



The Henry Cort Community College

PARENT INFORMATION BOOKLET



Key Stage 4

Planning for Success

2022-2023

UPDATED March 2023 v2

ASPIRE

ACHIEVEMENT * SUPPORT * PERSEVERANCE * INDIVIDUALITY * RESPECT * EXCELLENCE





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March 2023

Dear Parent/Carer

Key Stage 4 (Year 9, 10 and 11) and 'Planning For Success'

A very warm welcome. We hope you find this useful and informative. As I am sure you appreciate, KS4 is a crucial time for your child. It is the time when Year 9 students move from Key Stage 3 and to take some of their GCSE courses and take more responsibility for their learning. Students will also be expected to sit several pre-public examinations (PPEs) in the year prior to their final examinations during Year 10 and Year 11, whilst making preparations for their education or training once they have left Henry Cort.

In order to achieve their best, students need to cope with increasing demands in all curriculum areas. This guide will set the scene for your son or daughter's GCSE studies, to give you some tips on how you might support them and to explain some of the pressures.

It is also worth remembering that your child may also be sitting modified exams at the end of this year, which takes into account any changes the exam boards have to make. Being here tonight indicates your commitment to helping and supporting your child over the course of the next year. We know that students achieve greatest success when they receive continuing support, not only from the college, but also from home.

We encourage your child to regularly revisit notes. There is a much greater emphasis on memory and the ability to recall knowledge in the reformed GCSEs. Therefore, if this becomes self-generated it will help significantly. Learning platforms are available to help revision and recap lesson knowledge. We have also included details of revision guides as part of this booklet.

This 'Planning for Success' booklet provides useful information on techniques for using marginal gains to help improve your child's performance. Also included is 'Information for Candidates' sheets. We would strongly recommend that you and your child read these and that the correct procedures are followed.

Your child has to stay in education until the age of 18. This means they have to go to college; have an apprenticeship or find employment with training. The college is, as it always has been, very supportive of its students when they make these choices. All students will have a careers interview, attend at least one college taster day, have numerous assemblies presented by local colleges and receive a number of college prospectuses during Key Stage 4. Parents and students are also encouraged to attend the various open evenings where they will have the opportunity to not only view the colleges but to ask specific questions.

Please do not hesitate to contact the college should you have any questions, need clarification or advice.

Yours sincerely

Ms C Cubbage
Principal



YEAR 9

Baseline Assessments	During Autumn Term 1
Student Progress Report (1) issued	9 December 2022
Student Progress Report (2) issued	13 March 2023
Student Progress Report (3) issued	17 May 2023
Subject Consultation Meetings (in-person)	23 May 2023
Year 9 Pre-Public Exams RE/PE*	16 June 2023 (TBC)
Year 9 exams	3 July 2023 (TBC)

*NB: Exam timetables will be published nearer the time and will be available to view on our website: www.henry-cort.hants.sch.uk/examrevisioninfo

Revision packs will also be distributed by faculties.

YEAR 10

Year 10 Pre-Public Exams RE/PE*	14 October 2022
NCFE Level 1/2 Technical Award in Health & Fitness	16 November 2022
Student Progress Report (1) & PPE results issued	5 December 2022
OCR Sport Science Exam	9 January 2023
Subject Consultation Meetings (in-person)	10 January 2023
Year 10 PPE RE/PE re-sit*	3 February 2023
NCFE PE Exam	8 March 2023
PPE Results Day	29 March 2023
Exam Ready Information Evening	30 March 2023
Student Progress Report (2) issued	31 March 2023
GCSE exam window*	15 May - 28 June 2023
Year 10 Pre-Public Exams*	20-22 June & 28-30 June 2023
GCSE Contingency Day	8, 15 and 28 June 2023
Work Experience	3-14 July 2023
Student Progress Report (3) & PPE results issued	21 July 2023
GCSE Results Day	24 August 2023

YEAR 11

Pre-Public Exams (<i>see timetable on page 6</i>)	17-21 October 2022 & 31 October –8 November 2022
Student Progress Report (1) & PPE results issued	25 November 2022
Subject Consultation Meetings (in-person)	6 December 2022
Pre-Public Exams*	6-10 February 2023 & 20 –24 February 2023
PPE Results Day	29 March 2023
Exam Ready Information Evening	30 March 2023
Student Progress Report (2) issued	31 March 2023
GCSE exam window*	15 May - 28 June 2023
GCSE Contingency Day	8, 15 and 28 June 2023
Class of 2023 leavers assembly	30 June 2023 (TBC)
GCSE Results Day	24 August 2023



Aspirational academic targets are a significant part of the college's performance benchmark. They form a key progress indicator in our termly reports to parents. Students are introduced to their targets at the start of Year 9 and should understand where they have come from, how they are calculated, and why they are useful.

At the start of Year 9, students are provided with more nuanced targets, and these are assigned once they pick their options. Key Stage 4 targets are primarily based upon "benchmarks" from a nationally recognised service called Fischer Family Trusts. Henry Cort uses the ambitious FFT20 benchmarks, which, if realised by every child, would likely mean we were significantly outperforming most schools.



For more information please visit their website <https://fft.org.uk/about-fft/> or YouTube channel <https://www.youtube.com/watch?v=bXpHFjeHEm0>.

Please note that in a normal year, where there are no exceptional arrangements due to COVID, targets are subject to change depending on how students have performed nationally.

Students awarded GCSEs from 2021 have revised 9-1 GCSE grades

Why has the scale for GCSEs changed?

GCSEs in England have been reformed to keep pace with universities' and employers' demands. They are based on new and more demanding subject content but are still suitable for the same wide range of abilities. The revised grade scales makes it clear to everyone that students have studied the new GCSEs. It also has an increased number of higher grades compared to the old A* to G grades to give sixth forms, colleges, universities and employers the opportunity to better distinguish between students of different abilities.

Do all GCSE subjects use the revised grade scale?

No. All GCSE subjects at Henry Cort will use the 9-1 grade scale. However, technical courses like NCFE qualifications use a pass, merit and distinction criteria instead. See table below for more information:

Old GCSE Grading Structure	9-1 GCSE Grading structure	V Cert Grading structure
A*	9	Level 2
A	8	
B	7	
C	6	Level 1
C	5	
D	4	
E	3	
F	2	
G	1	NYA (not yet achieved)
U	U	

How do the new grades relate to the old ones?

The grading is designed so that there are comparable points at key grades. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of grade 4 is comparable to the bottom of the old grade C, and the bottom of grade 1 is comparable to the bottom of the old grade G. The Department for Education (DfE) has been clear to employers, universities and others that if they previously set entry requirements of at least a grade C, then the equivalent now would be to require at least grade 4.

Further information on the GCSE reforms can be found at the following DfE websites:

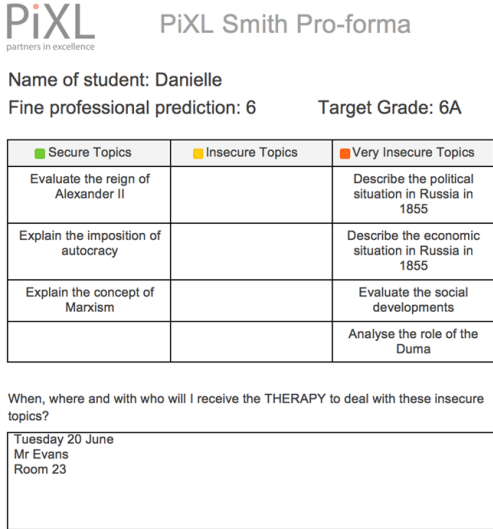
- ◆ New GCSEs – get the facts: www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-gcse-reform
- ◆ Grade descriptors for each GCSE subject: www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1
- ◆ New maths GCSE – parents information guide: www.ocr.org.uk/Images/261118-gcse-9-1-maths-parent-learner-guide.pdf

A e.g. 5A	100% secure at that grade	With a bit more effort you stand a good chance of achieving the grade above.
B e.g. 3B	75% secure at that grade	You are fairly secure at that grade. With attendance at revision sessions you should make this grade.
C e.g. 7C	50% secure at that grade	You are just as likely to achieve this grade as the one below – work hard and be independently revising to ensure you get this grade.



Revised GCSEs mean home learning has become even more important. Home learning tasks (set on ClassCharts) will require your child to work far more on independent tasks that provide pre-learning and over-learning opportunities. All lessons are available on Google Classrooms.

Our aim is to support the development of independent working, build resilience and support plugging the gaps through the use of Personal Learning Checklists (PLCs) and different learning platforms.




PiXL partners in excellence
PiXL Smith Pro-forma

Name of student: Danielle
Fine professional prediction: 6 Target Grade: 6A

Secure Topics	Insecure Topics	Very Insecure Topics
Evaluate the reign of Alexander II		Describe the political situation in Russia in 1855
Explain the imposition of autocracy		Describe the economic situation in Russia in 1855
Explain the concept of Marxism		Evaluate the social developments
		Analyse the role of the Duma


When, where and with who will I receive the THERAPY to deal with these insecure topics?

Tuesday 20 June
Mr Evans
Room 23



PiXL partners in excellence
PiXL Smith Pro-forma

Resources to support your insecure topics can be found by scanning the QR code below:





Number		Ratio Proportion and Rates of Change		
Ordering numbers	Green	Compare fractions, decimals, percentages	Yellow	
Place value	Green	Express one quantity as a percentage of another	Yellow	
LCM and HCF	Yellow	Ratio sharing	Orange	
Estimation	Green	Percentage changes	Orange	
Converting metric units	Green	Comparing quantities as a ratio	Orange	
Adding and subtracting fractions	Orange	Problems with compound units	Orange	
Product of prime factor	Yellow	Use ratio notation	Green	
Index laws	Green	Use scale factors diagrams and maps	Green	
Listing outcomes	Green	Proportion and ratio	Yellow	
Interpret calculator displays	Orange	Simple interest and financial maths	Green	
Finance	Orange	Compound units	Green	
Prime numbers	Orange			
Standard form	Orange			
Algebra		Geometry and Measures		
Coordinates in four quadrants	Green	Vectors	Green	
Collecting like terms	Green	Areas of composite shapes	Orange	
Writing formulae and expressions	Orange	Circle terminology	Orange	
Equation of a line	Orange	Geometrical terminology and diagrams	Green	
Sequences and rules	Green	Measuring lines and angles	Green	
Number machines	Orange	Combined transformations	Yellow	
Linear equations one unknown	Orange	Area of composite shapes	Orange	
Solve linear inequalities one variable	Yellow	Pythagoras	Orange	
Cubic & reciprocal graphs	Orange	Solve geometrical problems	Green	
Graphs of linear functions	Green	Polygons	Green	
Nth term of quadratic sequences	Green	Trigonometric ratios	Green	
Simplify indices	Orange			
Algebra and proof	Orange			
Probability		Statistics		
Probability of independent events	Orange	Charts and diagrams	Green	
Venn diagrams	Orange	Comparing distributions	Green	
Frequency trees	Yellow	Pie charts	Orange	
		Scatter diagrams	Orange	
		Populations	Green	
		Mean from a grouped frequency table	Orange	
		Ratio, Proportion and Rates of change		
		Interpret proportion	Green	
Your Marks				
Paper 1 (/80)	Paper 2 (/80)	Paper 3 (/80)	Total Marks	Overall Percentage
41	45	56	142	59%



STUDY SUPPORT SESSIONS

In order to support students in their efforts to learn outside the classroom, we have introduced an after-college study support session every day in the library. To facilitate this, the college have invested in an additional late bus service to operate from 16:05 Monday to Friday for those eligible for bus passes.

If a student is struggling with their homework, teaching staff will now refer students to study support. However, if students fail to submit homework without explanation, they will be expected to attend the next available session to complete the work. In order to track and inform parents if a student is required to attend, staff will schedule this using the detention system on ClassCharts.

Each session will be led by teaching staff, and students will have access to computers. It is therefore hoped they will use the time to not just complete outstanding work, but independently, revise and improve their knowledge.

Registration details and access codes for ClassCharts have been distributed to parents who have not yet registered. If you have not received this or if online access is not possible please contact the college for assistance. Smartphone apps have also recently been updated to provide parents with much more information.



It is important to stress that all communication concerning set homework, behaviour, and after college support will use the Classcharts system. **We will not be notifying you if your child is required to attend the study support session via any other method**, therefore, please ensure you have access to ClassCharts.

PERIOD 6

We are running after college “Prep” study sessions which are on student’s timetables. Teaching staff are providing voluntarily revision tutorials for Year 10 and 11 students on a Tuesday, Wednesday and Thursday's to support revision.

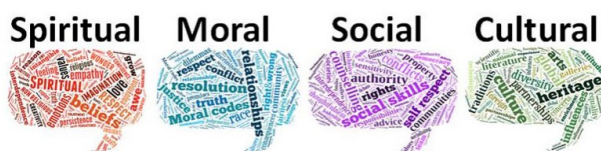
Week\Day	Tuesday	Wednesday	Thursday
Week A	Year 11 Maths (X band) Year 11 English (Y band)	Year 11 Science	Year 11 Option blocks (student to choose most appropriate)
	Year 10 RE (X band) Year 10 PE (Y Band)		
Week B	Year 11 Maths (Y band) Year 11 English (X band)	Year 11 Science	Year 11 Option blocks (student to choose most appropriate)
	Year 10 RE (Y band) Year 10 PE (X Band)		



At Henry Cort SMSC, Citizenship and Personal Development Learning (PDL) are delivered by specialist teams as part of the Wednesday morning (Week A Periods 1 & 2) programme. Staff are grouped into teams who become specialists in one of the six areas below and deliver age appropriate lessons for each year group throughout the academic year. Each team is responsible for the resourcing and delivery of one of the following strands:

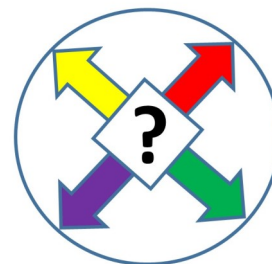


Strand	Topics covered:
Relationships and Sex Education (RSE)	Relationship and sex education (including choices, contraception, conception and STIs); relationship with self and others; healthy friendships and relationships; healthy relationships (boyfriend and girlfriend), domestic violence; parenting; marriage / living together.
Enterprise and Finance	Running a business; budgeting, spending and saving; consumer rights and responsibilities; debt, insurance, pensions, risk taking and personal life choices.
Respect	Cyber safety; stranger danger; bullying; drugs; alcohol; stereotypes and diversity; discrimination; celebrating human rights; the role the media plays in how we view ourselves and others; control and freedom of the press; managing risk; sexting.
Careers and Personal Development	Managing transitions; careers, leaving home, work experience, future options; preparing for adult life. Throughout KS4 students will be offered a range of career related activities. For additional information on careers please contact either Mrs S Connochie sac@henrycort.org or Ms L Ferrier ldf@henrycort.org .
Democracy and British Values	Elections and political issues; the role of local councils; political parties and their manifestos; Britain's place in the world; crime and punishment; the police and the law; diversity in the UK; anti-social behaviour; human rights and celebrating human rights.
Health and Wellbeing	Developing a growth mindset approach to studies and aspects of college life. Building resilience and dealing with stressful situations and adversity. <ul style="list-style-type: none"> ◆ Mindfulness and emotional and social well being ◆ Revision, exam preparation and goal setting ◆ Critical thinking, reasoning, problem solving and teamwork





It goes without saying that Year 10 and 11 are the pinnacle years for making decisions about career pathways and post-16 options. To support students with making these crucial decisions, we have a programme of assemblies, workshops and speakers offering information and guidance throughout the year. However, Year 9 students have started the process of investigating career opportunities and chosen options in subjects that interest them or enable them to progress after Henry Cort.



Since 2015, young people have been required by law to remain in full time education or training until the age of 18 so we ensure that our students are equipped with the knowledge to make the right choices for them by inviting all the local colleges, universities and training providers (including apprenticeships and T-Levels) in to deliver assemblies. The dates of the local college Open Days are available on ClassCharts as well as in this booklet. There will be representatives from all the colleges at our Meet the Tutor evening.

Year 11 begin the year with careers forming their PDL lessons. We look at the local labour market and the impact recent events have had on it, interview preparation (including assessment centres) mock interviews, CV writing and revision skills.

In Year 10, career lessons start later in the autumn term. They will be covering work experience, being creative at work, how to be a good problem solver and skills for progression. Our work experience week will be towards the end of the summer term and further details will be sent to parents later.

In Year 9, students are introduced to the range of post-16 options available to them to trigger their interest. They also meet with many local employers at a speed networking event and get to experience working with a local company, delivering a project designed by them and utilising their time-management skills and creativity. Last year we worked with Radio Solent which was a really exciting opportunity.

We are fortunate to have an excellent Careers Adviser, Michelle Hart, who comes to us every Thursday. This allows us to ensure that all students have received at least one 1:1 careers interview before they leave us. Michelle is also available at break and lunch times on a Thursday with an appointment. If students require advice at any other time, Mrs Connochie and Ms Ferrier are always on hand.

If you would like more information on our careers programme, support for your child or you wish to contribute to our programme, please contact either Mrs Connochie, sac@henrycort.org or Ms Ferrier, ldf@henrycort.org.





We are striving to ensure that students never have their lessons disrupted, through the introduction of 'Ready to Learn'.

Ready to



STUDENT PLANNER EXTRACT

Step 1

- Teachers will make their expectations absolutely clear including subject specific relating to Health and Safety.
- Arrive promptly and be Ready to Learn.

Step 2

- If you are not Ready to Learn, or disrupt others, you will be given a clear warning and your name will be put on the board by your teacher.
- If you fail to meet the behaviour expectations for a second time, you will be instructed to leave.

Step 3

- Once in Student Support you will be signed into the Ready to Learn room, where you will remain for a period of lessons.
- Your parents will be contacted.

Step 4

- **If you refuse to leave your lesson or attend the Ready to Learn Room, this will result in a further sanction.**
- During your time in the Ready to Learn room, the teacher who dismissed you will complete a restorative conversation with you.

Our commitment to students:

- ◆ If another student slows down or disrupts learning, we will not tolerate such behaviour.
- ◆ We will educate those students who are disrupting learning so there are no repeated disruptions and all students can thrive.
- ◆ We are striving to ensure that students never have their lessons disrupted, enabling teachers to teach outstanding lessons and for them to be able to work hard towards success.

"Ready to learn has had a significant impact on the quality of learning within all my lessons as students are now expected to take full responsibility for themselves."
Student

You deserve disruption-free learning every minute of every lesson.



BEHAVIOUR EXPECTATIONS

- Arrive to college and lessons on time and properly dressed** (*be punctual to tutor time and all lessons*)
- Have the right equipment for the lesson** (*have your own full Ready to Learn kit everyday*)
- Follow the seating plan set for your class, all instructions and the one way system** (*understand that these are for your benefit*)
- Use respectful and appropriate language** (*no swearing, no derogatory language, no offensive comments or actions e.g. racist, sexist, homophobic, or discriminatory language and/or gestures*)
- Treat everyone with respect** (*do not cause harm or hurt whether in person or online*)
- Listen attentively** (*do not speak while your teacher or peers are talking*)
- Respect other students' right to learn** (*do not disrupt or distract either in class or online*)
- Take an active part in every lesson** (*do your very best to complete the task set*)



EXAM EQUIPMENT

- ◆ See-through pencil case
- ◆ BLACK pens – bring more than one (no other coloured or gel pens)
- ◆ HB Pencils
- ◆ Pencil sharpener /Eraser
- ◆ 30cm transparent ruler

In addition:

Maths

- ◆ Scientific calculator (lid/cover must be removed for exams)
- ◆ Protractor
- ◆ Compass

Science

- ◆ Scientific calculator (lid/cover must be removed for exams)
- ◆ Protractor

DT Subjects (*Textiles/Hospitality & Catering/Design Technology*)

- ◆ Coloured pencils
- ◆ Scientific calculator (lid/cover must be removed for exams)

All equipment can be purchased via Scopy.

SLEEP

Go to bed 15 minutes earlier every night and get up 15 minutes later each morning. In two weeks, you will have pretty much gained an extra full night's sleep!



STAY HYDRATED

Replace energy drinks with water to keep you hydrated.

2% of water loss = dehydration

Energy drinks have an adverse effect on your health.



MUSIC WHEN REVISING (*contrary to popular belief does not help revision*)

Use 'dead time' effectively, on the walk home from college instead of listening to music, put on an Audiopi podcast or an audiobook of a text you are studying and listen to that instead.

SET A GOAL

"You can achieve anything you want."

On a piece of work, look at the feedback you have been set by your teacher. These are your marginal gains!



REVISE (PROPERLY)

- ◆ Set a timetable
- ◆ No distractions
- ◆ Start early - 30 minutes of revision every day from today will have significant impact on your progress!
- ◆ Do it properly



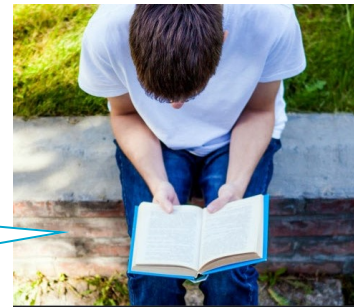
SOCIAL MEDIA

Add up how much time you spend on the Xbox or social media every day, reduce it by just 15 minutes a day. Would you really miss it? Spend the time gained by revising!

In a few months you will have gained a full 24 hours of extra study time.

READ FOR PLEASURE

This increases your vocabulary and use of grammar, which has a profound impact on your learning across all subjects.



STAY ACTIVE

Do not give up sporting activities as they relieve stress.



GET PREPARED

Create a timetable of your final exams and display somewhere prominently eg on the fridge so the whole family knows when exams are so as to avoid conflict.



REMEMBER.....

- ◆ Eat Breakfast
- ◆ Stay hydrated
- ◆ Sleep
- ◆ Set a goal
- ◆ Revise
- ◆ Get prepared
- ◆ Do your homework
- ◆ Concentrate in lessons
- ◆ Come to college equipped
- ◆ Act on work before the final deadline
- ◆ Act on a PLC following a PPE or assessment
- ◆ Go to revision sessions





Being off school will add stress. All lessons are available to revisit at any time on Google Classrooms Assessment and exam stress, like most stress, mainly comes down to feeling out of control. Do I know enough? What questions will come up? What if I do badly? This triggers reactions from feeling irritable to being unable to eat or sleep properly, feeling tearful or even panicky. Here are some tips on how to deal with exam stress.

Our Wellbeing Manager is available to offer extra support to parents and students. If this is needed please contact her at college via email: emp@henrycort.org.

BE PREPARED

Make sure you know what you are supposed to have learnt. Do you know what format the exam takes?

WRITING

Practice writing under timed conditions with a comfortable pen.

KNOW WHEN AND WHERE YOU WORK BEST

Work when you are most alert.

MAKE A PLAN

Work out how much time you have to revise and make a timetable.

TAKE REGULAR BREAKS

GET EXERCISE

Anything from walking the dog to going for a swim, run or bike ride helps reduce physical tension that can lead to aches and pains, and releases natural feel-good brain chemicals.

EAT WELL

Keeping your blood sugar levels steady so that you don't have energy dips during the day and can sleep well at night.

GET SUPPORT

Kooth is a free online service offering emotional and mental health support for children and young people

<https://www.kooth.com/>

SLEEP WELL

Do not watch TV or play on a computer, phone or tablet just before bed.



Back to Basics

“Empowering Parents/Carers to support their children’s wellbeing”



“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower”

– Alexander Den Heijer

For more information please contact the Wellbeing team.

The following wellbeing resources are also available to download.

- **Introduction to Back to Basics Video Series** <https://youtu.be/TFapsWFGKUY>
- **Keep Learning Video** <https://youtu.be/PC-dIP9mQ70>
- **Give Video** https://youtu.be/CP_B1FEhwUw
- **Connect Video** <https://youtu.be/Vkf9XD9GzA>
- **Be Active Video** https://youtu.be/vuNjai3S_aE
- **Take Notice Video** <https://youtu.be/08WQ7wKkpME>



Hampshire County Council



Hampshire Child and Adolescent Mental Health Services



Havant and East Hants



X-Perience Youth Centre
Trinity Street
Fareham PO16 7SJ
www.ysservices.co.uk



English (AQA)

Revision Guides: CGP Revision Books

- ◆ AQA Language/Literature books: <https://www.cgpbooks.co.uk/secondary-books/gcse/english>

Recommended Reading - pupils have selected two of the following texts:

- ◆ Macbeth
- ◆ An Inspector Calls by JB Priestley
- ◆ A Christmas Carol by Charles Dickens and the AQA Power and Conflict poetry anthology

Revision sites

- ◆ Language: <https://en-gb.padlet.com/Gatsbydivas/db2ggnv7yj4n> Password: HCEnglish
- ◆ Literature: <https://en-gb.padlet.com/Gatsbydivas/dg43ccc5a6bi> Password: HCEnglish
- ◆ PiXL Literature App: <https://englishapp.pixl.org.uk/PiXLit.html> (Students are expected to have reached a minimum of 500 points each term as part of their home learning.)
- ◆ Quizlet: <https://quizlet.com/subject/HCEnglish/>

Maths (OCR)

Revision Guides: CGP Revision Books

- ◆ Higher: <https://www.cgpbooks.co.uk/secondary-books/gcse/maths/mchq42-gcse-maths-ocr-exam-practice-workbook-higher>
- ◆ Foundation: <https://www.cgpbooks.co.uk/secondary-books/gcse/maths/mcfq42-gcse-maths-ocr-exam-practice-workbook-found>
- ◆ Higher Level 9 additional guide: <https://www.cgpbooks.co.uk/secondary-books/gcse/maths/mc9q42-gcse-maths-ocr-grade-8-9-targeted-exam-prac>

Recommended Revision Websites

- ◆ MathsWatch: <https://vle.mathswatch.co.uk/vle/>
- ◆ Dr Frost Maths: <https://www.drfrostmaths.com/>
- ◆ PiXL Maths App: <https://mathsapp.pixl.org.uk/>
- ◆ Corbett Revision Cards: <https://corbettmaths.com/revision-cards/>

Science (AQA)

Revision Guides

- ◆ Oxford University Press: <https://global.oup.com/education/content/secondary/series/oxford-revise-aqa-gcse-science/?view=ProductList®ion=uk>

Students will need:

- Oxford Revise: AQA GCSE Biology Revision and Exam Practice
- Oxford Revise: AQA GCSE Physics Revision and Exam Practice
- Oxford Revise: AQA GCSE Chemistry Revision and Exam Practice

Recommended Revision Websites

- ◆ Seneca Learning:
- ◆ BBC Bitesize: www.bbc.com/bitesize/subjects/zrkw2hv
- ◆ Studywise: studywise.co.uk/gcse-revision/
- ◆ Gojimo: www.gojimo.com/
- ◆ Revision Science: revisionscience.com/gcse-revision
- ◆ Planet Science: www.planet-science.com/categories/parentsteachers/science-resources/2012/04/online-gcse-revision-resources-.aspx
- ◆ a bank of revision resources and links can be found on the Year 10/11 revision Google Classroom for each Science

Art and Textiles (OCR)

- ◆ GCSE Art Bitesize
- ◆ Studentartguide.com
- ◆ Recommended: visits to galleries

Business Studies (OCR)

- ◆ OCR GCSE Business Studies GCSE Revision Guide by Neil Denby
- ◆ My Revision Notes OCR GCSE (9-1) Business by Mike Schofield

Citizenship (AQA)

Revision Guides

- ◆ My Revision Notes: AQA GCSE (1-9) Citizenship Studies, 2nd Edition ISBN: 978-1-510418301

Recommended Revision Websites

- ◆ Bitesize: <https://www.bbc.co.uk/bitesize/subjects/z3ckjxs> (not board specific).
- ◆ Gojimo: <http://www.gojimo.com/gcse-citizenship-revision/> *this an app that needs downloading

Computer Science (OCR)

Revision Guides: CGP Revision Books

- ◆ <https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/cor42-new-gcse-computer-science-ocr-revision-guide>
- ◆ <https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/coq42-new-gcse-computer-science-ocr-exam-practice>
- ◆ <https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/coxp42-new-gcse-computer-science-ocr-10-minute-tes>

Dance AQA

Improving Physical Skills

- ◆ <https://www.youtube.com/watch?v=VSoQSD2-53M>
- ◆ <https://www.youtube.com/watch?v=txo5OVLgxUc>
- ◆ <https://www.youtube.com/watch?v=2sB-fdZhrT0>

Improving Expressive Skills

- ◆ https://www.youtube.com/watch?v=aaKP_nsb9fU

Improving Technical Skills

- ◆ <https://quizlet.com/gb/498442197/technical-skills-in-gcse-dance-flash-cards/>

Shadows (Phoenix Dance Theatre)

- ◆ https://www.phoenixdancetheatre.co.uk/get_involved/gcse-dance/

Dance AQA

Within Her Eyes (James Cousins Dance Company)

- ◆ <https://www.jamescousinscompany.com/within-her-eyes>

Emancipation of Expressionism (Boy Blue Entertainment)

- ◆ <https://www.boyblueent.com/>

A Linha Curva (Rambert)

- ◆ <https://www.rambert.org.uk/whats-on/a-linha-curva/>

Infra (Royal Ballet)

- ◆ <https://www.roh.org.uk/productions/infra-by-wayne-mcgregor>

Artificial Things (StopGap)

- ◆ <https://www.stopgapdance.com/>

Design and Technology (AQA)

- ◆ AQA GCSE (9-1) Design & Technology 8552 by M J Ross
- ◆ CGP - TAS41 - New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with online edition).
- ◆ <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>
- ◆ <https://app.senecalearning.com/classroom/course/b4e64de8-a5d1-411b-81e2-aa4e2016e908/section/32cf34cb-5489-4210-9c3c-c504c87aadf7/session>

Drama (EDUQAS)

- ◆ Brecht on Theatre- Bertolt Brecht
- ◆ WJEC/EDUQAS GCSE Drama- Garry Nicholas

Geography (AQA)

Revision Guides: CGP Revision Books

- ◆ CGP New GCSE Geography AQA Complete Revision & Practice ISBN:978-1-782946157
- ◆ The Pocket-Sized Geography Revision Guide | GCSE Specification ISBN: 9781906248475 (All year 11 students have been given a copy of this revision guide)
- ◆ Grade 9-1 GCSE Geography AQA Revision Question Cards (CGP GCSE Geography 9-1 Revision) ISBN: 9781789082784

Recommended Revision Websites

- ◆ Seneca learning - <https://senecalearning.com/en-GB/blog/gcse-geography-revision/>
- ◆ BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- ◆ Study Wise: <https://studywise.co.uk/gcse-revision/>
- ◆ Gojimo App : <http://www.gojimo.com/gcse-geography-revision/>

History - AQA

Revision Guides

- ◆ My Revision Notes: AQA GCSE (1-9) History ISBN:978-1510455610

Recommended Revision Websites

- ◆ Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zxik4j6>
- ◆ Seneca: <https://app.senecalearning.com/courses?Price=Free&Age+Group=GCSE&Subject=History&Exam+Board=AQA>
- ◆ Studywise: <https://studywise.co.uk/gcse-revision/history/>
- ◆ Gojimo app: <http://www.gojimo.com/gcse-history-revision-2/>

Hospitality and Catering

- ◆ EDUCAS/WJEC Hospitality & Catering
- ◆ WJEC Hospitality and catering Level 1-2 (Illuminate publishing)
- ◆ Practical Cookery City & Guilds Level 2
- ◆ BBC Bitesize Hospitality

Languages (AQA)

- ◆ GCSE AQA French for Grade 9-1 Exams CGP: www.cgpbooks.co.uk/Parent/books_gcse_french
- ◆ GCSE AQA German for Grade 9-1 Exams CGP: www.cgpbooks.co.uk/Parent/books_gcse_german
- ◆ BBC Bitesize German <https://www.bbc.co.uk/bitesize/subjects/z8j2tfr>
- ◆ BBC Bitesize French <https://www.bbc.co.uk/bitesize/subjects/z9dqxnb>
- ◆ Seneca Learning German and French <https://senecalearning.com/en-GB/> Invitations also sent out by teachers to complete set assignments
- ◆ Sentence Builder website – username and password available from class teachers
- ◆ Language Gym website – username and password available from class teachers
- ◆ Various revision resources and knowledge organisers on Google classroom.

Music - RSL

- ◆ RSL Popular Music Theory

Religious Studies (EDUQAS)

Revision Guides

- ◆ WJEC EDUQAS GCSE (1-9) Religious Studies ISBN 978-1510414624
- ◆ A bespoke Hinduism revision booklet is available on the Google Classroom.

Recommended Revision Websites

- ◆ Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/z68sjhv>
- ◆ Seneca: <https://app.senecalearning.com/classroom/course/e25138c0-e857-41d4-894c-3d9c3b18a914/section/9cfaa309-f7fd-4d8c-addd-94258e3076a7/session>
- ◆ Studywise: <https://studywise.co.uk/gcse-revision/religious-studies/> (key concepts but not exam board based)

Physical Education (NCFE)

Revision Guides

- ◆ My Revision Notes: NCFE Level 1/2 Technical Award in Health and Fitness ISBN 978-1510460119
- ◆ NCFE VCert practice exam papers – www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-2-certificate-in-health-and-fitness-4435 (these have been uploaded onto Class Charts)
- ◆ Sports Science practice exam papers – <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/assessment/>



For all internal and external exams



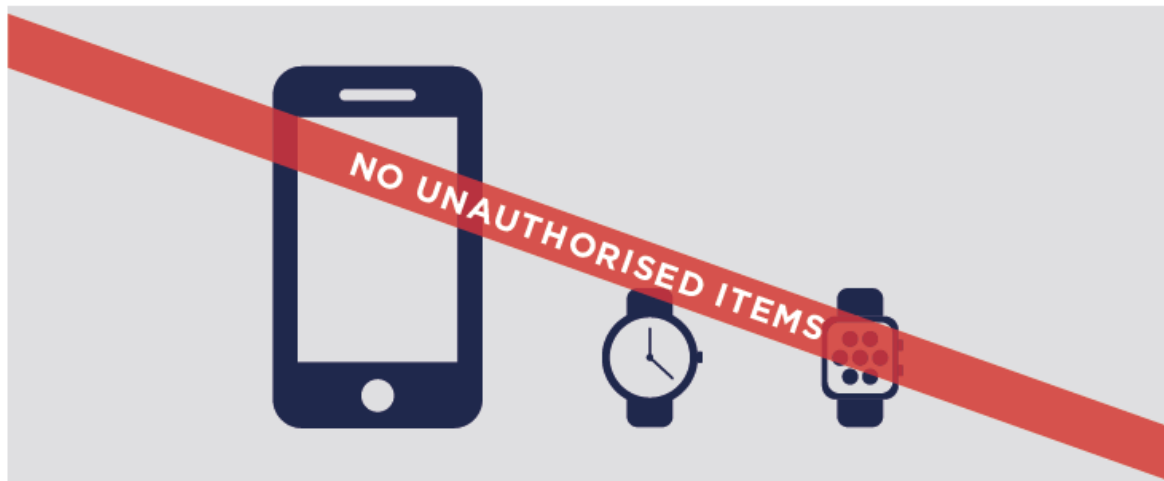
Warning to Candidates

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

You must take nothing other than your pencil case into exams.
No paper eg tissues or timetables.
Watches must be removed and left in your bag.

NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION



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

DISQUALIFICATION

from your examination and your overall qualification.

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

Information for candidates Using social media and examinations/assessments



This document has been written to help you stay within exam regulations. Please read it carefully.

We all like to share our experiences when taking exams and sharing ideas with others online can be helpful when you're studying or revising.

However, it is important to consider what you say and to think about what information is being shared as there are limits to what you can share and you need to be careful not to break the rules. The rules are in place to ensure that exams are fair to everyone, students don't become worried about false rumours and any real issues can be sorted out quickly by the right people.

We'd like to ask you to act responsibly when discussing online. If you're in doubt about what you can and can't discuss online regarding your exams, it's always best to check with your teacher.

If you receive what is or what looks to be assessment related information through social media, or any other means, you must tell your teacher or another member of staff. You must show them what you have received (if available). They will then report the matter to the awarding body and it will be investigated.

Where candidates breach the rules for examinations, controlled assessments, coursework or non-examination assessments, awarding bodies have an obligation to investigate and may apply penalties.



You need to know that the following would be malpractice:

- copying or allowing work to be copied – e.g. posting written work on social networking sites prior to an examination/assessment;
- collusion: allowing others to help produce your work or helping others with theirs;
- asking others about what questions your exam will include (even if no one tells you);
- having or sharing details about exam questions before the exam - whether you think these are real or fake; or
- not telling exam boards or your school/college about exam information being shared.

Penalties that awarding bodies apply include:

- a written warning;
- the loss of marks for a section, component or unit;
- disqualification from a unit, all units or qualifications; or
- a ban from taking assessments or exams for a set period of time.

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

<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>





Joint Council for
Qualifications ^{CIC}

REVISION ONE

Information for candidates

Written examinations

With effect from 1 September 2022

Published on: 1 September 2022

Revision one: 7 February 2023

Produced on behalf of:



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**This document has been written to help you.
Read it carefully and follow the instructions.**

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

This document was first published on 1 September 2022. It was amended on 7 February 2023. Where a subsequent amendment has been made, **the text is highlighted in yellow.**

A. Regulations – Make sure you understand the rules

- 1 Be on time for all your exams. If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- 4 You **must not** take into the exam room:
 - (a) notes;
 - (b) an iPod, a mobile phone, a MP3/4 player or similar device, or a watch.

Any pencil cases taken into the exam room **must** be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

- 5 If you have a watch, the invigilator will ask you to hand it to them.
- 6 **Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 7 **Do not** talk to or try to communicate with, or disturb other candidates once the exam has started.
- 8 **You must not write or draw offensive or obscene material.**
- 9 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 10 **Do not** borrow anything from another candidate during the exam.

B. Information – Make sure you attend your exams and bring what you need

- 1 Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
- 2 If you arrive late for an exam, report to the invigilator running the exam.
- 3 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
- 4 Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
- 5 You **must** write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

C. Calculators, dictionaries and computer spell-checkers

- 1 You may use a calculator unless you are told otherwise.
- 2 If you use a calculator:
 - (a) make sure it works properly; check that the batteries are working properly;
 - (b) clear anything stored in it;
 - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
 - (d) **do not** bring into the exam room any operating instructions or prepared programs.
- 3 **Do not** use a dictionary or computer spell checker unless you are told otherwise.

D. Instructions during the exam

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
 - (a) you think you have not been given the right question paper or all of the materials listed on the front of the paper;
 - (b) the question paper is incomplete or badly printed.
- 3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- 4 **Do not** start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam. **Do not** open the question paper until you are instructed that the exam has begun.
- 5 Remember to write your answers within the designated sections of the answer booklet.
- 6 Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers.

Make sure you add your candidate details to any additional answer sheets that you use, including those used for rough work.

E. Advice and assistance

- 1 If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the exam if:
 - (a) you have a problem and are in doubt about what you should do;
 - (b) you do not feel well;
 - (c) you need more paper.
- 3 **You must** not ask for, and will not be given, any explanation of the questions.



Joint Council for
Qualifications ^{CIC}

Information for candidates

Coursework assessments

Effective from 1 September 2022

Produced on behalf of:



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

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

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

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

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

The regulations state that:

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

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

If you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from. This is called 'referencing'. You **must** make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, p29).

For material taken from the internet, your reference should show the date when the material was downloaded and **must** show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2023.

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

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

Preparing your coursework – good practice

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

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

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

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

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

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

You **must not** write inappropriate, offensive or obscene material.

Plagiarism

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

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

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

Penalties for breaking the regulations

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

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

The awarding body will decide which penalty is appropriate.

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

Information for candidates

Non-examination assessments

Effective from 1 September 2022

Produced on behalf of:



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

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

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

Preparing your work – good practice

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

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

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

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

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

You **must not** write inappropriate, offensive or obscene material.

Research and using references

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

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

The regulations state that:

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

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

When producing a piece of work, if you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from. This is called 'referencing'. You **must** make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and **must** show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2023.

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

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

Plagiarism

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

Penalties for breaking the regulations

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

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

The awarding body will decide which penalty is appropriate.

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



Information for Candidates

Information About You and How We Use It

You have entered general or vocational qualifications such as GCSE, A-level, functional skills qualifications etc with one or more of the awarding bodies listed above. In order to be able to provide examinations and assessments, the awarding body needs to collect and use information about you. This notice provides you with a high level summary of the information the awarding body is required by law to give you about what happens to that information. For more detail see each awarding body's full Privacy Notice:

AQA	https://www.aqa.org.uk/about-us/privacy-notice
CCEA	https://ccea.org.uk/legal/privacy-notice
City & Guilds	https://www.cityandguilds.com/help/help-for-learners/learner-policy
NCFE	https://www.ncfe.org.uk/legal-information
OCR	https://www.ocr.org.uk/about/our-policies/website-policies/privacy-policy/
Pearson	https://qualifications.pearson.com/en/about-us/qualification-brands/qdpr.html
WJEC	https://www.wjec.co.uk/home/privacy-policy/

Who we are and how to contact us

Each awarding body is a separate organisation. Your school or examination centre will be able to confirm to you which awarding body is delivering each qualification you are undertaking and you will receive a statement confirming what qualifications you have been entered for and which awarding body. You will find links to each awarding body's website and information on how to contact them here: <https://www.jcq.org.uk/contact-our-members/>

Information about you and from where it is obtained

Each awarding body whose qualifications you enter will need to use a variety of information about you. This includes obvious identification details such as your name, address, date of birth and your school or examination centre. It also includes information about your gender, race and health, where appropriate. This information is provided by you or your parents/guardians and/or by your school or examination centre.

Each awarding body will create certain information about you such as a candidate number, examination results and certificates.

You will find further information about this in the awarding bodies' full Privacy Notice (see links above) or by contacting the awarding body (see above).

What happens to the information about you

The awarding bodies use the information about you to deliver the examinations and assessments which you have entered. This includes making a variety of arrangements for you to sit the examinations or assessments, marking, providing you and your school or centre with results and certificates. The awarding bodies also use some of the information about you for equality monitoring and other statistical analysis.

The awarding bodies may share information about your results with official bodies such as the Department for Education and the examinations regulators (e.g. Ofqual in England) and also relevant local authorities and the Universities and Colleges Admissions Service (UCAS). An awarding body may also use information about you to investigate cheating and other examination malpractice and will share information about malpractice with other awarding bodies.

The awarding bodies take the security of the information about you that they hold seriously.

You will find further, technical information about what the awarding bodies do with information about you, why and the legal basis in the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or by contacting the awarding body (see above).

Your rights

The law gives you a number of rights in relation to the information about you that the awarding bodies hold. Those rights are:

- Access – you are entitled to ask each awarding body about the information it holds about you.
- Rectification – you are entitled to ask each awarding body to correct any errors in the information that it holds about you.
- Erasure – in certain circumstances you are entitled to ask each awarding body to erase the information about you that it holds.
- Object to or restrict processing – in certain circumstances you are entitled to ask each awarding body to stop using information about you in certain ways.
- Complain – you are entitled to complain to the Information Commissioner (the body regulating the use of personal information) about what each awarding body does with information about you.

You will find further information about your rights in relation to information about you in the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or by contacting the awarding body (see above).

How long the information about you is held

Each awarding body retains information about you only for as long as it is needed. Some of the information is needed only during the period in which you are undertaking the examination or assessment and is securely destroyed a short while afterwards. Other information about you, such as your name, gender, address, qualification and subjects entered and the results, are held indefinitely and for at least 40 years.

Each awarding body has its own retention policy that sets out what information it retains, how it is retained and for how long. You can find out more about retention policies by contacting each awarding body (see above).

How to find out more about the information about you that the awarding bodies use

To find out more about the information about you that the awarding bodies collect and use, including what happens to that information and why, you can review the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or contact the awarding body. You will find links to each awarding body's website and information on how to contact them here: <https://www.jcq.org.uk/contact-our-members/>.

Please note

It is important to note that this notice concerns only how the awarding bodies use information about you (called your "personal data"). Complaints about how an awarding body handles your personal data can be made to the Information Commissioner (www.ico.org.uk). Information about the examinations and assessments themselves, including the rules about assessments, can be found on the JCQ Exams Office pages (www.jcq.org.uk/exams-office). The awarding bodies are regulated by Ofqual (<https://www.gov.uk/government/organisations/ofqual>) in England; Qualifications Wales (www.qualificationswales.org) in Wales, and the Council for the Curriculum, Examinations and Assessment (<http://ccea.org.uk/regulation>) in Northern Ireland.


On your exam day

This checklist will help you to be as prepared as possible for your exams, so that on the day itself you can focus on doing your best.

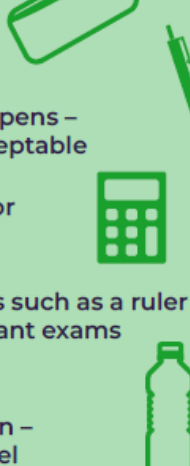
Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

What you cannot take into exams:

- any type of phone
 - revision notes
 - any type of watch (this includes analogue, digital and smart watches)
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What you will need:

- a clear pencil case
 - at least two black ink pens – blue pens are not acceptable
 - an approved calculator for relevant exams
 - appropriate apparatus such as a ruler or protractor for relevant exams
 - a clear water bottle if you wish to take one in – it must not have a label
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Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about the format on the day, please ask your teacher or exams officer.



You can also find useful information about preparing for exams at www.jcq.org.uk/exams-office/information-for-candidates-documents