

# **SUPPORTING YOUR CHILD THROUGH THE Y9 MOCK EXAMINATION PROCESS**



**Jesmond Park  
Academy**

Nobody else can play the role that you do...

As Parent/Carer you can....

Reduce panic and anxiety in your child. Reassure them that if they are doing everything that is asked of them it will all be fine

Read your child better than we can – you know what works.

Help them organise themselves into a routine.

Make sure they know when, where and what they are being assessed for.

# Successful Students

- Have a good subject knowledge
- Have worked hard over an extended period of time, Y7-10
- Follow their teachers and parents advise
- Are well prepared
- Are well organised
- Are well rested
- Are confident and relaxed
- Take the process seriously
- Try hard, never give up
- Show perseverance after tough papers
- Use their time productively

# Less Successful Students

- Know little about the subject they are studying
- Do their own thing
- Do not prepare or revise
- Are disorganised with their timetable and preparation
- Are burned out
- Have wound themselves up and “stressed out”
- Think that mocks or practices are unimportant (they will wait for the “real thing”)
- Give up after one tough exam
- They waste time

**“IF YOU KEEP DOING WHAT YOU ARE DOING YOU  
WILL KEEP GETTING WHAT YOU ARE GETTING”**

Albert Einstein



If you are happy with your current results keep working the same way. If you want to improve in anything you must change something.

New type of study, more sessions or more intense study.

**“DON'T MISTAKE HABIT FOR HARD WORK”**

Shannon Sharpe



Revision is not sitting silently in your room with your books. Or doing the same thing over and over again. Try as many other techniques as you can.

- Complete Past Papers  
| look for common/similar  
| type questions
- Past mark schemes
- RAG past papers (looking  
for gaps)
- Write notes
- Read revision  
guides/notes
- Use revision workbooks
- Make flash cards
- Record yourself
- Teach someone else
- Listen to pod casts
- On line revision sites
- GCSE Pod
- Discussion with friends or family
- Get someone to test you
- Create a mind maps, spider  
diagrams, flow diagrams,  
numbered lists etc
- Put posters/notes around the  
house – Key words, phrases,  
quotes, equations



| Mr Holmes  
Director of  
Student Progress

# TIMELINE FOR YEAR 9



# TIMELINE FOR PARENTS

Preparation for GCSE & vocational courses in Years 10 & 11.

Grade cards, Options evening & Parents' Evenings.

- Year 9 mocks week week beginning 6.12.21.
- Year 9 mocks results afternoon and grade card issued Monday 5.01.21
- Year 9 Options Evening Wednesday 2.02.22
- Year 9 Parents' Evening (via SchoolCloud) Wednesday 9.02.22
- Year 9 Assessment week 2 week beginning 28.04.22.
- Year 9 Grade card 2 issued week beginning 2.05.22.

# YEAR 9 MOCKS

Time	Monday 6 <sup>th</sup> December 2021	Tuesday 7 <sup>th</sup> December 2021	Wednesday 8 <sup>th</sup> December 2021	Thursday 9 <sup>th</sup> December 2021	Friday 10 <sup>th</sup> December 2021
9:00am	Music Mock Exam (morning sitting) 1hr Half the year group English 50mins Half the year group (morning sitting)	Geography 1hr 15mins		Mathematics 1hr 30mins	Technology 1hr 30mins
11:00am	Music Mock Exam (mid-morning sitting) 1hr Half the year group English 50mins Half the year group (mid- morning sitting)	RE 1hr			To start 11.30am Performing Arts 45mins
1.15pm	History 1hr		Computing 1hr	Science 1hr 15mins	Spanish reading and Translation 1hr Mandarin reading and Translation 1hr

YEAR 9 MOCKS

**YEAR 9 MOCK  
EXAMINATION BRIEFING  
DECEMBER 2021**

# GENERAL ADVICE EXAM ARRANGEMENTS BEFORE WE START.



What if I am ill on the day of the exam?

- Ask your Parent or Carer to call the school to speak to the Year Team or Exam Team. Please ensure that they speak to someone and not leave an answerphone message on the attendance phone.
- Come in and sit the exam – we can sort out special consideration if appropriate and everything else later.

# GENERAL ADVICE EXAM ARRANGEMENTS BEFORE WE START.



What if I injure myself or break something on or before the day of the exam?

- Ask your Parent or Carer to call the school to inform the Year Team or Exam Team as soon as possible.
- Ensure that whoever is treating you issues a medical note
- Come in and sit the exam – we will organise all access arrangements and then sort out special consideration and everything else later.

# GENERAL ADVICE EXAM ARRANGEMENTS BEFORE WE START.



What if there are any other issues that may affect my performance in the examination.

- Speak to us yourself or ask your Parent/Carer to call the school to speak to the Year Team or Exam Team as soon as possible.
- We will ensure that, whatever the issue is, we will fully support you to ensure your best performance in your examination.



# EXAMINATION EXPECTATIONS



# HOW DO I KNOW WHICH EXAMINATION ROOM?

It will be on your examination timetable.

Your Form Tutor will also get a set to keep.

These are very important for you to follow as students in your class may be sitting different exams in different rooms.

## HOW DO I KNOW WHERE I SIT IN THE EXAMINATION ROOM?

Your Exam Timetable gives your room, row and seat number.

You must know the room, the row and seat number.

## WHAT IF I AM IN THE SCHOOL HALL?

Go to the restaurant and sit in the row that matches your exam room row. There will be signs to tell you where to sit.

## WHAT IF I AM IN THE GYM?

Go to the Technology area and put your bag in the room near the door. There will be signs showing you where to put it. Then go and line up outside the gym in the row that is your exam row. There will be signs to tell you where to stand.

## WHAT IF I AM IN THE STAFFROOM?

Go up to the staffroom area. Stand next to the letter that is the same as your row. There will be signs to tell you where to stand.

## WHAT IF I HAVE ACCESS ARRANGEMENTS ON MY TIMETABLE?

Go to the area outside of student support or the room stated on your timetable.

## WHAT IF I HAVE BEEN GIVEN EXTRA TIME?

This is quite normal and many students qualify for this to support them to do their best.

Your exam will sometimes be up to 25% longer than the original time. If this applies to you it will say on your examination timetable.



# TIMING OF EXAMS

- Morning exams

Go to registration first.

Go to the exam room at 8:45.

- Mid morning exam

Go to the exam room at the time stated.

- Afternoon exam:

Go to the exam room at 1:00.

The exams will start once everybody has been called in.

# BEFORE THE EXAMINATION

- All bags and coats will be put in the space indicated.
- Mobile phones must be turned off and put in your school bag.
- You are not allowed to have your phone on your person (in your pocket for example) at all in the exam hall.
- Malpractice = Disqualification.
- This also includes all other e-programmable devices.
- Wrist watches must be placed on your exam desk. Watches that are programmable/store data/communicate must be placed in your bag as you would your phone.
- No writing on hands or arms.

# BEFORE THE EXAMINATION

Make sure that you have all of the correct stationery that you need.

- At least two black pens (biro style)
- Calculator (we have some to give out)
- Ruler
- Highlighter
- Clear plastic pencil case
  
- Bottled water must have its label removed

# RULES OUTSIDE THE EXAMINATION HALL

- Wait silently; your name will be called out by the member of staff in charge.
- You are called in row by row.
- Go in only when your name is called.
- Go in silence.

# RULES IN THE EXAMINATION HALL

- The Invigilators are in charge.
- There is one Senior Invigilator and there are a number of other ones present.
- Go towards and into the exam hall silently.
- Once in the exam Hall you remain silent.
- Go straight to your seat.
- Once seated do not turn round.

# RULES IN THE EXAMINATION HALL

- Listen to the invigilators instructions.
- Do not start or open the exam paper until you are instructed to.
- Do not talk or turn around.
- Do not write anything on the front of the paper until you are instructed to do so.

# AT THE START OF THE EXAM

- Read all of the information on the front of the paper.
- Answer only the questions that you are supposed to.
- Use the appropriate amount of time for each section.

# DURING THE EXAM

- Put your hand up if you need help from the invigilator.
- Remain facing the front at all times.
- Use all of the time available.
- You are not allowed to leave until the very end of the exam.



# CONDUCT IN THE EXAM HALL

- Talking, turning around, disturbing others etc. is misconduct. This includes tapping pens and other types of distraction.
- Misconduct will lead to disqualification.
- We will also contact your Parents/Carers and report any misconduct to them.

# DURING THE EXAM

- Do not write anything anywhere on your exam paper that is not related to the exam.
- This can, and has done in the past, lead to the disqualification of your examination paper.

# AT THE END OF THE EXAM

- Stop writing as soon as you are told to.
- Do not turn round.
- Wait in silence.

# AT THE END OF THE EXAM

- Wait in silence facing the front until your row is dismissed.
- Put your chair under.
- Do not talk until you are outside the Exam Hall.
- Move back to lessons straightaway.

# AFTER THE EXAM

- Go back to your lesson straightaway.
- There are no breaks outside of normal break and lunch times.
- Get ready for the next exam.

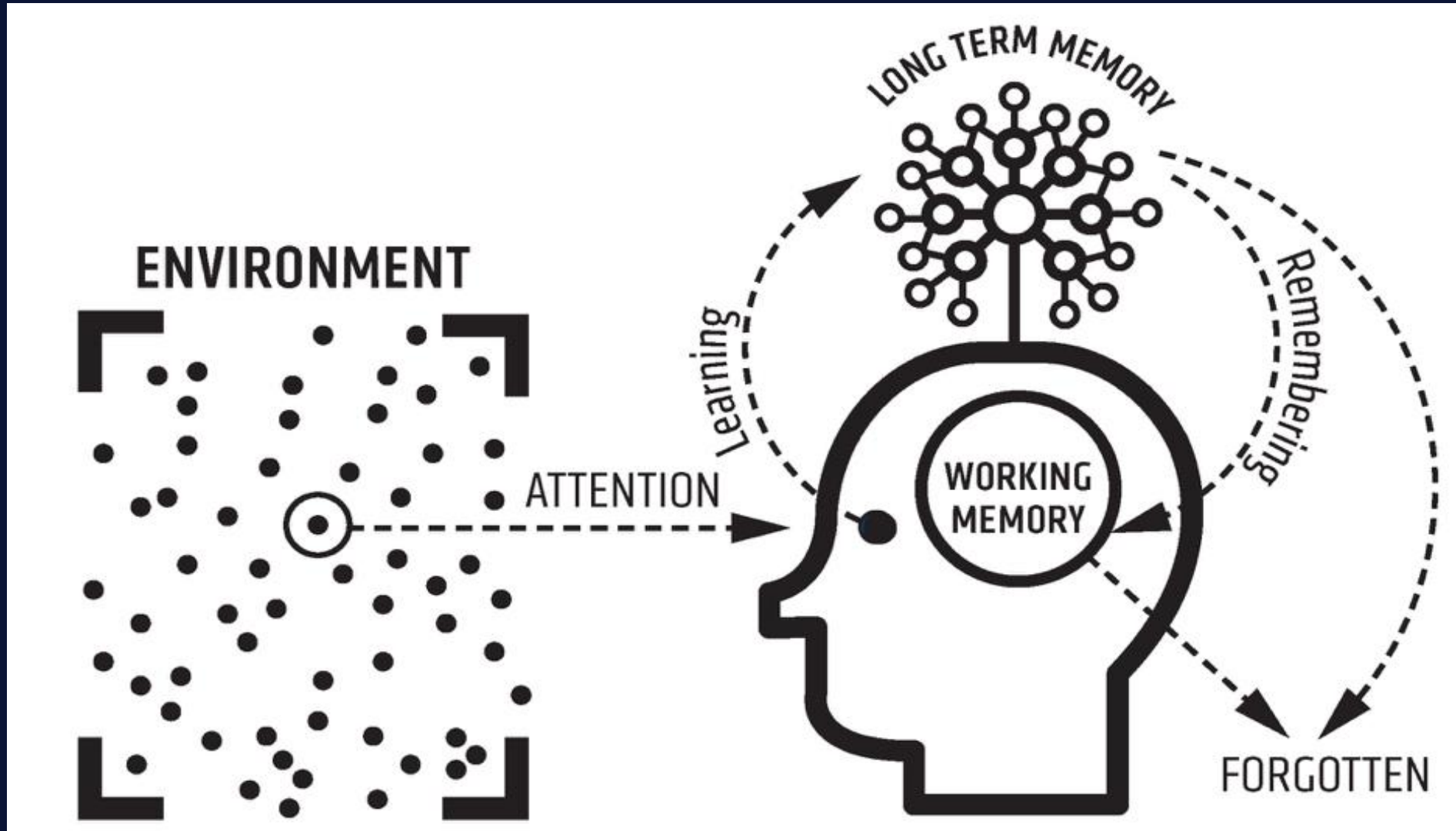
# YEAR 9 MOCK EXAM RESULTS

*Note to Year 9.....*

*Your mock results will be  
given out in early  
January.*

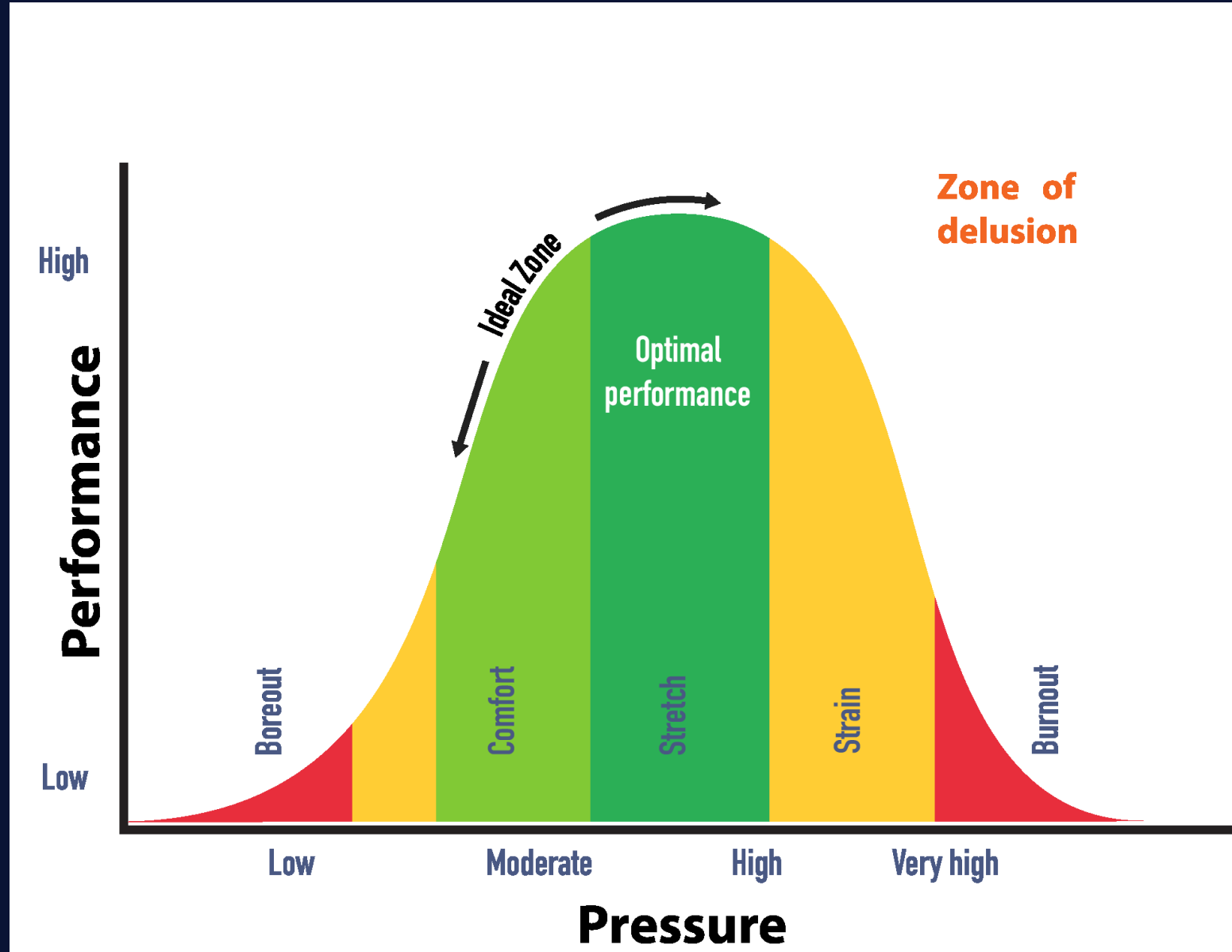
| Mr Faraday  
Director of  
Teaching and  
Learning

# ADVICE FOR EFFECTIVE REVISION

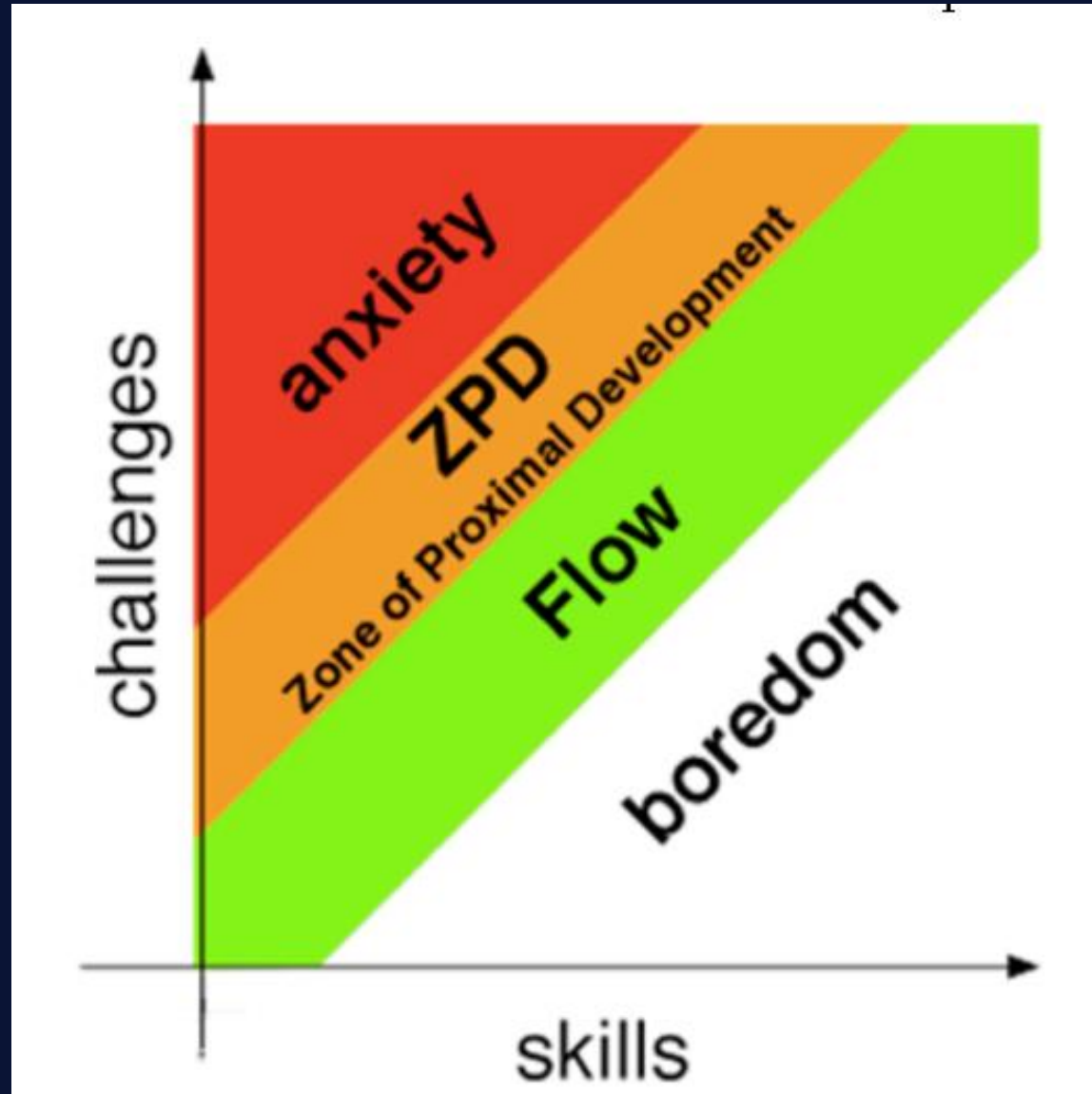


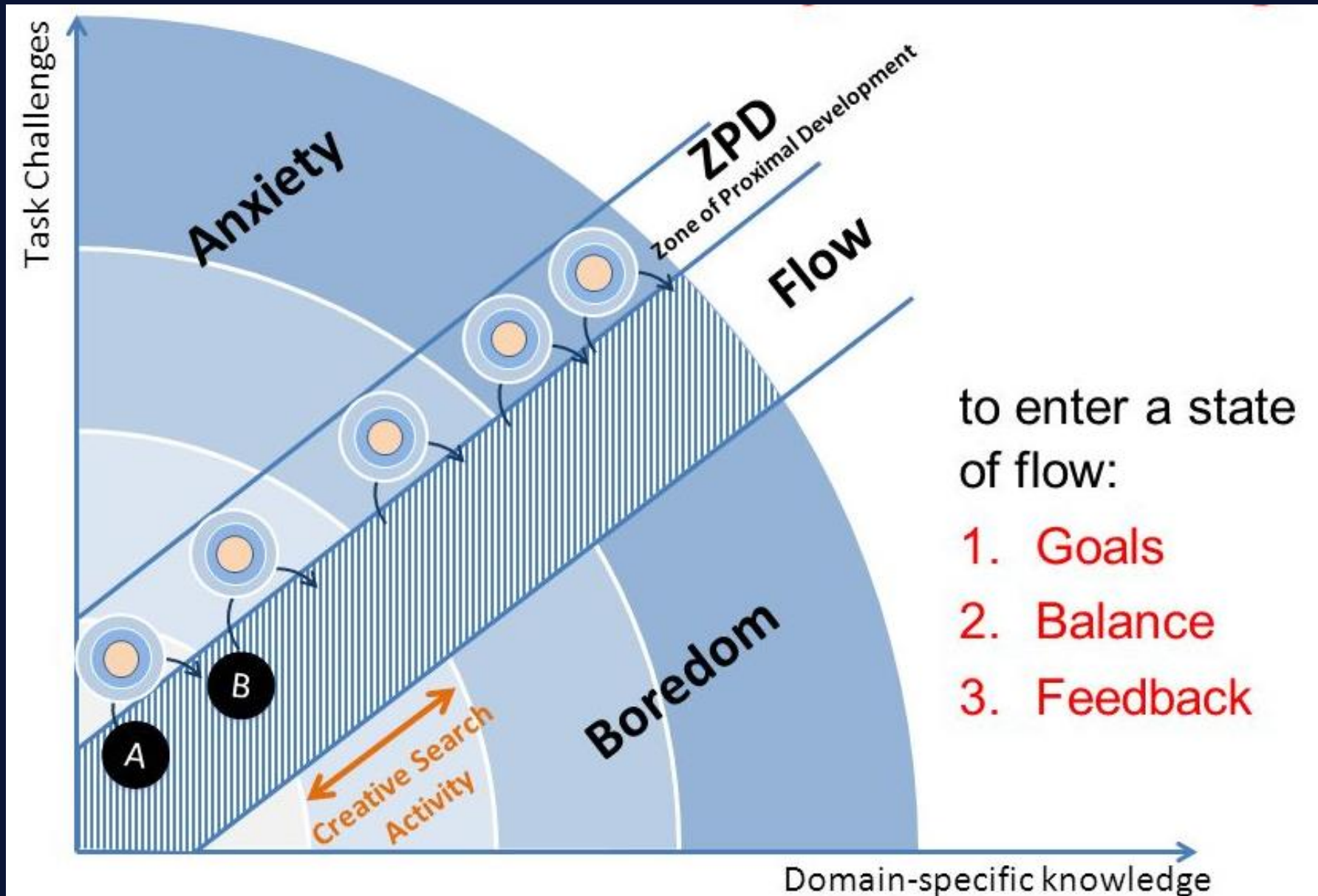


# GETTING IN THE RIGHT FRAME OF MIND



# GETTING INTO THE FLOW





# 5 STEP REVISION PLAN

**1.** **Make a list** – What do you need to know?



**2.** **Timetable a spaced schedule** – Study each topic little but often, and leave yourself enough time.



**3.** **Use effective study strategies** – Test yourself and keep the re-reading and highlighting to a minimum.



**4.** **Identify the gaps in your knowledge**  
What do you need to study more?  
What can you move on from?



**5.** **Close the gaps** – Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.

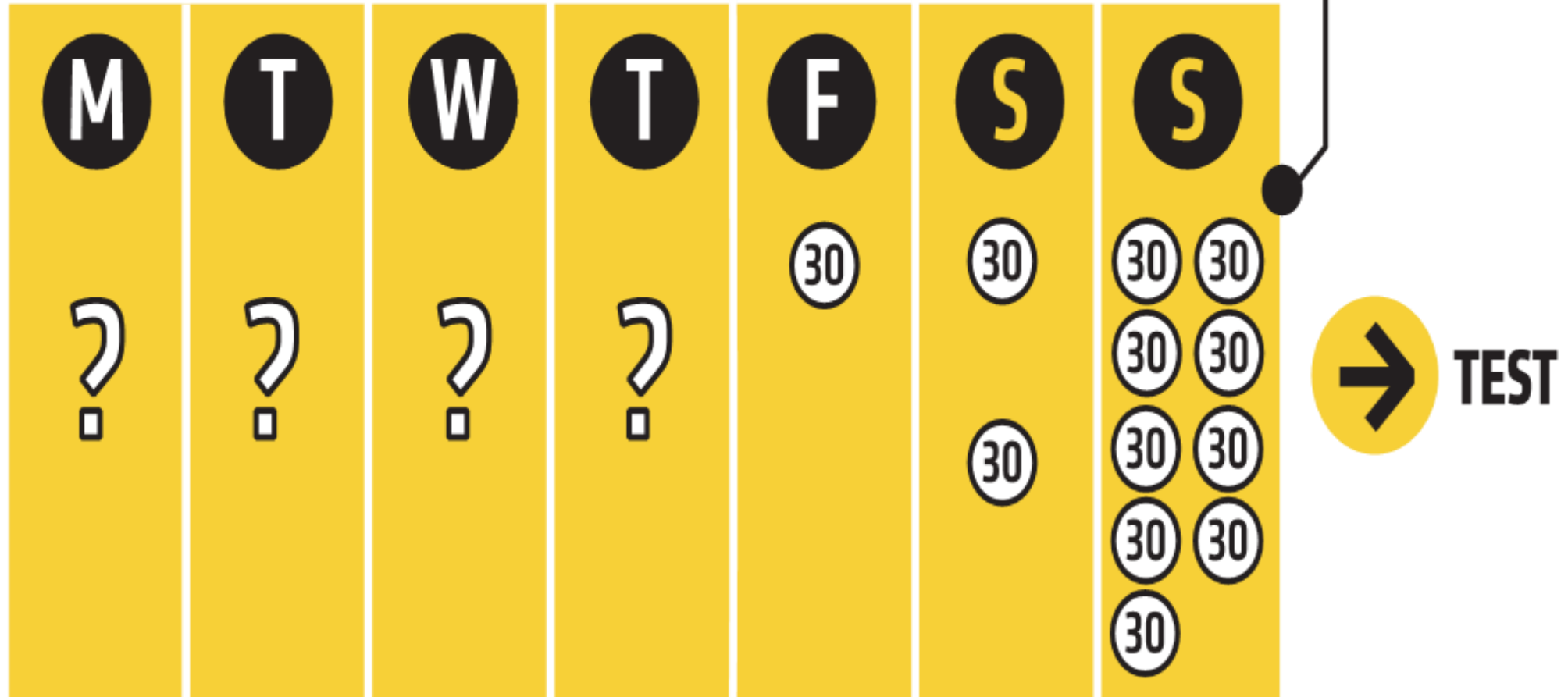


## Before step 1

Prepare a distraction free study area with everything needed (study materials and equipment)

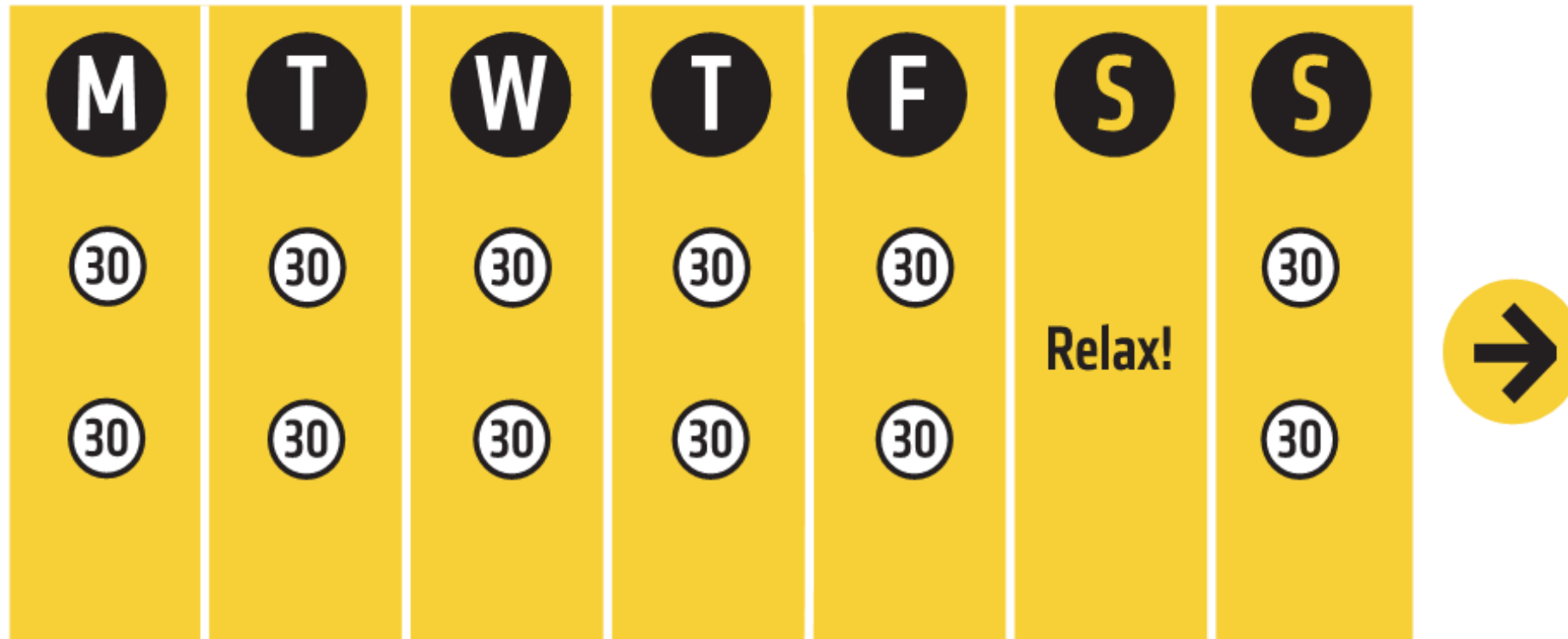
# MASSED VS SPACED LEARNING

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.



# MASSED VS SPACED LEARNING

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



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.

# BLOCKING VS INTERLEAVING

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
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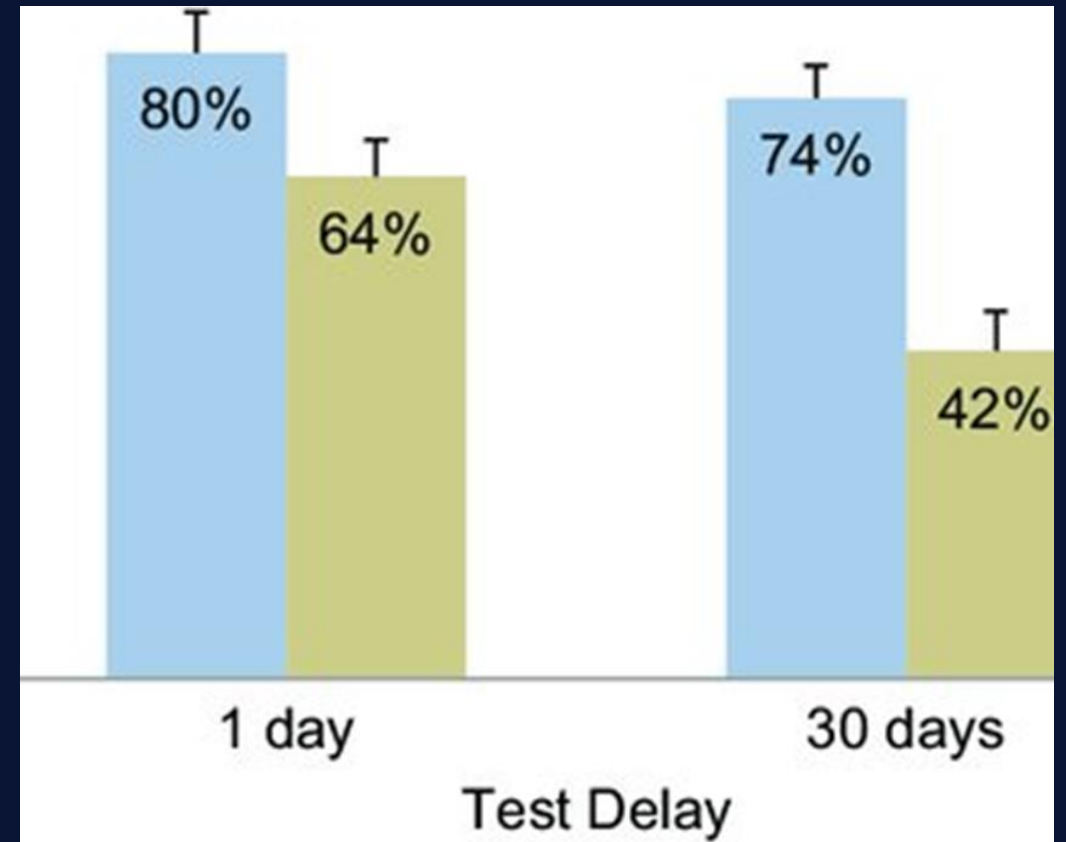
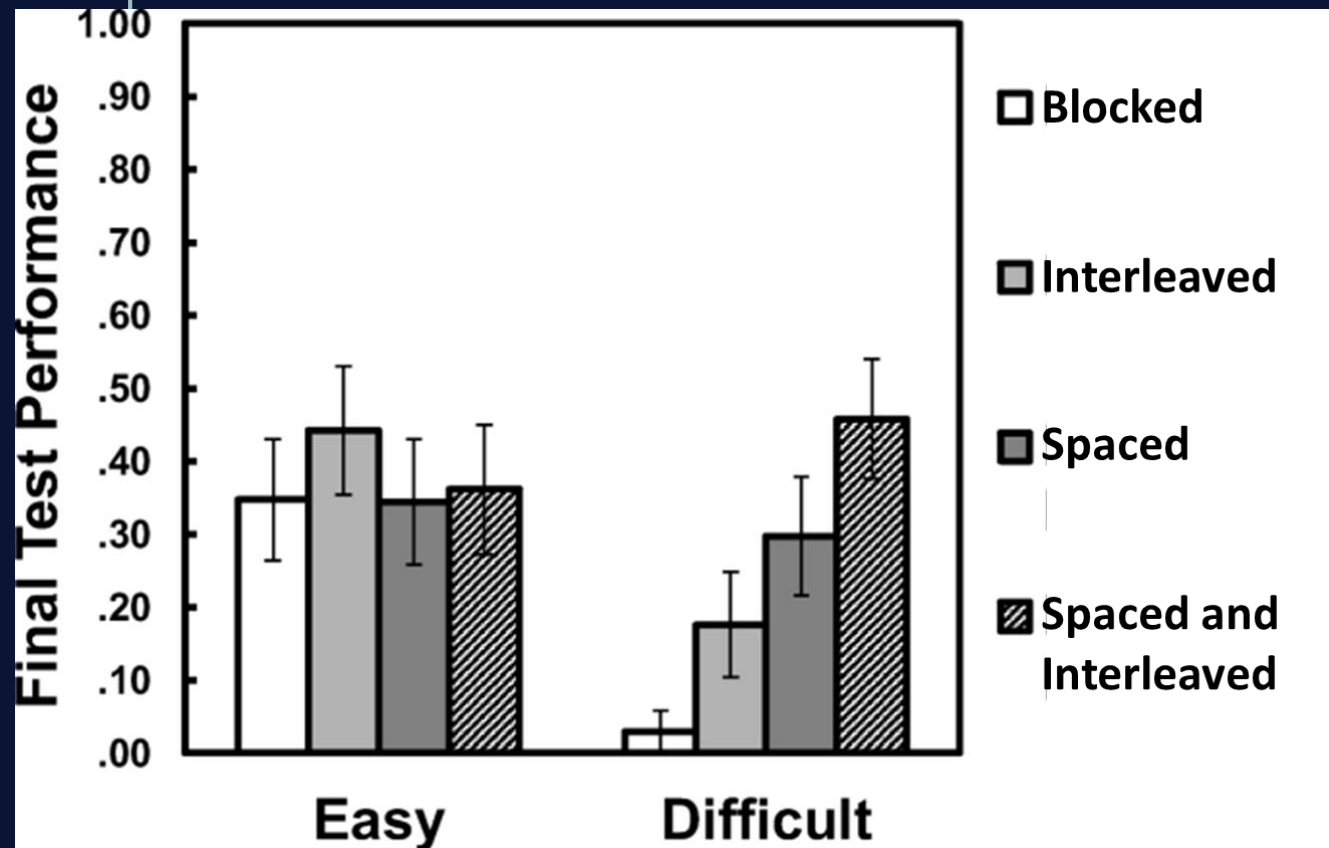
# BLOCKING VS INTERLEAVING

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>
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	JEKYLL AND HYDE

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.



# EVIDENCE



# USING EFFECTIVE STUDY STRATEGIES

Mindmaps

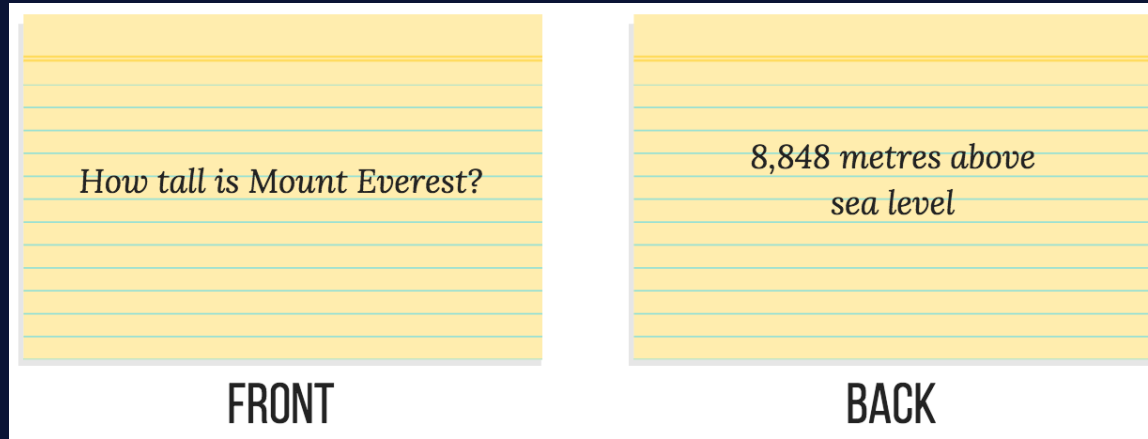
Graphic Organisers

Use of Dual Coding

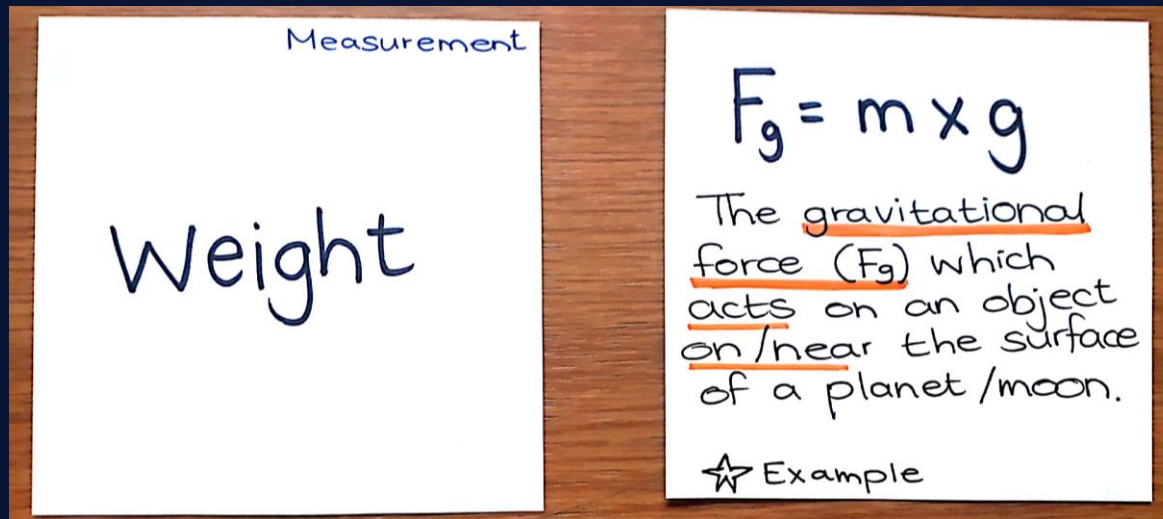
Flashcards and the Leitner system

Memory tricks

# FLASH CARDS



Q and A



Topic and key facts

- Keep text to a minimum use memory tricks e.g diagram, mnemonics, rhyme , acrostics etc

# Leitner System

**1** Split a box into 5 different compartments and label them 1 to 5.



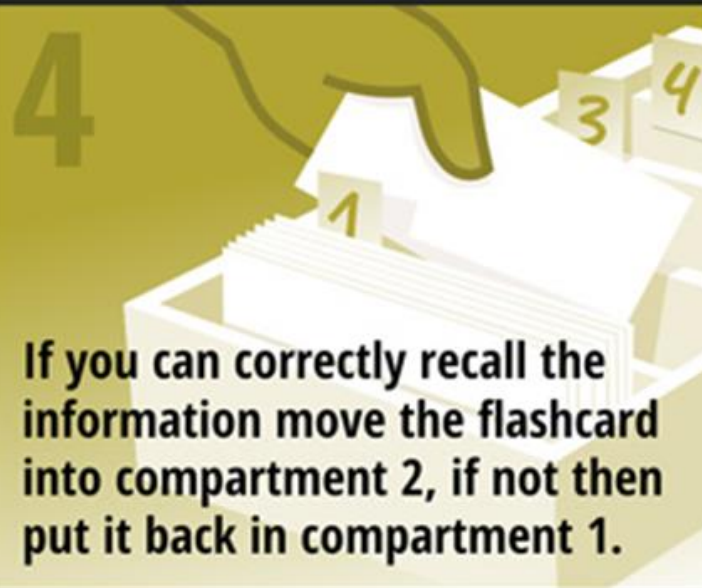
**2** Place all your flashcards in compartment 1.



**3** Test yourself on a flashcard



**4** If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.



# Leitner System

5

Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.

6

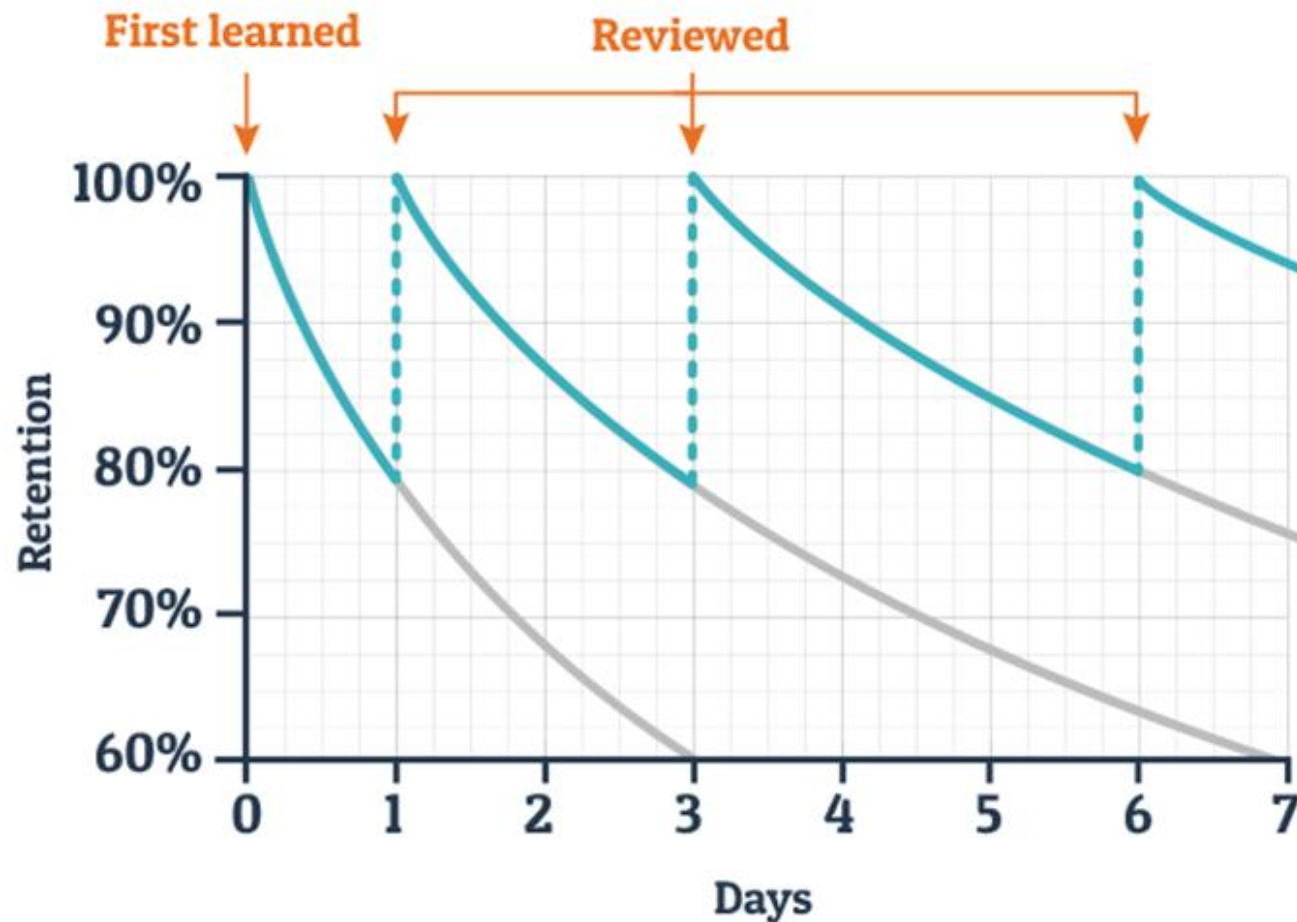


Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.

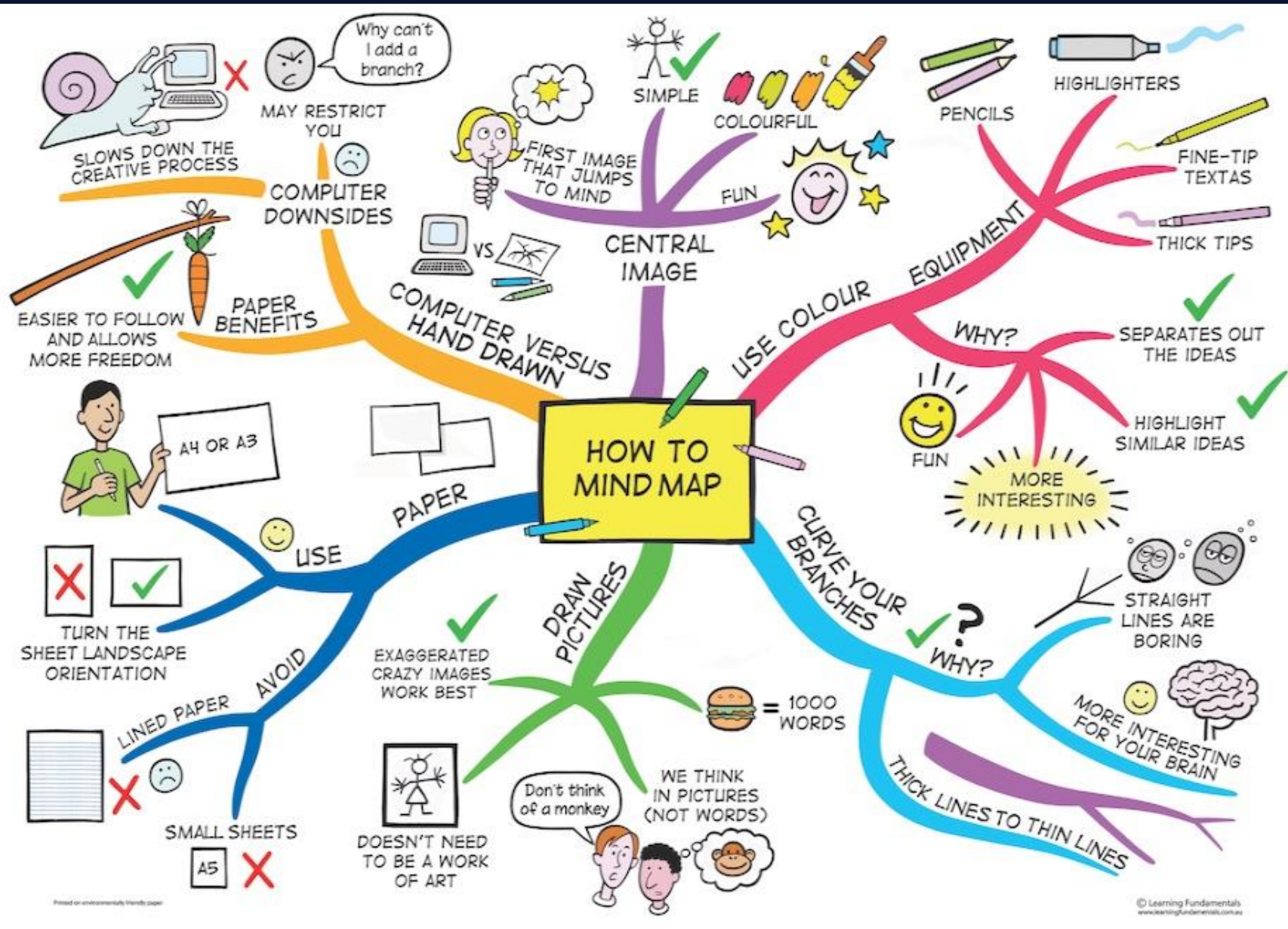


# WHY DOES THIS WORK?

Typical Forgetting Curve for Newly Learned Information



# MINDMAPS

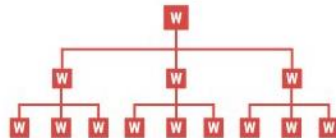


# GRAPHIC ORGANISER – FOR CHUNKS OF INFO

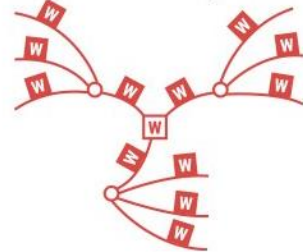
## CONTAINER MODEL

### CHUNK

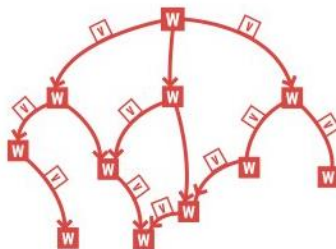
Tree Diagram



Mind Map

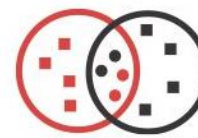


Concept Map

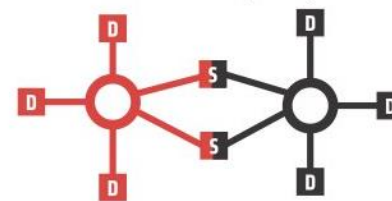


### COMPARE

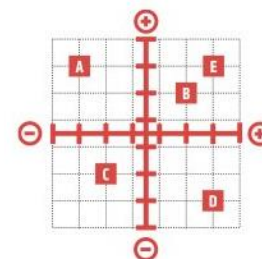
Venn Diagram



Double Spray



Crossed Continua





## PATH MODEL

## SEQUENCE

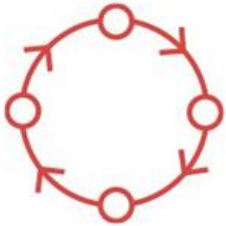
### Flow Chart

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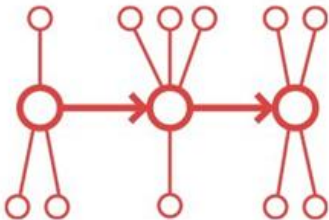
graph LR
    A(( )) --> B(( ))
    B --> C(( ))
    C --> D(( ))
  
```



A circular diagram with four nodes (circles) arranged in a square pattern. Arrows on the connecting lines indicate a clockwise cycle: from the top node to the right node, from the right node to the bottom node, from the bottom node to the left node, and from the left node back to the top node.

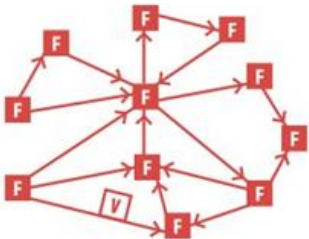
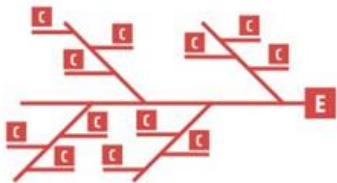
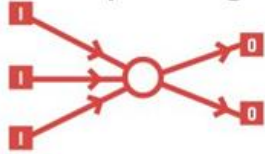


A directed graph with three nodes arranged horizontally. The first node on the left has two incoming edges from two nodes below it and one outgoing edge to the second node. The second node in the middle has three incoming edges from three nodes above it and one outgoing edge to the third node. The third node on the right has three incoming edges from three nodes above it and no outgoing edges.



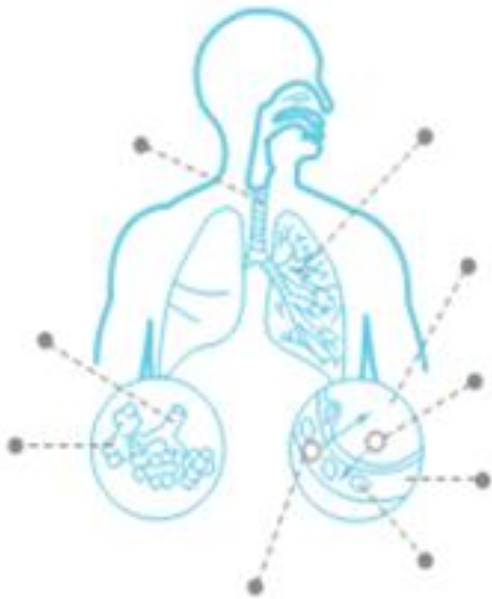
## CAUSE & EFFECT

A diagram of a simple neural network. On the left, there are three input nodes, each represented by a red square with the number '1' inside. Arrows from these three nodes point to a single hidden node in the center, represented by a white circle. From the hidden node, two arrows point to two output nodes on the right, each represented by a red square with the number '0' inside.

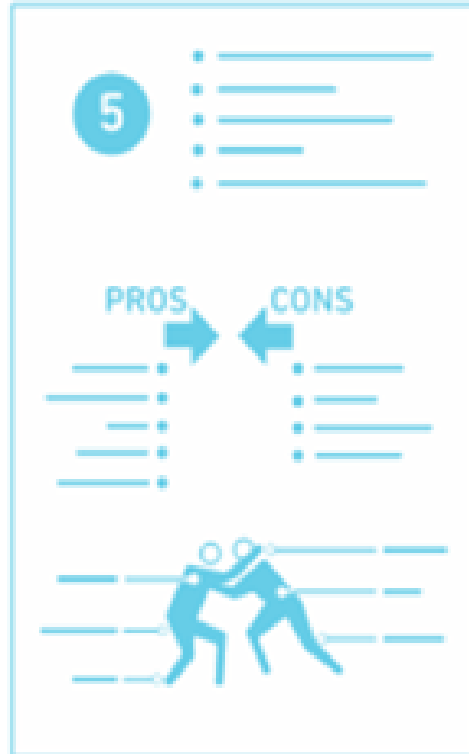


# DUAL CODING

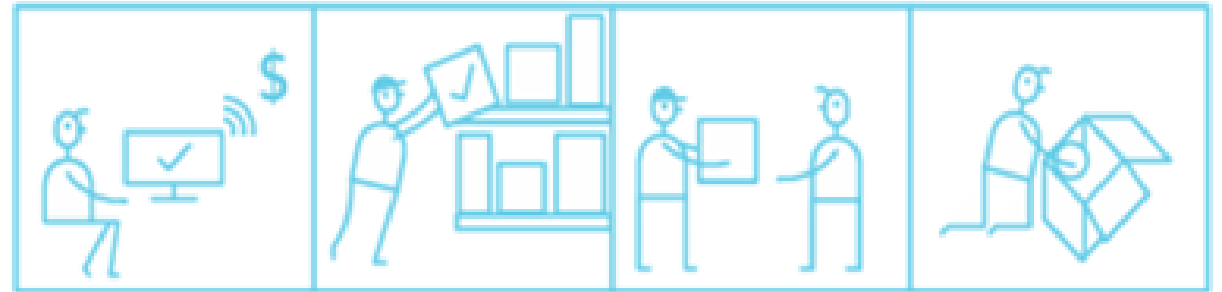
DIAGRAM



INFOGRAPHIC



CARTOON STRIP



GRAPHIC ORGANIZER



TIMELINE



# KEEPING IN THE FLOW - WHAT NOT TO DO

Copying from a textbook/exercise book.

Doing nothing with the information.

Try and cram 'too much information' in:  
remember cognitive load

Highlighting information for the sake of it.

Not enough attention to a task e.g  
distractions and multitasking

Comfort zone revision

# IN SUMMARY – 5 P'S

**Prepare** – materials and environment

**Plan** – what and when

**Push** yourself – pressure is OK commit!!

**Put** the hours in

**Practice** makes perfect – lots of low stakes tests and retrieval practice.

