

Moorside High School

Examination Handbook

2019

This booklet contains information that you will need for the examinations. Read it carefully and follow instructions thoroughly otherwise you may be breaking the rules of the examination board.

Individual examination timetables will be distributed in February. Please check these with Mrs Lowe (Exams Officer) and then your official timetable entitled "Statement of entry" will be sent to you from the examination boards in March. Ignore start times published on these, **Examinations at Moorside start at 9.00 am and 1.00 pm UNLESS OTHERWISE INFORMED.** Ensure that all of your examinations are shown on the timetables and check your preliminary school statement with those from the examination boards. Please note that internally arranged examinations would not be shown. These include GCSE Art, and orals for Modern Languages and Music. Your subject teacher will give you the dates for these.

**It is vital that you attend for these examinations as absence from a part of the examination or a failure to hand in coursework will result in the board being unable to award GCSE grade.**

If there appears to be an error or if you have two examinations at the same time see Ms Lowe **immediately**.

It is **your** responsibility to be in the right place at the right time. Misreading your timetable or forgetting an examination are not acceptable reasons for lateness or absence. Ensure that the information we have in school is up to date regarding your home telephone number and the emergency contact numbers for your parents.

Most examinations will take place in the main school hall. However, on days when there are too many candidates for the examination to be accommodated in the hall, alternative rooms will be posted in the foyer. Make sure that you arrive in time to know where to sit in the examination.



HERE ARE SOME GUIDELINES TO HELP YOU THROUGH YOUR EXAMINATIONS:

**GENERAL:**

- 1 Arrive at the examination room at least **15 minutes before the exam** is due to start. If you arrive later you will need special permission to enter the exam room.
- 2 **Only write in black ink.** A fountain pen or good fibre pen may improve presentation. Always carry a spare pen.
- 3 Do not take any mobile phones, smart watches, notes, exercise books or textbooks into the examination room. Bags should be neatly stacked in the foyer where cameras are in operation.
- 4 Bring a record of your examination number with you in order to avoid mistakes or delays. The hall will be arranged in examination number order. It is essential that numbers are never re-arranged by students.
- 5 You may use calculators in some subjects. They must be small, silent, and battery operated and non-programmable. Calculators must not be left in their cases. They may not be borrowed from other candidates during the examination.
- 6 You must provide you own writing equipment. For multiple choice question papers, a HB pencil and an eraser are essential. You are also responsible for bringing such items as calculators, compasses, protractors, coloured pencils, black pens, rulers.
- 7 You must attend for all examinations in full school uniform.
- 8 You will be given a clear warning at the start of each examination regarding conduct in the examination. If any of the regulations are breached you will be reported to the examination board and **you will not be awarded a GCSE result.**
- 9 **If you miss an examination for any reason except illness you will have to repay the £35 examination fee. GCSE Science will cost £70.00 as it is a dual award. If you are too ill to take an exam you must provide a medical certificate. You cannot take an examination at a later time.**
- 10 Using Calculators  
For question papers where the use of calculators is allowed, candidates are responsible for making sure that their calculators meet the awarding bodies' regulations.

The instructions set out in this section apply to all examinations unless stated otherwise in the appropriate awarding body's subject-specific instructions.

**Candidates should be told these regulations beforehand.**

<p><b>Calculators must be:</b></p> <ul style="list-style-type: none"> <li>○ of a size suitable for use on the desk;</li> <li>○ either battery or solar powered.</li> </ul>	<p><b>Calculators must not:</b></p> <ul style="list-style-type: none"> <li>○ be designed or adapted to offer any of these facilities:- <ul style="list-style-type: none"> <li>▪ language translators;</li> <li>▪ symbolic algebra manipulation;</li> <li>▪ symbolic differentiation or integration;</li> <li>▪ communication with other machines or the internet.</li> </ul> </li> <li>○ be borrowed from another candidate during an examination for any reason;</li> <li>○ have retrievable information stored in them – this includes:- <ul style="list-style-type: none"> <li>○ databanks;</li> <li>○ dictionaries;</li> <li>○ mathematical formulas;</li> <li>○ text.</li> </ul> </li> </ul>
<p><b>The candidate is responsible for the following:</b></p> <ul style="list-style-type: none"> <li>○ the calculator's power supply;</li> <li>○ the calculator's working condition.</li> </ul>	

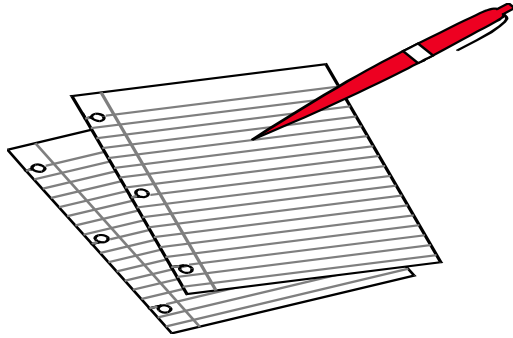
11 Information given by the examiners about written work:-

- You must write in black ink or ballpoint pen, unless the instructions on the front of the question paper say otherwise.
- Write your name (except for CCEA examinations), centre number, candidate number and unit or component code or paper details on your answer booklets.
- Fill in any other details as necessary.
- You must do all work, including rough work, on examination stationery unless otherwise stated.
- You should neatly cross through any rough work but not make it totally illegible, as it will be forwarded to the examiner.
- You must do any rough work for multiple-choice papers in the question book.

**You must not use:**

- correcting pens, fluid or tape;
- reading pens;
- highlighter pens in your answers (although you may use them to highlight questions within the question paper or question/answer booklet);

- pale-coloured gel pens in your answers.



## **RESULTS**

*Year 11: Electronic copies of GCSE results will be issued to candidates on Thursday 23 August 2018 in ICT4 (the old Library) between 9.30 am and 10.30 am.*

### **RESULTS WILL NOT BE GIVEN OVER THE TELEPHONE**

If you wish to have results posted to you please leave a stamped addressed envelope with Mrs Lowe.

### **POST GCSE ADVICE**

Staff will be in school when GCSE results are published.

### **REMARKS**

The examination board provide facilities for remarking of scripts should a candidate have gained an unexpectedly low grade. Such remarks are very costly and normally at parents' expense. It is very rare that they result in a change of grade (it is even possible to go down). Parents contemplating asking for a remark should contact the school to see how far the final grade is below the estimated performance. Should you wish to proceed then contact Mrs Lowe.

Written consent must be given by the candidate using the correct stationary agreeing to accept the marker's judgement even if it means having the grade lowered. Consent must be given before an application for remarking can take place. ***Last date for application is 6 September 2019.***

# Preparation for Exams

## Handbook for Students and Parents

**If parents are concerned at any time about their child's physical and emotional well being during the time left before GCSE, please telephone Mrs Grant on 01782 551200 ext 226.**

### Organising Revision

You are often told to revise but less often told how to! Effective revision involves using a variety of methods in order to keep your mind alert.

First of all fill in this questionnaire to start you thinking about your approach to revision.

	In order to revise:	That's me	That's not me
1	I make up a revision timetable		
2	I reduce my notes to key points		
3	I read up the night before the exam		
4	I transfer notes into diagrams		
5	I have no need to revise		
6	I tape the key points		
7	I am an active learner		
8	I use past exam papers		
9	I just don't know how to revise		
10	I set myself learning targets		
11	I read my notes over and over again		
12	I understand how to get facts into my long term memory		

Write here three methods of revision that works for you:

1.....

2.....

3.....

Now write down which subjects you are studying and grade how "revision efficient" you think you are on a scale of 1-10 (10 = top).

Subjects	Revision Efficiency Grade
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**Planning a Revision Timetable**

Do you leave revision until the week before the exam?

Do you leave it until the day before?

Do you do any revision at all?

Well, read on and you will see that effective revision is possible if you organise and plan it.

Ask yourself the following questions:

- What activities have to be fitted into my week?
- What evenings do I have free?
- How much free time do I have in a school/college week?

Now, on this timetable, simply highlight times that you can “ earmark ” for revision. Be realistic – you know you won’t give up all your free time and anyway you need to have a social life and not isolate yourself entirely.

	Early Morning	Late Morning	Early Afternoon	Late Afternoon	Evening
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Right, you have made a start, now write the word “revision” over each highlighted area – this is your framework for exam preparation – you have made a commitment.

Next, count up the highlighted revision sessions per week .....

Now count up how many weeks it is to your first exam .....

How many hours have you committed up to the exam? .....

Now think about how that time should be shared between subjects. Fill this in:

Subject	Hours per Week	Subject	Hours per Week



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### **Making Revision Guides**

It is important to allow our memory to have lots of positive revision boosts before an exam rather than just one long overtaxing of the poor old brain. It helps to break a subject down into “bite size” pieces that make it less frightening and easier to learn. Try putting each “chunk” of information onto a card.

Read the following extract:

*It is generally accepted that the acidic gas sulphur dioxide is one of the principal causes of acid deposition which has damaged many lakes in Sweden and Norway. Much of this sulphur dioxide is produced from the combustion of sulphur-containing impurities when coal and oil are burned, and the pollution is transported to Scandinavia from the UK by the prevailing SW to NE air movements. Some sulphur dioxide is deposited in a dry form, the remainder dissolves in water droplets in the air to form an acidic solution of low PH, and is then deposited as “acid rain”.*

Write sulphur dioxide on the left hand (or front) of the “revision card” below. Write the important information about sulphur dioxide on the right hand (or back) of the card.

Front	Back

This involves reducing the notes to key points, helping you revise as your brain has a sense of purpose.

Finally count out the main points. Think of a way of triggering these off in your memory by devising a memory booster.

Here are some examples of memory boosters:

**M Y V E R E M N P** =  
**M V E M N P**  
**Mercury Venus Earth Mars Neptune Pluto**

**StalacCites Come from the Ceiling, StalagGmites Grow on the Ground**

Now think of how you could make revision cards for each of the subjects you study.

Perhaps you could put a definition on the front and examples on the back or positive points on one side and criticisms on the other.

Finally, go and buy a pack of index cards and start revising. Don't forget that the actual act of simply making the card is a very significant part of the revision process.

### **Understanding Exams**

Test your understanding of exam procedure and technique. Decide which of these statements is true and which is false:

		<b>True</b>	<b>False</b>
1	Exams are designed to catch you out		
2	Some papers are divided into two or three parts		
3	Exams never allow you enough time to finish		
4	Exam instructions are never clear		
5	You can gain marks for good spelling and grammar in some exams		
6	Some questions in some exams are compulsory		
7	All questions in all exams are compulsory		
8	It is always important to arrive in plenty of time for the exam		
9	It is always possible to borrow pens, pencils or highlighters if you've forgotten them		
10	The exam marker makes allowances if you have misread the question		
11	All candidates are exhausted through worry by the time the exam day arrives		
12	It is not possible to revise for all exams as you can't tell what questions will be asked		
13	You don't know if you can take texts into the exam or not		
14	Some questions carry more marks than others		
15	It is not possible to work out how much time to allow for each question		
16	You cannot cross things out in an exam		
17	It doesn't matter if your handwriting is illegible		
18	You are allowed to highlight and underline on exam papers		
19	Time spent on planning answers means you don't have enough time for a good answer		
20	It is important to check the date of the exam as well as the starting time		

## What Sort of Exam Taker Are You?

Think back to exams or tests you've taken in the past. Did you come out thinking "if only I had....."?

Write here three "if only" statements. For example "If only I had read the question more carefully".

- 1.If only.....
- 2.If only.....
- 3.If only.....

Now, pretend you are advising a fellow student how best to succeed in exams. Write two tips under each of the following headings:

Before the exam, In the exam, Timing answers, Answering the question, Keeping the examiner happy.

Compare your tips with a partner's if you can. If you put your suggestions together you should have a useful list of successful exam strategies.

Now the exam is about to start. The invigilator says "you may begin". Which of these should you do and which should you not do? Mark good advice with a tick and bad advice with a cross.

		Tick or X
<b>a</b>	Start writing as soon as possible	
<b>b</b>	Read the examiners instructions	
<b>c</b>	Quickly find a question you know you can do	
<b>d</b>	Read through each question carefully	
<b>e</b>	Plan an order in which to answer the questions	
<b>f</b>	Look around to see who has started writing	
<b>g</b>	Write a time down by which you should finish each selected answer	
<b>h</b>	Write an outline plan for selected question	
<b>i</b>	Write down the information you have learnt and will get in somewhere regardless of the question	
<b>j</b>	Highlight key words and analyse exactly what is required of you	
<b>k</b>	Show how courageous you are and seek out the most difficult question	

Finally, write three more "should do's" and three more "shouldn't do's"

- |        |        |
|--------|--------|
| 1..... | 1..... |
| 2..... | 2..... |
| 3..... | 3..... |

Add some more if you can:

Study related stress is created by making demands on yourself. You feel these demands are difficult to off-load as someone else's problem. This means they make you feel alone and isolated and that it's all your fault and has to be dealt with by you and you alone.

However, a great deal will depend upon whether you are a **CALM** or **CHAOS** person.

The **CALM** approach to stress is to:

- C**onfront the problem positively
- A**pproach it as something that can and has to be dealt with
- L**ook for the steps that need to be taken in order to deal with it
- M**anage it by planning de-stress strategies

However, the **CHAOS** approach that leads to those stress-related reactions we saw earlier. This approach tends to:

- C**ompromise by dealing with part of the problem but not all of it, then
- H**edge the problem by putting it to one side and therefore avoid commitment until we
- A**bandon it altogether which leads us to
- O**pt out of studying in general and eventually
- S**ink in the knowledge that we have allowed the source of the stress to become our master instead of our slave.

Let's look again at the **CALM** approach.

Write here, next to **C**, a source of stress that you have encountered in your studies – you may wish to select one from the list you made earlier.

**C**.....

Now, by doing that, you have already **C**onfronted the fact that there is a problem and remember – problems can usually be solved.

## Stress and Time Management

Do you want to know the most common cause of stress?

No, it's not having too little money for new CDs, it's having too much to do in too little time.

If only we were like the American Hopi Indians who don't even have a word for time – they have only past, present and future tense words.

However, we do have a word for time and problems with organising time – time management – are a common cause of stress and often produce some very negative consequences.

To start with, tick which of these potential constraints on effective time management apply to you:

I tackle things in order of which I like best	
I do interesting things before things I am not so interested in	
I wait until a deadline is near before I get going	
I start with small tasks first	
I think about the consequences of not doing a task	
I work on tasks that involve a group first	
I separate the urgent from the important	
I do easy things first	
I do the things that don't need preparations (such as research) first	
I do the things that have the resources easily available first	
I respond to the demands of others rather than to demands from myself	

OK, now look at the statements you ticked and put a ring around those that you know, from experience, don't work.

Good – we've made a start because effective time and stress management depends on self-awareness.

Now write the name of one of your subjects here  
.....

Imagine that you are the tutor of that subject. Write here three effective study rules related to managing time that the tutor would be likely to give you, for example "plan ahead".

1.....

2.....

3.....

Compare and discuss these study rules with a fellow student.

Can you see how most time management “rules” are basic to, not just every subject, but to life itself.