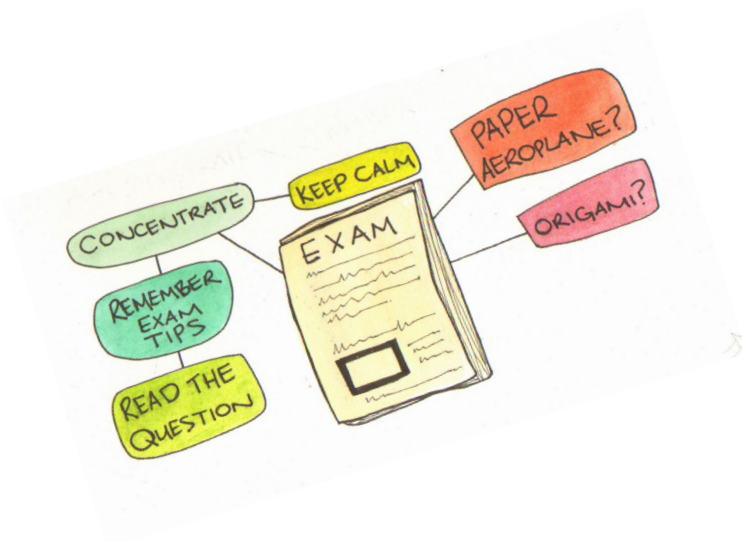




YEAR 11

REVISION SKILLS

2022 - 23



Name: Form:

Dear Year 11 students,

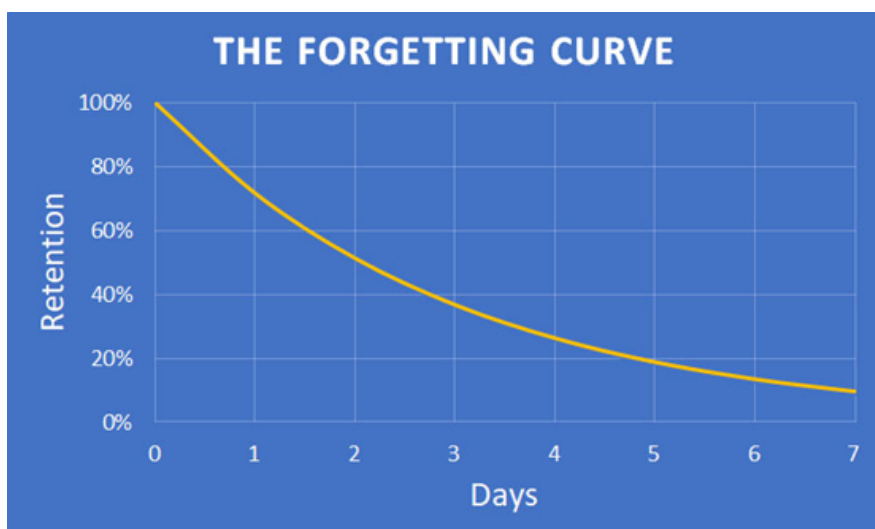
Over the coming weeks and months, we want to support you fully to ensure that you are equipped with the skills you need to succeed in your GCSEs; the upcoming months will be very busy but they are crucial to your success.

This handbook outlines a wealth of ideas about how to revise; it includes revision tips and ideas. An example revision planner / timetable for you to use will also be available for you shortly.

We strongly suggest that you create a revision timetable and stick to it as much as possible. This will allow you to feel prepared for all your upcoming mocks, assessments and the real exams later on next year.

Remember to ask your teachers if you are confused or stuck; you can do this in person or through email and Google Classroom.

Mr Newstead
Assistant Headteacher



Here is an example of the 'forgetting curve' so you can see the importance of revision to help you remember all the key information!

10 Top Hints for Study, Home Learning and Revision



1. Keep up with all your home learning assignments.
2. If you don't understand what to do, ask your teacher.
3. Have an 'emergency contact' of a friend from class.
4. Do your home learning as soon as you get home.
5. Try to share your learning – eg revise with somebody.
6. Do the worst first - get it over and done with!
7. Complete long term assignments as soon as possible.



8. Get holiday home learning done at the start of the holiday.
9. Do your best in the time expected.

10. If home learning is really horrible, tell your teacher.



Extra Study Support

If you are struggling, let us know. Teachers often put in additional study sessions for individuals/groups or classes. They may not realise you need extra help.



What should I do before I start?



Organise a revision work area. If everything is in one place, you will be able to make a fast start to your revision. Make sure that you have a supply of Post-it notes, highlighters, cards, pens, pencils etc. Locate a room or area where you will not be disturbed.

- Make sure it is well lit.
- Do not let your revision area get too hot or stuffy as you will feel tired.
- If you can, have a wall space for notices, timetables, calendars, goals, quick notes etc.
- Only have background music on if it is relaxing and not too loud.

Take a break every 30-40 minutes. Mini-exercises eg walking about, are a good idea.

Planning your timetable - use the revision planner provided:

- Work backwards from the date of your first exam.
- Mark any planned days when you know you won't be able to revise due to family commitments or appointments.
- Colour coding your chart may help.
- Write the subject and sub topic you will aim to cover in each revision period.
- Work out how much you can realistically do in a revision session. (10, 20 or 40 minute chunks).
- Cover all topics for each subject.

Remember to build in time to revisit each subject briefly after 1 day, 1 week, 1 month and just before each exam.

Remember, this is only a plan. Be prepared to revise it when subjects turn out to take longer (or less time) than you have anticipated.

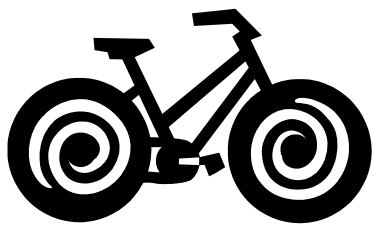


The Reflective Cycle



A cycle has a beginning, middle and end and repeats itself. For example, we could see each day as a cycle (morning, afternoon, evening, night) and each week as a cycle (Monday, Tuesday, Wednesday...).

Rather than viewing the time between now and the end of your exams as one hard slog, it is helpful to break down your revision into a set of short cycles. Each of these cycles is known as a reflective cycle because it requires you to reflect on the progress you have made.



Revision Tip: Use images and pictures to make *associations*. They are easier to remember than words. (This one represents the reflective cycle!)

The **beginning** of the reflective cycle involves vision (eg to clarify the topics you intend to revise today).

The **middle** involves action (eg to muster up the discipline and concentration required to revise those topics)

The end involves **evaluation** (eg to write a journal or discuss with a friend the topics that you have revised).



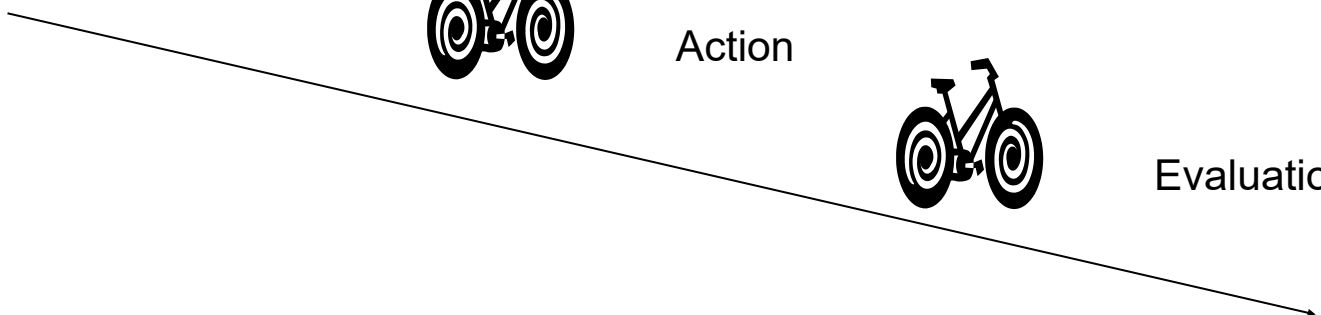
Vision



Action



Evaluation





Coping with Stress Tearing My Hair Out!



Levels of stress experienced when revising and taking exams depend, to a certain extent, on external circumstances. Trying to revise in a hot and poorly ventilated room in which your little brother is watching TV at full volume and your sister is having an argument with her boyfriend is likely to prove very stressful. To this extent, taking positive action to create and maintain an environment that is conducive to effective revision (e.g. spacious, bright, cool and quiet) is a form of stress management.

Ten Top Tips to Stop Stress:

1. Study in short bursts. You'll relax and remember more.
2. Take regular, scheduled breaks.
3. Take exercise. Fresh air and physical activity are great concentration and confidence boosters.
4. Don't worry too much about missing a session, work out how to catch up at a later time.
5. Build in variety and avoid stressful monotony.
6. Know what to expect in the exam.
7. Practise old exam questions.
8. See your friends. Isolation can be stressful.
9. Do your best – not anybody else's. Decide what works for you and stick with it!
10. Don't be afraid to ask your parents, teachers, tutor, friends or doctor for help if you need it.

If you feel things are getting on top of you, speak to a friend, your parents/carers and your teachers.

Effective Revision – ideas for active revision.

To pass an exam, you need to remember what you have read and learnt. The way you note down the information can make a great deal of difference to how much you remember.

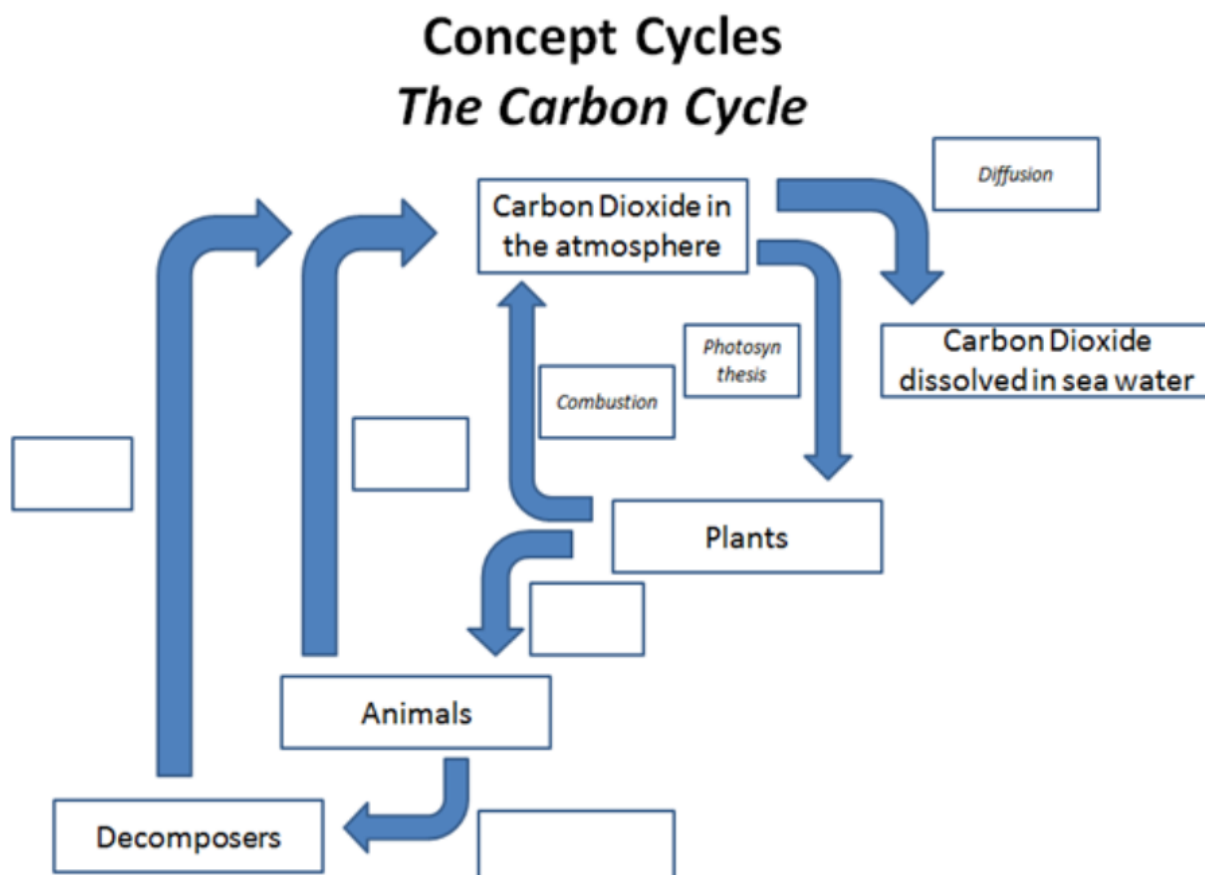
We remember

- 20% of what we read.
- 30% of what we hear.
- 40% of what we see
- 50% of what we say.
- 60% of what we do,
- 90% of what we READ, HEAR, SEE, SAY AND DO



Revision Methods and Strategies

Concept Maps – Take a key topic from a subject. Write the name of it in the centre of a blank page. Draw lines out from here and see how many you can remember about the topic. Now read through your notes. What have you forgotten? Close your book and make any additions in a different coloured pen. Now check this information again in your book.



Flash Cards – Write key words on flash cards and use them to test yourself and your friends and see how much you remember about the issues covered by the key words. An effective revision card should include diagrams and short notes. Do not overload a revision card!

Tests – Write 20 – 30 questions of varying difficulty that cover the module. Now see if you can answer them.

Past Papers – To gain a top grade it is useful to get as much exam practice as possible. Your teacher will have past papers, but they are also available from the examination board websites.

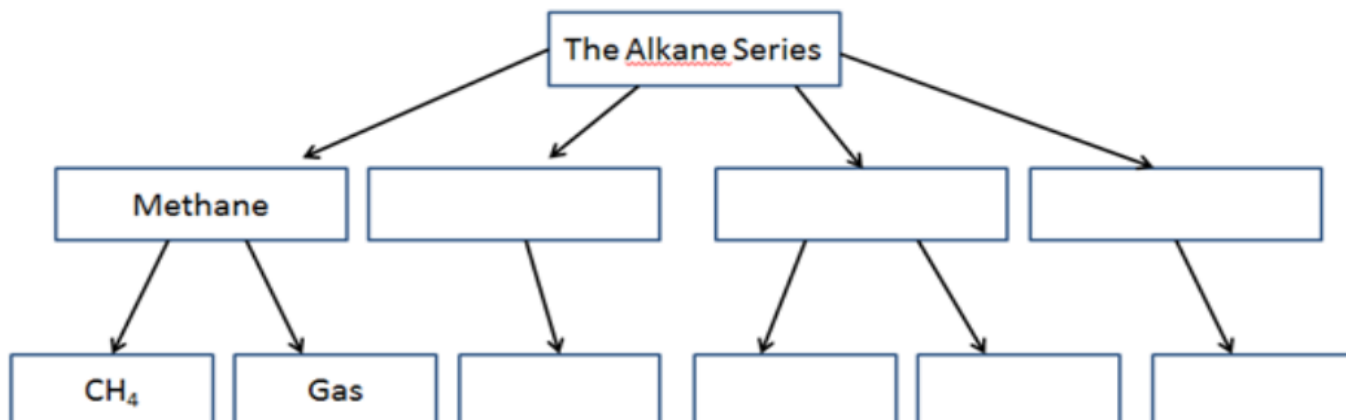
Diamond Ranking – Write out 9 important pieces of information from the topic. What is the most important point for this topic? What is quite important? What is not so important? Again, this helps us to think about the information.

Traffic Lighting - Use colour to highlight important information eg red for very important information, orange for important information and green for quite important information.

Summary Shapes - A symbol represents or reminds us of something else eg a circle may remind us of a wedding ring. Draw symbols in margins to represent key information in each paragraph. Make a summary sheet. Use the colours, key words and symbols that you drew in the margins of the original passage to create a summary sheet. Complete a summary sheet from memory then look back at the original to correct mistakes.

Network Trees

The Alkane series of hydrocarbons

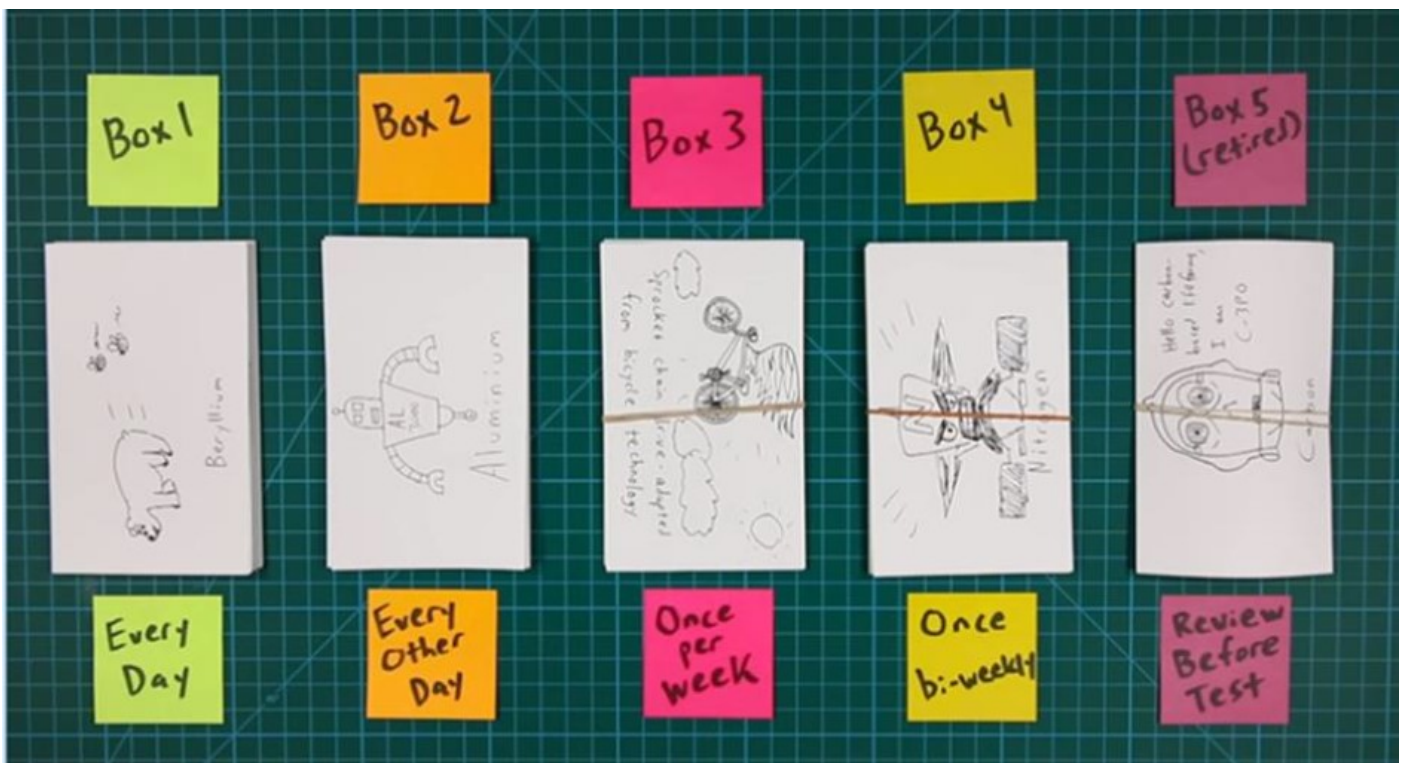


Effective use of revision cards

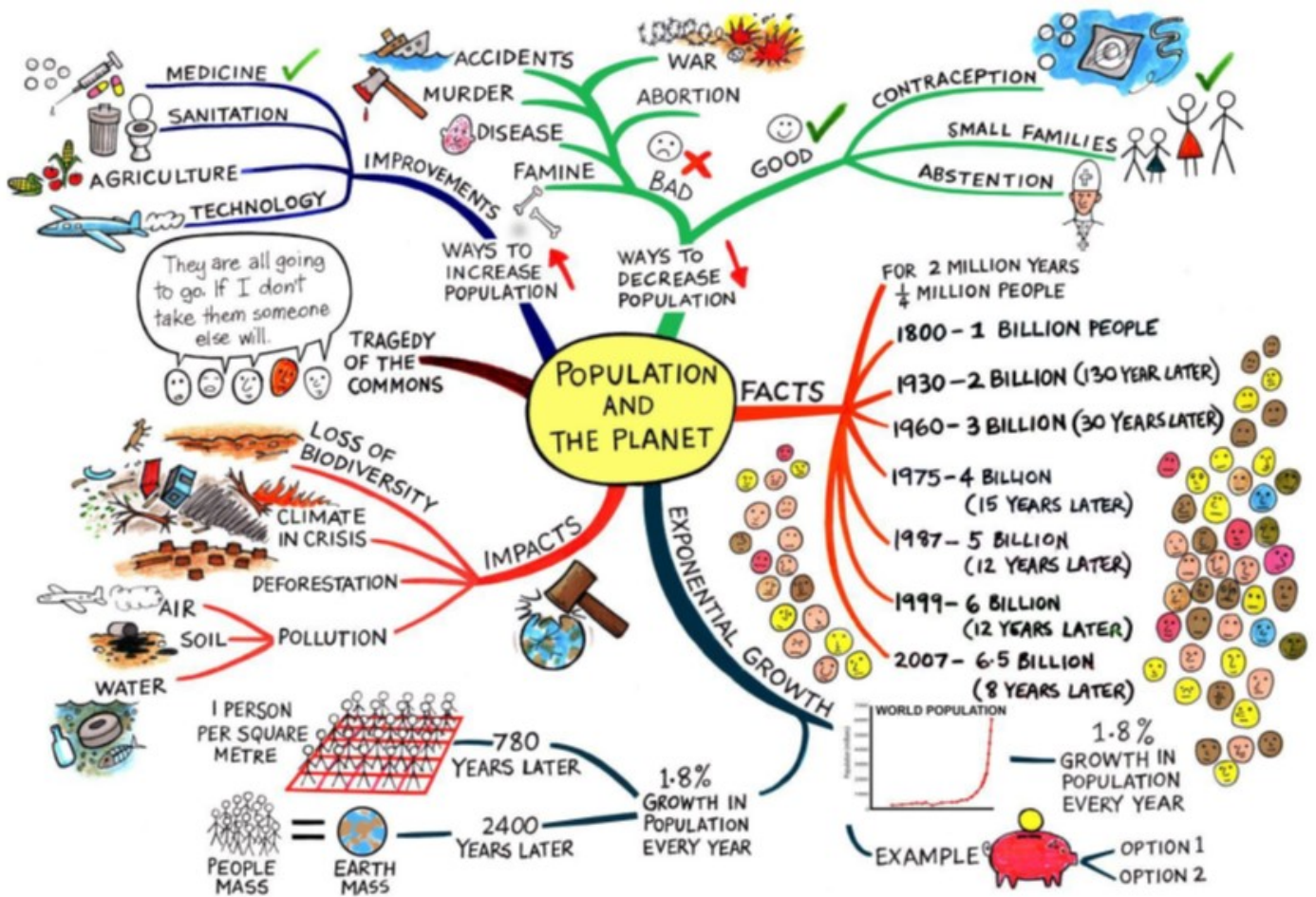
Revision cards are a very effective way to help space out learning and memory recall. Some tips on the effective use of revision cards:

1. Make your own
2. Use pictures and colour
3. Use mnemonics
4. 1 card - 1 question
5. Break down complex ideas into simple ones
6. Say your answers out loud
7. Not the only way to learn
8. Learn first, then use flash cards to review

Spaced Repetition Technique



Mind Maps - A mind map is a visual aid to help you to remember a topic. Use different colours, diagrams and key words to summarise what has been learned.



Cause and Effect

The witches' promise



Macbeth's belief in the possibility of being King



Macbeth's willingness to contemplate murder of Duncan



Macbeth's decision to carry out the murder of Duncan

Lady Macbeth's ruthless desire for power and her manipulative skill



Do a little more each day than you think you possibly can.

In the lead up to the exam:

<i>Do make sure that you get all that you can from each lesson.</i>	<i>Don't let yourself get tired.</i>
<i>Do Discuss your work with your friends.</i>	<i>Don't worry if you haven't solved every single problem before you finish the evening's work.</i>
<i>Do go over your day's work at home.</i>	<i>Don't worry if you miss a session.</i>
<i>Do practise doing exam questions.</i>	<i>Don't revise for long sessions without taking regular breaks.</i>
<i>Do Develop ways of memorising new information.</i>	<i>Don't let what you can't do interfere with what you can do. Be Positive!</i>

Remember to use all available time to your advantage. The bus journey to and from school and tutor time are great opportunities for 'chunks' of revision or for learning quotations.

JCQ Information for Candidates



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	http://ccea.org.uk/legal/privacy_policy
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/gdpr.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.



Joint Council for
Qualifications^{CIC}

Information for candidates

Written examinations

With effect from 1 September 2022

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.

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 inappropriate, obscene or offensive 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.

F. At the end of the exam

- 1 If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order.
Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
- 2 **Do not** leave the exam room until told to do so by the invigilator.
- 3 **Do not** take any stationery from the exam room. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.



Joint Council for
Qualifications^{CIC}

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.

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

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 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



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).

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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.

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- 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 Using social media and examinations/assessments



Image by Patrice Jones

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.



Image by Ben Wight

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>




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.

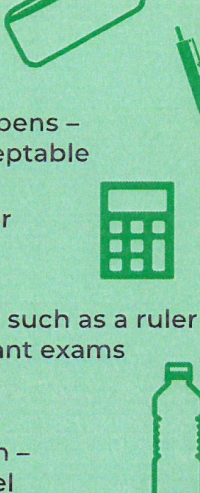
Before sitting your exams, ensure you know:

- 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.

