



Achieving success at GCSE

Year 11 survival guide

For exams 2025

EXCELLENCE

COMMUNITY

RESPECT

TABLE OF CONTENTS

TITLE	PAGE No.
Introduction	3
Creating the right environment for home study	3
Effective homework routines	3
Music and television	4
Extra advice for helpful parents	5
Understanding academic progress in year 11	6
Year 12 advice to year 11 (given in March)	7
How to survive year 11 (11 tips for year 11)	8
Links to the exam specifications	11
Links to Past Papers (for revision and practice)	12
Assessment and content breakdown for each GCSE subject	13
Ancient History	13
Art	14
Biology	16
Business Studies	17
Chemistry	18
Computer Science	19
Drama	20
DT	21
Economics	22
Electronics	23
English Language	24
English Literature	25
French	26
Geography	28
Geology	29
German	30
History	31
Italian	33
L2 Further Mathematics	35
Chinese Mandarin	36
Mathematics	38
Music	39
Physical Education	40
Physics	41
Religious Studies	42
Sociology	43
Spanish	44
Statistics	46

INTRODUCTION

It is a well-established fact that pupils make the most progress when they are actively supported in their personal and academic endeavours by their parents. Moreover, when schools work in partnership with parents, communicating clearly their expectations of pupils and precisely how these can be achieved, the chances of attaining the desired educational goals are greatly improved. The aim of this booklet is to create a solid understanding between the School and its parent body of exactly what pupils must do if they are to reach their full potential at GCSE. With this in mind, the primary intention is to offer advice to parents about how to assist their child that is both pragmatic and prescriptive, especially with regards to the establishment of **rigorous home study routines** and effective personal organisation.

CREATING THE RIGHT ENVIRONMENT FOR HOME STUDY

Maximum concentration and proper application to study is fully achieved in the absence of extraneous noise and distraction. This may not always be possible in a busy household but, as far as you reasonably can, you should try to provide your son with a permanent workspace in a quiet area of your home. In most instances this will probably be his bedroom. He will also need a decent sized desk or table on which to work and some form of book case or storage area for his text books, files etc. A cork notice board attached to the wall in front of the desk is also very useful for affixing essential information, especially planners and timetables. Finally, it is very important to check that your son has plenty of stationery and that this is replenished throughout the year. His pencil case should be properly kitted out with the full panoply of functioning items and he should have a pot of pens and pencils on his desk as well as plenty of A4 lined paper. He may also find a set of folders and dividers for the orderly filing and storage of his revision notes for all the subject areas.

EFFECTIVE HOMEWORK ROUTINES

It is essential that both pupils and parents have a clear understanding of what home study or homework means at GCSE and how much time should be spent on it on an average weekly basis.

As a prerequisite to that understanding, it is important, initially, to appreciate that teachers cannot set homework at GCSE in the same way that they do in Key Stage 3. Teaching and learning at GCSE, however, demands that pupils begin to engage with more extended work and, indeed, preparation for Non-Examined Assessment requires that pupils engage in very detailed research and meticulous planning of their responses before the final Assessment is undertaken. In these circumstances, teachers often give pupils in Key Stage 4 two or three weeks to prepare for an important piece of work, during which period they must themselves create sufficient time to ensure that the set task is completed to the highest possible standard. To a very large extent, therefore, pupils in Key stage 4 have to become much more self-governing since it is often the case that their teachers can no longer give them the kind of 'bite-sized' homework that they did in the past.

In addition to the demands of Non-Examined Assessment, pupils are also amassing a body of knowledge and a process of understanding across a wide range of subject areas over a two year period which will ultimately be tested in public examinations in Year 11. All that information and understanding needs to be ordered and internalised in a cumulative way and so it is expected that

pupils will spend much of their home study time throughout the two-year period systematically reviewing and refining their notes or doing extra research and background reading.

In effect, there is an enormous amount of work that pupils have to do, both for Non-Examined Assessment and in preparation for the final examinations and much of that work must be undertaken at the **pupil's own initiative**. Stating that there is nothing to do or that no homework has been set by the teacher is simply irrational and untrue. **No pupil studying for GCSE in this School should ever claim that there is no aspect of study he can usefully undertake and that he has no homework to do. Pupils and parents must be very clear about this.**

So how much time should your son spend studying in order to maximise his chances of success at GCSE? We recommend the following weekly programme of study is adhered to by all the boys in Key Stage 4.

- Pupils should be engaged in ten to twelve hours of study per week, evenly distributed across the working week and the weekend.
- Two hours of study should be undertaken on Monday, Tuesday, Wednesday and Thursday, preferably between the hours of 6.00pm and 8.00pm. This will give your son a period of respite from work after a long day at School and he will still have perhaps a couple of hours left of the evening for other leisure pursuits after he has finished studying. If, for some reason, it is not possible to stick to these exact timings because of other important commitments, sports training for example, the period allocated for study can of course be moved to a more convenient space. However, it should not simply disappear.
- Friday evening can be used either as 'time off' after a tiring week or to catch up on any study time missed on Monday to Thursday.
- Two to four hours of study remain to be done over the weekend. It is strongly advised that this is undertaken in two hour blocks from approximately 10.00am to 12.00am on Saturday and Sunday morning, leaving a good deal of time in the afternoon and evening for much needed rest and leisure activities.

This home study timetable or a very close version of it should create an effective and healthy balance between work and leisure for your son. **Systematic and rigorous routines of work are crucial to his prospects of overall success** but they also take a great deal of the stress out of the GCSE experience because they force a properly controlled and manageable approach to the work whilst creating ample opportunity for very necessary rest and relaxation.

MUSIC AND TELEVISION

It is a total misleading notion to suggest that background noise is an aid to concentration. Pupils who make this claim have not yet learned to focus their minds fully and should be encouraged to do so. After all, the capacity to maintain concentration over protracted periods of time is not a skill they were born with but one that they must try to cultivate, particularly if they have aspirations to academic and examination success. To this extent, listening to music or trying to watch television whilst at the same time engaging in serious study is a bad habit and a significant barrier to complete mental engagement. Parents should try to discourage their sons from using these items during study time.

EXTRA ADVICE FOR HELPFUL PARENTS

- **ATTENDANCE AND PUNCTUALITY** – As far as possible, it is essential that your son strives to optimise his attendance and that he is always punctual. These are, of course, important life skills but they are also vital to good scholarship. Frequent absenteeism and lateness creates confusion, diminished understanding and can result in conflict and alienation. Please do everything you can to divert your son from this scenario by always emphasising the need for good attendance and punctuality and by supporting the School's requirements in this regard. Parents should ensure that routine medical appointments do not conflict with the calendar of Non-Examined Assessments. Non-Examined Assessments are regulated by externally set rulings and, whilst sessions missed may be made up at lunchtimes or after School in consultation with Subject Teachers, frequent or protracted absence can cause unnecessary time constraints on a pupil. Where absence from School is unavoidable pupils must ensure that work missed is copied up promptly, and assistance sought from Subject Teachers where clarification is required.
- **PERSONAL ORGANISATION** – Make sure that your son is properly prepared for School and is ready for all his lessons. He needs to know what lessons he has every day and he must have all the necessary equipment to function effectively within those lessons. If your son has not managed to organise himself effectively by Year 10, do not give up. Implement organisational routines at home that will enable your son to be more efficient and effective.
- **ENCOURAGING EFFORT AND ACHIEVEMENT** – In a recent survey of pupils in Key Stage 4 at this School, it was found that the most important ingredient in motivating pupils to succeed is parental encouragement and praise. It follows, therefore, that you should take an active interest in your son's work: ask him about what he's doing; discuss the Non-Examined Assessments with him; let him talk through his revision techniques and schedules with you, and so on. Equally, you should offer him praise when he is obviously making a real effort and has been rewarded in School with excellent grades.
- **CONSTRUCTIVE CRITICISM** – Obviously things do not always go right and your son may need to confront his difficulties honestly so that he can set things right again. Constructive criticism at this time is as valuable as praise might be at others. However you frame your response to your son's circumstances, make it clear that your ultimate objective is to provide support and, whenever possible, help him to find practical solutions and strategies to overcome problems.
- **PROVIDING ENRICHMENT** - This School offers a whole host of educational experiences and cultural opportunities and your son should be encouraged to attend a number of these each term. In addition to what is on offer here, parents can also play a crucial role in enriching and furthering their son's education. For instance, you can source interesting television dramas or documentaries; find relevant websites to extend or deepen subject knowledge; provide extra appropriate books, articles and DVDs; or take your son on trips to museums, exhibitions, the theatre and so on. The fact is that the more your son is immersed in the world of education and learning, the more engaged and confident he will begin to feel within it– and that is very likely to produce rewarding outcomes.

Finally, if your son is experiencing particular problems, of either a personal or an academic kind, do not hesitate to contact the School to discuss your concerns. Remember, we are here to help and will do whatever we can to promote the best interests of your son at every level of his experience.

UNDERSTANDING ACADEMIC PROGRESS IN YEAR 11

Every boy is given a “minimum predicted grade” for each GCSE subject they are enrolled on. This target is formed based on his Key Stage 2 data (attainment in Mathematics and English) and is published on every academic report. A prediction for the end of a GCSE course of study is made based on prior attainment at KS2. It is the expectation that all students are working towards achieving this target grade. Boys are obviously encouraged to exceed this target.

These targets should not be seen as a “glass ceiling” for students. If your son is predicted a grade 7 then this is only a baseline grade and he is strongly encouraged to continue to work hard to exceed this target. He may have his eyes set on a grade 9 which if he invests the efforts are achievable.

Below is an example of how this should be viewed on academic reports;

Subject	Trial Exam Grade	Trial Exam %	Achieved grade on last report	Current Grade	Predicted Grade	School Target	Attitude to Learning	Quality of Homework
Biology	8	94	8L	8H	9M	9L	1	1

- This is an “interim report” of a typical Beths boy in year 11.
- The reports shows that in his last reporting cycle he was currently working at a grade equivalent to a “Low grade 8”.
- His “current grade” on this report shows that he is now achieving a “High grade 8”. This shows that since the last reporting cycle he has made “two sublevels of progress” (which is good).
- As a result of his efforts in Biology his teacher feels that at the end of the GCSE course when he sits his exams he could well achieve a strong grade 9.
- His school based target suggests that students with the same KS2 scores should achieve a low grade 9 in Biology. This should be the minimum grade this student achieves in his exam.
- The report shows that the student could well exceed this target and achieve one sublevel more than expected in Biology (which is excellent).
- His attitude to learning and quality of homework are considered “outstanding”.

YEAR 12 ADVICE TO YEAR 11 (GIVEN IN MARCH)

What helped you be successful last year in year 11?

- **I picked friends who helped me study and didn't demotivate me**
- I was independent and worked hard at home. I refused to be influenced by others who didn't want to work
- I did lots of past papers and wasn't worried about going and asking my teachers for extra help
- I asked my teachers for extra resources
- I found as many past papers as possible including papers from other exam boards when the content is similar
- I attended the revision sessions put on by the school
- I read the revision guides but more importantly I did the questions in the accompanying work book

What advice would you give to your 'year 11 self'?

- Start revision earlier
- **Don't procrastinate**
- Do 2-3 hours every day after school
- Don't limit yourself
- Set high targets
- Use a combination of sources for practice questions
- Read mark schemes and **use the language of the mark schemes** when you answer questions
- Buy lots of folders to organise past papers and notes
- Buy basic stationary
- **Don't let your phone distract you**
 - Turn off wi-fi (use airplane mode)
 - Leave it to charge downstairs
 - Give your phone to your parents
 - Use 'Forest' app to lock phone if you use sites which you choose to avoid
 - Delete all social media apps until after exams

HOW TO SURVIVE YEAR 11

(11 tips for year 11)

1. Get into a routine



The first thing you can do to help make year 11 more manageable is to get yourself into a routine. Take the time to draft a timetable that shows when you can work daily and how many hours of work you can fit in. About two to three hours should be fine to start with. Then spread all your subjects across the timetable. Make sure you prioritise the subjects you find more challenging as well as those with a heavy content. In many cases, this means doubling the amount of time for these subjects. So, if for example you have 10 GCSEs to study for, with four of them being your priority subjects, you can schedule in three hours of study time daily and allocate an hour a week to all your subjects, except for your priority subjects which will need two hours. Leave the weekends completely free to start off with. Also, during the weekdays, you won't necessarily be studying for three intensive hours a day, you just want to have a system to help your brain get used to a routine. As you follow the system, you will start to learn more about how you study and how long you can focus for. This will help make it an easier transition when you come to start revising more intensively by term two.

2. Learn how to revise



As mentioned above, the good thing about starting to use a timetable early on in year 11 is that it gives you time to learn how *you* revise. You will find that certain methods work for you and others don't. For example, you may prefer note-taking and listening to GCSE podcasts rather than watching subject-based videos. This means that as you go into term two, you already know what revision methods you like and you can get straight into your revision without wasting any time.

Also, whenever you sit down to study, you should use the top two scientifically-backed revision methods that work. The first one is active recall. Active recall simply means that you actively try to remember what you have learnt. A good way to implement this is to read a page, cover the page and then recite what you have learnt. You can do this by just saying it out loud to yourself or writing it down. If it's something that requires understanding of a chart or diagram, like is common in biology, then draw it out. You can then go back to your notes or textbook, check the answer and fill in what you missed. Repeat this until you get it 100% right. The second revision method is to space out your learning rather than cram last minute. By spacing out your learning over time, you give your brain time to process and consolidate the information. There's more info on spaced learning [here](#).

3. Make the most at school

As a teenager, you have a lot on your mind. You're not sleeping well and you probably don't even enjoy school. Going in to school five days a week is just a mundane activity that you have to do and you're not really thinking about the future. Well, all that aside, if you want to survive year 11, you'll





need to start taking school seriously. Start by actively paying attention in class. Don't get distracted by class clowns. Focus on the learning outcomes that the teacher gives you and make sure you are achieving them during the lesson. If you don't understand something, ask the teacher during the lesson or stay back for 10 minutes at break time, lunchtime or after school. The time you spend actively focused in your lessons to learn a topic is time saved trying to relearn

concepts later.

4. Take your mocks seriously



Many students believe that as mocks are not the 'proper' exams, they shouldn't worry about it. Well, let me let you in on a little secret. If you treat the mocks like they were your real exams and revised for them as much as you can, your final exams in June will be a breeze. If you put in the effort now, you'll be able to identify your weaker areas. This could be specific topics, mathematical skills in science or answering extended questions. So, when you sit down to revise for your main exams, you can

start by tackling your weaker areas first. Revising intensively for your mocks will also give you a better idea of how best you learn (your learning style) and how long you can concentrate for. So, when you start to revise in term two for your final exams, you can get straight into it.

5. Start revising as now



This might be a given, but many parents and students still feel that exam revision should be left until the last few months before the exam. The curriculum is not only bigger, it is also more challenging and many schools have now started GCSE science in year 9 to remedy this. Unless you are a genius, I highly recommend that you start revising NOW! This doesn't mean that you have to tie yourself to a desk three hours a day, but when you

come home, start to go through your notes from school. If you don't understand something, spend 5 minutes reading your book or checking a site like BBC Bitesize or Pass My Exams to help you. Revising early means you repeatedly go over the information which will eventually drive it into your long-term memory.

6. Create revision resources as you go



Start getting into the habit of creating revision resources as you go along. Create flashcards, mind-maps, revision notes or whatever else work for you. These things can be time-consuming especially if you are a perfectionist like me and want a pretty set of notes. By the time you get to Easter holidays, you just want to revise, you won't have the time to create revision resources as well, so

start doing these now! As soon as you finish studying a mini-unit you should block out one to two hours to create revision resources. They will serve you well later in April when everyone else is frantically trying to organise themselves, all you are doing is focusing on actively learning and retaining the information.

7. Get help early

Our next tip for how to survive year 11 is to get help early. If you find you are struggling with certain subjects or just overwhelmed with your GCSEs, don't suffer in silence. Get help now!

If you need subject-specific help, there are tons of YouTube videos, and GCSE specific websites like BBC Bitesize or Seneca learning that you can use. If you still need additional help, find out what subject-based help the school provides and use them. There's also the option of using a tutor. There are several tutoring options available from small groups, to 1:1 or online, so you will be sure to find something that suits you. If you're just overwhelmed with your GCSEs and don't know where to start, ask to see your school counsellor or speak to a teacher you trust to get some advice.

8. Revise effectively



Revision can be a mundane task. So very often, students will sit at their desk for one hour and then tell themselves they have effectively done one-hour revision. If you ask them what they have studied, they probably wouldn't be able to tell you. To study effectively, the 25 minutes or 50 minutes that you spend revising should be active rather than passive. Go into your revision session with a goal of what you want to learn. Then at the end of the session, check that you have achieved the goal. The best way to do this is to use the READ-COVER-RECITE method. If you can do this then you have successfully achieved your learning goal for that study session. You don't want to fall into a habit of sitting at your desk, looking at your book and not really learning anything at the end. It is best you study 30 minutes effectively than three hours passively.

9. Create a study plan



There is a saying – *“if you fail to plan, you plan to fail”*. Take time out to create a study plan. For all of your subjects, identify the number of sub-units (small topics) that need to be covered and then plan how long it will take you to cover these topics. Write each topic in your study plan along with the dates you plan to cover them. This exercise will put your mind at ease as you know you have planned time to cover everything on the syllabus. And you can use it throughout the year to keep you on track.

10. Practise Questions



Practising questions are a really effective way to test your understanding of what you have learnt. I recommend doing past papers after the end of a sub-unit or at least one large unit, to see how much you've learnt. An easy way to do this is to use workbook such as CGP or Scholastic as the questions are topic based and specific for each examining board. CGP has questions targeted at different levels, so you can focus on the grades that you are aiming to achieve. If you don't have exam workbooks, there are tons of practice and summary questions in the student textbook. You can also make up your own questions as you study and then answer them later on.

11. Take it easy

RELAX In the grand scheme of things, year 11 is just one year of your entire life. Don't take it too seriously. Plan time to go out with friends & family and get involved in extracurricular activities. At least in the first term of year 11, try not to study over the weekends. When you revise, take plenty of breaks. You should not revise for more than 50 minutes without a 10 to 15 minutes break. Take an hour break to have dinner with your family or watch a nice programme. Enjoy the journey and make the most of it.

LINKS TO THE EXAM SPECIFICATIONS

Subject	Exam Board	Link to the GCSE Exam Specification
Ancient History	OCR	GCSE (9-1) Ancient History Specification J198 (ocr.org.uk)
Art	Edexcel	Edexcel GCSE and GCE 2014 (pearson.com)
Biology	OCR	OCR GCSE (9-1) Biology A (Gateway Science) J247 Specification
Business Studies	AQA	GCSE Business Specification
Chemistry	OCR	OCR GCSE (9-1) Chemistry A (Gateway Science) J248 Specification
Computer Science	OCR	GCSE (9-1) Computer Science J277 Specification (ocr.org.uk)
Drama	EDUQAS WJEC	GCSE Specification Template (eduqas.co.uk)
DT	Edexcel	GCSE Design and Technology Specification (1DT0) (pearson.com)
Economics	AQA	GCSE Economics Specification
Electronics	EDUQAS	GCSE Specification Template (eduqas.co.uk)
English Language	AQA	GCSE English Language Specification
English Literature	AQA	GCSE English Literature Specification
French	AQA	GCSE French Specification
Geography	AQA	GCSE Geography Specification
Geology	EDUQAS	eduqas-gcse-geology-spec.pdf
German	AQA	GCSE German Specification
History	EDUQAS	GCSE Specification Template (eduqas.co.uk)
Italian	AQA	GCSE Italian Specification
L2 Further Maths	AQA	Level 2 Further Mathematics Specification
Chinese Mandarin	AQA	Chinese (Spoken Mandarin) GCSE 8673 Specification (aqa.org.uk)
Mathematics	Edexcel	Edexcel GCSE and GCE 2014 (pearson.com)
Music	EDUQAS	eduqas-gcse-music-spec-from-2016 (28.04.15)
Physical Education	AQA	GCSE Physical Education Specification
Physics	OCR	OCR GCSE (9-1) Physics A Specification J249 (Gateway Science)
Religious Studies	EDUQAS	GCSE Specification Template (eduqas.co.uk) Route A course
Sociology	EDUQAS	GCSE Specification Template (eduqas.co.uk)
Spanish	AQA	GCSE Spanish Specification
Statistics	Edexcel	gcse-9-1-statistics-specification.pdf (pearson.com)

LINK TO PAST PAPERS (FOR REVISION AND PRACTICE)

Subject	Exam Board	Link to Past Papers
Ancient History	OCR	GCSE - Ancient History (9-1) - J198 - OCR
Biology	OCR	GCSE / IGCSE Biology Past Papers - PMT (physicsandmathstutor.com)
Chemistry	OCR	GCSE / IGCSE Chemistry Papers - PMT (physicsandmathstutor.com)
Physics	OCR	GCSE / IGCSE Physics Past Papers - PMT (physicsandmathstutor.com)
Mathematics	Edexcel	GCSE / IGCSE Maths Past Papers - PMT (physicsandmathstutor.com)
English Language	AQA	GCSE / IGCSE English Language Past Papers - PMT (physicsandmathstutor.com)
English Literature	AQA	GCSE / IGCSE English Literature Past Papers - PMT (physicsandmathstutor.com)
Computer Science	OCR	GCSE Computer Science Past Papers - PMT (physicsandmathstutor.com)
Geography	AQA	GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com)
Economics	AQA	GCSE / IGCSE Economics Past Papers - PMT (physicsandmathstutor.com)
Business Studies	AQA	AQA GCSE Business Studies Past Papers - Revision World
Electronics	EDUQAS	GCSE Electronics Eduqas
French	AQA	AQA GCSE French Past Papers - Revision World
Geography	AQA	GCSE / IGCSE Geography Past Papers - PMT (physicsandmathstutor.com)
Geology	EDUQAS	GCSE Geology Eduqas
German	AQA	AQA GCSE German Past Papers - Revision World
Italian	AQA	AQA GCSE Italian Assessment resources
Spanish	AQA	AQA GCSE Spanish Assessment resources
DT	Edexcel	Edexcel GCSE Design and Technology Past Papers - Revision World
Religious Studies	EDUQAS	GCSE Religious Studies Eduqas
Music	AQA	GCSE Music Eduqas
Statistics	Edexcel	Edexcel GCSE Statistics Past Papers - Revision Maths
Drama	EDUQAS	GCSE Drama Eduqas
Chinese Mandrin	AQA	AQA GCSE Chinese (Spoken Mandarin) Assessment resources
Sociology	EDUQAS	GCSE Sociology Eduqas
Physical Education	AQA	AQA GCSE PE Past Papers - Revision World
History	EDUQAS	GCSE History Eduqas
L2 Further Mathematics	AQA	AQA Level 2 Certificate in Further Mathematics Past Papers and Solutions on mrbartonmaths

ASSESSMENT AND CONTENT BREAKDOWN FOR EACH GCSE SUBJECT

ANCIENT HISTORY

Students will sit two papers for GCSE Ancient History. There is no coursework or NEA. It is 100% exam based. The exam board is OCR.

Course content for GCSE Ancient History

Paper 1: Greece and Persia (2 hours, 50% of total grade)

Paper 2: Rome and its neighbours (2 hours, 50% of total grade)

Topics:

- Paper 1: The Persian Empire, 559–465 BC
 1. The rise of the Persian Empire under Cyrus the Great 559–530 BC
 2. Cambyses II, Smerdis and the accession of Darius 530–522 BC
 3. The reign of Darius the Great 522–486 BC
 4. Xerxes I and the Greeks 486–465 BC

- Paper 1: Alexander the Great, 356–323 BC
 1. Upbringing, character, beliefs and life of Alexander
 2. Alexander's campaigns: The reasons for his expeditions and the main battles
 3. Significant events in Alexander's life
 4. The Macedonian army under Alexander

- Paper 2: The foundations of Rome: from kingship to republic, 753–440 BC
 1. The legendary kings: Origins of Rome 753–616 BC
 2. The Etruscan kings: 616–509 BC
 3. Origins of the Republic: 509–494 BC
 4. Securing the Republic: 494–440 BC

- Paper 2: Hannibal and the Second Punic War, 218–201 BC
 1. Reasons for the outbreak of the Second Punic War
 2. The nature and dynamics of Hannibal's leadership
 3. The changing nature of Rome's response to Hannibal
 4. How did Rome defeat Carthage?

The chronological way to revise Alexander:

- Topic 1: Alexander's youth and accession to the throne, 356 - 336 BC
- Topic 2: From Troy to Egypt, 334 - 332 BC
- Topic 3: From Gaugamela to Bactria, 331 - 328 BC
- Topic 4: From India to Alexander's death, 328 - 323 BC

Advice:

- Once you've learned the content chronologically, revise it both thematically and chronologically
- Make sure you have condensed each topic into a mind-map for each unit, and that you have colour-coded the mind-maps according to the key themes of that unit
- Complete past paper questions found on OCR's website (<https://www.ocr.org.uk/qualifications/gcse/ancient-history-j198-from-2017/assessment/>)
- Test yourself on key terms at the end of every topic in each unit using the glossary you're given.

ART

There are many varied approaches to Art & Design and the examination syllabus provides a wide choice of options. Candidates will be expected to show evidence of an extensive course of study. The final assessment will include two elements:

- Coursework carrying a minimum of 60% of the total marks created in controlled assessment conditions.
- Externally set task carrying a test in which candidates are able to show their ability to work independently within a specified time (work on this section) carrying a weight of 40% of the total marks.

In GCSE Art your work is marked out of 72 for the coursework unit and 72 for the exam unit. Each unit is split into four assessment objectives of which each objective can achieve a total mark of 18.

The four assessment objectives are:

- **AO1: Developing ideas** through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
- **AO2: Refining ideas** through experimenting and selecting appropriate resources, media, materials, techniques and processes.
- **AO3: Record ideas, observations and insights** relevant to their intentions in visual and/or other forms.
- **AO4: Present a personal, informed and meaningful response** demonstrating analytical and critical understanding realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Your coursework counts for 60% of your grade and your exam counts for the remaining 40%.

*For a grade 7 you will need **62** out of **72** or **86%***

*For a grade 8 you will need **67** out of **72** or **93%***

*For a grade 9 you will need **72** out of **72** or **100%***

Here are a few tips that will make you able to produce stronger work and manage the weight of your ever increasing workload.

Time management

This is the most valuable piece of advice I could possibly give. I cannot express how important time management is in art; if you can't get your work done in the allocated amount of time, the unfinished work quickly builds up.

So the best way to avoid unfinished work is to get organised. Think about the tasks you need to complete based on their due date and schedule them accordingly. Try to make tasks small and manageable. This may mean breaking broad tasks into smaller components. Sometimes you won't be able to stick to your schedule. You may get sick or something unexpected may arise. Be prepared for this. Being disciplined and staying on schedule as much as you can will help when your plans go awry.

Artist Research

It is essential that artist research and corresponding work must look full and complete. This is a chance to show an examiner that you understand the techniques that your chosen artist uses. All pieces should be created to the best of your ability – make sure that you have captured as much detail as you can and use whatever media

you need to make the pieces as close to the original as possible. You should be using a variety of media to show that you are skilled in more than one area of art.

Remember that an examiner is looking for exceptional ability in your work if you intend to achieve a level 7 and higher. When annotating your studies or responses you must reference the theme, the methods that you have used, positive and negative comments.

Development of Ideas

Before you start development it is vital that you have taken a photograph of original ideas. You will then need to use these photographs as the starting point for your development of ideas. You should begin by looking into colour. Take one major part of your piece and re-create it using different colours and media to demonstrate experimentation.

KEEP THE PIECES YOU MESS UP. You need to show the examiner that you recognise your weaknesses and descriptions such as “this wasn’t very successful because I diluted the paint too much so I won’t do this next time” will gain you extra marks because it shows a true experiment – no experiment is perfect it is a necessity in getting that A*/8/9 grade.

Switch the colours you use (ideally on the side of the page) and reference them whilst annotating each experimentation. Use different colours and media, don’t forget to reference the differences in the quality of the media or colours.

You will need to look at physical composition as well as media and material composition. In other words, you’ll need to do a variety of different sketches showing different paper sizes, paper types, arrangement of items within the picture and different artistic utensils.

It is essential to record annotations of each composition and talk about its successes and weaknesses. This is the opportunity to talk about negative space, how it can improve, and what you like about each composition.

A good unfinished piece is better than a rushed finished piece

It is important to consider just how much work you may have to do for your GCSE Art course. You may want to try and get every part of an artwork to the same degree of “finished-ness” and detail, but bear in mind that examiners just want to see you are capable of getting to that standard at all!

If you are running short on time for any art piece, just make sure one area of it is finished, to show you are capable of reaching a level 7/8 or even 9. You will not be marked down on that, although, again, that is not an excuse for slacking- your teacher is unlikely to appreciate every painting or sketchbook page being half finished (note that this does not apply for artist research pages or any other collage-type work you might do for AO1; those are *meant* to look full and busy)

Less is more

This may seem off topic to the question of “less is more”, but when it comes to GCSE Art, as long as you have covered all four of these aspects in good enough quality, then you will not lose marks. This tip is more for reassurance than advice for something you should put into practice: just focus with the task at hand, and if there is one terrible Year 10 piece that you and your teacher both know did not show off the best of your ability, it does not have to be included in the final moderation.

BIOLOGY

Students will sit two papers for GCSE Biology. There is no coursework or NEA. It is 100% exam based.

Course content for GCSE Biology

OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)	
Paper 1 Assesses B1, B2 and B3	
Topic B1: Cell level systems	<i>Cell structures, what happens in cells, respiration and photosynthesis</i>
Topic B2: Scaling up	<i>Supplying the cell and the challenges of size</i>
Topic B3: Organism level systems	<i>Coordination and control – the nervous system, coordination and control – the endocrine system, maintaining internal environments</i>

OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)	
Paper 2 Assesses B4, B5 and B6	
Topic B4: Community level systems	<i>Ecosystems</i>
Topic B5: Genes, Inheritance and Selection	<i>Inheritance, Natural selection and evolution</i>
Topic B6: Global Challenges	<i>Monitoring and maintaining the environment, feeding the human race and monitoring and maintaining health</i>

OCR Level 1/2 GCSE (9–1) in Biology A (Gateway Science) (J247)

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J247/03)	Written paper (1 hour 45 mins)	Topics B1-B3	90	50
Paper 4 (J247/04)	Written paper (1 hour 45 mins)	Topics B4-B6 with assumed knowledge of B1-B3	90	50

Paper 3 exemplar responses - <https://www.ocr.org.uk/Images/549003-higher-tier-paper-3.pdf>

Paper 4 exemplar responses - <https://www.ocr.org.uk/Images/549004-higher-tier-paper-4.pdf>

BUSINESS STUDIES

Students will sit two papers at the end of Year 11 making up their GCSE in Business. Each paper is worth 50% of the final GCSE.

There is no coursework or NEA. It is 100% exam based.

Paper 1 – Influences of operations and HRM on Business Activity

1 hour 45 minutes

90 marks (50% of the GCSE)

What topics are assessed:

- Business in the real world
- Influences on business
- Business operations
- Human Resources

How is it assessed?

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 2 – Influences of marketing and finance on business activity

1 hour 45 minutes

90 marks (50% of the GCSE)

What topics are assessed:

- Business in the real world
- Influences on business
- Marketing
- Finance

How is it assessed?

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

CHEMISTRY

Students will sit two papers for GCSE Chemistry. There is no coursework or NEA. It is 100% exam based.

Course content for GCSE Chemistry

OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)
Paper 1 Assesses C1, C2 and C3
Topic C1: Particles
<i>C1.1 The particle model</i> <i>C1.2 Atomic structure</i>
Topic C2: Elements, compounds and mixtures
<i>C2.1 Purity and separating mixtures</i> <i>C2.2 Bonding</i> <i>C2.3 Properties of materials</i>
Topic C3: Chemical reactions
<i>C3.1 Introducing chemical reactions</i> <i>C3.2 Energetics</i> <i>C3.3 Types of chemical reactions</i> <i>C3.4 Electrolysis</i>

OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)
Paper 2 Assesses B4, B5 and B6
Topic C4: Predicting and identifying reactions and products
<i>C4.1 Predicting chemical reactions</i> <i>C4.2 Identifying the products of chemical reactions</i>
Topic C5: Monitoring and controlling chemical reactions
<i>C5.1 Monitoring chemical reactions</i> <i>C5.2 Controlling reactions</i> <i>C5.3 Equilibria</i>
Topic C6: Global challenges
<i>C6.1 Improving processes and products</i> <i>C6.2 Organic chemistry</i> <i>C6.3 Interpreting and interacting with Earth systems</i>

OCR Level 1/2 GCSE (9–1) in Chemistry A (Gateway Science) (J248)

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J248/03)	Written paper (1 hour 45 mins)	Topics C1-C3	90	50
Paper 4 (J248/04)	Written paper (1 hour 45 mins)	Topics C4-C6 with assumed knowledge of C1-C3	90	50

COMPUTER SCIENCE

Paper 1: Computer systems

Written paper: 1 hour and 30 minutes

50% of total GCSE

80 marks

This component will assess:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

This is a non-calculator paper.

All questions are mandatory.

This paper consists of multiple-choice questions, short response questions and extended response questions.

Paper 2: Computational thinking, algorithms and programming

Written paper: 1 hour and 30 minutes

50% of total GCSE

80 marks

This component will assess:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

This is a non-calculator paper.

This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

DRAMA

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated

40% of qualification

- Learners will be assessed on **either** acting **or** design.
- Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC.

Learners must produce:

- a realisation of their piece of devised theatre **15 marks**
- a portfolio of supporting evidence **30 marks**
- an evaluation of the final performance or design. **15 marks.**

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner

20% of qualification

- Learners will be assessed on **either** acting **or** design. **60 marks**
- Learners study **two** extracts from the **same** performance text chosen by the centre.
- Learners participate in **one** performance using sections of text from **both** extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes

40% of qualification both extracts.

Section A: Set Text 45 marks

A series of questions on **one** set text:

1. *Refugee Boy* by Benjamin Zephaniah. Adapted by Lemn Sissay

Section B: Live Theatre Review 15 marks

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

DESIGN TECHNOLOGY

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology consists of one externally-examined paper and one non-examined assessment component. Students must complete all assessment in May/June in any single year.

Component 1 – Exam

Written examination: 1 hour and 45 minutes

50% of the qualification

100 marks

Content overview

The content is divided into two sections: A core content and material categories. All students must study the Core content plus at least **one** material category. The paper consists of two sections. Section A is assessed on the core content (40 Marks) and Section B is assessed on the Timbers category (60 marks).

Section A: Core

- This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

Section B: Material categories

- This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.

Component 2 – NEA (Coursework)

Non-examined assessment

50% of the qualification

100 marks

Content overview

There are four parts to the assessment:

- 1 – **Investigate**. This includes investigation of needs and research, and a product specification
- 2 – **Design**. This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design
- 3 – **Make**. This includes manufacture, and quality and accuracy
- 4 – **Evaluate**. This includes testing and evaluation.

Assessment overview

- Students will undertake a project based on a contextual challenge released by us a year before certification.
- This will be released on 1st June and will be available on the Edexcel website.
- The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.
- The marks are awarded for each part as follows.
 - 1 – Investigate (16 marks)
 - 2 – Design (42 marks)
 - 3 – Make (36 marks)
 - 4 – Evaluate (6 marks)

ECONOMICS

Students will sit two papers at the end of Year 11 making up their GCSE in Economics. Each paper is worth 50% of the final GCSE.

There is no coursework or NEA. It is 100% exam based.

Paper 1 – How markets work (Microeconomics)

1 hour 45 minutes

80 marks (50% of the GCSE)

What topics are assessed:

- Economics foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

How is it assessed?

- Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.
- **Section A:** 10 multiple choice questions followed by a range of calculation, short and extended response questions.
- **Section B:** five questions involving a mix of calculations, short and extended responses.

Paper 2 – How the economy works (Macroeconomics)

1 hour 45 minutes

80 marks (50% of the GCSE)

What topics are assessed:

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets

How is it assessed?

- Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.
- **Section A:** 10 multiple choice questions followed by a range of calculation, short and extended response questions.
- **Section B:** five questions involving a mix of calculations, short and extended responses.

ELECTRONICS

For Electronics, students will sit two written exam papers and submit one non-examined assessment (NEA/coursework).

<u>Component 1: Discovering Electronics</u> Written examination: 1 hour 30 minutes 40% of qualification	<u>Component 2: Application of Electronics</u> Written examination: 1 hour 30 minutes 40% of qualification
<i>This component covers the following topics:</i> <ul style="list-style-type: none">○ Electronic systems and sub-systems○ Circuit concepts○ Resistive components in circuits○ Switching circuits○ Applications of diodes Combinational logic systems	<i>This component covers the following topics:</i> <ul style="list-style-type: none">○ Operational amplifiers○ Timing circuits○ Sequential systems○ Interfacing digital to analogue circuits○ Control circuits
A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context.	A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context

Component 3: Extended system design and realisation task

Non-exam assessment

20% of qualification

The NEA is an integral part of the WJEC Eduqas GCSE in Electronics and contributes 20% to the final assessment. This component requires each learner to produce a single extended system design and realisation task independently. The task builds on the systems developed throughout the specification and the requirement to relate practical circuit design and construction to knowledge and understanding within Components 1 and 2.

This component requires learners, in the context of the knowledge and understanding in Components 1 and 2, to demonstrate their ability to:

- analyse a problem to enable solutions to be developed
- develop a design specification to solve a problem
- propose an electronic system, composed of sub-systems, to satisfy a design specification (d) make predictions about the way that electronic systems behave
- design and build an electronic system, model its performance against the design specification and modify as appropriate
- plan tests to make measurements, to explore a problem and select appropriate techniques and instruments
- evaluate practical risks in system development and application
- carry out tests having due regard to the correct manipulation of apparatus, accuracy of measurement and Health and Safety considerations
- take and record measurements on electrical circuits
- report results using standard scientific conventions
- evaluate the performance of the electronic system against the design specification
- suggest improvements to the electronic system following evaluation.

ENGLISH LANGUAGE

The English Language GCSE comprises of two written examinations at the end of the two-year course. There are no controlled assessment units. Speaking and Listening is given a separate reported grade but does not contribute to the overall GCSE grade.

Component 1: Explorations in Creative Reading and Writing

50% of the GCSE

Written examination - 1 hour 45minutes

Section A Reading: questions on an unseen fiction extract

Section B Writing: a choice of two writing tasks, linked by theme to the reading extract.

Questions

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Component 2: Writers' Viewpoints and Perspectives

50% of the GCSE

Written examination - 1 hour 45minutes

Section A Reading: questions on two thematically linked, unseen non-fiction extracts

Section B Writing: a choice of two writing tasks, linked by theme to the reading extracts.

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

English Language Books

AQA English Language Bundle (four books) – Revision Guide; Exam Practice Workbook; Spelling, Punctuation and Grammar Workbook; Writing Skills Study Guide.

ENGLISH LITERATURE

The English Literature GCSE comprises of two written examinations at the end of the two-year course. There are no controlled assessment units.

Component 1: Shakespeare and 19th century Novel

50% of the GCSE

Written Examination - 1hourr 45minutes

Section A	Shakespeare: character and/or theme question based firstly on an extract and then the text as a whole.
Section B	19 th century novel: character and/or theme question based firstly on an extract and then the text as a whole.

Component 2: Post-1914 Literature and Poetry

50% of the GCSE

Written Examination - 1hourr 45minutes

Section A	Post 1914 British play or novel: one essay question.
Section B	i) a comparative question on two poems from the Edexcel Anthology. ii) a question based on an unseen poem. iii) a comparative question on two unseen poems.

English Literature texts

- Macbeth – full text with student-friendly notes and questions.
- An Inspector Calls Text Guide.
- The Strange Case of Dr Jekyll and Mr Hyde Text Guide.

FRENCH

Students will sit three written exams and one non-exam assessed assessment (speaking).

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Paper 1 – Listening

Understanding and responding to different types of spoken language

- **Written exam:** 35 minutes (foundation tier), 45 minutes (higher tier)
- 40 marks (foundation tier), 50 marks (higher tier)
- Worth 25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

Paper 2 – Speaking

Communicating and interacting effectively in speech for a variety of purposes

- **Non-exam assessment**
- 7-9 minutes (foundation tier) + preparation time
- 10-12 minutes (higher tier) + preparation time
- 60 marks (both foundation and higher tier)
- Worth 25% of the total GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 – Reading

Understanding and responding to different types of written language

- **Written exam:** 45 minutes (foundation tier), 1 hour (higher tier)
- 60 marks (for each of foundation tier and higher tier)
- Worth 25% of the GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally

- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4 – Writing

Communicating effectively in writing for a variety of purposes

- **Written exam:** 1 hour (foundation tier), 1 hour 15 minutes (higher tier)
- 50 marks at foundation tier and 60 marks at higher tier
- Worth 25% of the GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

GEOGRAPHY

Students will sit three papers for GCSE Geography. Content includes:

Living with the physical environment

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

Challenges in the human environment

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Geographical applications

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

Geographical skills

- 3.4 Geographical skills

Paper 1: Living with the physical environment

Written Exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling punctuation, grammar and specialist terminology (SPaG))
35% of the GCSE

What's assessed

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills.

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (25 marks)
- Section C: answer any two questions from questions 3, 4 and 5 (30 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2: Challenges in the human environment

Written Exam: 1 hour 30 minutes

88 marks (including 3 marks for SPaG)
35% of the GCSE

What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills.

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications

Written Exam: 1 hour 15 minutes

76 marks (including 3 marks for SPaG)

30% of the GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam.

What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

Questions

- Section A: answer all questions (37 marks)
- Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

GEOLOGY

Students will sit two papers for GCSE Geology.

There is no coursework or NEA. It is 100% exam based.

The subject content for GCSE Geology is assessed across two components. The context in which the content is assessed across the two components differs.

In Component 1, the whole of the content of the specification is assessed in a theoretical way.

In Component 2 there is a more practical approach, with the assessment structured to investigate the geology of an area shown on an accompanying simplified geological map. This assessment is wholly based on the area covered by the geological map.

Component 1: Geological Principles. On-screen examination: 1 hour 15 minutes 50% of the qualification (80 marks).

Component 2: Investigative Geology. Written examination: 1 hour 30 minutes 50% of the qualification (80 marks).

Top grades can be targeted by completed all required reading and making regular use of the specimens within the geology collection to familiarise students with the rocks, minerals and fossils included in the course. Dig Deeper tasks are provided to stretch learners as a supplementary tasks on the GCSE Geology SharePoint website.

GERMAN

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Paper 1 – Listening

Understanding and responding to different types of spoken language

- **Written exam:** 35 minutes (foundation tier), 45 minutes (higher tier)
- 40 marks (foundation tier), 50 marks (higher tier)
- Worth 25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in German, to be answered in German or non-verbally

Paper 2 – Speaking

Communicating and interacting effectively in speech for a variety of purposes

- **Non-exam assessment**
- 7-9 minutes (foundation tier) + preparation time
- 10-12 minutes (higher tier) + preparation time
- 60 marks (both foundation and higher tier)
- Worth 25% of the total GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 – Reading

Understanding and responding to different types of written language

- **Written exam:** 45 minutes (foundation tier), 1 hour (higher tier)
- 60 marks (for each of foundation tier and higher tier)
- Worth 25% of the GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in German, to be answered in German or non-verbally
- Section C – translation from German into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4 – Writing

Communicating effectively in writing for a variety of purposes

- **Written exam:** 1 hour (foundation tier), 1 hour 15 minutes (higher tier)
- 50 marks at foundation tier and 60 marks at higher tier
- Worth 25% of the GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into German (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into German (minimum 50 words) – 12 marks

HISTORY

Assessment consists of two externally assessed written examinations. There is no coursework.

Paper 1 – Component 1

**Studies in Depth Written examinations: 2 hours (split into two papers of 1 hour duration each)
50% of qualification**

- **The Elizabethan Age, 1558-1603**
 - ***Elizabethan government.*** How successful was the government of Elizabeth I?
 - ***Lifestyles of rich and poor.*** How did life differ for the rich and poor in Elizabethan times?
 - ***Popular entertainment.*** What were the most popular types of entertainment in Elizabethan times?
 - ***The problem of religion.*** How successfully did Elizabeth deal with the problem of religion?
 - ***The Catholic threat.*** Why were the Catholics such a serious threat to Elizabeth?
 - ***The Spanish Armada.*** How much of a threat was the Spanish Armada?
 - ***The Puritan threat.*** Why did the Puritans become an increasing threat during Elizabeth's reign?
- **Germany in Transition, 1919-1939**
 - ***Impact of the First World War.*** What challenges were faced by the Weimar Republic from 1919-1923?

- **Recovery of Weimar.** Why were the Stresemann years considered a 'golden age'?
- **End of the Weimar Republic.** How and why did the Weimar Republic collapse between 1929 and 1933?
- **Consolidation of power.** How did the Nazis consolidate their power between 1933 and 1934?
- **Nazi economic, social and racial policy.** How did Nazi economic, social and racial policy affect life in Germany?
- **Terror and persuasion.** What methods did the Nazis use to control Germany?
- **Hitler's foreign policy.** What factors led to the outbreak of war in 1939?

Paper 2– Component 2

**Studies in Depth Written examinations: 2 hours (split into two papers of 1 hour duration each)
50% of qualification**

- **The Development of the USSR, 1924-1991**
 - **The rule of Stalin.** How did Stalin achieve and maintain power in the USSR between 1924 and 1953?
 - **Changing life under Stalin.** How were the lives of the Soviet people affected under Stalin's rule between 1924 and 1953?
 - **Impact of the Second World War.** How was the USSR affected by war, 1939-45?
 - **Cold War relations, 1945-91.** Why did relations between the USSR and the USA change between 1945 and 1991?
 - **Political developments, 1953-85.** How did the USSR develop politically between 1953 and 1985?
 - **Political reform under Gorbachev.** How did Gorbachev's policies bring change to the USSR?
 - **The collapse of communism and the break-up of the USSR.** What factors led to the collapse of Communism in the USSR?
- **Changes in Health and Medicine in Britain, c.500 to the present day**
 - **Causes of illness and disease.** What have been the causes of illness and disease over time?
 - **Attempts to prevent illness and disease.** How effective were attempts to prevent illness and disease over time?
 - **Attempts to treat and cure illness and disease.** How have attempts to treat illness and disease changed over time?
 - **Advances in medical knowledge.** How much progress has been made in medical knowledge over time?
 - **Developments in patient care.** How has the care of patients improved over time?
 - **Developments in public health and welfare.** How effective were attempts to improve public health and welfare over time?

ITALIAN

Students will sit three written exams and one non-exam assessed assessment (speaking).

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Paper 1 – Listening

Understanding and responding to different types of spoken language

- **Written exam:** 35 minutes (foundation tier), 45 minutes (higher tier)
- 40 marks (foundation tier), 50 marks (higher tier)
- Worth 25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Italian, to be answered in Italian or non-verbally

Paper 2 – Speaking

Communicating and interacting effectively in speech for a variety of purposes

- **Non-exam assessment**
- 7-9 minutes (foundation tier) + preparation time
- 10-12 minutes (higher tier) + preparation time
- 60 marks (both foundation and higher tier)
- Worth 25% of the total GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 – Reading

Understanding and responding to different types of written language

- **Written exam:** 45 minutes (foundation tier), 1 hour (higher tier)
- 60 marks (for each of foundation tier and higher tier)
- Worth 25% of the GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally

- Section B – questions in Italian, to be answered in Italian or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4 – Writing

Communicating effectively in writing for a variety of purposes

- **Written exam:** 1 hour (foundation tier), 1 hour 15 minutes (higher tier)
- 50 marks at foundation tier and 60 marks at higher tier
- Worth 25% of the GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Italian (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Italian (minimum 50 words) – 12 marks

L2 FURTHER MATHEMATICS

The examination board pupils will be following is AQA and the specification title is 'Level 2 Further Mathematics (8365)'. There is no Non-Examined Assessment in GCSE Further Mathematics. The examination consists of two written papers of one hour forty-five minutes each, with only the first paper being non-calculator. Please note that, pupils studying GCSE Further Mathematics will also sit their GCSE Mathematics examination. Pupils studying GCSE Further Mathematics will follow the AQA Level 2 Certificate in Further Mathematics textbook (ISBN 9781510446939), in addition to the Edexcel GCSE Maths Higher textbook (ISBN 9780198351511).

How it's assessed

Paper 1 – Non-Calculator

- **Written exam:** 1 hour 45 minutes
- 80 marks
- Non-calculator
- 50% of the AQA Level 2 Certificate in Further Mathematics assessment

Questions

A mix of question styles, from short, single-mark questions to a multi-step problems. The mathematical demand increases as a student progresses through the paper.

Paper 2 – Calculator paper

- **Written exam:** 1 hour 45 minutes
- 80 marks
- Calculator
- 50% of the AQA Level 2 Certificate in Further Mathematics assessment

Questions

A mix of question styles, from short, single-mark questions to a multi-step problems. The mathematical demand increases as a student progresses through the paper.

Content

1. Number
2. Algebra
3. Coordinate Geometry (2 dimensions only)
4. Calculus
5. Matrix Transformations
6. Geometry

CHINESE MANDARIN

Students will sit three written exams and one non-exam assessed assessment (speaking).

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Paper 1 – Listening

Understanding and responding to different types of spoken language

- **Written exam:** 35 minutes (foundation tier), 45 minutes (higher tier)
- 40 marks (foundation tier), 50 marks (higher tier)
- Worth 25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Questions

Foundation Tier and Higher Tier

- Questions in English, to be answered in English or non-verbally

Paper 2 – Speaking

Communicating and interacting effectively in speech for a variety of purposes

- **Non-exam assessment**
- 7-9 minutes (foundation tier) + preparation time
- 10-12 minutes (higher tier) + preparation time
- 60 marks (both foundation and higher tier)
- Worth 25% of the total GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 – Reading

Understanding and responding to different types of written language

- **Written exam:** 45 minutes (foundation tier), 1 hour (higher tier)
- 60 marks (for each of foundation tier and higher tier)
- Worth 25% of the GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4 – Writing

Communicating effectively in writing for a variety of purposes

- **Written exam:** 1 hour (foundation tier), 1 hour 15 minutes (higher tier)
- 50 marks at foundation tier and 60 marks at higher tier
- Worth 25% of the GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Chinese Mandarin (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Chinese Mandarin (minimum 50 words) – 12 marks

MATHEMATICS

The GCSE Mathematics course at Beths builds on the work completed in Years 7, 8 and 9 and goes beyond the requirements of the National Curriculum. The broad topic areas are number, algebra, shape and space, statistics and ratio and proportion. The examination board our pupils follow is Edexcel and the specification title is 'Edexcel GCSE Mathematics (9-1)' from 2015. There is no Non-Examined Assessment in GCSE Mathematics.

The examination consists of three written papers of one hour thirty minutes each, with only the first paper being non-calculator. Our expectation is that all pupils will be entered for the Higher Tier (Grades 3-9) examination. Pupils studying Mathematics will follow the Edexcel GCSE Maths Higher textbook (ISBN 9780198351511).

Students will sit the GCSE at the end of Year 11 taking three written exam papers:

Paper 1 (33%):	Non calculator	1 hour 30 minutes
Paper 2 (33%)	Calculator allowed	1 hour 30 minutes
Paper 3 (33%)	Calculator allowed	1 hour 30 minutes

Content to be assessed across all three papers:

- **Number**
 - Structure and calculation
 - Fractions, decimals and percentages
 - Measures and accuracy
- **Algebra**
 - Notation, vocabulary and manipulation
 - Graphs
 - Solving equations and inequalities
 - Sequences
- **Ratio, proportion and rates of change**
- **Geometry and measures**
 - Properties and constructions
 - Mensuration and calculation
 - Vectors
- **Probability**
- **Statistics**

How to get a grade 9

- To get a grade 9 not only must you have high levels of confidence in all topic areas but also you must be able to creatively tackle problems using algebra skills if necessary to solve problems.
- You must also be highly logical in your ability to explain your maths so that you are able to collect full marks in proof and 'show that' questions.
- You cannot drop marks on low grade topics so high competence on the entire syllabus is required including on some of the unusual data handling questions.
- Being able to go beyond the syllabus to the basics of A level in algebra, trigonometry and some statistics will help.
- Attention to detail is needed with high levels of ability in spotting (and hence eliminating) errors.

MUSIC

The GCSE course is divided into the following three units.

Component 1: Performing

30% of the qualification.

You will need to perform a minimum of two pieces with a total combined duration of 4-6 minutes. One piece must be an ensemble lasting at least one minute. Another piece of music must be linked to an Area of Study (see below). These could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.

Component 2: Composing

30% of the qualification.

You will compose two pieces of music lasting 3-6 minutes in total. One will be in response to a brief set by the exam board, there are four to choose from each year and one will be in any style you choose.

Component 3: Appraising

40% of the qualification

You will sit one listening examination that will last approximately 1 hour 15 minutes, which will consist of 8 questions, 2 on each area of study, which are listed below.

Area of Study 1: Musical Forms and Devices

In this area of study, you will place music within a broad historical context. However, it is not expected that you develop a detailed chronology of music aside from an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.

Set Work: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord
(Final movement, Orchestral Suite No.2 in B minor, BWV 1067)

Area of Study 2: Music for Ensemble

In this area of study, you will develop an understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in texture.

Area of Study 3: Film Music

In this area of study, you will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect.

Area of Study 4: Popular Music

In this area of study, you will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).

Set Work: Africa: Toto (released 1982)

PHYSICAL EDUCATION

Students will sit two written examination papers and will submit one Non-Examined Assessment (NEA/Coursework).

Subject content

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and wellbeing

Assessments

<u>Component 1 - Paper 1 – The human body and movement in physical activity and sport</u> Written exam: 1 hour 15 minutes 78 marks 30% of the GCSE	<u>Component 2 - Paper 2 – Socio-cultural influences and well-being in physical activity and sport</u> Written exam: 1 hour 15 minutes 78 marks 30% of the GCSE
<i>What is assessed?</i> <ul style="list-style-type: none">• Applied anatomy and physiology• Movement analysis• Physical training• Use of data	What's assessed <ul style="list-style-type: none">• Sports psychology• Socio-cultural influences• Health, fitness and well-being• Use of data
Questions <ul style="list-style-type: none">• Answer all questions.• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	Questions <ul style="list-style-type: none">• Answer all questions.• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Component 3 – Non-Exam assessment: Practical performance in Physical activity and sport

Non-exam assessment (NEA)

Assessed by teachers

Moderated by AQA

100marks

40% of the GCSE

What's assessed

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

PHYSICS

Students will sit two papers for GCSE Physics. There is no coursework or NEA. It is 100% exam based.

Course content for GCSE Physics

OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)	
Paper 1 Assesses P1, P2 ,P3 and P4	
Topic P1: Matter	
<i>P1.1 The particle model</i>	
<i>P1.2 Changes of state</i>	
<i>P1.3 Pressure</i>	
Topic P2: Forces	
<i>P2.1 Motion</i>	
<i>P2.2 Newton's Laws</i>	
<i>P2.3 Forces in action</i>	
Topic P3: Electricity	
<i>P3.1 Static and charge</i>	
<i>P3.2 Simple circuits</i>	
Topic P4: Magnetism and magnetic fields	
<i>P4.1 Magnets and magnetic fields</i>	
<i>P4.2 Uses of magnetism</i>	

OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)	
Paper 2 Assesses P5 , P6, P7 and P8	
Topic P5: Waves in matter	
<i>P5.1 Wave behaviour</i>	
<i>P5.2 The electromagnetic spectrum</i>	
<i>P5.3 Wave interaction</i>	
Topic P6: Radioactive decay – waves and particles	
<i>P6.1 Radioactive emissions</i>	
<i>P6.2 Uses and hazards</i>	
Topic P7: Energy	
<i>P7.1 Work done</i>	
<i>P7.2 Power and efficiency</i>	
Topic P8: Global challenges	
<i>P8.1 Physics on the move</i>	
<i>P8.2 Powering Earth</i>	
<i>P8.3 Beyond Earth</i>	

OCR Level 1/2 GCSE (9–1) in Physics A (Gateway Science) (J249)

The course is assessed by 2 written examinations (Higher Tier Grades 9-4)

Paper	Mode of Assessment	Assessment Details	Total marks	Weighting (%)
Paper 3 (J249/03)	Written paper (1 hour 45 mins)	Topics P1-P4	90	50
Paper 4 (J249/04)	Written paper (1 hour 45 mins)	Topics P5-P8 with assumed knowledge of P1-P4	90	50

RELIGIOUS STUDIES

All student study **Route A.**

Paper 1 - Component 1: Religious, Philosophical and Ethical Studies in the Modern World

Written examination: 2 hours

50% of qualification

The paper will assess the following four themes. All questions are compulsory.

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Paper 2 - Component 2: Study of Christianity

Written examination: 1 hour

25% of qualification

This paper will assess the beliefs, teachings and practices of **Christianity**.

This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.

Paper 3 - Component 3: Study of a World Faith

Written examination: 1 hour

25% of qualification

This paper will assess the beliefs, teachings and practices of **Judaism**.

This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.

SOCIOLOGY

Students will sit two externally assessed examination papers for GCSE Sociology. There is no coursework or NEA. This subject is 100% exam based.

Paper 1 - Component 1: Understanding Social Processes

Written examination: 1 hour 45 minutes

50% of qualification

100 marks

This component focuses on the themes of socialisation, identity and culture. Learners study the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity, and develop these through detailed study of families and education.

Sociological research methods are presented as a separate topic area. However, research methods should permeate the entire course. Learners should be encouraged, when considering the evidence used to support or challenge theories in their study of families and education, to examine the research methods used, their reliability and their appropriateness for that study. This will help learners to understand the importance of assessing the research methods used in evidence gathering.

Sociological theory and its relevance in contemporary society also permeates the course. Learners should be familiar with the theories of named classical sociologists and their relevance to contemporary society. All theories and studies are to be considered in a UK context except where otherwise stated.

Topic list for paper 1

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

Paper 2 - Component 2: Understanding Social Structures

Written examination: 1 hour 45 minutes

50% of qualification

100 marks

The focus in this component is on social differentiation, power and stratification. This includes the theme of power, issues of social order and social control, studied through crime and deviance. Learners also study applied methods of sociological enquiry.

Learners' knowledge and understanding of sociological research methods studied in Component 1 will be reinforced by considering the research methods used to gather evidence for the theories studied in Component 2. In applied methods of social enquiry, learners are encouraged to further develop their understanding of the research process by considering the stages in carrying out research and in interpreting data. This will assist them in their assessment of the evidence used to support or challenge theories in both components.

Topic list for paper 2

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

SPANISH

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Paper 1 – Listening

Understanding and responding to different types of spoken language

- Written exam: 35 minutes (foundation tier), 45 minutes (higher tier)
- 40 marks (foundation tier), 50 marks (higher tier)
- Worth 25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally

Paper 2 – Speaking

Communicating and interacting effectively in speech for a variety of purposes

- Non-exam assessment
- 7-9 minutes (foundation tier) + preparation time
- 10-12 minutes (higher tier) + preparation time
- 60 marks (both foundation and higher tier)
- Worth 25% of the total GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 – Reading

Understanding and responding to different types of written language

- Written exam: 45 minutes (foundation tier), 1 hour (higher tier)
- 60 marks (for each of foundation tier and higher tier)
- Worth 25% of the GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally

- Section C – translation from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4 – Writing

Communicating effectively in writing for a variety of purposes

- Written exam: 1 hour (foundation tier), 1 hour 15 minutes (higher tier)
- 50 marks at foundation tier and 60 marks at higher tier
- Worth 25% of the GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

STATISTICS

Students sit two written examinations for GCSE Statistics. There is no coursework. Content assessed across both papers include:

- **The collection of data**
 - Planning
 - Types of data
 - Population and sampling
 - Collecting data
- **Processing, representing and analysing data**
 - Tabulation, diagrams and representation
 - Measures of central tendency
 - Measures of dispersion
 - Further summary statistics
 - Scatter diagrams and correlation
 - Time series
 - Quality assurance
 - Estimation
- **Probability**

Paper 1

Written Examination: 1 hour and 30 minutes

80 marks

50% of the total GCSE qualification

- Students must answer all questions
- The paper assess all content
- Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle
- The paper contains short response, medium response and extended response questions
- Calculators may be used in the examination.

Paper 2

Written Examination: 1 hour and 30 minutes

80 marks

50% of the total GCSE qualification

- Students must answer all questions
- The paper assess all content
- Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle
- The paper contains short response, medium response and extended response questions
- Calculators may be used in the examination.