

# Maidenhill School

# Knowledge Organiser

Year 11 – Term 4



**Be kind, Aspire, Persevere, Achieve**

Name:

Tutor:

# Planner - Term 4



Week 2	Notes
Monday 24 <sup>th</sup> February	
Tuesday 25 <sup>th</sup> February	
Wednesday 26 <sup>th</sup> February	
Thursday 27 <sup>th</sup> February	
Friday 28 <sup>th</sup> February	

Week 1	Notes
Monday 3 <sup>rd</sup> March	
Tuesday 4 <sup>th</sup> March	
Wednesday 5 <sup>th</sup> March	
Thursday 6 <sup>th</sup> March	
Friday 7 <sup>th</sup> March	

Week 2	Notes
Monday 10 <sup>th</sup> March	
Tuesday 11 <sup>th</sup> March	
Wednesday 12 <sup>th</sup> March	
Thursday 13 <sup>th</sup> January	
Friday 14 <sup>th</sup> March	

Week 1	Notes
Monday 17 <sup>th</sup> March	Mock Week (see page 10)
Tuesday 18 <sup>th</sup> March	
Wednesday 19 <sup>th</sup> March	
Thursday 20 <sup>th</sup> March	
Friday 21 <sup>st</sup> March	



<b>Week 2</b>	<b>Notes</b>
Monday 24 <sup>th</sup> March	
Tuesday 25 <sup>th</sup> March	
Wednesday 26 <sup>th</sup> March	
Thursday 27 <sup>th</sup> March	
Friday 28 <sup>th</sup> March	
<b>Week 1</b>	<b>Notes</b>
Monday 31 <sup>st</sup> March	
Tuesday 1 <sup>st</sup> April	
Wednesday 2 <sup>nd</sup> April	
Thursday 3 <sup>rd</sup> April	
Friday 4 <sup>th</sup> April	

<b>Week 2</b>	<b>Notes</b>
Monday 7 <sup>th</sup> April	RP2 published
Tuesday 8 <sup>th</sup> April	
Wednesday 9 <sup>th</sup> April	
Thursday 10 <sup>th</sup> April	
Friday 11 <sup>th</sup> April	

Notes...

# Self-certification / Out of lessons



## Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Time	Student signature

Insert medical exemption here (Head of Year)  
Review/end date:

## Student out of lesson record

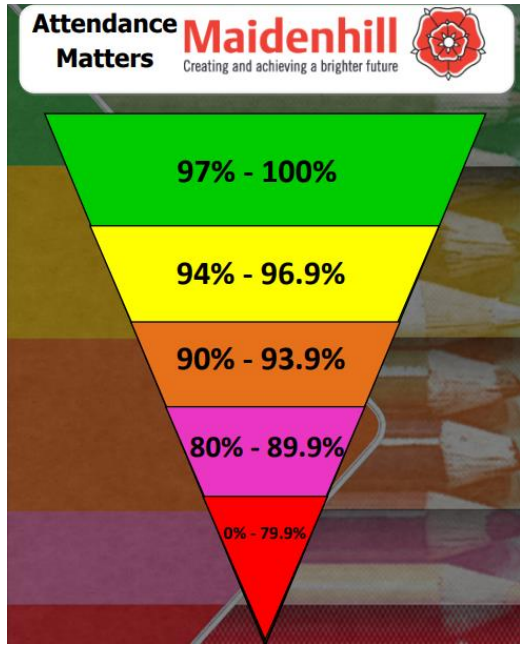
Date and time	Reason	Staff signature

Have a problem?  
Worried about someone or something?  
Need someone to talk to? Scan the QR code and let us know.

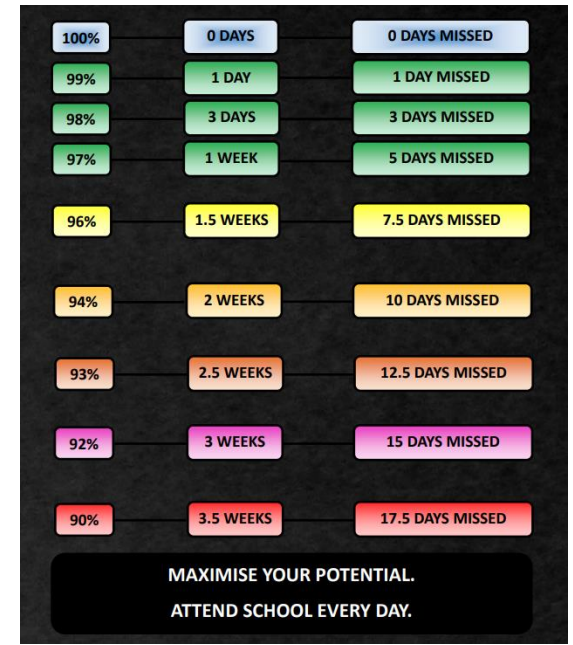
Reporting your concerns



# Attendance



Attendance Groups	
Green	Expected Attendance
Yellow	Risk of Underachievement
Amber	Serious Risk of Underachievement
Pink	Severe Risk of Underachievement (PA)
Red	Extreme Risk (PA)



## Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								
7								

# Home School Agreement and uniform expectations



## As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the “Maidenhill Expectations” for all students regarding their Behaviour for Learning and uphold the school’s expectations to ‘Be kind, Aspire, Persevere and Achieve’
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students’ learning and progress
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents’/carers’ on the day they are issued
- Interact positively with any school social media platforms.

Student Signature .....

## Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in when in the school building**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
  - Maidenhill skirt
  - Maidenhill shorts
  - Simple black belt
  - Maidenhill jumper



- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects



## Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
  - Plain black shorts with no logos
  - Black tracksuit bottoms with no logos
  - Maidenhill leggings
  - Maidenhill Skort
  - Plain black leggings with no logos

- ❖ Socks
  - White or black
  - Red needed for all fixtures
- ❖ Shoes
  - Suitable trainers
  - Optional studded boots for football/rugby



## Borrowed uniform items

Date	Item	Number	Returned

Home School Agreement and Uniform

# Equipment and acceptable use of the school ICT facilities



## Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check your timetable first. Here is a useful checklist.

### Essential requirements

- At least 2 black pens
- 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- Ruler
- Rubber
- Pencil Sharpener
- Scientific calculator
- Colouring pencils and/or colouring pens
- Headphones for music
- PE kit to be worn on days with PE or dance

### Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

## Network rules

**Never share your password with anyone** – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

**Never share your user area with anyone** – email files to a friend or home as an attachment, or use Office 365 “One Drive”

**Always log off before leaving a computer**

**Never tamper with ICT equipment**, if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

**Never give a stranger any information about you or your home**

**Always communicate with strangers politely** – ask a teacher to check before sending

**Don't suffer bullying** – report and give a printout of any email or other material that offends you to a teacher

**Avoid the spreading of computer viruses** – from the internet or home. Keep your home virus checking software up to date

**Do not attempt to download or install software** – use only the software provided

**Always give credit for information obtained from the internet**

**Do not eat or drink close to electronic equipment or in any computer room**

**Use your printing credits with care** – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

**The use of the internet at school must be in support of learning.** The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on [rmunify.com](http://rmunify.com). School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website ‘[thinkyouknow](http://thinkyouknow.co.uk)’ for essential and excellent advice on using the internet safely outside of school.





# Behaviour for Learning

At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

When you make good choices and follow the rules, you will be rewarded.

## Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and much more! We have end of term rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

## Consequences

**C2** – This is a verbal warning

**C3** – Issued with a BFL detention of 40mins

**C3r** – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1 day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term

**C4** – Isolation in the refocus room

**C4e** – Educated off site at an alternative provision

**C5** – Fixed term suspension

## C5 Exclusions

**If a student receives a C5 they will be excluded from school for a fixed period of time.**

Incidents for which a students may be excluded include:

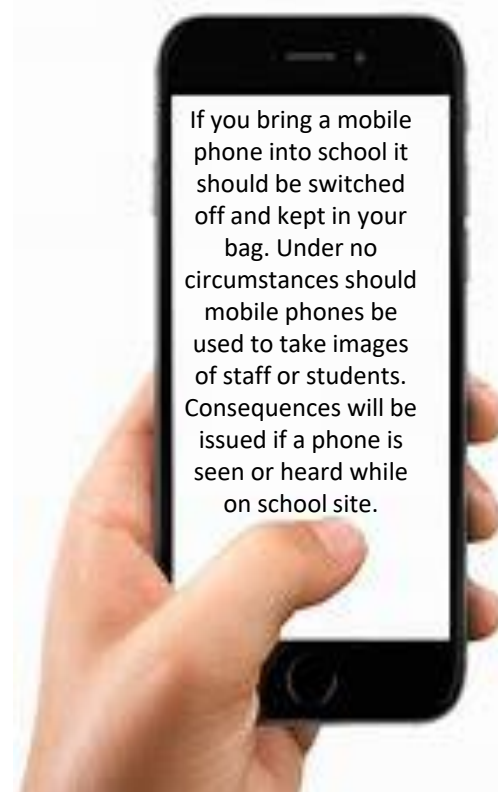
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

**In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:**

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).



If you bring a mobile phone into school it should be switched off and kept in your bag. Under no circumstances should mobile phones be used to take images of staff or students. Consequences will be issued if a phone is seen or heard while on school site.

**The following items are not allowed to be brought into school:**

- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, matches and lighters
- Tippex or other correcting fluids
- Aerosols
- Illegal substances
- Energy/fizzy drinks

*Smoking is not permitted in school or on the way to and from school. Students found to be smoking/vaping or in possession of smoking/vaping equipment will receive a significant sanction.*





## What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

### Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

### If you are being bullied, do not suffer in silence:

- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

### If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

### When you are talking about bullying, be clear about:

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

# Mock Timetable



Date	Period/s	Start time	Subject	Duration	Location	SEND
Monday, 17 March	1&2	9.00	Maths Non-calculator	1h30	Sports Hall	CR5
	3&4	11.25	Science - Biology	1h15	Sports Hall	CR5
Tuesday, 18 March	1&2	9.00	Science - Chemistry	1h15	Sports Hall	CR5
	3&4	11.00	English Language	2h00	Sports Hall	CR5
Wednesday, 19 March	1&2	9.00	Maths Calculator 1	1h30	Sports Hall	CR5
	3&4	11.25	English Lit	2h00	Sports Hall	CR5
Thursday, 20 March	1&2	9.00	Maths Calculator 2	1h30	Sports Hall	CR5
	3&4	11.25	Science - Physics	1h30	Sports Hall	CR5



**Exam name:** Component 2 English Language

**Exam length:** 2hrs

**Equipment needed:** Black pen and highlighter

**Topics covered:** 19<sup>th</sup> and 21<sup>st</sup> Century Reading and 2 x Transactional Writing Tasks

<b>Topic: 19th and 21st Century Reading</b>	<b>RAG</b>	<b>Revised</b>
a. Reading 19th and 21 <sup>st</sup> Century non-fiction texts		
b. Using retrieval skills		
c. Using inference		
d. Analysis skills		
e. Comparing two texts		
f. Evaluating		
g. Embedding quotations		



Topic: 2 x Transactional Writing Tasks	RAG	Revised
a. Ability to write in an appropriate format (e.g., letter, speech, article, report, review).		
b. Clear understanding of purpose, audience, and tone.		
c. Effective structuring with a clear introduction, middle, and conclusion.		
d. Use of varied sentence structures for effect.		
e. Coherent paragraphing with logical progression of ideas.		
f. Use of engaging and appropriate vocabulary.		
g. Application of persuasive and rhetorical techniques (where appropriate).		
h. Use of discourse markers for cohesion (e.g., however, furthermore, consequently).		
i. Use of discourse markers for cohesion (e.g., however, furthermore, consequently).		
j. Correct spelling, punctuation, and grammar.		



**Exam name:** Component 1 English Literature

**Exam length:** 2 hours

**Equipment needed:**

Black Pen  
and highlighter

Topic	RAG	Revised
<b>Text: Shakespeare</b>		
<b>Understanding characters</b>		
a. Ability to analyse how Romeo develops from an impulsive romantic to a tragic hero.		
b. Ability to explore Juliet's transformation from obedient daughter to independent thinker.		
c. Understanding of the Nurse's comedic and maternal role in Juliet's life.		
d. Ability to evaluate Friar Laurence's well-intended but flawed decisions.		
e. Understanding of Mercutio's role as comic relief and his cynical view of love.		
f. Analysis of Tybalt's aggression and its impact on the conflict.		
g. Understanding of the Prince's role as a figure of law and order.		
h. Ability to compare Benvolio's peace-making nature to Tybalt's hot-headedness.		



Topic	RAG	Revised
<b>Text: Shakespeare</b>		
<b>Understanding dramatic techniques</b>		
a. Use of dramatic techniques – soliloquy, sonnet, dramatic irony, foreshadowing, symbolism and imagery, word play and puns, motifs		
b. The role of the chorus – tragic structure		
c. Comic Relief: Understanding the role of humour (e.g., the Nurse, Mercutio) in contrast to the tragedy		
d. Analysis of contrast and juxtaposition to highlight themes or character traits.		
e. Ability to explore symbolism and imagery and their impact on the audience/reader.		
<b>Understanding themes</b>		
a. Love: Ability to analyse Shakespeare's presentation of romantic, unrequited, familial, and friendship love.		
b. Fate vs. Free Will: Understanding how Shakespeare uses omens, prophecies, and character decisions to explore destiny.		
c. Honour & Reputation: Understanding how male pride and honour lead to destructive choices (e.g., Mercutio, Tybalt, Romeo).		
d. Parental Control & Expectations: Analysis of how Juliet resists her parents' control over marriage.		
e. Death & Tragedy: Ability to explore how death is foreshadowed and its impact on the story.		
f. Conflict & Violence: Analysis of the family feud, masculine honour, and how violence drives the tragedy.		
g. Youth vs. Age: Exploration of how younger characters (Romeo, Juliet) clash with older figures (Capulets, Nurse, Friar).		

Topic	RAG	Revised
<b>Text: Poetry Anthology</b>		
<b>Understanding Poetry and its contexts</b>		
a. The Manhunt		
b. Sonnet 43		
c. London		
d. The Soldier		
e. She Walks in Beauty		
f. Living Space		
g. As Imperceptibly as Grief		
h. Cozy Apologia		
i. Valentine		
j. A Wife in London		
k. Death of a Naturalist		
l. Hawk Roosting		
m. To Autumn		
n. Afternoons		
o. Dulce et Decorum Est		
p. Ozymandias		
q. Mamez Wood		
r. Excerpt from 'The Prelude'		
<b>Understanding themes</b>		
a. Love and relationships		
b. Nature		
c. Death and Loss		
d. Effects of War		
e. Passage of Time		
f. Sense of Place		

# Afterschool Revision Sessions



Week	Day	Date	Month	Subject(s)
2	Monday	24	February	Staff meeting
	Tuesday	25	February	PE Art
	Wednesday	26	February	Maths and Statistics Music Drama
	Thursday	27	February	English History
	Friday	28	February	RS

1	Monday	3	March	Science
	Tuesday	4	March	Computer Science French Art
	Wednesday	5	March	Maths and Statistics Drama DT
	Thursday	6	March	Year 7 Parents' Evening
	Friday	7	March	Business Studies

2	Monday	10	March	History
	Tuesday	11	March	PE Art
	Wednesday	12	March	Maths and Statistics Music Drama
	Thursday	13	March	English Geography
	Friday	14	March	RS

1	Monday	17	March	Science
	Tuesday	18	March	Computer Science French Art
	Wednesday	19	March	Maths and Statistics DT
	Thursday	20	March	English History
	Friday	21	March	Business Studies

2	Monday	24	March	Staff meeting
	Tuesday	25	March	PE Art
	Wednesday	26	March	Maths and Statistics Music Drama
	Thursday	27	March	English Geography
	Friday	28	March	RS

1	Monday	31	March	Staff meeting
	Tuesday	1	April	Computer Science French Art
	Wednesday	2	April	Maths and Statistics DT
	Thursday	3	April	English History
	Friday	4	April	Business Studies

Afterschool Revision Sessions

# Afterschool / Easter Revision Sessions



2	Monday	7	April	Science
	Tuesday	8	April	PE
	Wednesday	9	April	Maths and Statistics
				Music
				Drama
	Thursday	10	April	English
Friday	11	April	Geography	
Easter				

Year 11 Easter Revision timetable

Week	Day	Date	Month	Subject(s)
Easter holidays	Monday	14	April	PE 10-11.30am
	Tuesday	15	April	Science 10-12pm
				Maths and Statistics 12.30-2.30pm
	Wednesday	16	April	English 10am-2pm
Thursday	17	April	History 10am-2pm	

## 10 STEPS

### to creating the PERFECT revision plan



Find out what you actually need to know: get the syllabus for each subject

1



Find out the dates: get the exam dates so you can plan

2



Identify your strengths and weaknesses: know where you need to focus your energy

3



Make a blank timetable: have several blank copies ready to fill in

4



Add in exam dates: fill in the dates so you know what to expect when

5



Add in subject areas: start with the areas you're least confident about

6



Add in breaks: schedule downtime and other activities - this is real life!

7



Use a timer: schedule blocks of study and time them to make sure you take breaks

8



Be accountable: ask someone you trust to check up on your progress

9



Check things off as you go: the satisfaction of seeing your progress is a great motivator

10

16



# Review Point 2



	Attitude to Learning	Attitude to homework	Organisation
<b>Outstanding because student...</b>	<p>...always engages with activities showing resilience when challenged</p> <p>...actively seeks ways to improve work and responds effectively to feedback</p> <p>...demonstrates consistently high levels of effort and focus</p>	<p>...always demonstrates high levels of determination and motivation</p> <p>...works hard to proof read IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows great pride in their presentation of homework</p>	<p>...is always on time to lessons and enters the classroom ready to learn</p> <p>...always brings correct equipment</p> <p>... always meets deadlines and is well prepared for tests, assessments and exams</p>
<b>Good because student...</b>	<p>...engages with activities often showing resilience when challenged</p> <p>...improves their work by responding to feedback</p> <p>...demonstrates high levels of effort and focus</p>	<p>...often demonstrates determination and motivation</p> <p>...proof reads IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows pride in their presentation of homework</p>	<p>...is on time to lessons and enters the classroom ready to learn</p> <p>...brings the correct equipment</p> <p>...meets deadlines and is prepared for tests and exams</p>
<b>Not yet good because student...</b>	<p>...sometimes engages with learning activities but can be passive</p> <p>...responds to feedback but doesn't always work hard enough at this</p> <p>...sometimes demonstrates high levels of effort and but not consistently</p>	<p>...sometimes demonstrates determination but sometimes effort is below expectation</p> <p>...checks IS for spelling, punctuation and grammar (SPAG) but could put more effort into this</p> <p>...could take more pride in their presentation of homework</p>	<p>...does not always arrive on time and/or is not always ready to learn.</p> <p>...sometimes forgets to bring the correct equipment for learning</p> <p>...sometimes does not meet deadlines and/or is not prepared for tests and exams</p>
<b>Urgent improvement required because student...</b>	<p>...rarely engages with learning activities but not at the standard expected</p> <p>...rarely improves their work by responding to feedback and doesn't put enough effort into this</p> <p>...can make poor choices regarding behaviour and/or disrupts the learning of others</p>	<p>...rarely demonstrates determination and effort is often below expectation</p> <p>...makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG)</p> <p>...rarely takes pride in their presentation of homework</p>	<p>...is often late to lessons and/or often enters the classroom not ready to learn</p> <p>... often lacks the correct equipment</p> <p>...often misses deadlines and/or is often unprepared for tests and exams</p>
<b>X</b>	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence <sup>17</sup>

# Review Point 2



Subject	Y11 Minimum Expected Grade	Predicted Grade
English language		
English literature		
Maths		
Combined Science		

**What is going well?**

Blank space for writing responses to 'What is going well?'

**My Easter holiday plan is...**

Blank space for writing responses to 'My Easter holiday plan is...'

# Term Time Revision Timetable Example



It's a good idea to create a revision timetable to help you make the most of your time and to ensure you've scheduled time for rest and play as well as for homework and revision. Everyone's timetable will be different, but below is an example to give you some inspiration. There is then a bank template for each week this term. (Then two more for Easter!)

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

# Term Time Revision Timetable



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

Term Time Revision Timetable

# Term Time Revision Timetable



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

# Term Time Revision Timetable



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

# Term Time Revision Timetable



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

# Term Time Revision Timetable



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

Term Time Revision Timetable



# Term Time Revision Timetable



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

# Term Time Revision Timetable



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

Term Time Revision Timetable

# Easter Revision Timetable



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



To do list

- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_

# Easter Revision Timetable

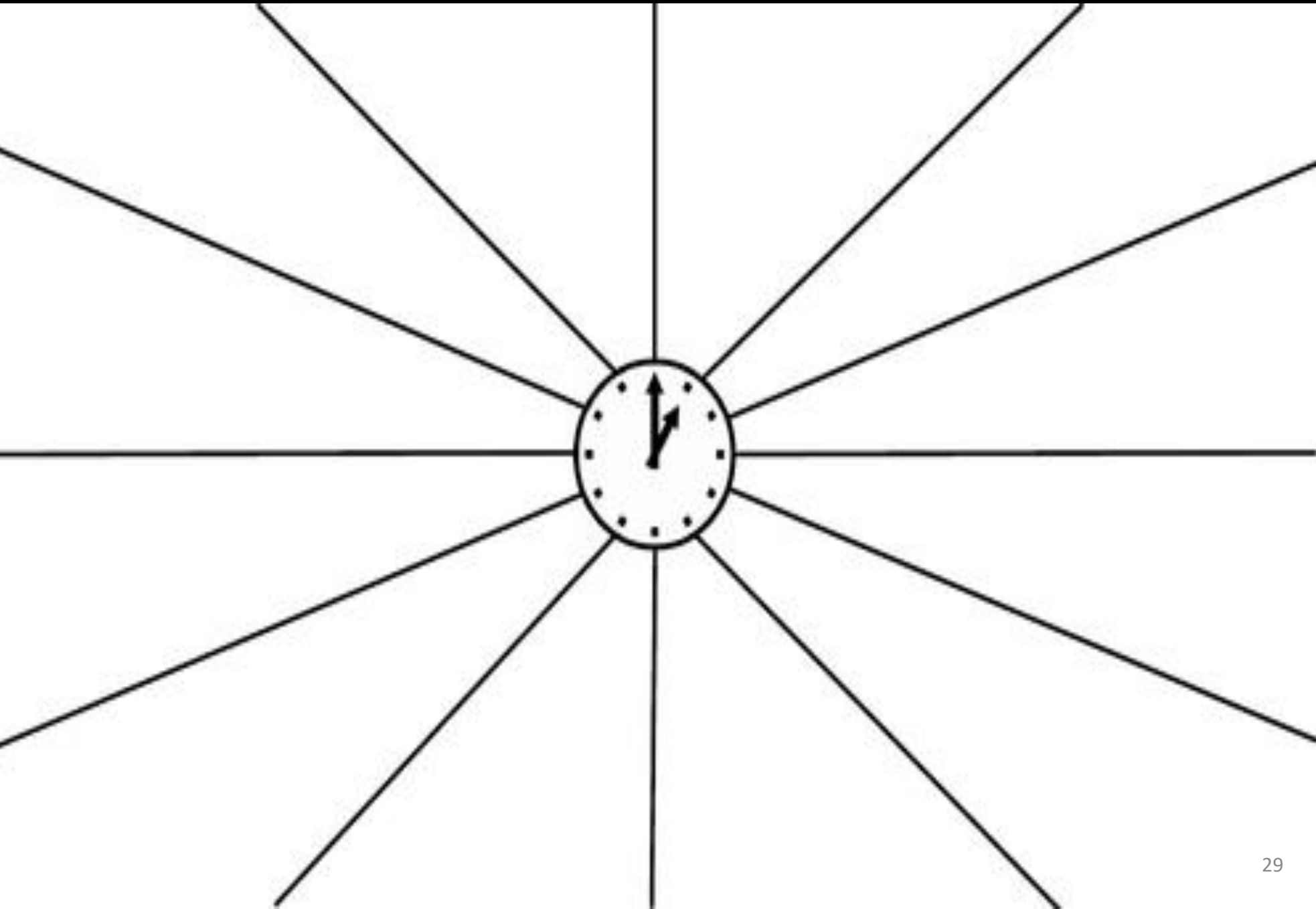


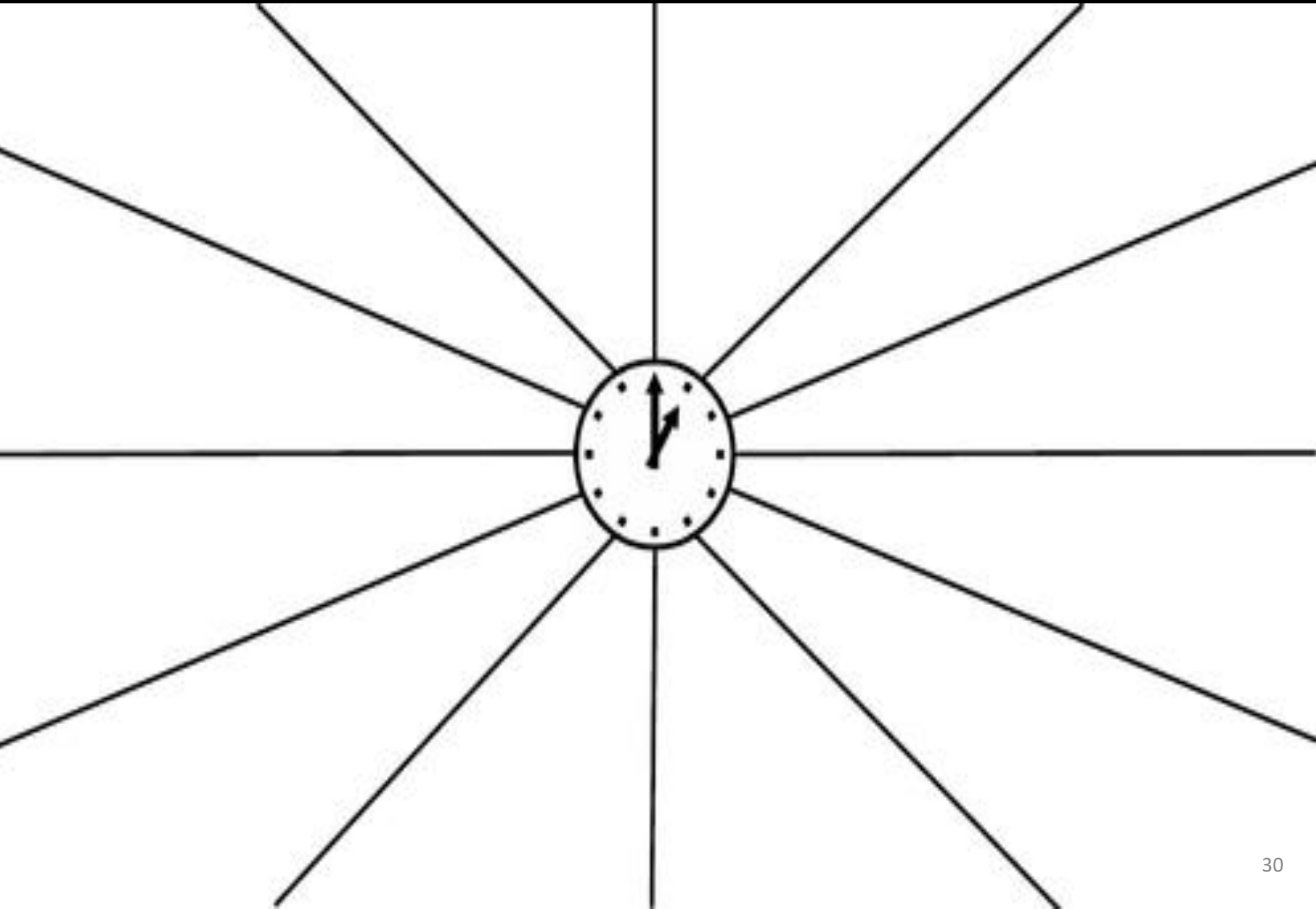
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



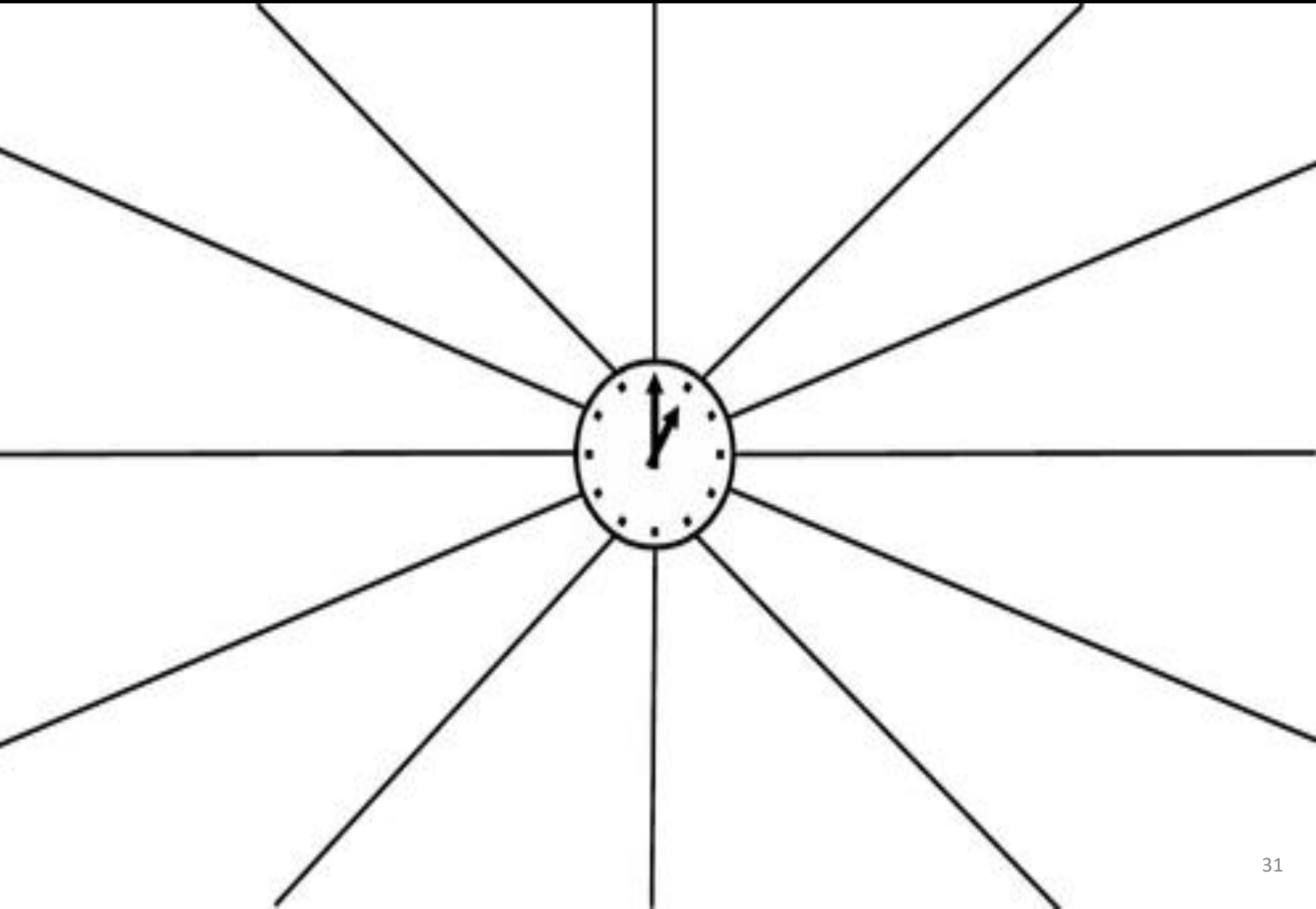
**To do list**

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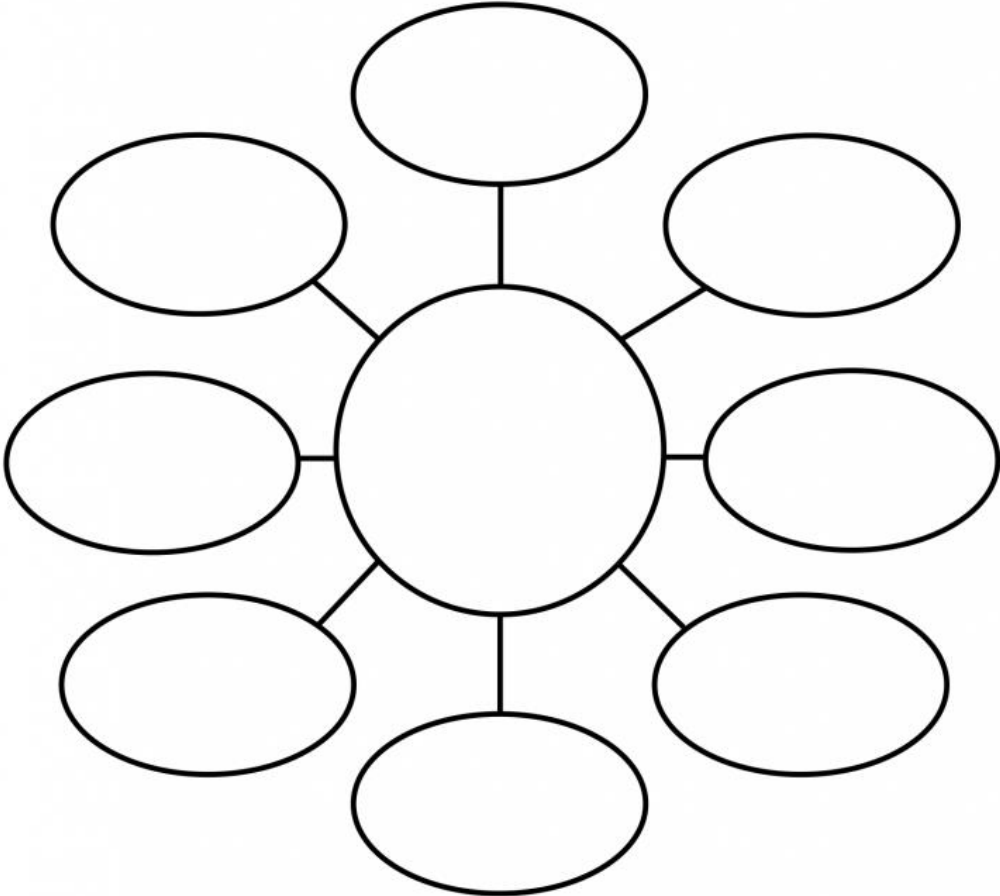




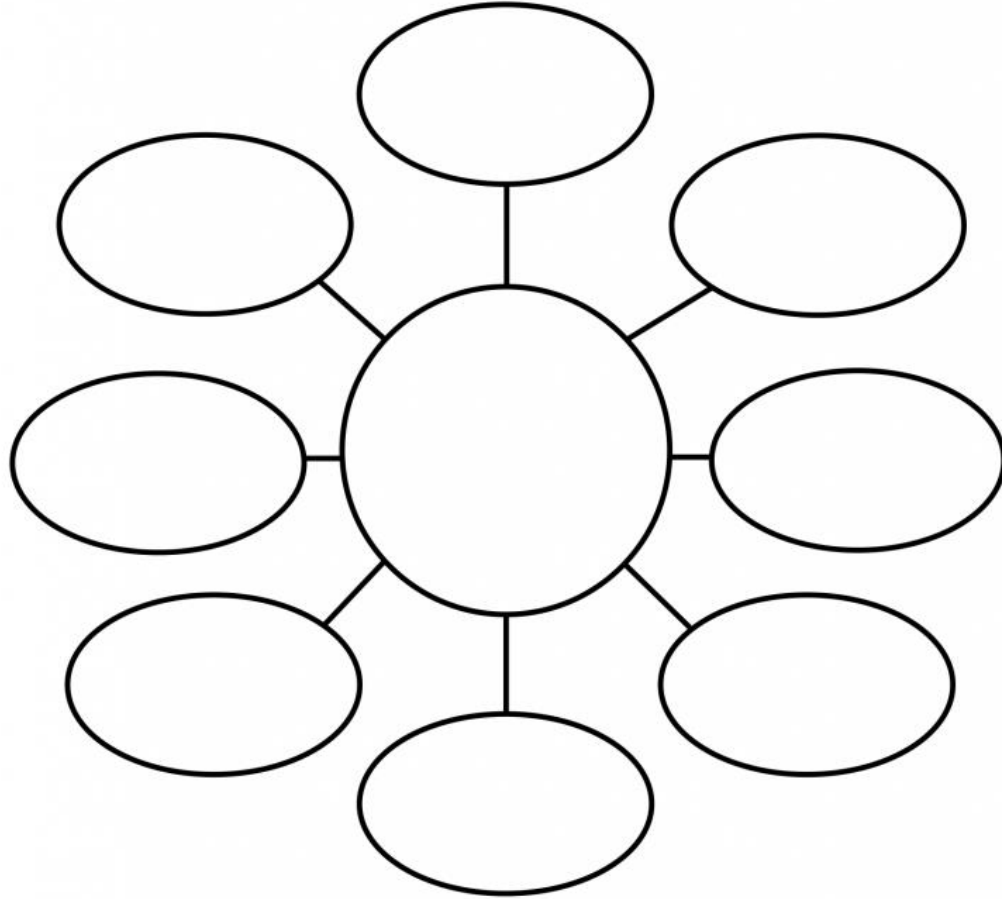
Revision Clock Template

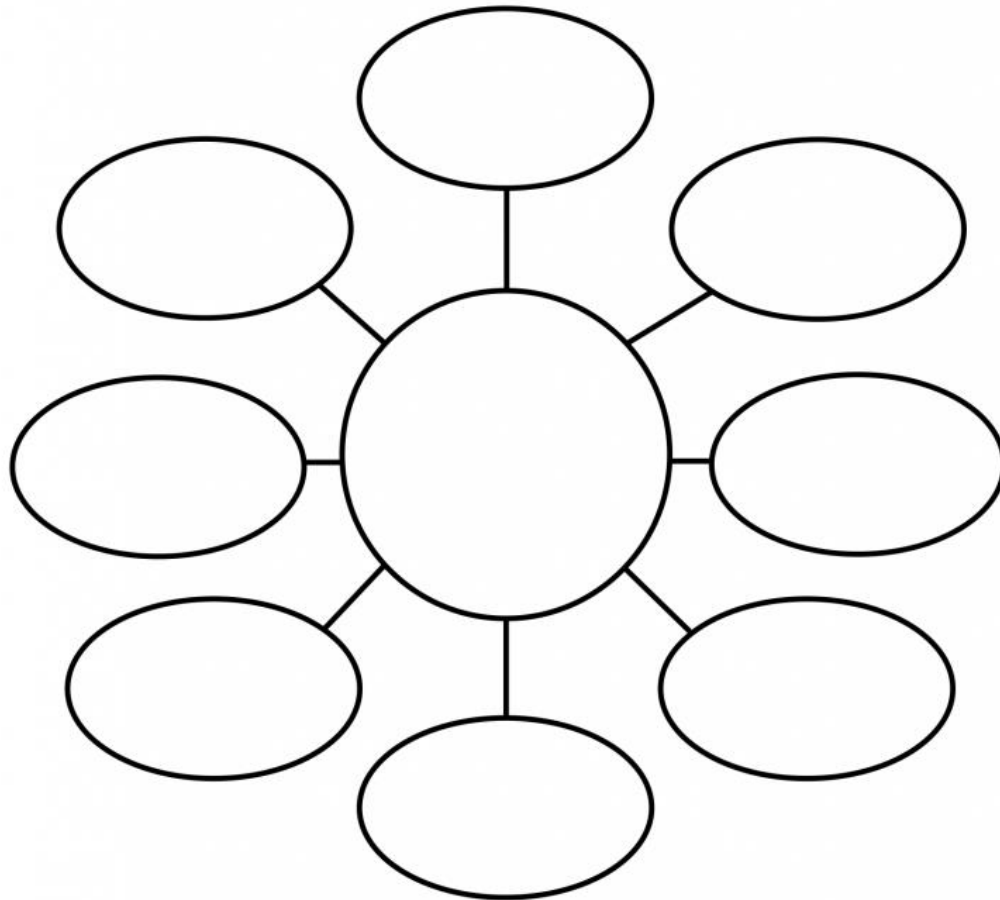


Revision Clock Template











## Information for candidates

### On-screen tests

With effect from 1 September 2024

This document has been written to help you.  
Read it carefully and follow the instructions.

If there is anything you do not understand ask your teacher.

#### A. Regulations – Make sure you understand the rules

- 1 Be on time for your on-screen test(s). If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the on-screen test.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your exams.
- 4 Only take into the exam room the materials and equipment which are allowed.
- 5 You **must not** take into the exam room:

- (a) notes;
- (b) AirPods, Earphones/Earbuds, an iPod, a mobile phone, a MP3/4 player or similar device, a watch, smart glasses or any other smart device.

Unless you are told otherwise, you **must not** have access to:

- (c) the internet, email, data stored on the hard drive, or portable storage media such as floppy disks, CDs and memory sticks;
- (d) pre-prepared templates.

**Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.**

- 6 If you have a watch, the invigilator will ask you to hand it to them.
- 7 **Do not** talk to or try to communicate with or disturb other candidates once you have entered the exam room.
- 8 If you leave the exam room unaccompanied by an invigilator before the on-screen test has finished, you **will not** be allowed to return.
- 9 **Do not** borrow anything from another candidate during the on-screen test.

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## B. Information – Make sure you attend your on-screen test and bring what you need

- 1 Know the date and time of your on-screen test(s). Arrive at least ten minutes before the start of your on-screen test.
- 2 If you arrive late for an on-screen test, report to the invigilator running the test.
- 3 If you arrive more than one hour after the published starting time for the on-screen test, you may not be allowed to take it.
- 4 Your centre will inform you of any equipment which you may need for the on-screen test.

## C. Calculators, dictionaries and computer spell-checkers

- 1 You may use a calculator unless you are told otherwise.
- 2 If you use a calculator:
  - (a) make sure it works properly; check that the batteries are working properly;
  - (b) clear anything stored in it;
  - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
  - (d) **do not** bring into the examination room any operating instructions or prepared programs.
- 3 **Do not** use a dictionary or computer spell checker unless you are told otherwise.

## D. Instructions during the on-screen test

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
  - (a) you have been entered for the wrong on-screen test;
  - (b) the on-screen test is in another candidate's name;
  - (c) you experience system delays or any other IT issues.
- 3 You may be given a question paper or the instructions may be on screen. In either case, read carefully and follow the instructions. **Do not** open the question paper until you are told that the exam has begun.

## E. Advice and assistance

- 1 If on the day of the on-screen test you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the on-screen test if:
  - (a) you have a problem with your computer and are not sure what you should do;
  - (b) you do not feel well.
- 3 You **must not** ask for, and will not be given, any explanation of the questions.

## F. At the end of the on-screen test

- 1 Ensure that the software closes at the end of the on-screen test.
- 2 If you are required to print off work outside the time allowed for the on-screen test, ensure that you collect your own work. You **must not** share your work with other candidates. Make sure that another candidate does not collect your printout(s).
- 3 **Do not** leave the exam room until told to do so by the invigilator.
- 4 **Do not** take any stationery from the exam room. This includes rough work, printouts or any other materials provided for the on-screen test.



## Information for candidates Using social media and examinations/assessments

**While we like to share our experiences online, when it comes to exams and other assessments, we have to be careful.**

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers



**Things to do on social media:**

- Have fun
- Be responsible
- Report any exam or assessment content you see to your teacher

**Things not to do on social media:**

- Buy/ask for/share exam or assessment content
- Pass on rumours of what's in exams or assessments
- Share your work
- Work with others so that your assessment is not your own independent work

**If you do any of the above activities, you may:**

- ! • Receive a written warning
- ! • Lose marks
- ! • Be disqualified from a part of or all of your qualifications
- ! • Be banned from taking exams and assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:  
[jqc.org.uk/exams-office/information-for-candidates-documents](http://jqc.org.uk/exams-office/information-for-candidates-documents)



## Information for candidates

### Written examinations

With effect from 1 September 2024

This document has been written to help you.  
Read it carefully and follow the instructions.

If there is anything you do not understand, especially  
which calculator you may use, ask your teacher.

### A. Regulations - Make sure you understand the rules

- 1 Be on time for all your exams. If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your exams.
- 4 You **must not** take into the exam room:
  - (a) notes;
  - (b) AirPods, Earphones/Earbuds, an iPod, a mobile phone, a MP3/4 player or similar device, a watch, smart glasses or any other smart device.

Any pencil cases taken into the exam room **must** be see-through.

**Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.**
- 5 If you have a watch, the invigilator will ask you to hand it to them.
- 6 **Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 7 **Do not** talk to or try to communicate with, or disturb other candidates once you have entered the exam room.
- 8 You **must not** write inappropriate, obscene or offensive material.
- 9 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 10 **Do not** borrow anything from another candidate during the exam.

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## B. Information – Make sure you attend your exams and bring what you need

- 1 Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
- 2 If you arrive late for an exam, report to the invigilator running the exam.
- 3 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
- 4 Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
- 5 You **must** write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

## C. Calculators, dictionaries and computer spell-checkers

- 1 You may use a calculator unless you are told otherwise.
- 2 If you use a calculator:
  - (a) make sure it works properly; check that the batteries are working properly;
  - (b) clear anything stored in it;
  - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
  - (d) **do not** bring into the exam room any operating instructions or prepared programs.
- 3 **Do not** use a dictionary or computer spell checker unless you are told otherwise.

## D. Instructions during the exam

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
  - (a) you think you have not been given the right question paper or all of the materials listed on the front of the paper;
  - (b) the question paper is incomplete or badly printed.
- 3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- 4 **Do not** start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and or the answer booklet. **Do not** open the question paper until you are told that the exam has begun.
- 5 Remember to write your answers within the designated sections of the answer booklet.
- 6 Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers.  
Make sure you add your candidate details to any additional answer sheets that you use, including those used for rough work.

## E. Advice and assistance

- 1 If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the exam if:
  - (a) you have a problem and are not sure about what you should do;
  - (b) you do not feel well;
  - (c) you need more paper.
- 3 **You must** not ask for, and will not be given, any explanation of the questions.



## F. At the end of the exam

- 1 If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order.

Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use. For CCEA examinations, any loose additional answer sheets should be placed **behind** your script.

- 2 **Do not** leave the exam room until told to do so by the invigilator.
- 3 **Do not** take any stationery from the exam room. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.





## Information for candidates

### Non-examination assessments

Effective from 1 September 2024

This document tells you about some things that you **must** and **must not** do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

If there is something that you do not understand, you **must** ask your teacher.

### Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher. They will then record the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you **must** write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained. You **must** **draw your own conclusions from the data**.

You **must** meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it. **Do not** share it with anyone, including posting it on social media. You must always keep your work secure and confidential. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

**Do not be tempted to use any pre-prepared or generated online solutions and try to pass them off as your own work - this is cheating.** Electronic tools used by awarding bodies can detect this sort of copying.

You **must not** write inappropriate, offensive or obscene material.

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## Research and using references

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

You can demonstrate your knowledge and understanding of a subject by using information from sources or generated from sources which may include the internet and AI. Remember, though, information from these sources may be incorrect or biased. You **must** take care how you use this material - you cannot copy it and claim it as your own work.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You **must** take care how you use this material though – you **cannot** copy it and claim it as your own work.

The regulations state that:

'the work which you submit for assessment **must** be your own';

'you **must not** copy from someone else or allow another candidate to copy from you'.

When producing a piece of work, if you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from. This is known as **referencing**. You **must** make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and **must** show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: [http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid\\_2621000/2621915.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm), downloaded 5 February 2025.

Where computer-generated content has been used (such as an AI Chatbot), your reference **must** show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2025. You **must** submit a copy of the computer-generated content with your work for reference and authentication purposes.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether this is necessary. Where required, your bibliography **must** list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

**If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.**

## Plagiarism

Plagiarism involves taking someone else's words, thoughts, ideas or outputs and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

**Don't** think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

## Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- you will be awarded zero marks for your work;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

**REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK.**