

# **SUPPORTING YOUR CHILD THROUGH THE Y11 MOCK EXAMINATION PROCESS**



**Jesmond Park  
Academy**

UNABRIDGED



# the Sports Gene

TALENT, PRACTICE  
AND THE TRUTH ABOUT  
*SUCCESS*

David Epstein



10,000 hours of  
practice

These are the  
only “Practice”  
or Mocks before  
your real GCSEs

## 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 OF INFORMATION FOR PARENTS

Grade cards, Parents' Evenings, Sixth Form Evenings, Support Evenings

- Year 11 Sixth Form Open Evening Tuesday (to be rescheduled for after the Christmas break)
- Year 11 Parents' Evening (via SchoolCloud) 14.12.21.
- Year 11 mocks week beginning 10.01.22.
- Year 11 mocks results afternoon early February 2022.
- Year 11 Grade Card including full school report and mock results issued early February.
- Year 11 'How to support your child in the preparation for final GCSEs' Parental Information Evening Wednesday 16<sup>th</sup> February.

# UPDATE EXAMS 2022



The government is clear that students entering GCSEs, AS or A levels in 2022 should expect to take exams in the summer. In recognition of the fact that students' education has been disrupted by the pandemic, they will be given extra help to pre-Covid years. These include:

students taking GCSEs in English literature, History, Ancient History and Geography will not need to cover the usual range of content in the exams

students taking GCSEs in all other subjects will be given advance information about the focus of the content of the exams to help them focus their revision

students taking AS and A levels will be given advance information about the focus of the content of the exams to help them focus their revision

students taking GCSEs in Mathematics will be given in their exams copies of formulae they would in other years have to memorise

students taking GCSE Physics and Combined Science will be given, in their exams, a sheet covering all the equations they might need to apply in the exams

# UPDATE EXAMS 2022



The advance information for GCSE, AS and A levels will be published no later than 7<sup>th</sup> February 2022. The government retains the flexibility for advance information to be deployed at other points ahead of 7<sup>th</sup> February if circumstances require. The government will take account of the level of disruption to students' education being caused by the pandemic if and when it decides that advance information should be published earlier, and will give at least a week's notice of publication.

Whilst the government is firmly committed to exams going ahead in Summer 2022, they have contingency plans in place for the unlikely event that exams have to be cancelled again because of the pandemic. If exams have to be cancelled in Summer 2022, students' grades will instead be determined by their teachers, using a Teacher Assessed Grade (TAG) approach similar to that used in summer 2021. TAGs are based on teachers' assessment of their students' work.

# UPDATE EXAMS 2022



The school is working through the detail in the Contingency Framework if we were to revert to a TAG process. Whilst we have been through this for the last two years, it is more complicated this year as essentially we need to modify our delivery and assessments so they are both suitable for external exam preparation, but also meet the criteria of TAG evidence should it be required.

Teachers will inform students if an assessment is likely to count towards a TAG and it will be likely that all mock exams in January 2022 will be used as such. Our advice to students in Year 11 and Year 13 remains unchanged - prepare thoroughly and do your very best on all assessments. All parents and students should read the letter from Dr Jo Saxton (Chief Regulator of Ofqual) in the link below:

<https://www.gov.uk/government/publications/open-letters-arrangements-for-gcses-as-and-a-levels-in-2022/letter-to-students>

The government still insists that it is “**firmly committed to exams going ahead in summer 2022**”.

However, “Guidance for centres on contingency arrangements” in “the *unlikely* event that exams have to be cancelled again because of the pandemic” was published on gov.uk last week. This requires schools to have a contingency framework.

**To date** the major points for students to consideration are:

## New Contingency Guidance : Key Points for Students and Parents

- During the course of the year students will be assessed, and these assessments *may* be used in a Teacher Assessed Grade, if a TAG is needed. It is therefore important that these assessment are taken seriously, especially the mocks!
- During the assessments students will work independently and without assistance (other than as required for a reasonable adjustment).
- Students should be told which parts of the subject content will be covered by the assessment, but will not be told the questions in advance or be able to predict the questions from information given to them, students will not have access to books or revision notes, assessment will be timed and supervised.
- The assessments will be as useful as possible for students preparing to take summer exams. Assessments should, therefore, be similar to full or parts of the exam papers they are preparing to take next summer.
- In Maths, combined Science and Physics students should have access to the formulae and equation sheets they will have in the summer exams.
- Teachers may tell the student the grade at which their performance in the assessment indicates they have performed. Remember though that the marking and grading has not been quality assured, so this means that this may not be the grade the student achieves for the overall course.
- Students who are entitled to it must have EAA.
- Students should tell staff before / immediately after evidence is collected if they require special consideration, this need only be applied if we go to TAGs.

# TIMELINE FOR STUDENTS

Aim - Preparation for January mocks, vocational qualifications and Summer examinations.

All of these plans are subject to further information regarding the exact format of final examinations.

From October half term final preparation for the January mocks continues. This includes a six-week programme of compulsory period 7 sessions for all proposed to start on Monday 8<sup>th</sup> November until Thursday 16<sup>th</sup> December.

Year 11 mock exams (Monday 10<sup>th</sup> January – Friday 21<sup>st</sup> January). Art and MFL speaking tests take place outside of these dates.

Early February 2022 mock exam results morning.

Review of the January mocks, targeted intervention and support including compulsory Period 7 sessions continue.

Update to all students the outcomes of the February DfE update.

February half term onwards. Final intervention and support programmes ongoing such as further six-week compulsory Period 7 programme and final GCSE revision and support.

Easter revision programmes in place.

Late April, early May GCSE Art and GCSE MFL speaking tests take place.

11<sup>th</sup> May GCSE exams begin. There will be a comprehensive revision and support plan in place for all students throughout the final exam period.



# TIMELINE FOR STUDENTS

Final GCSE Examination support and procedures.

*(Exact details will be communicated nearer the time).*

Before Easter; Lessons as normal - Students being taught in lessons.

Over Easter; Some Easter school sessions taking place. These tend to be invite only. All students given final revision material to support final independent study over the Easter break.

After Easter Monday 25<sup>th</sup> April – Friday 13<sup>th</sup> May; 3 weeks of teaching and revision.

# TIMELINE FOR STUDENTS

Two weeks of examinations beginning Monday 16<sup>th</sup> May – Friday 27<sup>th</sup> May.

Students continue to attend school full time. Lessons, examinations and examination warm up in place during this time. Teachers teach revision lessons.

Over May half term.

Some May half term school sessions taking place. All students given revision material to support independent study over the half term break.

Two further weeks (TBC) of examinations after half term beginning Monday 6<sup>th</sup> June – Monday 17<sup>th</sup> June. Students continue to attend full time. This includes lessons that still have an exam, examination warm ups and independent study and examinations.

# EXAMINATION EXPECTATIONS



**RULES**

# YEAR 11 MOCK EXAM RESULTS

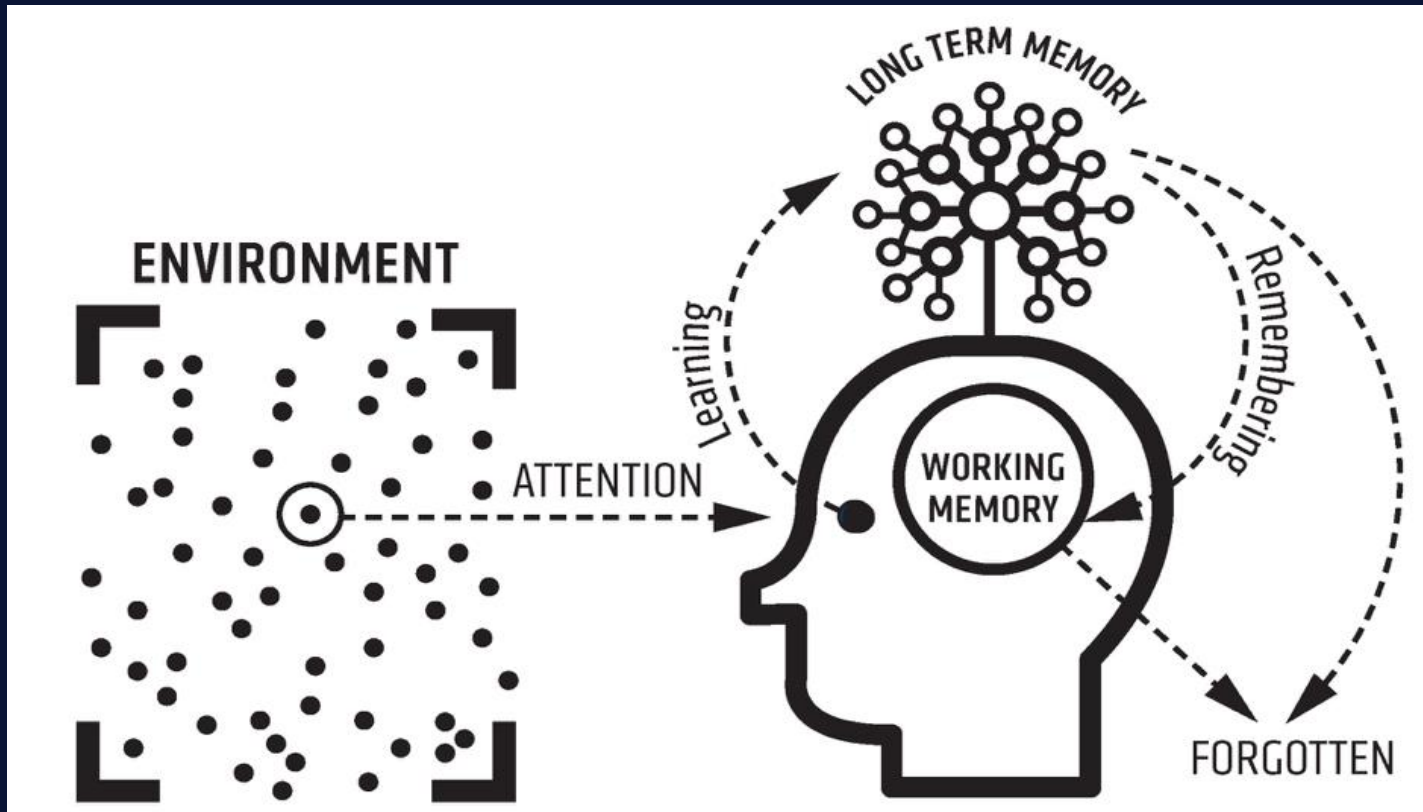
*Note to Year 11.....*

*Your mock results will be  
given out in early  
February*

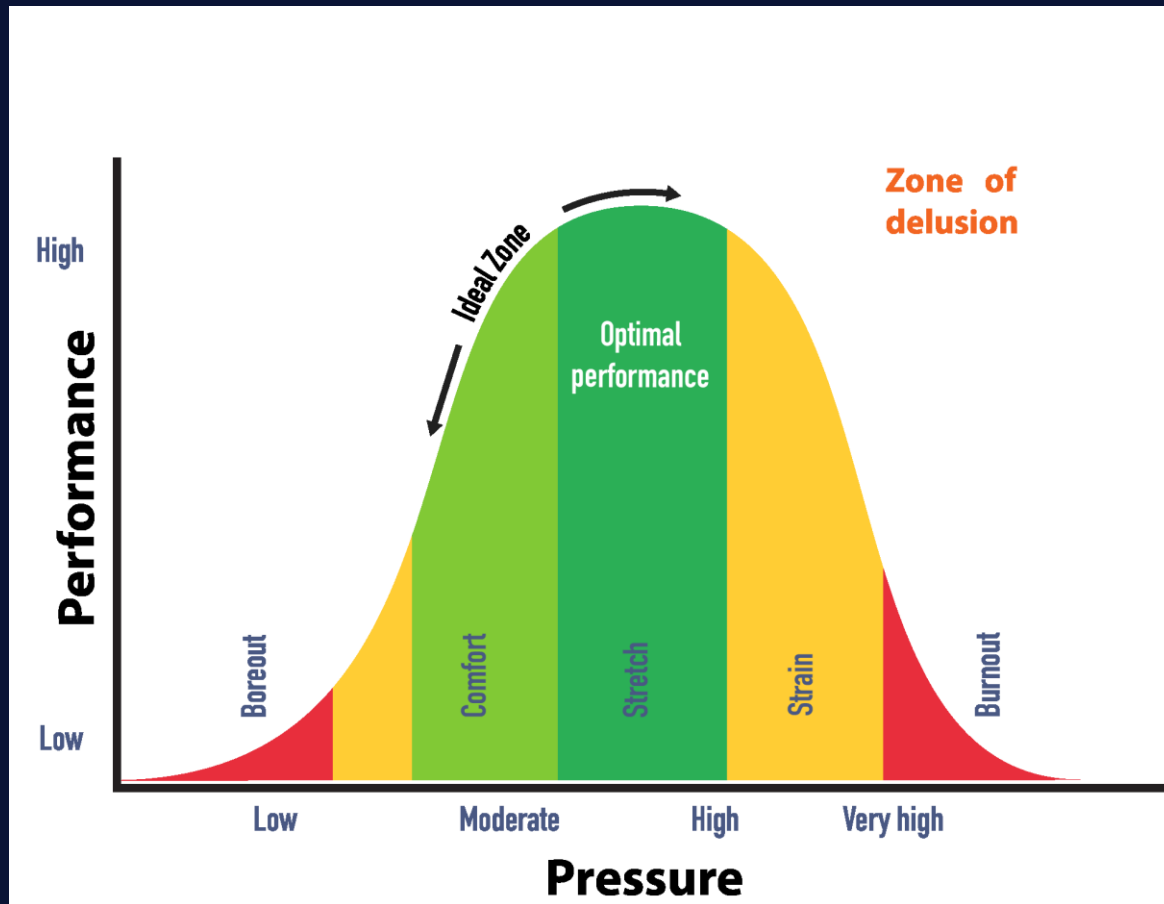


# Mr Faraday Director of Teaching and Learning

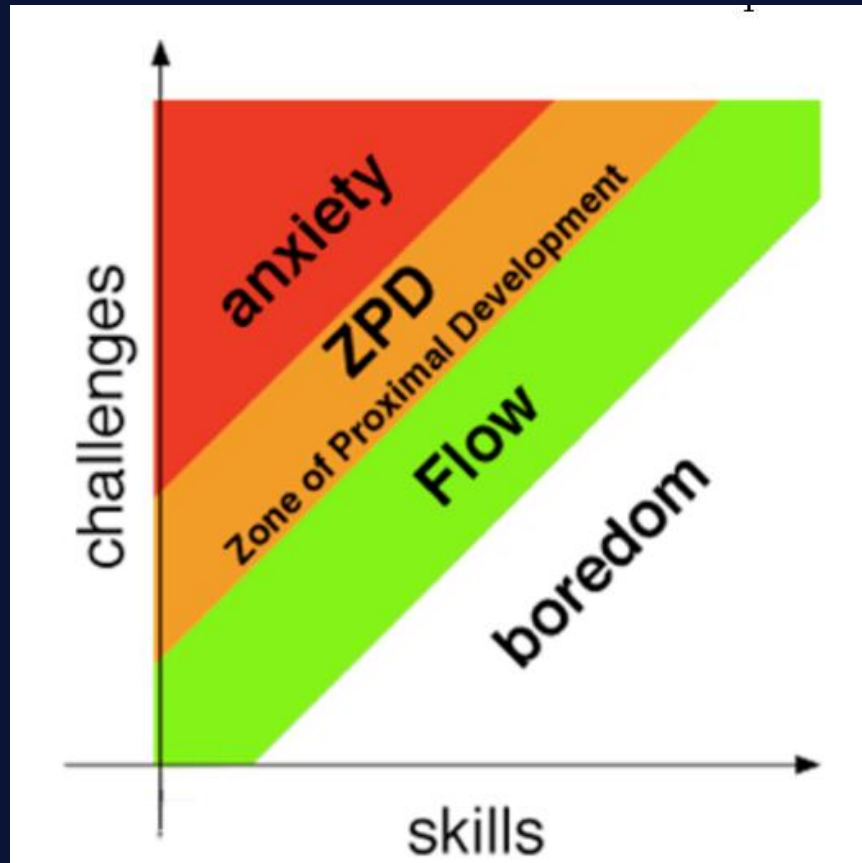
# ADVICE FOR EFFECTIVE REVISION



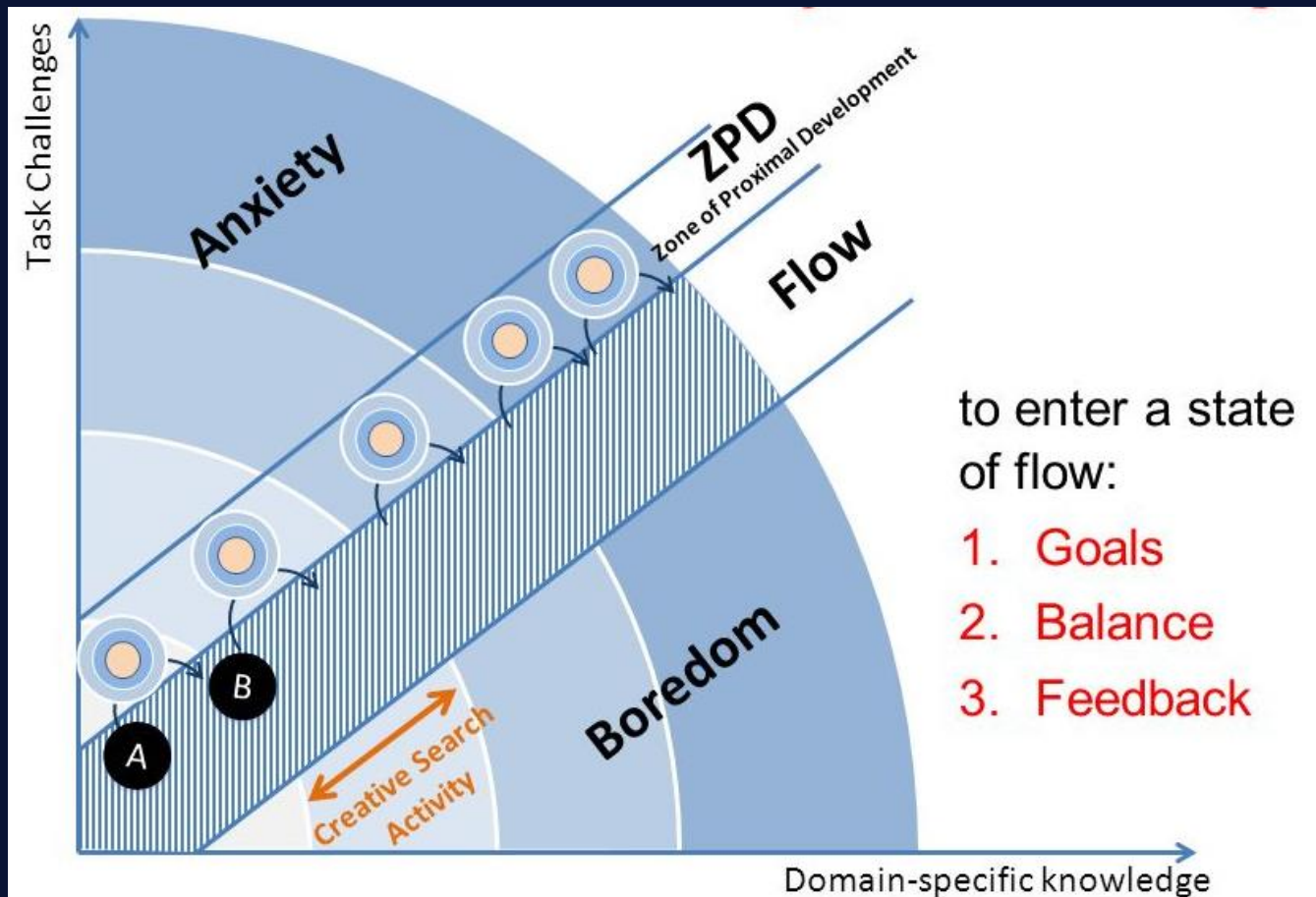
# GETTING IN THE RIGHT FRAME OF MIND



# 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.

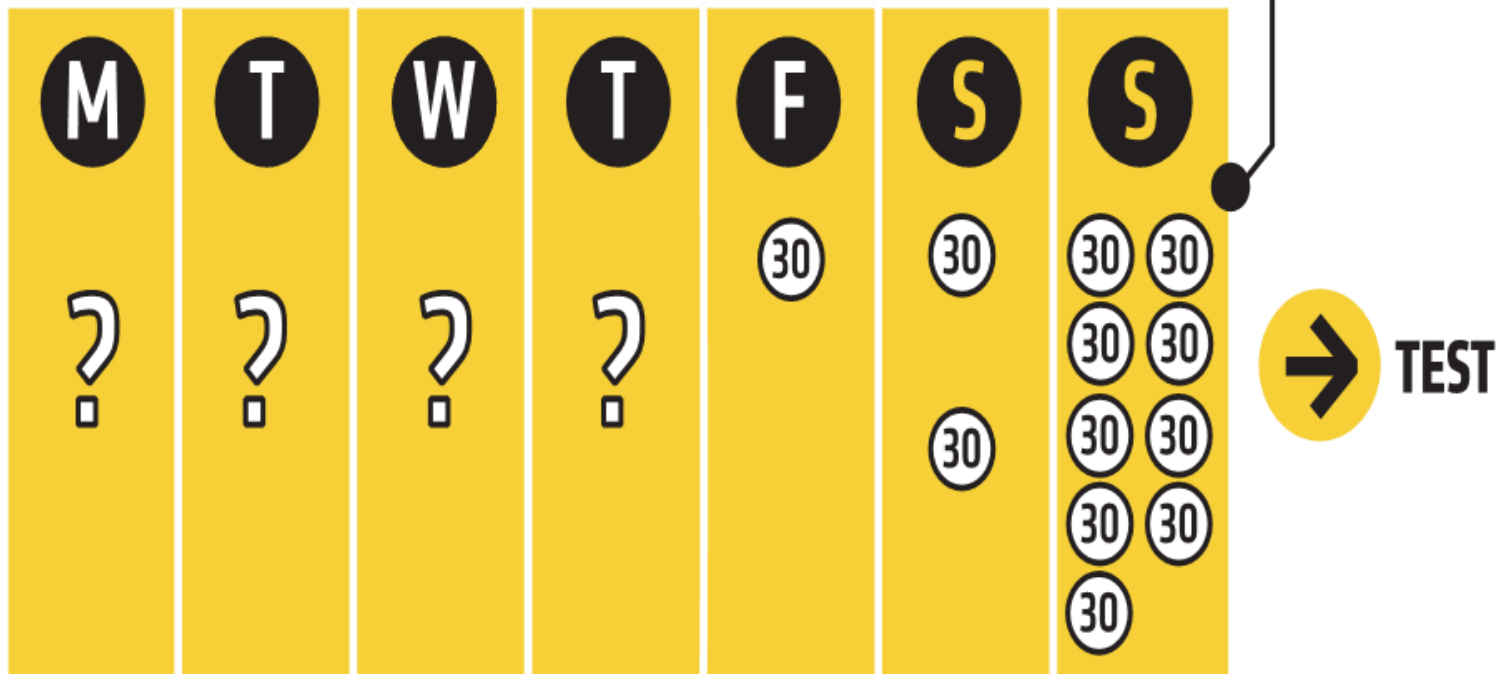


## Before step 1

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

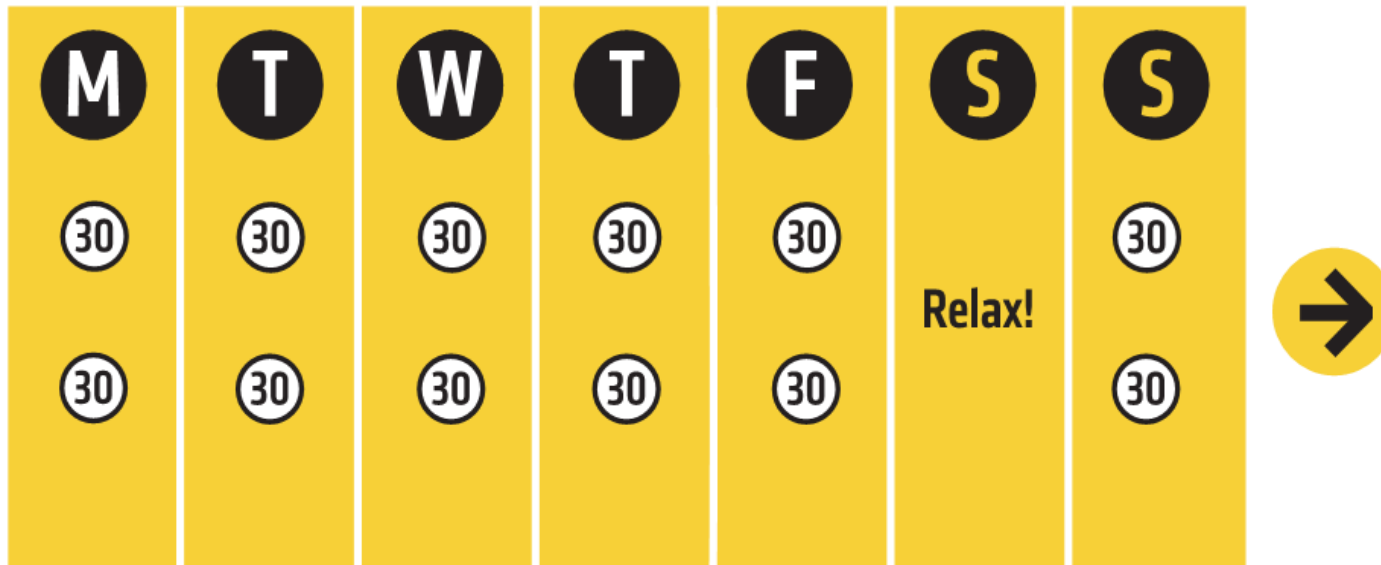
# MASSED VS SPACED LEARNING

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

**M**

MACBETH

MACBETH

MACBETH

**T**

AN  
INSPECTOR  
CALLS

AN  
INSPECTOR  
CALLS

AN  
INSPECTOR  
CALLS

**W**

CREATIVE  
WRITING

CREATIVE  
WRITING

CREATIVE  
WRITING

**T**

UNSEEN  
POETRY

UNSEEN  
POETRY

UNSEEN  
POETRY

**F**

JEKYLL  
AND  
HYDE

JEKYLL  
AND  
HYDE

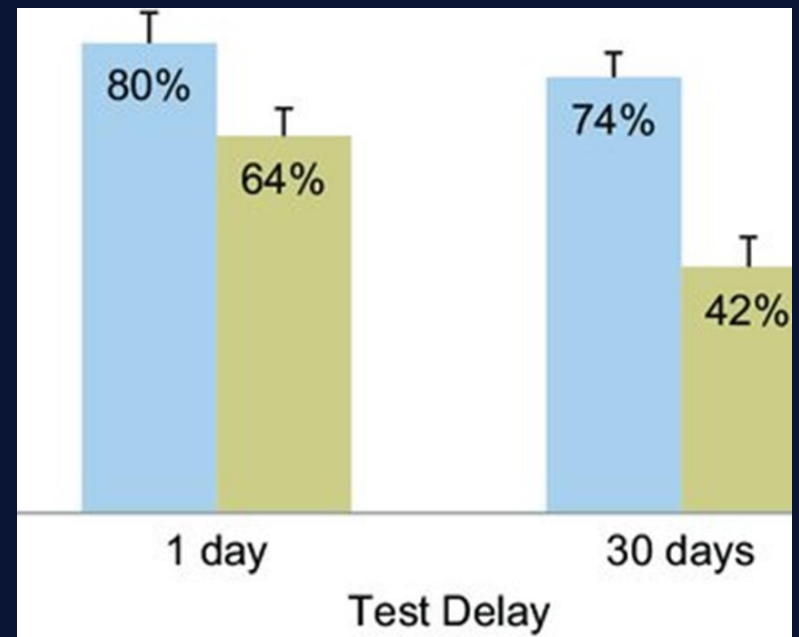
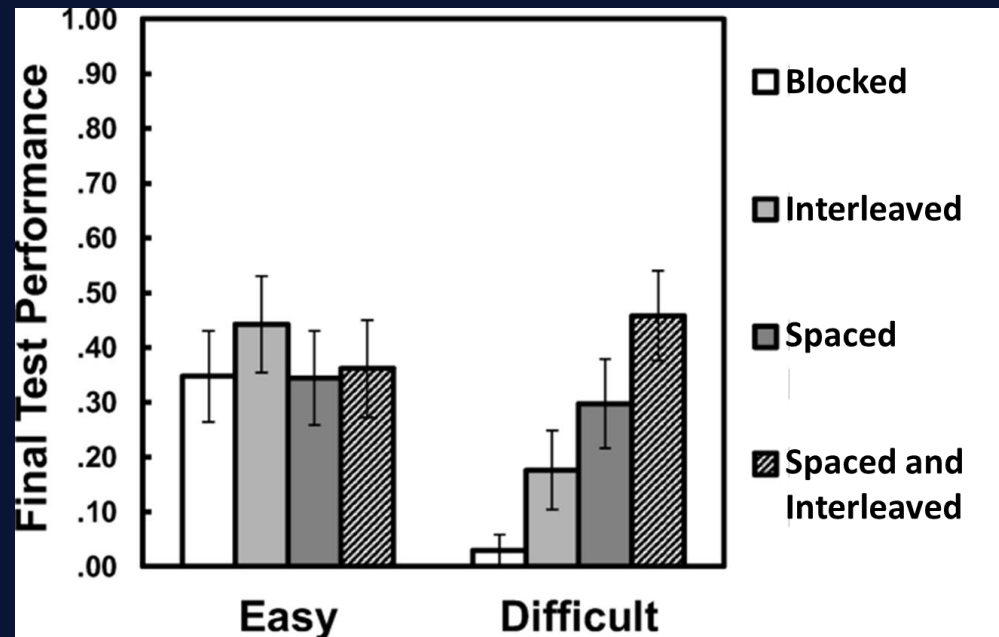
JEKYLL  
AND  
HYDE

# BLOCKING VS INTERLEAVING

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	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

Flashcards and the Leitner system

Mindmaps

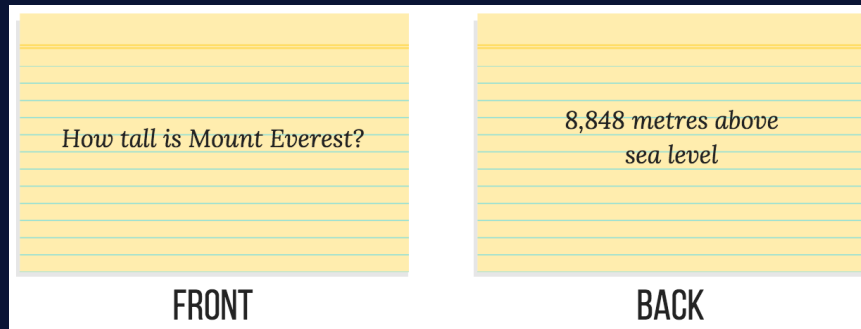
Graphic Organisers

Use of Dual Coding

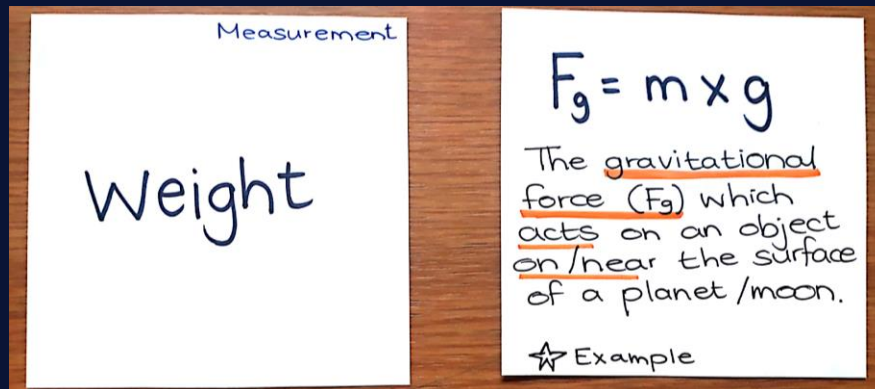
Memory tricks



# FLASH CARDS



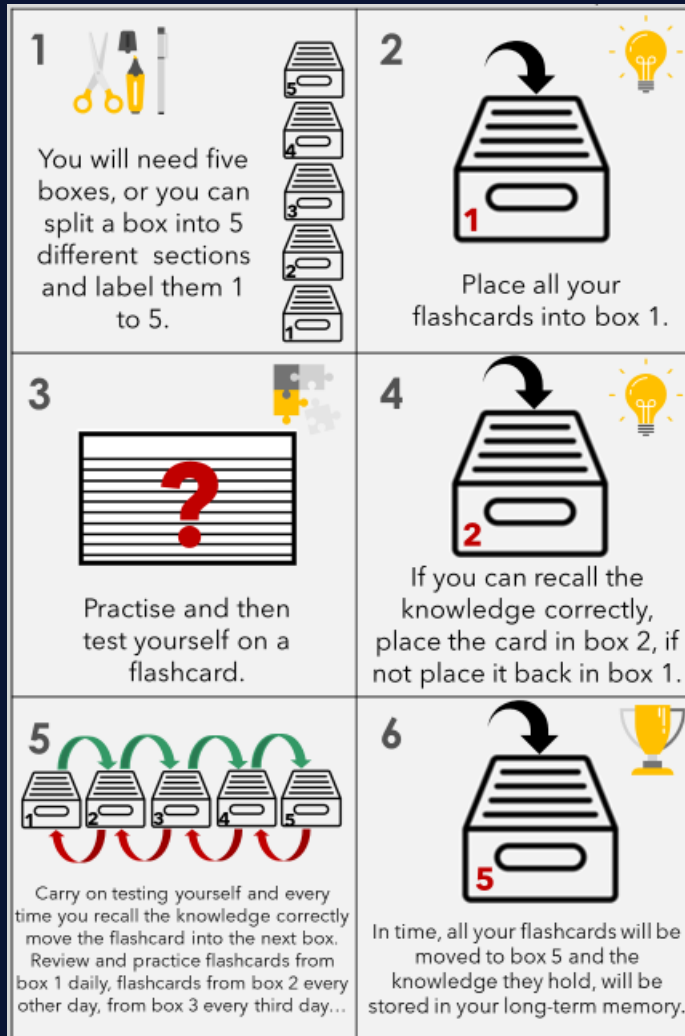
Q and A



Topic and key facts

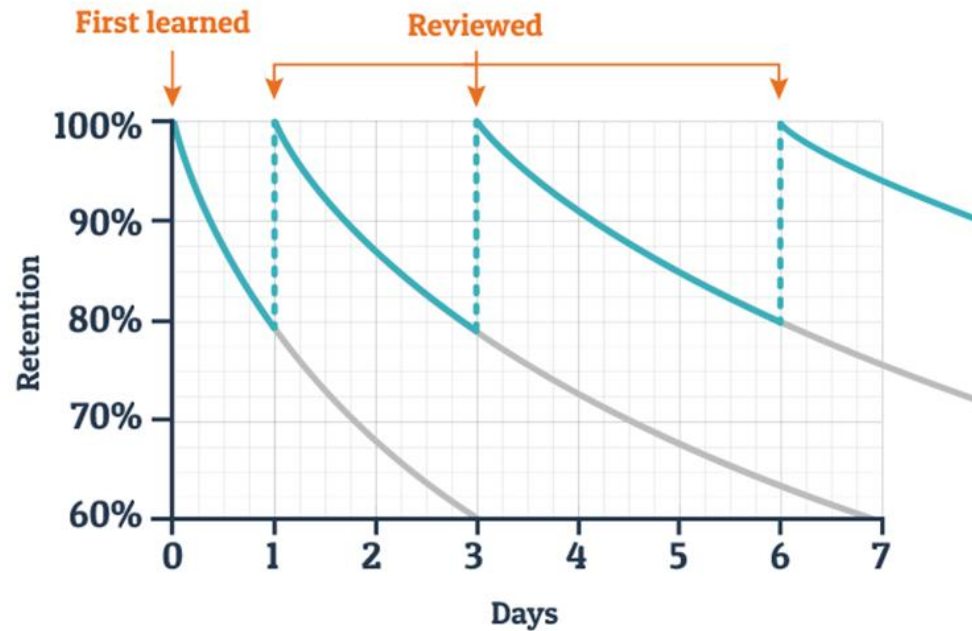
- Keep text to a minimum use memory tricks e.g diagram, mnemonics, rhyme , acrostics etc

# Leitner System



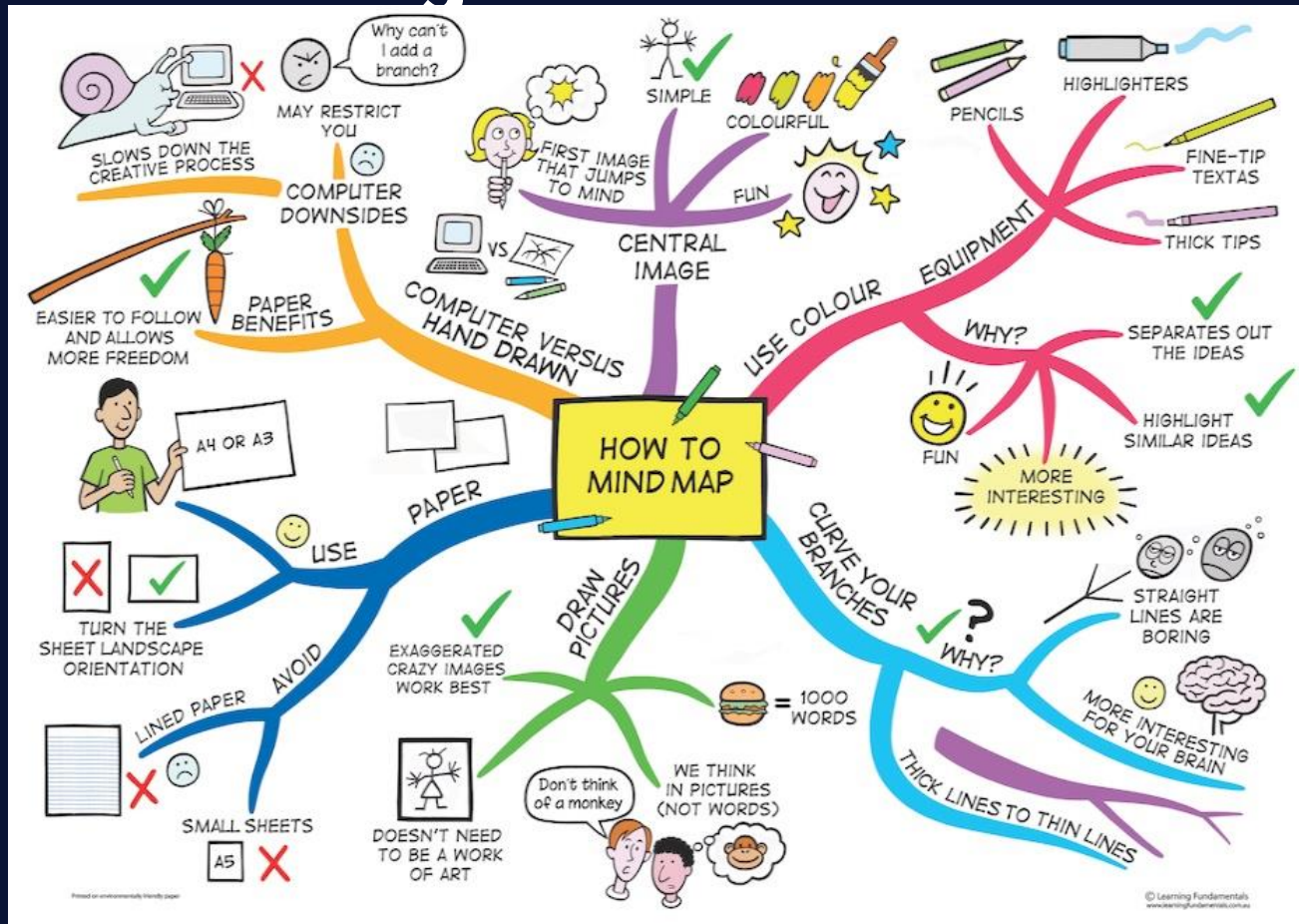
# WHY DOES THIS WORK?

Typical Forgetting Curve for Newly Learned Information



# MINDMAP

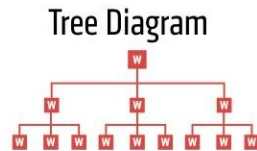
S



## GRAPHIC ORGANISER – FOR CHUNKS OF INFO

## CONTAINER MODEL

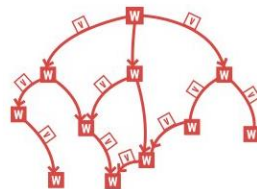
## CHUNK



## Mind Map



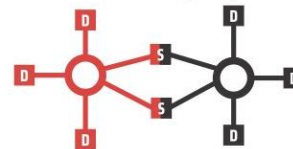
## Concept Map



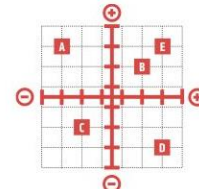
## COMPARE



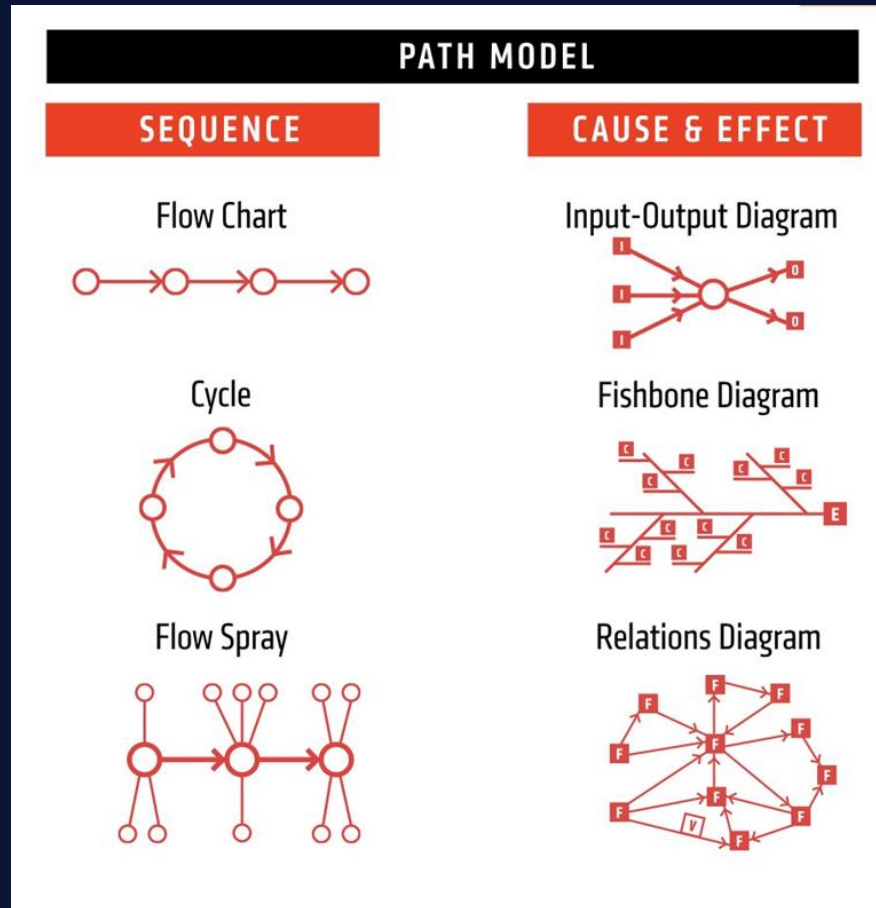
## Double Spray



## Crossed Continua

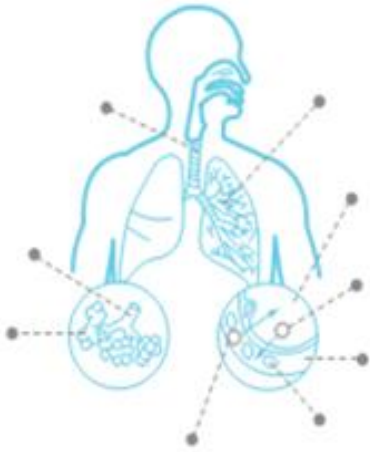


# GRAPHIC ORGANISER – FOR SEQUENCES



# DUAL CODING

DIAGRAM



INFOGRAPHIC



CARTOON STRIP



GRAPHIC ORGANIZER



TIMELINE



# MEMORY TRICKS

Mnemonics

Rhyme

Acrostics

Association

Words to images



## KEEPING IN THE FLOW - WHAT NOT TO DO

Copying from a textbook/exercise book.

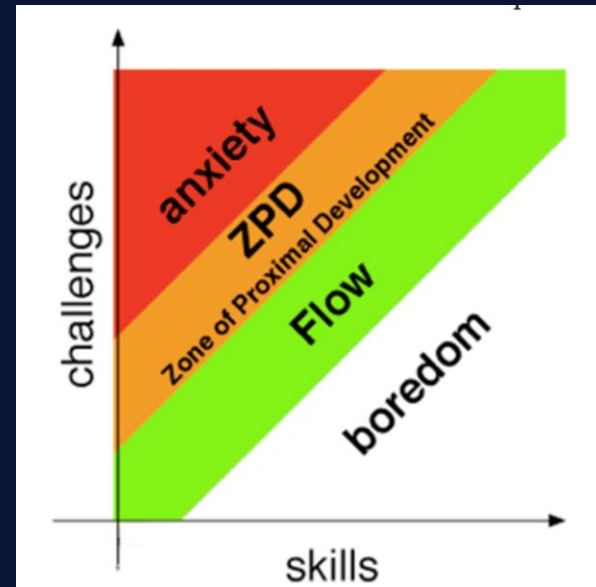
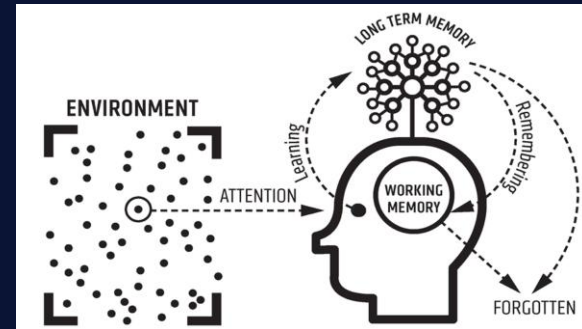
Doing nothing with the information.

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.

**Put the hours in** Commit, have no regrets!!

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