

SUPPORTING YOUR CHILD THROUGH THEIR GCSEs



DRIFFIELD
SCHOOL
& SIXTH FORM

The Months Before - Preparing to Study

DIET

Do they need to make any changes to their diet? • Plenty of water • Regular healthy meals

STUDY ENVIRONMENT

What is required? • Desk • Comfortable chair • Light • Ventilation • No noise or distractions

PLANNING WORKLOAD

Ask them: • Do they need extra help? • Where can they get this help?

LEARNING TO RELAX

Learn to avoid exam anxiety • Learn to become more relaxed • Learn to control breathing • Learn to relax during the exam

We Would Recommend Students Set Up Two Revision Plans

A long-term plan: this will be a general plan accounting for topics and chapters revised between now and the final exams in each subject. Create a grid: weeks across the top, subjects down the side.

A short term plan: this will be drawn up each week and be more detailed and specific. It includes time for homework, revision and time they are not available for study. Create a grid: days across the top, times down the side.



How Can I Make a Difference?

Many parents feel at a loss when their children enter their examination years, but your involvement during this crucial time can make an enormous difference. It could be the difference between success and failure, or between a grade 4 and 5 or a grade 8 and 9.

According to a new study, parental support is eight times more important in determining a child's academic success than social class. And the good news is you do not have to be an expert in any of the subjects your child chooses to make a difference.

There are many expectations of your child in Years 10 and 11 – expectations which for many children are hard to meet. The demands you will be able to help your child with are likely to include:

- Being more self-motivated and taking more responsibility for their own learning.
- Asking when they do not understand. This requires confidence and can be difficult at a time when friends' opinions hold such sway.
- Developing their abilities to overcome frustrations.
- Organising themselves, revision notes and hand-outs for different subjects and topics.
- Completing independent work at home.
- Organising and planning their time over longer periods, for example to complete a coursework project.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out their revision.
- Perfecting their 'exam technique'.

Your role may include some or all of the following:

- Provider of the tools for homework and revision - a quiet space, a 'workbox' of pens, paper and other necessities.
- Study buddy - showing an interest in the subject, helping with homework (but not doing it for them), testing them when they ask you etc.
- Sounding board - listening to your child's ideas and responding with feedback and comments.
- Adviser - helping your child to break tasks down so that they are manageable.
- Project manager - agreeing the rules for homework or revision. Helping them to make a realistic timetable, balancing work against the 'fun stuff' and revising the plans as necessary.
- Go-between - liaising with your child's Head of House if problems arise.

Tips For Parents

Supporting your child in setting themselves up for revision



Talk to your child about how you can support them and what they would find helpful. The simplest things often get in the way of starting revision – weeks can be lost while students are waiting to get some folders.

Avoid this by simply providing the files, dividers, wall charts etc. that your child may need for revision. Encourage your child to empty their bag of hand-outs and information from lessons at the end of each day. They won't seem important until they need them, at which point they are likely to be lost under a mountain of other papers.

Support your child in choosing one good revision guide for each subject – it is the best investment you will make. Check with the teacher yourself if you are not sure which is best.

Help your child to plan their revision timetable. It will take an investment of your time but it may make a big difference to the effectiveness of the revision and therefore the outcome. Children vary in the amount of support they need at each stage of the process.

Tips For Parents

Supporting your child in doing their revision

1. Support your child in sticking to their revision plan and keeping to the start and finishing times.
2. Praise them when they do it, and if necessary agree a reward structure.
3. Do not make treats dependent on certain results – it will only add to their feelings of disappointment if they do not do as well as expected.
4. Quietly top up the 'workbox' with pens, rulers, paper etc.
5. Provide water and favourite snacks for revision periods.
6. Be sensitive to the pressure your child is feeling and let them know that if they are really not up to it on odd days, it isn't the end of the world – remind them of all the good work they have done and will continue to do. It is the big picture that will count in the end.
7. Keep up with regular 'check-ins' and do not nag in between times.
8. Show an interest in how revision is going, talk through any difficulties and be prepared to help them reschedule their planning as necessary.
9. Try and remove all distractions such as electronic devices.
10. Keep things in perspective – your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can in the way that works for them.



Notice to Candidates



This notice has been produced on behalf of: AQA and OCR.

Pearson and WJEC Information for candidates: non-examination assessments.

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 these regulations.

If there is anything 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 who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you **must** each 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 and you **must independently 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 or share it with anyone, including posting it on social media. You must always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. 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 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.

Notice to Candidates



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, 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 called "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, pg.29.

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/>), 25/01/2024. You should retain a copy of the computer-generated content for reference and authentication purposes.

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, downloaded 5 February 2023.

Notice to Candidates



You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether a bibliography 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 will not 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 or seen 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:

- the piece of work will be awarded zero marks;
- 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.

Exam Access Arrangements

EXAM CONCESSIONS

An application for exam concessions can only be made if the school can provide all of the following:

- A history of need (clear evidence of need over a period of time).
- A history of provision (what support has been provided in school over a period of time, which may include: support in the classroom; working in small groups for reading and/or writing; literacy support lessons; literacy intervention strategies; support in internal school tests/examinations and mock examinations).
- A qualifying score from a recognised test carried out by a suitably qualified assessor (not required for all concessions).

In addition to this, evidence of need and provision can be provided through:

- Diagnostic test results.
- Professional reports.
- Medical evidence.
- Examples of classwork / past exam scripts.

Access arrangements should be processed at the start of the course, prior to the beginning of the first year of a two-year GCSE course. Schools should have firmly established a picture of need and normal way of working for a student during Years 7 to 9.



Tips for Revising

WHAT IS REVISION?

Revision means re-visiting information that you have previously learnt. The aim is that you know the information you will be tested on and can remember it for the exam. Knowing something depends on understanding it.

THE AIM OF REVISION

The aim is to reduce the amount of information relating to a subject to a series of key points, any of which you can expand upon in an exam answer. The key point, phrase or word prompts your brain to retrieve the information stored in it. At the end of your revision for each topic or sub-topic, aim to have a card or A4 sheet of KEY points for that section.

THE STRUCTURE OF REVISION SESSIONS

- Good revision techniques always include:
- An aim for the session e.g. 'By the end of this two hour revision session I will understand and be able to answer questions on photosynthesis'.
- Thinking about what you know already and identifying the bits you need to spend more time on (usually by doing some sort of self-testing – many revision aids include opportunities for self-testing).
- Breaking down each topic into 'doable' chunks. Revise each section – not just reading the information but doing something active with it (see techniques below).
- Producing notes (shorter each time you revise a particular area) noting key points, phrases or words.
- Testing yourself to see what you have learnt.
- Revisiting your notes briefly after one day, one week and one month, as well as just before the exam – This really works!



Tips for Revising

THE KEY TO EFFECTIVE REVISION

Useful revision involves **DOING SOMETHING** with the information you are trying to learn and remember. This is essential to allow your brain to remember, learn and make connections. Different people find different activities useful, and you need to find out how you revise best.

Some ideas are:

- Drawing 'spider diagrams' on large pieces of paper to show how different parts of a subject connect.
- Use pictures, large flip chart sheets and colour to make posters with key points. Display these on walls where you will see them regularly.
- Put revision aids up around the house – especially for 'rote learning' (chemical or mathematical formulae, French verbs etc). Read them when brushing your teeth, eating breakfast etc.
- Record yourself saying ten key points about a particular topic, then play it back when you are travelling, running etc.
- Highlight key areas of notes or books (if yours), picking out the key points or summaries
- Listen to tapes of books and plays and discuss them with another person. Make sure you check with your teacher which version is the most appropriate to watch for your course!
- Watch revision DVDs but don't just sit back passively – pause them and make notes of key points or difficult areas. Test yourself or get someone to watch with you and test each other.
- Read a page and shut the book – what can you remember?
- Tell someone about what you have learned – explain how the heart works over a meal (or perhaps stick to something less gory!)
- Ask people around you to test you on 'rote knowledge' – have a family quiz.



Tips for Revising

MEMORY TECHNIQUES

Find out what helps you to remember stuff. Some ideas are:

ACRONYMS - Using the first letter of each word to make a word to prompt your memory. You may find it hard to remember this sentence: 'Wholly Inadequate Needless Damned Outrageous Waste of Space'. However, turn it into an acronym and it becomes much easier: **WINDOWS**.

PICTURE STORIES - Thinking of a strong visual image to associate with each word and linking them together in an unlikely and silly story. You may find it hard to remember the facts in this sentence simply by reading it through: 'The Great Plague struck London in 1665, followed by the fire of London in 1666, starting in the shop of the baker to King Charles II in Pudding Lane.' Try this out: get a picture of a large rat (the plague) running around before being burnt (plague year before fire) in a bread oven (bakers' shop) with the flames curling up around it like the curls of the numbers 666 (1666), and then being put into a pudding (Pudding Lane) eaten by two King Charles spaniels (King Charles II). Go through the picture sequence a couple of times and see if you can remember the seven facts in the sentence. Ask someone to test you and see if it works for them.

MNEMONICS - Make up a silly sentence to help you remember the order of something e.g. Never Eat Shredded Wheat (North, South, East, and West).

REVIEW - Take time occasionally to ask yourself how well your revision techniques are working for you. How much have you covered? Have you stuck to your timetable? Are you ending up with notes you can use for last minute revision? Congratulate yourself for all the subjects you have covered. Change your timetable plan if necessary.

LATER ON - Try some past exam questions. Make sure you set the appropriate time limit and try to work under exam conditions. It is worth looking at them early on to get an idea of the sort of question you will be answering - essays, multiple choices etc. Do these in plenty of time so that your teacher can mark them.



Support Materials

To access the Year 10 curriculum guide, please visit:

<https://driffieldschool.net/wp-content/uploads/2025/09/Curriculum-Guide-Y10-2025.pdf>

To access the Year 11 curriculum guide, please visit:

<https://driffieldschool.net/wp-content/uploads/2025/09/Curriculum-Guide-Y11-2025.pdf>

GENERAL SUPPORT - TEENAGERS

www.childline.org.uk

Tel: 0800 1111 for tips and advice on exam stress as well as lots of other advice and support.

GENERAL SUPPORT - PARENTS

www.familylives.org.uk

Confidential helpline for parents on 0808 800 2222.

EXAM BOARDS

www.aqa.org.uk

www.edexcel.com

www.ocr.org.uk

www.wjec.co.uk

COURSEWORK AND REVISION

www.gcse.com

www.markedbyteachers.com

www.sparknotes.com

www.bbc.co.uk/education



Quick Tips for Revising

- Make yourself start, however much you don't want to – then the hardest bit is over!
- Build in short breaks.
- Do frequent short exercises – stretches, neck and shoulder rolls, walking around etc.
- Drink water, get fresh air and keep the temperature cool.
- Eat 'brain food': avoid sugar and have healthy snacks around to eat little and often.
- Take a day off and do something completely different.
- Do not leave the difficult bits to the end.
- Do something relaxing between revising and going to bed.
- Stop and take a break if you start feeling frustrated, angry or overwhelmed.
Make a note of the problem to take to your next lesson and move onto something else.
- Focus on what you have done, not all the things that you haven't – every little helps!
- Promise yourself rewards after each session – watching TV, reading a novel or going out with friends.
- At the end of each session, file away your notes so your work area is clear for next time.





DRIFFIELD SCHOOL & SIXTH FORM

BELIEVE · ACHIEVE
ONE DRIFFIELD



driffieldschool.net



01377 253631



office@driffieldschool.org.uk



Driffield School & Sixth Form,
Manorfield Road, Driffield,
East Riding of Yorkshire,
YO25 5HR