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**Supporting Your Child
Through Their GCSEs**



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How Can I Make a Difference?



Some parents feel at a loss when their children enter their examination years, but your involvement during this crucial time can make an enormous difference – the difference between success and failure, or between a grade 4 and a grade 5 or a grade 7 and a grade 8.

According to a new study, parental support is eight times more important in determining a child's academic success than social class. And the good news is you do not have to be an expert in any of the subjects your child chooses to make a difference.

There are many expectations of your child in Years 10 and 11 – expectations which for many children are hard to meet. The demands you will be able to help your child with are likely to include:

- Being more self-motivated and taking more responsibility for their own learning.
- Asking when they do not understand. (This requires confidence and can be difficult at a time when friends' opinions hold such sway)
- Developing their abilities to overcome frustrations.
- Organising themselves, revision notes and hand outs for different subjects and topics.
- Completing independent work at home.

- Organising and planning their time over longer periods, for example to complete a coursework project.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out their revision.
- Perfecting their 'exam technique'.

Your role may include some or all of the following:

- Provider of the tools for homework and revision – a quiet space, a 'workbox' of pens, paper and other necessities.
- Study buddy – showing an interest in the subject, helping with homework (but not doing it for them), testing them when they ask you etc.
- Sounding board - listening to your child's ideas and responding with feedback and comments.
- Adviser – helping your child to break tasks down so that they are manageable.
- Project manager – agreeing the rules for homework or revision.
- Helping them to make a realistic timetable, balancing work against the 'fun stuff' and revising the plans as necessary.
- Go-between – liaise with your child's Head of Year if problems arise.

Preparing to Study

STUDY ENVIRONMENT

What is ideal?

- Desk
- Comfortable chair
- Light
- Ventilation
- No noise or distractions

LEARNING TO RELAX

- Learn to avoid exam anxiety
- Learn to become more relaxed
- Learn to control breathing
- Learn to relax during the exam

DIET

- Do they need to make any changes to their diet?
- Plenty of water
- Regular healthy meals

PLANNING THEIR WORKLOAD

Ask them:

- Do they need extra help?
- Where can they get this help?

WE RECOMMEND STUDENTS SET UP TWO REVISION PLANS:

A long-term plan - this will be a general plan accounting for topics and chapters revised between now and the final exams in each subject. Create a grid: weeks across the top, subjects down the side.

A short term plan - this will be drawn up each week and be more detailed and specific. It includes time for homework and revision, and time they are not available for study. Create a grid: days across the top, times down the side.



Tips for Parents

SUPPORTING YOUR CHILD IN SETTING THEMSELVES UP FOR REVISION

Students have homework set on Teams under assignments, they should also use their planners to manage their homework.

Thinking about easy ways to add more independent learning on top of their homework is going to help them be successful. The free BBC Bitesize app has most subjects on it and students often find this useful for doing additional work on top of homework as independent learning.

Focus on building good habits – discuss their goal but then ask what systems they have in place for meeting this goal, then focus on the tasks that are their systems and reassure them that over time these tiny changes will lead to results.

Try and encourage 'habit stacking' – if they already have a habit as part of their routine then adding another habit to that is more likely to make that habit successful.

Use their reports – we do not set a target grade as we felt this could be seen as being limiting for students, instead they are given a chance chart indicating how likely they are to get each grade. Use this to motivate your child and remind them that what they invest now will directly affect the grade they get at the end, but will also help them later in life in terms of having a broad knowledge base and skill set. Students in year 10 and 11 will be given an estimated grade for each subject they study so that you can see how they are doing.

SUPPORTING YOUR CHILD IN DOING THE REVISION

Rather than creating a revision timetable which might be challenging to stick to create lists of subjects and topics so that they can build up a 'retrospective revision timetable' by writing down the date every time they revise a subject or topic. They will soon start to see patterns if they're avoiding a certain subject!

Look back every now and again at this 'retrospective revision timetable' to show them how far they have come.

Add in 'upper bounds' if your child is struggling to get started – today I will revise for at least ten minutes, but no more than twenty minutes and then build from there.

If you and your child are not sure what resources they need please check the support section of this booklet or contact their subject teachers who will be happy to help.

Use teacher feedback – all of our subjects have a feedback policy but the feedback that your child gets in different subjects might look different depending on the nature of the subject. Many subjects use verbal feedback, self and peer-assessment and in class assessments. Encourage your child to review the feedback they receive and try to act on it.

Help your child reflect on their progress by considering our three school values – learning, limitless potential and community.

Everyone in Team Hunsley is ready to work with you and your child to make sure they can experience success over the next few months.



Subjects and Exam Boards

| SUBJECT | YEAR 10 EXAM BOARD | YEAR 11 EXAM BOARD |
|--|--------------------|--------------------|
| Art and Design | AQA | AQA |
| Business | Pearson | Pearson |
| Cambridge National Child Development | OCR | OCR |
| Design and Technology | OCR | OCR |
| Drama | Eduqas | Eduqas |
| Cambridge National Engineering Design | OCR | OCR |
| English Language and Literature (Double Award) | AQA | AQA |
| Food Preparation and Nutrition | AQA | AQA |
| History | Pearson | Pearson |
| Geography Specification A | Pearson | Pearson |
| Computer Science | Pearson | Pearson |
| BTEC Digital Information Technology | Pearson | Pearson |
| Languages | AQA | AQA |
| Maths | AQA | AQA |
| BTEC Tech Dance (Performing Arts) | Pearson | Pearson |
| Further Maths | AQA | AQA |
| Media | Eduqas | Eduqas |
| Music | AQA | AQA |
| Photography | AQA | AQA |
| Religious Studies | AQA | AQA |
| GCSE PE | OCR | OCR |
| Cambridge National Sport Studies | OCR | OCR |
| Science (all courses) | AQA | AQA |
| Textiles | AQA | AQA |

INTERNAL EXAM DATES

| | |
|---------|--|
| Year 11 | English, Maths and Science mock exams are 4 - 8 December 2023 |
| | Mock exams for all remaining examined subjects are 11 - 15 December 2023 |
| | Final exam timetables for Year 11 students will be published in Spring 2024 |
| | Summer exams are provisionally scheduled to run from May until June 2024, although some subjects have practical exams that will start earlier than this. |

Non Examination Assessments

YEAR 10

| SUBJECT | NEA PIECES | DATES FOR NEA |
|---------------------------------------|------------|------------------------------|
| Art and Design | 1 | Ongoing |
| Drama | 1 | April onwards |
| Design and Technology | 1 | June onwards |
| Cambridge National Engineering Design | 1 | Nov- Apr |
| Music | 1 | Free composition: Jan – July |
| Photography | 1 | Ongoing |
| GCSE PE | 3**** | Ongoing |
| CN Sport Studies | * | Ongoing plus online exam |
| BTEC Digital IT | 1*** | Feb - May |
| Textiles | 1 | Ongoing |

YEAR 11

| SUBJECT | NEA PIECES | DATES FOR NEA |
|---------------------------------------|----------------------------|-------------------|
| Art and Design | 1 | Sept - April |
| Child Development | 2 | Sept - March |
| Drama | 1 (continued from Year 10) | Nov - Finish |
| Cambridge National Engineering Design | 1 | Sept - April |
| Food Preparation and Nutrition | 2 | Sept - April |
| BTEC Digital IT | 1*** | Oct - Dec |
| Music | 2 | Feb. Oct – March |
| Photography | 1 | Nov – March |
| Design and Technology | 2 | Sept – April |
| GCSE PE | 1*, 3** | Oct - Feb |
| CN Sport Studies | 1* | Ongoing plus Exam |
| BTEC Tech Dance | 1* | Jan - May |
| Textiles | 1 | Nov - March |

All of the above details are correct at the time of printing, but are all subject to change, possibly at short notice from the Department of Education.

*Ongoing portfolio assessment or coursework

** Practical assessment externally moderated

***Component is controlled assessed in-school then externally assessed

****Practical assessment externally moderated for Year 11

Notice to Candidates

NOTICE TO CANDIDATES

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 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.

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 or generated online solutions and try to pass them off as your own work – 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, ideas or outputs 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.

Notice to Candidates

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.

You can demonstrate your knowledge and understanding of a subject by using information from sources or generated from sources which may include the internet and AI. Remember though, you **must** take care how you use this material - you **cannot** copy it and claim it as your own work.

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.

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 2024.

Where computer-generated content has been used (such as an AI Chatbot), your reference **must** show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. You should retain a copy of the computer-generated content for reference and authentication purposes.

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, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.

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'.

Tips for Revising

WHAT IS REVISION?

It means reviewing or revisiting information you have learnt previously. Revision should reinforce and embed school learning and help you identify any gaps in your knowledge. Practicing retrieving and applying knowledge is the most effective way to revise.

Nearly all lessons in school start with some revision, we call this 'Retrieval Practice'. You may wish to model your revision on the 'last lesson, last month, last year' approach.

THE AIM OF REVISION

The aim is to reduce the amount of information relating to a subject to a series of key points, any of which you can expand upon in an exam answer. The key point, phrase or word prompts your brain to retrieve the information stored in it. At the end of your revision for each topic or sub topic, aim to have a card or A4 sheet of KEY points for that section.

THE STRUCTURE OF REVISION SESSIONS

Good revision techniques always include:

- An aim for the session e.g. 'By the end of this one hour revision session I will understand and be able to answer questions on photosynthesis.'
- Thinking about what you know already and identifying the bits you need to spend more time on (usually by doing some sort of self-testing / retrieval practice – many revision aids include opportunities for self-testing).
- Breaking down each topic into 'doable' chunks. Revise each section – not just reading the information but doing something active with it.
- Producing notes (shorter each time you revise a particular area) noting key points, phrases or words.

- Testing yourself to see what you have learnt.
- Ticking off the subject on your 'overall list' so that you can see regular progress.
- Revisiting your notes briefly after one day, one week and one month, as well as just before the exam.

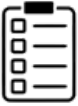
QUICK TIPS FOR REVISING

- Make yourself start, however much you don't want to – the hardest bit is over with then!
- Build in short breaks.
- Do frequent short exercises – stretches, neck and shoulder rolls, walking around etc.
- Drink water, get fresh air and keep the temperature cool.
- Eat 'brain food', avoid sugar and have healthy snacks around to eat little and often.
- Take a day off and do something completely different.
- Do not leave the difficult bits to the end.
- Do something relaxing between revising and bedtime.
- Stop and take a break if you start feeling frustrated, angry, and overwhelmed. Make a note of the problem to take to your next lesson, and move onto something else.
- Focus on what you have done, not all the things that you haven't – every little helps.
- Promise yourself rewards after each session – watching TV, reading a novel or going out with friends.
- At the end of each session, file away your notes so your work area is clear for next time.

Tips for Revising

THE KEY TO EFFECTIVE REVISION

Useful revision involves **DOING SOMETHING** with the information you are trying to learn and remember. This is essential to allow your brain to remember, learn and make connections. Revision should engage the brain to retrieve information from our long term memory into our working memory. Different people find different activities useful, and you need to find out how you revise best.



SELF TEST: Use your notes/textbook to create a quiz to self test yourself



REVISION CLOCK: Break down the topic into 12 sections and complete a revision clock



INFOGRAPHIC: Create an infographic with sketches and a note from memory



FLASH CARDS: Create a set of flash cards with Q&As, ready to test yourself



BRAIN DUMP: Complete a brain dump with as much as you can recall then check your notes to see what you forgot



SUMMARISE: Write an overview of the key topics from memory then refer back to your notes



PAST PAPERS: Complete exam past papers and use the mark scheme to self assess



MIND MAP: Create a mind map from memory, then check, review and add to your mind map



RETRIEVE, RECORD AND REVIEW: Record yourself retrieving as much information as your can verbally then listen back and review



Literacy

"Education is the process of preparing us for the big world, and the big world has big words. The more big words I know, the better I will survive in it. Because there are hundreds of thousands of big words in English, I cannot learn them all. But this does not mean that I shouldn't try to learn some words."

David Crystal

VOCABULARY

In all of our subjects teachers encourage you to use correct vocabulary to express your ideas. In your revision you might want to:

- Find or make a glossary to check you understand what the vocabulary means
- Use a 'word difficulty' spectrum to rate the vocabulary for a certain topic from easy to difficult, and then check the meaning of the more difficult words using an online dictionary
- Look at the history of some of the more challenging vocabulary at www.etymonline.com

READING

Evidence suggests that you need to understand around 95% of the vocabulary in a text in order to understand it which is why it's important to look at the vocabulary first. If you are reading a new information or revising unfamiliar information try to:

Predict – what is the text about? Can I spot any links to anything I already know?

Clarify – make a list of any vocabulary you don't understand and check the meaning

Question – write what, how and why questions to help you understand the information. You should try and write questions you can answer using the text but if you don't know the answer take it to your next lesson and ask the teacher!

COMMAND WORDS

Command words are those that give you an instruction and are often found in tasks and exam questions to help you understand what type of response is needed. Some are common across a number of subjects, others are more specific to a certain subject.

| | |
|---|--|
| State/Give/ Name/ Identify/ List | Give one or more points. Recall or find factual information including names or characteristics. This may be from reading a table or graph in some subjects |
| Complete | Add parts to make something finished |
| Calculate | Determine the amount or number of something mathematically |
| Describe | Give an account of the main characteristics of something or the steps in a process or a sequence of events |
| Explain | Provide a reasoned explanation of how or why something happens. Include 'if, then, so' or 'because' |
| Compare | Identify similarities AND differences or advantages AND disadvantages |
| Evaluate | Measure the value or success of something (perhaps considering varied interpretations or viewpoints) and provide a judgement/conclusion. Use both the information supplied and your own knowledge if requested |
| Refer | To mention or allude to something |

Support Materials



ENGLISH

Resources and Websites:

- AQA GCSE 9-1 English Language and Literature Complete Revision & Practice: Ideal for home learning, 2023 and 2024 exams
- AQA GCSE English Language: Targeting Grades 6-9: Revision Workbook (AQA GCSE English Language and English Literature)
- Revise AQA GCSE English Language Revision Workbook: for the 9-1 exams (REVISE AQA GCSE English 2015): for home learning, 2022 and 2023 assessments and exams
- New GCSE English AQA Poetry Guide - Power & Conflict Anthology inc. Online Edition, Audio & Quizzes: ideal for the 2023 and 2024 exams (CGP AQA GCSE Poetry)
- Romeo and Juliet (Cambridge School Shakespeare) Paperback – 20 Jan. 2014
- Romeo and Juliet STUDY GUIDE: York Notes for GCSE (9-1): - everything you need to catch up, study and prepare for 2022 and 2023 assessments and exams
- Analysis & Study Guide: Dr Jekyll and Mr Hyde: Complete text & integrated study guide,

- New GCSE English Text Guide - An Inspector Calls includes Online Edition & Quizzes: perfect for the 2023 and 2024 exams (CGP GCSE English Text Guides)
- An Inspector Calls STUDY GUIDE: York Notes for GCSE (9-1): everything you need to catch up, study and prepare for 2022 and 2023 assessments and exam
- Spelling, Punctuation and Grammar for Grade 9-1 GCSE Workbook (includes Answers) (CGP GCSE SP&G)
- GCSE Pod <https://www.gcsepod.com/>
- Massolit <https://www.massolit.io/>

MATHS

Resources and Websites:

- Collins Revision guide – includes QR codes for video solutions and additional practice questions
- MathsWatch VLE
- Corbettmaths.com
- www.mathedup.co.uk/gcse-maths-takeaway/

Support Materials

ALL SCIENCES

- Science Revision Site: www.padlet.com/hunsleyscience/gcse
Access to revision resources for Biology, Chemistry and Physics, including past paper questions, revision videos and more.
- CGP Revision Guides and Flashcards (either Separate Sciences or Combined Science)

ART AND DESIGN

- www.pinterest.com
- www.deviantart.com
- www.studentartguide.com
- www.googleartproject.com

TEXTILES

- AQA Design and Technology Textiles Technology, Nelson Thornes - Davies, Dick and Hardy
- CGP GCSE Design and Technology: Textiles The Revision Guide

COMPUTER SCIENCE

- REVISE Pearson Edexcel GCSE (9-1) Computer Science Revision Guide (available in school)
- PG Online Learning to Program in Python (available in school)
- REVISE Pearson Edexcel GCSE (9-1) Computer Science Revision Workbook (available in school)
- <https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb>
- <https://www.csnwbs.com/python>
- <https://student.craigndave.org/>
- <https://www.smartrevise.online/>

IT

- Revise BTEC Tech Award Digital Information Technology Revision Guide
- Revise BTEC Tech Award Digital Information Technology Practice Assessments Plus

FOOD PREPARATION AND NUTRITION

- AQA GCSE food Preparation and Nutrients
- AQA GCSE Food Preparation and nutrients revision Guide
- New Grade 9-1 GCSE Food Preparation & Nutrition – AQA Exam practice workbook.

CHILD DEVELOPMENT

- OCR Child Development for GCSE by Carolyn

Meggitt

- The Essentials of Child Development by Judi Sunderland
- GCSE Child Development The Revision Guide
- www.ocr.org.uk/childdevelopment

BUSINESS

- Revise Edexcel GCSE (9-1) Business Revision Guide
- Revise Edexcel GCSE (9-1) Business Revision Workbook
- Edexcel GCSE (9-1) Business Student Book
- www.tutor2u.co.uk

MEDIA

- WJEC / Eduqas GCSE Media Studies revision guide by Illuminating Publishing – by Hayley Sheard

GEOGRAPHY

- Revise Edexcel (9-1) Geography: A revision guide by Michael Chiles
- GCSE Geography All in One Revision and Practice, Collins GCSE

HISTORY

- Edexcel GCSE History website
- South Hunsley Year 11 Class TEAMS. Folders saved under Class Materials providing wider reading, revision activities, knowledge checklists and knowledge organizers
- Textbooks – Pearson 9-1 GCSE History (also available in Foundation range), Hodder GCSE History
- Revision guides and flash cards from Pearson
- Target Intervention Booklets from Pearson / Amazon, available in either Grade 5 or Grade 9 for Paper 1 and Paper 2
- BBC Bitesize

Support Materials

RELIGIOUS STUDIES

- AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming, Nagapriya and Peter Smith (Released 2nd January 2018)
- New Grade 9-1 GCSE Religious Studies: AQA A Revision Guide by CGP books
- Grade 9-1 GCSE Religious Studies: AQA A Exam Practice Workbook by CGP books
- New 9-1 GCSE AQA A Religious Studies: Christianity & Buddhism Revision Question Cards by CGP books
- <https://quizlet.com/MissMooneyRS> for GCSE RS electronic flashcards

MUSIC

- GCSE Music AQA Complete Revision & Practice (with Online Edition & Audio) 2020
- AQA GCSE Anthology of Music - From 2020 by Hal Leonard
- Student R: Drive - Music, GCSE Music AQA

FRENCH

- AQA GCSE French Grammar Workbook Oxford University Press
- Revise AQA GCSE French Revision Guide Pearson Education
- CGP GCSE French AQA Complete Revision and Practice Guide
- CGP GCSE French Revision Guide Higher Level
- CGP GCSE French Revision Guide Foundation Level
- www.quizlet.com

DRAMA

- WJEC GCSE Drama by Nicholas Garry
- Bitesize Drama WJEC website
- CGP: GCSE Drama for the 9-1 Course, The Revision Guide

CAMBRIDGE NATIONALS SPORT

- Theeverlearner.com

GERMAN

- AQA GCSE German Grammar Workbook Oxford University Press
- Revise AQA GCSE German Revision Guide Pearson Education

- CGP GCSE German AQA Complete Revision and Practice Guide
- CGP GCSE German Revision Guide Higher Level
- CGP GCSE German Revision Guide Foundation Level
- www.quizlet.com

SPANISH

- AQA GCSE Spanish Grammar Workbook Oxford University Press
- REVISE AQA GCSE Spanish Revision Guide and Workbook Pearson Education
- GCSE Spanish AQA Complete Revision and Practice Guide CGP
- GCSE Spanish Revision Guide Higher Level CGP
- GCSE Spanish Revision Guide Foundation Level CGP
- www.quizlet.com

PHYSICAL EDUCATION

- Theeverlearner.com
- Bbc.bitesize -PE
- <https://www.bbc.co.uk/bitesize/subjects/znyb4wx>
- And gcse pods - PE
- www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/
- CGP Revision Guide and workbook

PRODUCT DESIGN

- OCR Design and Technology
- Hodder Education OCR GCSE (9-1) Design and Technology text book
- Hodder Education My Revision Notes: OCR GCSE (9-1) Design and Technology
- www.technologystudent.com

ENGINEERING

- Lonsdale Revision Guide - GCSE Design and Technology: Resistant Materials
- www.technologystudent.com
- www.ocr.org.uk/qualifications/cambridge-nationals-engineering-design-level-1-2-award-certificate-j831-j841/
- Hodder Education Cambridge National Level 1 / 2 Engineering Design Text Book.

Exam Information

EXAM CONCESSIONS

Typically, students who have a history of exam concessions are formally tested in the Summer term of Year 9 to confirm whether or not they qualify for special arrangements. The timing of the tests reflects the fact that concessions for all exam boards are only valid for 26 months; testing at the end of Year 9 ensures that arrangements cover the whole of the GCSE period.

Students are identified for testing through their SEN status, previous history of intervention and teacher recommendation. It is important that any special arrangements are confirmed before the GCSE courses begin to ensure they are taken into account from the start of the course.

All assessments must reflect a student's current situation and their normal way of working – a student requesting extra time in GCSE exams will typically have received extra time in internal tests throughout Years 7, 8 and 9.

It does not necessarily follow that a student who had special arrangements at primary school for their SATs will still qualify in Year 9; nor that a student who had special arrangements for GCSE will automatically qualify for the same arrangement at A Level.

USEFUL WEBSITES

GENERAL SUPPORT - TEENAGERS

www.childline.org.uk

Tel: 0800 1111 for tips and advice on exam stress as well as lots of other advice and support.

www.bbc.co.uk

Choose 'More' and go to 'Full A-Z' then click on 'Teen Advice'.

GENERAL SUPPORT - PARENTS

www.familylives.org.uk

Also confidential helpline for parents on 0808 800 2222.

EXAM BOARDS

www.aqa.org.uk

www.pearson.com

www.ocr.org.uk

www.wjec.co.uk

www.eduqas.co.uk/

COURSEWORK AND REVISION

www.mymaths.co.uk

Use the username: hunsley and password: shape

www.s-cool.co.uk

www.schoolsnet.com

www.markedbyteachers.com

www.sparknotes.com

www.bbc.co.uk/education

www.gcse.com

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