

I NEVER  
DREAMED  
ABOUT  
SUCCESS.  
I WORKED  
FOR IT.

**Achieving Grades 7-9**  
A Practical Guide to Success at Yateley School





# Introduction



At Yateley School we want our most able students to aim as high as possible as well as fulfil their academic and creative potential. National trends show us that the most-able students are capable of making progress at a quicker rate than is typical of their peer group. As a result, we believe that by identifying, motivating and challenging these students their aspirations can be fulfilled.

In this booklet you'll be taken through the various steps required to achieve these high grades at GCSE and crucially, what support is available to you from each subject.

We want you to do well, we know you have all the attributes to be successful and now is your chance to work hard and get the outstanding grades of which you are capable!

**Mrs K Evans**

Gifted and Talented Coordinator

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# Art

## What do the exam board want?

It is expected from AQA that as potential high achieving student you will need to:

- demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly
- effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work
- record and use perceptive insights and observations with well-considered influences on ideas
- demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ The writing you do in Art is limited but very important. In most cases you will show your understanding and ideas visually and discuss these with your teacher. When you annotate your development work you are talking to the examiner and explaining your thinking. It gives you a chance to show just how well you understand an idea or the work of an artist. It gives you a chance to explain how imaginative you are even if your physical work has had to be scaled down because of lack of materials or skill.</li><li>▪ The writing you do should not be extended but frequent and always linked to explaining your images.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can work in a variety of different media and show mastery of some. You <b>must</b> show that you can draw to achieve higher grades.</li><li>▪ You must show that you can experiment with media – this usually involves making mistakes and learning from them.</li><li>▪ You must show that you can refine your skills and select what work is successful.</li><li>▪ You must be able to present a body of work showing how you have developed ideas and skills.</li></ul>

## How you are assessed on the course?

You are assessed on your **Coursework Portfolio** and an externally set **Exam**.

Both are assessed using the four Assessment Objectives

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The descriptors for higher level work always start with “An exceptional ability...” or “A highly developed ability...”. Please refer to the mark schemes highlighted in additional support.

Coursework Portfolio is where you learn to develop a project guided by your teacher. Worth 60% of GCSE

Externally set Exam where students are given twelve weeks to develop a project based on a choice of given themes. They will be guided by their teacher but higher level students **must** produce personal work based upon their own ideas. Worth 40% of GCSE

## Additional Support Available to get you grades 7-9:

After school support on a daily basis.

Regular feedback from two teachers.

P7 sessions with HoD.

AQA GCSE Art and Design Specification <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

The mark schemes are on pages 28 & 29.

# Computer Science

## **What do the exam board want?**

It is expected from OCR that as potential high achieving student you will need to:

- understand and apply the fundamental principles and concepts of Computer Science,
- think creatively, innovatively, analytically, logically and critically.

## **What our department looks for in a 7-9 student**

Examination skills	Coursework skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to learn all of the technical terminology and apply it to the scenarios given.</li><li>▪ You will need to be able to produce sensible algorithms in a paper.</li><li>▪ You will need to be able to write essay style answers to a couple of questions ensuring a strong technical understanding of Computer Science is clear.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can produce modular programs including techniques such as exception handling</li><li>▪ Your coding solution will be both elegant and efficient.</li><li>▪ The quality of your documentation will be high including all relevant information and relating to the real-world.</li></ul>

## **How you are assessed on the course?**

Paper 1: Computer Systems (No calculator allowed)

What's assessed? Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns

How it's assessed? Written paper: 1hour and 30 minutes, out of 80marks, worth 40% of GCSE

Paper 1: Computational thinking, algorithms and programming (No calculator allowed)

What's assessed? Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages and Data representation

How it's assessed? Written paper: 1hour and 30 minutes, out of 80marks, worth 40% of GCSE

Coursework: Programming project

What's assessed? Programming techniques, Analysis, Design, Development Testing and evaluation and conclusions

How it's assessed? Non-Exam Assessment totalling 20 hours, out of 40 marks, worth 20% of GCSE

## **Additional Support Available to get you grades 7-9:**

Attendance at period 7s, lunchtime club in C28, extra help after school can be arranged. Good attendance to lessons is vital!

## Dance

### **What do the exam board want?**

It is expected from AQA that as potential high achieving student you will need to:

- demonstrate, including through own performance, sustained and perceptive knowledge and understanding of skills required to perform safely, accurately and with sensitivity to style and intention
- demonstrate sophisticated selection and use of choreographic elements and aural settings to communicate choreographic intention
- critically analyse, interpret and evaluate own and professional works, to produce convincing reflective judgements using specialist terminology accurately and effectively

### **What our department looks for in a 7-9 student**

Writing skills	Practical skills
<p>A 7-9 student will need to be able to...</p> <ul style="list-style-type: none"> <li>• show detailed knowledge and understanding of the choreographic processes which will be assessed through a hypothetical choreography question</li> <li>• show detailed knowledge and understanding of performing skills which will be assessed through short answer questions</li> </ul> <p>You will also need to...</p> <ul style="list-style-type: none"> <li>▪ critically analyse, interpret and evaluate own and professional works, to produce convincing reflective judgements</li> <li>▪ Use specialist terminology accurately and effectively</li> </ul>	<p>You will show that you can...</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the skills required to perform safely, accurately and with sensitivity to style and intention</li> <li>• Demonstrate sophisticated selection and use of choreographic elements and aural settings to communicate choreographic intention</li> </ul> <p>You must consistently...</p> <ul style="list-style-type: none"> <li>• Show a highly developed ability to demonstrate physical, expressive and technical skills in performance</li> <li>• Show a highly developed demonstration of mental skills</li> </ul>

### **How you are assessed on the course?**

#### Theory - Dance Appreciation

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

#### **How it's assessed?**

Written exam: 1 hour 30 minutes, out of 80 marks and worth 40% of GCSE

#### Practical

Performance: Two Set phrases through a solo performance (approximately one minute in duration) and Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography: Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

**How it's assessed?** Internally marked and externally moderated by AQA, out of 40 marks for both Performance and Choreography. Each worth 30%

### **Additional Support Available to get you grades 7-9:**

- Revision sessions in class after course is finished
- Extended answer questions – writing frame suggested
- Past paper exam questions to be used throughout the two year course
- Opportunity to select BTEC (or other talented) Dance students to enhance choreography
- Opportunity to take part in professional dance workshops and see professional dance works to inspire

# Drama

## What do the exam board want?

It is expected from Edexcel that as potential high achieving student you will need to:

- Recognise and understand how theatrical choices are used by theatre makers to create impact
- Understand how the meaning of a text can be interpreted and communicated to an audience
- Use appropriate vocabulary and subject-specific terminology.
- Analyse and evaluate the work of theatre makers
- Form critical judgements about live theatre based on their understanding of drama and theatre
- Analyse and evaluate the ways in which different performance and production elements are brought together to create theatre
- Analyse and evaluate the work of others.

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to...</li><li>▪ Write clearly and concisely</li><li>▪ Analyse and evaluate in detail</li><li>▪ Use subject specific vocabulary.</li><li>▪ You will also need to.....</li><li>▪ Show a deep and balanced knowledge of how production elements create meaning for an audience</li><li>▪ Write from the perspective of an actor/designer/director.</li><li>▪ Show understanding of social context.</li><li>▪ Show understanding of how to create a performance from stimulus, initial intentions through to final refined piece.</li> <li>▪ All the above applies to writing from the perspective of a designer (if that option is chosen).</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can...</li><li>▪ Use your voice and body with precision to show character and intentions.</li><li>▪ Vocally: use pace, pitch, tone, volume, pause, inflection and projection with clear intent.</li><li>▪ Physically: use gestures, facial expression, stillness, stance, contact, use of space and spatial relationships (proxemics) with clear intent.</li><li>▪ Design: Create a design element that clearly and precisely shows intentions.</li><li>▪ You must consistently...</li><li>▪ Create characters that show a detailed understanding of the role in the context of the performance (scripted or devised).</li><li>▪ Demonstrate clear understanding of the style, genre and artistic intentions of the play/devised work through your performance/design element.</li></ul>

## How you are assessed on the course?

### Coursework

Component 1, Worth 40% of the qualification

Create and develop a devised piece from a stimulus

Performance of this devised piece or design realisation for this performance.

Analyse and evaluate the devising process and performance.

There are two parts to the assessment:

- 1) A portfolio covering the creating and developing process and analysis and evaluation of this process.
- 2) A devised performance/design realisation

Component 2 Worth 20% of the qualification: Students will either perform in and/or design for two key extracts from a performance text. Externally assessed by visiting examiner

### Exam

Component 3: Theatre Makers in Practice. Written examination: 1 hour 30 minutes, worth 40% of the qualification. This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text. Section B: Live Theatre Evaluation This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

## Additional Support Available to get you grades 7-9:

- Revision sessions after course has finished.
- Small group coursework catch-up sessions.
- After-school practical support with performance pieces.

# English Language

## What do the exam board want?

It is expected from AQA that as potential high achieving student you will need to:

For Critical reading and comprehension-

- Summarise and critically evaluate with detailed and perceptive understanding
- Understand and respond with insight to explicit and implicit meanings and viewpoints
- Analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure
- Substantiate their understanding and opinions with illuminating references to texts and contexts
- Make convincing and apt links and comparisons within and between texts

Within your writing

- communicate with impact and influence
- produce ambitious, accomplished and effectively-structured texts
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact
- spell, punctuate and use grammar accurately so that writing is virtually error-free

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to: Use adjectives aptly – but don't overuse them – the adjective has to earn its place adding something new and necessary that the reader did not know</li><li>▪ Writing works well when the feeling comes through the description so that you experience the writing as if you are character</li><li>▪ Try to 'surprise' the reader – with word combination or sentence variation, mood change or new event.</li><li>▪ Shifting clauses – 'Reaching up, I grabbed the first branch'</li><li>▪ Be concise with your choices eg 'The wind blew'.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can work harder than any other student – only 16% of the whole country will be allowed to get a 7+</li><li>▪ You must consistently craft your writing. It is vital you think like a writer and adapt your tone, vocabulary, punctuation and sentence structures to suit the purpose of your writing.</li><li>▪ You need to read novels, newspaper articles and poems to further develop your writing craft.</li></ul>

## How you are assessed on the course?

### **Paper 1: Explorations in Creative Reading and Writing**

What's assessed? Section A: Reading one literature fiction text, Section B: Writing descriptive or narrative writing

How is it assessed? exam: 1 hour 45 minutes, 80 marks, worth 50% of GCSE

### **Paper 2: Writers' Viewpoints and Perspectives**

What's assessed? Section A: Reading one non-fiction text and one literary non-fiction text, Section B: Writing, writing to present a viewpoint

How is it Assessed? exam: 1 hour 45 minutes, 80 marks, worth 50% of GCSE

Questions range from short to long answers for the reading of text 40 marks, worth 25%

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

40 marks worth 25%

Non-examination Assessment: Spoken Language

What's assessed?(**AO7–AO9**) Presenting responding to questions and feedback use of Standard English

How is it Assessed? teacher set throughout course, marked by teacher separate endorsement (0% weighting of GCSE)

## Additional Support Available to get you grades 7-9:

There are a wealth of resources available to all students:

- YouTube: Mr Bruff who is highly regarded YouTuber – he has online tutorials for Language Paper 1 and Paper 2 with videos aimed at 7+
- GCSEPod: Online videos to assist with recapping on the core knowledge for you to do well.
- You will receive English workbooks for each exam which must be completed for you to retain the core knowledge required to achieve a 7+
- P7 sessions, which are invite only, will be available at certain points in the year.
- Easter revision: you will be invited to revision sessions aimed for students who are aspiring to achieve a 8+
- Your English teacher will support you in achieving your potential.

# English Literature

## What do the exam board want?

- Sustain a convincing, informed personal response to explicit and implicit meanings of texts
- Sustain a perceptive critical analysis of the ways in which writers use language, form and structure
- Use judicious and well-integrated textual references to develop personal responses
- Show perceptive understanding of how contexts shape texts and responses to texts
- Make illuminating comparisons between texts

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ Students need to use “<i>judicious</i>” quotations. In practice, this means you need to be highly relevant in your choice of quote and make sure that you embedded in the line of your argument. This will require memorisation as well as practice in using the quotations because you will not have the text in front of you</li><li>▪ You need to write an “<i>exploratory</i>” response. This means you will know a range of interpretations of at least some of the quotations you memorise so that you can weave them into your response.</li><li>▪ You are required to craft a “<i>conceptualised</i>” answer, meaning you need to have a clear thread of themes and ideas running through your response. If the question is thematic, this is relatively easy. If the question focuses on a character, it is more challenging. What they need to do in this case, is consider the way Shakespeare uses the character(s) as constructs to impact on your thinking about the themes.</li><li>▪ You will need to make detailed links between the task, text and context. As a result, You will need to have in your memories a range of contextual knowledge which is directly linked to the themes, quotations, and analytical points you have revised</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can analyse and evaluate the text, writers’ intentions and the importance of the context.</li><li>▪ You will independently revise the text and seek opportunities to further your knowledge of the texts.</li><li>▪ You must consistently remember and recall quotes from the text. It is expected that you will know 15 quotes per text.</li></ul>

## How you are assessed on the course?

### **Paper 1: Shakespeare and the 19th-century novel**

What's assessed? Shakespeare plays, the 19th-century novel.

How it's assessed? Written exam: 1 hour 45 minutes, 64 marks, worth 40% of GCSE

Questions: Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### **Paper 2: Modern texts and poetry**

What's assessed? Modern prose or drama texts. The poetry anthology, Unseen poetry

How it's assessed? Written exam: 2 hour 15 minutes, 96 marks, 60% of GCSE

Questions: Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Additional Support Available to get you grades 7-9:

There are a wealth of resources available to all students:

- YouTube: Mr Bruff who is highly regarded YouTuber – he has online tutorials for Literature with videos aimed at a grade 9!
- GCSEPod: Online videos to assist with recapping on the core knowledge for you to do well.
- You will receive English workbooks for each literature text which must be completed for you to retain the core knowledge required to achieve a 7+
- P7 sessions, which are invite only, will be available at certain points in the year.
- Easter revision: you will be invited to revision sessions aimed for students who are aspiring to achieve a 8+
- Your English teacher will support you in achieving your potential.

# French

## What do the exam board want?

It is expected from AQA that as potential high achieving student you will need to:

### **Listening**

- respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions

### **Speaking**

- initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions
- use mostly accurate pronunciation and intonation

### **Reading**

- respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning

### **Writing**

- write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately

## What our department looks for in a 7-9 student

Writing & speaking skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to use an extensive range of vocabulary and to express and justify opinions at every opportunity.</li><li>▪ You will also need to use a very large range of verbs accurately and apply grammatical knowledge and sentence structure with ease.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can answer questions spontaneously and creatively.</li><li>▪ You must consistently show that you know how to infer meaning and that you can deal with unpredicted elements to a good degree of success.</li></ul>

## How you are assessed on the course?

### **Paper 1: Listening**

What's assessed? Understanding and responding to different types of spoken language

How it's assessed? Written exam: 45 minutes, out of 50 marks, worth 25% of GCSE

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

Questions: 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**

What's assessed? Communicating and interacting effectively in speech for a variety of purposes

How it's assessed? Non-exam assessment 10–12 minutes + preparation time, out of 60 marks and worth 25% of GCSE

### **Paper 3: Reading**

What's assessed? Understanding and responding to different types of written language

How it's assessed? Written exam: 1 hour, out of 60 marks, worth 25% of GCSE

Questions: 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 50 words.

### **Paper 4: Writing**

What's assessed? Communicating effectively in writing for a variety of purposes

How it's assessed? Written exam: 1 hour 15 minutes, out of 60 marks at Higher Tier, worth 25% of GCSE

Questions: 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

## Additional Support Available to get you grades 7-9:

1. Use of Kerboodle interactive grammar practice;
2. Use of Activelearn interactive reading and listening practice questions;
3. Use of linguascope.com intermediate section to reinforce vocabulary and sentence structures;
4. Use of CGP French Grammar workbook (9-1);
5. Use of Memrise to support the range and retention of a wider bank of vocabulary.

# Food Preparation and Nutrition

## What do the exam board want?

It is expected from **Educas** that as potential high achieving student you will need to:

- demonstrate relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition
- safely and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to plan, prepare and present complex dishes
- critically analyse and evaluate, to draw well-evidenced conclusions:
  - issues relating to food choices, provenance and production
  - food made by themselves and others

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to present, test and evaluate a hypothesis linked to a food science principle. Be able to link explanation to scientific terms and explain them and link to the hypothesis. Be able to write concisely within a word limit.</li><li>▪ You will also need to write reasoned responses to essay questions including specific terminology with detailed relevant points with examples. A depth of knowledge and understanding must be shown.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can prepare, cook and display using a range of advanced practical skills. Be able to dovetail efficiently a range of dishes and execute them demonstrating high level of safety and hygiene procedures.</li><li>▪ You must consistently produce dishes of a high skills level and showing high level presentation skills throughout the course. Consistently select suitable dishes for the given scenario and be able to explain how and why the dishes are suitable.</li></ul>

## How you are assessed on the course?

### **Unit 1: Written Paper: Principles of Food Preparation and Nutrition**

1 hour 45 minutes 100 marks – 50%

Candidates answer all questions. This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition

### **Unit 2: Food Preparation and Nutrition in Action**

#### **Part 1: Food Science Investigation**

Maximum 8 hours – 30 marks – 15%

The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Consists of a planned practical investigation to prove/disprove a hypothesis linked to a food science principle.

#### **Part 2: Food preparation assessment: Practical**

Maximum 12 hours – 70 marks – 35%

The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. Consists of selecting three suitable dishes linked to a scenario and planning, reasoning and evaluating the choices and practical session.

## Additional Support Available to get you grades 7-9:

Digital text book with in depth extended knowledge. Revision guides are now available to help the learning of key areas of knowledge. Differentiated homework's enable higher level students to extend their research work and depth of knowledge.

# Geography

## **What do the exam board want?**

It is expected from Edexcel that as potential high achieving student you will need to:

- Have a high level of contextual knowledge of locations and places
- Have a really good understanding of patterns, processes and environmental change
- Have competences in geographical enquiry
- Be able to apply a wide range of geographical skills including fieldwork
- 

## **What our department looks for in a 7-9 student**

Writing skills	Practical skills
Students can accurately describe the precise characteristics of physical and human environments, using comprehensive knowledge of case studies supported by accurately applied geographical terminology. They can explain the interactions between complex geographical processes, applying these with precise accuracy. They can produce a balanced and wide ranging argument on how the management of physical and human environments varies depending on the values and attitudes involved in making the decisions, appreciating that the opinions of stakeholders will vary considerably. They can explain why more sustainable approaches are needed for the planning and management of environments, and evaluate the costs and benefits.	Students can conduct a geographical enquiry, identify appropriate hypotheses or key questions, and provide detailed supporting predictions. They can systematically collect primary and secondary data, collate and present their findings, analyse data, interpret the results and substantiate their conclusions with precise links to geographical theories. They can critically evaluate their enquiry and make a wide range of suggestions for improving the limitations, reliability and validity of the conclusions. They can use an extensive range of sophisticated cartographical maps and graphs and use statistical calculations to analyse the data displayed, recognising why anomalies might exist.

## **How you are assessed on the course?**

### Paper 1: Global Geographical Issues

What's assessed? Section A: Hazardous Earth. Section B: Development dynamics. Section C: Challenges of an urbanising world. The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.

How is it assessed? Written examination: 1 hour and 30 minutes, out of 94 marks and worth 37.5% of your GCSE

### Paper 2: UK Geographical Issues

What's assessed? Section A: The UK's evolving physical landscape. Section B: The UK's evolving human landscape. Section C: Geographical investigations. C1: Students choose one from two optional questions (Coastal change and conflict or River processes and pressures) C2: Students choose one from two- optional questions (Dynamic urban areas or Changing rural areas).

The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

How is it assessed? Written examination: 1 hour and 30 minutes, out of 94 marks and worth 37.5% of your GCSE

### Paper 3: People and Environment Issues – Making Geographical Decisions

What's assessed? Section A: People and the biosphere. Section B: Forests under threat. Section C: Consuming energy resources. Section D: Making a geographical decision. The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.

How is it assessed? Written examination: 1 hour and 30 minutes, out of 64 marks and worth 25% of your GCSE

## **Additional Support Available to get you grades 7-9:**

- Participate on a GA quiz team and compete against teams from other schools
- Challenge tasks in lessons to promote more abstract thinking
- Take a lead role when working in teams
- Focus on writing skills when doing practice exam questions
- Period 7 lessons with a 7-9 focus

## Graphics

### What do the exam board want?

It is expected from OCR that as potential high achieving student you will need to:

- Recall, select and communicate detailed knowledge and thorough understanding of Design and Technology, including its wider effects.
- Apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively.
- They test their solutions, working safely and with a high degree of precision.
- They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary.
- They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions

### What our department looks for in a 7-9 student

Designing	Making
<ul style="list-style-type: none"> <li>• Provides an appropriate, detailed and considered response to a brief and produces a detailed specification for a Prototype product as a result of analysis.</li> <li>• Produces a wide range of creative original ideas and develops design and communicates these using appropriate skills and techniques including the use of ICT. (AO2)</li> <li>• Uses drawing and annotation to clearly communicate full details of the chosen design proposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and organises complex activities.</li> <li>• Uses extensive modelling to assess the suitability of the product against the user's needs, identifies problems and makes appropriate modifications.</li> <li>• Selects and uses materials that are consistently appropriate.</li> <li>• Selects and uses hand and machine tools that are consistently appropriate.</li> <li>• Works consistently safely, skilfully and competently to shape, form, assemble and finish materials or components as appropriate.</li> <li>• The completed product is of a high quality and fully meets the requirements of the final product specification.</li> <li>• Surface graphics are appropriate and demonstrate a high level of competence.</li> </ul>
<b>Critical Evaluation</b>	
<p>Critical evaluation of the finished product against the specification.</p> <ul style="list-style-type: none"> <li>• Undertakes detailed testing; presents meaningful conclusions leading to proposals for modifications to improve the product.</li> <li>• Specialist terms consistently used appropriately and correctly.</li> <li>• Information consistently presented in a structured format.</li> <li>• Consistently accurate use of spelling, punctuation and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a thorough practical Understanding and ability in solving technical problems effectively and efficiently as they arise.</li> <li>• Records key stages involved in the making of the product by providing comprehensive notes and photographic evidence.</li> </ul>

### How you are assessed on the course?

Introduction to designing and making

What is assessed? This unit involves candidates researching, designing and subsequently modelling a functional prototype.

Candidates must select a theme from a theme set by OCR

How is it assessed? Coursework: out of 60 marks 30% of the total GCSE

Making quality products

What is assessed? This unit focuses on the design and manufacture of a complete product from a theme set by OCR This should involve the candidate in the identification of a suitable design opportunity, generation of design ideas showing creativity, modelling and skilful manufacture of a quality product, recording the key stages/processes of making and critical evaluation.

How is it assessed? Coursework: out of 60 marks 30% of the total GCSE marks

Sustainability and technical aspects of designing and making

What is assessed? This unit focuses on the knowledge, skills and understanding underpinning the design and manufacture of products made from graphic materials.

How is it Assessed? Written paper: 1 hour 30 mins, out of 80 marks 40% of the total GCSE

Section A consists of 15 short answer questions and one question which may involve sketching, annotation, short sentences and extended writing. This section will focus on sustainability, product analysis and design. Section B consists of three questions which

may involve sketching, annotation, short sentences and extended writing. This section will focus on the technical aspects of working with equipment and the design of products. This unit is externally assessed.

**Additional Support Available to get you grades 7-9:**

- Expose students to high level exempla work
- Support students in developing analytical skills in product analysis and research work
- Challenge students to develop more complex design solutions
- Master class and support session for coursework and theory- how to access the A\*/A grades.

# History

## What do the exam board want?

It is expected from AQA that as potential high achieving student you will need to:

- Demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics
- Construct a convincing line of reasoning using second order concepts
- Critically analyse and evaluate, to reach reasoned, substantiated judgements: a range of sources, in context, to investigate historical issues interpretations and why they may differ

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to explain in great depth their own knowledge and the source material supplied for any question. They will be able to identify the provenance, tone and argument of all sources and use these details to analyse and evaluate the source against the question/s they are asked. A 7-9 student will also be able to consider the impact of a variety of causes and consequences to a historical issue or person, plus draw complex conclusions regarding the significance of time, place, influences and key individuals.</li><li>▪ You will also need to be able to show examiners your argument throughout the longer answer questions you are required to answer. This means stating your opinion at the start of an essay and continuing to argue your point throughout an essay, evaluating all your points appropriately against the question and your argument.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can quickly and effectively analyse and evaluate historical sources and interpretations of different time periods, from different key individuals. You will understand the structures of how best to answer all the exam questions from paper one and paper two and use these in order to gain marks in the most efficient way.</li><li>▪ You must consistently learn the content for all 4 topics and revise at every opportunity throughout the year. This will assist you to store information in your long term memory and therefore it will be easier to recall it when you need it.</li></ul>

## How you are assessed on the course?

### **Paper 1: Understanding the modern world:**

What's assessed? This paper tests students' ability in relation to all the assessment objectives. It is divided into two equally weighted sections, A and B.

How is it assessed? Section A: America Opportunity & Equality 1920-1973

Period studies questions 1–6 assess the specified content for the wider world period study. In each series all three parts of the specified content will be tested. **Section B: Conflict in Asia 1950-1975: Wider world depth studies** the questions assess the specified content for the wider world depth study. In each series all three parts of the specified content will be tested. Each depth study has four questions. The paper is out of 84 marks and worth 50% of GCSE

### **Paper 2: Shaping the nation:**

What's assessed? This paper tests students' ability in relation to all the assessment objectives.

It is divided into two equally weighted sections, A and B.

How is it assessed? Section A: Restoration England 1660-1685:

Thematic studies, questions 1–4 assess the specified content for the British thematic study. In each series all four parts of the specified content will be tested.

Section B: Health and the People: British depth studies including the historic environment, the remaining questions assess the specified content for the British depth study, incorporating the study of the historic environment. In each series all four parts of the specified content will be tested. There are four questions in this section. The paper is out of 84 marks and worth 50% of GCSE

## Additional Support Available to get you grades 7-9:

Throughout the GCSE course there will be extension tasks to stretch the most able, particularly considering work with historical interpretations and sources. Your teacher will assist you with writing frames to ensure you understand the correct answer structure for each of the exam questions you will be expected to answer and there will be model answers for you to use as guides. You will be given individual guidance on how to improve your exam practice, in particular the evaluation of key themes, points and arguments in your longer answer or essay style questions.

# Latin

## What do the exam board want?

It is expected from OCR that as potential high achieving student you will need to:

- Demonstrate knowledge and understanding of language
- Demonstrate knowledge and understanding of ancient literature/sources.
- Analyse, evaluate and respond to ancient literature/sources.

## What our department looks for in a 7-9 student

### Writing skills

- Recognise and accurately translate all tenses of verbs and cases of nouns in unseen material. There should be excellent identification and analysis of different grammatical forms. Translation should be done with style.
  - Recognise and accurately translate all vocabulary in the Defined Vocabulary List, in all forms.
  - Recognise and accurately translate all Latin constructions.
  - Show detailed knowledge and thorough understanding of literature. Produce accurate translation
  - Show a thorough understanding of the context in which the literature is set.
  - Show an appreciation of the author's techniques and have an informed personal response. Evaluate and analyse evidence.
- Write with intuition and style.

## How you are assessed on the course?

### Language

What's assessed? Learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accent and syntax.

How it's assessed? Written exam: 1 hour 30 minutes, out of 100 marks, worth 50% of GCSE

### Prose and Verse Literature and Literature and Culture

What's assessed? Learners study Latin set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied. The learners also study two topics on Roman Civilisation and Culture using the sources in the *Prescribed Sources Booklet* and answer questions in English on aspects of content, culture, social practices and values.

How it's assessed? Written exam: 1 hour, Optional components – any **two** of the Prose Literature, Verse Literature and Literature and Culture questions, out of 50 marks. Each component is worth 25% of GCSE

## Additional Support Available to get you grades 7-9:

Latin lessons will be challenging with extension tasks for the most able.

Marking will be constructive and formative to encourage you to move to the next level.

You will work with other highly achieving students.

We will celebrate and reward your excellent work.

There will be dedicated revision sessions in the lead up to the exams to support and promote those aiming for the top grades.

# Mathematics

## What do the exam board want?

It is expected from OCR that as potential high achieving student you will need to:

- Perform procedures accurately
- Interpret and communicate complex information accurately
- Make deductions and inferences and draw conclusions
- Construct substantial chains of reasoning, including convincing arguments and formal proofs
- Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes
- Make and use connections, which may not be immediately obvious, between different parts of mathematics
- Interpret results in the context of the given problem
- Critically evaluate methods, arguments, results and the assumptions made

## What our department looks for in a 7-9 student

Grade	Using and Applying	Number and Algebra	Shape, Space and Measure	Statistics
9	Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables.	Pupils understand and use rational and irrational numbers. They determine the bounds of intervals. They understand and use direct and inverse proportion. In simplifying algebraic expressions, they use rules of indices for negative and fractional values. In finding formulae that approximately connect data, they express general laws in symbolic form. They solve simultaneous equations in two variables where one equation is linear and the other is quadratic. They solve problems using intersections and gradients of graphs.	Pupils sketch the graphs of sine, cosine and tangent functions for any angle, and generate and interpret graphs based on these functions. They use sine, cosine and tangent of angles of any size, and Pythagoras' theorem when solving problems in two and three dimensions. They construct formal geometric proofs. They calculate lengths of circular arcs and areas of sectors, and calculate the surface area of cylinders and volumes of cones and spheres. They appreciate the continuous nature of scales that are used to make measurements.	Pupils interpret and construct histograms. They understand how different methods of sampling and different sample sizes may affect the reliability of conclusions drawn. They select and justify a sample and method to investigate a population. They recognise when and how to work with probabilities associated with independent, mutually exclusive events.
8	Pupils develop and follow alternative approaches. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate	Pupils solve problems that involve calculating with powers, roots and numbers expressed in standard form. They choose to use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity	Pupils understand and use congruence and mathematical similarity. They use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions.	Pupils interpret and construct cumulative frequency tables and diagrams. They estimate the median and interquartile range and use these to compare distributions and make inferences. They understand how to calculate the probability of a

	<p>mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work. They examine generalisations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained.</p>	<p>given the result of a proportional change. They evaluate algebraic formulae or calculate one variable, given the others, substituting fractions, decimals and negative numbers. They manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions. They solve inequalities in two variables. They sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations.</p>		<p>compound event and use this in solving problems.</p>
7	<p>Starting from problems or contexts that have been presented to them, pupils explore the effects of varying values and look for invariance in models and representations, working with and without ICT. They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected. They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence.</p>	<p>When making estimates, pupils round to one significant figure and multiply and divide mentally. They understand the effects of multiplying and dividing by numbers between 0 and 1. They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately. They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods. They find and describe in symbols the next term or nth term of a sequence where the rule is quadratic. They use algebraic and graphical methods to solve simultaneous linear equations in two variables</p>	<p>Pupils understand and apply Pythagoras' theorem when solving problems in two dimensions. They calculate lengths, areas and volumes in plane shapes and right prisms. They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes. They determine the locus of an object moving according to a rule. They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction. They understand and use compound measures, such as speed.</p>	<p>Pupils specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias. They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry. They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences. They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.</p>

**How you are assessed on the course?**

<p><b>Paper 4:</b> Calculator Permitted Any topic taught in Maths can be examined on this paper. How is it assessed? exam: 1 hour 30 minutes, 100 marks, worth one third of GCSE</p>	<p><b>Paper 5:</b> Calculator not permitted Any topic taught in Maths can be examined on this paper. How is it assessed? exam: 1 hour 30 minutes, 100 marks, worth one third of GCSE</p>	<p><b>Paper 6:</b> Calculator permitted Any topic taught in Maths can be examined on this paper. How is it assessed? exam: 1 hour30 minutes, 100 marks, worth 3 one third of GCSE</p>
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**Additional Support Available to get you grades 7-9:**

Help is always available in C2.1 after school on a Wednesday. Additionally you can get help from the many Maths web sites we subscribe to; MathsWatch; MyMaths; Mathsworkout.

# Physical Education

## What do the exam board want?

It is expected from AQA that as potential high achieving student you will need to:

- Demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology
- Critically analyse and evaluate a wide range of information about performance to draw well-evidenced conclusions
- Safely and effectively apply a wide range of appropriate techniques, strategies and/or compositional ideas demonstrating a consistently skilled and controlled performance

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to...</li><li>▪ Write extended answer questions with depth of knowledge</li><li>▪ Write clearly and concisely</li><li>▪ Show depth and breadth of understanding of topics</li><li>▪ You will also need to...</li><li>▪ Be able to recall facts and apply your knowledge to practical situation</li><li>▪ Be able to analyse and interpret data effectively</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can...</li><li>▪ Participate to a very high level (County and above) in 3 different sports (individual and team)</li><li>▪ Show consistency in repeating skills in progressively more difficult drills of a competitive nature</li><li>▪ Be able to apply the use of informed tactics and strategies throughout a fully competitive game</li><li>▪ You must consistently...</li><li>▪ Apply and use skills competitively</li><li>▪ Apply the use of the correct tactics and strategies competitively</li></ul>

## How you are assessed on the course?

### Theory

Paper 1: The human body and movement in physical activity and sport

How it's assessed? Written exam: 1 hour 15 minutes, out of 78 marks, and worth 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

How it's assessed? Written exam: 1 hour 15 minutes, out of 78 marks and worth 30% of GCSE

### Practical

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.

How it's assessed? Assessed by teachers and Moderated by AQA, Out of 100 marks and worth 40% of GCSE

## Additional Support Available to get you grades 7-9:

- Revision sessions in class after course is finished
- Extended answer questions – writing frame suggested
- Additional activities considered for assessment from outside of school
- Additional one to one mentoring sessions with teacher or HOD
- One to one offer going through exam papers to understand personal errors in exam technique
- Past paper exam questions to be used
- Mypeexam.org website for enhanced learning opportunity

## Religious studies

### What do the exam board want?

It is expected from WJEC that as potential high achieving student you will need to:

- Demonstrate detailed knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.
- Interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary.
- Use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating different points of view to reach evidenced judgements about these beliefs, issues and questions.

### What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to demonstrate knowledge and understanding of key religious traditions, events, symbols, using supporting statements and use reasoning and evidence.</li><li>▪ You will also need to discuss opinions and beliefs and justify one point of view in a written argument.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you actively listen to other students in the class, think deeply and respond.</li><li>▪ Use of IT for presentations and research will be an important skill students.</li></ul>

### How you are assessed on the course?

Paper 1:

What's assessed? Four compulsory questions, consisting of visual or text stimuli leading to a series of paragraph and extended writing testing

How is it assessed? Written exam: 1 hour 45 minutes out of 101 marks, worth 50%

Paper 2:

What's assessed? Four compulsory questions, consisting of visual or text stimuli leading to a series of paragraph and extended writing testing

How is it assessed? Written exam: 1 hour 45 minutes out of 101 marks, worth 50%

### Additional Support Available to get you grades 7-9:

A range of resources is available online and in the RS department. Please ask your RS teacher for reading suggestions. A full range of religious artefacts is available in the department upon request.

## Science

### **What do the exam board want?**

It is expected from AQA that as potential high achieving student you will need to:

- Demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology
- Use a range of mathematical skills to perform complex scientific calculations
- Critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions
- Critically evaluate and refine methodologies, and judge the validity of scientific conclusions

### **What our department looks for in a 7-9 student**

Through KS3 (Y7 & Y8) we are looking for students to develop a deep understanding of the '10 Big Ideas' that will form the basis of GCSE teacher in KS4 (Y9, Y10 & Y11). The '10 Big Ideas' are:

- Forces (Physics)
- Electromagnetism (Physics)
- Energy (Physics)
- Waves (Physics)
- Matter (Chemistry)
- Reactions (Chemistry)
- Earth (Chemistry)
- Organism (Biology)
- Ecosystems (Biology)
- Genes (Biology)

In addition to the 'Big Ideas' students should develop a clear understanding of the Scientific Method and the practical skills required in implementing it in preparation for the 28 required practical's in the GCSE Science course.

Students should aspire to take the triple science course which means they will complete three GCSEs rather than two. There are no additional lessons provided to take triple science: students are set by attainment with the top sets working 50% faster so they can cover the additional content.

### **How you are assessed on the course?**

GCSE triple Science students taking separate Biology, Chemistry & Physics GCSEs are assessed with 6 exam papers:

- Biology Paper 1 (1hr 45min) – Cell Biology; Organisation; Infection & response; and Bioenergetics.
- Biology Paper 2 (1hr 45min) – Homeostasis & response; Inheritance; variation and evolution; and Ecology.
- Chemistry Paper 1 (1hr 45min) – Atomic structure & the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
- Chemistry Paper 2 (1hr 45min) – The rate & extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.
- Physics Paper 1 (1hr 45min) – Energy; Electricity; Particle model of matter; and Atomic structure.
- Physics Paper 2 (1hr 45min) – Forces; Waves; Magnetism and electromagnetism; & Space physics.

Questions in can include multiple choice, structured, closed short answer and open response

**Additional Support Available to get you grades 7-9:**

Science is taught as much as possible in specialism (i.e. Biology, Chemistry & Physics). As such your teacher will be both enthusiastic and an expert in the specialism.

Because we set by attainment the level of work in a class is focused on the level of students within it. Top sets will be focused on work that provides them access to the 7-9 grades. Teaching within these classes is normally by teachers that also teach A level – therefore they will be able to extend you into some A level content potentially as early as Year 9.

Additional sessions are run afterschool for students focused on attaining the higher grades focused on both the exam content & the exam technique required.

Going forward it is hoped that we will start entering some students in the national science competitions. These competitions provide interesting challenges using the scientific knowledge taught in class but applied to new/interesting scenarios.

# Spanish

## What do the exam board want?

It is expected from AQA that as potential high achieving student you will need to:

### **Listening**

- respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions

### **Speaking**

- initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions
- use mostly accurate pronunciation and intonation

### **Reading**

- respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning

### **Writing**

- write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately

## What our department looks for in a 7-9 student

Writing skills	Practical skills
<ul style="list-style-type: none"><li>▪ A 7-9 student will need to be able to use an extensive range of vocabulary and to express and justify opinions at every opportunity.</li><li>▪ You will also need to use a very large range of verbs accurately and apply grammatical knowledge and sentence structure with ease.</li></ul>	<ul style="list-style-type: none"><li>▪ You will show that you can answer questions spontaneously and creatively.</li><li>▪ You must consistently show that you know how to infer meaning and that you can deal with unpredicted elements to a good degree of success.</li></ul>

## How you are assessed on the course?

### **Paper 1: Listening**

What's assessed? Understanding and responding to different types of spoken language

How it's assessed? Written exam: 45 minutes, out of 50 marks, worth 25% of GCSE

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

Questions: 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**

What's assessed? Communicating and interacting effectively in speech for a variety of purposes

How it's assessed? Non-exam assessment, 10–12 minutes + preparation time out of 60 marks, worth 25% of GCSE

### **Paper 3: Reading**

What's assessed? Understanding and responding to different types of written language

How it's assessed? Written exam: 1 hour, out of 60 marks, worth 25% of GCSE

Questions: 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 50 words)

### **Paper 4: Writing**

What's assessed? Communicating effectively in writing for a variety of purposes

How it's assessed? Written exam: 1 hour 15 minutes, out of 60 marks, worth 25% of GCSE

Questions: 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

## Additional Support Available to get you grades 7-9:

1. Use of Kerboodle interactive grammar practice;
2. Use of Activelearn interactive reading and listening practice questions;
3. Use of linguascope.com intermediate section to reinforce vocabulary and sentence structures;
4. Use of CGP French Grammar workbook (9-1);
5. Use of Memrise to support the range and retention of a wider bank of vocabulary.