



# Titus Salt School

## Year 11

# Exam support information

2025-26

Revision support  
on TSS website



together - resilient - ambitious - caring

# Year 11 calendar 2025/26

For the full calendar please go to the school website

	Holidays
	Mocks
	Results Day
	Exams/Masterclass sessions/ lessons

	Exams/Masterclass session
	Parents Evening
	Exam Information Evening
	W.C Results /Reports



2025				2026							
September	October	November	December	January	February	March	April	May	June	July	August
1 Mo	1 We	1 Sa	1 Mo	1 Th <small>New Year's Day</small>	1 Su	1 Su	1 We	1 Fr	1 Mo	1 We	1 Sa
2 Tu	2 Th	2 Su	2 Tu	2 Fr	2 Mo	2 Mo	2 Th	2 Sa	2 Tu	2 Th	2 Su
3 We	3 Fr	3 Mo	3 We	3 Sa	3 Tu	3 Tu	3 Fr <small>Good Friday</small>	3 Su	3 We	3 Fr	3 Mo
4 Th	4 Sa	4 Tu	4 Th	4 Su	4 We	4 We	4 Sa	4 Mo <small>Early May Bank Holiday</small>	4 Th	4 Sa	4 Tu
5 Fr	5 Su	5 We	5 Fr	5 Mo	5 Th	5 Th	5 Su	5 Tu	5 Fr	5 Su	5 We
6 Sa	6 Mo	6 Th	6 Sa	6 Tu	6 Fr	6 Fr	6 Mo <small>Easter Monday</small>	6 We	6 Sa	6 Mo	6 Th
7 Su	7 Tu	7 Fr	7 Su	7 We	7 Sa	7 Sa	7 Tu	7 Th	7 Su	7 Tu	7 Fr
8 Mo	8 We	8 Sa	8 Mo	8 Th	8 Su	8 Su	8 We	8 Fr	8 Mo	8 We	8 Sa
9 Tu	9 Th	9 Su	9 Tu	9 Fr	9 Mo	9 Mo	9 Th	9 Sa	9 Tu	9 Th	9 Su
10 We	10 Fr	10 Mo	10 We	10 Sa	10 Tu	10 Tu	10 Fr	10 Su	10 We	10 Fr	10 Mo
11 Th	11 Sa	11 Tu	11 Th	11 Su	11 We	11 We	11 Sa	11 Mo	11 Th	11 Sa	11 Tu
12 Fr	12 Su	12 We	12 Fr	12 Mo	12 Th	12 Th	12 Su	12 Tu	12 Fr	12 Su	12 We
13 Sa	13 Mo	13 Th	13 Sa	13 Tu	13 Fr	13 Fr	13 Mo	13 We	13 Sa	13 Mo	13 Th
14 Su	14 Tu	14 Fr	14 Su	14 We	14 Sa	14 Sa	14 Tu	14 Th	14 Su	14 Tu	14 Fr
15 Mo	15 We	15 Sa	15 Mo	15 Th	15 Su	15 Su	15 We	15 Fr	15 Mo	15 We	15 Sa
16 Tu	16 Th	16 Su	16 Tu	16 Fr	16 Mo	16 Mo	16 Th	16 Sa	16 Tu	16 Th	16 Su
17 We	17 Fr	17 Mo	17 We	17 Sa	17 Tu	17 Tu	17 Fr	17 Su	17 We	17 Fr	17 Mo
18 Th	18 Sa	18 Tu	18 Th	18 Su	18 We	18 We	18 Sa	18 Mo	18 Th	18 Sa	18 Tu
19 Fr	19 Su	19 We	19 Fr	19 Mo	19 Th	19 Th	19 Su	19 Tu	19 Fr	19 Su	19 We
20 Sa	20 Mo	20 Th	20 Sa	20 Tu	20 Fr	20 Fr	20 Mo	20 We	20 Sa	20 Mo	20 Th
21 Su	21 Tu	21 Fr	21 Su	21 We	21 Sa	21 Sa	21 Tu	21 Th	21 Su	21 Tu	21 Fr
22 Mo	22 We	22 Sa	22 Mo	22 Th	22 Su	22 Su	22 We	22 Fr	22 Mo	22 We	22 Sa
23 Tu	23 Th	23 Su	23 Tu	23 Fr	23 Mo	23 Mo	23 Th	23 Sa	23 Tu	23 Th	23 Su
24 We	24 Fr	24 Mo	24 We	24 Sa	24 Tu	24 Tu	24 Fr	24 Su	24 We	24 Fr	24 Mo
25 Th	25 Sa	25 Tu	25 Th <small>Christmas Day</small>	25 Su	25 We	25 We	25 Sa	25 Mo <small>Spring Bk. Hol.</small>	25 Th	25 Sa	25 Tu
26 Fr	26 Su	26 We	26 Fr <small>Boxing Day</small>	26 Mo	26 Th	26 Th	26 Su	26 Tu	26 Fr	26 Su	26 We
27 Sa	27 Mo	27 Th	27 Sa	27 Tu	27 Fr	27 Fr	27 Mo	27 We	27 Sa	27 Mo	27 Th
28 Su	28 Tu	28 Fr	28 Su	28 We	28 Sa	28 Sa	28 Tu	28 Th	28 Su	28 Tu	28 Fr
29 Mo	29 We	29 Sa	29 Mo	29 Th		29 Su	29 We	29 Fr	29 Mo	29 We	29 Sa
30 Tu	30 Th	30 Su	30 Tu	30 Fr		30 Mo	30 Th	30 Sa	30 Tu	30 Th	30 Su
	31 Fr		31 We	31 Sa		31 Tu		31 Su		31 Fr	31 Mo <small>August Bk. Hol.</small>



## Key Stage 4 Intervention

Hard work, resilience and a conscientious approach to learning from the outset, supports pupil's achievement. However, evidence tells us that additional intervention sessions are very effective in supporting greater achievement. Of the pupils in Year 11 2024-25 that attended regular intervention sessions they gained, on average, two thirds of a grade higher in their subjects. The data tells us these sessions make a difference. We are committed to supporting our pupils therefore we offer a full programme of intervention that helps ensure pupils have every opportunity to leave Titus Salt School having reached their full potential.

	Lunch	Tier	After School
<b>Monday</b>	YR11 Health & Social YR10 & YR11 TE04. YR11 Religious Studies HU06. YR11 Geography HU02. Maths Drop In Maths Pod.	1	Maths Yr11 Maths Pod.
		2	YR11 Computer Science Paper 1 11T (Week 1) IT02. YR11 Computer Science Paper 2 11T (Week 2) IT01. YR11 Computer Science Paper 1 11S (Week 1) IT04. YR11 Geography (from Jan) HU02. YR11 History (from Nov) HU10. YR11 Spanish week 1 (Foundation) week 2 (Higher) LA02.
<b>Tuesday</b>	YR10 Psychology (from Nov) BS02. YR11 BTEC & GCSE Music MU02. Maths Drop In Maths Pod.	1	English Lang & Lit Yr11 (YR10 from Easter) English Classrooms.
		2	KS4 Art Coursework Support AR02. YR11 Design Coursework Support TE01. YR10 Enterprise & Marketing 10A RO68 Coursework (from Nov) BS03. YR11 Enterprise & Marketing 11S & 11T RO69 BS01. Y11 NEA Hospitality and Catering catchup TE06. YR 10&11 BTEC Sport HU08, YR10 GCSE PE AR03. YR11 Textiles Coursework Support TE03.
<b>Wednesday</b>	Y11 NEA Hospitality and Catering catchup TE06. YR10 Enterprise & Marketing 10S RO68 Coursework (from Nov) BS03. YR11 Enterprise & Marketing 11A & 11L RO69 Coursework BS03. Maths Drop In Maths Pod.		Whole School Staff Teaching & Learning Meetings.
<b>Thursday</b>	YR11 Drama (Open to YR10) Green Room. YR11 French Speaking Drop In LA03. Maths Drop In Maths Pod.	1	YR11 Combined Science (Subject directed by staff) Science Pod.
		2	YR11 Textiles Coursework Support TE03. YR10 &11 BTEC Sport HU08 & YR10 GCSE PE AR03. YR11 Music GCSE & BTEC MU02. YR11 Media MS01. YR11 IT RO60 Coursework (from Nov) IT01. YR11 IT R050 Exam and R070 Coursework IT01/IT04. YR11 French week 1 (foundation) week 2 (higher) LA02. YR11 NEA Hospitality and Catering TE06. YR11 Engineering TE02. YR11 Drama Green Room. YR11 Design Coursework Support TE01. KS4 Art Coursework Support AR02.
<b>Friday</b>	Maths Drop In Maths Pod.		



Tier 1 means that, if a pupil is not reaching their target grade or a grade 4 (which is the minimum requirement for many courses and apprenticeships and requires a retake if not achieved) they will be targeted by that particular subject and they are expected to attend as priority. If they have not been targeted by a Tier 1 subject, then pupils could be targeted by a Tier 2 subject. However, if a pupil wants to exceed their current grade and gain support or additional challenge, they are able to attend any. Staff will inform you if your child has been targeted.

<b>Tier 1</b>	Maths	English	T&L	Ebacc	Any (if leaders wish to offer Friday)
<b>Tier 2</b>	Ebacc	Options	T&L	Options	Any (if leaders wish to offer Friday)

Ebacc includes Science, Computer Science, Geography, History and Languages. Open includes all the remaining subjects that helps us to offer a broad and balanced curriculum.

Through high quality teaching and learning our pupils are able to achieve well by being in lessons but we also know that some pupils want to be ambitious and some pupils require additional support and opportunity to succeed. To this end, at Titus Salt School, we have a rigorous programme of intervention for our Key Stage 4 pupils. This includes both lunch time sessions as well as after school.

It is our belief that every child has the opportunity to attend these sessions and therefore they are open to all. However, it may be that some pupils are not reaching their full potential or if a particular knowledge/skill deficits exists that staff are striving to resolve. Therefore, there may be some pupils who have been targeted by a particular subject and are expected to attend. Staff will inform you if your child has been targeted for additional support.

To help pupils structure their time and to ensure fairness across each of the groups of subjects, we have a schedule that allocates subjects on particular evenings. This helps to not overload one evening as well as prioritise the subjects that pupils require to enable them to progress onto the next stage of education, training or employment.

To reward pupils for their additional commitment and for aiming high pupils will receive one aiming high point for every session they attend. These points, along with one for every week of 100% attendance and another point for every time a teacher observes them aiming high. These points can be traded for prizes at the end of each half term and at the end of each term, the highest point scorer can order in lunch of their choice with a friend of their choice.

We look forward to seeing your child in the intervention sessions and rewarding them for aiming high!



# How to support your child through their exams

Examinations are a worrying prospect for your child. They will feel a great deal of pressure with deadlines and examination preparation. Here are a few ways you can help.

## Positive start to the day

The beginning of the school day can be a rush for everyone. Here are some tips for a routine in the morning and evenings to help the day start smoothly and with minimum stress.

- ☒ Encourage your child to pack their school bag the evening before
- ☒ Lay out their uniform before going to bed each evening
- ☒ Try to make sure your child eats breakfast. This provides essential energy and will help them perform better at school.

## Ensure you are kept informed

Signing up to any lines of communication can ensure you have a better understanding of what is going on in school and what teachers are communicating to both pupils and parents/carers.

## Providing all round support

The best way to support your child during this stressful time is to make home life as calm and pleasant as possible. Arguments are counterproductive and will only add unnecessary stress. Make sure there are healthy snacks in the fridge and try to provide nutritious food at regular intervals. Encourage your child to join family meals, even it is a busy revision day. Its important to have change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise to help clear the mind.

## Homework

Homework can often feel like a chore and there are lots of things your child would rather be doing. Though this work is done independently, your interest and input is still important and helps your child to do well. Ask your child if there's anything you can do to help. If your child has several assignments due in on the same day, suggest they space the work out rather than leave it until the night before.

- ☒ Set up the perfect study space
- ☒ No homework right before bed
- ☒ Choose the best time to work
- ☒ Start with the most difficult
- ☒ Plan ahead

## Revision

The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

- ☒ Work out a revision timetable for each subject
- ☒ Break revision time into small chunks. Hour long sessions with short breaks at the end of each session works well
- ☒ Condense notes onto postcards to act as revision prompts
- ☒ Buy new stationery, highlighters and pens to make revision more interesting
- ☒ Go through school notes with your child and listen while they revise a topic

## The day of the exam

It is important to get a good night's sleep before an exam so discourage your child from staying up late to undertake last minute revision. Make sure they eat a good breakfast on the morning of the exam and get them there with plenty of time to spare. Reassure them that, no matter what happens you are proud of them.

## How do we revise?



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



## Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



Post its can be also useful for key words and timelines

### How to use across subjects:

There are a variety of ways to use flashcards in revision for the skills you need

#### Key Terms

Create for key words and terms



#### Formula

Create for formula/equations you need to know



#### Judgments

Create an agree or disagree argument against a quote



#### Narrative

Create to show a narrative of events in order



### Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>



You can also create excellent flashcards online or on your phone using Quizlet which also had an app.



## Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

### How to use across subjects:

#### Spaced

Test on old and new topics mixed up

#### Knowledge Organisers

Use to create 'must know' quizzes for a topic

#### Formula

To use a formula or equation to find a solution

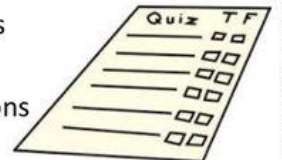
#### Examples

'Give two examples of.....'

### Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



## Transform It

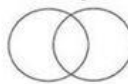
Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

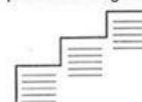
### How to use across subjects:

1. **Humanities** – Create a visual flow diagram of the chronological events in a time period e.g. Key events in Jesus' life
2. **Science** – Create a Venn diagram to show what changed and did not over time within an experiment
3. **English** – At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes/resources

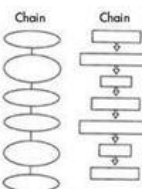
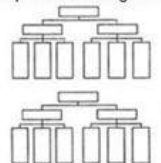
Venn Diagram



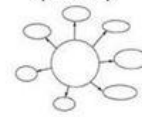
Sequential Thinking Model



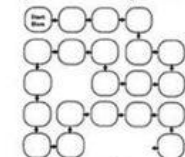
Sequential Thinking Model



Spider Map



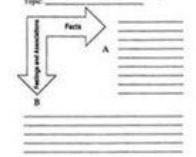
Sequential Thinking Model



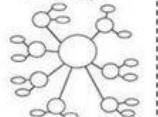
Web



Thinking at Right Angles

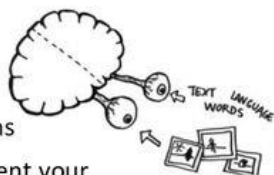


Mind Map



### How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



## Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chance of you remembering it.



An example activity you can do its creating a comic strip to represent the events of the Battle of Hastings.

together

resilient

ambitious

caring



## How do we revise?

### Deliberate Practice

Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are *almost* able to do but *not just yet*!

#### How to use across subjects:

1. Use a model answer from the teacher/that you have written in class, pull it apart and identify the key parts. Then answer a similar question and try to replicate the techniques/skills.
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer.  
A week later, redo a similar question. Repeat as necessary.



Cornell Notes	
Class: _____ Date: _____	
Cue Column	Note-taking Column
<ul style="list-style-type: none"> <li>- Key words</li> <li>- Key questions</li> </ul>	<ul style="list-style-type: none"> <li>- Key ideas</li> <li>- Important dates, people, places</li> <li>- Diagrams and pictures</li> <li>- Formulas</li> <li>- Repeated (stressed) information</li> </ul>
<b>Summary</b> - Summary of your notes in your own words	

### The Cornell Method

This method can be used in your revision books as a great method to get you to 'think' about your revision. Simply split your page into 3 sections as shown on the diagram on the left:

- Note Taking
- Cues
- Summary

#### How to use across subjects:

Use it to summarise a whole topic or theme, for example

- How did medical treatment change or continue over time?
- The story of Macbeth



### Interleaving and Spacing

Don't revise your all topics in one go (cramming), you should revise 'chunks' of a topic for small amounts of time (15 minutes) and then move onto another 'chunk' from a different topic. This will improve your memory!

#### How to use across subjects:

1. Create a revision plan to cover topics you need to cover (least confident first!) and then go back over them again later. Spread out your learning in small sections, 5 hours to 5 x 1 hour
2. Use your flashcards to self test yourself on old and new topics, self testing across these



### The Big Picture

The best way to aid your understanding of a topic is to make sure you are confident with the big 'overview' story before you begin revising individual topics.

#### How to use across subjects:

1. Create a timeline to identify the key events in a topic and colour code the themes.
2. Mapping out what you can remember about a topic before you start



### The basics

Simply, make sure you eat, sleep and take time out!



Create and use a revision planner



Find a nice space to revise in



The more you put in the more you get out!



Set an alarm and start early!



Revise, Repeat, Remember



## Twelve tips to help students with SEND revise

When it comes to helping a child with SEND to revise for exams, we often need extra guidance. Jules Daulby serves up a dozen revision tips you can try...

There are many things that we can think about when it comes to helping a child with special educational needs and disability (SEND) to revise for their exams. A detailed knowledge of the child in question and the assistance of the Sendco should be the beginning point of any strategy to help the individual succeed, but there are some general tips that can provide a framework for properly supporting the revision of a child with SEND.

Here are 12 things to consider:

### 1. Break revision down into small steps

Even when a child is revising a specific topic, for a child with SEND, we need to push the topic and clarify instructions even further.

When helping a child with SEND to revise, you might need to scaffold/support further. You could create a resource with a picture of each of the elements down one side of A4 and dotted lines next to each. Ask the child to describe the symbols in one to two sentences. Following this activity, give the sheet out again and see if they can repeat the exercise from memory.

### 2. Visual prompts are really useful

A child with SEND could create lots of images, mind maps and spider diagrams to revise from. Not only is making these visual reminders useful for memory but for those with SEND they can also be a comfort blanket through what, for many, feels an ordeal.

Help a child to cluster this information into specific areas. This should be detailed, not just facts, instead clearly structured "what, when, why, where and how".

### 3. Partnerships

Getting children to work in pairs can be very effective. You could use flashcards that pose questions on one side and give answers on the other so that they can quiz each other.

### 4. Never underestimate the power of song and rhythm

Turning things into songs can be incredibly powerful. Recalling knowledge to a tune can work wonders, especially if actions are included. It has to be multi-sensory: sing it, point to it, write it out, say it, put it in a sentence, then answer some practice exam questions.

### 5. Narrative is key

If a child can attach a hook to something, they are more likely to remember it. A great way of doing this is to create a narrative around the topic, even role-playing a conversation.

Visualising conversations may help an individual with SEND memorise information by setting it in real-world contexts.

### 6. Mnemonics are really useful

I still use the phrase "big elephants are ugly" so I can spell "beautiful" correctly. These little verbal exercises are effective and engaging, particularly for those with SEND, but you could go one step further.



A mirror for "reflect"

- An elastic band for "manipulate"
- Lego for "sound structure"
- And a dictionary for "words"

## **7. Active listening**

Someone could read out a section of text, whilst a child is listening, then they could be asked to feed-back on the specific area to see how much they heard and remember.

For those with SEND, it can be a useful way of not overloading them and ensuring that they are not intimidated by trying to spot everything. What this actually ensures, is that they do listen to it all much more attentively than they would have done otherwise.

## **8. Decoding exam questions**

If a child can differentiate between the command words (State, Explain, Analyse) of a question it can help them to understand the question. It's worth having two separate colours and getting a child to highlight which are which.

What should be left is extraneous carrier language (the additional wording used to create a full sentence that is of lesser importance) which can be ignored. For a child with SEND, it is important to work this out, so they know exactly what is being asked of them in an exam.

## **9. Making connections**

Some children, particularly with autism, may struggle connecting what the exam question is asking them to do with the subject knowledge they possess.

Lots of practice contextualising and understanding the question will be required. Again, spider diagrams may help the students to literally "see" the question and think around the topic.

## **10. Categorisation**

A child may have a raft of knowledge, but can they tell you what topic it is part of? Without initially learning the category, it's very difficult for a child to learn, and then retrieve the information correctly. It can help if they make flashcards of all the key words linked to a unit or create a graphic organiser (arranging information through image).

## **11. Practise using key vocabulary in sentences**

While this may seem obvious, there are many children who have memorised key words, learned to spell them, even say them, but who are less comfortable using them in a sentence. Rather than getting them to merely explain what a word means, ask them to practise using the words in context.

## **12. Literacy Doughnuts**

This idea has come from speech and language therapists. Using three circles, prioritise the important information or words into the inner circle, then the middle and the outer.

It allows a child to revise in a slightly different way as it prevents some children from panicking it can help them to concentrate on memorising the inner circle.



# How do I make the most of my revision time?



*Revision does involve long hours – there's no escaping the fact. Making a few changes to your planning and priorities in the coming weeks is the key!*

**Try out these 6 pieces of advice to make the most of your revision time!**

## *1 Get set.....*

**On your very first day of revision, you should be spending quality time organising and planning.**

- **Make sure you have a copy of your exam specification and a variety of past papers**
- **make sure you have a copy of the revision guides and identify any useful revision websites for your subjects**
- **make sure you've got access to your schoolbooks and any notes you have made and ensure that they are filed properly**
- **make sure you have pens, highlighters and any other equipment you need in advance**
- **create a revision timetable**

## *2 List your subjects and topics*

**Your first steps involve making a simple list of the topics and subtopics that you have covered in each of your subjects.**

**Make sure you speak to your teacher and ask them to check that your list of topics and subtopics linked to the specification are the correct ones.**

## *3 Plug the gaps*

**Now you need to establish which topics you are confident with and which areas you are less confident with. One way to highlight any gaps in your knowledge is to work through past papers, making notes as you go along of the topics you find more challenging. Ask your teacher for your mock papers back, so that you can see where your strengths and weaknesses lie.**



## *4 Plot your route through revision*

Now you have identified topics, subtopics and areas where you have strengths and weaknesses, you need to make a decision in which order you are to tackle them. What y

ou do not need to do is go through the exam specification from cover to cover and you do not need to revise topics in the order in which you were taught them - you are best to work out your own route.

Good advice is to make your very first revision topic an easier one as this will allow you to gain in confidence quickly. Following this, move on to some more of the challenging topics before returning to the easier ones to finish with.

## *5 Break up the learning*

A manageable way to break up your revision is to break up the day. Simply divide your day into blocks of one or two hours or simply decide whether you are to use a morning, afternoon and/or evening slot to focus on specific topics. You should also make a decision as to how many blocks of revision you are to complete on a daily or weekly basis.

Studying for the odd hour here and there is not recommended, but a realistic and workable revision timetable will allow you to cover all the topics you need to. There is also nothing to stop you revising for short periods when the mood takes you - it may only for a few minutes at a time, but it will all definitely add up!

Make sure you build into your timetable some spare time immediately before the exams start. This will allow you to finish off any last minute work and practise exam questions under exam conditions.

## *6 Look after yourself!*

Most students find it easier to work hard early on in the day, as it can give you a positive feeling for the rest of the day

Most importantly, make sure you are good to yourself! Leave one day per week spare when you do not need to revise. It is important that you treat yourself to a break. Do not forget hobbies and your favourite shows. It's important to feel rested!



## How to access past papers

No matter which exams you are sitting you will find that there are a lot of benefits to incorporating past papers into your preparation for examinations. The main reasons are that it helps you to become familiar with the layout and format, improve your time management, understand the questions and what it is asking of you, get more feedback and support from your teachers and identify the gaps in your learning.

You can download many past papers that you can work through to help you. Staff are happy to mark your papers, without it being a specific task they have set.

Check the exam board you are studying, the list is within the packs and go to the following pages to find a range of past papers. It is worth checking that there are no new changes to the subjects specification this year so that you know you are attempting the same paper as you will in the summer.

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>



<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

<https://www.ocr.org.uk/qualifications/past-paper-finder/>



<https://www.eduqas.co.uk/home/past-papers-and-mark-schemes/>

How to make best use of a past paper

<https://www.bbc.co.uk/bitesize/articles/zjq76rd>



# November Mock Timetable Overview

Individual timetables will be published on Edunlik

## Week 2

	Mon 10th Nov	Tue 11th Nov	Wed 12th Nov	Thurs 13th Nov	Fri 14th Nov
Reg	English Lang Paper 2 1 hr 45 mins	Maths Paper 1 1hr 30mins	English Lit 1hr 45 mins	Maths Paper 2 1hr 30mins	Science Paper 3
P1					Physics Combined Science Pupils 1hr15mins
P2					Separate Science Pupils 1hr 45mins
Break					
P3	Normal Lessons				
Lunch	Lunch will be early - 12.25-12.55				
P4	Science Paper 1			Science Paper 2	Maths Paper 3 1hr 30mins
P5	Biology Combined Science Pupils 1hr15mins  Separate Science Pupils 1hr45mins			Chemistry Combined Science Pupils 1hr15mins  Separate Science Pupils 1hr45mins	

## Week 1

Mon 17th Nov	Tue 18th Nov	Wed 19th Nov	Thurs 20th Nov	Fri 21st Nov
Option T Max 2 hrs	Option L Max 2 hrs	History Exam 1 hr 45mins	Option A Max 2 hrs	Option S Max 2 hrs
Normal Lessons				
Lunch will be early - 12.25-12.55				
	French 2hrs	Geography Exam 1 hr 30 mins		Spanish 2hrs

## Summer Exam Series

Including the exam date, session, exam board and paper

Exam Date	Exam Time	Exam Board	Exam Code	Subject
01/05/2026	PM	Pearson	BTT03	Travel and Tourism
05/05/2026	AM	Pearson	BHS03	Health and Social Care
07/05/2026	AM	Pearson	BSP03	Sport
07/05/2026	PM	AQA	8662	German Reading & Listening
08/05/2026	PM	Pearson	1DR0	Drama
11/05/2026	AM	AQA	8702	English Literature Paper 1
12/05/2026	AM	AQA	8062	Religious Studies A Paper 1
12/05/2026	PM	AQA	8464	Combined Science: Trilogy - Biology Paper 1
12/05/2026	PM	AQA	8461	Biology Paper 1
13/05/2026	AM	AQA	8035	Geography Paper 1
13/05/2026	PM	OCR	J277	Computer Systems - Paper 1
14/05/2026	AM	AQA	8300	Mathematics Paper 1 (non - calculator)
14/05/2026	PM	AQA	8662	German Writing
15/05/2026	AM	WJEC	C100	History Paper 1
15/05/2026	PM	OCR	R050	IT in the digital world: Written Paper
18/05/2026	AM	AQA	8464	Combined Science: Trilogy - Chemistry Paper 1
18/05/2026	AM	AQA	8462	Chemistry Paper 1
18/05/2026	PM	AQA	8572	Media Studies Paper 1
19/05/2026	AM	AQA	8702	English Literature Paper 2
19/05/2026	PM	OCR	J277	Computer Science Paper 2
20/05/2026	AM	AQA	8652	French Reading & Listening
20/05/2026	PM	AQA	8062	Religious Studies A Paper 2
20/05/2026	PM	OCR	R067	Enterprise and marketing concepts - Written Paper
21/05/2026	AM	AQA	8700	English Language Paper 1
01/06/2026	AM	AQA	8852	Engineering
02/06/2026	AM	AQA	8464	Combined Science: Trilogy - Physics Paper 1
02/06/2026	AM	AQA	8463	Physics Paper 1 (both tiers)
02/06/2026	PM	AQA	8572	Media Studies Paper 2



03/06/2026	AM	AQA	8300	Mathematics Paper 2 (calculator)
03/06/2026	PM	AQA	8035	Geography Paper 2
04/06/2026	AM	WJEC	C100	History Paper 2
04/06/2026	PM	AQA	8652	French Writing
05/06/2026	AM	AQA	8700	English Language Paper 2
08/06/2026	AM	AQA	8464	Combined Science: Trilogy - Biology Paper 2
08/06/2026	AM	AQA	8461	Biology Paper 2
08/06/2026	PM	AQA	8365	Further Mathematics Paper 1
09/06/2026	AM	AQA	8692	Spanish Listening & Reading
10/06/2026	AM	AQA	8300	Mathematics Paper 3 (calculator)
10/06/2026	PM	AQA	8552	Design & Technology
11/06/2026	AM	AQA	8035	Geography Paper 3
12/06/2026	AM	AQA	8464	Combined Science: Trilogy - Chemistry Paper 2
12/06/2026	AM	AQA	8462	Chemistry Paper 2
12/06/2026	PM	WJEC	5409QA	Hospitality and Catering
15/06/2026	AM	AQA	8464	Combined Science: Trilogy - Physics Paper 2
15/06/2026	AM	AQA	8463	Physics Paper 2
15/06/2026	PM	AQA	8365/2	Further Mathematics Paper 2
16/06/2026	AM	AQA	8692	Spanish Writing

**Contingency Exam Dates for Summer 2026 - 24th June 2026 All day - All students need to be available till after these dates in case of a major local or national disruption to exams**



# WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM - 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM - 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM - 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM - 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM - 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM - 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM - 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM - 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM - 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM - 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM - 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM - 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME



# WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



Subject	Suggested strategies or resources to help accelerate achievement
<b>Art</b>	<p>Try to do a little bit of work often, rather than leave things until the day before.</p> <p>Work outside of lesson time - art catch-up sessions are available on a Tuesday and Thursday in AR02 3-4pm, and every lunch in AR02. Choose artists who you like and who will help to make your development pieces inventive and exciting. ALWAYS use reference material. Challenge yourself to work outside your comfort zone. Meet all deadlines.</p> <p>Listen to advice given by your teacher, keep practising, and keep going!</p>
<b>Business</b>	<p>Attend any planned intervention sessions to catchup with your coursework.</p> <p>Speak to your teacher to book in for a booster workshop to help your with your coursework.</p> <p>Use the revision materials on the learning drive and teams to help you identify any topics that you have struggled with.</p>
<b>Computer Science</b>	<p>Watch the Craig n Dave videos to recap Paper 1 and Paper 2 topics.</p> <p>Use your workbooks, knowledge organisers and revision folders to revisit the content to ensure you understand key terminology linked to each topic.</p> <p>Speak to your teacher to book in for a booster workshop to go over anything you are struggling with and attend any revision sessions your teacher has planned.</p> <p>Use these websites to recap on key concepts: <a href="https://www.csnewbs.com/ocr-gcse">https://www.csnewbs.com/ocr-gcse</a> or <a href="https://computerscienced.co.uk/site/ocr-computer-science-gcse-j277/">https://computerscienced.co.uk/site/ocr-computer-science-gcse-j277/</a></p>
<b>Dance</b>	<p>Think about your approach to class.</p> <p>Make sure you consistent and ready to learn.</p> <p>Listen to all the information given.</p> <p>Take responsibility for your own learning.</p> <p>Think about how your respond to the given stimulus set by the examination board.</p> <p>Watch dance work with the same given theme or similar on YouTube.</p> <p>Create an ideas log on how you can create performance material.</p>
<b>Design Technology</b>	<p>Make sure you complete your Knowledge Organsier/Exam Question A3 sheet every 2 weeks.</p> <p>Make sure you use the BUC methods (Box Command Word - Underline Key words- Circle all unfamiliar words).</p> <p>Use <a href="https://technologystudent.com">https://technologystudent.com</a> to help with revision and completing exam questions.</p> <p>AQA - BBC Bitesize</p>
<b>Drama</b>	<p>Learning theatre design vocabulary for use in the written exam: costume, lighting, props/furniture, set, sound and staging.</p> <p>Keep revising performance skills vocabulary for the written exam (vocal and physical skills) as well as practising these skills by acting out your scripted pieces for the practical exam.</p> <p>Memorising lines is an essential skill for the practical exam, so practise this too - either with your given scripted pieces or with TSS' set text: 'An Inspector Calls'.</p> <p>Resources and quizzes available at <a href="https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg">https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg</a> (Edexcel exam board).</p>



<b>Engineering</b>	<p>Are you organised with all your knowledge organisers?</p> <p>Are you going through the 'Revision Question a Day' sheet to identify gaps in knowledge?</p> <p>Use the 'no notice tests' to identify the gaps in your knowledge.</p> <p>Ensure you are going through past papers and mark schemes to test your knowledge and exam technique!</p> <p>Don't forget to BUC the questions!</p> <p>Are you attending the Thursday afterschool Intervention?</p>
<b>English Language</b>	<p>Use AQA practice papers,, Seneca and Teams to help with revision. Use knowledge organisers. Pass your completed papers on to your teacher to mark and offer feedback. Attend after school revision sessions in the English department on a Tuesday 3-4pm. CGP Revision guides and workbooks are effective for helping further your studies but the most effective task will be asking for Past Papers from your teacher or buying the CGP Past Paper packs.</p>
<b>English Literature</b>	<p>Re-read the texts you study in class (electronic copies available on Teams) and create revision materials for plot, character, language use, structure, contexts etc.</p> <p>Look at the AQA assessment web pages or ask your teacher for practice exam questions. CGP Revision guides and workbooks are effective for helping further your studies but the most effective task will be asking for Past Papers from your teacher or buying the CGP Past Paper packs.</p>
<b>Hospitality and Catering</b>	<p>WJEC website has Knowledge organisers on each of the main topics. These can be downloaded and printed off - these have all key words and key information needed. Pupils will be given a booklet with the knowledge organisers and questions on the back to work through.</p> <p>BBC Bite Size has some good videos and tests which link to each topic.</p> <p>Pupils have learnt key cooking skills in lessons, these can be repeated at home to help develop understanding and confidence.</p>
<b>Geography</b>	<p>Use BBC Bitesize to test yourself on specific topics. Print off AQA Past Papers - see <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a> &amp; have a go at selected questions. Your teacher will mark these for you. Use Seneca to access the AQA spec and test yourself on each of the mini lessons. Buy an AQA revision guide to help you</p>
<b>French</b>	<p>Learn vocabulary from the exam specification - activities can be set online by your teacher or the vocabulary list is available on the AQA website. Use Kerboodle (our online course book) to recap on work covered in class. Use revision websites such as BBC bitesize and Seneca learning to practise exam style questions. Use the knowledge organiser to help with sentence structure and higher level language. Mind map on the 9 sub topics to help organise your revision, particularly for the speaking and writing exam.</p>
<b>Health and Social Care</b>	<p>Use the following for revision lessons with worked examples</p> <p>Factors: <a href="https://www.youtube.com/watch?v=iP1qwexp8C8">https://www.youtube.com/watch?v=iP1qwexp8C8</a></p> <p>Life events: <a href="https://www.youtube.com/watch?v=iP1qwexp8C8&amp;t=690s">https://www.youtube.com/watch?v=iP1qwexp8C8&amp;t=690s</a></p> <p>Physiological indicators: <a href="https://www.youtube.com/watch?v=abT4f2KbGS0">https://www.youtube.com/watch?v=abT4f2KbGS0</a></p> <p>Person-centred care: <a href="https://www.youtube.com/watch?v=h20SIhv2Fdw">https://www.youtube.com/watch?v=h20SIhv2Fdw</a></p> <p>Recommendations: <a href="https://www.youtube.com/watch?v=um8MqZMG-QA&amp;t=12s">https://www.youtube.com/watch?v=um8MqZMG-QA&amp;t=12s</a></p> <p><a href="https://www.youtube.com/watch?v=um8MqZMG-QA">https://www.youtube.com/watch?v=um8MqZMG-QA</a></p> <p>Barriers and obstacles: <a href="https://www.youtube.com/watch?v=H3V0MwxEuX8">https://www.youtube.com/watch?v=H3V0MwxEuX8</a></p>



<b>History</b>	<p>Go back over your homework book and test yourself on areas you feel less confident on. Use BBC Bitesize to test yourself on specific topics. Print off Eduqas Past Papers. See <a href="https://www.eduqas.co.uk/qualifications/history-gcse/#tab_pastpapers">https://www.eduqas.co.uk/qualifications/history-gcse/#tab_pastpapers</a> and have a go at selected questions. Your teacher will mark these for you. Remember to only answer questions for the components we study - if you are not sure check with your teacher.</p>
<b>IT</b>	<p>Use your workbooks and knowledge organisers to revisit the exam content to ensure you understand key terminology linked to each topic. Ask your teacher for resources to help your practice using the software that you are using for your coursework. Speak to your teacher to book in for a booster workshop to go over anything you are struggling with for the exam or to help your with your coursework.</p>
<b>Maths</b>	<p>Review your unit test scores in the front of your book and request a blank copy of the unit tests you can improve the most. Ask your teacher to explain any topics you do not understand. Copy any notes you may have missed so all the knowledge you need is in your Maths book. Use independent study on Sparx to revise areas you need to improve, all the codes are listed in your Feedback task.</p>
<b>Media</b>	<p>Use the EduLink's site to support you with the subject content (you have your own login) Use the following YouTube channels on videos related to the lessons: <a href="https://www.youtube.com/@mrsfisher8961">https://www.youtube.com/@mrsfisher8961</a> <a href="https://www.youtube.com/@TheMediaInsider">https://www.youtube.com/@TheMediaInsider</a> Speak to your teacher to book in for a booster workshop to help your with your coursework.</p>
<b>Music</b>	<p>Pupils should spend time out of lesson practicing regularly on their instrument for their solo and ensemble performance coursework, using facilities in school or at home. To develop their performance skills we encourage GCSE pupils to perform in showcase events. Furthermore, pupils should listen to a wide variety of musical styles and eras to enhance their understanding and awareness for their listening paper. Speak to your teacher for recommended composers and artists. BBC Bitesize has info for the Edexcel GCSE music spec, with examples, tests and guided listening.</p>
<b>Personal Development</b>	<p>There is no expectation for pupils to do any extra work for Personal Development outside of school, other than their 2 yearly assessments. These are quick multiple choice quizzes that should take under 10 minutes and will be shared via class charts. We also encourage parents to read the newsletter that is parentmailed so they can see what their children will be studying in PD. This will also give parents a good opportunity to start conversations with their children about important issues. We also encourage pupils and parents to use the PD portal to access charities and organisations which are signposted in the lessons, and extra supportive resources linked to issues raised in their lessons. Finally, it will be useful for pupils and parents to follow the PD Faculty's Instagram account @tss_pd where we share all PD related news, events, advice and guidance. Link - Personal Development Portal - Home (sharepoint.com)</p>



<b>Physics</b>	<p>Use your knowledge organisers to review your learning. Purchase and regularly use a revision guide if you don't have one already. Make sure you attend revision classes (Tuesday afternoon for Physics) to maximise your progress and get yourself well prepared for exams. There are many useful websites out there to try. Cognito - <a href="https://cognitoedu.org/home">https://cognitoedu.org/home</a> Seneca Learning - <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Physics and Maths Tutor <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> These and BBC Bitesize are all highly recommended. Make sure you plan out revision and use a range of revision activities to support you. It is essential that you speak to your teacher if you have any questions or need further support.</p>
<b>Religious Studies</b>	<p>Complete SENECA quizzes for the topics you are least confident in, they will mark themselves for you at the end. Use the website <a href="https://gcsereligiousstudies.weebly.com/">https://gcsereligiousstudies.weebly.com/</a> to work through quizzes, summary sheets, key word banks. Click on 'revision' and it will take you to lots of past papers and questions, knowledge organisers, and summary sheets. Use the booklets that are on Teams and work your way through these. The website also takes you to useful BBC bitesize quizzes.</p>
<b>Science</b>	<p>Use your knowledge organisers to review your learning. Purchase and regularly use a revision guide if you don't have one already. Make sure you attend revision classes to maximise your progress and get yourself well prepared for exams. There are many useful websites out there to try. Cognito - <a href="https://cognitoedu.org/home">https://cognitoedu.org/home</a> Seneca Learning - <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Physics and Maths Tutor <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> ...and BBC Bitesize are all highly recommended. Speak to your teacher if you need any further guidance on these. Make sure you plan out revision and use a range of revision activities to support you. It is essential that you speak to your teacher if you have any questions or need further support.</p>
<b>Spanish</b>	<p>Learn vocabulary from the exam specification - activities can be set online by your teacher or the vocabulary list is available on the AQA website. Use Kerboodle (our online course book) to recap on work covered in class. Use revision websites such as BBC bitesize and Seneca learning to practise exam style questions. Use the knowledge organiser to help with sentence structure and higher level language. Mind map on the 9 sub topics to help organise your revision, particularly for the speaking and writing exam.</p>
<b>Sport</b>	<p>Make sure notes are kept up to date and missed work is copied up so your exercise book can act as your revision guide. Ask your class teacher for recommended revision guides to help with Component 3 exam. Complete a variety of past papers and mark them. Attend any Intervention session you are invited to.</p>
<b>Textiles</b>	<p>Pupils should use the Component release sheets provided by their teachers to understand the flow of component work in year 11. They should also make use of the information sheets and resources provided to support their work both in and outside the classroom. Time is available in after school sessions to give opportunity to catch up and improve work toward target grade. Pupils should use homework time to complete work for each deadline.</p>
<b>Travel &amp; Tourism</b>	<p>Continue to work on your coursework task on Teams. Speak to WLO or RSL if you need support. In term 2, use the revision materials given to you to revise for the summer exam. Create flash cards and regularly test yourself on the information to be confident in your exam!</p>





## 20 ideas to make it stick

1

**Keyword method.** This system links the sound of a word to an image. For example, to learn the meaning of 'alliance' from 'For this alliance may so happy prove' (Friar Laurence, *Romeo and Juliet*), students could visualise 'ants' who are well known for working together. Project a list of keywords or quotations and set a time limit to see how many words students can memorise this way.

---

2

**Just ask why.** Write down an interesting and challenging word and ask students to think about the connotations of that word or any themes associated with it to help them to remember the word and what context it should be used in.

---

3

**Free recall.** Use the power of retrieval practice (using testing as a means to learning). When students have finished a task in class, train them to turn to a blank page and write everything they can remember about a topic or text covered previously.

---

4

**Syllabus challenge.** Project the subject content from the exam specification or a scheme of work and choose five different aspects of a text or topic. Ask students to write everything they know from memory about each one.

---

5

**Learning mat creation.** At the end of a unit of work ask students to create and illustrate a learning mat or concept map on the topic or text. The following week you could ask them to recreate their learning map from memory or memorise and recreate each other's maps.

---

6

**Rate the word.** From a list of vocabulary or terminology ask students to pick their five favourite sounding or least favourite sounding words and rank them in order. You could also try other ways of rating the words, for example favourite or least favourite for discussing poetry.

---

7

**Cued recall.** Try projecting a set of key terms and challenge students to write around these prompts, using only their memory of what they've covered in class.

---

8

**Mini experts.** Project a set of character names or key events on the board at the start of a lesson. Ask students to recall as much as they can remember about two of these words from the options on the 'menu' and to swap this information with a partner.

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9

**Bob-up game.** Project a list of numbered keywords or quotations, split the class into two teams and allocate all the numbers to students in each team. Put text boxes over the meanings and call out the keywords or quotations. The student who stands up first defining the keyword or explaining the quotation wins a point for their team.

---

10

**Task corner.** At the end of a lesson ask students to write down keywords or new vocabulary they have learned in that lesson on a post-it and stick it in a corner of the classroom. Leave it two to three weeks and get the students to go back and write the meanings to see if they have remembered the meanings of the words.



11

**Random stories.** Project a list of key vocabulary or quotations. Tell a story related to one of the words but don't let on which one you have chosen. For example, for 'Out, damned spot!' you could start by saying 'I can't stop thinking about what he did - even my dreams are guilty ...'. Students guess the chosen word or quotation.

12

**To the walls.** Stick paper or mini whiteboards around the room and as soon as students come in give them a pen. In pairs they write everything they can remember from the previous lesson/topic on the paper/whiteboard. They then circulate, adding more details to each other's notes.

13

**Memorising quotations.** Give students a series of quotations with the context of the quotation below. Allow five minutes for students to study the sheet, then ask them to fold the paper in half and recite as many quotations as they can, explaining the context as they go. You could group quotations by character or theme to differentiate this.

14

**Penalty shoot-out.** Project quotations and split the class into two teams. Team A turns away from the board and team B looks at the board and chooses a quotation to call out to team A. If a team A student can explain the quotation correctly, they have saved the penalty for their team. If not, the other team have scored. Continue to 10 and then the teams swap roles.

15

**Project a board game.** Laminate snakes and ladders templates with just a number in each box. Project the same template but add text boxes with vocab or phrases. When students land in a box, they have to read the quotation and explain it to their partner.

16

**Draw the text.** Students have to use symbols, images, numbers and letters to show their knowledge of a text. They could do this to explore themes, characters or specific events from a text.

17

**Back to front.** Project quotations in text boxes scattered around a slide with the speaker in the same text box. Pair students as A and B. Student A looks at the board and B looks away. Student A reads out only the quotation and B identifies the speaker. If correct they both earn a point, if incorrect A chooses another until B identifies a speaker correctly and then they swap.

18

**Vocab piler.** Students choose six words from a list of keywords relating to a text, rate them in order of preference, and read them out to other students in turn. Every time a student hears a word they don't have themselves, they add it to their own list. When they do this, they should ask why the other student has chosen it.

19

**Call and response.** Chant quotations in unison, building up from a small part to the full quotation, with feeling. This would work well for Shakespearean quotes, for which you could even translate the meanings to modern meanings. Doug Lemov's blog 'Teach like a champion' shows a clip of Barry Smith using this technique to translate into French: [teachlikeachampion.com/blog/simply-brilliant-barrys-smiths-magical-french-class-michaela-school/](https://teachlikeachampion.com/blog/simply-brilliant-barrys-smiths-magical-french-class-michaela-school/)

20

**Cover and check.** Test knowledge recall by getting students to go back through their exercise books using a piece of card to cover over previous vocabulary, key quotations or lesson notes, testing their own recall or that of a partner.



AQA

City & Guilds

CCEA

NCFE

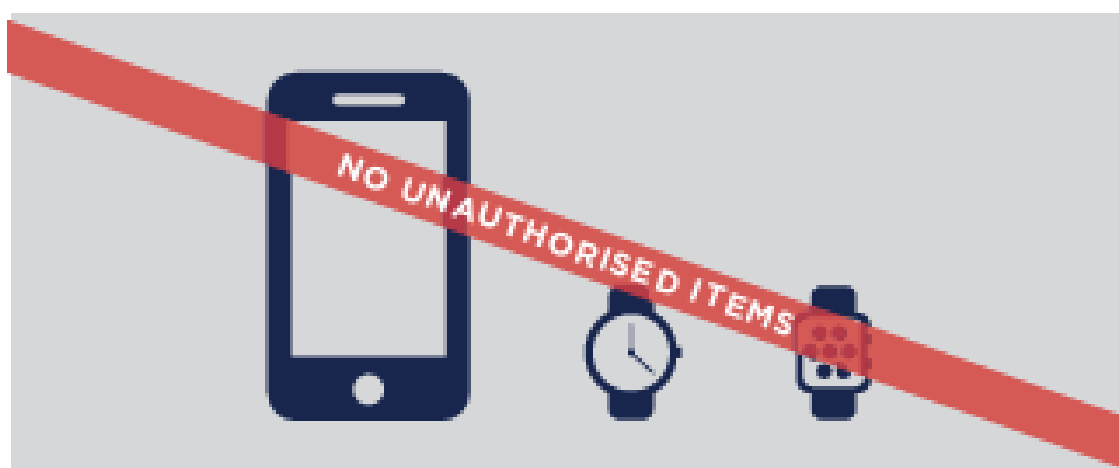
OCR

Pearson

WJEC

## **NO MOBILE PHONES NO WATCHES**

**NO TECHNOLOGICAL OR WEB-ENABLED  
POTENTIAL 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.

## Warning to candidates



 AQA	 City & Guilds	 CCEA	 NCFE	 OCR	 Pearson	 WJEC
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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 examination or 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.