous Earth</u></b></p> <p>Climatic Hazards</p> <ul style="list-style-type: none"> <li>Global Atmospheric Circulation model</li> <li>What is Climate Change?</li> <li>Human and Physical causes of Climate Change.</li> <li>Evidence of Climate Change.</li> <li>Tropical Storms, Different types of storms.</li> <li>How storms form.</li> <li>Impacts of tropical storms</li> <li>Preparation for tropical storms</li> </ul> <p>Tectonic Hazards</p> <ul style="list-style-type: none"> <li>Different types of Plate Boundaries</li> <li>Different types of Volcanoes</li> <li>Impacts of tectonic Hazards</li> <li>Preparation for tectonic Hazards</li> </ul> <p><b>CASE STUDIES</b></p> <ul style="list-style-type: none"> <li>Tropical Storms: Haiyan (Developing country) and Katrina (Developed country)</li> <li>Earthquakes: Japan (Developed Country) and Haiti (Developing Country)</li> </ul> <p><b><u>Q2. Development Dynamics.</u></b></p> <ul style="list-style-type: none"> <li>Measures of Development. (Development indicators) Ways we measure development of a country.</li> <li>Reasons why some countries fail to develop. Causes of unequal development.</li> <li>Theories of Development</li> <li>Strategies to aid development: Top Down strategies and Bottom Up Strategies.</li> </ul> <p>India: An Emerging Country</p> <ul style="list-style-type: none"> <li>Location of India and it's significance.</li> <li>Impacts of development on India : Inequality, environmental, demographic.</li> <li>India and it's international Role.</li> </ul> <p><b><u>Q3. Challenges of Urbanisation.</u></b></p> <ul style="list-style-type: none"> <li>What is Urbanisation?</li> <li>Causes of Urbanisation.</li> <li>What is a Megacity?</li> </ul>	<p>One paper 1 hour 15 minutes.</p>



<p><b>German</b> (Edexcel)</p>	<p>Chapter 1 Zurueck zur Schule! Chapter 2 Endlich mal Freizeit Chapter 3 Meine Welt, Deine Welt Chapter 4 Bleib gesund!</p>	
<p><b>History</b> (Edexcel)</p>	<p>Paper 2 Cold War.  All 3 Sections 1. 1945-1956 Why did the Cold War begin? 2. The three crises: The Berlin Crisis, Cuban Missile Crisis, Prague Spring 3. End of the Cold War</p>	
<p><b>Latin</b> (OCR)</p>	<p>All language and vocabulary content covered in Taylor's Latin to GCSE book 1 (blue and black book) chapters 1-6. Use the revision checklist inside this book for specific topics  20 marks will be on Roman Civilisation - Family Life - Roles of men and women - Early years, childhood, education - Betrothal, marriage, divorce - Funerals and beliefs about the afterlife.</p>	<p>1hr 30mins</p>
<p><b>Mathematics</b> (Edexcel)</p>	<p>Ch 1 - Number Ch 2 - Algebra Ch 3 - Interpreting and representing data Ch 4 - Fractions, ratios and percentages Ch 5 - Angles and trigonometry Ch 6 - Graphs Ch 7 - Area and volume Ch 8 - Transformations and constructions Ch 9 - Equations and inequalities Ch 10 - Probability  More detailed list is on Google classroom + Topic lists in students' exercise books.</p>	<p>Paper 1  1h 30min  Non-calc  Paper 2  1h 30min  Calculator</p>
<p><b>Music</b> (OCR)</p>	<p>★ <i>Listening exam based on Area of Study 3: <u>Rhythms of the World</u></i>  <b>Topics covered:</b>  The traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>● <b>India and Punjab</b> <ol style="list-style-type: none"> <li>1. <b>Indian Classical Music</b></li> <li>2. <b>Traditional Punjabi Bhangra</b></li> </ol> </li> <li>● <b>Eastern Mediterranean and Middle East</b> <ol style="list-style-type: none"> <li>1. <b>Greek music</b></li> <li>2. <b>Palestinian - arabic folk rhythms</b></li> <li>3. <b>Israeli - arabic folk rhythms</b></li> </ol> </li> <li>● <b>Africa</b> <ol style="list-style-type: none"> <li>1. <b>Traditional African drumming</b></li> </ol> </li> <li>● <b>Central and South America</b> <ol style="list-style-type: none"> <li>1. <b>Traditional Calypso</b></li> <li>2. <b>Samba</b></li> </ol> </li> </ul>	<p>One paper  C. 90mins</p>



	<p>★ <b>General Theory Exercises</b></p> <ul style="list-style-type: none"> <li>● Dictation - rhythm &amp; pitch</li> <li>● Cadences</li> <li>● Intervals</li> <li>● Scale knowledge</li> <li>● Treble &amp; Bass clef chords</li> <li>● Time signatures - Simple &amp; Compound</li> <li>● Instruments identification and knowledge</li> </ul>	
<p><b>Physical Education</b> (AQA)</p>	<p><b>Applied anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>● The structure and functions of the musculoskeletal system</li> <li>● The structure and functions of the cardio-respiratory system</li> <li>● Anaerobic and aerobic exercise</li> <li>● The short and long term effects of exercise</li> </ul> <p><b>Movement analysis</b></p> <ul style="list-style-type: none"> <li>● Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</li> <li>● Planes and axes of movement</li> </ul>	
<p><b>Physics</b> (AQA 8463)</p>	<p>10.2 Electricity 10.4 Atomic physics 10.5 Forces 9.1 Energy 9.2 Electricity 9.3 Particle model of matter 9.5 Forces 9.6 Waves (See 'Topics to revise' on Y10 Physics Hub for further detail and links to revision resources)</p>	
<p><b>Religious Studies</b> (Eduqas)</p>	<p>Human rights 2,5,8,15 marker (1 paper) Relationships 2,5,8,15, marker (1 paper) To be done together</p>	
<p><b>Spanish</b> (Edexcel)</p>	<p><b>Module 1 - ¡Diviértete!</b> My personal world <b>Module 2 - Viajes :</b> Travel and tourism <b>Module 3 - Mi gente, mi mundo :</b> Media and technology <b>Module 4 - Mi estilo de vida :</b> Lifestyle and wellbeing</p>	<p>1h20</p>



TOWNLEY  
EST 1937  
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**BEAT**

BEATING EXAM  
ANXIETY TOGETHER



## During exams, do you...

- feel like you “go blank”?
- become frustrated?
- find yourself thinking “I can’t do this” or “I’m stupid”?
- feel like the room is closing in on you?
- feel your heart racing or find it difficult to breathe?
- suddenly “know” the answers after turning in the exam?
- score much lower than on homework or papers?
- become distracted?
- feel overwhelmed?
- miss important information?

### **YES? Then this information may be just what you need!**

*(the information in this guide focuses on exam and test stress but applies in life in general when you are met with situations that make you anxious)*

## Part 1: Identifying exam anxiety

### Psyched up, but not psyched out!

In order to perform well in a challenging situation, you must be psychologically and physically alert. You certainly won't perform well in an exam or in an event if you are nearly asleep! Some degree of alertness is essential for optimal performance. Increasing alertness is the idea behind "psyching up" - and it works - in many cases, psyching up enhances performance. The problem is that when the intensity is too high, we often begin to feel nervous and tense and experience anxiety. At this level, anxiety becomes distracting and performance declines - we get "psyched out." For optimal performance, you need to keep your alert state at an intermediate level - psyched up, but not psyched out!

### Exam Anxiety- "Psyched Out"!

Almost everyone feels nervous or experiences some anxiety when faced with an exam. In fact, it is unusual to find a student who doesn't approach a big exam without a degree of anxiety. Many students experience some nervousness or apprehension before, during, or even after an exam. It is perfectly natural to feel some anxiety when preparing for and taking an exam.

Exam anxiety is very common among students! It can interfere with your studying, and you may have difficulty learning and remembering what you need to know for the exam. Furthermore, too much anxiety may block your performance. You may have difficulty demonstrating what you know during the exam.

Exam anxiety can cause a host of problems in students. Although each person will experience a different collection of symptoms with differing degrees of intensity, the symptoms fall into a few categories.

- **Physical** - headaches, nausea or diarrhoea, extreme body temperature changes, excessive sweating, shortness of breath, light-headedness or fainting, rapid heartbeat, and/or dry mouth.
- **Emotional** - excessive feelings of fear, disappointment, anger, depression, uncontrollable crying or laughing, feelings of helplessness.
- **Behavioural** - fidgeting, pacing, substance abuse, avoidance.
- **Cognitive** - racing thoughts, 'going blank', difficulty concentrating, negative self talk, feelings of dread, comparing yourself to others, difficulty organising your thoughts.

Stressful emotions can inhibit a student's ability to absorb, retain and recall information. Anxiety creates a kind of "noise" or "mental static" in the brain that blocks our ability to retrieve what's stored in memory and also greatly impairs our ability to comprehend and reason.

Research has shown that providing students with tools and strategies that build both emotional skills and healthy physical habits when preparing for an exam can help them overcome exam anxiety and the associated symptoms, while improving their ability to prepare for and perform on critical exams.

## Part 2: Tips for Exam Success

### Exam preparation tips

- Budget your time. Make sure you have sufficient time to study so that you are well prepared.
- Pay attention to hints that your teachers may give about the exam. Take careful notes and ask questions about items you may be confused about. Ask the teacher to specify the areas that may be emphasised in the exam if this is appropriate.
- Make sure you attend classes prior to the exam; it's another prime time for the teacher to give out more hints or the format of the exam.
- Go over any material from old exams, HW's, sample problems, review material, the textbook, class notes... that might be on the exam.
- Eat before an exam, having food in your stomach will give you energy and help you focus, but avoid heavy foods which can make you groggy.
- Don't try to pull an all nighter, get at least 8 hours of sleep before the exam.
- Put the main ideas/information/formulas onto a sheet that can be quickly reviewed many times, this makes it easier to retain the key concepts that will be on the exam.
- Try to show up at least 5 minutes before the exam will start. Set your alarm and have a backup alarm set as well.
- Go to the bathroom before walking into the exam room, you don't want to waste any time worrying about your bodily needs during the exam

### Exam Taking Tips : Before you Begin

1. **Preview the exam before you answer anything.** This gets you thinking about the material. Make sure to note the point value of each question. This will give you some ideas on budgeting your time. As you read the questions, jot down brief notes indicating ideas you can use later in your answers.
2. **Quickly calculate how much time you should allow for each section** according to the point value. (You don't want to spend 30 minutes on an essay question that counts as only 5 points.)
3. **Do a mind dump.** Using the advice teachers have given you, make notes of anything you think you might forget. Write down things that you used in learning the material that might help you remember. Outline your answers to discussion questions.

## External Agencies for support



**kooth**

For ages: **11-25**

Kooth is an online **mental wellbeing** community for young people

Here are some of the features young people can access on Kooth:

- Magazine**  
The Kooth magazine shares personal experiences and tips from young people and our Kooth team
- Discussion Boards**  
Young people can start or join a conversation with our friendly Kooth community, with lots of topics to choose from
- Chat**  
Young people can chat with our helpful team about anything that's on their mind
- Daily Journal**  
Young people can view their daily journal to track feelings or emotions and reflect on how they're doing

Sign up for free at **Kooth.com**



**kooth**

### Coping with Exam Stress?

- Positive affirmations
- Take a break
- Moving your body
- Mapping out your studies
- Taking a moment
- Talking about what's on your mind
- Journaling and music
- Taking care of your needs
- Switching off

Find free, safe and anonymous mental health and wellbeing support on **Kooth.com**



## Coping Strategies

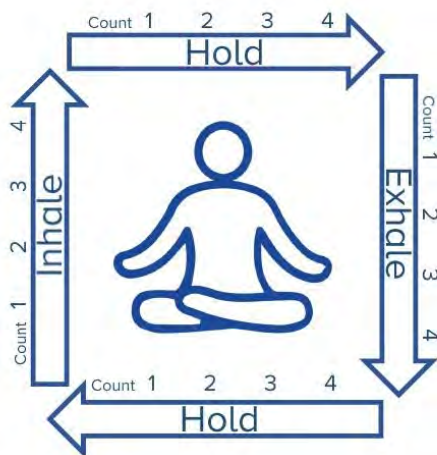
### Breathing and Distraction Techniques

#### Box Breathing

Box breathing, also referred to as square breathing, is a deep breathing technique that can help you slow down your breathing.

It works by distracting your mind as you count to four, calming your nervous system, and decreasing stress in your body.

Box breathing is a simple but powerful relaxation technique that can help return your breathing pattern to a relaxed rhythm. It can clear and calm your mind, improving your focus.



#### How to do Box Breathing

Box breathing is easy and quick to learn. Anyone can practice this technique and it's useful in stressful situations when you want to re-center yourself or improve concentration.

##### Four Steps to Master Box Breathing

**Step 1:** Breathe in counting to four slowly. Feel the air enter your lungs.

**Step 2:** Hold your breath for 4 seconds. Try to avoid inhaling or exhaling for 4 seconds.

**Step 3:** Slowly exhale through your mouth for 4 seconds.

**Step 4:** Repeat steps 1 to 3 until you feel re-centered.

Repeat this exercise as many times as you can. 30 seconds of deep breathing will help you feel more relaxed and in control.

## Hand Breathing

### CALM DOWN WITH TAKE 5 BREATHING



How do you feel now?  
Are you calm or would you like to take another 5 breaths?

1. Stretch your hand out like a star.
2. Get the pointer finger of your other hand ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.

Keep going until you have finished tracing your hand.



## Distraction Techniques

# 321

**The 3, 2, 1 method**

**Think of:**

**3** things you can see  
**2** things you can hear  
**1** thing you can touch

**3** things that are blue  
**2** things that are green  
**1** thing that is red

**3** items that begin with letter B  
**2** items that begin with letter G  
**1** item that begins with the letter S

# The 5-4-3-2-1 Grounding Technique

Ease your state of mind in stressful moments.



Acknowledge **5** things  
that you can see  
around you.

Acknowledge **4** things  
that you can touch  
around you.

Acknowledge **3** things  
that you can hear  
around you.



Acknowledge **2** things  
that you can smell  
around you.

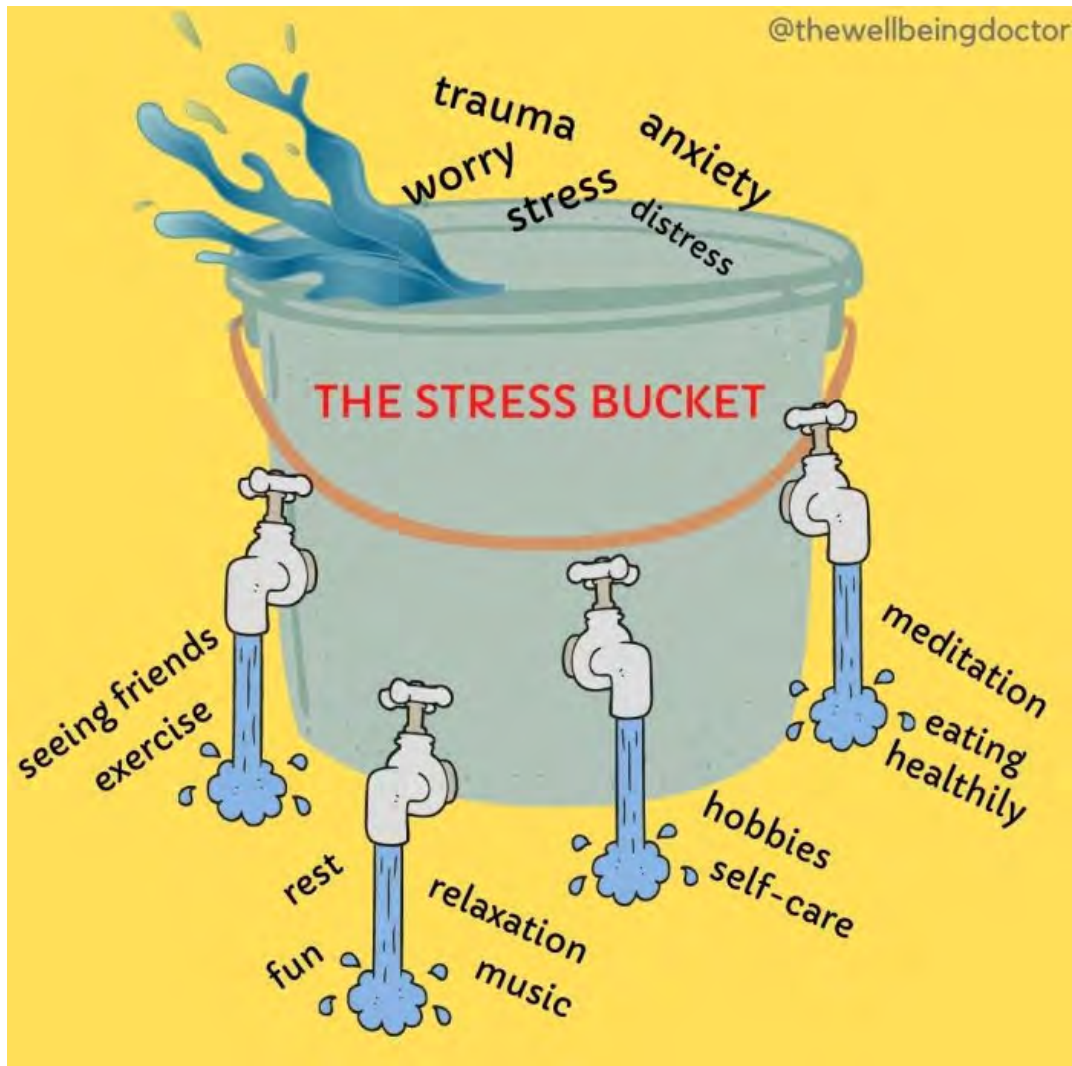
Acknowledge **1** thing  
that you can taste  
around you.

# How can I deal with stress?

By Haesra K

 <p>everyone experiences stress but it can be hard to deal with sometimes</p>	 <p>So here are some tips to help you deal with stress when it's too overwhelming</p>	<p><b>A) MAKE A LIST!</b></p>  <p>① maths revision ② finish annotations ③ chores</p>
<p>make a list of anything stressing you out. This way, it is easier to work through it!</p> <p>eg: which subject do you need to revise more - maths or bio</p> 	<p><b>B) EAT SOME COMFORT FOOD</b></p> 	<p>It's not only important to eat, but to eat healthily and have a decent balance</p>  
<p><b>DON'T EAT TOO MUCH JUNK FOOD THOUGH</b></p>  <p>yeah... just keep a balance</p> 	<p><b>C) TURN YOUR PHONE OFF!</b></p> 	<p>yes indeed, screens aren't good for you, especially if you become addicted. You lose your sense of time as you scroll aimlessly through it!</p>  
<p>But on a serious note, don't spend too much time on your phone, especially if you're stressed. Just turn it on silent for ten minutes or so.</p>  	<p><b>D) or, if turning off your phone is a bit much, listen to some relaxing tunes</b></p> 	<p>music stimulates growth and helps with learning! Just don't listen whilst you're revising. Trust me, regardless, it's relaxing and can relieve any tension holding you of pent up you've got!</p> 
<p><b>E) GET ACTIVE</b></p> <p>immerse yourself in a new sport</p> <p>walk round your block</p> <p>or go to the park!</p>    	<p><b>F) TALK TO SOMEONE</b></p> <p>maybe they have some good advice for you</p>  	<p><b>G) BREATHE</b></p> <p>sometimes, all it takes is a single breath</p>  
<p>stress is not permanent. If you're feeling worse than normal, perhaps a visit to your local GP can help!</p>   	<p>Remember! Your mental health is just as important as your physical health! Take some time to chill.</p> 	<p><b>PEER MENTORING!</b></p> <p>WEDNESDAY AND THURSDAY AFTER SCHOOL IN THE STUDY HALL see you there!</p> <p>come down for a chat if you want some more advice</p> 

## The Stress Bucket



Students need to develop techniques for controlling and dealing with stress and anxiety. They need to ensure that alongside their studies and revising they make sure they have time for alternative activities that take them away from their studies for a period of time. For example:

- Exercise
- Relaxation
- Music
- Taking part in hobbies
- Healthy eating
- Communicating/spending time with friends and family.

# SLEEP

Students require adequate hours of sleep to enable them to function appropriately. Students should include sleep as part of their routine and schedule when studying and revising so that they follow a regular routine throughout.

## WHAT HAPPENS WHEN YOU SLEEP



## BENEFITS OF ENOUGH SLEEP



### Better Brain

Improved memory and concentration



### Better Body

Improved energy



### Better Mood

Improved emotional resilience

Children	Recommended Sleep	Teens	Recommended Sleep
5 - 13 years	9 - 11 hours	14 - 17 years	8 - 10 hours

# Examination Anxiety Tips

Causes of test anxiety may include a fear of failure, lack of adequate preparation time, or bad experiences taking tests in the past. You're not alone! Here's what you can do to stay calm in the days leading up to and during your examinations:

### 1. Be prepared.

Yes, this seems obvious, but it needs repeating. If you feel confident that you've prepped thoroughly, you'll feel more confident walking into the examination.

### 2. Get a good night's sleep.

Cramming is never the answer, and pulling an all-nighter can exacerbate your nerves. Having adequate rest (8 hours per night) is likely to be more beneficial than re-reading a text until morning.

### 3. Fuel up.

Eat a nutritious breakfast before the test and pack snacks for on-going energy. Look for foods that offer a steady stream of nutrients, rather than a sugar high followed by a crash.

### 4. Get to school early.

Feeling rushed will only amp up the anxiety. Pack everything you need for the exam the night before and set the alarm, so you can get out the door on time.

### 5. Have a positive mental attitude.

"I can do this" or "I worked hard and deserve this."

### 6. Read carefully.

Read the directions thoroughly and read the questions before making a choice or starting the question. There is nothing worse than putting time into a question and realising you are not answering what it has asked you for. Slowing down can help you stay focused.

### 7. Just start.

The blank page can maximize your anxiety. After you've read the directions, start the exam. Or, answer some questions you are happy with to build up your confidence and momentum. You can always go back and change things later if needed, but a few quick answers can get the ball rolling.

### 8. Don't pay attention to what other people are doing.

Everyone else is scribbling away? What do they know that you don't? It doesn't matter. Pay attention to your own examination and pace, and forget about the other students in the room. Do not analyse the paper when you leave the examination with other students.

### 9. Watch the clock.

Realising that time is almost up and there are lots of questions left can make it hard to do anything useful in those final minutes. Stay on pace/time. Mentally allocate how much time you'll spend on each section. If there's time to recheck, even better.

### 10. Focus on calm breathing and positive thoughts.

Deep breathing can slow down a beating heart or a racing mind, so practice these techniques at home. The very act of concentrating on breathing and thinking can biometrically alter those anxious feelings.

Sometimes just remembering that *some* exam-taking anxiety is a normal part of school life and realising this can help make it easier to handle. If you are struggling with exam anxiety talk to members of staff.



## EDGE : Learning Support and Techniques to support your revision

Learning is something that no one can do for you, but it is something you will have to do for the rest of your life – yes even after school! So, it makes sense that you learn how to learn quickly and effectively.

The techniques shown are based on scientific evidence and have been developed over twenty years. Not all will suit everyone so it is up to you to choose which strategies work for you. That is the beauty of learning, the power is all yours.

### Understand it

- You won't remember a unit of work for long if you don't understand it. Think of each topic you study as a giant jigsaw puzzle and everything you learn as a piece to completing the puzzle. If you understand how it all fits together, it will be less confusing and you will be able to memorise it all easily

### Condense it

- Creating links between the information and gives you an opportunity to be creative rather than reading or writing out paragraphs!

### Memorise it

- Your memory likes logic and imagination because of what goes on in each half of your brain. Your right brain is for creativity and your left-brain is for logic. When the two halves work together you are stimulating more activity in your brain. This means you are unstoppable!

### Review it

- When we learn something, new links are formed between neurons in the brain.
- When you use a memory technique, it makes the connections even stronger.
- But over time those connections will start to fade if you don't use them from time to time.

## Elevate Education - Parent Support Webinars



**Parent Support  
Webinars**

*Online sessions to equip parents with strategies to support their child with study skills at home.*

To register to take part in these parent webinars please use the link:  
<https://go.elevateeducation.com/ukschoolwebinar>



## Our Parent Webinar Series

*These 60-minute online sessions are run after school throughout the year to keep parents in the loop with the techniques being taught in our workshops. With live Q&As at the end of every webinar, they also give parents the chance to ask any questions they might have about effective studying and exam preparation. Webinar recordings are available for parents who might not be able to attend, helping to ensure that no one misses out.*

### AUTUMN TERM 2024

- SEPTEMBER 17** **GETTING (AND KEEPING) YOUR CHILD MOTIVATED**  
How to help their child develop and maintain a positive approach to studying.
- OCTOBER 1** **HELPING YOUR CHILD MANAGE THEIR TIME**  
How to support their child in staying organised, meeting deadlines, and balancing school and fun.
- OCTOBER 15** **HELPING YOUR CHILD SUCCEED IN EXAMS**  
Maximising exam marks using practice papers, effective revision planning, and optimal exam prep routines.
- NOVEMBER 19** **HELPING IMPROVE YOUR CHILD'S MEMORY**  
How their child's memory works and what they can do to help improve information retention and recall.
- DECEMBER 3** **BUILDING RESILIENCE IN YOUR CHILD**  
How to help their child bounce back from setbacks and navigate challenging times with confidence.
- DECEMBER 17** **HELPING YOUR CHILD ALLEVIATE STRESS**  
Advice on starting a dialogue around wellbeing with their child and effective stress management techniques.

### SPRING TERM 2025

- JANUARY 21** **HELPING YOUR CHILD IMPROVE THEIR NOTE TAKING**  
What their child's notes should look like and how they can help them study more efficiently.
- FEBRUARY 4** **MAKING TECHNOLOGY AN ALLY (& NOT THE ENEMY)**  
How to break the tech-procrastination cycle and use apps to motivate their child to study.
- MARCH 11** **HELPING YOUR CHILD PREPARE FOR EXAMS**  
Maximising exam marks using practice papers and effective revision planning.
- MARCH 25** **SUPPORTING YOUR CHILD DURING EXAMS**  
Supporting their child in the run-up to exams by establishing good routines in the days before.

### SUMMER TERM 2025

- MAY 6** **ASK ME ANYTHING (LIVE Q&A)**  
Led entirely by parent questions – we provide actionable, realistic solutions to problems or concerns they may have.
- MAY 20** **HELPING IMPROVE YOUR CHILD'S MEMORY**  
How their child's memory works and what they can do to help improve information retention and recall.
- JUNE 17** **HELPING YOUR CHILD ALLEVIATE STRESS**  
Advice on starting a dialogue around wellbeing with their child and effective stress management techniques.
- JULY 1** **GETTING (AND KEEPING) YOUR CHILD MOTIVATED**  
How to help their child develop and maintain a positive approach to studying.
- JULY 15** **SETTING UP FOR SUCCESS**  
How to help their child set goals for the future and develop a realistic plan to achieve them.

## What is self-regulated learning and metacognition and why are we looking at it?

Self-regulated learning can be broken into essential components:

- **cognition** - the mental process involved in knowing, understanding, and learning;
- **metacognition** - often defined as 'learning to learn'; and
- **motivation** - willingness to engage our metacognitive and cognitive skills.
- **Self-regulation is monitoring and controlling your emotions and behaviours.**

**Our goal is to support you on your journey to becoming self-regulated learners:**

Self-regulated learning is the application of metacognition and self-regulation to learning.

### Why?

Essentially, once we understand metacognition (learning to learn) we are able to make the process of cognition (knowing, understanding and learning) easier for ourselves and ensure that we are spending time on effective learning that engages our cognitive processes (strategies that we will explore) rather than ineffective learning such as copying out notes.

To be able to self-regulate is a key skill, however it is even more important in relation to learning. To be self-disciplined and intentional about not only spending time revising, but about the strategies you use, will make your learning much more effective.

# Revision Tips

### Start revising as early as you can

Ideally, this should be months before your exams, so you don't have to try and cram as much information in at the last minute. At least plan to start the bulk of your revision at the beginning.

### Make a revision timetable

Plan out which subjects you're going to study when - and you can even break this down by topic if this helps you. The following website enables you to produce a revision plan:

### Revision Timetable Maker / Study Planner - Get Revising

Create a free revision timetable with Get Revising. Get organised for your deadlines and exams with smart reminders and a schedule built around your life [www.getrevising.co.uk](http://www.getrevising.co.uk)

### Eat well

It may seem like snacking on sugary drinks and junk food when you're busy revising will save you loads of time - but you won't be able to concentrate. Look for foods that will release energy slowly but that are also quick to make.

### Sleep well

Don't stay up too late scrolling through Instagram and TikTok, we know they can be addictive! Your brain needs to recharge overnight. It will also process and absorb a lot of the information that you've taken in during the day, which means you should retain it better.

### Take regular short breaks

These should be about every hour for approximately 10 - 15 minutes. Make a cup of tea, grab a glass of water, or check on your friends - but make sure you put a timer on so you don't get distracted for too long.

### Think about where you revise best

Is it in your bedroom? Or do you need a change of scenery? Does being at school help you focus? Or a quiet public library? Figuring this out can help you find the best place to concentrate.

### Don't just read your notes

No one absorbs much information by just reading, and you'll find you'll be dozing off in no time, or looking longingly out the window. You'll have to write things down to really be able to remember them - think flash cards, mind maps and post-it notes.

### Record your notes

Another way to revise is to record yourself talking about a topic on your phone. You can then play it back, walking to school or on the bus! People will think you're listening to music when actually you're revising on the go.

### Practice with friends

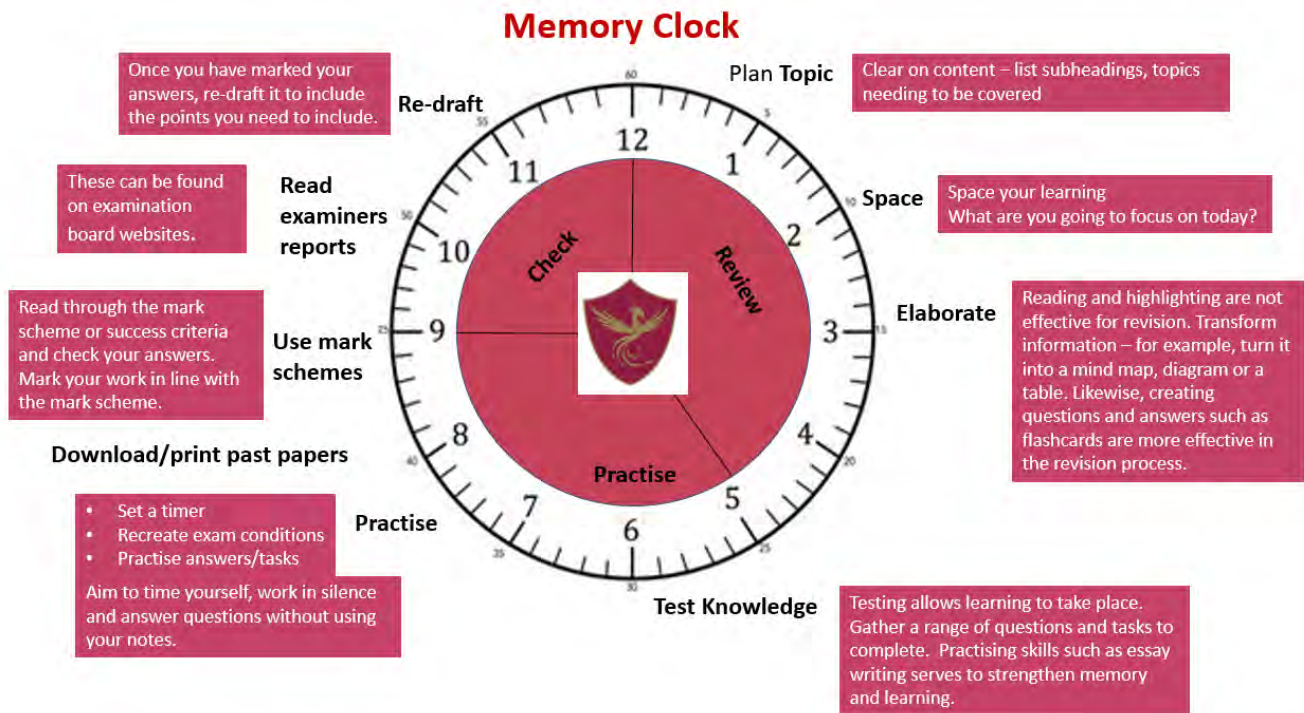
Try revising with friends or classmates and testing one another. Their understanding of a topic might help to enhance yours. You could also assign topics to each other to prepare to deliver to the rest of the study group - this will show you understand the subject and it might include information that your friends didn't know or had forgotten about.

### Do lots of practice exam papers

This will give you an idea of the types of questions that you will be asked in the exam, and if you read the accompanying mark scheme you can really get to grips with what answers particular questions are looking for. Often (but not always!) similar questions will come up year after year.

# Learning/Revision Techniques

<h2>Map It</h2> <p>Create a mind map of the key points.</p> 	<h2>Journey It</h2> <p>Remember lists of information by placing images on a journey.</p> 	<h2>Index It</h2> <p>Transfer the key points to index cards.</p> 
<h2>Story It</h2> <p>Create a weird and vivid story using the key points.</p> 	<h2>Mnemonic It</h2> <p>Use the first letter of key words to create a sentence.</p> <p>A well known example:</p> <p>Never Eat Shredded Wheat</p> 	<h2>Click It</h2> <p>Create a presentation about the key points.</p> 
<h2>Flip It</h2> <p>Write questions and answers and flip it anywhere.</p> 	<h2>Timeline It</h2> <p>Place key points along a line in date order.</p> 	<h2>Sing It</h2> <p>Set key points to some familiar music/rap.</p> 
<h2>Record It</h2> <p>Use your mobile to record yourself explaining the key points and play it back regularly.</p> 	<h2>Post It</h2> <p>Write key words on to Post Its and stick them around your room.</p> 	<h2>Comic It</h2> <p>Create your own comic strip using the key points.</p> 



The Memory Clock is a technique that helps students revise and review information within an hour time limit. It involves setting a timer and recreating exam conditions, such as working silently and without review notes. The goal is to optimise time and potential by segmenting time to accomplish smaller revision tasks while maintaining active attention.

Here are some tips for using the Memory Clock technique:

- **Practice:** Practise recalling knowledge through low-stakes knowledge tests or by answering longer questions from memory.
- **Compare answers:** Compare your answers to the correct notes to identify mistakes or misconceptions.
- **Get feedback:** Get feedback on how you're doing.

Some other memory techniques for exams include:

### Spaced repetition

Plan revision sessions at regular intervals, starting with the day before your exam and working backwards. Adjust the intervals based on the difficulty of the material and your learning pace.

### Mnemonics

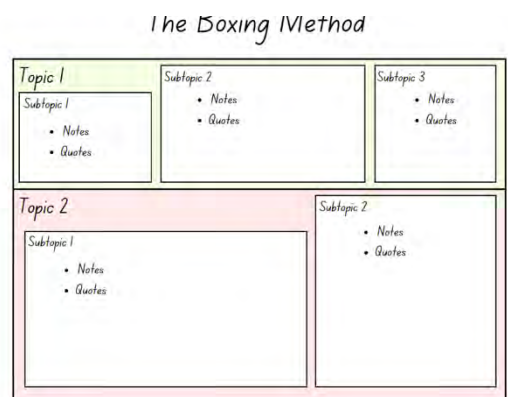
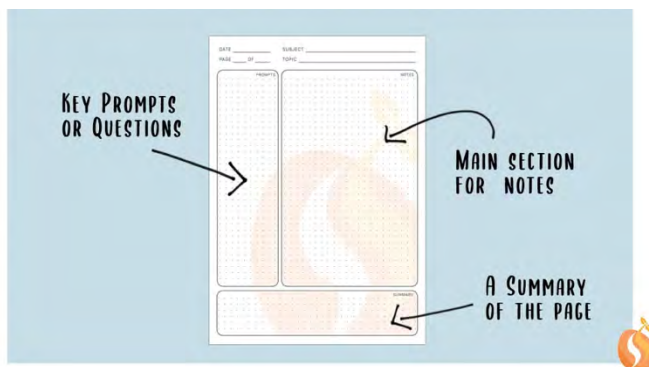
Translate information into a more memorable form, such as by creating a phrase using the first letters of the information you want to remember. For example, "Never Eat Shredded Wheat" is a mnemonic for the points of the compass.

## Note Taking

When taking notes for revision, you can try these strategies:

- **Be active:** Think about what you want to learn before you start, and look for connections between topics.
- **Write in your own words:** Explain what something means in your own words, and only quote directly when it's important.
- **Keep it brief:** Focus on the main themes and important areas, and don't try to write everything down.
- **Take notes in stages:** Write down the main points, then go back to condense and organise your notes.
- **Use colour:** Use different colours to categorise and draw attention to different aspects of your notes.
- **Use symbols and images:** Use symbols or images to represent ideas, connections, or questions.
- **Leave space:** Leave space in your notes so you can add information or amend your thinking later.
- **Use keywords:** If you're not a quick writer, write down keywords instead of transcribing everything.
- **Use a revision timetable:** Plan which subjects you'll study each day, and how you'll review.
- **Revisit your notes:** Regularly revisit your notes to help you remember the information.

You can also combine your notes into study aids like charts, tables, diagrams, flash cards, or post-it notes.





# Flashcards

Flashcards are sets of small, double-sided cards used to learn and revise details, keywords and vocabulary. They are useful for learning the relationship between two pieces of information. Write a question or key term on the front and then the answer or definition on the back.

## HOW TO MAKE A GOOD FLASH CARD 🤔

- ✓ **Two-sided** flashcards are good; one side for the **title** and the other for the **content**.
- ✓ Try to include between **five** and **ten points** on each card.
- ✓ Keep them **colourful!** You could **highlight** or **underline** key words, use **images, doodles, photos** and even **colour code** cards for each subject.
- ✓ **CAPITAL letters** are encouraged as these take slightly **longer** to write and can aid memory.
- ✓ Create from **memory**, and then check it's correct and add to the detail by using your **exercise book, textbook** and **revision guide**.

Here are some tips for using flashcards to study for an exam:

- **Shuffle your cards:** Randomising your flashcards forces your brain to work harder to recall the information, which can improve your retention.
- **Use colours:** Use different colours to associate topics with specific colours.
- **Mix pictures and words:** The Pictorial Superiority Effect (PSE) states that our brains find it easier to recognize and recall visual inputs.
- **Use spaced repetition:** This technique involves showing information that is newer and harder to remember more frequently, while showing older and easier to remember information less frequently.
- **Write them yourself:** Writing longhand is a good way to retain concepts.
  
- **Utilise active recall:** This technique involves actively testing yourself to improve your memory retention. You can do this by taking quizzes, creating flashcards, or explaining concepts to a study partner.
  
- **Check with your teachers or textbooks:** Make sure the contents of your flashcards are correct before using them. Flashcards can be an effective way to study because they help with retrieval practice, which can boost long-term learning and lower stress levels.

## Command Words

The list below explains some of the common words you will see used in exam questions.

### Calculate

Work out a number. You can use your calculator to help you. You may need to use an equation. The question will say if your working must be shown. (Hint: don't confuse with 'Estimate' or 'Predict')

### Compare

Write about the similarities and differences between two things.

### Describe

Write a detailed answer that covers what happens, when it happens, and where it happens. Talk about facts and characteristics. (Hint: don't confuse with 'Explain')

### Discuss

Write about the issues related to a topic. You may need to talk about the opposing sides of a debate, and you may need to show the difference between ideas, opinions, and facts.

### Estimate

Suggest an approximate (rough) value, without performing a full calculation or an accurate measurement. Don't just guess – use your knowledge of science to suggest a realistic value. (Hint: don't confuse with 'Calculate' and 'Predict')

### Explain

Write a detailed answer that covers how and why a thing happens. Talk about mechanisms and reasons. (Hint: don't confuse with 'Describe')

### Evaluate

You will be given some facts, data or other information. Write about the data or facts and provide your own conclusion or opinion on them.

### Justify

Give some evidence or write down an explanation to tell the examiner why you gave an answer.

### Outline

Give only the key facts of the topic. You may need to set out the steps of a procedure or process – make sure you write down the steps in the correct order.

### Predict

Look at some data and suggest a realistic value or outcome. You may use a calculation to help. Don't guess – look at trends in the data and use your knowledge of science. (Hint: don't confuse with 'Calculate' or 'Estimate')

### Show

Write down the details, steps or calculations needed to prove an answer that you have been given.

### Suggest

Think about what you've learnt and apply it to a new situation or a context. You may not know the answer. Use what you have learnt to suggest sensible answers to the question.

### Write down

Give a short answer, without a supporting argument.

### Top tips

Always read exam questions carefully, even if you recognise the word used. Look at the information in the question and the number of answer lines to see how much detail the examiner is looking for.

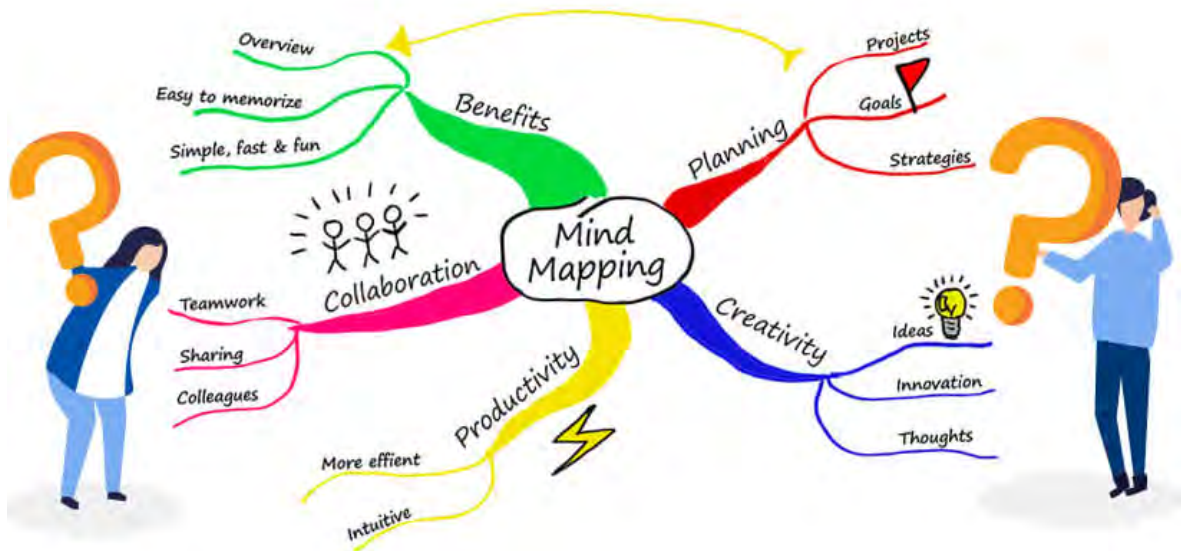
You can use bullet points or a diagram if it helps your answer.

If a number needs units you should include them, unless the units are already given on the answer line.

## Mind Maps

Mind maps are a visual technique that can help students organise their thoughts, recall information, and prepare for exams. Here are some tips for using mind maps to study for exams:

- **Start with a central topic:** Write your main topic or idea in the middle of the page.
- **Add branches:** Create branches that extend from the central topic to represent key subtopics.
- **Use keywords and images:** Instead of writing long notes, use keywords and phrases to describe each branch. You can also add images to help you remember concepts.
- **Use colour:** Use different colours for each branch to help you quickly recognize and associate ideas.
- **Keep it concise:** Try to limit each item to five or ten words.
- **Make connections:** Link related information together.
- **Review your mind map:** After you're done, review your mind map to see how helpful it was.
- **Test yourself:** Try recreating your mind map from memory to see if you've retained the information.



## Blurting

The blurting technique is a study method that involves writing down or verbalising everything you can remember about a topic from memory. It's a form of active recall that helps you identify areas where you need to study more and reinforce what you've learned.

Here's how to use the blurting technique:

- **Read the topic:** Quickly review the content you want to study, such as from notes, a PowerPoint, or quotations.
- **Write it down:** On a blank sheet of paper, write down everything you can remember about the topic, regardless of order or accuracy.
- **Compare to your notes:** Check your notes or textbook to see what you missed or got wrong.
- **Add missing information:** Use a different colour pen to add any missing information to your notes.
- **Repeat:** Repeat the process until you can remember everything you need to know.

Here are some tips for using the blurting technique:

- You can also verbalise your thoughts as if you're explaining them to someone else.
- You can create prompt sheets to trigger your memory.
- You can use the blurting technique to make connections between topics, especially in science-based subjects.
- You can use the blurting technique to identify gaps in your knowledge.
- You can use other techniques, such as flashcards, to revise the things you didn't remember the first time.

## How to use past exam papers to revise effectively

**Test your knowledge** - Revision is often a process of memorising facts, dates, formulas and quotes, but the best way to make sure you've retained that information is to test yourself on it. Answering past papers helps you to work out which topics you know really well and figure out what gaps you need to focus on. By testing your knowledge you can check your revision progress and feel more confident about what you already know.

**Apply your knowledge** - Memorising your notes will only get you so far. Exams don't just test what you know, but how you apply that knowledge and demonstrate your understanding of what you've been taught. Exams ask you to solve problems, analyse information and make arguments so it's a great idea to use exam papers to get used to putting what you've learned into practice and develop your answering skills.

**Understand the questions** - Practising papers can help you to get used to the style of questions that might come up in your exam so that you'll be better prepared for the real thing. Exam questions use command words to tell you how they should be answered so getting used to recognising and responding to these is really helpful exam prep.

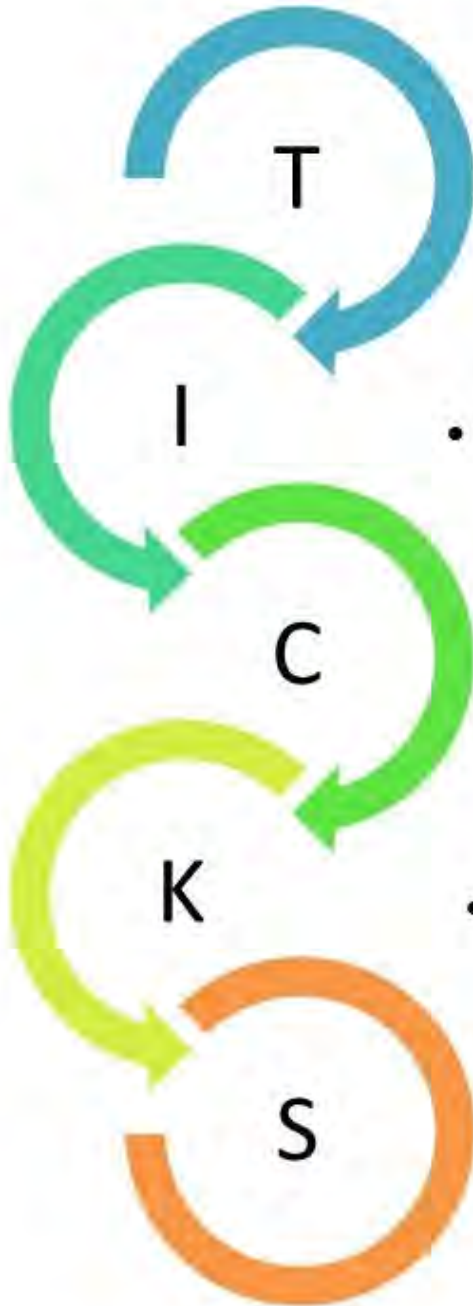
**Manage your time** - If you're using past papers, it's a good idea to set yourself the same time limits that you'd have in an exam. This will help to give you a sense of how it feels to answer questions against the clock and get used to managing your time well. You'll be able to see if you can complete the whole paper in time and if not, figure out where you're going wrong.

**Mark yourself** - There's a lot to learn from testing yourself, but you can take that learning even further by marking yourself as well. If you download the mark scheme along with a past paper you can use it to check your work. As well as helping you to check your performance, it will also give you a better understanding of how marks are awarded and what was required from each of the questions you answered. Use this method to analyse and improve your test technique and you'll be training yourself to do better in exams.

**Examiner's reports** - If you want to take your revision a step further then it's also a good idea to read the examiners' reports for past exams. These are available online. You just have to search for the examiner's report for the exam board, the subject and the year. Examiner's reports are written by the people who mark the exams. They write a question by question report of each exam paper explaining what they wanted to see from students and where students went wrong. This is a really useful resource for levelling up your revision as it helps you to understand exactly what the examiners are looking for.

**Past paper revision is exam training** - Using past papers will help you to train for your exams, tests and assessments. You can test your knowledge, develop your question-answering skills and practise timing your answers. All of this practice will not only improve your understanding of the subject but it will also help you to feel more confident about your exams so it's a great idea to build it into your revision plan.

## TICKS



- **Topic?**

- What is the context of the question?

- **Information?**

- What relevant information are you given in the question?

- **Command?**

- What are you being asked to do?
  - *e.g. state, describe, explain*

- **Knowledge?**

- What do you know that can help you answer the question?

- **Satisfied?**

- Have you satisfied the examiner?  
5 marks = 5 points

# Why use GCSEPod?



## What is it?

One website, 3 apps and over 6000 Pods.

Content produced specifically for mobile devices, tablets and PCs.

Designed to squeeze exactly the right knowledge needed for exam success into short 3-5 minute chunks.

Helps with learning, homework and revision.

## It will help you get organised

Create personal playlists to listen to in the run-up to an exam, to help with homework or on the go to help consolidate learning.

Use the viewing history feature to return to Pods you found useful or access your favourite playlist to go over topic areas you find difficult.

Download exam specific playlists, with everything you need to know for the exam all neatly organised for you so you can manage revision quickly and easily.

## It's convenient and effective

Pods can be downloaded on any device so you can watch them online or offline.

Wherever you go, GCSEPod goes with you. It's like you're carrying an entire world of knowledge and revision in your pocket.

An expert reads and explains everything clearly and precisely with all the right facts, quotes, keyword and annotated diagrams on screen.

You won't need to use GCSEPod for long before you feel the impact. Consistent use in just 10 minute chunks is proven to support achievement right up to a grade 9.

## It can be as discreet (or loud) as you want

Listen to Pods anywhere with nobody knowing what you are doing. Listen privately on the school bus, when you're walking the dog or shopping in town.



# Quick Start Guide

## How do you get it?



When your school has informed you that you have been registered with GCSEPod, you need to confirm some personal details so that you can access the site:

- 1) Go to [www.gcsepod.com](http://www.gcsepod.com) and click "Login"
- 2) Click "New Here? Get Started!" and select "Student"
- 3) Enter your name, date of birth and type in the name of your school. The school's name should appear. Click on it to confirm.

*\*If you're having trouble finding your school, double check that you've entered the correct date of birth and full name as it appears on the school's register. Some schools are known by a shorter version of their name so make sure you're typing the full, official school name.*

## Key Features



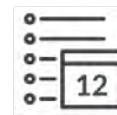
### Playlists

Create a new playlist, give it a name, add some Pods and save. Watch the playlist online to brush up on your knowledge or download it and take it out and about with you on your device.



### Check & Challenge

Test your knowledge on Pods by completing quizzes and questions. Receive instant feedback on your answer with helpful tips to help you understand why it's right or wrong.



### My Courses

Keep yourself organised by viewing a list of your upcoming exams in subject or date order. View an exam playlist to see all the Pods relevant to that exam, select the areas you find tricky and download to watch on the way to school.



### Assignments

View homework set by your teacher, watch Pods and answer questions to help test your knowledge on a topic. Watch automatically created Boost Playlists to fill any knowledge gaps once your assignment has been marked.



### Paper to Pod Guides

Use our guides alongside your marked past exam papers to identify areas you need to focus on. Watch the Pods relating to questions you didn't do so well on to help fill any knowledge gaps.



### Apps

Download our free GCSEPod app in the Apple App Store or in the Android Play Store. Once downloaded, use the apps to access Pods on the go and download them for offline viewing.





# TOP REVISION TIPS


Don't let the stress of revision overwhelm you. Stay in control with these top tips.





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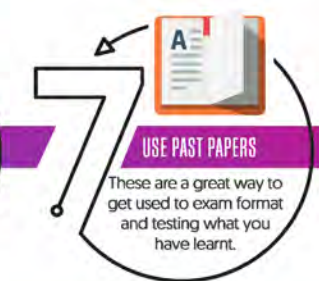
**1 START AS EARLY AS YOU CAN**  
Cramming at the last minute is stressful and has limited success.
- 


**2 MAKE A PLAN**  
Work out how much time you have and how long you can spend on each subject.
- 

**3 CREATE A STUDY SPACE**  
Find a quiet spot away from distractions and keep your things all in one place.
- 

**4 MIX IT UP**  
Use a mixture of revision for best results. See our metacognition pods for more info.
- 

**5 TAKE REGULAR BREAKS**  
It is possible to work too hard, make sure to take regular breaks.
- 

**6 REVISE WITH A FRIEND**  
Talking through what you've learned can help information stick.
- 

**7 USE PAST PAPERS**  
These are a great way to get used to exam format and testing what you have learnt.
- 

**8 EAT HEALTHY**  
Certain foods boost your brainpower and will help you remember more.

# ENGLISH EXAM TIPS

GCSEPod's top tips for good English exam habits



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## GENERAL

### TRY NOT TO WAFFLE

Avoid overly lengthy responses to the reading questions as you'll lose clarity and focus. Instead, think about the number of marks awarded for a question. A 20-mark question will need a lengthier response to an 8-mark question. An 8-mark question probably doesn't need a four-page response. Remember, clear writing equals a clear mark.

### KNOW YOUR EXAM BOARD

It's important that you consider the Assessment Objectives (AOs) for each exam question – your teacher or tutor can help you with this. Generally, the highest marks come from discussing the effect of a certain piece of writing or technique. Pay attention to the specific things your exam board's AOs are looking for.

### PLAN AND PROOF-READ

One reason people lose marks in the writing sections is by failing to plan and proof-read their work effectively. It's vital you think about how you're going to structure your response. It's also important to set aside time to read through your work and catch any errors. Proof-reading also provides an opportunity to check the clarity of your work. Is it clear? Have you removed any unnecessary extras?

### REMEMBER YOUR TIMING

Remember your timing. Try to attempt all of the questions. If you're running out of time, remember that answering one question well out of multiple will not be enough. It's better to try to finish off the question you're answering and to begin tackling the others. A castle isn't a castle because of a single tower – it takes a collection of towers and more! Every mark matters.



REMEMBER: PREPARATION AND PRACTICE WILL PUT YOU IN A MUCH BETTER PLACE TO TACKLE YOUR READING AND WRITING EXAMS. GOOD LUCK!



gcsepod.com info@gcsepod.com 0191 338 7830

## EXAM SUCCESS

If you're asked to comment on a text's structure, remember that some boards will not award marks for discussing punctuation and sentence length unless you're making a very clear structural (and not language related) point. If you're asked to comment, more generally upon the effects of a text, remember you can use language points to inform and develop your structural points!

### PAY ATTENTION TO STRUCTURE

When you compare, remember to focus on comparing the feelings and perspectives of the writers – not just the techniques. It's not enough to note that one used a list when the other used a simile. When you agree or disagree, try to determine where each text would sit on a scale of 1 to 10 with 1 being strongly disagree and 10 being strongly agree.

### COMPARING, AGREEING AND DISAGREEING

There are a lot of ways to do this. Firstly, make sure you've read any text or extract at least twice before or during the exam (depending on whether or not the extract is 'unseen'). You need to understand what the text is about to answer any question well. Also, make sure you're specific about the effects the text has upon the reader and avoid phrases which could be applied to any technique in the text, such as 'It has an effect' or 'It creates an image in the reader's mind'. Go into more specific detail than this!

### ANSWER CLEARLY AND CONCISELY

Always remember to go into detail about the effects and/or effectiveness of the techniques being used. Remember the focus of the text at all times and make sure you're commenting upon what the question wants you to explore. This may be the purpose or effectiveness of the text.

### AVOID SIMPLY LISTING TECHNIQUES

You need to show an awareness of what is happening within the text or extract. This means an understanding of what the writer intends and how they achieve it through structure, language and tone. This doesn't mean loads of technique spotting but it does mean noticing how the text starts and develops. If it changes, why? If it doesn't, why?

### PLAN TO SUCCEED IN YOUR READING EXAMS

Remember, preparation and practice will put you in a much better place to tackle your reading and writing exams. Good luck!



# MATHS EXAM TIPS

GCSEPod's top tips for your GCSE maths exam

EXAM SUCCESS



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## REVISION

### REVISE MATHS BY 'DOING MATHS'

Practice questions 'little and often' – you can't learn it all by cramming in a couple of long days. Your maths are like building blocks which have been developed over a long time.

### IDENTIFY YOUR KEY AREAS

Use past papers and tests to identify your strengths and areas to improve.

Spend revision time on the topics that you are not good at, seeking help with these areas from teachers or the online resources that you have available to you.

### LEARN THE SKILL OF 'CHECKING'

Practice checking through your work, or marking other people's work and finding errors; this will help you in your own exam.

### LEARN YOUR FORMULAE

Check with your exam board which are given and which aren't.



## EXAMS

### REMEMBER YOUR TIMING

Don't spend too long on one question. If your calculation seems to be over complicated you may want to stop and check that you are going down the right path. The first half few pages are the most important part! If time allows, go back and redo the first 6-8 pages, you are bound to have thrown away marks as you weren't fully relaxed when you started the exam.



### WHAT IS THE QUESTION ASKING?

Read the question **CAREFULLY** and **UNDERLINE** key words and values. Pause to **THINK** about what the question is asking, decide which process you are going to use.

### ACCURATE WORK

Keep your calculations neat and work down the page. Underline values that you are going to use again. Use given diagrams to mark on any given information carefully.



### SHOW ALL OF YOUR WORKING OUT

Write down everything that you are doing, even if you are able to calculate in your head. Remember to show all working on graphs and compass constructions, and label diagrams clearly.

### ALWAYS HAVE A GO

If a long question seems 'too hard' try to write down something that you do know – you will pick up valuable 'method marks'. Sometimes when you come back to a question after a break it can magically make sense.

### CHECK YOUR WORK CAREFULLY

Does your answer make sense? Can you check your answer by working backwards? Reread the question – have you fully answered it? Remember to give units, round accurately and write explanations where required.



## Introduction

Townley Grammar School aims to ensure exams run as smoothly as possible for all of our students. We hope this booklet will provide you with informative and helpful advice to assist you in all of your exams.

Please read the booklet carefully so you are aware of the exam procedures and regulations.

The information in this booklet applies to all of your exams, including internal exams. There are a number of rules and regulations for exams that you must be aware of, which are set by JQC. The school is required to ensure the regulations are followed.

We have tried to answer some of the questions you may have in the 'Frequently Asked Questions' section of this booklet but if you have any more questions or there is something which you do not understand please contact Examinations Officer either in person or via email [examinations@townleygrammar.org.uk](mailto:examinations@townleygrammar.org.uk)

# Exam Guidance for Students

## Centre Number: 14109

### Before your formal examinations

Around Easter time you will receive your Individual Timetable. Please check this carefully. If there are any mistakes, please inform the Examinations Officer immediately.

#### Mock examinations:

You will receive your Individual Timetable 1-2 weeks before your exams are due to start.

#### Clashes

If you have a clash on your timetable (two exams at the same time), arrangements will be made for you to take these subjects one after the other as long as the total time is not more than three hours. If the total time is more than three hours, the exams will be split between morning and afternoon sessions. If this happens an invigilator will supervise you in between exams. You must bring food and drink with you. During this time, you will not be allowed access to your mobile phone. However, you will be able to revise for your next exam. You will receive a letter with your Individual Timetable with details of the clash and the arrangements that have been put in place. If the exams total three hours or less JCQ state, you must complete these exams 'back to back' with no more than a 20-minute break. You are not allowed to revise for the following exam during the break.

#### Candidate Number/ Centre Number

All candidates are given a four-digit number which can be found on your exam timetable. Please memorise this number as you will have to enter it on all answer/question booklets in your exams. You will also be required to enter the school Centre number on all of your exam answer/question booklets. The school Centre number is 14109 this is displayed in every exam room. Your Candidate Number will be displayed on your candidate card on your exam desk.

#### Dates and times of examinations

Examination dates and times are clearly shown on your exam timetable. Make sure you arrive in school at least 20 minutes before the exam is due to start. Morning exams start at 09:00 and afternoon exams start at 13:30 unless you are informed otherwise. Please check your exam timetable.

#### Mock Examinations times and dates

There are three exams sessions; start times are 8:35am, 11:10am and 13:50pm.

#### Absence

**Absence from an exam is extremely serious and may result in the Exam Board withdrawing you from the course.**

If you are absent through a genuine emergency or you have been delayed getting to school for the start of an exam please telephone the school on 0208 304 8311. Please ensure you telephone by 8.30am.

#### Lateness

If you are late for an exam please contact the school, report to Reception on arrival.

#### Bags and personal belongings

Only items you require for your exam are to be taken into the exam room. Bags and other materials including mobile phones and any electronic devices must be left in your locker.

#### Mobile Phones and other Electronic equipment

Any unauthorised materials or equipment e.g. iPods, mobile phones, MP3/4 players, pen drives, wrist watches for example iWatches or smart watches are not allowed in the exam room.

#### Equipment

It is your responsibility to bring your own equipment required to do your exam. Borrowing from other candidates is NOT allowed when you are in the exam venue. You should bring your equipment in a **clear plastic bag or pencil case**.

### **Equipment you are required to bring to every exam**

- 2 black pens
- 2 HB pencils
- Ruler
- Pencil sharpener
- Rubber
- Calculator (if needed)
- Protractor
- Compass

### **Food and Drink**

You are only allowed to take water into the exam room in an unlabelled clear bottle. Chewing gum and any other food and drink are not permitted.

Please ensure you have enough water for the duration of your exam as you will not be allowed to refill your bottle during the exam and invigilators cannot do this for you.

### **Calculators**

A calculator can be used unless you are told otherwise. Your subject teacher will inform you if you are not allowed a calculator for a particular paper. If you are allowed a calculator in an exam, check it is working properly, clear anything stored in it, remove the case and ensure it is a size suitable for use on the exam desk. You must bring your own calculator if you need one and you are responsible for making sure your calculator works properly and it meets exam board regulations.

### **Seating plans**

Students will be allocated an exam desk arranged in Candidate Number order. Your seat number is on your exam timetable. Exam room seating plans will be displayed outside of the exam room on the morning of each exam. The exam desk will have a card with your name clearly displayed.

Please check your Individual Timetable for your seat number.

Blank seating plans are displayed on the Examinations Noticeboard and on the Townley Grammar School website.

### **Conduct in the Exam Room**

As soon as you enter the exam venue you are under exam conditions. You must not communicate with any of your fellow students. You must ensure you sit at the correct desk to ensure you complete the correct question paper. If you need assistance, put up your hand and wait for an invigilator to attend to you.

Once you have entered the exam venue, you have to be escorted at all times if you need to leave (for example if you need the toilet or feel unwell).

Listen carefully to instructions and notices that are read out by invigilators – there may be amendments to the exam paper that you need to know about. Before you start, check that you have the correct question paper and an answer booklet if required. Read through the instructions on the front of the exam paper before starting the exam and make sure you are clear as to how many questions you are required to answer. Please put your legal name on your exam paper (not your preferred name). Invigilators are there to help but they cannot help you with any questions in your exam paper. If you have any queries don't be afraid to put your hand up and ask for assistance.

### **End of the exam**

If you finish before the time allowed for the exam, carefully check all your answers. Make sure your name and candidate number are on every piece of paper used. At the end of the exam all work must be handed in. Rough paper is not allowed in exams so all work you have done will be sent to the Exam Board for marking. Therefore, remember to cross through any rough work you do not want to be marked. Invigilators will collect your exam papers before you leave the exam room. You will be dismissed from the exam row by row and will be told which exit to use. You must remain in complete silence until you have left the exam venue and surrounding corridors.

## Exam Day Tips

- Eat a good breakfast.
- Make sure you know where your exam is being held and what time it starts.
- Give yourself plenty of time to get there.
- Take all the equipment you need for each exam, including extra pens and pencils.
- Read all the instructions carefully before starting the exam and raise your hand and ask the invigilator if anything is unclear.

## Emergency Evacuation

In the event of an emergency for example a fire drill the following must be carried out in complete silence:

- If the fire alarm goes off firstly do not panic. You must stop writing, turn your paper over and remain seated. Listen to the instructions from an invigilator.
- You will be told by an invigilator when to leave and where to assemble. Do not walk to where you usually go in the event of a fire drill as you will not be assembling with the rest of the school.
- Leave all your equipment in the exam room.
- You must leave the room in complete silence and must not speak to fellow students. When you return to your exam room do not start writing until the invigilator informs you to do so.
- The invigilator will make a note of the time of the interruption and how long it lasted.
- You will be allowed the full working time set for the examination.

## Post Formal Examinations Exam Results

If you are unable to collect your results in person and would like someone else to collect them on your behalf (e.g. a parent or a nominated representative). You will need to put your request in writing, giving the named person permission to collect your results on your behalf. That person must show their ID on collection. If for any reason you cannot collect your results personally or send in a nominated representative, we are able to post out results upon receipt of an A4 stamped self-addressed envelope which must be given to the Examinations Officer before the end of the Summer Term.

## Enquiries about Results

**Review of Marking:** If you would like to query a mark/grade upon receipt of your exam results you should contact the relevant Head of Department or subject teacher by the deadline set by the School. The deadline will be specified in the Examination Results pack given to you on Exam Results day.

You should consult your subject teacher/Head of Department to review your marks/grades, the breakdown of marks and grade boundaries before requesting a Review of Marking. Please be aware that grades can be either raised, remain the same or lowered.

**Access to scripts:** Following the release of results, you can request a return of an exam script.

Please be aware when the Exam Board has returned the original script, you can no longer request a Review of Marking of this exam paper.

If you wish to go ahead with any Enquires about Results, payment will be required before requests can be processed. In all cases the consent form must be signed by you before the application can be processed.

## Exam Certificates

Please keep an eye on the Townley Website for Certificate collection dates, usually December or January.

## Examination Access Arrangements & Special Conditions

### Access Arrangements - Joint Council for Qualifications CIC

**Access arrangements are agreed before an assessment.** They allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- access the assessment;
- show what they know and can do without changing the demands of the assessment.

**The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustment'**

These are processed in Townley by our SENCO. You must arrange a meeting with the SENCO to discuss any required Access Arrangements for the examination period. Access Arrangements require medical evidence and/or an assessor's report. A request for Modified Papers, i.e. Braille or coloured papers would also require a request to our SENCO. The exam board's deadline for any Access Arrangement applications is February half term, Modified Papers by end of January.

### Special consideration - Joint Council for Qualifications CIC

**Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.**

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.

Applications for these are varied and can cover many incidents.

#### As a guideline:

You need to notify your pastoral team/Learning Manager/Examinations Office immediately if anything has changed at home/your health/your family that you feel may have an impact on you during your exam. The examination team can then make the lead invigilator aware of any extra needs, this could be to adjust where you sit your exam.

#### During an exam:

If you have a problem in an exam you must make a member of our invigilation team aware by raising your hand. Our Invigilators log everything that happens in their examination room. This log can assist in an application.

For instance, if the school fire bell goes off the Examinations Office will make application for all students without hesitation who would have been affected by this.

With request, Townley Grammar School can put applications forward, however, it is completely at the boards' discretion if applications are accepted or rejected.

"Each application will be considered individually. The response will relate primarily to the effect the requested adjustment might have on the competence and ability being tested in the qualification, as well as the reliability and validity of the assessment." JCQcic 2.10

If you require further information please refer to the JCQ website; [www.JCQ.org.uk](http://www.JCQ.org.uk) where you will find 'A Guide to the Special Considerations Process General and Vocational Qualifications'



# Frequently Asked Questions

## Pre-Exams

**I have my Statement of Entry but I am not sure if the exam codes are right. How do I find out?**

Check with your Subject Leader and discuss with them.

**What do I do if there is an error on my Statement of Entry or an exam is listed that I am not taking?**

Discuss with your Subject Leader who will inform the Exams Officer immediately.

**What do I do if there is a clash?**

You don't need to do anything. If you have exams that clash, these will be rescheduled and new times will be shown on your **final** timetable. The exams whenever possible will take place on the same day. You will remain under supervision (isolation) between the two papers.

## Exam Day

**What do I do if I am late for an exam?**

Ring the school immediately. Report to reception on your arrival. Depending on how late you are the Exam Officer will make the appropriate arrangements for you to sit the exam. The exam board will be notified. We do recommend that you plan your journey to school and leave earlier if necessary to ensure that you are on time.

**What happens if I am ill/ have a family crisis/ suffer a bereavement of a close family member when taking an exam and feel it has affected my performance?**

If you feel that you may be or have been at an unfair disadvantage when taking your exam, then you must let the Examinations Officer know immediately before the start of the exam.

**What do I do if I fall ill during an exam?**

You must raise your hand and an invigilator will assist you. If you feel unwell before the exam you must tell the invigilator as this may affect your performance.

**If I miss my exam can I take it on another day?**

No. Exams are scheduled by the exam boards so you must attend on the day and time given. If you have missed an exam through illness you must have visited your Doctor and completed a Self-certification form (JSQ/ME Form 14).

**What equipment do I need for my exam?**

You are responsible for bringing your own equipment to your exams. This will not be provided for you. Each candidate should have black ink pens, pencils, coloured pencils, erasers, ruler, mathematics equipment etc. in a clear bag or clear pencil case. If you are allowed a calculator the lid must be removed.

**Can I go to the toilet during the exam?**

You are not allowed to leave the exam unless it is a medical requirement and a medical certificate has been submitted in advance. However, you will be permitted if it is absolutely necessary and will be escorted by an invigilator who will check the cubical before use. You will not be allowed any extra time.

**If I finish my exam before the finish time can I leave the room?**

No, as this may be disruptive to other candidates.

**What do I do if the fire alarm goes off during an exam?**

Follow the instructions given by the invigilator. Exit the room leaving all equipment and papers behind. You must remain silent. You will use the normal escape routes but will stand away from rest of the school in silence. You will be told when it is safe to re-enter. The time missed will be added on at the end and the exam board will be informed of the disruption.

**Can I bring food and drink into an examination room?**

You can bring in a bottle of water, but it must be in a clear plastic bottle with any labels removed. If you are diabetic and normally allowed to have snacks in class, you must inform the invigilator before the exam starts. Any snacks must be removed from packaging and placed in a clear bag on your desk.

**Can I bring my Epi-pen in to the examination room?**

Yes. It must be placed on your desk.

**Do I have to wear school uniform?**

Yes. Candidates should wear school uniform unless you are an external candidate then smart/casual attire is expected.

If you have any doubts or questions please pop into Examinations Office or email [examinations@townleygrammar.org.uk](mailto:examinations@townleygrammar.org.uk)



AQA

City & Guilds

CCEA

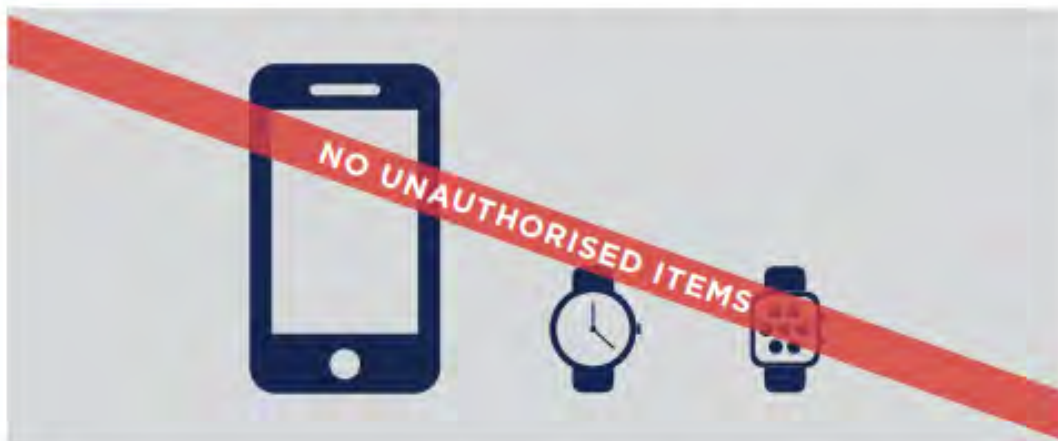
OCR

Pearson

WJEC

## **NO MOBILE PHONES NO WATCHES**

**NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone  
or any watch, is a serious offence and could result in

# **DISQUALIFICATION**

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

## Warning to candidates



 AQA	 City & Guilds	 CCEA	 OCR	 Pearson	 WJEC
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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.**



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AI and Assessments

A quick guide for students

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!