

Joyce Frankland Academy, Newport

Centre Number 16527



**EXAMINATION GUIDE
FOR STUDENTS / PARENTS
2025/2026**

This booklet contains important information about exam dates, what the rules are, how to get your results and so on.

Read it carefully. If there is anything you do not understand speak to your form tutor, subject teacher or the Exams Officer

The Academy can take no responsibility if you fail to act on its content.

Keep it safe in case you need to refer to it later.

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INTRODUCTION

It is the aim of Joyce Frankland Academy, Newport to make the examination experience as stress free as possible for all candidates.

External examinations take place in January for, Year 13 BTEC and for all students in May/June.

The Awarding bodies (examination boards) set down strict criteria which must be followed for the conduct of examinations, controlled assessments, coursework and as an approved Examination Centre, Joyce Frankland Academy, Newport is required to follow them precisely. Candidates are also required to abide by Awarding Body regulations and particular note should be taken of the Notice to Candidates contained in the Appendix.

If you experience difficulties during the examination period (e.g. illness, injury, and personal problems) please inform the school at the earliest possible point so we can help or advise you.

Examination information is sent out by Parentmail / SIMS App, student school email address, *so please advise the school of an email address if one is not already registered. If you are unable to supply a home or work email address you will need to contact the school to be put on the mailing list.*

Remember we are here to help.

GOOD LUCK!

GCSE English Language (AQA)

Exam Dates

Paper 1 21/05/2026 AM 1hr 45

Paper 2 05/06/2026 AM 1hr 45

Revision opportunities available in school for this subject:

Lesson based revision; invitees lunchtime surgeries

Structure of the exam papers and topics assessed in this subject:

Paper 1 –Explorations in Creative Reading and Writing 50% of the total marks

Section A: Reading - one literature fiction text (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)

Section B: Writing - descriptive or narrative writing (40 marks) (25%)

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

Paper 2: Writers' Viewpoints and Perspectives 50% of the total marks

Section A: Reading

- one non-fiction text and one literary non-fiction text (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)

Section B: Writing

- writing to present a viewpoint (40 marks) (25%)

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

Non-examination Assessment: Spoken Language

What's assessed

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Online resources available for this subject: (Please put in all links)

<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

<https://www.aqa.org.uk/student-and-parent-support/revision/revision-resources>

<https://www.aqa.org.uk/subjects/english/gcse/english-8700/assessment-resources?secondaryResourceType=Question+papers>

Top tips for revising this subject

Practice planning creative responses (lang papers 1 and 2)

Ask your teacher if there is an area or topic you are unsure about

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

Key dates for submitting NEA etc

All speaking assessments will take place in lessons from 8th December to 18th December

Homework - when, where, how much etc

45 minutes guided revision/ teacher set h/w

GCSE English Literature (AQA)

Exam Dates

Paper 1 11/05/2026 AM 1hr 45

Paper 2 19/05/2026 AM 2hr 15

Revision opportunities available in school for this subject:

Lesson based revision; invitees lunchtime surgeries

Structure of the exam papers and topics assessed in this subject:

Paper 1 - Shakespeare and the 19th-century novel 40% of the total marks

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. (*Much Ado About Nothing* or *Macbeth*)

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. (*The Strange Case of Dr Jekyll and Mr Hyde* or *A Christmas Carol*)

Paper 2 –Modern texts and poetry 60% of the total marks,

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. (*Animal Farm* or *An Inspector Calls*)

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. (AQA Power and Conflict Poetry)

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Online resources available for this subject: (Please put in all links)

<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

<https://www.aqa.org.uk/student-and-parent-support/revision/revision-resources>

<https://www.aqa.org.uk/subjects/english/gcse/english-8702/assessment-resources?secondaryResourceType=Question+papers>

Sparx- core texts

Top tips for revising this subject

Re-read and listen to set texts

Practice planning essay responses

Use the recommended revision guides to help you make notes on the set texts

Make flash cards using your notes and knowledge organisers

Sparx Reader

Key dates for submitting NEA etc
N/A

Homework - when, where, how much etc

Suggested: 45 minutes per week reading on Sparx Reader

(revising set texts)

GCSE Maths (Pearson EdExcel)

Exam Dates

Paper 1 – Non Calculator 14/05/2026 AM 1hr 30

Paper 2 – Calculator 03/06/2026 AM 1hr 30

Paper 3 – Calculator 10/06/2026 AM 1hr 30

Revision opportunities available in school for this subject:

Some class teachers are providing after school sessions. Mr Brooker and Mr Mavis. Revision opportunities are built into curriculum time. I am in the process of mapping out the year 11 curriculum focusing on exam practice- plan to embed past paper lesson in exam conditions in 1 hour lesson every two weeks

Structure of the exam papers and topics assessed in this subject:

Paper 1 – Non Calculator 33.33% of the total marks

Paper 2 – Calculator 33.33% of the total marks

Paper 3 – Calculator 33.33% of the total marks

Overview of content

1. Number

2. Algebra

3. Ratio, proportion and rates of change

2 Tiers available Foundation or Higher

4. Geometry and measures

5. Probability

6. Statistics

Online resources available for this subject:

Sparx maths- <https://sparxmaths.com/>

Homework is set through this platform. Recommended time to spend on homework to effect student's progress is 1 hour. Can be used for independent study to increase progress and aid revision. Log in through outlook.

Corbett Maths - www.corbettmaths.com

Maths Genie-www.mathsgenie.co.uk

These websites offer a wealth of topic based revision worksheets and videos with no log in required.

Top tips for revising this subject

Planning and Organisation:

Create a Study Timetable: Schedule regular, short revision sessions spread out over time rather than cramming. Spaced revision is more effective than studying the day before your exam.

Use Topic Checklists: Create a list of all the topics on your exam board and tick them off as you become secure with them.

Use Online Resources: Utilise websites like Corbett Maths which offer practice questions, and Math Genie for specific topic explanations.

Active study techniques:

Practice Questions: The most effective way to learn maths is to do maths, not just read or watch videos.

Past Papers: Practice past papers to get familiar with question styles, identify weaknesses, improve timing, and build confidence.

Mark Harshly: Be critical when marking your work to ensure you fully understand mistakes.

Past Paper Walkthroughs: Watch walkthroughs on YouTube to understand how to solve questions you get wrong, according to this YouTube video.

Focus on Weaknesses: Identify your difficult topics and dedicate time to them, focusing on understanding and repeating those concepts.

Exam Focused techniques:

Master the Mark Scheme: Understand what the examiners are looking for to maximize your marks.

Practice Under Timed Conditions: As exams approach, do full past papers to improve your speed and time management.

Don't Leave Questions Blank: Even if you can't complete a question fully, write down what you know to get method marks

Understand the formula sheet and Calculator: Ensure you are familiar with the formula sheet and how to use the formulas.

Check your calculator is working and familiarise yourself with how to use it.

Homework - when, where, how much etc

Homework is set through the Sparx platform see above. In addition exam practice using the platforms mentioned above.

Videos and marks schemes are readily available.

GCSE Biology (AQA)

Exam Dates

Paper 1 – 12/05/2026 PM 1hr 45

Paper 2 – 08/06/2026 AM 1hr 45

Revision opportunities available in school for this subject:

Week 1 - Thursday lunchtime in C5

Week 2 – Wednesday lunchtime in B6

Structure of the exam papers and topics assessed in this subject:

Paper 1 – Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics. 50% of the total mark

Paper 2 - Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. 50% of the total mark

Questions on both papers will be Multiple choice, structured, closed short answer and open response.

Online resources available for this subject:

Educake

<https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

Oak Academy <https://www.thenational.academy/pupils/programmes/biology-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/assessment-resources?secondaryResourceType=Question+papers>

https://www.cgpbooks.co.uk/secondary-books/gcse/science?sort=best_selling&quantity=36&page=1&view=grid¤tFilter=BookType_647&filter_exam%20board=ExamBoard_140&filter_product%20type=BookType_647

<https://www.freesciencelessons.co.uk/videos/>

<https://www.bbc.co.uk/bitesize/subjects/z9ddmp3>

Top tips for revising this subject

<https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

Oak Academy <https://www.thenational.academy/pupils/programmes/biology-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/assessment-resources?secondaryResourceType=Question+papers>

Key dates for submitting NEA etc

Required practical days for the exam will take place in the Spring term

Homework - when, where, how much etc

Educake set every Monday due every Sunday

Subject specific homework set in SIMS App

GCSE Chemistry (AQA)

Exam Dates

Paper 1 – 18/05/2026 AM 1hr 45

Paper 2 – 09/06/2026 AM 1hr 45

Revision opportunities available in school for this subject:

Week 1 - Monday lunchtime in B5 and Tuesday lunchtime in C6

Structure of the exam papers and topics assessed in this subject:

Paper 1 - Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. 50% of the total mark

Paper 2 - Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. 50% of the total mark

Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.

Questions on both papers will be Multiple choice, structured, closed short answer and open response.

Online resources available for this subject:

Educake

<https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/>

Oak Academy <https://www.thenational.academy/pupils/programmes/chemistry-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/assessment-resources?secondaryResourceType=Question+papersresources?secondaryResourceType=Question+papers>

<https://www.freesciencelessons.co.uk/videos/>

<https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

Top tips for revising this subject

<https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/>

Oak Academy <https://www.thenational.academy/pupils/programmes/chemistry-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/assessment-resources?secondaryResourceType=Question+papersresources?secondaryResourceType=Question+papers>

Key dates for submitting NEA etc

Required practical days for the exam will take place in the Spring term

Homework - when, where, how much etc

Educake set every Monday due every Sunday
Subject specific homework set in SIMS App

GCSE Physics (AQA)

Exam Dates

Paper 1 – 02/06/2026 AM 1hr 45

Paper 2 – 15/06/2026 AM 1hr 45

Revision opportunities available in school for this subject:

Week 1 - Wednesday lunchtime with Mr Henderson

Week 2 – Monday afterschool in C3

Structure of the exam papers and topics assessed in this subject:

Paper 1 - Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure. 50% of the total mark

Paper 2 - Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from [Energy](#) and [Electricity](#) . 50% of the total mark

Questions on both papers will be Multiple choice, structured, closed short answer and open response.

Online resources available for this subject:

Educake

<https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/>

Oak Academy <https://www.thenational.academy/pupils/programmes/physics-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/assessment-resources?secondaryResourceType=Question+papers>

<https://www.freesciencelessons.co.uk/videos/>

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

Top tips for revising this subject

<https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/>

Oak Academy <https://www.thenational.academy/pupils/programmes/physics-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/assessment-resources?secondaryResourceType=Question+papers>

Key dates for submitting NEA etc

Required practical days for the exam will take place in the Spring term

Homework - when, where, how much etc

Educake set every Monday due every Sunday
Subject specific homework set in SIMS App

GCSE Combined Science (AQA)

Exam Dates

Biology Paper 1 – 12/05/2026 PM 1hr 15

Chemistry Paper 1 – 18/05/2026 AM 1hr 15

Physics Paper 1 – 02/06/2025 AM 1hr 15

Biology Paper 2 – 08/06/2026 AM 1hr 15

Chemistry Paper 2 – 12/06/2025 AM 1hr 15

Physics Paper 2 - 15/06/2025 AM 1hr 15

Revision opportunities available in school for this subject:

Week 1- Chemistry (B5) Monday lunchtime, Chemistry (C6) Tuesday lunchtime, Physics with Mr Henderson Wednesday lunchtime, Biology (C5) Thursday lunchtime

Week 2 – Physics (C3) Monday afterschool, Biology (B6) Wednesday lunchtime

Structure of the exam papers and topics assessed in this subject:

Biology Paper 1 - Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2 - Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 1 – Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Chemistry Paper 2 - Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from Sections 5.1 to 5.3.

Physics Paper 1 - Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics Paper 2 - Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

Each paper is worth 70 marks 16.7% towards the final grade

Questions on all papers will be Multiple choice, structured, closed short answer and open response.

Online resources available for this subject and Top tips for revising this subject:

Educake

<https://www.physicsandmathstutor.com/past-papers/gcse-science/>

Oak Academy <https://www.thenational.academy/pupils/programmes/combined-science-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/assessment-resources?secondaryResourceType=Question+papers>

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

<https://www.freesciencelessons.co.uk/videos/>

Top tips for revising this subject

<https://www.physicsandmathstutor.com/past-papers/gcse-science/>

Oak Academy <https://www.thenational.academy/pupils/programmes/combined-science-secondary-year-11/options>

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/assessment-resources?secondaryResourceType=Question+papers>

Key dates for submitting NEA etc

Required practical days for the exam will take place in the Spring term

Homework - when, where, how much etc

Educake set every Monday due every Sunday

Subject specific homework set in SIMS App

GCSE Art (Pearson EdExcel)

Exam Dates

Personal Portfolio - to be handed in at the end of the 2nd day of the mock exam

Externally Set Task – Production of final piece in a 10 hour exam over 2 days.

Revision opportunities available in school for this subject:

Every Day at lunchtime - NEA catch-up (1-1 support if needed)

Every Wednesday after school - NEA catch-up (1-1 support if needed)

Any day after school (except Friday), by arrangement for 1-1 support

Structure of the exam papers and topics assessed in this subject:

Component 1: Personal Portfolio 60% Students are introduced to a wide range of artistic methods and materials. Students learn how the work of other artists can inspire them further and inform their decisions when creating personal responses. Coursework portfolio checklist provided

Component 2: Externally Set Assignment 40% Students receive a set theme in January 2026 as a starting point. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response. A final piece will be produced over a 10 hour exam.

Online resources available for this subject:

N/A

Top tips for revising this subject

N/A

Key dates for submitting NEA etc

NEA December (mock exam date - sketchbooks must be present during mock exam, and submitted at the end of the second day)

Homework - when, where, how much etc

Minimum of two hours per week

- one hour teacher directed work, set on SIMS,
- one hour of self directed presentation and annotation time)

GCSE Dance (AQA)

Exam Dates

Written paper – 12/06/2026 PM 1hr 30

Revision opportunities available in school for this subject:

Thursday lunchtime and can have 1-1 intervention, speak with Miss Galloway

Structure of the exam papers and topics assessed in this subject:

Component 1: Performance and choreography

Performance - 30% of GCSE 40 marks

Set phrases through a solo performance (approximately one minute in duration)

Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography 30% of GCSE 40 marks

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

Component 2: Dance appreciation

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

40% of GCSE 80 marks

Questions - Based on students' own practice in performance and choreography and the GCSE Dance anthology.

The written paper is comprised for 3 sections. Section A is an unseen stimulus, students need to write about a choreography on the spot, section B is evaluating their own practical work using skills they should know and section C asks questions on set works studied.

Online resources available for this subject:

AQA website, artspool website, teams room

Top tips for revising this subject

practice papers, flash cards with skills definitions, watch the set works lots

Key dates for submitting NEA etc

Filming set phrases October,

Duets latest February,

Choreography no later than March

Homework - when, where, how much etc

fortnightly homework set where appropriate, students should be working independently on their NEA choreography

GCSE Design & Technology (OCR)

Exam Dates

Written paper – 10/06/2026 PM 2hr

Revision opportunities available in school for this subject:

Lunchtime and after school availability for students to receive support either individually or in small groups. Relevant supporting resources uploaded and online resources highlighted for students to use either in school or at home.

Structure of the exam papers and topics assessed in this subject:

2 Hour paper, 100 marks The question paper is split into two sections.

This component brings together the learners 'core' and 'in-depth' knowledge and understanding.

Section A: Answer all questions on a range of core knowledge.

- 'Core' knowledge of Design and Technology principles demonstrates learners' broad understanding of principles that all learners should have across the subject.

Section B: Choose one of 6 products (Should choose 'Timbers' product) from accompanying insert and answer question in the context of the chosen product.

- 'In-depth' knowledge allows learners to focus more directly on at least one main material category, or design engineering.

A minimum of 15% of the paper will assess learners' mathematical skills as applied within a design and technology context

NEA release in June of Year 10

This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing, in particular:

- the interrelated nature of the processes used to identify needs and requirements (explore)
- creating solutions to meet those needs (create)
- evaluating whether the needs have been met (evaluate).

As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype(s). It is through the iterative processes of designing that learners draw on their wider knowledge and understanding of Design and Technology principles.

Online resources available for this subject:

BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zdvv2sg>

OCR GCSE Design Technology - <https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/>

Technologystudent.com

Top tips for revising this subject

- Make notes. Identify key terminology and be aware that these words and phrases can be utilised in the context of different questions and topics.
- Verify subject knowledge from more than one source to reinforce understanding.
- Use real world examples to develop understanding of core knowledge such as manufacturing methods and sustainability (YT, BBC News, other reliable news sources and websites).

Key dates for submitting NEA etc

Final submission date for DT NEA is 17th March 2026. Interim deadlines have and will be set to enable students to work towards the final deadline to avoid falling behind and to allow for ongoing assessment of current progress and to give feedback for improvements to be made.

Homework - when, where, how much etc

Core knowledge tasks and resources linked to both mock and final exam. Students are encouraged to make progress with NEA work and to respond to feedback regarding coursework that has been submitted. Approximately 2-3 hours per week.

GCSE Drama (AQA)

Exam Dates

Written Paper - 08/05/2026 PM 1hr 45

Revision opportunities available in school for this subject:

There are 3 dedicated lunch times available to GCSE students for intervention and revision (Tues, Thurs and Friday).

Some students have booked individual intervention slots (15mins). These are currently full but students may join the waiting list or engage during the three available lunch sessions.

Structure of the exam papers and topics assessed in this subject:

Written Paper

Section 1 - Multiple choice on general theatre knowledge.

Section 2 - 4 questions on Blood Brothers. 4 marks - 20 marks. These focus on the acting skills, direction, technical skills and intentions throughout the play. This is done through an extract focus and a character focus. Students need an in depth understanding of this text.

Section 3 - 32 mark Live Theatre question. We have studied Small Island for this. This is an analysis of the skills used by the actors and technical team to achieve specific effects during the production. Students need an in depth understanding of the performance of this text. The play is available to them to rewatch on Drama Online.

Practical work:

Devised - Log book worth 60 marks, performance/design worth 20 marks.

Scripted: 2 extracts or designs from 1 play.

Online resources available for this subject:

Blood Brothers - there are filmed versions of the play on YOUTUBE as well as many online revision guides as it is also an English text.

Small Island: Drama Online. Students have a login and password which is also in their Teams room.

Top tips for revising this subject

Reread Blood Brothers, rewatch Small Island. Make copious notes on the examined content so that you are well prepared before you get to the exam! The success in this exam and the practical, lies in the preparation/rehearsal work.

Key dates for submitting NEA etc

Devised Practical exam:

Mock - 23/10/25

Actual exam - 14/11/25

Log book due in - 19/11/25

There are no extensions to these dates.

Homework - when, where, how much etc

Students are required to be working on their devised performances/log books and to be doing revision weekly. There are tasks made clear during lessons/intervention.

GCSE Economics (AQA)

Exam Dates

Paper 1 - 08/05/2026 PM 1hr 45

Paper 2 - 22/05/2026 AM 1hr 45

Revision opportunities available in school for this subject:

During class, lunchtimes and after school Tuesdays, Wednesdays and Thursdays (subject to availability).

Structure of the exam papers and topics assessed in this subject:

Paper 1: How markets work - 80 marks 50% of GCSE

- | | |
|------------------------------|--|
| 1. Economic foundations | 4. Production, costs, revenue and profit |
| 2. Resource allocation | 5. Competitive and concentrated markets |
| 3. How prices are determined | 6. Market failure |

Paper 2: How the economy works - 80 marks 50% of GCSE

- | | |
|---|--|
| 7. Introduction to the national economy | 10. International trade and the global economy |
| 8. Government objectives | 11. The role of money and financial markets |
| 9. How the government manages the economy | |

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.

Online resources available for this subject:

Past papers will be uploaded to Teams as discussed.

Please see your scheme of work.

<https://www.aqa.org.uk/subjects/economics/gcse/economics-8136/assessment-resources?secondaryResourceType=Question+papers>

Top tips for revising this subject

Follow the advice that you have been given.

Revise all of the topic areas that you have/will have covered in paper 2 as detailed in your scheme of work.

You need to bias your revision to paper 2 but never ignore the economic foundations as detailed in paper 1.

Note the very different analysis and evaluation requirements for 15, 9 and 6 mark questions.

Key dates for submitting NEA etc

N/A

Homework - when, where, how much etc

Your homework is formative/preparatory for the next lesson and is detailed in every class.

GCSE Food Preparation & Nutrition (AQA)

Exam Dates

Written Paper - 11/06/2026 PM 1hr 45

Revision opportunities available in school for this subject:

Revision session dates to be confirmed but will be Monday lunchtimes.

Structure of the exam papers and topics assessed in this subject:

Food preparation skills – these are intended to be integrated into the five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Paper 1: Food preparation and nutrition - 100 marks 50% of GCSE

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

Questions are:

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA)

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Online resources available for this subject:

Seneca, as well as past papers on the AQA website.

Top tips for revising this subject:

<https://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/assessment-resources?secondaryResourceType=Question+papers>

Seneca

Key dates for submitting NEA etc

TBC

Homework - when, where, how much etc

Weekly Seneca revision homework. Lasting 30-60minutes

GCSE French (Pearson EdExcel)

Exam Dates

Speaking – 16/04/2026 – 06/05/2026 TBC

Listening – 20/05/2026 AM Foundation 50m Higher 1hr 05

Reading – 04/06/2026 PM Foundation 45m Higher 1hr

Writing – 12/06/2026 AM Foundation 1hr 15 Higher 1hr 20

Revision opportunities available in school for this subject:

Tuesdays week 1 French - in E12 after school with Mrs O'Grady

Structure of the exam papers and topics assessed in this subject:

Speaking - 50 marks

Foundation tier

The total assessment for the three tasks is 7 to 9 minutes plus 15 minutes' preparation time.

Three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 1.5 to 2 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 4.5 to 5.5 minutes in total for 28 marks
 - the picture description with the two compulsory questions is recommended to last 1.5 to 2 minutes for 12 marks, and
 - the broader conversation is recommended to last 3 to 3.5 minutes for 16 marks.

Higher tier

The total assessment for the three tasks is 10 to 12 minutes plus 15 minutes' preparation time. 50 marks. Three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 2 and 2.5 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 7 to 8 minutes in total for 28 marks
 - the picture description with the two compulsory questions is recommended to last 2 to 2.5 minutes for 12 marks
 - the broader conversation is recommended to last 5 to 5.5 minutes for 16 marks.

Listening - 50 marks. Students must answer all questions

Section A: Listening Comprehension (40 marks) All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions. Students write their responses in English.

Section B: Dictation (10 marks) The instructions for this task are given in English. Students will listen to a passage of spoken French and write their responses in French.

- Students are allocated five minutes to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Each extract is played three times, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question.

Reading – 50 marks

Section A: Reading comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions. Students write their responses in English for any open response questions.

Section B: Translation (10 marks)

The instructions for this task are given in English. Students will translate from French into English. Students must answer all questions from each of the two sections.

Dictionaries may not be used in the examination.

Foundation tier - 45m

- Section A, Reading Comprehension has nine questions set in English.
- Section B, Translation contains five sentences to translate from French into English.

Higher tier – 1hr

- Section A, Reading Comprehension has eight questions set in English
- Section B, Translation of one passage from French into English.

GCSE French (Pearson EdExcel)

Structure of the exam papers and topics assessed in this subject:

Writing – 50 marks

Foundation tier assessment: 1hr 15

The paper consists of four questions: three open-response questions, one translation from English into French. Students must answer all four questions. Questions 2 and 3 provide a choice of two options.

- **Question 1 (8 marks) Picture-based task:** Students are asked to write four short sentences to describe a photo. Assesses students on their ability to describe.
- **Question 2 (14 marks) Open-response, formal context:** Two options from which students must select one. Assesses students on their ability to give an opinion, present facts and use present and future timeframes. Recommended word count: 40-50 words
- **Question 3 (18 marks) Open-response, informal context:** Two options from which students must select one. Assesses students on their ability to express and justify opinions, narrate, and express future plans, using a combination of present, past and future timeframes. Recommended word count: 80-90 words
- **Question 4 (10 marks) Translation:** Students are required to translate five sentences from English to French. The sentences are ordered by increasing level of difficulty.

Higher tier assessment: 1hr 20.

- The paper consists of three questions: two open-response questions, one translation from English into French. Students must answer all three questions. Questions 1 and 2 provide a choice of two options.
- **Question 1 (18 marks) Open-response, informal context:** Two options from which students must select one. Assesses students on their ability to express and justify opinions, narrate and express future plans, using a combination of present, past and future timeframes. Recommended word count: 80-90 words.
- **Question 2 (22 marks) Open-response, formal context:** Two options from which students must select one. Assesses students on their ability to express pros and cons, explain and narrate, using a combination of present, past and future timeframes. Recommended word count: 130-150 words.
- **Question 3 (10 marks) Translation:** Students are required to translate a short paragraph from English into French. The individual sentences are ordered by increasing level of difficulty.

Online resources available for this subject:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

Top tips for revising this subject

Use the resources provided: Speaking booklet, Knowledge Organiser, Grammar workbook

CGP workbooks (£3.50)

New GCSE French Edexcel Exam Practice Workbook with CGP RevisionHub (for exams from 2026)

Homework - when, where, how much etc

Weekly homework on Sims - 45 min to 1 hour: lots of reading, writing, speaking practice

GCSE Geography (AQA)

Exam Dates

Paper 1 – 13/05/2026 AM 1hr 30

Paper 2 – 05/06/2026 PM 1hr 30

Paper 3 - 11/06/2026 AM 1hr 30

Revision opportunities available in school for this subject:

Wednesday lunchtime revision sessions - D10 with Mrs Hehir

Wednesday after school revision sessions - D3 with Mr Kennedy

Structure of the exam papers and topics assessed in this subject:

Paper 1: Living with the physical environment - 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

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))

35% of GCSE

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)

Paper 2: Challenges in the human environment - 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

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

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)

Paper 3: Geographical applications - 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

76 marks (including 6 marks for SPaG) 30% of GCSE

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

Section A: answer all questions (37 marks)

Section B: answer all questions (39 marks)

All papers will have question types: multiple-choice, short answer, levels of response, extended prose

Online resources available for this subject: (Please put in all links)

BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

Past papers available on the AQA website

Top tips for revising this subject

Prepare theory, case study cards

Practice past paper questions to develop answers

Review and study marked answers available on the AQA website

Key dates for submitting NEA etc

N/A

Homework - when, where, how much etc

Homework will be set once a week, length of time as per school policy

GCSE German (Pearson EdExcel)

Exam Dates

Speaking - 16/04/2026 – 06/05/2026 TBC

Listening – 07/05/2026 PM Foundation 50m Higher 1hr 05

Reading – 14/05/2026 PM Foundation 45m Higher 1hr

Writing - 01/06/2026 PM Foundation 1hr 15 Higher 1hr 20

Revision opportunities available in school for this subject:

Structure of the exam papers and topics assessed in this subject:

Speaking - 50 marks

Foundation tier

The total assessment for the three tasks is 7 to 9 minutes plus 15 minutes' preparation time.

Three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 1.5 to 2 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 4.5 to 5.5 minutes in total for 28 marks
 - the picture description with the two compulsory questions is recommended to last 1.5 to 2 minutes for 12 marks, and
 - the broader conversation is recommended to last 3 to 3.5 minutes for 16 marks.

Higher tier

The total assessment for the three tasks is 10 to 12 minutes plus 15 minutes' preparation time. 50 marks. Three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 2 and 2.5 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 7 to 8 minutes in total for 28 marks
 - the picture description with the two compulsory questions is recommended to last 2 to 2.5 minutes for 12 marks
 - the broader conversation is recommended to last 5 to 5.5 minutes for 16 marks.

Listening - 50 marks. Students must answer all questions

Section A: Listening Comprehension (40 marks) All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions. Students write their responses in English.

Section B: Dictation (10 marks) The instructions for this task are given in English. Students will listen to a passage of spoken German and write their responses in German.

- Students are allocated five minutes to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Each extract is played three times, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question.

Reading – 50 marks

Section A: Reading comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions. Students write their responses in English for any open response questions.

Section B: Translation (10 marks)

The instructions for this task are given in English. Students will translate from German into English. Students must answer all questions from each of the two sections.

Dictionaries may not be used in the examination.

Foundation tier - 45m

- Section A, Reading Comprehension has nine questions set in English.
- Section B, Translation contains five sentences to translate from German into English.

Higher tier – 1hr

- Section A, Reading Comprehension has eight questions set in English
- Section B, Translation of one passage from German into English.

GCSE German (Pearson EdExcel)

Structure of the exam papers and topics assessed in this subject:

Writing – 50 marks

Foundation tier assessment: 1hr 15

The paper consists of four questions: three open-response questions, one translation from English into German. Students must answer all four questions. Questions 2 and 3 provide a choice of two options.

- **Question 1 (8 marks) Picture-based task:** Students are asked to write four short sentences to describe a photo. Assesses students on their ability to describe.
- **Question 2 (14 marks) Open-response, formal context:** Two options from which students must select one. Assesses students on their ability to give an opinion, present facts and use present and future timeframes. Recommended word count: 40-50 words
- **Question 3 (18 marks) Open-response, informal context:** Two options from which students must select one. Assesses students on their ability to express and justify opinions, narrate, and express future plans, using a combination of present, past and future timeframes. Recommended word count: 80-90 words
- **Question 4 (10 marks) Translation:** Students are required to translate five sentences from English to German. The sentences are ordered by increasing level of difficulty.

Higher tier assessment: 1hr 20.

- The paper consists of three questions: two open-response questions, one translation from English into German. Students must answer all three questions. Questions 1 and 2 provide a choice of two options.
- **Question 1 (18 marks) Open-response, informal context:** Two options from which students must select one. Assesses students on their ability to express and justify opinions, narrate and express future plans, using a combination of present, past and future timeframes. Recommended word count: 80-90 words.
- **Question 2 (22 marks) Open-response, formal context:** Two options from which students must select one. Assesses students on their ability to express pros and cons, explain and narrate, using a combination of present, past and future timeframes. Recommended word count: 130-150 words.
- **Question 3 (10 marks) Translation:** Students are required to translate a short paragraph from English into German. The individual sentences are ordered by increasing level of difficulty.

Online resources available for this subject: (Please put in all links)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>

Top tips for revising this subject

Use the resources provided: Speaking booklet, Knowledge Organiser, Grammar workbook
CGP workbooks (£3.50)

New GCSE German Edexcel Exam Practice Workbook with CGP RevisionHub (for exams from 2026)

Homework - when, where, how much etc

Weekly homework on Sims - 45 min to 1 hour: lots of reading, writing, speaking practice

GCSE History (Pearson EdExcel)

Exam Dates

Paper 1 – 15/05/2026 AM 1hr 20

Paper 2 – 09/06/2026 AM 1 hr 50

Paper 3 – 09/06/2026 PM 1hr30

Revision opportunities available in school for this subject:

Lunchtime support sessions/ intervention based around homework.

Revision and exam technique in class on completion of course.

Structure of the exam papers and topics assessed in this subject:

Paper 1 - Option 10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

c1000–c1500: Crime and punishment in medieval England

c1500–c1700: Crime and punishment in early modern England

c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain

c1900–present: Crime and punishment in modern Britain

Paper 2 - Option B4: Early Elizabethan England, 1558–88

Key topic 1: Queen, government and religion, 1558–69

1 The situation on Elizabeth's accession

2 The 'settlement' of religion

3 Challenge to the religious settlement

4 The problem of Mary, Queen of Scots

Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88

1 Plots and revolts at home

2 Relations with Spain

3 Outbreak of war with Spain, 1585–88

4 The Armada

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

1 Education and leisure

2 The 'problem' of the poor

3 Exploration and voyages of discovery

4 Attempted colonisation of Virginia

Paper 2: Option P3: The American West, c1835–c1895

Key topic 1: The early settlement of the West, c1835–c1862

1 Indigenous peoples of the Plains: their beliefs and ways of life

2 Migration and early settlement

3 Conflict and tension

Key topic 2: Development of the Plains, c1862–c1876

1 The development of settlement in the West

2 Ranching and the cattle industry

3 Changes in the ways of life of Indigenous peoples of the

Key topic 3: Later developments in the West, c1876–c1895

1 Changes in farming, the cattle industry and settlement

2 Conflict and tension

3 Indigenous peoples of the Plains: the destruction of their ways of life

Paper 3 - Option 31: Weimar and Nazi Germany, 1918–39

Key topic 1: The Weimar Republic 1918–29

1 The origins of the Republic, 1918–19

2 The early challenges to the Weimar Republic, 1919–23

3 The 'Golden Years': recovery of the Republic, 1924–29

4 Changes in society, 1924–29

Key topic 2: Hitler's rise to power, 1919–33

1 Early development of the Nazi Party, 1920–22

2 The Munich Putsch and the Nazi Party, 1923–28

3 The growth in support for the Nazis, 1929–32

4 How Hitler became Chancellor, 1932–33

Key topic 3: Nazi control and dictatorship, 1933–39

1 The creation of a dictatorship, 1933–34

3 Controlling and influencing attitudes

4 Opposition, resistance and conformity

Key topic 4: Life in Nazi Germany, 1933–39

1 Nazi policies towards women

2 Nazi policies towards the young

3 Employment and living standards

4 The persecution of minorities

GCSE History (Pearson EdExcel)

Online resources available for this subject:

Seneca

GCSE History Bitesize (Edexcel) <https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j>

Top tips for revising this subject

Your teacher will provide you with a unit check list. Refer to this regularly and focus on the areas you are less confident on.

Use quizzes on Bitesize and Seneca to practise retrieval.

Create timelines and mind maps to help to remember connections.

Complete past questions in timed conditions.

Homework - when, where, how much etc

45 minutes a week. This will be set on Sims and may include links to Seneca tasks. Homework is likely to include exam questions, quizzes, revision and reflection and improvement of existing answers.

GCSE Latin (WJEC Eduqas)

Exam Dates

Paper 1 – 08/05/2026 AM 1hr 30

Paper 2 – 15/05/2026 PM 1hr 15

Paper 3 – 21/05/2026 PM 1hr

Revision opportunities available in school for this subject:

Structure of the exam papers and topics assessed in this subject:

Component 1: Latin Language Written examination: 50% of qualification

This paper will be in two sections.

Section A - A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component). Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component).

Section B Either Translation from English into Latin or the permitted alternative, i.e. recognise, analyse and explain items of syntax and accidence (10% of the marks for this component).

Component 2: Latin Literature and Sources (Themes) Written examination: 30% of qualification A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme. A choice of one of two themes is offered. This is an open-book assessment.

Component 3B: Roman Civilisation Written examination: 20% of qualification

A prescribed topic of Roman Civilisation A choice of one of two topics is offered

Online resources available for this subject:

<https://www.exams.cambridgescp.com/Array/eduqas-component-1-language>

<https://www.exams.cambridgescp.com/Array/eduqas-component-2-latin-literature-and-sources-themes>

<https://www.exams.cambridgescp.com/Array/eduqas-component-3b-roman-civilisation>

Top tips for revising this subject

Key dates for submitting NEA etc

Homework - when, where, how much etc

GCSE Media Studies (OCR)

Exam Dates

Paper 1 – 18/05/2026 PM 1hr 45

Paper 2 – 02/06/2026 PM 1hr 15

Revision opportunities available in school for this subject:

Lunchtime/afterschool revision sessions available weekly

Structure of the exam papers and topics assessed in this subject:

Television and promoting media Written paper 1hr 45 minutes (including 30 minutes viewing time) 35% of total GCSE

Section A: Television Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.

Section B: Promoting Media Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games

Music and news Written paper 1hr 15 minutes 35% of total GCSE

Section A: Music Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.

Section B: The News Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.

Creating media Non-Exam Assessment 30% of total GCSE Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.

Online resources available for this subject:

<https://www.youtube.com/@mrsfisher8961>

Top tips for revising this subject

<https://www.youtube.com/@TheMediaInsider/videos>

<https://www.bbc.co.uk/bitesize/subjects/ztnyvk7>

Re watch set texts (adverts, Vigil, Avengers, Music Videos)

Key dates for submitting NEA etc

1st draft December 19th

Final submission March 13th

Homework - when, where, how much etc

Revision tasks set weekly

GCSE Music (OCR)

Exam Dates

Listening paper – 05/06/2026 PM 1hr 15 (length of the tracks provided on the day)

Revision opportunities available in school for this subject:

Every Thursday, during lunch time.

Our first revision lesson was on 25.09.2025

Structure of the exam papers and topics assessed in this subject:

Listening paper 80 marks 40% of the total GCSE

Students have to answer questions based on extracts of music played during the exam. The exam will assess their knowledge and understanding of four Areas of Study:

-The Concerto through time (1650-1910)

-Rhythms of the World (Indian classical music, Indian Bhangra, African drumming, The Eastern Mediterranean and the Middle East music, The Music of Central and South America)

-Film music (incl. video games soundtrack)

-Conventions of Pop (1950's to the present day).

NEA

Performance on the learner's chosen instrument. Composition to a brief set by the learner 60 marks 30% of the total

Ensemble performance. Composition to an OCR set brief 60 marks 30% of the total

Online resources available for this subject:

Students have been issued with revision sheets already in Year 10. Any other applicable resources have been issued on Microsoft Teams.

<https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc>

Key dates for submitting NEA etc

SOLO PERFORMANCE:

-Tuesday, 14th October 2025 (p5)

-Wednesday, 15th October 2025 (p1)

-Thursday, 16th October 2025 (p5).

ENSEMBLE PERFORMANCE:

-Tuesday, 9th December 2025 (p5)

-Wednesday, 10th December 2025 (p2).

FREE COMPOSITION:

due on Tuesday, 20th January 2026

BRIEF COMPOSITION:

due on Tuesday, 17th March 2026.

Top tips for revising this subject

Students to create their own revision timetable and then allocate GCSE Areas of Study according to their TT.

Students have been advised to start revising already now, as they will have more than enough time for a detailed revision.

Homework - when, where, how much etc

Homework: revision and ensuring any learning gaps are now fully closed.

How often: students will refer to their individual revision TT.

GCSE Photography (AQA)

Exam Dates

Personal Portfolio - Year 10 and 11 coursework to be completed by Christmas.

Externally Set Task - January students given the paper from AQA which they will work on until the exam in April.

Revision opportunities available in school for this subject:

Lunchtime and afterschool catch up is offered as and when required. No specific day, students can drop in when needed.

Structure of the exam papers and topics assessed in this subject:

Component 1: Personal Portfolio 60% Students are introduced to a wide range of photographic methods and materials. Students learn how the work of other photographers can inspire them further and inform their decisions when creating personal responses

Component 2: Externally Set Assignment 40% Students receive a set theme as a starting point in January 2026. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response

Online resources available for this subject:

N/A

Top tips for revising this subject

N/A

Key dates for submitting NEA etc

Upon return in the spring term all work must be handed in ready to start the exam project.

Homework - when, where, how much etc

All students are expected to work independently on their coursework projects and take photographs out of school, it is their responsibility to ensure they keep up with deadlines as they are set.

GCSE Religious Studies (AQA)

Exam Dates

Paper 1 – 12/05/2025 AM 1hr 45

Paper 2 – 20/05/2025 PM 1hr 45

Revision opportunities available in school for this subject:

Structure of the exam papers and topics assessed in this subject:

Paper 1 consists of a 1 hour 45 minute exam with separate papers focused on Christianity and Islam. For each religion, you answer a 5 question, 24 mark section on Beliefs and Teachings, and a 5 question, 24 mark section on Practices.

Paper 2 consists of a 1 hour 45 minute paper focused on Thematic Studies. For each of our chosen Themes (A, B, D and E) you answer a 5 question, 24 mark section.

In the Mock exam there will be a full length Paper 1 and a half-length Paper 2 consisting of questions on Themes A and B.

Online resources available for this subject:

Seneca

No Waffle GCSE - https://www.youtube.com/playlist?list=PLc4H91L2ZAgd2RnshOWvO1166bn3eR_9M

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

Top tips for revising this subject

Make sure you know how the learning for each unit is broken down into individual topics. Focus on knowing the key terms relating to these, and where applicable, aim to embed some connections with sacred texts.

This double act of key terms and references to scripture is important.

Key dates for submitting NEA etc

Homework - when, where, how much etc Weekly

GCSE Spanish (Pearson EdExcel)

Exam Dates

Speaking – 16/04/2026 – 06/05/2026 TBC

Listening – 09/06/2026 AM Foundation 50m Higher 1hr 05

Reading – 16/06/2026 AM Foundation 45m Higher 1hr

Writing – 17/06/2026 AM Foundation 1hr 15 Higher 1hr 20

Revision opportunities available in school for this subject:

Tuesdays week 2 - in E12 after school with Mrs O'Grady

Structure of the exam papers and topics assessed in this subject:

Speaking - 50 marks

Foundation tier

The total assessment for the three tasks is 7 to 9 minutes plus 15 minutes' preparation time.

Three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 1.5 to 2 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 4.5 to 5.5 minutes in total for 28 marks
 - the picture description with the two compulsory questions is recommended to last 1.5 to 2 minutes for 12 marks, and
 - the broader conversation is recommended to last 3 to 3.5 minutes for 16 marks.

Higher tier

The total assessment for the three tasks is 10 to 12 minutes plus 15 minutes' preparation time. 50 marks. Three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 2 and 2.5 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 7 to 8 minutes in total for 28 marks
 - the picture description with the two compulsory questions is recommended to last 2 to 2.5 minutes for 12 marks
 - the broader conversation is recommended to last 5 to 5.5 minutes for 16 marks.

Listening - 50 marks. Students must answer all questions

Section A: Listening Comprehension (40 marks) All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions. Students write their responses in English.

Section B: Dictation (10 marks) The instructions for this task are given in English. Students will listen to a passage of spoken Spanish and write their responses in Spanish.

- Students are allocated five minutes to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Each extract is played three times, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question.

Reading – 50 marks

Section A: Reading comprehension (40 marks)

All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions. Students write their responses in English for any open response questions.

Section B: Translation (10 marks)

The instructions for this task are given in English. Students will translate from Spanish into English. Students must answer all questions from each of the two sections.

Dictionaries may not be used in the examination.

Foundation tier - 45m

- Section A, Reading Comprehension has nine questions set in English.
- Section B, Translation contains five sentences to translate from Spanish into English.

Higher tier – 1hr

- Section A, Reading Comprehension has eight questions set in English
- Section B, Translation of one passage from Spanish into English.

GCSE Spanish (Pearson EdExcel)

Structure of the exam papers and topics assessed in this subject:

Writing – 50 marks

Foundation tier assessment: 1hr 15

The paper consists of four questions: three open-response questions, one translation from English into Spanish. Students must answer all four questions. Questions 2 and 3 provide a choice of two options.

- **Question 1 (8 marks) Picture-based task:** Students are asked to write four short sentences to describe a photo. Assesses students on their ability to describe.

- **Question 2 (14 marks) Open-response, formal context:** Two options from which students must select one. Assesses students on their ability to give an opinion, present facts and use present and future timeframes. Recommended word count: 40-50 words

- **Question 3 (18 marks) Open-response, informal context:** Two options from which students must select one. Assesses students on their ability to express and justify opinions, narrate, and express future plans, using a combination of present, past and future timeframes. Recommended word count: 80-90 words

- **Question 4 (10 marks) Translation:** Students are required to translate five sentences from English to Spanish. The sentences are ordered by increasing level of difficulty.

Higher tier assessment: 1hr 20.

- The paper consists of three questions: two open-response questions, one translation from English into Spanish. Students must answer all three questions. Questions 1 and 2 provide a choice of two options.

- **Question 1 (18 marks) Open-response, informal context:** Two options from which students must select one. Assesses students on their ability to express and justify opinions, narrate and express future plans, using a combination of present, past and future timeframes. Recommended word count: 80-90 words.

- **Question 2 (22 marks) Open-response, formal context:** Two options from which students must select one. Assesses students on their ability to express pros and cons, explain and narrate, using a combination of present, past and future timeframes. Recommended word count: 130-150 words.

- **Question 3 (10 marks) Translation:** Students are required to translate a short paragraph from English into Spanish. The individual sentences are ordered by increasing level of difficulty.

Online resources available for this subject: (Please put in all links)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

Top tips for revising this subject

Use the resources provided: Speaking booklet, Knowledge Organiser, Grammar workbook

CGP workbooks (£3.50)

New GCSE Spanish Edexcel Exam Practice Workbook with CGP RevisionHub (for exams from 2026)

GCSE Textiles (AQA)

Exam Dates

Personal Portfolio - Year 10 and 11 coursework to be completed by Christmas.

Externally Set Task - January students given the paper from AQA which they will work on until the exam in April.

Revision opportunities available in school for this subject:

Structure of the exam papers and topics assessed in this subject:

Component 1: Personal Portfolio 60% Students are introduced to a wide range of research methodologies and practical tasks, covering a variety of materials. Students learn how the work of other artists and designers can inspire them further and inform their decisions when creating personal responses.

Component 2: Externally Set Assignment 40% Students receive a set theme as a starting point in January 2026. Students are expected to interpret the theme using their own ideas and choice of media in order to create a personal response

Online resources available for this subject:

Top tips for revising this subject

Key dates for submitting NEA etc

Upon return in the spring term all work must be handed in ready to start the exam project.

Homework - when, where, how much etc

Set via SIMS App

CHECKLIST OF ESSENTIALS

(See elsewhere in this guide for more details)

- **STATEMENT OF ENTRY** Make sure you check it straight away. Ask your teacher if you think there are any wrong or missing entries.
- **PERSONAL DETAILS** Make sure you have told the Exams Officer if the legal name, date of birth or any other details shown on your Statement of Entry are incorrect. The name should be the Legal name on your passport or birth certificate.
- **TIME, DATE & SESSION** Make sure that you have read your timetable correctly as to when the exam is taking place.
- **CLOTHING** Year 11 candidates must be in full school uniform
Year 13 candidates should be dressed smartly and appropriately
- **EQUIPMENT** Make sure that you bring all the things you need for the exam you are sitting e.g.: black ballpoint pens, pencil, ruler, calculator with new batteries (if allowed) etc. Water is permitted but must be in a small clear unlabeled bottle with a sports cap. No screw top bottles will be allowed in any exam room.
- **MOBILE PHONES, AIRPODS, EARBUDS, WATCHES etc.** If possible, do not bring mobile phones, any type of watch or other electronic devices to school on an exam day. If you do, you must make sure the item and all alarms, **are switched off** before you start your first exam. You could be disqualified if you do not.
- **VENUE** You should check your individual seating plans to find out the location of your exam.
- **ARRIVAL** You should aim to be outside the exam room at least 15 minutes before the exam is due to begin. Make sure you allow plenty of time for your journey to the school. (There could be traffic hold-ups, cancelled trains etc)
- **ARRIVING LATE** If you arrive after the exam has started, you must report to Student Reception. Remember that arriving late could mean that you cannot sit the paper or, if you do, it could result in your paper being rejected by each exam board.
- **DURING THE EXAM** Make sure you know the rules. Listen to all instructions you are given and make sure you follow them. You might risk disqualification if you do not.
- **DEPARTURE** For an afternoon exam, make sure you have made arrangements for getting home afterwards. Afternoon exams will sometimes run beyond the school day. Even if the exam is scheduled to finish by 3pm, a variety of circumstances could lead to the exam starting or ending later than expected.

IF YOU HAVE A PROBLEM ON THE DAY,
SPEAK TO THE APPROPRIATE PERSON
(Student reception, Exams Officer, Invigilator.....)
AS SOON AS POSSIBLE

EXAMINATION DATES

SEPTEMBER 2025 – AUGUST 2026 EXAMINATION DATES

Year 11 Mock examinations

19th - 21st November MFL Speaking Exams

24th November – 5th December 2025 (Written Exams)

Week commencing 8th & 15th December Art, Photography & Textile Practical (10 hours over 2 days)

24th - 26th February (1 date TBC) National Reference Test in English and Math (Selected students)

25th February commencement of Core subject mocks

NEA

Art and Photography Personal Portfolios December 2025 TBC

Textiles Personal Portfolio – December 2025 TBC

The following will have deadline dates confirmed by the teacher through SIMS Student / Parent APP

GCSE PE PEP, Food, Preparation and Nutrition – Task 1 and 2, DT

A-Level Geography, English Language, History and Photography

Year 13 Mock Examinations

20th January – 24th January 2025

GCE Art and Photography (3 days) TBC

Summer examination series

The following will take place during the period 13th April – 6th May 2026

- MFL Speaking Exams
- GCSE Art, Photography and Textiles Externally set task (10 hours over 2 days)
- A-Level Photography Externally set task (15 hours over 3 days)
- GCSE PE External Moderation

GCSE Written exams - Thursday 7th May – Wednesday 17th June 2026

A-Level Written exams - Monday 11th May – Tuesday 23rd June 2026

All candidates must be available until Wednesday 24th June 2026 Contingency day in the event of national or significant local disruption to examinations in the United Kingdom

Results dates

A-Level / BTEC results day Thursday 13th August 2026

GCSE results day Thursday 20th August 2026

BEFORE THE EXAMINATIONS

All candidates receive a Statement of Entry indicating the subjects they are being entered for and where applicable the level of entry. This will be communicated through the SIMS Student & Parent App.

(For Maths, Science and Language GCSE examinations all candidates are initially entered for either Higher or Foundation tiers. A decision about which tier you will sit is made by the subject department based on Mock exam results.)

You will be asked to check that:

- All personal details are correct (Name, gender, date of birth, name on certificate – which must be your legal name on your birth certificate / Passport).
- There is an entry for each subject being studied.

If there are any problems candidates must speak to the Examinations Officer before the given deadline. If you delay in reporting a suspected error, you may be held responsible for any additional costs that may arise from subsequent amendments.

At this stage please also advise the Examinations Office of any long-term medical conditions when seating is arranged. (Medical evidence will be required).

The school incurs penalty fees for all late entries made after 21st February 2026 and for all amendments to entries (including tier changes), made after 21st April 2026. Such alternations can cause disruption to arrangements already made for an exam.

CANDIDATE (EXAM) NUMBER

Each candidate has a four-digit candidate number issued in Year 10

This will be the exam number shown on all Statement of Entry and Timetables.

This number is entered on all examination papers and coursework submissions.

Please ensure you know your number.

TIMETABLES FOR WRITTEN EXAMINATIONS

Your personal examination timetable will be issued just before the Easter break for the Summer exam session.

Your timetable shows all the written examinations that you will be sitting. (One exam board does not allow us to exclude coursework/controlled assessment entries showing up on your timetable. These entries show up as TBA Coursework/controlled assessments are carried out over year 10/11 and the deadlines to complete this work will be advised to you by each subject teacher). The School Examination Timetable will be posted on the school website www.joycefrankland.org . Before the Christmas break. ([Exams – Joyce Frankland Academy](#)).

TIMETABLE CLASHES

Sometimes, candidates find that they are due to sit two or more exam papers timetabled for the same morning or afternoon session. Normally, they will sit one paper, have a short supervised break in the exam room during which time they must not have communication with other candidates, and then sit the next one.

However, if the total time in one session exceeds 3hrs it is officially regarded as a “clash” and it may be appropriate for one of the papers to be moved to another session within the same day.

The school will schedule papers appropriately where this happens and inform the candidates affected.

A candidate in this situation will need to bring in a packed lunch, as they will remain under the exam conditions in a Centre Supervised room from when their first exam ends until they are taken to their afternoon exam location.

Candidates should not have any mobile phone, AirPods, Earbuds, smart watch, watch or any other electronic device in any Centre Supervised room/location. Any such items must have been left at home or given to the Exams Officer or 6th Student Support Officer before the start of the first exam of the day and collected once all exams for that day have ended.

If you think you have an exam clash and you have not received a letter with your exam timetable you must inform the Examination Officer immediately.

AT THE START OF THE EXAMINATIONS

ATTENDANCE AT EXAMINATIONS

- Candidates are responsible for checking their own timetable and arriving at school on the correct day and time, appropriately dressed and equipped.
- Year 11 candidates will be expected to wear full school uniform. 6th Form students to conform to 6th form dress code and have their lanyard with them.
- Exam Centres have a right to refuse to admit a candidate who does not conform to its rules.
- Failure to attend an examination initially paid for by the school, without good reason, may result in you being charged for that exam.

ON ARRIVAL

- Look on your personal timetable for your exam venue and seat number.
- Our morning sessions start at 9.00am and our afternoon sessions at 1.00pm or 1.15pm.
- Candidates must arrive outside the examination room at least 15 minutes before the given start time and wait quietly outside until you are asked to come in by invigilator or other member of staff.
- As soon as you enter the exam or isolation room you are under “exam conditions”. Take your seat, do not communicate in any way with any other candidate and follow the invigilator instructions.
- Inside the examination room you must not communicate or distract any other candidate. If you have any questions or problems, please raise your hand and an invigilator will come to see you.
- Do not write on examination desks or tamper with the desk numbers. This is regarded as vandalism and you will be billed for any damage.

- Do not draw or graffiti on examinations papers – if you do the examination board may refuse to accept your paper.

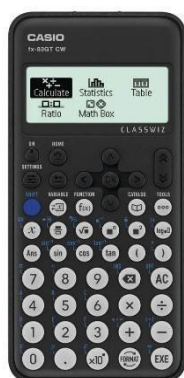
LATE ARRIVALS

- If you arrive late for an examination (i.e. after the school's starting time), you will usually be allowed to sit it, depending on how late you are and the length of the paper concerned. You must not enter an exam room without permission after an examination has begun. If you are running late, you should get to school as quickly as possible and report to Student reception. It may not be possible to allow you your full time for the paper if you start the examination late.
- If you arrive **Very late** (one hour after the published start time or after the exam has ended) and the school decides you can sit the paper, the school must inform the exam board, who may decide not to accept your work. For your work to be accepted, exam board regulations state that your lateness must be for an acceptable reason outside your control.

! **WARNING** misreading the timetable or caught in "normal" traffic are not considered acceptable reasons. You should therefore ensure that you allow enough time to get to school so that, if you are delayed (e.g. through transport problems), you still arrive in good time.

INVIGILATORS

- Candidates are expected to behave in a respectful manner towards all invigilators and must follow their instructions at all times.
- Invigilators cannot discuss the examination paper with you or explain the questions.
- Listen carefully to instructions and notices as there may be amendments to the exam paper that you need to be aware of.



EQUIPMENT

You are responsible for providing your own equipment for each exam.

Speak with your subject teacher for specific requirements.

- All equipment must be in a transparent pencil case or clear plastic bag.
- Pens should be BLACK non-erasable in/ballpoint (not gel pens) you are advised to bring at least one spare.
- Calculators must conform to exam regulations and are required for all GCSE Science and Maths Calculator exams.

Calculators CAN NOT be loaned unless yours is not working on the day.

You are responsible for making sure that your calculator has been cleared of stored programmes before the examination and you have no instructions with you. They should operate silently with any covers removed and placed on the floor. (See Appendix 4)

- Correction fluid or pens are not allowed.
- Highlighter may not be used in your answers.
- Bags, coats and other items not permitted under exam regulations must be left in the Hall or Gym foyer or designated classroom. Do not bring any valuables into school when attend for an examination. The school will not accept responsibility for valuables left in bags etc.
- Eating is not permitted in any exam room, unless for medical reasons (e.g. diabetics), in which case, this must be cleared with the Examinations Officer before the relevant exam series starts. Medical evidence will be required.
- You may bring one **small clear** bottle of water into the examination room with a **sports cap** and **label** removed. No screw tops will be allowed in the exam room.

UNAUTHORISED MATERIALS

- Examination regulations are very strict regarding items that may be taken into the examination room. Check the details given in the Notices to Candidates (see Appendix 7 & 8) and the information on the following pages.
- You are not permitted to bring to the examination room any book, memo, notes or papers whatsoever, except those expressly authorised. If you have any of these things with you they must not be taken into any exam room.
- All Jacket/Blazer/trouser pockets must be free of any mobile phones, Air pods, Earbuds, paperwork or any other unauthorised materials.
- Wristwatches will not be permitted in any exam room. Clocks are in all examinations rooms.
- **MOBILE PHONES, AIRPODS, BUDS, SMARTWATCHES, WATCHES, ANY OTHER ELECTRONIC DEVICES/UNAUTHORISED MATERIALS, MUST NOT BE BROUGHT INTO ANY EXAMINATION OR CENTRE SUPERVISED ROOMS.**

If a mobile phone, any other type of electronic equipment / unauthorised materials are in your possession during any examinations, even if it is turned off, the matter will be reported to the examination board.

! WARNING if you are found to have any device or materials which you are not allowed, you will be reported to the examination board. Normally, this will result in you being disqualified from the paper or the subject concerned. Being in possession of a prohibited device is regarded as cheating and may lead to severe penalties from the Awarding Body.

The likely penalties are as follows: - see Appendix 9 for full details

Offence	Minimum penalty	Maximum penalty
Device found on you with evidence of use	Disqualification from the unit	Barred from all exams for a set period
Device found on you with No evidence of use	Loss of marks gained for a section	Loss of marks gained for a unit
Phone makes a noise during the exam, wherever it is in the room	Official Warning (remains "on file" for some years, in case of repeat offence)	Official Warning (remains "on file" for some years, in case of repeat offence)

Phones should only be brought into school on exam days if absolutely necessary these must be left at switched off in your bag before you enter any exam or Centre Supervised room for your first exam and only collected once you have finished your exams for that day.

DURING THE EXAMINATIONS

PROCEDURES – It is the responsibility of the candidate to:

- Check you have the correct question paper – check the subject and tier entry to the label on the desk
- Read all instructions carefully and number your answers clearly. Your answer booklet or question paper may have instructions about how your answers should be set out.
- Nearly all papers are now marked online. The papers concerned will have very clear area in which you should write. You **MUST NOT** write anything outside these areas, as this information will be lost in the scanning process and will not be marked.
- Candidates will not be allowed to leave the examination room until the exam is finished. If you have completed your paper, please check over your answers. Make sure you use the toilet before you enter the exam hall.
- You should inform the invigilator if you feel unwell or have any other issues during your exam. If it is necessary for you to leave the room this will be under Invigilator supervision. You will remain under exam conditions during your time out of the exam hall. If you leave the room unescorted you cannot be permitted to re-enter.

CONDUCT

- Do not attempt to communicate with or distract other candidates once you have entered the exam room. You should remain in your seat facing the front at all times.
- At the end of the examination ensure that you have completed the front sheet correctly and numbered all your answers and if you have used extra sheets please fasten them together in the correct order.
- Question papers and any inserts must not be removed from the exam room.
- Remain seated in silence and when you are dismissed by the invigilator, please remain silent until you are outside the room, to show consideration for others who may still be working either in the room or nearby rooms.
- If the fire alarm sounds during the exam, please follow the instructions given by the invigilator. If evacuation is required, the missed time will be added to the finishing time of the exam. A report will also be sent to the examination board.

AT THE END OF THE EXAMINATIONS

- You must stay in the examination room until the end of the time allocated to the paper(s) you are sitting. You will not be allowed to leave an examination room early. If you have finished the paper, use the remaining time to check over your answers and that you have completed your personal details correctly.
- At the end of the examination, all work must be handed in – remember to cross out any rough work. If you have used additional sheets of paper place in the correct order and tuck them inside the answer booklet. Make sure you have written your name, centre number and candidate number on each sheet.
- Invigilators will collect your exam script before allowing you to leave the room. Absolute silence must be maintained during this time. You are still under exam conditions until you have left the room.
- Question papers, answer booklets and additional paper, whether used or not must NOT be taken from the exam room.
- When instructed to leave the examination room, you should do so in SILENCE and show consideration for other candidates who may still be working. DO NOT TALK until you are well away from the examination room / area.

ADVERSE CIRCUMSTANCES

SPECIAL CONSIDERATION

- Special consideration is an adjustment to the mark or outcome of an assessment for a candidate who experiences adverse circumstances beyond their control which have arisen at the time of an assessment, and which are likely to cause a candidate to perform below their usual level in that particular assessment. Examples of such circumstances may be temporary illness, accident or injury, bereavement, domestic crisis etc.
- Candidates will be eligible of Special Considerations only if they have been fully prepared for and are present at an assessment.
- Special consideration cannot be given for a permanent or on-going disability, illness or situation. This is because the qualification gained must reflect the candidate's true ability in life and not be a theoretical potential. The Certificate supplied cannot cause a future user of it (e.g. employer, university etc.) to be misled as to the learner's actual achievements and capabilities.
- Candidates should inform an invigilator if they are experiencing problems of any kind during the exam. Consideration will then be given as to whether any action is or can be taken. Candidates and parents should be aware that it is not possible to guarantee ideal conditions for any exam. The choice of examination venues is limited and all will be affected by such things as the weather or by normal day to day school activities.
- The allowance for Special Consideration is from 0% (consideration given but enhancement of marks considered inappropriate) to 5% (reserved for the most exceptional circumstances). Parents should be aware that any adjustment is likely to be small and no feedback is provided by the boards

ABSENCE FROM EXAMINATIONS

You must contact the school before the start of any exam to discuss any potential absence with the Exams Officer.

1. If the student misses an examination, it **cannot** be rescheduled for another day. Timetables are regulated by the awarding bodies and candidates must attend on the given date and time, except when there is an official “clash”.
2. In very exceptional circumstances, where a candidate has been partly absent from an assessment for an acceptable reason (e.g. illness or personal misfortune) which cannot be re-entered, a Special Consideration application can be made for “enhanced grading” To be eligible for enhanced grading:
 - The candidate must have missed a terminal assessment (i.e. one which comes at the very end of the course).
 - The centre must have no reason to suspect it may be a fraudulent claim.
 - The candidate must have covered the whole course.

Evidence from a named professional person will always be required

Please note that misreading the timetable is not accepted by the Boards as a satisfactory explanation of absence, nor are transport difficulties

AFTER THE EXAMINATION

RESULTS

A-Level Results day is Thursday 13 August 2026 8am – 10am

GCSE Results day is Thursday 20th August 2026 9am – 11am

Members of SLT will be on site to help answer any questions you may have.

Results **will only** be given to the candidate unless they inform the Examinations Officer in advance of the results day. If you wish any other person, including parents, to collect your results on your behalf, you must give written authorisation by emailing the Examinations Officer jbowen@joycefrankland.org and the person collecting the results must be able to produce ID.

Candidates who do not intend to collect their results may leave a stamped addressed envelope with the Examinations Officer, they will be posted out on the relevant result day.

Results will not be given over the telephone or via email in any circumstances.

ACCESS ARRANGEMENTS FOR EXAMS FOR POST 16 PROVIDERS

If you have had access arrangements for your GCSEs your Further Education college or Sixth Form will require you to provide evidence of this. It is the responsibility of the student to provide this paperwork to the post-16 setting or the Further Education college or Sixth Form might ask the student to sign a data release form and they will contact JFAN direct. All requests for confirmation of access arrangements (Forms 8 or 9) should be emailed to Mrs Apostolou (SEND Administrator) capostolou@joycefrankland.org

POST RESULTS

Only the candidate can request a Post Results Service using the online form and ensuring payment is made through Parentmail to the Academy by the deadlines stated. Any requests received after the deadlines cannot be processed. If either of these are not completed the request will not be processed. Parents cannot make any requests.

Post result information will be in the envelope, along with results, on results day.

Review of Marking Categories undertaken by the Exam Board are as follows:

3a. PRIORITY SERVICE Priority Review of Marking (A Level only) This service is as 3. Review of Marking. However, it is only if a GCE A-level candidate's place in higher education is dependent on the outcome. Any applications not meeting these criteria will be treated as normal Service 2 requests. The deadline for completion is within 15 calendar days of the awarding body receiving the request. IMPORTANT: MARKS CAN GO DOWN AS WELL AS UP - YOU COULD END UP WITH A LOWER MARK. REVIEWERS WILL NOT REMARK THE SCRIPT. THEY ONLY ACT TO CORRECT ANY ERRORS IDENTIFIED IN THE ORIGINAL MARKING.
1. ATS (Access to Script) A photocopy or the original of the student's script.
2. CLERICAL CHECK This service includes the following checks: A check of all clerical procedures which lead to a result being issued. Checks include: all parts of script have been marked; totalling of marks; recording of marks. You can request a copy of the checked script. The outcome is normally issued within 10 calendar days of application.
3. Review of Marking A check that the examiners have marked externally assessed components correctly. Changes to marks will only be made where there is an administrative or marking error but not where the original mark is reasonable. This is in line with Ofqual's review of marking guidance. Marking errors can occur as a result of: an admin error; a failure to apply the mark scheme where a task has a 'right' or 'wrong' answer; an unreasonable exercise of academic judgement. The checks will also include the clerical rechecks detailed in service 1. You can request a copy of the reviewed script. The outcome is normally issued within 20 calendar days of application. IMPORTANT: MARKS CAN GO DOWN AS WELL AS UP - YOU COULD END UP WITH A LOWER MARK. REVIEWERS WILL NOT REMARK THE SCRIPT. THEY ONLY ACT TO CORRECT ANY ERRORS IDENTIFIED IN THE ORIGINAL MARKING.

CERTIFICATE COLLECTION

Certificates will be available for collection from Student Reception from the 17th November 2026.

Please make sure that these are collected from the school before Christmas break. If you are unable to pick them up yourself, please provide written consent for another member of your family to sign for them on your behalf. They will need to bring a letter with them on collection.

The examination boards state that schools only have to keep certificates for one year and after this date they may be destroyed. You will then have to contact the examination boards directly for replacements. They will charge for this service.

SOME AWARDING BODIES DO NOT OFFER REPLACEMENT CERTIFICATE SERVICE AND WILL ONLY ISSUE A CERTIFYING STATEMENT OF RESULTS.

You will need to keep these certificates in a safe place for future reference such as University, job, apprenticeship applications etc.

APPENDICES

Appendix 1	Information for candidates for written examinations effective 01/09/2025
Appendix 2	Information for candidates – Coursework assessments effective 01/09/2025
Appendix 3	Information for candidates – Non-examination assessments effective 01/09/2025
Appendix 4	Using calculators
Appendix 5	Information for candidates – Information about you and How we use it (Privacy Notices)
Appendix 6	Information for candidates – Using social media and examinations/assessments
Appendix 7	Unauthorised items poster
Appendix 8	Warning to candidates
Appendix 9	Indicative sanctions against candidates effective 01/09/2025
Appendix 10	AI – Artificial Intelligence
Appendix 11	Internal Appeals information
Appendix 12	Formula sheet for Maths and Science Foundation and Higher tiers

Appendix 1

Information for candidates for written examinations – effective from 1 September 2025

 AQA	 City & Guilds	 CCEA	 OCR	 Pearson	 WJEC
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This document has been written to help you. Read it carefully and follow the instructions. If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A Regulations – Make sure you understand the rules	
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat or break the rules in any way, you could be disqualified from all your exams.
4	You must not take into the exam room any unauthorised material, including: a) notes; b) earphones or earbuds (e.g. AirPods), mobilephones, MP3/4 players or similar devices, smartdevices, smart glasses, tablets (e.g. iPads or iPods); c) a watch. Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to sanctions and possible disqualification.
5	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
6	Do not talk to or try to communicate with or disturb other candidates once you have entered the exam room.
7	You must not write inappropriate, obscene or offensive material.
8	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
9	Do not borrow anything from another candidate during the exam.
B Information – Make sure you attend your exams and bring what you need	
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other permitted equipment needed for the exam.
5	You must write clearly and in black ink. Coloured pencils or inks may be used for only diagrams, maps, charts, etc., unless the instructions printed on the front of the question paper state otherwise.
C Calculators, dictionaries and computer spellcheckers	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly; check that the batteries are working properly; b) clear anything stored in its memory; c) remove any parts such as cases, lids or covers which have printed instructions or formulae; d) do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spellchecker unless you are told otherwise.

D Instructions during the exam	
1	Always listen to the invigilator. Always follow their instructions.
2	Tell the invigilator at once if: a) you think you have not been given the right question paper or all of the materials listed on the front of the paper; b) the question paper is incomplete or badly printed; c) you think you have not been given the expected access arrangement(s).
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	Do not start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and/or the answer booklet. Do not open the question paper until you are told that the exam has begun.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use, including those used for rough work.
E Advice and assistance	
1	If, on the day of the exam, you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if: a) you have a problem and are not sure what you should do; b) you do not feel well; c) you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
F At the end of the exam	
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use. For CCEA examinations, any loose additional sheets should be placed behind your script.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take any stationery from the exam room. This includes the question paper, answer booklets (used or unused), rough work or any other materials provided for the exam.
This information must be made available to all candidates in advance of their examination(s) for each series. It may be provided electronically to candidates or in hard copy paper format.	



Information for candidates

Coursework assessments

Effective from 1 September 2025

Produced on behalf of:



This document tells you about some things that you must and must not do when you are completing coursework.

When you submit your work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you must ask your teacher.

In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources, such as textbooks, encyclopedias, journals, TV, radio and on the internet.

You can demonstrate your knowledge and understanding of a subject by using information from sources, or generated from sources, which may include the internet and AI. Remember, though, information from these sources may be incorrect or biased. You must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:

‘the work which you submit for assessment must be your own’;

‘you must not copy from someone else or allow another candidate to copy from you’.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called ‘referencing’. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: (Morrison, 2000, p29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://news.bbc.co.uk/onthistday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2026.

Where computer-generated content has been used (such as an AI chatbot), your reference must show the name of the AI tool used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2026.

You should also reference the sources used by the AI tool in generating the content.

You must retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how you used it. This must be submitted with your work for final assessment so that your teacher can review the work, the AI-generated content and how it has been used.

You may be required to produce a bibliography at the end of your work. This must list the full details of publications you have used in your research, even where these are not directly referred to. For example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you must tell your teacher. They will then record the nature of the assistance given to you.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you. However, they must not give you direct advice on what should or should not be included.

If you worked as part of a group on an assignment, you must each write up your own account of the assignment. Even if the information you have is the same, the description of how that information was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember – your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. Don't share it with anyone, including posting it on social media. You must always keep your work secure and confidential. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Don't be tempted to use any prepared or generated online solutions and try to pass them off as your own work – this is cheating.

Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts, ideas or outputs and trying to pass them off as your own. It could also include AI-produced material. Plagiarism is a form of cheating which is taken very seriously.

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who will be familiar with work on the topic concerned. They may have read the source you are using or even marked the work you have copied from.
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources. They can detect changes in the grammar and style of writing or punctuation.

Sanctions for breaking the regulations

If it is discovered that you have broken the rules, one of the following sanctions will be applied:

- you will be awarded zero marks for your work;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which sanction is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK.

©JCQ 2025 – Effective from 1 September 2025



Information for candidates

Non-examination assessments

Effective from 1 September 2025

Produced on behalf of:



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This document tells you about some things that you must and must not do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

If there is something that you do not understand, you must ask your teacher.

Preparing your work — good practice

If you receive help and guidance from someone other than your teacher, you must tell your teacher. They will then record the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must write up your own account of the assignment. Even if the information you have is the same, you must describe in your own words how that information was obtained. You must draw your own conclusions from the data.

You must meet the deadlines that your teacher gives you. Remember – your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it. Do not share it with anyone, including posting it on social media. You must always keep your work secure and confidential. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use any prepared or generated online solutions and try to pass them off as your own work – this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Research and using references

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources, such as textbooks, encyclopedias, journals, TV, radio and on the internet.

You can demonstrate your knowledge and understanding of a subject by using information from sources, or generated from sources, which may include the internet and AI. Remember, though, information from these sources may be incorrect or biased. You must take care how you use this material - you cannot copy it and claim it as your own work.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though – you cannot copy it and claim it as your own work.

The regulations state that:

‘the work which you submit for assessment must be your own’;

‘you must not copy from someone else or allow another candidate to copy from you’.

When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://news.bbc.co.uk/onthistday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2026.

Where computer-generated content has been used (such as an AI chatbot), your reference must show the name of the AI tool used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2026. You should also reference the sources used by the AI tool in generating the content.

You must retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how you used it. This must be submitted with your work for final assessment so that your teacher can review the work, the AI-generated content and how it has been used.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether this is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to. For example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Plagiarism

Plagiarism involves taking someone else’s words, thoughts, ideas or outputs and trying to pass them off as your own. It could also include AI-produced material. Plagiarism is a form of cheating which is taken very seriously.

Don’t think you won’t be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who will be very familiar with work on the topic concerned. They may have read the source you are using or even marked the work you have copied from.

- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

-

Sanctions for breaking the regulations

If it is discovered that you have broken the regulations, one of the following sanctions will be applied:

- you will be awarded zero marks for your work;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which sanction is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK.

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Appendix 4

10. USING CALCULATORS

- 10.1 In this section a calculator is defined as an electronic device whose primary purpose is to carry out mathematical calculations.
- 10.2 This is the published guidance on calculators unless specifically varied by an awarding body in a qualification specification.
- 10.3 The instructions on the question paper will say whether calculators are allowed or not. If the instructions do not include such a statement, calculators should be treated as standard equipment and may be used by candidates.
- 10.4 Where the use of a calculator is allowed, candidates are responsible for making sure that their calculators meet the awarding bodies' regulations.
- 10.5 Candidates must be told these regulations beforehand and be familiar with the Information for candidates documents
- 10.6 During an examination a calculator must not be able to offer any of these facilities:
- a. language translators;
 - b. symbolic algebra manipulation;
 - c. symbolic differentiation or integration;
 - d. communication with other machines or the internet.
- 10.7 During an examination a calculator must not give access to pre-stored information. This includes:
- a. databanks, such as the periodic table (with the exception of scientific constants);
 - b. dictionaries;
 - c. mathematical formulae;
 - d. text.
- 10.8 A calculator must not be borrowed from another candidate during an examination.
- 10.9 Some calculators have an 'exam mode'. This is acceptable in examinations where the exam mode is activated and the exam mode results in the calculator becoming compliant with the above requirements.
- 10.10 An invigilator may give a candidate a replacement calculator.
- 10.11 **Where access is permitted to a calculator for part of an examination, it is acceptable for candidates to place their calculators on the floor under their desks in sight of the invigilator(s) for the non-calculator portion of the examination.**
- 10.12 A series of FAQs on the use of calculators in examinations may be found at:
<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>

Appendix 5

Information for Candidates

Information About You and How We Use It

For more detail see the Academy's and each awarding body's full Privacy Notice:

Joyce Frankland	Pupils-and-Parents-Privacy-Notice v1.0-March-2023.pdf (anglianlearning.org)
AQA	Privacy notice (aqa.org.uk)
Pearson	Information for candidates - Privacy notice (pearson.com)
OCR	Candidate privacy policy (ocr.org.uk)
WJEC	Privacy Policy Edugas



Information for candidates Using social media and examinations/assessments

While we like to share our experiences online, when it comes to exams, we have to be careful.

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers



JCQ Things to do on social media:

- Have fun
- Be responsible
- Report any exam content you see to your teacher

JCQ Things not to do on social media:

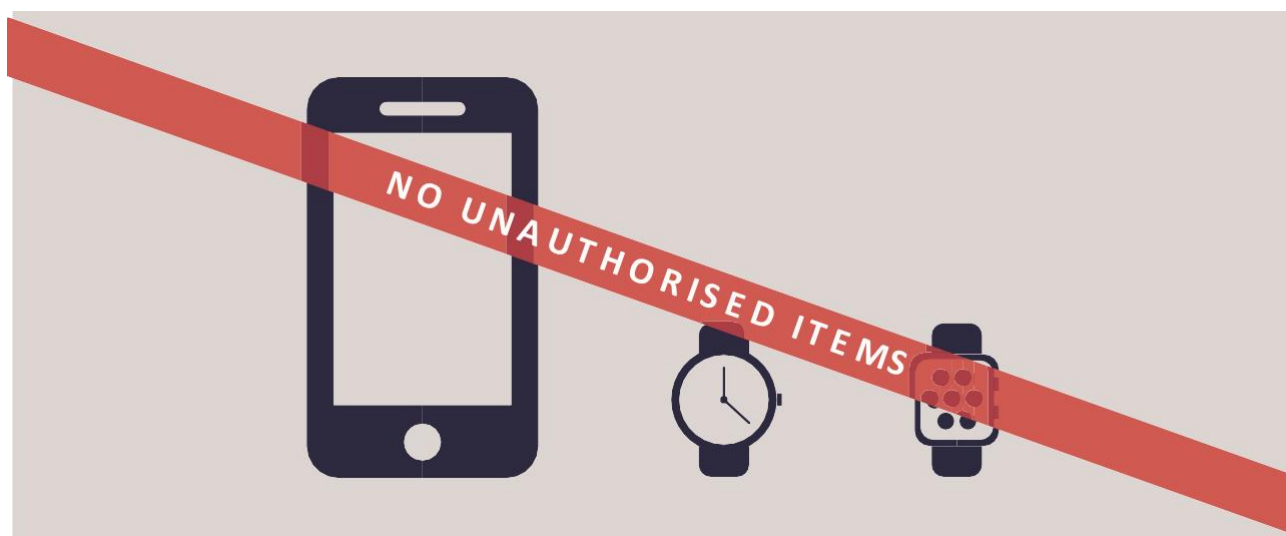
- Buy/ask for/share exam content
- Pass on rumours of what's in exams
- Share your work
- Work with others so that your coursework is not your own independent work

JCQ If you do any of the above activities, you may:

- Receive a written warning
- Lose marks
- Be disqualified from a part of or all of your qualifications
- Be banned from taking assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:
jcq.org.uk/exams-office/information-for-candidates-documents

NO MOBILE PHONES
NO WATCHES
**NO TECHNOLOGICAL OR WEB-ENABLED POTENTIAL
SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone
or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

Appendix 8

Warning to candidates



 AQA	 City & Guilds	 CCEA	 NCFE	 OCR	 Pearson	 WJEC
--	--	---	---	---	--	---



1

You **must** be on time for all your examinations.

2

Possession of a mobile phone or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the examination or qualification.

3

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

4

You **must** follow the instructions of the invigilator.

5

You **must not** sit an examination in the name of another candidate.

6

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

7

If you are confused about anything, only speak to an invigilator.

The *Warning to candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Appendix 9

Appendix 6 Indicative sanctions against candidates

This table is for guidance only and sanctions can be flexibly applied according to the details of each individual case

In instances where the box is blank, the sanction may still be used

The structure of awarding bodies' qualifications can differ and therefore all the available sanctions may not be relevant for every qualification

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Introduction of unauthorised material into the examination room, for example:			
Own blank paper	used for rough work	used for final answers	
Calculators, dictionaries (when prohibited)	not used	used or attempted to use	
Bringing into the examination room notes in the wrong format or prohibited annotations	notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to subject	notes/annotations are relevant and give an unfair advantage	notes/annotations introduced in a deliberate attempt to gain an advantage
Unauthorised notes, study guides and personal organisers	content irrelevant to subject	content relevant to subject	relevant to subject and evidence of use
Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, smart glasses, smart devices, AirPods, earphones and headphones)	not in the candidate's possession but makes a noise in the examination room	in the candidate's possession but no evidence of being used by the candidate	in the candidate's possession and evidence of being used by the candidate
Watches (not smartwatches)	in candidate's possession		
Standard sanctions:			
1. warning;		6. disqualification from all units in one or more qualifications taken in the series;	
2. loss of all marks gained for a section;		7. disqualification from the whole qualification;	
3. loss of all marks gained for a component;		8. disqualification from all qualifications taken in that series;	
4. loss of all marks gained for a unit;		9. barred from entering for examinations for a set period of time	
5. disqualification from the unit;			

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
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Breaches of examination conditions

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations	minor non-compliance: eg sitting in a non-designated seat; continuing to write for a short period after being told to stop	major non-compliance: eg refusing to move to a designated seat; significant amount of writing after being told to stop	related non-compliance
Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations	leaving examination early (no loss of integrity); removing script from the examination room, but evidence of the integrity was maintained	removing script from examination room but with no proof that the script is safe; taking home materials	deliberately breaking a timetable clash supervision arrangement; removing script from the examination room and with proof that the script has been tampered with; leaving examination room early so integrity is impaired
Disruptive behaviour in the examination room or assessment session (including use of offensive language)	minor disruption lasting a short time; calling out, causing noise, turning around	repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room; taking another's possessions	warnings ignored; provocative or aggravated behaviour; repeated or loud offensive comments; physical assault on staff or property

Standard sanctions:

1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;	6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time
--	--

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to):			
Verbal communication	isolated incidents of talking before the start of the examination or after papers have been collected	talking during the examination about matters not related to the exam; accepting examination related information	talking about examination related matters during the exam; whispering answers to questions
Communication	passing/receiving written communications which clearly have no bearing on the assessment	accepting assessment related information	passing assessment related information to other candidates; helping one another; swapping scripts
Offences relating to the content of candidates' work			
The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, nonexamination assessments or portfolios	isolated words or drawings, mildly offensive, inappropriate approaches or responses	frequent mild obscenities or drawings; isolated strong obscenity; isolated mild obscenities or mildly offensive comments aimed at the examiner or member of staff	offensive comments or obscenities aimed at a member of staff, examiner or religious group; homophobic, transphobic, racist or sexist remarks or lewd drawings
Standard sanctions:			
1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;		6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time	

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Collusion: working collaboratively with other candidates beyond what is permitted	collaborative work is apparent in a few areas, but possibly due to teacher advice; candidate unaware of the regulations	collaborative work begins to affect the examiner's ability to award a fair mark to an individual candidate	candidates' work reflects extensive similarities and identical passages; due to a deliberate attempt to share work
Plagiarism: unacknowledged copying from or reproduction of published sources (including the internet); incomplete referencing	minor amount of plagiarism/poor referencing in places	plagiarism from published work listed in the bibliography or referenced; or minor amount of plagiarism from a source not listed in the bibliography or referenced	plagiarism from published work not listed in the bibliography or referenced; or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced
Making a false declaration of authenticity		sections of work done by others, but most still the work of the candidate	most or all of the work is not that of the candidate
Copying from another candidate or allowing work to be copied (including the misuse of technology)	lending work not knowing it would be copied	permitting examination script/work to be copied; showing other candidates' answers	copying from another candidate's script, controlled assessment, coursework, non examination assessment; borrowing work to copy
Undermining the integrity of the examinations/ assessments			
The deliberate destruction of work	minor damage to work which does not impair visibility	defacing scripts; destruction of candidate's own work	significant destruction of another candidate's work
The alteration or falsification of any results document, including certificates			falsification/forgery
Standard sanctions:			
1. warning; 2. loss of all marks gained for a section; 3. loss of all marks gained for a component; 4. loss of all marks gained for a unit; 5. disqualification from the unit;		6. disqualification from all units in one or more qualifications taken in the series; 7. disqualification from the whole qualification; 8. disqualification from all qualifications taken in that series; 9. barred from entering for examinations for a set period of time	

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Misuse of, or attempted misuse of, assessment material and resources	attempting to source assessment related information online	accepting assessment related information without reporting it to the awarding body	misuse of assessment material or exam related information including: attempting to gain or gaining prior knowledge of assessment information; improper access to assessment related information (including electronic means); improper disclosure (including electronic means); receipt of assessment information from the examination room; facilitating malpractice on the part of others; passing or distributing assessment related information to others
Removing or stealing any candidate's work			Unauthorised removal of any candidate's work (eg project/coursework)
Personation			deliberate use of wrong name or number; personating another individual; arranging to be personated
Behaving in a way as to undermine the integrity of the examination/ assessment			for example, attempting to obtain certificates improperly; attempted bribery; attempting to unfairly influence a centre staff member, awarding body staff member or other assessment representative; attempting to obtain or supply exam materials improperly
Standard sanctions:			
1. warning;		6. disqualification from all units in one or more qualifications taken in the series;	
2. loss of all marks gained for a section;		7. disqualification from the whole qualification;	
3. loss of all marks gained for a component;		8. disqualification from all qualifications taken in that series;	
4. loss of all marks gained for a unit;		9. barred from entering for examinations for a set period of time	
5. disqualification from the unit;			

Type of offence	Warning (Sanction 1)	Loss of marks (Aggregation still permitted) (Sanctions 2-4)	Loss of aggregation or certification opportunity (Sanctions 5-9)
Use of social media for the exchange and circulation of real or fake assessment material	attempting to source secure assessment related information online/via social media	accepting/receiving real or fake assessment related information via social media without reporting it to the awarding body	misuse of assessment material (real or fake) including: attempting to gain or gaining prior knowledge of assessment information via social media; improper disclosure of real or fake assessment information; passing or distributing real or fake assessment related information to others
Obstructing or hindering a malpractice investigation	failing to report suspected malpractice by other candidates	providing incomplete information to those gathering information for a malpractice investigation	providing misleading and/or significantly incomplete information to those gathering information for a malpractice investigation

Standard sanctions:

1. warning;	6. disqualification from all units in one or more qualifications taken in the series;
2. loss of all marks gained for a section;	7. disqualification from the whole qualification;
3. loss of all marks gained for a component;	8. disqualification from all qualifications taken in that series;
4. loss of all marks gained for a unit;	9. barred from entering for examinations for a set period of time
5. disqualification from the unit;	

Appendix 10

Use of Artificial Intelligence

Please refer to the following documents for guidance:

JCQ Information for Candidates – Coursework Assessments (P17 in this booklet)

*“Where computer-generated content has been used (such as an AI Chatbot), your reference **must** show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. You should retain a copy of the computer-generated content for reference and authentication purposes.”*

JCQ Information for Candidates –Non Examination assessments (P21 in this booklet)

*“You can demonstrate your knowledge and understanding of a subject by using information from sources or generated from sources which may include the internet and AI. Remember though, you **must** take care how you use this material - you **cannot** copy it and claim it as your own work.*

Appendix 9 within this booklet has the sanctions that can be applied if not referenced correctly.

Information taken from Schools Week 28/03/2023 Samantha Booth

[ChatGPT: Exam boards publish AI guidance for schools \(schoolsweek.co.uk\)](https://schoolsweek.co.uk)

1. Misuse of AI is malpractice...

JCQ said chatbots may pose “significant risks” if used by students completing assessments. They can often produce incorrect answers, biased information or fake references, the guidance reads.

Students who misuse AI – where the work is not their own – will have committed malpractice and may attract “severe sanctions”. Any use of AI which means students have not “independently demonstrated their own attainment” is likely to be considered malpractice.

Sanctions for “making a false declaration of authenticity” and “plagiarism” include disqualification and being barred from taking qualifications.

Centres policies should address “the risks associated with AI misuse” and staff should communicate the importance of independent work to students.

2. ...but AI tools can be used

The exam boards said AI tools must only be used when the conditions of the assessment permit the use of the internet and where students are able to demonstrate the final submission is their “own independent work and independent thinking”.

Students must appropriately reference where they have used AI. For instance, if they use AI to find sources of content, the sources must be verified by students and referenced.

So teachers can check whether AI use was appropriate, students must “acknowledge its use and show clearly how they have used it”.

Students must keep a copy of the questions and AI answers for reference and authentication purposes.

But it must be non-editable – such as a screenshot – and provide a brief explanation of how it was used and submitted with the work.

5. ‘Detected or suspected’ misuse should be reported

If a teacher’s suspicions are confirmed and the students have not signed the declaration of authentication, a school or college does not need to report malpractice to the exam board. The matter can be resolved prior to any declaration signing.

But if this has been signed and AI misuse is “detected or suspected” by the centre, the case must be reported to the relevant exam board.

If misuse is suspected by an exam board marker, or it has been reported, full details will usually be relayed to the school or college. The board will then consider the case and “if necessary” impose a sanction. Staff should not accept – without further investigation – work they suspect has been taken from AI tools as this could encourage the spread of the practice. It could also constitute sanctions under staff malpractice.

AI and Assessments

A quick guide for students



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



- **Know the rules**
 - o You're **not allowed** to use AI tools when you're in an exam
 - o Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
 - o Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
- **Reference reference reference!** If you're allowed to use AI tools, you must reference them clearly
 - o Name the AI tool you used
 - o Add the date you generated the content
 - o Explain how you used it
 - o Save a screenshot of the questions you asked and the answers you got
- **Declare it's all your own work** – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules

Talk to your teachers

Information for candidates

AI (Artificial Intelligence and assessments)

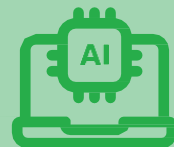
What is AI?

AI stands for artificial intelligence and can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.



What is an AI tool?

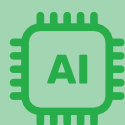
AI tools are applications, such as ChatGPT, Snapchat My AI, Google and Google translate. There are many more!*



*The list of certain suppliers of AI-related products is for information purposes only and does not constitute an endorsement by JCQ and awarding bodies. It is each centre's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The list provided is not exhaustive.

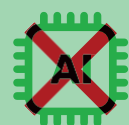
When can I use AI?

- Your teachers may use it in class when teaching the course, but remember teaching in the classroom is not an exam!
- There are some assessments where you can use AI – your teachers will tell you if you can or cannot use an AI tool.
- Remember, the rules are different for different assessments and subjects, so always check with your teachers first!
- When an AI tool is allowed, **you must acknowledge**** the AI tools and the material produced by the AI tool that you have used in your work. If you do not acknowledge AI use, it will be **considered as cheating**.



When can I not use an AI tool?

- AI tools cannot be used in an exam or any other assessment where exam rules apply.
- This is what exam boards call **AI misuse and is a form of cheating**.



**Acknowledgment – When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words, for example, *ChatGPT 3.5* (<https://openai.com/blog/chatgpt/>), 25/01/2025.

IF YOU USE AN AI TOOL, YOU CANNOT GET MARKS FOR WHAT THE AI TOOL HAS PRODUCED, AS IT IS NOT YOUR OWN WORK

If I'm allowed to use AI, how is this breaking the rules?

- AI misuse is when you use an AI tool in an exam or assessment where you are not allowed to; and/or
- Where you use an AI tool to create work and then say it's your own.



How to make sure you don't misuse AI

DECLARE

- Remember to sign your declaration form when handing in your work for final assessment.
- Your signature on the declaration form tells your teacher and the exam board that you are saying all the work you're handing in is your own.
- If you have used an AI tool, **you must declare***** that you have used it before signing the declaration form!

*****Declare** – this means that when you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

ACKNOWLEDGE

If you are allowed to use an AI tool in your assessment (remember to check!), you must do the following:

- reference the AI tool you have used
- give the date of when the AI tool generated the content
- give details of how you used it.
- save screenshots of what you have asked or instructed the AI tool to do and what answer the AI gave you, and include this with the work submitted.



Appendix 11 Example of Review of Marking – Centre Assessed Letter

Dear Parent(s)/Carer(s),

Re: Reviews of marking – centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)

Joyce Frankland Academy, Newport is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

While our Non-Examined Assessment has always been completed to the highest of standards and consistently in line with awarding body requirements, as validated annually by moderator reports, it is important we make you aware of the requirements below.

Candidates' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Joyce Frankland Academy, Newport is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking. Where possible, staff work alongside colleagues from other Trust/local schools to ensure consistency of standards.

The items below are predicated on the basis that candidates have completed their centre-assessed work on time. The deadlines for completion of non-examined assessment (NEA) are detailed in the table at the end of this letter. Teachers will remind pupils/students of dates in lessons and through mediums such as assemblies.

Where candidates have submitted work late, Joyce Frankland Academy, Newport cannot guarantee the same timeframes will be provided for any potential appeal.

1. Joyce Frankland Academy, Newport will ensure that candidates are informed in lessons of their centre assessed marks (e.g. 33/50) in accordance with dates in the table below so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Joyce Frankland Academy, Newport will not provide grades/indicative grades for centre assessed marks/non-examined assessment (NEA). NEA is combined with public exam performance to arrive at a grade. The Academy does not know the grade boundaries that will be used each year in each subject by each awarding body.
3. Candidates may request copies of materials from relevant teaching staff to assist them in considering whether to request a review of the centre's marking of the assessment.
4. Joyce Frankland Academy, Newport will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions, or copies.
5. Joyce Frankland Academy, Newport will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Please see the table below. Candidates have five school days from the date that marks are issued to request a review of marking. Requests will not be accepted after this deadline for the subject as specified.
6. Requests must be made by candidates (not parents/carers) in writing to both Mr James Fitzgerald, Deputy Principal (jfitzgerald@joycefrankland.org) and Mrs Jessica Bowen, Data and Examinations Officer (jbowen@joycefrankland.org) marked "Review of centre-assessed marks in (subject)". The Academy will then refer the request to the relevant subject leader for review.
7. Candidates **must** explain on what grounds they wish to request a review, arising from a misapplication of the mark scheme; a review cannot be submitted simply on the basis that a pupil is unhappy with the mark awarded. Any review undertaken will focus on ensuring work is line with the standards set by the centre (school) and ensuring that assessment criteria have been applied correctly.
8. Joyce Frankland Academy, Newport will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
9. Joyce Frankland Academy, Newport will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review. Joyce Frankland Academy, Newport will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
10. Joyce Frankland Academy, Newport will inform the candidate in writing of the outcome of the review of the centre's marking.
11. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review.

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre's marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Foundation Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

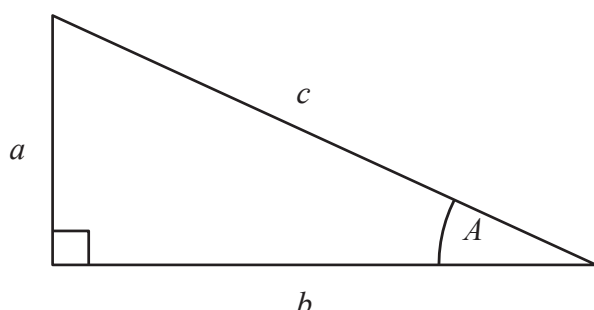
Volume of a prism = area of cross section $\times$ length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

Pythagoras' Theorem and Trigonometry



In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

END OF EXAM AID

Higher Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

Volume of a prism = area of cross section $\times$ length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

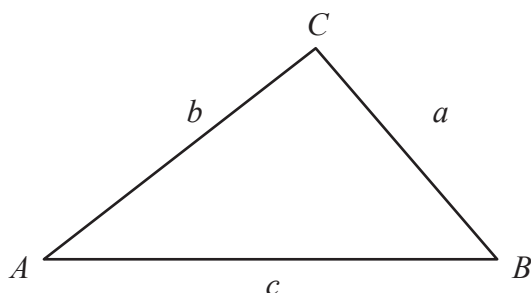
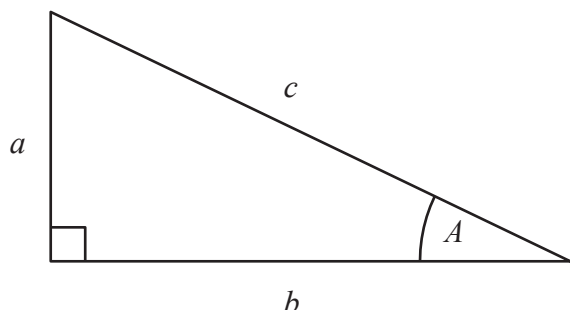
Quadratic formula

The solution of $ax^2 + bx + c = 0$

where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Pythagoras' Theorem and Trigonometry



In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle ABC where a , b and c are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} a b \sin C$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) P(B)$$

END OF EXAM AID



Physics Equations Sheet

GCSE Physics (8463)

FOR USE IN JUNE 2025 ONLY

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta \theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = $\text{current} \times \text{time}$	$Q = I t$
potential difference = $\text{current} \times \text{resistance}$	$V = I R$
power = $\text{potential difference} \times \text{current}$	$P = V I$
power = $(\text{current})^2 \times \text{resistance}$	$P = I^2 R$
energy transferred = $\text{power} \times \text{time}$	$E = P t$
energy transferred = $\text{charge flow} \times \text{potential difference}$	$E = Q V$
density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

	thermal energy for a change of state = mass × specific latent heat	$E = m L$
	For gases: pressure × volume = constant	$p V = \text{constant}$
	weight = mass × gravitational field strength	$W = m g$
	work done = force × distance (along the line of action of the force)	$W = F s$
	force = spring constant × extension	$F = k e$
	moment of a force = force × distance (normal to direction of force)	$M = F d$
	pressure = $\frac{\text{force normal to a surface}}{\text{area of that surface}}$	$p = \frac{F}{A}$
HT	pressure due to a column of liquid = height of column × density of liquid × gravitational field strength	$p = h \rho g$
	distance travelled = speed × time	$s = v t$
	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
	(final velocity) ² – (initial velocity) ² = 2 × acceleration × distance	$v^2 - u^2 = 2 a s$
	resultant force = mass × acceleration	$F = m a$
HT	momentum = mass × velocity	$p = m v$
HT	force = $\frac{\text{change in momentum}}{\text{time taken}}$	$F = \frac{m \Delta v}{\Delta t}$
	period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
	wave speed = frequency × wavelength	$v = f \lambda$
	magnification = $\frac{\text{image height}}{\text{object height}}$	
HT	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length	$F = B I l$
HT	$\frac{\text{potential difference across primary coil}}{\text{potential difference across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}$	$\frac{V_p}{V_s} = \frac{n_p}{n_s}$
HT	potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p I_p = V_s I_s$



Physics Equations Sheet

GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)

FOR USE IN JUNE 2025 ONLY

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta \theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = $\text{current} \times \text{time}$	$Q = I t$
potential difference = $\text{current} \times \text{resistance}$	$V = I R$
power = $\text{potential difference} \times \text{current}$	$P = V I$
power = $(\text{current})^2 \times \text{resistance}$	$P = I^2 R$
energy transferred = $\text{power} \times \text{time}$	$E = P t$

HT	energy transferred = charge flow × potential difference	$E = Q V$
	potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p I_p = V_s I_s$
	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$
	thermal energy for a change of state = mass × specific latent heat	$E = m L$
	weight = mass × gravitational field strength	$W = m g$
	work done = force × distance (along the line of action of the force)	$W = F s$
	force = spring constant × extension	$F = k e$
	distance travelled = speed × time	$s = v t$
	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
	(final velocity) ² – (initial velocity) ² = 2 × acceleration × distance	$v^2 - u^2 = 2 a s$
HT	resultant force = mass × acceleration	$F = m a$
	momentum = mass × velocity	$p = m v$
	period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
HT	wave speed = frequency × wavelength	$v = f \lambda$
	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length	$F = B I l$