



**TOWNLEY**  
EST 1937  
**GRAMMAR SCHOOL**



# INTERNAL EXAMINATION SUPPORT GUIDE

2026

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Dear Parent/Carer,

February 2026

## **Re: Year 10 GCSE Internal Examinations**

Year 10 GCSE internal examinations will take place from Monday, April 20th to Friday, April 24th, inclusive. Following these examinations, Year 10 students will resume their regular timetable from Monday 27th April.

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 8:45 am examination should report to the Quad for registration no later than 8:20 am.
- Students with an 11:10 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 1:50 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,**

**Ms A Kopycinska Learning Manager Year 10**

# Year 10 Internal Examinations Timetable

Start Time	Monday 20th April	Tuesday 21st April	Wednesday 22nd April	Thursday 23rd April	Friday 24th April
<b>8:45</b>	English Language 1hr 45 (224)	Maths P1 1hr 30 (224)	RS 1hr 20 (224)	Biology 1hr 45 (224)	Maths P2 1hr 30 (224)
<b>11:10</b>	Dance 1hr (33) PE 1hr 15 (39)	History 55mins (77)	Drama 1hr (43)	Geography 1hr 15 (104)	English Lit 1hr (224)
<b>13:50</b>	Physics 1hr 45 (224)	DT 2hr (46) Engineering 2hr (22) Classical Civilisation 1hr 30 (66) Latin 1hr 30 (12)	Chemistry 1hr45 (224)	Computer Science 1hr 30 (66) Music 1hr 45 (21)	French 1hr 20 (95) German 1hr20 (64) Spanish 1hr20(79)

# Year 10 Internal Examinations Topic List

Subject	Topics	Duration
<b>Biology (AQA 8461)</b>	Module 1 Cell biology – all topics Module 2 Organisation – all topics Module 3 Infection and response – all topics Module 4 Bioenergetics – all topics Module 5 homeostasis and response; <ul style="list-style-type: none"> <li>- 4.5.1 homeostasis</li> <li>- 4.5.2 the human nervous system</li> <li>- 4.5.3 hormonal coordination                             <ul style="list-style-type: none"> <li>- Endocrine system</li> <li>- Control of blood glucose</li> <li>- Maintaining water and nitrogen balance in the body</li> </ul> </li> </ul> Students will get a more detailed breakdown (specification references) on their hub and in lessons.	<b>1hr 45</b>
<b>Chemistry (AQA 8462)</b>	One paper 100 marks Topics 1–5: <a href="#"><u>Atomic structure and the periodic table</u></a> <a href="#"><u>Bonding, structure, and the properties of matter</u></a> <a href="#"><u>Quantitative chemistry</u></a> <a href="#"><u>Chemical changes</u></a> <a href="#"><u>Energy changes</u></a>	<b>1 hour 45 minutes</b>
<b>Classical Civilisation (OCR)</b>	Women in the Ancient World paper (selected topics) <ul style="list-style-type: none"> <li>- Legendary Women</li> <li>- Young Women</li> <li>- Women in the Home</li> <li>- Improper Women</li> <li>- Women in Religion (up to and including Athenian festivals or pg. 142 of the booklet)                             <ul style="list-style-type: none"> <li>- [Students will be shown in class a more precise breakdown of all sub-topics and content to revise]</li> </ul> </li> </ul>	<b>90 mins</b>

Subject	Topics	Duration	
<b>Computer Science (OCR)</b>	<p><b><u>Component 1:</u></b>            Unit 1 Systems architecture</p> <ul style="list-style-type: none"> <li>● Architecture of the CPU</li> <li>● CPU performance</li> <li>● Memory</li> <li>● Secondary storage</li> </ul> <p>Data-representation</p> <ul style="list-style-type: none"> <li>● Units and binary numbers</li> <li>● Binary arithmetic and hexadecimal</li> <li>● Characters</li> <li>● Images</li> <li>● Sound</li> <li>● Compression</li> </ul> <p>Networks</p> <ul style="list-style-type: none"> <li>● The Internet and wide area networks</li> <li>● Local Area Networks</li> <li>● Wireless networking</li> <li>● Client-server and P2P networks</li> </ul>	<ul style="list-style-type: none"> <li>● Standards Protocols and layers</li> </ul> <p><b><u>Component 2:</u></b></p> <ul style="list-style-type: none"> <li>● Computational thinking</li> <li>● Searching algorithms</li> <li>● Sorting algorithms</li> <li>● Algorithms using flowcharts</li> <li>● Algorithms using pseudocode</li> <li>● Interpret, correct/ complete algorithms</li> <li>● Programming fundamentals</li> <li>● Sequence and selection</li> <li>● Iteration</li> <li>● Arrays</li> <li>● Procedures and functions</li> <li>● Boolean Logic</li> <li>● Logic diagrams and truth tables</li> <li>● Translators and facilities</li> <li>● IDEs</li> </ul>	<b>90 mins</b>
<b>Dance (AQA)</b>	<p>Questions range from 1 mark questions to 12 mark questions.</p> <p>One 12 markers will be on 1 professional work comparing different components within that 1 work. Another 12 markers will be comparing 2 works on the same component.</p> <p><b><u>Section A (Performance Skills and Dance Safe Practise)</u></b></p> <p><b><u>Performance Skills</u></b></p> <p>Technical Skills            Physical Skills            Expressive Skills            Mental Skills</p> <p><b><u>Safe Dance Practise</u></b></p> <p>Warmup and cooldown            Dance attire            Hydration            Diet            Safe environments</p> <p><b><u>Unseen stimulus</u></b></p> <p>Creating motifs and using Relationship, Action and Space developments to explain choreographic intention.</p>	<p><b><u>Section C (Critical Appreciation of Professional Works)</u></b></p> <p>Professional works = A Linha Curva, Within Her Eyes and Emancipation of Expressionism</p> <p>Features of production = staging/set, lighting, props, properties (props), costume, dancers (number, gender), aural setting, dance for camera.</p> <p>Performance environments = proscenium arch, end stage, site-sensitive, in-the-round.</p> <p>Choreographic approach</p> <p>Choreographic content = actions, dynamics, space, relationships, structuring devices (binary, ternary, rondo, narrative, episodic, beginning/middle/end), choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison, canon)</p> <p>Choreographic intent and Stimulus</p>	<b>1 hour</b>

Subject	Topics	Duration
<b>Design Technology (AQA)</b>	<p><b>Unit 1:</b> People, culture and society</p> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>• Energy Generation</li> <li>• Modern Materials</li> <li>• Mechanical Devices: Levers and linkages</li> </ul> <p><b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>• Material properties (Physical and Working Properties, what are they?)</li> <li>• Metals (ferrous)</li> <li>• Polymers (thermoforming).</li> </ul> <p><b>Unit 4:</b></p> <ul style="list-style-type: none"> <li>• Scales of production</li> <li>• Ecological and Social Footprint</li> </ul> <p><b>Unit 5B: TIMBER</b></p> <ul style="list-style-type: none"> <li>• Source of Material</li> <li>• Standard Components</li> <li>• Aesthetics</li> <li>• Finishes</li> </ul> <p><b>Unit 5D: POLYMER</b></p> <ul style="list-style-type: none"> <li>• Source of Material</li> <li>• Standard Components</li> <li>• Aesthetics</li> <li>• Finishes</li> </ul> <p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Anthropometrics</li> <li>• 2D Drawing techniques</li> <li>• Investigating primary and secondary data</li> </ul> <p><b>Unit 7:</b></p> <ul style="list-style-type: none"> <li>• Material Management; waste, jigs, templates, patterns</li> <li>• Selection of materials: what factors are involved</li> </ul> <p><b>Maths Skills:</b></p> <ul style="list-style-type: none"> <li>• Percentage</li> <li>• Ratios</li> <li>• Calculating cost</li> </ul>	<b>2hr</b>
<b>Drama (AQA)</b>	<p><b>Section A – Theatre terminology and roles – multiple choice (4 marks)</b></p> <p><b>Section B – “The Great Wave” (Part One only) – three questions –</b></p> <ul style="list-style-type: none"> <li>• Costume for one character in the printed extract, or lighting design, or sound design, or set design (4 marks).</li> <li>• Use vocal, physical and spatial skills to deliver ONE line from the extract, and the effects you want to achieve (8 marks).</li> <li>• Referring to interaction with other actors, and use of the performance space, how you would play ONE character in the shaded area of the extract (12 marks).</li> </ul>	<b>One hour</b>
<b>Engineering (AQA)</b>	<p>Material properties (1.1)</p> <p>Composite materials</p> <p>Engineering lifespans (1.3)</p> <p>Cutting materials (2.2)</p> <p>Punching stamping (2.3)</p> <p>Injection moulding (2.4)</p> <p>Joining and assembly (2.5)</p> <p>Polishing (2.7)</p> <p>Mechanisms (3.2)</p> <p>Sensors (3.4)</p> <p>Pneumatics (3.6)</p> <p>Testing (6.10)</p>	<b>2hr</b>
<b>English Language (AQA)</b>	<p><b>Full English Language Paper 1:</b></p> <p>Section A, reading [40 marks]</p> <p>Section B, writing [40 marks]</p>	<b>1 hour 45 minutes</b>
<b>English Literature (Edexcel)</b>	<p><b>Full Post-1914 Literature Question (The Empress)</b></p> <p>A number of potential questions will be shared ahead of time on the KS4 English Hub Of these potential questions, students answer 1 out of a choice of 2 in the paper</p> <p>AO1/3 [32 marks]</p> <p>AO4 [8 marks]</p>	<b>1 hour</b>

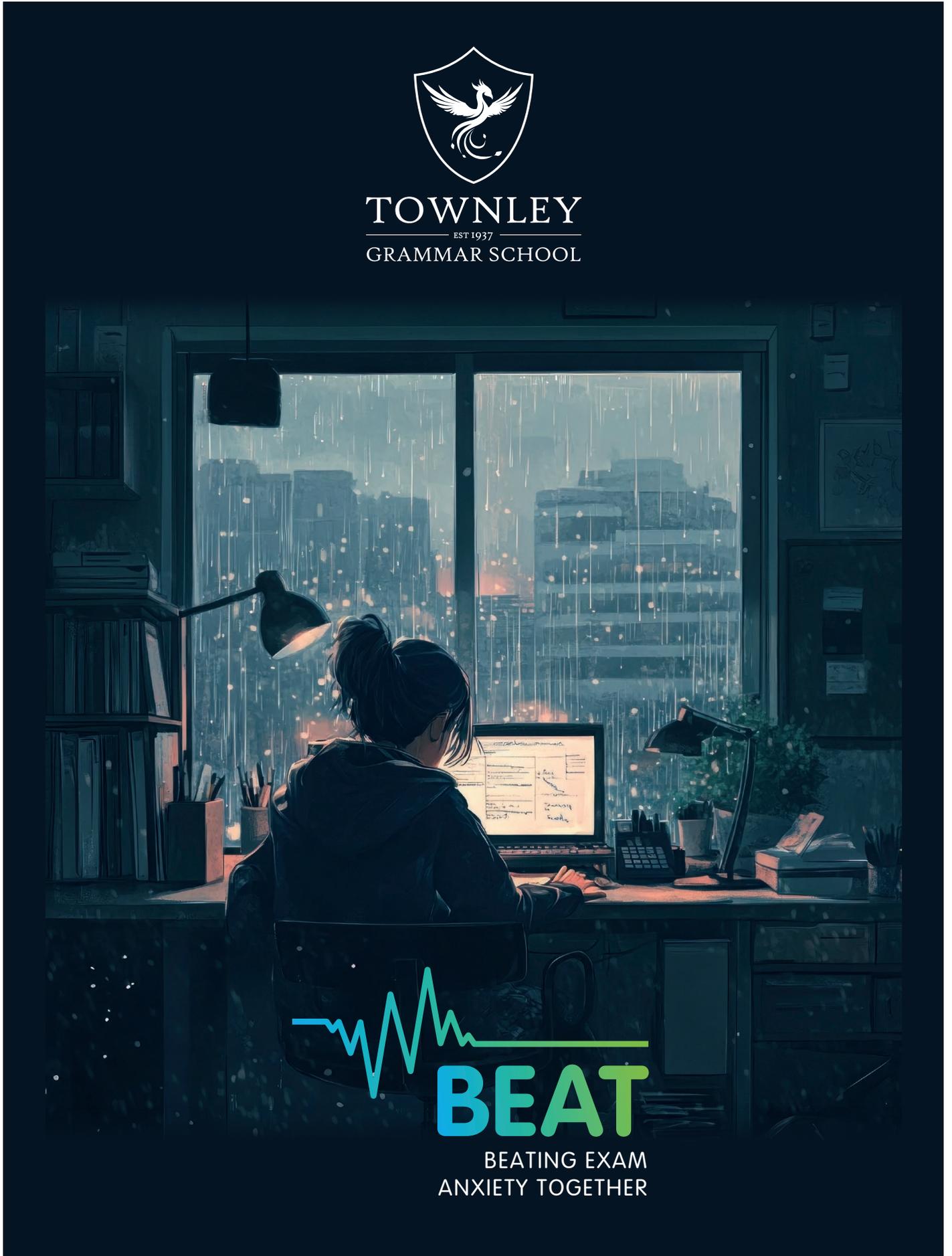
Subject	Topics	Duration
French (Edexcel)	<p><b>Writing (paper 4) in Hall</b></p> <p><b>Reading (paper 3) in class</b></p> <p>Module 1: Tu as du temps à perdre?</p> <p>Module 2: Mon clan, ma tribu</p> <p>Module 3: Ma vie scolaire</p> <p>Module 4: En pleine forme</p>	<p>1 hour 20 minutes</p> <p>1 hour</p>
Geography (Edexcel)	<p><b>Global Geographical Issues.</b></p> <p><b>Question 1: Hazardous Earth</b></p> <p>Global Atmospheric Circulation</p> <p>Global Warming/ Climate change natural and human causes.</p> <p>Tropical Storms</p> <p>Tectonics, Volcanoes and Earthquakes.</p> <p><b>Question 2: Development Dynamics</b></p> <p>Development Indicators</p> <p>Theories of Development- Causes of inequality</p> <p>Top Down and Bottom up strategies to aid development.</p> <p>India - Case Study an Emerging Country</p> <p><b>Question 3: Challenges of Urbanisation</b></p> <p>Urbanisation causes.</p> <p>Megacities growth and issues.</p>	<p>1 hour 15 minutes</p>
German (Edexcel)	<p><b>Writing (paper 4) in Hall</b></p> <p><b>Reading (paper 3) in class</b></p> <p>Module 1: Zurück zur Schule</p> <p>Module 2: Endlich mal Freizeit</p> <p>Module 3: Meine Welt, Deine Welt</p> <p>Module 4: Bleib Gesund</p>	<p>1 hour 20 minutes</p> <p>1 hour</p>
History (Edexcel)	<p><b>Paper 2: Superpower relations and the Cold War, 1941-91</b></p> <p>All 3 sections to be examined</p> <ul style="list-style-type: none"> <li>● Section 1 The Origins of the Cold War 1941-1958</li> <li>● Section 2 Cold War crises 1958-1970</li> <li>● Section 3 The end of the Cold War 1970-1991</li> </ul>	<p>55 minutes</p>
Latin (Eduqas)	<p><b>Main focus Latin Language</b></p> <p>All grammar and vocab up until the end of chapter 6)</p> <p>Civilisation:</p> <p>Priesthoods in Rome (including sacrifice and offerings)</p> <p>Festivals, including Lupercalia, Saturnalia and Bona Dea</p>	<p>1 hour 30 minutes</p>

Subject	Topics	Duration
<b>Mathematics (Edexcel)</b>	Chapter 1: Number Chapter 2: Algebra Chapter 3: Interpreting and representing data Chapter 4: Fractions, ratio and percentages Chapter 5: Angles and trigonometry Chapter 6: Graphs Chapter 7: Area and Volume Chapter 8: Transformations and constructions Chapter 9: Equations and inequalities Chapter 10: Probability	Paper 1 90 minutes Non-calculator Paper 2 90 minutes Calculator
<b>Music (OCR)</b>	<b>Rhythms of the World</b> <b>Dictation</b> <ul style="list-style-type: none"> <li>Short piece of dictation within a piece of music</li> </ul> <b>Concerto Through Time</b> <ul style="list-style-type: none"> <li>Baroque</li> </ul> <b>Pop Music</b>	90 minutes
<b>Physical Education (AQA)</b>	Applied anatomy and physiology <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> Movement analysis <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>	1hr 15min
<b>Physics (AQA 8463)</b>	<b>9.1 Energy</b> <ul style="list-style-type: none"> <li>Energy stores and transfers</li> <li>Energy resources</li> </ul> <b>9.2 Electricity</b> <ul style="list-style-type: none"> <li>Static electricity: basic principles</li> <li>Electric fields and dangers of static electricity</li> <li>Using static electricity</li> <li>Electrical components: circuit symbols</li> </ul> <b>9.3 Particle model of matter</b> <ul style="list-style-type: none"> <li>Kinetic theory and cooling curves</li> <li>Conduction, convection and evaporation</li> <li>Infrared radiation</li> <li>Thermal insulation</li> </ul> <b>9.5 Forces</b> <ul style="list-style-type: none"> <li>Calculating speed</li> <li>Calculating acceleration</li> <li>Measuring acceleration</li> <li>Terminal velocity</li> <li>Facts about forces</li> <li>Force, mass and acceleration</li> </ul> <b>9.6 Waves</b> <ul style="list-style-type: none"> <li>Wave types and properties</li> <li>Wave behaviour</li> <li>Reflection of light</li> <li>Investigating water waves</li> <li>Electromagnetic spectrum: long waves</li> <li>Electromagnetic spectrum: short waves</li> </ul> <b>10.2 Electricity</b> <ul style="list-style-type: none"> <li>Current and voltage in series and parallel</li> <li>Series and parallel: combining resistors</li> <li>Alternating current and direct current</li> <li>Electrical calculations</li> <li>Electrical safety in the home</li> </ul> Continued on next page>>>	1h45min

Subject	Topics	Duration
<b>Physics (AQA 8463)</b>	<p><b>10.4 Atomic physics</b></p> <ul style="list-style-type: none"> <li>● Atomic structure and back-ground radiation</li> <li>● Radiation safety and types of radiation</li> <li>● Half-life</li> <li>● Non-medical uses of radiation</li> <li>● Medical uses of radiation</li> <li>● Nuclear fission and nuclear power</li> <li>● Nuclear fusion</li> </ul> <p><b>10.5 Forces</b></p> <ul style="list-style-type: none"> <li>● Momentum</li> <li>● Car safety</li> <li>● Impulse</li> <li>● Centre of mass</li> <li>● Moments</li> <li>● Stability</li> </ul>	1h45min
<b>Religious Studies (Eduqas)</b>	<p><b>Route A – specification printed in booklets.</b></p> <p>Relationships topic Human rights topic</p>	1hr 20 mins
<b>Spanish (Edexcel)</b>	<p><b>Writing (paper 4) in Hall</b></p> <p>80–90 word task 130–150 word task Translation into Spanish</p> <p><b>Reading (paper 3) in class</b></p> <p>Module 1: ¡Diviértete! (Free-time + technology) Module 2: Viaje (Travel and tourism + festivals) Module 3: Mi gente, mi mundo (Family and friends) Module 4: Mi estilo de vida (Healthy lifestyle)</p>	1 hour 20 minutes 1 hour



TOWNLEY  
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**BEAT**

BEATING EXAM  
ANXIETY TOGETHER

# BEATING EXAM ANXIETY TOGETHER 'BEAT'

## 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 3 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:**

- 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.
- 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.)
- 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.

# Kooth's Guide to Coping with Exam Stress

## External Agencies for support



### Taking a moment

Taking a moment when you feel especially frazzled or anxious to calm yourself can be a useful one to master both during revision and exams.

For some, meditation, grabbing a cup of tea, deep breathing or taking a few minutes outside in nature even if only for a couple of minutes, can be beneficial.

### Taking care of your needs

Drink plenty of water and try to eat regular meals. Staying hydrated really can help you feel better, both physically and mentally, as it's important you meet your brain's energy needs.

Especially during times of revision, where you're reading and straining your mind a lot, water is important to help avoid dehydration headaches. While regular meals can help you maintain a good routine.

### Switching off

Avoid screens at least an hour before bedtime. Switching off can go a long way in helping you to fall and stay asleep which will help keep your mind fresh for your exams and can help you manage or reduce your stress level.

If possible, having an environment where to rest or relax which is different to where you study, can help you switch off.

### Moving your body

Try 'shaking it out', or getting up from your desk and doing some light stretches. Moving your body is a great way to avoid stiffness and to better concentrate well for longer periods of time overall.

## Coping with Exam Stress

Exam season can be incredibly stressful for students of all ages. Here's a few tips and tricks to help you cope with exam stress.

These are just a few techniques to try, what really matters is finding what works best for you.

### Take a break

Scheduling regular breaks and being able to recognise when you need a break when you're feeling stressed or overwhelmed, can be really helpful.

This can be really difficult, especially when you're under pressure and may feel like a waste of time or bring up feelings of guilt.

However a change of scenery may make your time revising afterwards feel fresher and more productive.

### Mapping out your studies

It may also help to try out a few ways to feel more on top of your studies. This might include:

- Writing down what you feel you know well and the areas you'd like to know better.
- Make a revision plan and mark off each module or topic area you've covered.
- Or, if you're feeling creative, you could draw a pathway towards exams and out the other side, where you can chart your progress along the way.

Really, anything from a spreadsheet to some rough notes can work--do what you feel most comfortable with.

### Talking about what's on your mind

- Talk to a friend or other trusted person about how you're feeling. Sometimes just venting it out can be such a destressor!
- Reach out to your supervisors, tutors, or student support if you're struggling. It may be that you could apply for a deadline extension for a piece of work or find some help with time management or study skills.

### Positive affirmations

Try repeating some positive affirmations to yourself, such as "I'm doing my best," "I can do this," or "Just keep swimming!"

### Journaling and music

Writing down what's on your mind in a journal or listening to some calming music- are great ways to get tensions and anxieties out of your body.

Whatever you choose to do, be kind to yourself. Give yourself some space to do the things that might help you feel calmer or help you gain a bit of perspective.

## Find Support

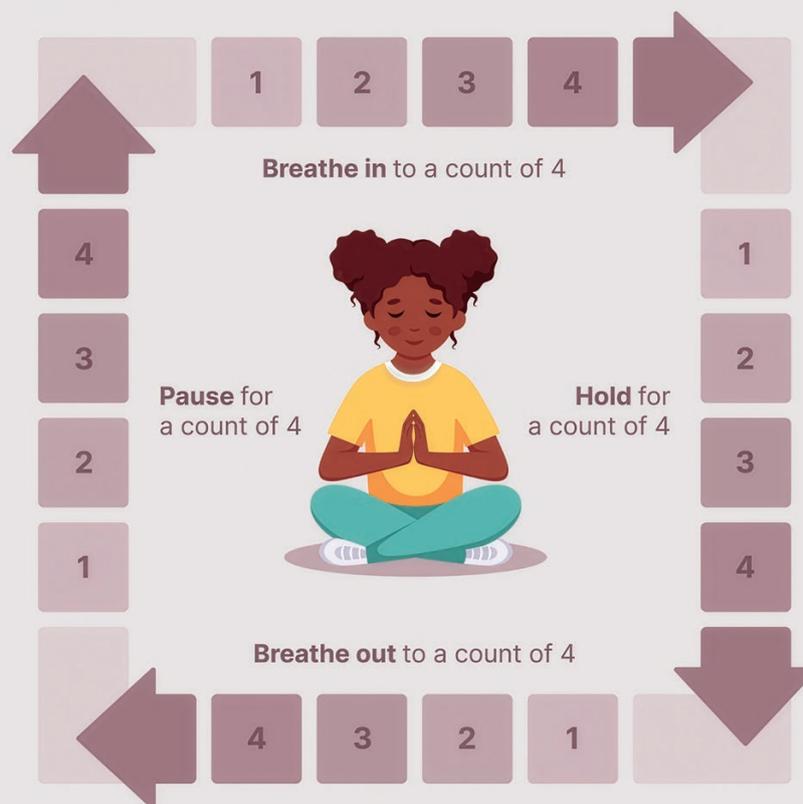
Explore free, safe and anonymous mental health and wellbeing support on [Kooth.com](https://www.kooth.com)



# 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.

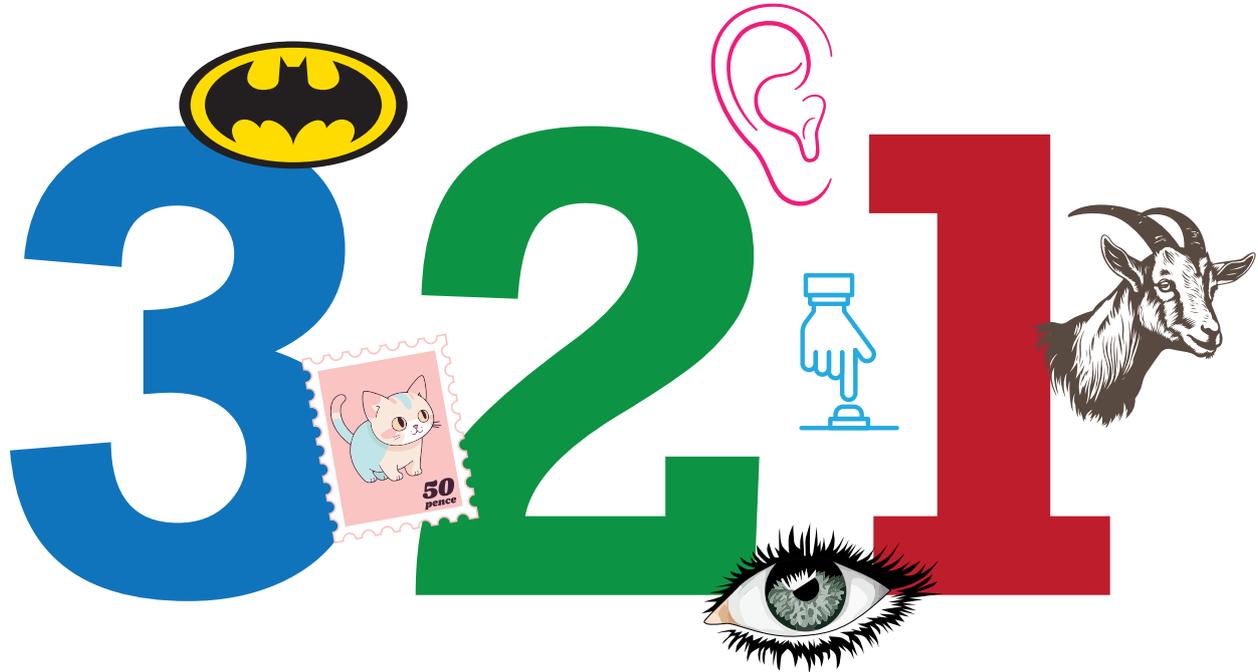
# CALM DOWN WITH TAKE 5 BREATHING



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



## 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** items that begin with letter **S**

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

Ease your state of mind in stressful moments.



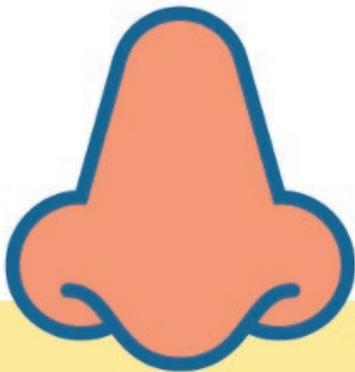
Acknowledge **5** things  
that you can see  
around you.



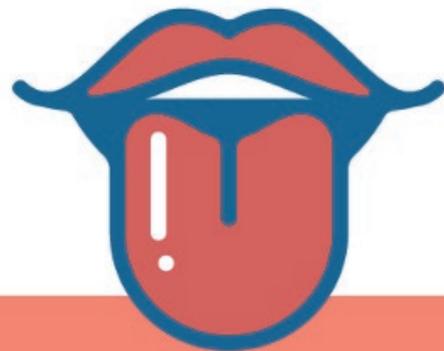
Acknowledge **4** things  
that you can touch  
around you.



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 Haesa K



everyone experiences stress but it can be hard to deal with sometimes

So here are some tips to help you deal with stress when it's too overwhelming

**A) MAKE A LIST!**

- maths test
- revision
- chores
- write up notes
- finish annotations

① maths revision ② finish annotations ③ chores

make a list of anything stressing you out. This way, it is easier to work through it!  
eg: which subject do you need to revise more - maths or bio

**B) EAT SOME COMFORT FOOD**

It's not only important to eat, but to eat healthily and have a decent balance

**DON'T EAT TOO MUCH JUNK FOOD THOUGH**

yeah... just keep a balance

**C) TURN YOUR PHONE OFF!**

yes indeed, screens aren't good for you, especially if you become addicted. You lose your sense of time as you scroll aimlessly through Tik Tok

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.

or, if turning off your phone is a bit much, listen to some relaxing tunes

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 on to!

**E) GET ACTIVE**

immerse yourself in a new sport

walk round your block

or go to the park!

**F) TALK TO SOMEONE**

maybe they have some good advice for you

**G) BREATHE**

sometimes, all it takes is a single breath

stress is not permanent. If you're feeling worse than normal, perhaps a visit to your local GP can help!

Remember! Your mental health is just as important as your physical health! Take some time to chill.

**PEER MENTORING!**

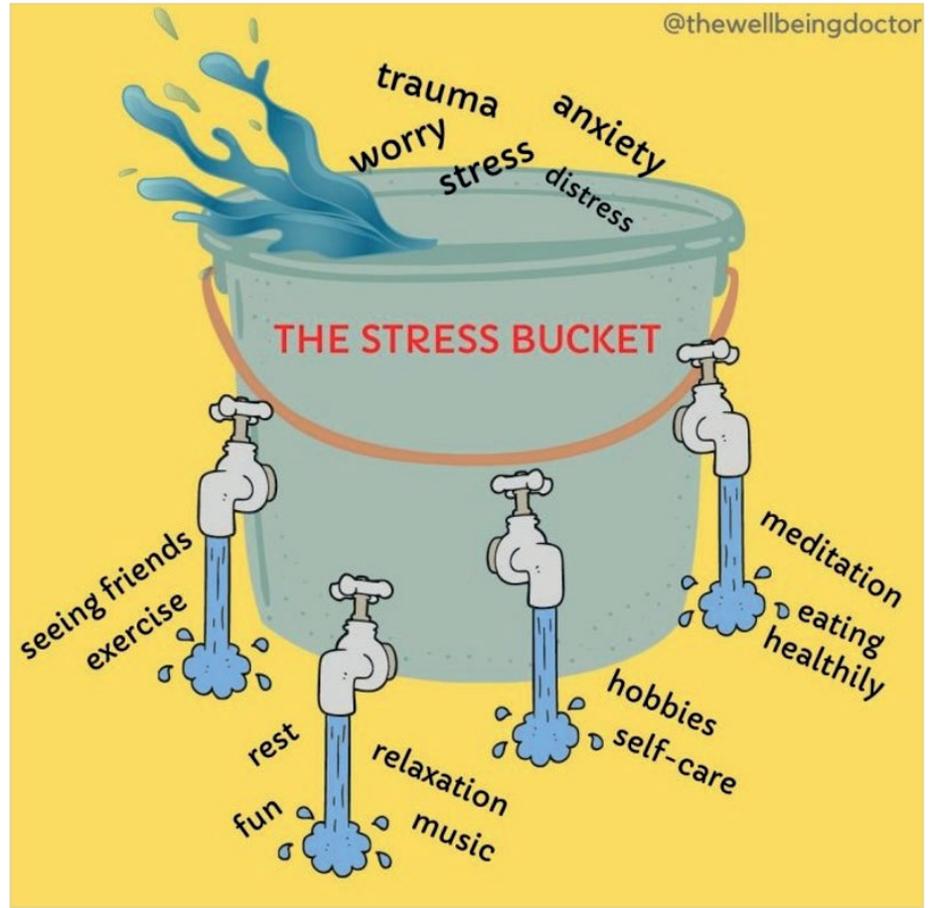
WEDNESDAY AND THURSDAY AFTER SCHOOL IN THE STUDY HALL see you there!

come down for a chat if you want some more advice

# 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.

## 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.

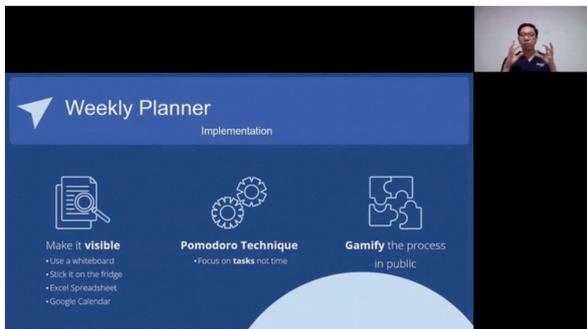
# elevate<sup>↑</sup>

## education

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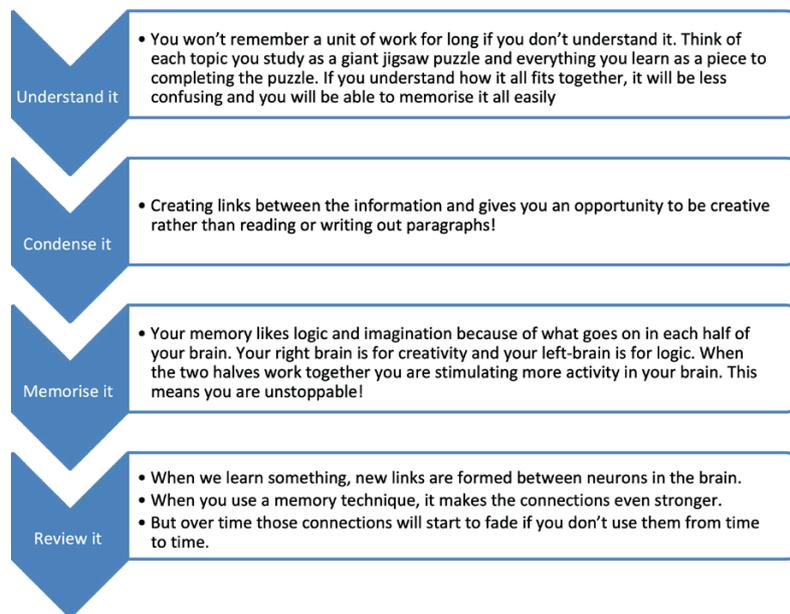
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# EDGE : Learning Support and Techniques to support your revision

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.



## 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.

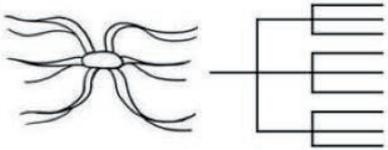
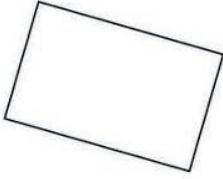
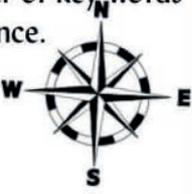
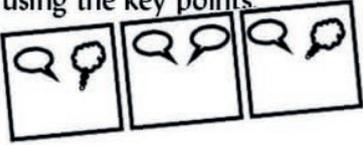
### Practice with friends

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

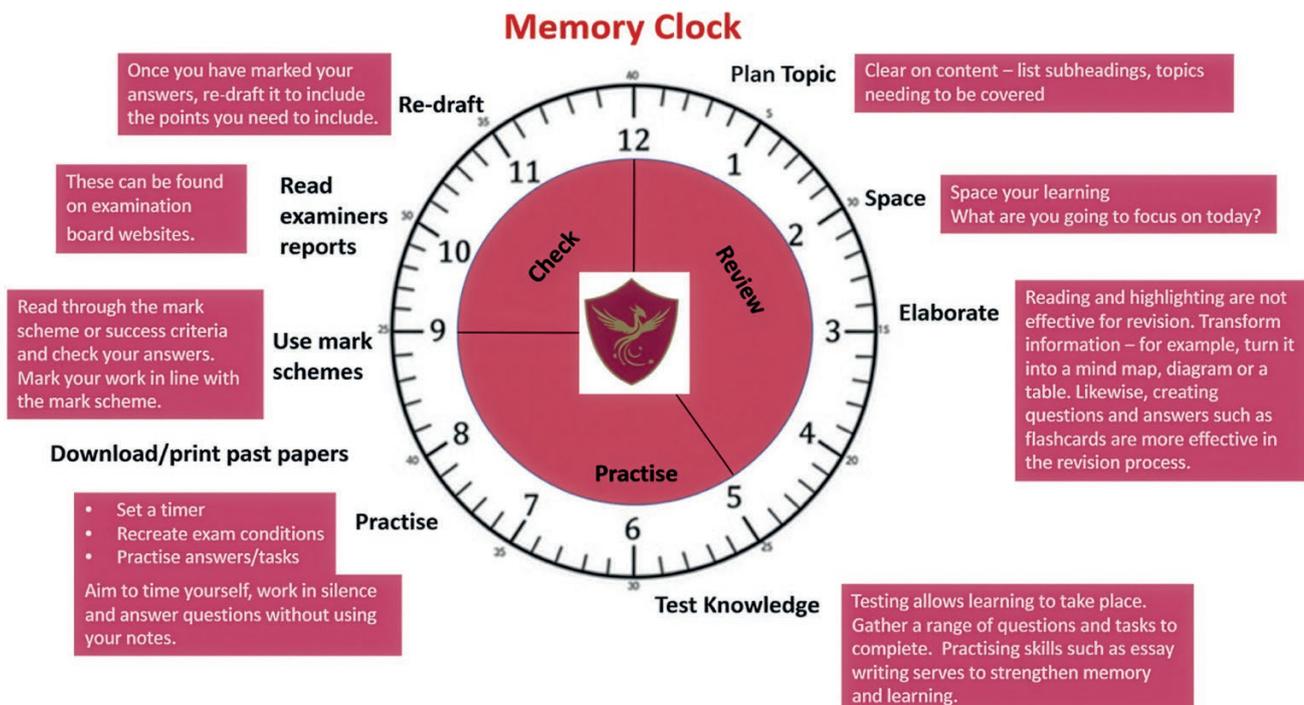
<h2>Map It</h2> <p>Create a mind map of the key points.</p> 	<h2>Journey It</h2> <p>Remember lists of information by placing images on a journey.</p> 	<h2>Index It</h2> <p>Transfer the key points to index cards.</p> 
<h2>Story It</h2> <p>Create a weird and vivid story using the key points.</p> 	<h2>Mnemonic It</h2> <p>Use the first letter of key words to create a sentence.</p> <p>A well known example:</p> <ul style="list-style-type: none"> <li>Never</li> <li>Eat</li> <li>Shredded</li> <li>Wheat</li> </ul> 	<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> 

## Memory Clock

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.

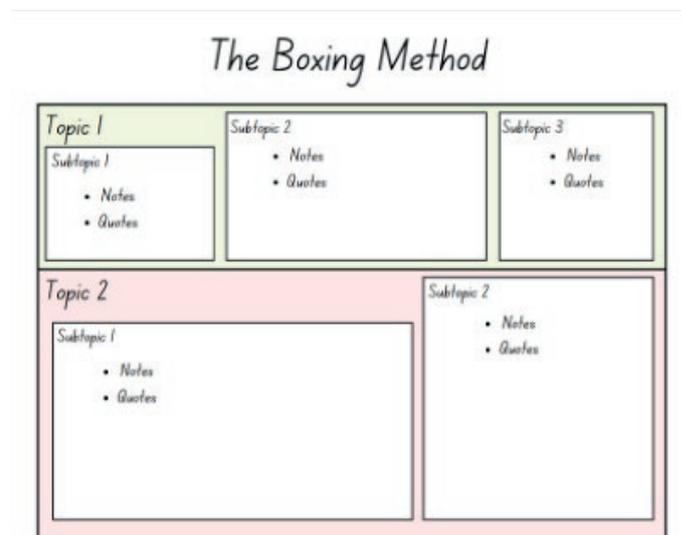
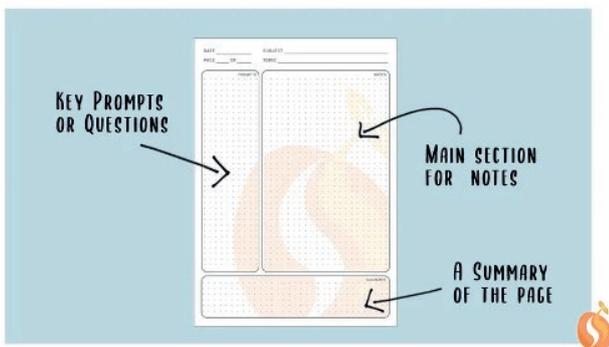


# Note Taking

## 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.

- 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.

### 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.

# Command Words

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question. Many of the 'command' words used in exam questions are the same across all subjects and require a similar response, even if the subject is different. Therefore, what follows is a glossary of the types of 'command' language you should expect to see in your GCSE exams. Those in bold all require the same sorts of analytical skill and are the types of question that require more depth and detail – more marks are awarded for these types of question.

Advise	Requires you to help somebody reach a decision through a mixture of facts, opinions, commands and options.
<b>Analyse</b>	Look closely at the detail; give reasons <b>why</b> or <b>how</b> something is done and the effect of this – use PEE/PEA/PEEL paragraphs, which help you to support your points with evidence and <b>explain</b> your thoughts.
Annotate	Add notation or labelling to a graph, diagram or other drawing that describe and/or explain features, rather than just identify them (which is labelling).
Apply	Put into effect in a recognised way.
Argue	Put forward a point of view in a structured and reasoned way – usually one sided but takes account of other points of view.
Assess	Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity. <i>For example, 'Assess how effective your presentation technique(s) were in representing the data collected in this enquiry.'</i>
Calculate	Work out the value of something. Marks are usually awarded for both the process and outcome. <i>For example, 'Using Figure 7, calculate the increase in retail sales value of Fairtrade bananas between 2000 and 2012.'</i>
Combine	Put together.
<b>Comment on ...</b>	This requires you to <b>analyse</b> and <b>evaluate</b> in a balanced way. Give your opinions or point of view, with reasons.
<b>Compare</b>	Look closely at two or more things which have something in common in order to see how they are the same and how they are different. This is looking for an <b>analytical</b> response – PEE/PEA/PEEL paragraphs could be used. <i>For example, 'Using Figure 4, compare HDI values in Africa and South America.'</i>
Complete	Finish a task by adding to the information. <i>For example, 'Complete the following sentences: The greatest number of category four tropical storms happen in the ..... Ocean. Apart from very strong winds, one other associated weather feature of a category four storm is.....'</i>
<b>Consider</b>	Discuss from all angles/analyse.

## Command Words (Continued)

<p><b>Contrast</b></p> <p>Describe...</p> <p>Describe in detail</p> <p>Describe the differences...</p>	<p>Often used with '<b>compare</b>'; look at the differences of two or more things.</p> <ul style="list-style-type: none"> <li>• A detailed account. More simply – 'Write down...' Tell the examiner in your own words what/how/why something happens; must use words precisely (in scientific subjects this means using scientific terms).</li> <li>• Will often be linked to more marks and therefore you will be required to go into more depth in your answer and develop your key points using precise, clear language.</li> <li>• Structure around key points which you compare across the two points up for discussion – do not describe all the features of one and then all the features of the other – link ideas together.</li> </ul>
<p><b>Critically</b></p>	<p>Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.</p>
<p><b>Criticise</b></p>	<p>Assess worth against explicit expectations.</p>
<p><b>Debate</b></p>	<p>Present different perspectives on an issue.</p>
<p><b>Deduce</b></p>	<p>Draw conclusions from information provided.</p>
<p><b>Define</b></p>	<p>State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.</p>
<p><b>Develop</b></p>	<p>Go beyond and expand something; take it forward; add detail; improve upon a basic idea.</p>
<p><b>Describe</b></p>	<p>Give an account in words. For example, 'Using Figure 9, describe the distribution of areas with existing licenses for fracking in the UK.'</p>
<p><b>Design</b></p>	<p>Set out how something will be done.</p>
<p><b>Determine</b></p>	<p>Use given data or information to obtain an answer.</p>
<p><b>Develop</b></p>	<p>Take forward or build upon given information.</p>
<p><b>Discuss</b></p>	<p>Also known as 'examine' and 'consider' – give the main reasons 'for' and 'against' and come to a conclusion. For example, 'Discuss the effects of urban sprawl on people and the environment. Use Figure 3 and a case study of a major city in the UK.'</p>
<p><b>Distinguish</b></p>	<p>List the differences between different items.</p>
<p><b>Draw</b></p>	<p>Produce a diagram.</p>
<p><b>Ensure</b></p>	<p>Make sure/make certain.</p>

## Command Words (Continued)

<b>Estimate</b>	Guess or calculate approximately/give a rough idea with evidence.
<b>Evaluate</b>	Make a judgement about how good or bad, how successful or unsuccessful something is, usually against specific criteria. This is an opinion based response but it may require you to provide evidence for your points and clear explanations as to why you think the way you do. In Maths it means – work out/ calculate! For example, 'Evaluate the effectiveness of an urban transport scheme(s) you have studied.'
<b>Examine</b>	Look closely at something and discuss in a balanced and detached way in order to come to a decision and/or conclusion.
<b>Explain</b>	Give reasons for how or why something happens; you need to give examples. They are questions which normally carry a lot of marks and they require you to treat the subject analytically – often using a PEE/PEA/PEEL paragraph will help in certain subjects. For example, 'Using Figure 12 and your own knowledge, explain how different landforms may be created by the transport and deposition of sediment along the coast.'
<b>Explore</b> • Give  • Give reasons	Investigate/look deeply at. Often this will require you to look at reasons. <ul style="list-style-type: none"> <li>• These tend to be short, factual answers and normally they will specify how many points are to be made.</li> <li>• Say why or how something might happen. Normally they will specify how many reasons to give.</li> </ul> For example, 'Give one condition that is needed for a tropical storm to form.'
<b>Express</b>	Work out or put a thought into words.
<b>Find</b>	Identify something.
• How • How far / <b>successfully...</b>	<ul style="list-style-type: none"> <li>• Explain something.</li> <li>• Requires you to explain, evaluate and make a judgement about the effectiveness of something – depending on the subject, use evidence and PEE/PEA/PEEL paragraphs.</li> </ul>
<b>Identify</b>	Pick out/select/find/highlight. For example, 'Identify the glacial landform at grid reference 653532.'
<b>Illustrate</b>	Give examples that make your point clear (diagrams/figures/drawings).
<b>Interpret</b>	Explain the meaning in your own words. How do you 'see', 'read' or 'understand' something?

## Command Words (Continued)

<b>Justify</b>	Support a case with evidence and give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process. For example, 'Transnational corporations (TNCs) only bring advantages to the host country.' Do you agree with this statement? Justify your decision.
<b>Label</b>	Provide appropriate names on a diagram.
<b>List</b>	Can require single words or phrases – sometimes the order will be important. Questions with this command word do not require any reasoning or explanation - simply select the information required and write it down.
<b>Match</b>	Place like things together.
<b>Modify</b>	Change or adapt a drawing or sketch.
<b>Name</b>	Identify using a recognised technical term.
<b>Outline</b>	Give only the most important details, give a brief overview, give a brief explanation – often carries fewer marks. For example, 'Outline one way that Fairtrade helps to deal with the problems of unequal development.'
<b>Persuade</b>	Aim to change your reader's mind about something using biased points and persuasive devices.
<b>Predict</b>	Say what you think or expect will happen – the second part of this question may require you to explain this and justify your ideas.
<b>Present</b>	Show or demonstrate your ideas (remember to look at how you are meant to be presenting them).
<b>Produce</b>	Create/make/construct/bring to life.
<b>Recommend</b>	Put forward something with approval as being suitable for a particular purpose or role.
<b>Relate</b>	Give a technical term or equivalent.
<b>Select</b>	Choose something as being the most suitable.
<ul style="list-style-type: none"> <li>• <b>Show the method</b></li> <li>• <b>Show how ...</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate/illustrate/explain a way of doing something or a process.</li> <li>• Explain how...</li> </ul>
<b>Simplify</b>	Make something simpler or easier to understand.
<b>Sketch</b>	Draw/draft/outline using a pencil. In Maths you need to use a ruler and a pencil.

# Command Words (Continued)

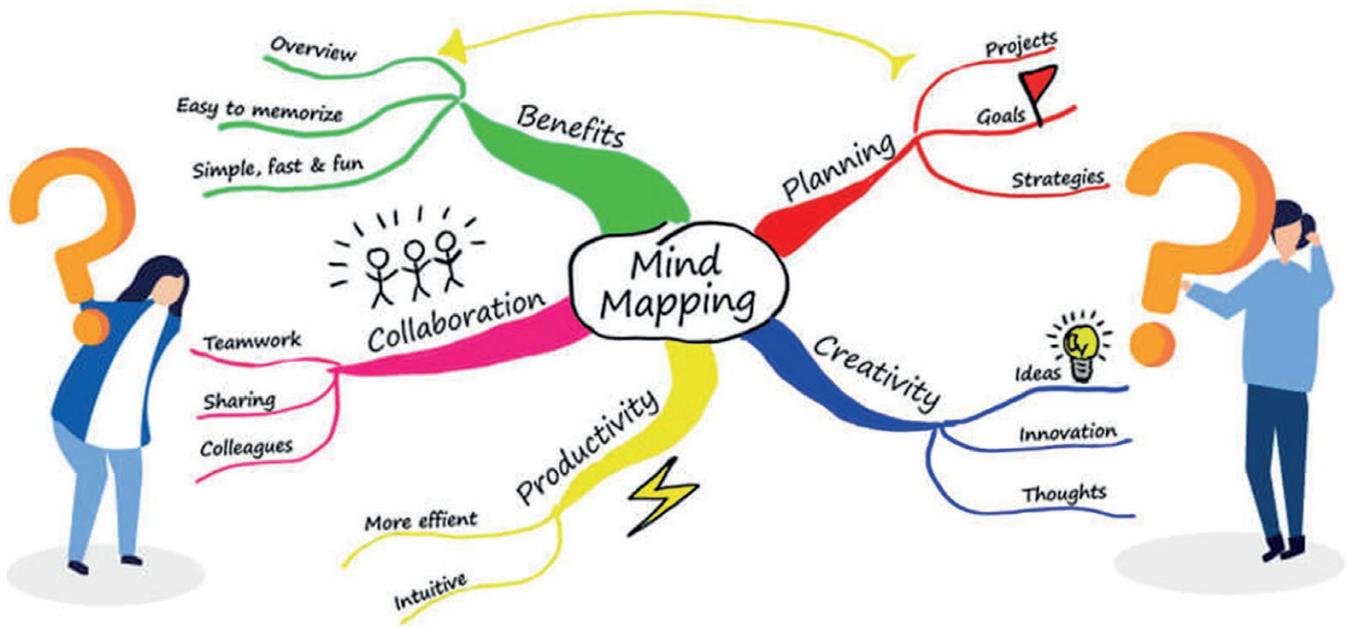
<b>State</b>	Write briefly, the main point in clear terms. For example, 'State one characteristic of the course of the River Ouse in grid square 5754.'
<b>Study</b>	Look in detail at a picture, passage or drawing in order to access information necessary to answer the question.
<b>Suggest</b>	Offer ideas, put forward ideas, propose something. For example, 'Suggest how the sea defences shown in Figure 11 help to protect the coastline.'
<b>Summarise</b>	Draw your key ideas and points together. Review key points in one paragraph.
<b>To what extent . . .</b>	Judge the importance or success of (strategy, scheme, project). For example, 'To what extent do urban areas in lower income countries (LICs) or newly emerging economies (NEEs) provide social and economic opportunities for people?'
<b>Translate</b>	Express the words or text in another language.
<b>Use . . .</b>	This often means they are directing you to a specific passage, rule or drawing. For example, 'Weather in the UK is becoming more extreme.' Use evidence to support this statement.
<ul style="list-style-type: none"> <li>• <b>What is meant by...</b></li> <li>• <b>What are the disadvantages and advantages...</b></li> <li>• <b>What do you need to consider...</b></li> </ul>	<ul style="list-style-type: none"> <li>• You are being asked for a definition of the word.</li> <li>• A simple form of discussion.</li> <li>• You are being asked to highlight key information appropriate to a process in your response.</li> </ul> <p>'What' questions usually carry fewer marks.</p>
<b>Which</b>	Choose from a number of alternatives, providing the reasons for your choice.
<b>Why</b>	Involves you discussing and explaining a process, outcome or point of view using evidence to support your ideas. It will usually involve a balanced approach.
<b>Work out...</b>	Asks you to solve something – marks are usually awarded for you showing the process behind your thinking as well as the answer you come up with.
<ul style="list-style-type: none"> <li>• <b>Write down</b></li> <li>• <b>Write about how</b></li> </ul>	<ul style="list-style-type: none"> <li>• Could mean 'Describe' or require you to select relevant information.</li> <li>• This is more detailed and requires you to explain a process and/or how something happens.</li> </ul>

# Command Words (Continued)

## Most frequent Command Words by Subject

<b>Biology</b>	<b>Business</b>	<b>Computer Science</b>
Describe Calculate Explain Compare Estimate Suggest	Why Which Identify Explain Show Analyse Recommend Evaluate	Outline Explain Convert Express State Describe Show
<b>Design and Technology</b>	<b>Drama</b>	<b>Engineering</b>
Evaluate Explain Complete Describe	Describe Explain	Describe Explain
<b>English</b>	<b>Geography</b>	<b>Health &amp; Social Care</b>
Select Summarise Explore How... Compare Write Describe Evaluate Comment	Study Describe Outline Suggest Assess Complete	Identify Explain Describe Analyse Evaluate
<b>History</b>	<b>Hospitality</b>	<b>Maths</b>
Describe Explain	Match Complete Outline Discuss State Suggest Describe Identify	Simplify Estimate Explain Work out Express Find Calculate
<b>Media Studies</b>	<b>Modern Foreign Languages</b>	<b>Music</b>
Explain Analyse	Translate	State Describe Explain Identify Evaluate Compare Name
<b>PE</b>	<b>Religious Studies</b>	<b>Science</b>
Identify Outline Name Suggest Justify Discuss Complete Define State Plot Analyse Evaluate	Explain Evaluate	Describe Calculate Explain Determine

# Mind Maps



## 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.

# Year 10 Internal Examination Support Guide

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.

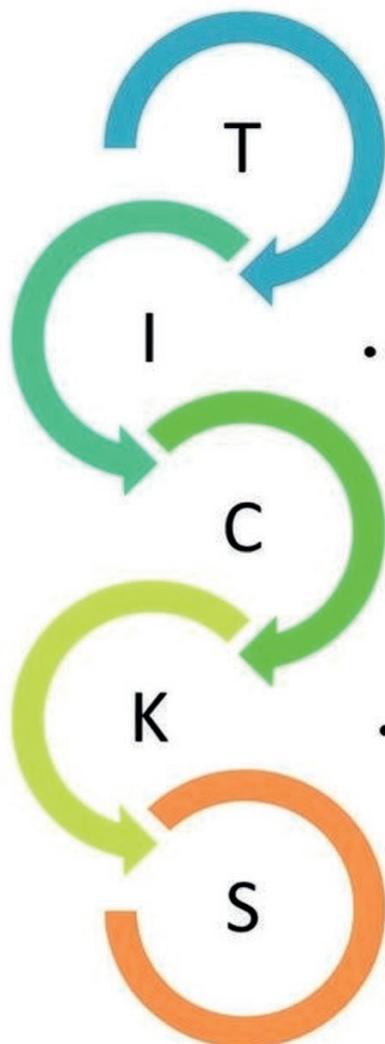
This is a really useful resource for levelling up your revision as it helps you to understand exactly what the examiners are looking for.

## 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



# GCSEPod



## Student Quick Start Guide

Proven to help you achieve one grade higher on average than non-users

### What is GCSEPod?

Our content is delivered in an easy-to-digest format to ensure learning sticks.

- ✔ One website, accessible anywhere & everywhere
- ✔ Over 7,500+ Pods
- ✔ Content produced specifically for mobile devices, tablets & PC's
- ✔ Designed to squeeze exactly the right knowledge needed for exam success into short 3-5 minute chunks
- ✔ Helps with learning, homework & revision

#### It can be as discreet 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.

#### Convenient & Effective

Download to any device so you can watch them online or offline. wherever you go It's like you're carrying an entire world of knowledge & revision in your pocket. An expert reads and explains everything clearly and precisely with all the right facts, quotes, keywords 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

### 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 'I'm new to GCSEPod' and select 'Student'
- 3 Enter your name, dob and type in your school name. The school's name should appear in the dropdown menu. Click to confirm
- 4 Create a username and password

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.

#### It will help get you 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 My Playlist feature to create your own revision playlists 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 easily manage revision.

## Key Features

### Playlists

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

### Check & Challenge

Test your knowledge by completing our topic quizzes. Receive instant feedback on your answer with helpful tips to help you understand why it's right or wrong. Complete Check & Challenges as many times as you want to see your progress improve and win more diamonds!

### My Exam Playlists

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.

### Homework

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

### Learning Activities

Choose from a range of activities to enhance your learning and cement the knowledge you've learned from our Pods. Perfect for creating your own revision materials!

### Webinars

Attend our fun and interactive student webinars, full of useful tips and tricks to make learning and revision fun and less stressful.

# Top tips for Studying at Home

Here's 4 top tips to keep in mind when you are revising at home.

## Stick to a routine

Agree on a structure with your parents that closely resembles a normal school day.

Consider making your daily timetable visible so everyone in the house is aware of your routine.

Schedule for breaks, lunch and snacks as well as physical exercise.

## Stay connected

When you aren't doing school work or revising, keep in contact with your friends.

Talk with your parents and teachers where possible to make sure you share your thoughts and feelings.

## Create a workspace

Assign a workspace in your house that will be used for your school work.

Make sure the space is clear and tidy with reliable WiFi. Keep distractions to a minimum.

## Keep a healthy lifestyle

Prepare healthy lunches and snacks the night before so you have the maximum amount of time to relax during your breaks the next day.

Monitor your online activity so you don't find yourself spending too much time in front of a screen - take breaks involving fresh air and physical activity

# Believe in Yourself and You Will Be Unstoppable!

Check out our top tips for staying motivated!

## Create a Study Routine

By nature, we're creatures of habit. If you find it difficult to motivate yourself to study, creating a routine will help.

## Set Attainable Goals

Whether you set yourself a time goal or an amount of work to complete, it is important to challenge yourself.

## Study in Short Bursts

You are more likely to retain information from short bursts of learning as your attention will be increased.

## Review Your Results

It is important to check where you have gone wrong and avoid similar mistakes. It's also motivating to see how you've improved.

## Inspire Yourself

Post reminders and inspirational quotes in prominent places about what you want to achieve.

## Don't Compare

Don't try to compare yourself with others and try to focus on your own results and how you can improve.

## Get Enough Sleep

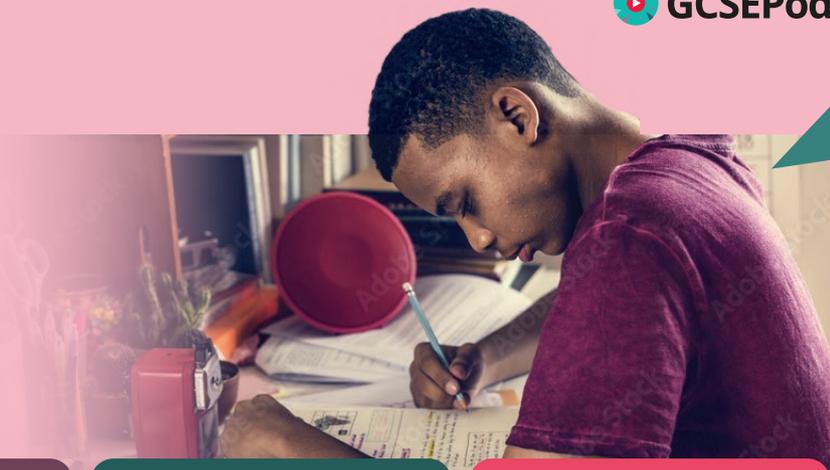
Make sure you get enough sleep, ideally 7-9 hours every night. This will help to encourage a relaxed and well-rested mind and body.

## Reward Yourself

Every time you complete one or two chunks, reward yourself with a short period of relaxation. Rewarding yourself with short and enjoyable breaks is a key part of the "chunking down" technique.

# Top Revision Tips

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



## Start early

Cramming at the last minute is stressful and has limited success.

## Make a plan

Work out how much time you have and how long you can spend on each subject.



## Study space

Find a quiet spot away from distractions and keep everything all in one place.

## Mix it up

Use a mixture of revision techniques for best results.

## Take breaks

It is possible to work too hard, make sure you take regular breaks.



## Get together

Meet with friends to chat through what you have learnt.



## Use past papers

These are a great way to get used to exam format and testing what you have learnt.



## Eat healthy

Certain foods boost your brainpower and will help you remember more.

For more information visit:  
[www.GCSEPod.com](http://www.GCSEPod.com)

# Top Tips for Success in Science Exams



## Getting the Revision Right

### Note the number of marks available

The number of marks indicates the number of distinct points you should make. For example, if the question is worth 4 marks, you will be looking to make 4 distinct points. You could use 4 bullet points to help you make 4 separate points. Focus on the questions that are worth more.

### Note the command words

Look at what the question starts with. If it's 'compare' then you need to describe similarities and differences. If it asks you to 'explain' then you could use 'because' to structure your answer. Your exam board will provide a list of command words. Make sure you understand what they mean.

### Show your workings

For maths questions, show your working as you could be given marks even if you don't get the right answer at the end.

### Extended questions

Worth 6 marks, these questions are so important so always give them a go. Pay attention to the command words and the keywords in the question and have a go. You will be given marks on communication so don't use bullet points for these.

## Handling the Exam

### Test yourself

Testing is the best form of revision. Just reading your notes is unlikely to help you remember the information. You could test practise yourself using flashcards, online tools or practice questions. This also helps you to identify which topics to work on.

### Little and often

There is a lot of content across Biology, Chemistry and Physics and you could not possibly revise it all just before the exam. Instead, plan short revision sessions every day. Plan your breaks too. Keep coming back to the same topic. This helps you remember the key information over time.

### Learn the formulae

Most Biology, Chemistry and Physics papers have some formulae you need to remember. Learn them. Keep testing yourself to make sure they stick.

### Which topics are in your paper?

Your exam board will provide information about the topics for each paper. You can use this to plan your revision, focusing on your weakest topics.

# Top Tips for Success in English Exams

## 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 longer response than a 9-mark question. Remember, clear writing equals a clear mark.

### KNOW YOUR EXAM BOARD

It's important to consider the Assessment Objectives (AOs) for each exam question - your teacher can help 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 AOs are looking for.

### PLAN AND PROOF-READ

Don't lose marks, think about how you are going to structure your response. Then check afterwards. Is it clear? Have you removed anything unnecessary? SPaG? Also if you run out of time you're better off finishing the question you are on and moving on to the next. Answering just one question well is not enough. You need to show your skills across multiple questions.



## Tackling questions

### COMPARING, AGREEING AND DISAGREEING

When you compare, remember to focus on the feelings and perspectives of the writers - not just the techniques. It's not enough to note that one used a list whereas 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.

### ANSWER CLEARLY AND CONCISELY

There are a lot of ways to do this. Firstly, make sure you've read any text at least twice before or during the exam. You need to understand what the text is about, to answer the questions well. Also make sure you are 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'. Go into more specific detail.

### AVOID SIMPLY LISTING TECHNIQUES

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

# Top Tips for Success in Maths Exams

## Getting the Revision Right

### Revise Maths by doing Maths

Practise questions 'little and often' - you can't learn it all by cramming in a couple of long days. Maths is like building blocks you must develop over a long time.

### Remember your timing

Don't spend too long on one question. If your calculation seems too complicated, stop and check you are going down the right path. The first few pages are the most important part! If time allows, revisit them at the end.

### What is the question asking?

Read the question carefully and underline the keywords. Pause to think about what it is asking before beginning.

### Identify your key areas

Use past papers and tests to identify your strengths and areas to improve. Spend revision time on the topics you are not good at, seeking help with these areas from teachers or the online resources that you have available to you.

## Handling the Exam

### Learn the skill of 'checking'

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

### Accurate work

Keep calculations neat and work down the page. Show all your workings. Underline the values that you are using again. Use the given diagrams to mark on any given information carefully. Check your work carefully to make sure it makes sense.

### 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 magically makes sense.

### Learn your formulae

Check with your exam board which formulae are given and which you need to memorise.





# GCSEPod

access

**Education** Curriculum and Assessment

GCSEPod

## Parents' Guide To GCSE Revision

This useful guide lets you know exactly how and when your child should be revising.



*I cannot emphasise enough how important it is that GCSEPod be used all year round, not just for revision, for maximum impact.*

Parent

### Create a Playlist

Identify the areas which are most challenging and create a playlist to focus on learning.

### Watch Anywhere

73% of videos are watch out of school

### 20 Minutes

Little and often is best, so try to keep sessions around 20 minutes to get the best results.

### Watch 10 Pods Per Week

During exam time aim to watch 3 Pods per day.



*It's the best thing you can have to revise and make sure you are ready for the exam.*

Student



*Our top users exceed their target grades in many areas.*

Principal



*GCSEPod played an important role in helping me achieve A\*. I would definitely recommend it.*

Student

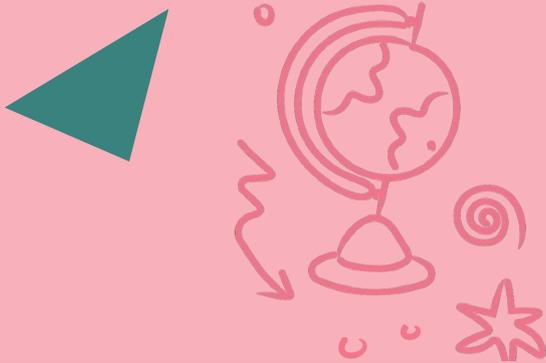
*The highest achieving students each watched on average 102 PODS so there is a clear correlation between GCSEPod and results.*

Principal



# Pod Study List

Here is a list of activities ranging from around 5 to 15 minutes which your child can choose from to start learning on GCSEPod.



## TIP

Remember for Key Stage 3 students focus on the 'Getting Ready for KS4' Content within each subject.



### 5 Minutes

- Watch 1 Pod.
- Create a quick Playlist of topics you find difficult.
- Check your usage and see how the usage is split across the subjects you are taking.
- Set some goals you want to reach with Pod – for example a certain number watched in a subject you are struggling with.
- Watch a Pod from the Keeping Fit & Healthy playlists: Body / Mind / Environment / Team You.



### 10 Minutes

- Watch 1 Pod and take notes, pausing when necessary or slowing down the Pod as needed.
- Complete a new Check & Challenge.
- Create a playlist of Pods based on a revision list you have from school or one you have made yourself.
- Reattempt a completed Check & Challenge to beat your previous score and time.



### 15 Minutes

- Watch 1 Pod & complete a learning activity.
- Watch 2 Pods from the Study Smart subject on one of the learning techniques – Spaced, Retrieval and Interleaving. Think about how you can use the technique you have learned about to plan your study time.
- Create a RAG (Red, Amber, Green) rated set of playlists for a subject of your choice.
  - Red = Topics that you struggle with.
  - Amber = Topics that could use a bit more work.
  - Green = Topics you are comfortable with.



# Exam Guidance for Students

Centre Number:

**14109**

## 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)

### 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 JQC 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

### Food and Drink

You are only allowed to take water into the exam room in an unlabelled clear bottle. Chewing gum

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

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 Arrangement's 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.

# Examination Access Arrangements & Special Conditions (Continued)

## **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.

# Frequently Asked Questions (Continued)

## Exam Day

### **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

NCFE

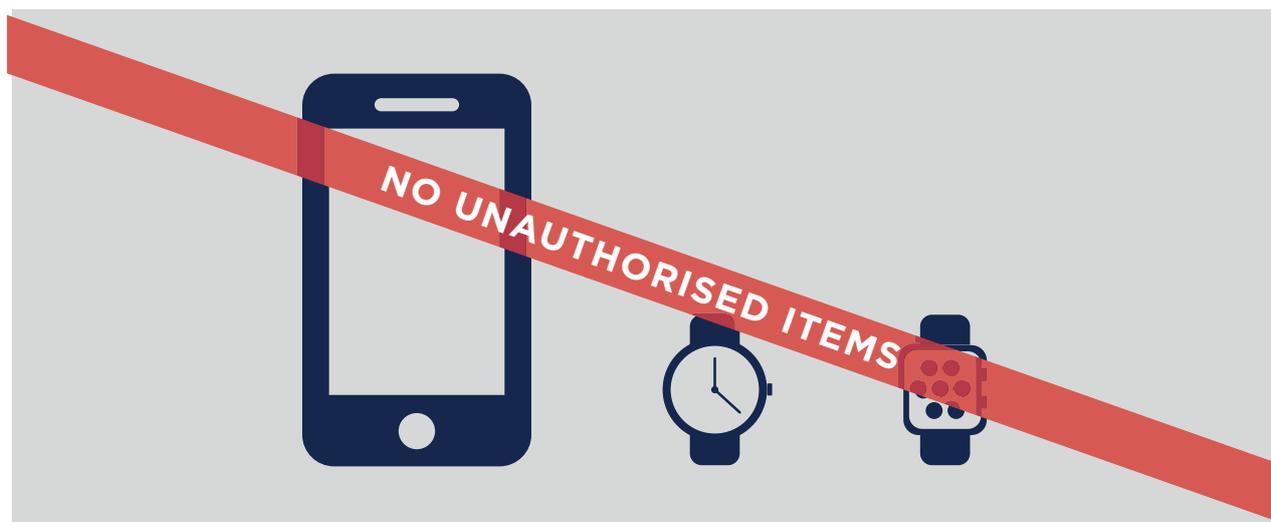
OCR

Pearson

WJEC

## **NO MOBILE PHONES NO WATCHES**

**NO TECHNOLOGICAL OR WEB-ENABLED  
POTENTIAL 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



 Questions matter <b>AQA</b>	 <b>City &amp; Guilds</b>	 Rewarding Learning <b>CCEA</b>	 <b>NCFE</b>	 Oxford Cambridge and RSA <b>OCR</b>	 <b>Pearson</b>	 wjec cbac <b>WJEC</b>
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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 examination or 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.**



# AI and Assessments

## A quick guide for students



### What is AI?

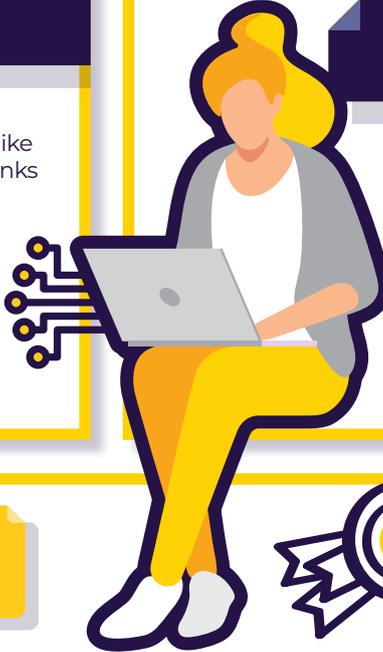
- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



### 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



### 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!**



**REMEMBER**  
Misusing AI is cheating!

Know the rules  
Talk to your teachers  
Reference clearly



TOWNLEY  
EST 1937  
GRAMMAR SCHOOL



# INTERNAL EXAMINATION SUPPORT GUIDE

2026