



09 May 2025

Dear Student & Parent/Carer

## Year 12 End of Year Assessments – Monday 9 June to Monday 23 June

Please find the timetable for the forthcoming Year 12 End of Year Assessment period [here](#). Individual timetables including rooming and start times have been added to Arbor and will be emailed to students in due course.

The End of Year 12 examinations provide the opportunity to assess material studied over the whole of Year 12 rather than a specific topic in a typical Common Assessed Task (CAT). As such, we expect students to revise and prepare broadly across the whole year of work. These exams will take place in the sports hall or gym where possible, and in the main school hall/classrooms when the sports hall is in use for the external examinations. These arrangements will help students to become accustomed to the more formal arrangements for mocks in Year 13 and exams at the end of Key Stage 5.

Home study leave has been allocated for all students between Monday 10 June and Friday 20 June. This will give students experience of managing their revision time independently, as they will do in their Year 13 mock exams, and summer exams. The Study Centre in the Sixth Form will be available for students to use for independent revision during this period if they choose to do so.

All students are expected back in timetabled lessons on Monday 23 June unless they have an exam.

The following arrangements will be in place for those with exams on this date:

- Students with an exam in the morning will be expected to attend lessons in the afternoon.
- Students with an exam in the afternoon are allocated study leave in the morning.

Students studying specific non-examined subjects and / or those with significant coursework elements will be required to attend school on selected days to work on compulsory coursework. This will be planned around their exams to avoid any clashes. This will be communicated to students by their subject teachers, and these sessions will be reflected through the timetable on Arbor. Students studying these subjects should check Arbor carefully to ensure they attend these sessions.

As part of this formal exam process students will be required to do the following:

- Wear normal business dress as on a regular school day, this includes their lanyard.
- Have all equipment in a clear, see-through pencil case or plastic bag.
- Ensure any water bottles are see-through and have any labels removed.
- Ensure all mobile devices are switched off, placed in bags and bags placed out of reach.
- Follow all instructions given by their teacher or invigilator.

In preparation for the exams, students will work with their form tutor to create a revision timetable to support them in building effective revision habits. Subject teachers are setting structured revision tasks on Arbor for students to complete independently in study periods and at home. A suggested four-step revision process is outlined below, and specific revision tasks and advice will be provided by subject teachers via Showbie.

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Learning Trust Alliance Teacher Training Teaching School Hub

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If you have any further questions or wish to discuss further support, please contact Mrs Armstrong-Turner [armstrong-turnerq@hgs.rklt.co.uk](mailto:armstrong-turnerq@hgs.rklt.co.uk).

Yours sincerely



**Mr Twitchin**  
**Director of Sixth Form**

### **Four-step revision process: a focus on testing and applying knowledge**

#### **1. Review confidence in each subject**

- Identify areas of strength and areas for development by rating confidence against each topic.
- A good way of doing this is to use a red, amber, green traffic light system and apply it to a list of all of the key topics studied in each subject. This will help to prioritise the focus for revision.

#### **2. Low-stakes testing of core knowledge (content and question structures)**

- It is essential to build a strong foundation of knowledge and to commit learning to long-term memory.
- A good way of doing this is to create sets of flash cards (either on card or electronically) and to test, and re-test regularly, revisiting the most challenging topics.

#### **3. Test understanding and recollection of knowledge**

- Applying knowledge on a wider topic area aids recall, and helps to build confidence through linking knowledge.
- A good way of doing this is to sit down with a blank piece of paper and produce a mind map or table on a topic, from memory, only tuning to notes to add detail when knowledge has been fully exhausted. Repeating the process at a later date will support long-term memory.

#### **4. Apply knowledge to exam questions**

- Answering exam questions is an important part of preparing to sit formal assessments.
- A good way to get the most out of this is to create test conditions, with no notes, and answering questions in the allocated time. These conditions will help to create the intensity under which exams will ultimately be sat.