



# **Year 11 Information Evening 2018-19**

**Maximising your  
prospects for success**

# Revision

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# Effective Revision

- **Effective** revision prepares you, and gives you confidence
- Be positive about what you can achieve
- Don't tell yourself you "can't do it", or "it's too late anyway"

# Revision

- *Must be planned*
- *Must be active*

# Different revision techniques work for different people

- Research from 2012 suggest that there are two techniques that work for all people . . . .
- . . . and a variety of techniques that can work well for different people

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# Revision techniques that work well for different people

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# Highlighter pens

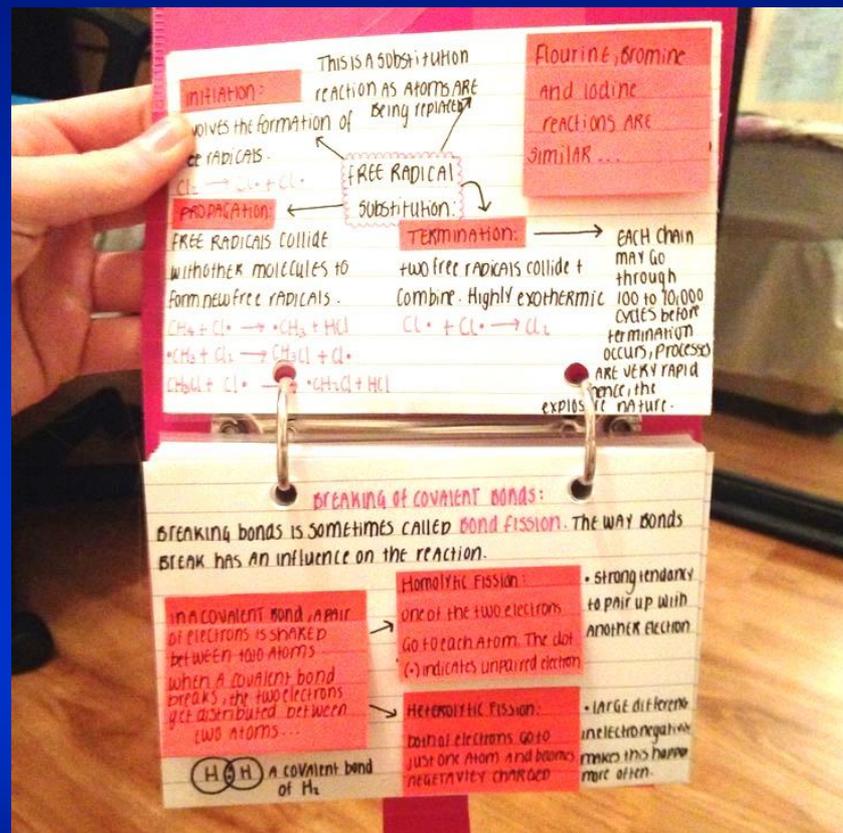
- A good starting point
- Don't just learn facts in isolation – see the bigger picture



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# Summarising notes

- Effective because it is an active process
- Is most effective when you have fully re-read and understood the original information

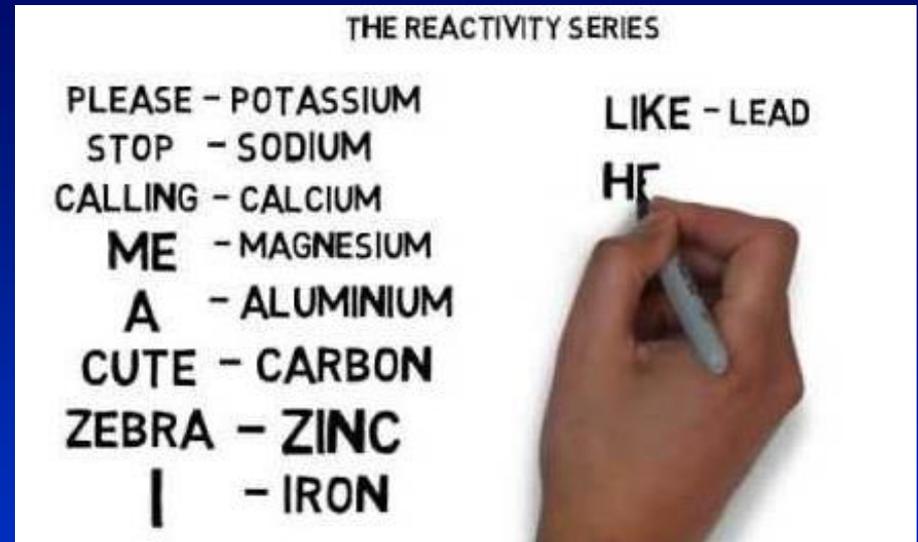


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# Mnemonics

- Useful for recalling facts that you key might need
- Won't really help you to understand ideas and concepts



## Micro Mnemonics

Factors that cause the demand curve to shift:

### **PASIFIC**

- P**opulation
- A**dvertising
- S**ubstitutes (price of)
- I**ncome
- F**ashion and Taste
- I**nterest Rates
- C**omplements (price of)

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# So, what works best?

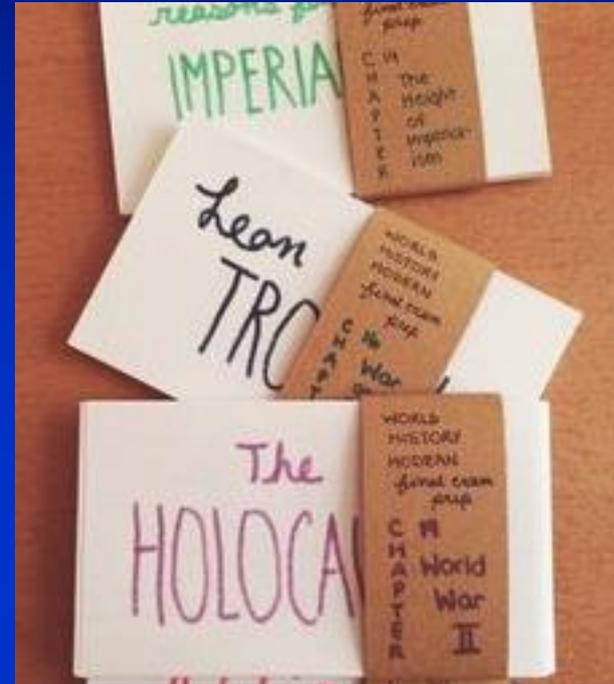
- Testing yourself, using **Flash Cards**
- Helps you to find out what you don't know



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# Flash Cards

- Write a word/question on one side
- On the other side, write the definition/answer
- Test yourself before you turn the card over
- Put 'don't knows' into a separate pile



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# Flash Cards

- Go back to the 'don't know' pile
- Re-test yourself **twice**
- If you still don't know, go back to your books and read again
- Re-test yourself 1 or 2 days later
- Test with a friend for extra support and challenge



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Research consistently  
suggests that **repeated**  
testing is an excellent way  
to learn

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# ... and the second (and most vital technique)?

- “Distributed Practice”
- Spacing out your revision over time
- Revising some topics from one subject ...
- ... and then moving on to a different subject

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Friday 10 May	Saturday 11 May	Sunday 12 May	Monday 13 May	Tuesday 14 May
<p><b>NOTE; DATES SHOWN ARE INCORRECT – EXAMPLE ONLY</b></p> <p><b>Space out subjects</b></p> <p><b>Decide main headings</b></p>		<p>Cold war development Berlin blockade U2 incident</p>	<p>Ergonomics  Smart materials</p>	<p>League of Nations Background Organisation</p>
		History	Product Design	History
		Friday 17 May	Saturday 18 May	Sunday 19 May
		<p>Product Life Cycle Consumer demand Choice</p>		<p>Manchuria and Abyssinia Saboteurs Invasion</p>
		Product Design		History
Monday 20 May	Tuesday 21 May	Wednesday 22 May	Thursday 23 May	Friday 24 May
<p>World War 2 - causes Treaty of Versailles Foreign policy</p>	<p>Manufacture One-off Batch Mass/Continuous</p>	<p>Inverse proportion  Compound Interest</p>	<p>Work of designers Analysis Criteria Quality Assurance</p>	
History	Product Design	Maths	Product Design	
Saturday 25 May	Sunday 26 May	Monday 27 May	Tuesday 28 May	Wednesday 29 May
Review	Testing		Testing	EXAM
History	Product Design	Maths	History	History p.m.

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# Cramming – does it work?

- Yes, intensive final revision works . . .
- **BUT ONLY** following distributed practice with repeated testing

# Revision needs to be active !

- Just reading text books won't work well
- Different techniques can work for different people
- Flash Cards and Distributed Practice work well for all
- Use past papers and then mark them; give extra time to the topics with which you struggle
- Start early

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# Revision resources

- Use your subject revision guides; they identify the topics for each unit
- You can easily access the school network Student Resources drive from home;



# Welcome to JMHS

## NEWS ALERTS :

Ofsted Inspection September 2017 [Read more](#)

## WELCOME TO

# John Masefield High School

John Masefield High School is an all ability 11-18 school situated in the market town of Ledbury. We are an Academy with Specialist

## Latest news



Details regarding incident on the Much Marcle bus this morning

... [Read more](#)

## Upcoming Events

Nov 16

Year 11 Information Evening

Nov 23

Staff Training Afternoon

# Subject information

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# AQA GCSE English Language

## All sets:

- Paper 1 4<sup>th</sup> June
- Paper 2 7<sup>th</sup> June
- Students need to complete all practice tasks, revisit marked work and use the study guide in the student resources area.

# AQA English Literature

## All sets:

- Paper 1 exam: 'Macbeth' & 'Dr Jekyll and Mr Hyde' 15<sup>th</sup> May
- Paper 2 exam: 'An Inspector Calls', set poems and unseen poetry 23<sup>rd</sup> May

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**Year 11. An essential element of success with responding to reading questions depends on developing critical style.**

**This means you must build paragraphs which include:**

**P – points which respond to the specific question**

**E – evidence and textual reference to support your point**

**T / A – Examples of techniques used in this evidence and analysis of its effects**

**L – A link back to contextual awareness / how this point is developed later in the text.**

Yr 11 - How to master a ...

Critically evaluative paragraph.

↳ must include. **DETAIL IS KEY**  
as are **connectives**

**P** - An **observational point** ideally **linked to authorial intention** - perhaps with a **contextual link**.

**E** - **Evidence** to support point in form of **reference to specific events** or in form of a **quote**. - can be **multiple pieces**.

**T/A** - **Close analysis** of a particular **method (technique)** including **sophisticated terminology** - where appropriate, **analysis of dramatic techniques**.

**L** - **link** your observations back to **relevant contextual understanding** / **expand on it** and show how it is **extended upon / contrasted** in the text

A01/A03	P - An observational point ideally linked to authorial intention - perhaps with a contextual link.
A02	T/A - Close analysis of a particular method (technique) including sophisticated terminology - where appropriate, analysis of dramatic techniques.
A01/A03	L - link your observations back to relevant contextual understanding / expand on it and show how it is extended upon / contrasted in the text

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This technique can be used to respond to English Language Paper 1 question 4 (worth a quarter of the marks on this paper) and all Literature questions on both papers.

Yr 11 - How to master a ...

Critically evaluative paragraph.

↳ must include. **DETAIL IS KEY**  
as are **connectives**

**P** - An **observational point** ideally linked to **authorial intention** - perhaps with a **contextual link**.

**E** - **Evidence** to support point in form of reference to specific events or in form of a **quote**. - can be **multiple pieces**.

**T/A** - Close analysis of a particular **method (technique)** including **sophisticated terminology** - where appropriate, analysis of **dramatic techniques**.

**L** - link your observations back to **relevant contextual understanding** / expand on it and show how it is **extended upon / contrasted** in the text

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*It is also essential to identify type of word or technique and analyse in detail in response to the questions on the two English Language papers that ask for an exploration of language. Across the two papers, there are 20 marks resting on this skill.*

0 2

Look in detail at this extract from **lines 6 to 11** of the source:

What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.

How does the writer use language here to describe the effects of the storm?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

0 3

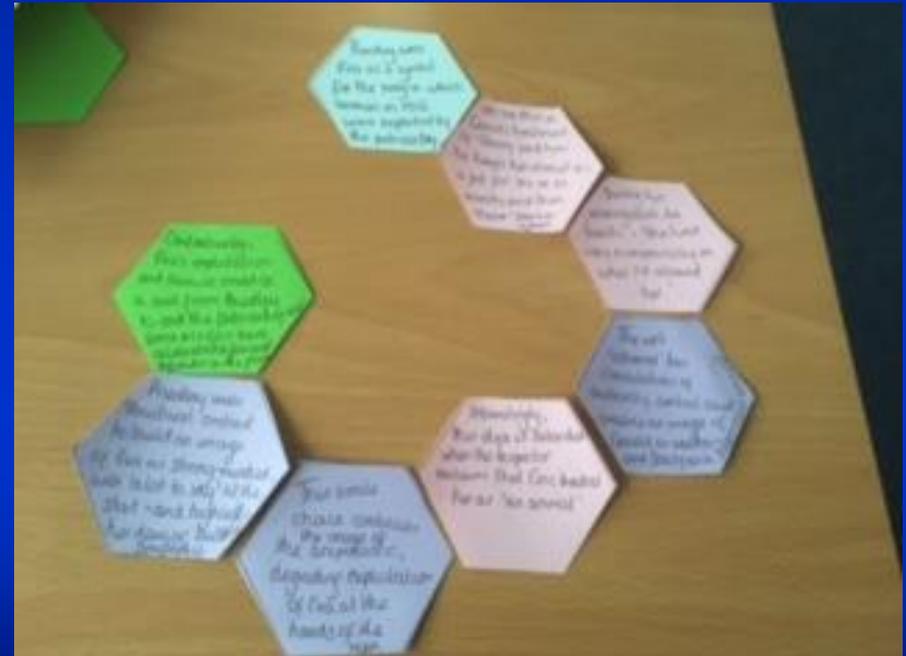
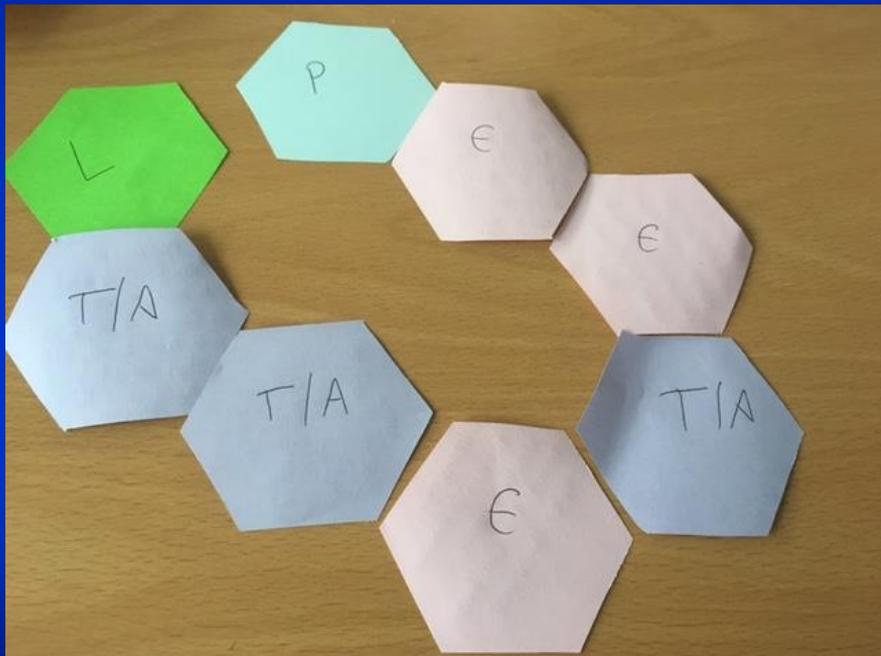
You now need to refer **only to Source A** from **lines 13 to 23**.

How does the writer use language to describe the storm?

[12 marks]

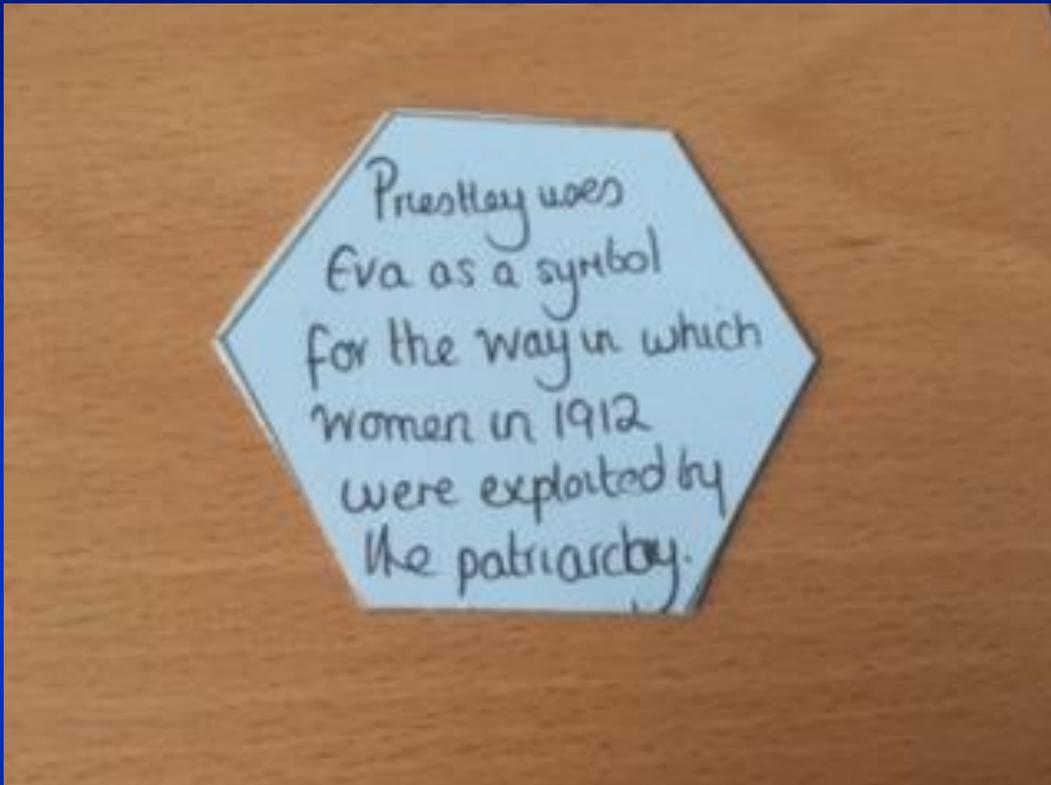
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**The visual memory responds well to colour.**  
Therefore, we will be assigning each element of PETAL with its own colour and building essay paragraph chains using these.



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**Question: How does Priestley portray Eva Smith in An Inspector Calls?**

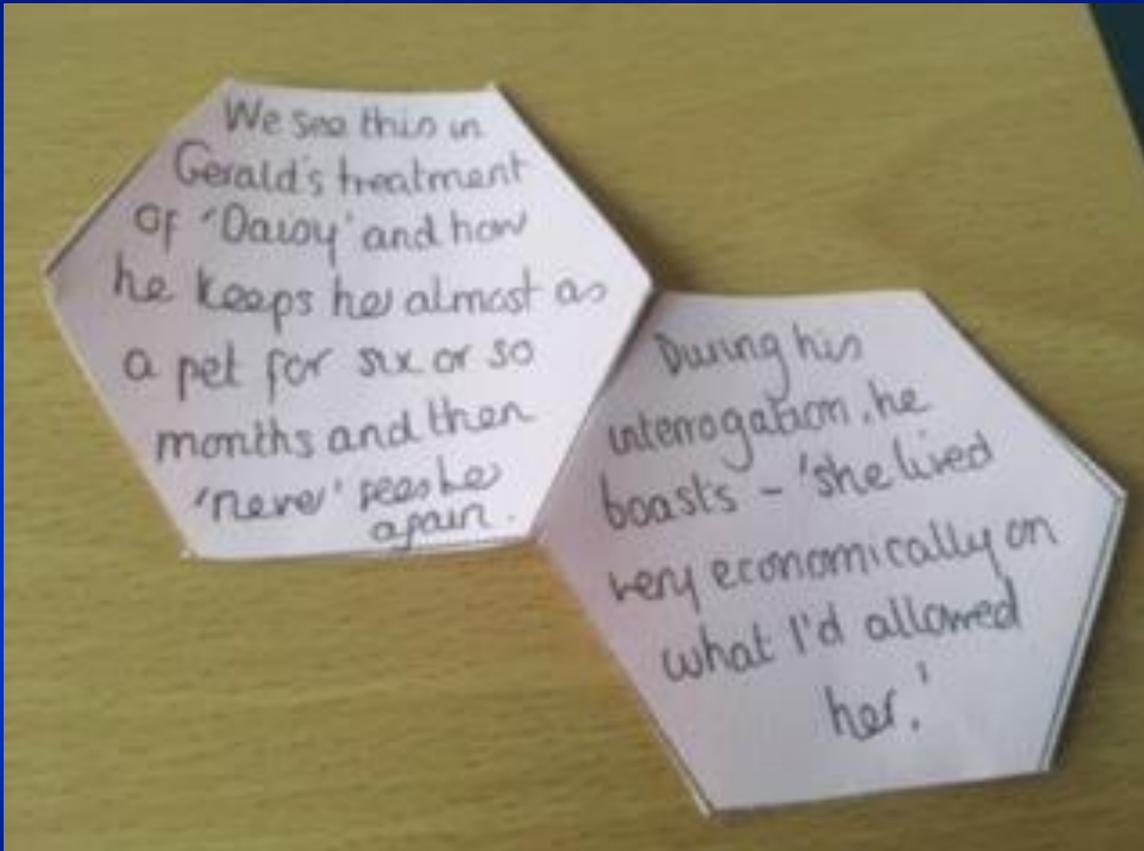


***P – points which respond to the essay title***

***Can you include a contextual element in your point?***

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## Question: How does Priestley portray Eva Smith in An Inspector Calls?

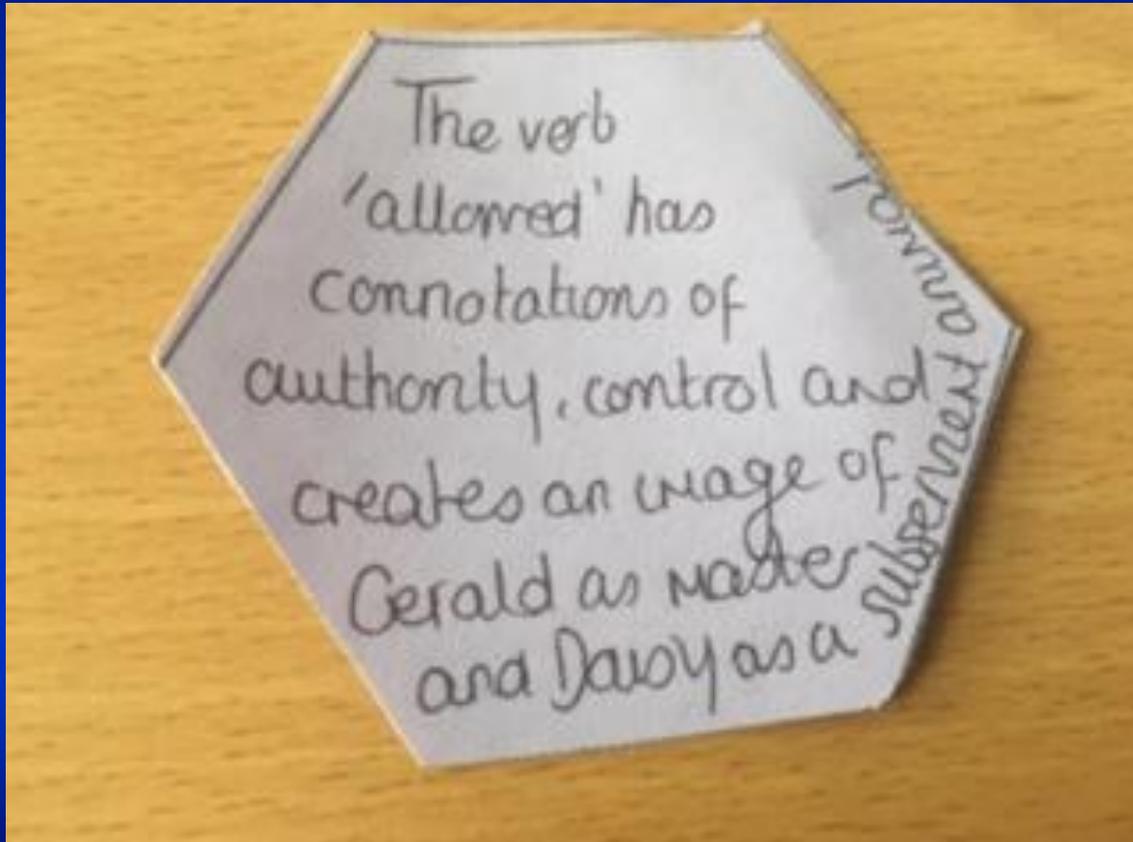


***E – evidence and textual reference to support your point***

***Can you group several bits of evidence under one point?***

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**Question: How does Priestley portray Eva Smith in An Inspector Calls?**

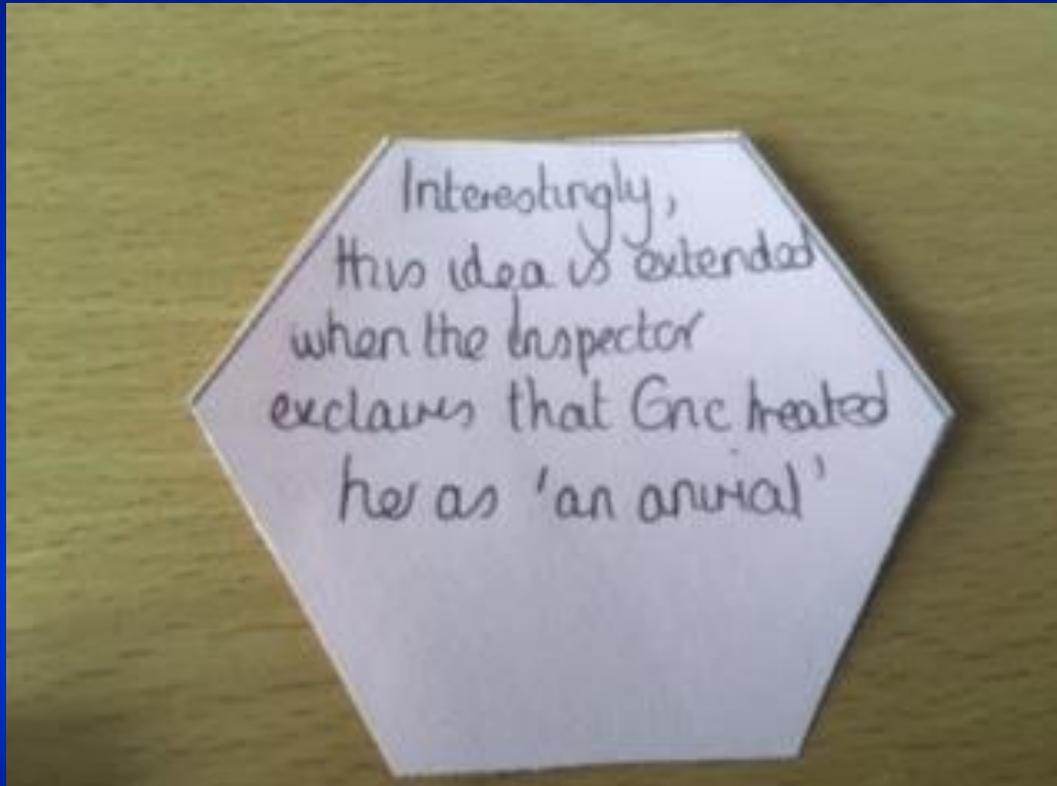


***T/A – Examples of techniques used in this evidence and analysis of their effects***

***Can you refer to technique and analysis more than once for each quote?***

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**Question: How does Priestley portray Eva Smith in An Inspector Calls?**

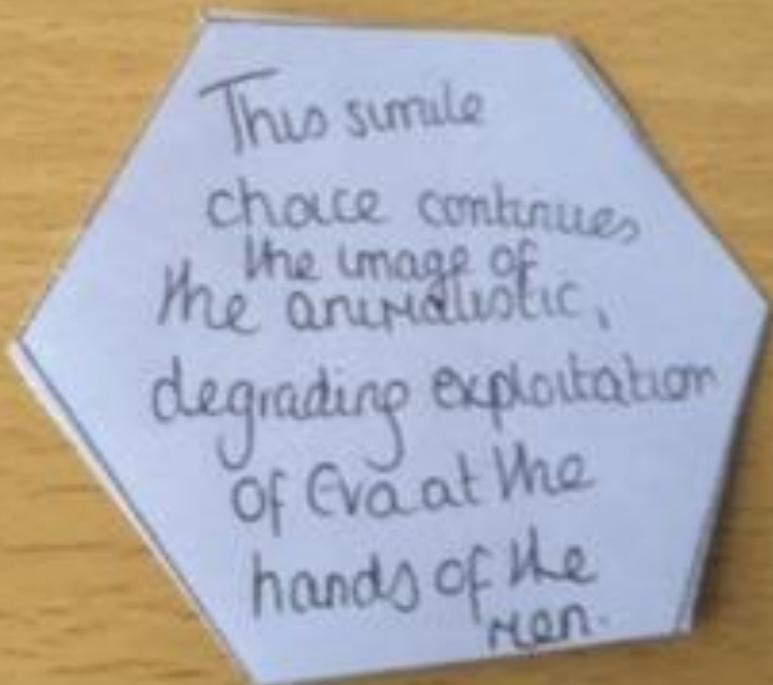


***E – evidence and textual reference to support your point***

***Can you use additional evidence to build on your point?***

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**Question: How does Priestley portray Eva Smith in An Inspector Calls?**



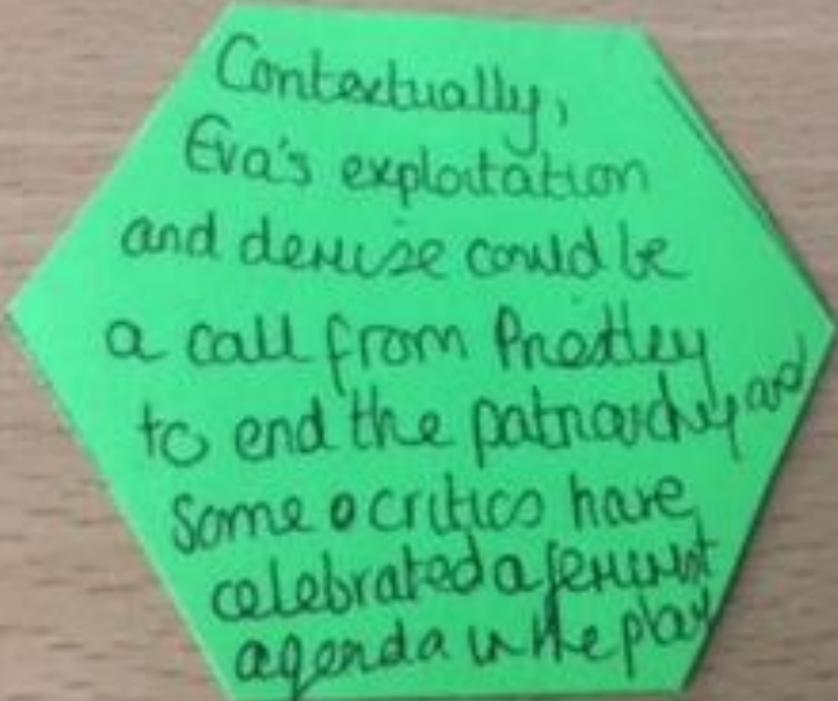
This simile  
choice continues  
the image of  
the animalistic,  
degrading exploitation  
of Eva at the  
hands of the  
men.

***T/A – Examples of techniques used in this evidence and analysis of their effects***

***Can you refer to technique and analysis more than once for each quote?***

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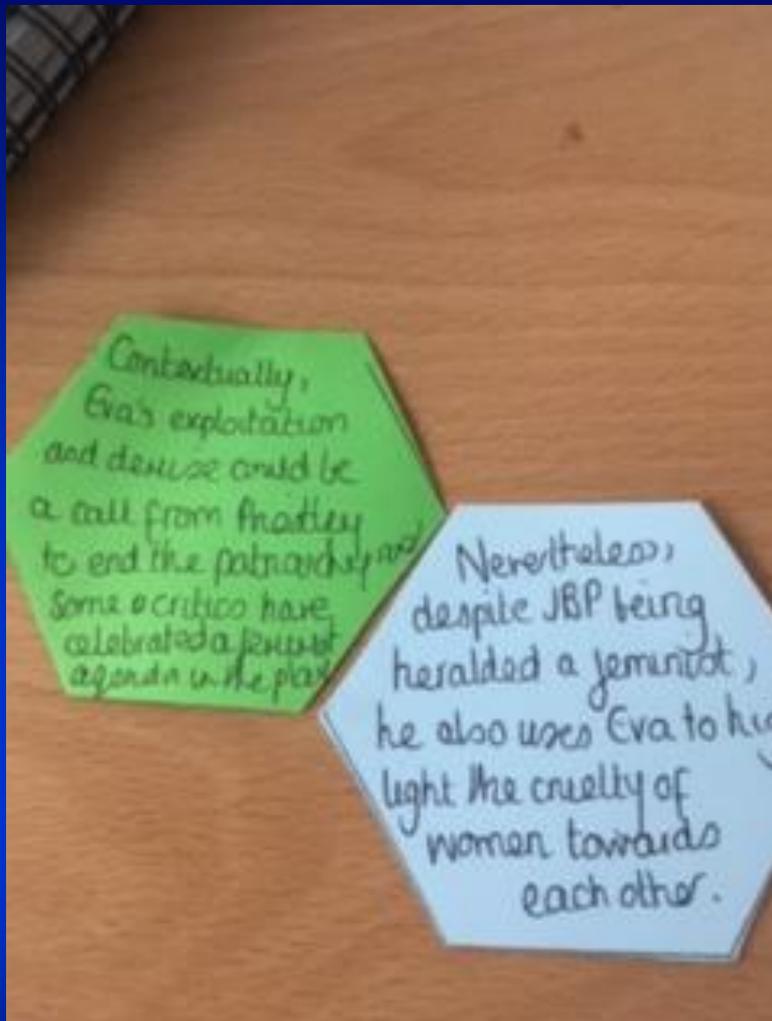
**Question: How does Priestley portray Eva Smith in An Inspector Calls?**



Contextually,  
Eva's exploitation  
and demise could be  
a call from Priestley  
to end the patriarchy and  
Some critics have  
celebrated a feminist  
agenda in the play

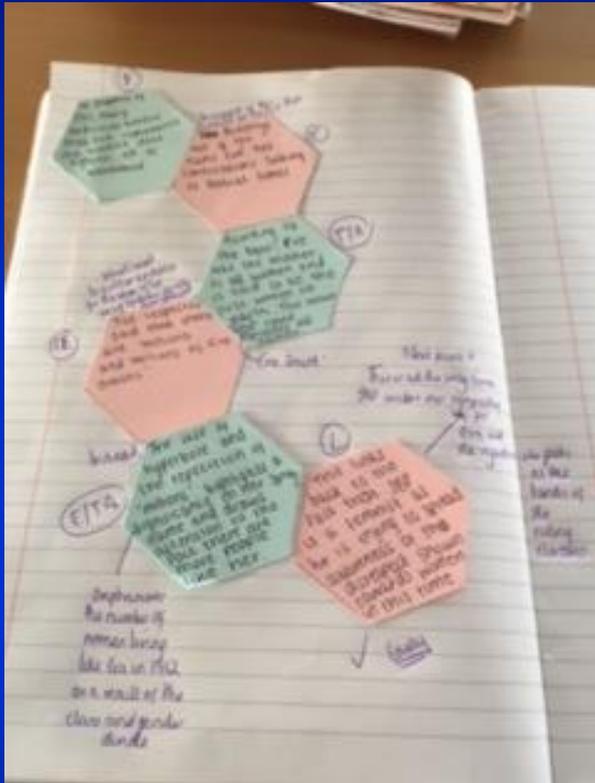
***L – A link back to  
contextual awareness***

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Notice how the  
second point links  
to and builds on the  
previous idea –  
that's essential to  
build a line of  
argument (A01)

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Read through the example paragraph produced by Em and Liv.

Does it meet all the success criteria?

Would you add anything? If so, what?

What evidence might you pick to support their next point.

As you do this, make sure ALL of your work is glued in. HWK Due Thursday – check if unsure.

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**REMEMBER  
THESE –  
essential  
for critical  
style!**

### Connectives for your exam

C – 1 point	B – 2 points	A – 3 points
Firstly	Initially	Primarily
Finally	In conclusion	In summation
Therefore	Subsequently	Consequently
In contrast	Contrastingly	Alternatively
In the same way	Similarly	Likewise

### OPINION WORDS

C – 1 point	B – 2 points	A – 3 points
With respect...	Arguably...	Fundamental to...
Potentially...	Questionable...	Paramount...
Unsurprisingly...	Crucially...	Unequivocally...
Unfortunately...	Depending on...	Categorically...
With the best will...	Generally...	Ultimately...

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are two questions on English Language Paper 2 ask you to compare: the first asks you compare details, the other asks you to compare writers' attitudes. It is very important to use words that show the texts are being compared throughout an answer.

Words to compare the texts:

In contrast

However

Unlike

In stead of

On the other hand

Whereas

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**both Language papers.**  
**These are worth 50% of the marks.**  
**It is very important that the task is read carefully – responses need to be appropriate to audience, purpose and need to be written in a way that shows this.**  
**The writing MUST be PARAGRAPHED – this is an important marking descriptor.**  
**Care needs to be taken over structuring**

0 5

A magazine has asked for contributions for their creative writing page.

**Either:**

Write a description of a stormy sea as suggested by this picture:



0 5

'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.'

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

(24 marks for content and organisation  
16 marks for technical accuracy)

**[40 marks]**

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# GCSE Maths

**AQA Foundation (1 – 5) and Higher (4 – 9)**

**3 Papers of equal weighting**

**All papers are sat at the same tier of entry and cover all content**

Paper 1 – 21<sup>st</sup> May (a.m.) Non-calculator

Paper 2 – 6<sup>th</sup> June (a.m.)

Paper 3 – 11<sup>th</sup> June (a.m.)

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# GCSE Maths

- Mr Price, Mrs Joseph – Higher tier
- Mr Hammond/Mr Colley, Mr Bullock, Mrs Loveridge – Foundation tier
- Mocks will confirm entry tier
- After school work session on a Monday, 3.15 – 4.15pm

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# Combined Science (Biology)

Exam	Topics
Paper 1 14 May	<ul style="list-style-type: none"><li>• Key concepts in biology</li><li>• Cells and control</li><li>• Genetics</li><li>• Natural selection and genetic modification</li><li>• Health, disease and the development of medicines</li></ul>
Paper 2 7 June	<ul style="list-style-type: none"><li>• Key concepts in biology</li><li>• Plant structures and their functions</li><li>• Animal coordination, control and homeostasis</li><li>• Exchange and transport in animals</li><li>• Ecosystems and material cycles</li></ul>

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# Combined Science (Chemistry)

Exam	Topics
Paper 1 16 May	<ul style="list-style-type: none"><li>• Key concepts in chemistry</li><li>• States of matter and mixtures</li><li>• Chemical changes</li><li>• Extracting metals and equilibria</li></ul>
Paper 2 12 June	<ul style="list-style-type: none"><li>• Key concepts in chemistry</li><li>• Groups in the periodic table</li><li>• Rates of reaction and energy changes</li><li>• Fuels and Earth science</li></ul>

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# Combined Science (Physics)

Exam	Topics
Paper 1 22 May	<ul style="list-style-type: none"><li>• Key concepts of physics</li><li>• Motion and forces</li><li>• Conservation of energy</li><li>• Waves</li><li>• Light and the electromagnetic spectrum</li><li>• Radioactivity</li></ul>
Paper 2 14 June	<ul style="list-style-type: none"><li>• Key concepts of physics</li><li>• Energy - Forces doing work</li><li>• Forces and their effects</li><li>• Electricity and circuits</li><li>• Magnetism and the motor effect</li><li>• Electromagnetic induction</li><li>• Particle model</li><li>• Forces and matter</li></ul>

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# Triple Science (Biology)

Exam	Topics
Paper 1 14 May	<ul style="list-style-type: none"><li>• Key concepts in biology</li><li>• Cells and control</li><li>• Genetics</li><li>• Natural selection and genetic modification</li><li>• Health, disease and the development of medicines</li></ul>
Paper 2 7 June	<ul style="list-style-type: none"><li>• Key concepts in biology</li><li>• Plant structures and their functions</li><li>• Animal coordination, control and homeostasis</li><li>• Exchange and transport in animals</li><li>• Ecosystems and material cycles</li></ul>

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# Triple Science (Chemistry)

Exam	Topics
Paper 1 16 May	<ul style="list-style-type: none"><li>• Key concepts in chemistry</li><li>• States of matter and mixtures</li><li>• Chemical changes</li><li>• Extracting metals and equilibria</li><li>• Separate chemistry 1</li></ul>
Paper 2 12 June	<ul style="list-style-type: none"><li>• Key concepts in chemistry</li><li>• Groups in the periodic table</li><li>• Rates of reaction and energy changes</li><li>• Fuels and Earth science</li><li>• Separate chemistry 2</li></ul>

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# Triple Science (Physics)

Exam	Topics
Paper 1 22 May	<ul style="list-style-type: none"><li>• Key concepts of physics</li><li>• Motion and forces</li><li>• Conservation of energy</li><li>• Waves</li><li>• Light and the electromagnetic spectrum</li><li>• Radioactivity</li><li>• Astronomy</li></ul>
Paper 2 14 June	<ul style="list-style-type: none"><li>• Key concepts of physics</li><li>• Energy - Forces doing work</li><li>• Forces and their effects</li><li>• Electricity and circuits</li><li>• Static electricity</li><li>• Magnetism and the motor effect</li><li>• Electromagnetic induction</li><li>• Particle model</li><li>• Forces and matter</li></ul>

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# Option subjects

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# Geography

- All students take 3 exams
- Paper 1 (37.5%) on **21 May** (1hr 30mins) Global issues (Hazardous Earth, Development Dynamics, Challenges of the Urban World)
- Paper 2 (37.5%) on **5 June** (1hr 30mins) Issues in the UK (Coasts, River, Geology, Settlement, Economy, Population) Fieldwork questions (Hereford and Tewkesbury)
- Unit 3 Decision Making Exercise (25%) on **13 June** (am 1hr 30mins) based on energy needs, forests and resource issues; plus a range of photo, map and graph interpretation questions

**Use the revision text book and revision question workbook to ensure confidence with terminology, key diagrams and most importantly CASE STUDIES**

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# History

- **OCR SHP GCSE B**
- Paper 1: Crime and Punishment, 1250-the present, and The Elizabethans, 1580-1603. (1 hour 45 minutes) **6<sup>th</sup> June**
- Paper 2: History around us – Ludlow Castle (1 hour) **3<sup>rd</sup> June**
- Paper 3: The Making of America, 1789-1900, and Living Under Nazi Rule, 1933-45. (1 hour 45 minutes) **11<sup>th</sup> June**
- Students have a personalised revision pack for each unit and are also expected to develop their own resources
- Teacher-made resources are provided as a model and include Foundation, Intermediate and Higher level notes as well as a wide range of model answers.
- From January all lessons will be revision or exam-skills based and homework will increasingly feature exam questions to be completed in realistic conditions whenever possible - please consider how to help your child to do this.

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# Modern Foreign Languages

AQA exam board. Foundation Grades 1-5 and Higher Grades 4-9.

A Final decision on the entry tier will be made after the mocks and practice papers.

- 4 exams – Listening, reading, writing & translation and speaking –  
All 4 skills are given equal weighting

To maximise success:

- This term students should attend extra support sessions during lunchtime or after school to prepare for the speaking exam just before Easter :  
Mrs Knight's class – Weds. lunchtime and after school.  
Mrs. Trezeux's class - Weds. lunchtime and Friday after school.  
Mrs Whitton's class- Mon. lunchtime, Weds. lunchtime and after school.
- Use of revision guide and workbook to practice all skills (self-marking).
- Learning of all subject vocabulary and key language for the speaking exam.
- Revision of all grammar and in particular tenses and raise the grade list!

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# GCSE Design Technology

- **Unit 1: 50% Examination (24<sup>th</sup> May)**
- Ensure you revise each of the topic areas listed on your revision guidance.
- DT revision guides and workbooks have been issued. See Mrs Fox if you don't have yours.
- Students may also use their corrected mock exam paper for practise and revise from, ensure that you read questions carefully to avoid losing marks.
- Make use of your revision resources. Quiz yourself regularly from these or the revision guide. Practise applying your knowledge to possible design or manufacture scenarios.
  
- **Unit 2: 50% Coursework:**
- Students need to be working through the important design folder tasks and completing each section fully by the identified deadlines set by Mrs Fox.
- Coursework deadline: Wednesday 10<sup>th</sup> April.
- ICT facilities in room 9 and workshop are open to students afterschool every Wednesday and most other days by arrangement with Mrs Fox.

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# GCSE Food preparation and Nutrition

## Component 1: 50% Examination

- Revise each commodity (Commodity front cover sheets in folders has a breakdown of topics covered)
- Buy/use the Revision guide and workbook to revise these topics
- WJEC website (click on Eduqas on home page and then search for course) has some revision material you could use.
- The student area has a revision file in with plenty of revision resources that can be used (W:\DT\KS4\GCSE Food preparation and nutrition\Lessons)
- Use revision packs to create concise revision cards and notes

## Component 2: Assessment 1 – 15%, Assessment 2 – 35%

- Assessment 1 complete
- Assessment 2 completion just after Spring half term

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# GCSE Art

## Unit 1: 60% coursework

- All Students should have finished their art coursework unit.
- Some students may have bespoke tasks to complete which have been identified to ensure they have covered the grading criteria.

## Unit 2: 40% externally set task (exam)

- Students have chosen one starting point from the exam paper (released in January) and must be working through their project tasks. This follows the same format as coursework so students should be confident in what is required and have been given a suggested timeframe guidance sheet to help them.
- It is important that student take personal responsibility to their progress and ensure that they maintain a consistent standard.
- The Art room is open to students at lunch breaks and afterschool every Tuesday and Thursday and most other days by arrangement with Mr Stevenson. There will in addition be a one day Easter break Support session (Date TBC)
- **Students will need to hand in their preparatory work at the first of the two 5-hour exam sessions in the week commencing the 29<sup>th</sup> April.**

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# GCSE Dance

- Component 1 Performance and Choreography 60% - Thorough preparation and rehearsal in your own time is essential. You will have priority access to the Theatre at lunch times on Mondays and Fridays. The 'shift' and 'breathe' solos and duet performances should be completed and filmed by now. The choreography work deadline is Friday 29th March
- Component 2 Dance Appreciation 40% - The 1.5 hour written exam will take place Thursday 13th June. Ensure you have detailed notes in preparation that fully covers the 6 professional works from the GCSE Dance Anthology. You should also revise all key terminology outlined in the revision guide in student resources. Revision sessions will take place Monday lunch times from April up to the exam.

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# GCSE Drama

- Performance exam will take place in on Thursday 13th March 2019.
- Scripts must be chosen shortly with lines learned by February half term.
- Written paper will take place on 17 May. Revision sessions available Thursday lunchtime in Room 159. Make sure you have detailed notes on the productions seen: *Things I know to be true* and *The Tin Drum*. Re-read *The 39 Steps* thoroughly. Ensure that your drama vocabulary is secure.

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# GCSE Music

## Unit 1: Performance

- Mock ensemble performance – 25<sup>th</sup> Feb
- Recording of all solos and ensembles – 18<sup>th</sup> March
- Practice your pieces regularly at home

## Unit 2: Composition

- Both compositions need to be finished by 5<sup>th</sup> April
- Half term revision/composition date – Thursday 21<sup>st</sup> Feb
- After school catch up sessions every Monday after school

## Unit 3: The Exam – Tuesday 4 June

- Listen to music from the 4 areas of study (including 2 set pieces) regularly, even when doing other homework
- Match up your notes to what you can hear
- Check understanding of vocabulary and talk to Mrs Goldup about any you are unsure of

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# GCSE PE

Paper 1: Wednesday 15 May – 9:00 am;

- 1h: 15 mins, 78 marks (Applied Anatomy and Physiology, Movement Analysis, Physical Training, use of data)

Paper 2: Friday 17 May – 1:00 pm;

- 1h: 15 mins , 78 marks (Sports Psychology, Socio-cultural influences, Health, fitness and well-being, use of data)

Coursework and practical grades due in April 2019

(do not confuse this with the submission deadline)

Come to practical club after school on Fridays (3:30 – 4:15)

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# BTEC Business

Students may:

- Improve earlier units to raise their overall grade.
- Focus on completing current coursework to ensure their final grade is maximised.
- Revise for a 3<sup>rd</sup> April re-sit exam

Afternoon registration time support is available to all students on Tuesdays from 1:45 to 2:15 pm

Location: Room 41

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# Creative iMedia ICT

Students may:

- Improve earlier units to raise their overall grade.
- Focus on completing current coursework to ensure their final grade is maximised.

After school support is available to all students on Monday and Tuesdays from 3.20 – 4:30 pm

Location: Room 42

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# How can parents / carers help?

## Creating the best conditions:

- A quiet place to work with good lighting
- A table which gives enough room for books and other materials
- Resources (pens, pencils, colours, highlighters, paper, notes, books) close at hand
- A comfortable chair – but not too comfy!
- Encourage the removal of things that present distractions
- Offer to test and fire random questions

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# Looking after yourself

- Brains use energy and burn calories – they need feeding, watering, exercise and rest
- Examination time is not a good time to diet
- Try to eat breakfast; lunch and dinner
- Eat healthy snacks
- Drink water – avoid caffeine and sugary drinks
- Try to get enough sleep; older teenagers need around 9 hours of sleep per night

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# Key dates

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<b>Date</b>	<b>Event</b>
15 Feb	Exam timetable for summer issued
18 – 22 Feb	Half-term holiday – some revision sessions in school. Details were sent last week via ParentPay
After 25 Feb	Mock exam results and follow-up Sixth Form interviews
15 - 26 April	Easter holiday – some subject revision sessions in school (details to follow). School is also closed on 29 April for staff training.
30 April	Summer term starts

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<b>Date</b>	<b>Event</b>
10 May	Final Prom payment required (details to follow)
14 May	<b>GCSE exam season starts</b> All students must be in normal school uniform when in school, including for exams
27 - 31 May	Half-term holiday
<b>17 June</b>	<b>Final GCSE exam</b>
<b>National contingency provision for disrupted exams up to and including Wednesday 26 June – please make no holiday arrangements before this date.</b>	

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<b>Date</b>	<b>Event</b>
28 June	Year 11 Prom at Alexander Park; 7 pm - 11 pm
1 – 2 July	Year 11 Sixth Form transition programme; Timetables and further information will be sent out after Easter Holidays.  Please avoid booking National Citizen Service events on these dates.
22 August	GCSE results available in school between 9.30 am and 11.30 am

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# Year 11 timetable

- Students who complete BTEC subjects, or iMedia before *May* will remain in their class but may use the time to revise for other subjects
- From *Monday 13 May*, alongside GCSE exams, normal subject lessons will continue, taught by the class teacher and focused on revision
- Extra classes immediately before exams will also be arranged

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# Key points

- As in previous years, there will be no 'study leave' – subject lessons will continue until that subject's final exam has taken place
- Lessons will continue after half-term (from 3 June)

# Examination information

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# Exams

## Exam Results

[Exam Results Summary Summer 2018](#)

[Exam Results Summary Summer 2017](#)

[Exam Results Summary 2016](#)

[Exam Summary Summer 2015](#)

## Exam Times

Following a review of exams procedures JMHS will now start all morning exams at 9:00 and all afternoon exams at 13:00. Students must ensure that they arrive at the exam venue at least 20 minutes before the start time of the exam. Parents will need to ensure that suitable travel arrangements exist for students where exams finish after normal school hours.

## Equipment required for Exams

Please can Students and their Parents ensure that they bring the appropriate equipment to all exams. To avoid delays at the start of the exam disadvantaging all candidates, equipment will not be lent out in the exam venue until the exam has commenced, hence students need to ensure that they arrive at the venue with all of the equipment that they require:

## Students

[Sports](#)

[Exams](#)

[IT Information](#)

## Latest News

[Student Photo Competition](#)

[Story Time at the Library for LPS](#)

[Inspirational Music at JMHS](#)

[JMHS is Open 1/2/19](#)

[Weather alert for possible snow](#)

## Events

[Careers Fair](#)

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Controlled Assessment is similar to coursework in many ways but is carried out under supervised conditions. It aims to give candidates an opportunity to show what they know about a certain topic or area of a subject. For more information see the [JCQ Notice to candidates – controlled assessments](#) or this [guide in plain English](#).

### **Avoiding plagiarism**

Ofqual, in partnership with plagiarismadvice.org, has published three new guides to give teachers, students and parents/carers a greater understanding of how to produce honest, authentic and correctly referenced work. The guides are available for download from <http://www.ofqual.gov.uk/plagiarism> The [Student Guide – Using Sources](#) describes how sources can be checked for authenticity, authority and accuracy using a range of techniques including specific advice about popular wiki resources, such as Wikipedia – which the guide highlights as an excellent starting point for research – so long as the material is verified using authoritative sources!

The [Parents' Guide](#) includes additional background information on the subject of plagiarism.

### **Dates for forthcoming exams**

TBA

### **Results days**

<b>Series</b>	<b>Results available</b>
Summer 2019 AS and A2	Thursday 15 August
Summer 2019 GCSE	Thursday 22 August

All of the exams are run to the rules set out by the [Joint Council for Qualifications](#)

### **Information for Candidates 2018-19**

**Candidates attention is drawn to the following documents:**

[Y11 Important exam information for candidates](#)

[Y13 Important exam information for candidates](#)

[Warning to Candidates](#)

[Privacy Notice](#)

[No Mobile Phones](#)

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# Exams

- You **must** be on time for all your exams. If you are going to be late for an exam, please let us know by phone as soon as you can
- Please give the House Office your mobile phone number – it will only be used to call you if you are not present at an exam
- Please ensure that you bring the correct equipment to each exam; this must include a BLACK pen. Please provide your own calculator. The school cannot guarantee to provide equipment.

# Exams

- **Possession of a mobile phone/smart watch** or other unauthorised material **is breaking the rules** – you will be subject to penalty and possible disqualification
- You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the exam room
- You **must** follow the instructions of the invigilator

# Exams

- Write your legal name on exam papers (as shown on desk slips)
- Wrist watches must be removed and placed on desks
- There is no 5-minute warning – use the clock

# Careers Advice

- Independent careers advice from Mrs Rose. Parents/carers are welcome to make contact & attend with your child
- [rebecca.rose@jmhs.hereford.sch.uk](mailto:rebecca.rose@jmhs.hereford.sch.uk)
- Mrs Rose works at JMHS on Tuesdays
- If you are **not** planning to join JMHS Sixth Form, you must ensure that you have a written offer of a college place, and note any conditions attached to the offer

# Careers Advice

- If you are seeking an apprenticeship, ensure that you have also secured a place at college as security
- These students should contact Mrs Rose **immediately**

# Careers Advice

- When you are offered an interview please make every effort to attend; if you can't attend you **must** notify the college in advance and re-arrange
- Please see Mrs Rose on a Tuesday if you need any help with contacting the college

# Careers Advice

## Two useful links;

For parents and carers wanting to help their child move forward, and make the right decision for them;

- [www.parentalguidance.org.uk](http://www.parentalguidance.org.uk)

Lots of information and advice for students;

- <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

# Year 11 Prom

- Prom payment by 10 May
- Year 11 Prom – Friday 28 June from 7 pm until 11 pm at Alexander Park
- **Attendance at the Prom is based on excellent effort, excellent attendance and excellent cooperation in school**
- **Parents/carers have already been sent a letter via ParentPay regarding the Year 11 Prom. Please read this carefully**

# Sixth Form

Weeks beginning 4 and 11 March	3rd Round Sixth Form Interviews
Monday 1 July and Tuesday 2 July	Y11 Transition Programme; timetables and further information will be sent out after Easter Holidays. Please avoid booking National Citizen Service events on these dates.
Thursday 22 August	GCSE results. Please enrol on your Sixth Form courses on this day if you can. Advice and support will be available
Wednesday 4 September	Term starts at 8.50am in the Sixth Form Centre. Students will be given an induction on this day.

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# Lastly

- Please check all of your exam dates and times on **your own** official timetable
- Subject revision guides will be available on the school website from next week
- These slides will be available by Monday as a PDF document via the school website



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