
GCSE and Other Formal Examinations Information for Year 11 Pupils and Parents

Includes 2022-23 Exam Calendar



Malet Lambert

As Year 11 embark on the most critical period of their education, we wanted to provide them with some very information regarding the exams that will support their revision and give them every opportunity to be successful in the summer exams.

The guide is full of revision tips, techniques and guidance on creating revision timetables, as well as how to organise, plan and improve motivation.

Year 11 pupils are also encouraged to make use of the subject specific revision guides offered, online resources such as BBC Bitesize, and the bespoke revision materials created by their teachers.

Mr Logan
Deputy Headteacher



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May Exam Timetable 2023

All AM EXAMS to start at 9 am. PM EXAMS to start at 1.15 pm

Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5
			GCSE 3D Design External Assessment All Day	GCSE 3D Design External Assessment All Day
		IGCSE English (Additional Language) 1.15pm - 2.15pm 25% ET : 1.15pm - 2.30pm		IGCSE English (Additional Language) 1.15pm - 2.05pm 25% ET : 1.15pm - 2.18pm IGCSE English (Second Language) 1.15pm - 1.55pm 25% ET : 1.15pm - 2.05pm
8	9 GCSE Photography External Assessment All Day	10 GCSE Photography External Assessment All Day	11 GCSE Textiles External Assessment All Day	12 GCSE Textiles External Assessment All Day
15 CN Engineering Design 9.00am - 10.00am 25% ET : 9.00am - 10.15am	16 GCSE Biology 9.00am - 10.45am 25% ET : 9.00am - 11.11am GCSE Combined Science - Biology 9.00am - 10.15am 25% ET : 9.00am - 10.34am GCSE Sociology 1.15pm - 3.00pm 25% ET : 1.15pm - 3.26pm	17 GCSE English Literature 9.00am - 10.45am 25% ET : 9.00am - 11.11am	18 GCSE History 9.00am - 10.15am 25% ET : 9.00am - 10.34am	19 GCSE Math 9.00am - 10.30am 25% ET : 9.00am - 10.53am
GCSE Drama 1.15pm - 2.45pm 25% ET : 1.15pm - 3.08pm		GCSE PE 1.15pm - 2.15pm 25% ET : 1.15pm - 2.30pm CN Sports Studies 1.15pm - 2.15pm 25% ET : 1.15pm - 2.30pm	GCSE Business 1.15pm - 3.00pm 25% ET : 1.15pm - 3.26pm GCSE Chinese - Listening 1.15pm - 2.00pm 25% ET : 1.15pm - 2.11pm GCSE Chinese - Reading 2.00pm - 3.00pm 25% ET : 2.00pm - 3.15pm	GCSE Computer Science 1.15pm - 2.45pm 25% ET : 1.15pm - 3.08pm
22 GCSE Chemistry 9.00am - 10.45am 25% ET : 9.00am - 11.11am GCSE Combined Science - Chemistry 9.00am - 10.15am 25% ET : 9.00am - 10.34am GCSE Geography 1.15pm - 2.45pm 25% ET : 1.15pm - 3.08pm	23 GCSE French - Listening 9.00am - 9.45am 25% ET : 9.00am - 9.56am GCSE French - Reading 10.00am - 11.00am 25% ET : 10.00am - 11.15am BTEC DIT 1.15pm - 2.45pm 25% ET : 1.15pm - 3.08pm	24 GCSE English Literature 9.00am - 11.15am 25% ET : 9.00am - 11.49am	25 GCSE Physics 9.00am - 10.45am 25% ET : 9.00am - 11.11am GCSE Combined Science - Physics 9.00am - 10.15am 25% ET : 9.00am - 10.34am GCSE Sociology 1.15pm - 3.00pm 25% ET : 1.15pm - 3.26pm GCSE Computer Science 1.15pm - 2.45pm 25% ET : 1.15pm - 3.08pm	26 GCSE Chinese - Writing 1.15pm - 2.30pm 25% ET : 1.15pm - 2.49pm

June Exam Timetable 2023

All AM EXAMS to start at 9 am. PM EXAMS to start at 1.15 pm

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
GCSE English Language 9.00am - 10.45am 25% ET : 9.00am - 11.11am	GCSE Spanish - Listening 9.00am - 9.45am 25% ET : 9.00am - 9.56am GCSE Spanish - Reading 10.00am - 11.00am 25% ET : 10.00am - 11.15am	GCSE Maths 9.00am - 10.30am 25% ET : 9.00am - 10.53am	GCSE PE 9.00am - 10.00am 25% ET : 9.00am - 10.15am Level 2 Further Maths 9.00am - 10.45am 25% ET : 9.00am - 11.11am	GCSE Geography 9.00am - 10.30am 25% ET : 9.00am - 10.53am
GCSE French - Writing 1.15pm - 2.30pm 25% ET : 1.15pm - 2.49pm CN Health & Social Care 1.15pm - 2.15pm 25% ET : 1.15pm - 2.30pm		GCSE History 1.15pm - 3.00pm 25% ET : 1.15pm - 3.26pm		GCSE Biology 1.15pm - 3.00pm 25% ET : 1.15pm - 3.26pm GCSE Combined Science - Biology 1.15pm - 2.30pm 25% ET : 1.15pm - 2.49pm
12	13	14	15	16
GCSE English Language 9.00am - 10.45am 25% ET : 9.00am - 11.11am	GCSE Chemistry 9.00am - 10.45am 25% ET : 9.00am - 11.11am GCSE Combined Science - Chemistry 9.00am - 10.15am 25% ET : 9.00am - 10.34am	GCSE Maths 9.00am - 10.30am 25% ET : 9.00am - 10.53am	GCSE History 9.00am - 10.20am 25% ET : 9.00am - 10.40am	GCSE Physics 9.00am - 10.45am 25% ET : 9.00am - 11.11am GCSE Combined Science - Physics 9.00am - 10.15am 25% ET : 9.00am - 10.34am
CN Creative I-Media 1.15pm - 2.30pm 25% ET : 1.15pm - 2.49pm GCSE Business 1.15pm - 3.00pm 25% ET : 1.15pm - 3.26pm	GCSE Spanish - Writing 1.15pm - 2.30pm 25% ET : 1.15pm - 2.49pm GCSE Polish - Listening 1.15pm - 2.00pm 25% ET : 1.15pm - 2.56pm GCSE Polish - Reading 2.00pm - 3.00pm 25% ET : 2.00pm - 3.15pm	GCSE Music 1.15pm - 2.30pm 25% ET : 1.15pm - 2.49pm GCSE Polish - Listening 1.15pm - 2.00pm 25% ET : 1.15pm - 2.56pm GCSE Polish - Reading 2.00pm - 3.00pm 25% ET : 2.00pm - 3.15pm		GCSE Geography 1.15pm - 2.45pm 25% ET : 1.15pm - 3.08pm
19	20	21	22	23
	GCSE Food & Nutrition 9.00am - 10.45am 25% ET : 9.00am - 11.11am	GCSE Polish - Writing 9.00am - 10.15am 25% ET : 9.00am - 10.34am Level 2 Further Maths 1.15pm - 3.00pm 25% ET : 1.15pm - 3.26pm		

Please note: If two different papers in the same subject have the same published start time, the papers will be taken one after the other.

The JCQ have set the contingency day for Thursday 8th June, Thursday 15th June 2023 and Wednesday 28th June 2023. Pupils must be available to sit rescheduled exams up to and including the 28th June. We advise not to book any holidays which coincide with this date.

Important Information

We hope you find the contents of this booklet helpful. Your child will be taking their formal examinations in the SUMMER of 2023 and they will also be carrying out controlled assessment (coursework) between now and then.

Exams

A provisional time table is included for examinations to be taken. We hope this timetable helps you and your child prepare revision time.

We would also like to inform you of the following:

- All “national” examinations undertaken are scheduled on specific dates and times as decided by the awarding organisations. All pupils across the country then sit these examinations. **If an examination is missed, there can be no rescheduling.**
- School uniform is a pre-requisite for entry into an exam hall. If a pupil is not properly dressed then they **will be refused entry into the examination hall.**
- If a pupil is **late for an exam** they may not be admitted into the examination.
- **Mobile phones, MP3/4 players, all watches (including Smart watches) and other electronic gadgets are not allowed** into the examination hall. This is strictly prohibited and it is advisable on the day of an exam for pupils to leave these items at home. The school cannot accept any responsibility for these items.
- **All examinations conditions must be strictly adhered to.** The official “JCQ” documentation is included and your child should be aware of the contents.
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Controlled Assessments

In addition to the formal examinations (as per the timetable) there are a number of GCSE subjects in which pupils are required to undertake “**Controlled Assessments**” in the classroom. These can be under “formal” or “less formal” conditions, as directed by the exam boards. These are set on specific dates and times in the months prior to the main SUMMER exams. Marks achieved in controlled assessments will go towards a pupil’s final grade in that subject.

Also included in this booklet are tips for pupils and parents to help with revision!

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	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/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.

Revision Tips

Revision Tips (FOR PUPILS)

- Prepare a revision timetable.
- Make yourself start revising, however much you don't want to – the hardest bit is over with then!
- Build short breaks into your revision.
- Do frequent short exercises – stretches, neck and shoulder rolls, walking around, etc.
- Drink water and get fresh air.
- Keep the temperature cool.
- Eat “brain food” – avoid sugar and have lots of healthy snacks around to eat little and often.
- Take a day off and do something different.
- Don't leave the difficult bits to the end.
- Do something relaxing between revising and bedtime.
- STOP and take a break if you start to feel frustrated, angry, overwhelmed. Make a note of the problem to take to your next lesson, and move onto something else. Your teachers are there to help you!
- Focus on what you have done, not all the things you haven't done – every little helps.
- Promise yourself little rewards after each session – favourite TV program, reading a trashy novel or going out with friends.
- Talk to your family about your revision time – and ask them for help if you need it – it may help make them feel useful to you!
- At the end of each session, file away your notes and clutter so that your work area is clear for the next session.

Revision Tips (FOR PARENTS)

- A dedicated quiet space with good natural light or lighting is best for studying, with no distractions.
- Ensure that your son or daughter has one evening a week away from their studies. It's also important that they take regular breaks during the study periods.
- Be around as a 'feeding station' – feed your child lots of healthy food and proper meals - not too many sugary snacks and junk food.
- Offer to help with testing or ask if there is something that you can do.
- Reassure them you are concerned about their welfare more than the results.
- Know your son or daughter's revision timetable. Encourage them to tell you about what they are studying. If you know that they are not at their best first thing in the morning, encourage them to rest then and work when they are more lively. They should choose their weakest/sleepiest time of day to be sociable and go out, or watch TV at those times.
- Know exactly the date, time and location for each exam and incorporate this into the revision plan. Make sure that they have the correct equipment they need for the exam (calculators, rulers etc). Know what they are not allowed to take in to the exam (mobile phones, pagers etc).
- If your son or daughter has a medical condition, for example diabetes or hayfever, make sure that the school knows about it. There are special considerations for some conditions.
- If there is a family crisis, for example divorce or bereavement, again ensure that your son or daughter's teacher knows about it, since the additional stress can affect your child's exam performance.
- Make sure that your child is using the internet to study and not as a resource to give the appearance of study!
- Tell them that they can only try their best!

5 Habits of an Effective Learner

5 Habits of an Effective Learner

Adapted from the Wellington College Study Guide

RETRIEVAL PRACTICE

Retrieval practice means trying to remember material you have learned as opposed to re-reading it. Two of the least effective ways of studying are reading over stuff and highlighting it, which are also two of the most common things pupils do when revising.

Reading over material and highlighting it can give a false sense of mastery and make you think you have learned it when in reality, you will often forget that material a week later.

A far more effective technique is to put everything away and test yourself on what you remember from a particular unit or chapter. By regularly making yourself try to retrieve it from memory, you will build a far stronger memory of it in the long term.

STEP 1 - Make a list of all important information you need to know from a particular unit/chapter.

STEP 2 - Close the books and create a quiz using flashcards or app.

STEP 3 - Try to retrieve everything you remember.

STEP 4 - Go back and check all your answers.

It's important to remember to space out your learning and not only do this once. Repeated exposure to learned material helps you to retain it better.



QUESTIONING & ELABORATION

So now you have learned a lot of material, what should you do with it? Two of the most effective things you can do is to ask questions of what you have learned and then try to find connections between new ideas and concepts.

So for example, let's say you have learned a lot of material about World War II. Instead of asking when did this happen, ask yourself why did this happen? Or how did this happen?

You can do this on your own or in pairs or even in a study group. The more information you have about a topic, the richer the conversation will be.

Another example. Let's say you have learned some quotes from Macbeth such as the dagger scene:

"Is this a dagger which I see before me, the handle toward my hand?"

One you have learned quotes like these, you might then move to asking yourself the following:

1. Why does Shakespeare use this imagery here?
2. What does this reveal about Macbeth at this part of the play?
3. How does this connect with what we know with Macbeth at other stages in the play?

By elaborating on what you have already learned, you will be able establish new links and ideas and create a far richer mental model of the topic you are studying and will be far better prepared for answering more open exam questions. As Professor Dan Willingham reminds us, "Understanding is remembering in disguise."



CONCRETE EXAMPLES

Learning abstract concepts or 'big ideas' is all well and good but often we struggle to relate them to other things.

By using concrete examples, you will be able to create a much stronger representation of that concept and be able to use it in a range of situations.

So you have learned lots of material, you have asked important questions about that material and elaborated on its wider implications but what do you do next? Does this always transfer into exam results? Not always. Having lots of information and ideas swirling around your head doesn't always mean you can get it down in an exam in a way that will succeed.

One of the most effective things you can do is to get concrete examples of abstract ideas you have learned in class. For example,

Osmosis - Water moves from where there is a high water potential (a lot of free water and a low concentration of solute) to an area of low water potential (little free water and a high concentration of a solute).



Another useful way to use concrete examples is to study the best possible example of the thing you are trying to do, such as writing an essay. It's very difficult to be excellent if you don't know what excellence looks like.

By evaluating an A or A* essay and taking it apart or 'reverse engineering it' you will begin to learn how to put together all the information you have learned with the bigger concepts and ideas that underpin it. Ask yourself:

1. How have they structured the essay?
2. What particular phrases have they used to discuss their ideas?
3. What specific examples have they used as evidence to support their arguments?

SPACED PRACTICE

Procrastination is part of human nature. Simply put, the human brain doesn't want to have to think hard and will take all kinds of shortcuts in order to avoid it. This usually results in putting things off until you have no other option but to do it last minute. By spacing out your revision in smaller chunks over a period of time, you will remember that material far better and will also be a lot less stressed.

Putting off the work is a lot harder than doing the work.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this:

M	T	W	T	F	S	S	⌚ TEST
?	?	?	?	30	30 30	30 30 30	
						30 30 30	
						30 30 30	

We call this process mass practice or cramming, and it's one of the least effective ways of learning anything. It may get you through the exam but most of the material is quickly forgotten.

It also tends to make people very stressed and unable to work properly.

If, for example, you do this for a mock exam in March, it's highly likely you will not retain any of what you have learned by June and will have to do the whole process again.

Instead of mass practice, a much more effective way of revising is to space out your revision like this:

M	T	W	T	F	S	S	☞ TEST
30 30	30 30	30 30	30 30	30 30	Relax!	30 30	

By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

INTERLEAVING

As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying multiple topics within a subject?

Interleaving means mixing it up and not studying all the material at once.

For example, instead of organising your revision week like this:

M	T	W	T	F
Macbeth	An Inspector Calls	Creative Writing	Unseen Poetry	Jekyll and Hyde
Macbeth	An Inspector Calls	Creative Writing	Unseen Poetry	Jekyll and Hyde
Macbeth	An Inspector Calls	Creative Writing	Unseen Poetry	Jekyll and Hyde

A much more effective way of organising your revision would be like this:

M	T	W	T	F
Macbeth	Unseen Poetry	An Inspector Calls	Jekyll and Hyde	Creative Writing
An Inspector Calls	Jekyll and Hyde	Creative Writing	Macbeth	Unseen Poetry
Creative Writing	Macbeth	Unseen Poetry	An Inspector Calls	Creative Writing

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

GCSE Grading

GCSE Grading

New GCSE Grades		Old GCSE Grades	
New grading structure		Current grading structure	
9			A*
8			A*
7			A
6			B
5			B
4			C
3			D
2			E
1			F
			G
U			U

From 2017 the new 9-1 grading structure has been applied to GCSEs, instead of A*-G.

The government's definition of a 'good pass' will be set at grade 5 for reformed GCSEs.

A grade 4 will continue to be a level 2 achievement. The Department for Education does not expect employers, colleges or universities to raise the bar to a grade 5 if a grade 4 would meet their requirements.

Electronic Devices

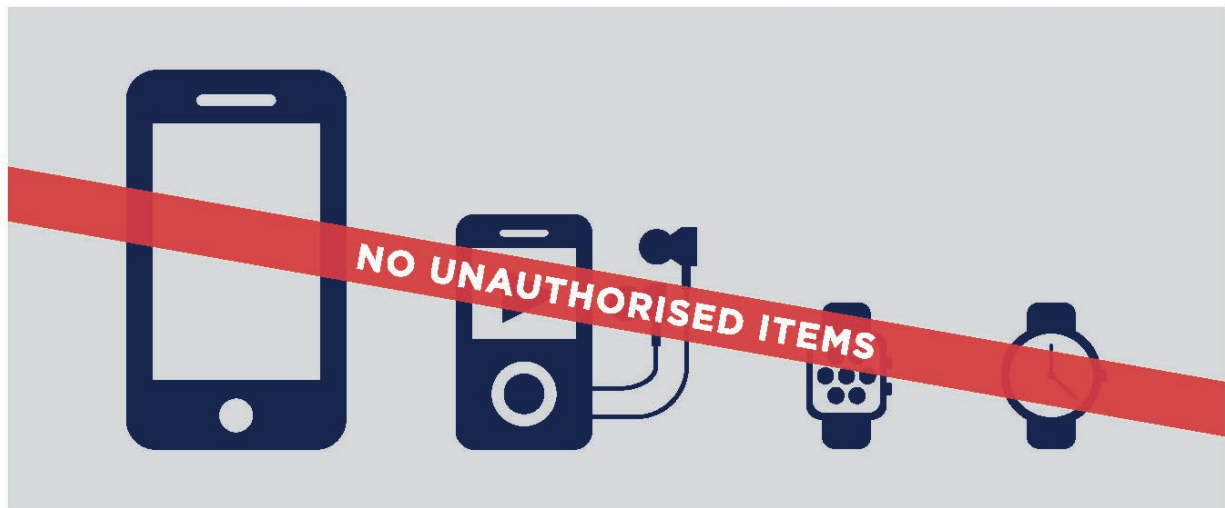
Electronic Devices

NO MOBILE PHONES

NO WATCHES

NO MP3/4 PLAYERS

**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.

Exam Warnings

Exam Warnings



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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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 to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Written Exams

Written Exams

Information for candidates Written examinations With effect from 1 September 2021

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.
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.
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 from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

Non-exam Assessments

Non-exam Assessments



This notice has been produced on behalf of:

AQA, OCR, Pearson and WJEC

Information for candidates: non-examination assessments

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 these 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. 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 on-line 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, pg.29.

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://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2020.

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.**

Do not think you will not 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 or seen 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 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

Coursework Assessments

Coursework Assessments

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.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will 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 2022.

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.**

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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

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*Using Social Media
and Examinations/Assessments*

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>



[illegible]

