

Year 11

Preparing for Revision

Bexley Grammar School 2025- 2026





October 2025

Dear Parent/Carer

I am writing to ask for your continued support at this most crucial period in your child's education at Bexley Grammar School.

In this booklet you will find a selection of helpful information including a proposed revision timetable, coursework deadlines and revision aids. I hope that you will encourage your child to make good use of the information at their disposal.

Students may need guidance to ensure that they achieve the correct balance between studying and relaxation time. However, they should be reminded and encouraged that school work takes priority over extra-curricular activities during the next few important months. It is only by putting in the required amount of time and effort now that success will be achieved in the future. This effort will allow the students to reflect proudly on their achievements in August 2026.

The Year 11 mock exams will take place at the start of the Spring term, commencing Monday 5th January 2026. Notification of study leave arrangements for both the mocks and the main examinations will follow. I look forward to celebrating your child's GCSE results with you in August 2026.

Thank you once again for your continued help and support.

Yours sincerely

Mrs Belton Owen
Director of Studies, Year 11



In this booklet you will find information on the following:

- Advice for Parents/Carers ~ Making a Difference
- Advice for Students
- Proposed Revision Sessions 2025-26 (subject to change)
- Key Terms Used in Examination Questions
- Subject Specific Information
- Internal Appeals Procedure for Controlled Assessment/Internal Assessment for Qualifications with English Awarding Bodies - September 2025
- Examinations:
 - Late and Absent Candidates - September 2025
 - Contingency Sessions Day 2026 - September 2025
- JCQ On Your Exam Day
- JCQ AI and Assessments ~ A quick guide for students
- JCA Information for candidates ~ Using social media and examinations/assessments
- JCQ Information for Candidates ~ Non-examination assessments
With effective from 1 September 2025
- JCQ Information for Candidates ~ Written examinations
With effect from 1 September 2025
- JCQ Information for Candidates ~ Coursework assessments
With effective from 1 September 2025
- Information for Candidates ~ Information About You and How We Use It



Advice for Parents/Carers Making a Difference

Helping your child prepare for their GCSEs

Exam timetable:

All GCSE exams dates are available on the school website

The awarding bodies have designated "contingency sessions" on the morning and afternoon of Wednesday 24th June for examinations in summer 2026. This is in the event of national or local disruption to examinations. It means that students need to be available up to and including the contingency day.

There are no exams during the week of the bank holiday, when schools are normally on half-term break.

Taking a little time off over the bank holiday is a good idea but your child will need to do quite a bit of revision in that week. Please make sure they have plenty of time for it and that you have not planned to be on holiday the full week.

Students who do their best in the GCSE exams work hard all through Years 10 and 11 rather than relying on last-minute revision.

What you can do to help:

- Recognising how important these exams are and how much time your child will need if they are to do as well as they can;
- Not asking them to do too many chores or look after younger brothers and sisters;
- Encouraging the rest of the family to help by not disturbing revision;
- Securing a quiet place to study where their work can be safely kept;
- Encouraging planned relaxation and exercise time (too much study is not helpful);
- Praising hard work;
- Emphasising the need for plenty of sleep (also helped by exercise);
- Helping them to forget about each exam as it is finished;
- Reminding them that it will soon be over and there will be a good break from school when they can catch up on what they have been missing!

During the spring term:

- Get your child to check that they have all the notes and books they need for revision. Get them to talk to their teacher if they are missing any;
- Check that they have a revision timetable which includes the dates and times of the examinations in May and June. Also include any other important dates (such as birthdays) when you might want them to take some time off from revision;
- Make sure that coursework deadlines are also included on the revision timetable. Your child will not be able to do much revision when they are working hard to complete coursework;
- The timetable should be used to plan revision sessions. These should be spread out evenly so that your child is not planning to do too much all at once;
- Having the timetable displayed in their room is a good idea as it will help them stick to the plan;
- Check how they are doing by letting them explain something they have just learnt. It's a good rule of thumb that if you can follow their explanation then they will be able to produce a good answer to an exam question on that topic;
- Encourage your child to ask for help at school on any parts of their work they do not understand;
- Encourage your child to persevere and to work hard in the run up to the exams.

Useful Revision Tips:

You can support your child by helping them to follow these tips:

- Plan for half hour sessions or an hour at most. Any longer and it is likely that nothing more will sink in.
- Take a short break in between sessions and have a glass of water or something similar to drink;
- In the evenings after school, plan to revise one or two subjects only. Leave some time for relaxation;
- Plan to revise specific topics in each subject, not everything at once;
- Ensure that each session starts with tackling the most difficult bits;
- Plan to cover each subject several times and revisit each one near to the exams;
- Revising with the TV or radio on or with loud music is not a good idea. Having their favourite music in the background may help certain students;
- Reading is not generally enough. Making brief notes in either words or pictures helps them to remember;
- Have all the books/website access they need to hand so they don't have to go off looking for information;
- There are excellent online resources but the balance with notes and books needs to be found.
- Working with a friend can be useful because it allows them to test each other and to talk about the work.

During the exam period:

Try to ensure that your child gets a good night's sleep before exams and they have all the equipment they need:

- A couple of pens and sharp pencils;
- A rubber and ruler.

Sometimes they may also need:

- A calculator;
- A protractor.

Please ensure they know the start times of every exam that day and arrive at school at least 20 minutes before the start of each exam.

And when it's all over:

Ensure your child relaxes and forgets about studying for a while. It is often worth celebrating the completion of examinations before results come out to show your unconditional support of effort.



Advice for Students

You can use a paper copy of a blank calendar:

- Write in any critical dates such as coursework deadlines, school holidays or your birthday;
- Write in the dates and times of your exams;
- Don't forget any oral exams for Modern Languages;
- Think about revision in half-hour time slots or sometimes an hour if you prefer.

In the evenings on school days you cannot plan to revise more than two subjects. During term time you will also have homework to do and coursework to complete. Decide whether you will revise on Saturdays or Sundays at the weekend. Perhaps you will do a little on both days, but it's a good idea to have one day clear every week (except in the final few weeks).

Begin to map out a rota for revising all your subjects. At first, just write the subjects against a date. Then try to identify particular topics you plan to revise. For example, where you are doing Science revision you may write ~ 'Science – human beings' or 'Science – electricity'. For English Literature you might identify certain texts.

Leave some days a bit vague in case you need extra time for some topics.

Now have a good look at the whole plan. If possible, share it with a parent or an older brother or sister who has been through GCSEs already. Together check that:

- You have time to revise everything and to go over topics more than once;
- You have enough time for your coursework;
- You are not taking on too much at any one time;
- Just before each exam you have enough time to go over that subject.

Hang your plan on your bedroom wall or somewhere you can easily see it. Try to stick to your plan, but remember you can adjust it as you go along as long as adjusting does not mean skipping bits.

Doing better at GCSE

Year after year students don't do as well as they could at GCSE because they don't revise well and they make very common mistakes in exams. Here are some revision tips:

- Start your revision in good time;
- Plan a revision timetable;
- Highlight coursework deadlines and examination dates and times;
- Spread your subjects out over time so you cover each one several times;
- Plan for half hour or, at most, one hour slots. Any more of one subject and nothing extra is likely to sink in;
- In the evenings after school, plan one or two subjects only. Leave time for relaxation and exercise;
- Allow yourself some days off but not in the few weeks just before the exams;
- Plan to revise specific topics or aspects of a subject ~ for example, not just Science but human systems, or waves, or chemical reactions, or electricity.

Revising at home:

Know how you learn best:

Everybody has a way of learning that suits them well. What works best for you? Do you remember things better if you write them down in a list or perhaps draw a 'spider diagram' or maybe voice-record some notes?

Try some of these to see what works for you:

- Music in the background sometimes helps, but don't try to revise with the TV on or loud music;
- Read through a topic and make brief notes on cards which can be used for further revision later;
- Instead of writing notes in words, draw a picture;
- Redraw diagrams and check how well they match the original;
- Use flowcharts to sequence events or activities. Use linking words between boxes to illustrate the nature of the sequence;
- Draw concept maps using keywords from topics. Label the linking lines with, for example, 'comes before', 'is eroded into', 'reacts to form', 'is the past tense of', 'was the father of';
- Use colours to highlight keywords in your notes or revision books;
- Work with a partner to help and test each other on, for example, explaining the meaning of keywords (and spelling them correctly), rearranging chemical equations, performing calculations, recalling linked facts or dates, drawing conclusions from evidence.
- Use online resources including YouTube clips, etc. effectively but not to the exclusion of notes and books.

Making Revision More Manageable:

Revision in 4 steps

1. Read through a section of content.
2. Close book & summarise using your preferred method. flashcards, bullet points, post-its, mind map.
3. Answer a past exam question on the content & mark.
4. Take a 5/10 minute break.

Steps 1 - 3 should be no more than 20 minutes long.

- Research has proven that this is a realistic amount of time to fully concentrate before focus reduces.
- Plan for the number of 20 minute sessions based on non-negotiable commitments in the day.
- Do not over commit to the number of sessions.
- The brain is at its optimal functioning level around an hour after waking.

TAKE YOUR HIGHEST PRIORITY TASKS (OR YOUR HARDEST TASKS) AND SCHEDULE THEM IN MORNING SLOTS.

Being prepared for the exam:

Make sure you are ready on the day. You will need:

- A couple of pens and sharpened pencils, a rubber and a ruler;

You may sometimes need (check with your subject teacher):

- Your own calculator which you are familiar with;
- A protractor.

Don't forget: you can make notes or practise calculations on the question paper; you don't need scrap paper.

Tackling the exam:

- While waiting for the exam to start, read the front of the exam paper so you know exactly what to do;
- Read each question carefully ~ twice is better than once. Check how many marks are available for the answer and decide how much to write accordingly.
- Answer the question ~ don't simply repeat it or make up a question of your own;
- Write your answer if you feel confident. If not, go on to the next question. Don't spend time on questions you are unsure of until you have been through the whole paper once;
- Check all calculations. Does the answer make sense and have you included the units?
- Check information in graphs, tables and pictures. Did you read them correctly?
- Check your spellings of specific words, but if you are not sure of the spelling write your answer anyway. You may get the mark;
- If you have to draw diagrams, charts or graphs, use a sharp pencil and draw accurately, using a ruler where necessary;
- Once you have answered all the more straightforward questions go through the paper again, tackling those questions which are more difficult. If on the second reading a question is still very difficult, move on to the next question.

Avoiding common mistakes:

- Read the question correctly so you don't miss the point - "more haste less speed" applies particularly to reading examination questions - mis-reading a question or not following an instruction are the most common mistakes and lose the most marks;
- Check how many marks are given for each question and write enough but not too much;
- Look at tables, graphs, drawings and photographs very carefully so you don't miss anything;
- Use the correct words and try to spell them properly;
- Answer the question ~ don't just repeat it.

Managing coursework:

- If you keep your work on a computer drive rather than Google Drive, make sure you have a back-up copy;
- Make certain you know the deadlines when coursework must be handed in.



Revision Sessions 2025-2026

Proposed ~ subject to change

Autumn term 1 Intervention					
	Monday	Tuesday	Wednesday	Thursday	Friday
AM Before School			PE Teacher led 7.45am-8.15am Targeted sessions both practical and theory. Focus on key topics and AO2/3 questions. Others are welcome to join.		
Lunch Slot	Business Studies By invitation (compulsory) although others are welcome to join.	Art/Textiles By invitation (compulsory), others are welcome to use the Art rooms			History By invitation (compulsory) in J23 although others are welcome to join the sessions.
Subject 1	MFL Intervention (by invitation) starts in Spring. Teachers may provide other intervention for their classes before.	Music From September. These will be invitation only	Latin By invitation, after school in M2. Starting with vocab acquisition; moving on to translation technique.	Science Invited students only in M15 & H16. Lead by HoD, subject leaders and science prefects.	Maths In G13. Intervention run by Mr Male.
Subject 2	Geography Invited students in M18, but all welcome.		Computer Science Coding Clinic sessions, to provide structured scaffolding for Paper 2 coding exam.	Ancient History By invitation. After school in M1. Focus on content acquisition and exam technique. First sessions focus on Pericles.	Psychology Year 12 & 13 subject prefects will hold sessions with students (by invitation only). In small groups or one-to-one; date/times may vary depending on students' availability.
Subject 3	Maths Clinic open to all, G13 run by Mr Male.		English A group of 16 invited to J8 after school until 4pm. Focus on Language GCSE. Mr Griffin	Computer Science After school for help with theory topics, H12 with Mr Powell. from 3.15pm to 4.15pm.	Food Prep & Nutrition By invitation. from 3.20pm until 4.30pm.

Autumn term 1 Intervention (continued)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 4	Design Technology After school. Invited students, but others (in DT) welcome to use the computers & work independently. J2 with Mrs Papp & Mrs Soyinka.		Design Technology After school. Invited students, but others (in DT) welcome to use the computers & work independently. J2 with Mrs Papp & Mrs Soyinka.		
Subject 5	Computer Science After school code clinic for help with programming, H14 with Mr Villazon from 3.15pm to 4.15pm.				

Ancient History - Booster sessions compulsory if required. Topics arranged with the teacher. (All other students are free to drop in.)
Art - Art rooms are open during lunch and after school. Individual teachers offer after school & lunchtime sessions throughout the week.
Business Studies & Economics - Booster Session to be agreed individually with Business & Economics subject prefects
Computer Science - Teachers are available after school for support in H12 .
DT/Food -DT rooms are open after school and during lunch for 1 to 1 sessions, please speak to your teacher
Drama - Exam preparation on 'Everybody's Talking About Jamie' and 'Blood Brothers'
English - Study sessions on an invite-only basis.
Geography - Sessions available to students who are invited to attend by their teacher. As well as those that would like to attend
Latin - Booster sessions compulsory if required. Topics arranged with the teacher. (All other students are free to drop in.)
Maths - Students are encouraged to bring along work to do, e.g. a practice exam paper they are working on. A teacher and Sixth Form maths prefects will be on hand to support at these sessions.
MFL - Language Clinic every Monday in the L block, starting prior to the mock exams.
Music - Performance recording sessions are available to book directly through Mrs Goddard.
Physical Education - Integrated revision within curriculum time. Targeted sessions with teaching staff on Wednesdays 7.45am for both practical and theory.
Science - Science prefects to support mentoring with teacher supervision. Focus on exam skills



Some Key Terms used in Examination Questions

Account for	Explain the process or reason for something being the way it is
Analyse	Explore the main ideas of the subject, show why they are important and how they are related
Calculate	Find out by using Mathematics
Comment on	Discuss the subject, explain it and give an opinion on it
Compare	Show the similarities (but you could also point out the differences)
Complete	Finish off
Conclude	Decide after reasoning something out
Contrast	Show the differences ('compare and contrast' questions are very common in exams ~ they want you to say how something is similar and how it may be different too)
Criticise	Analyse and then make a judgement or give an opinion. You could show both the good and bad points. (You could refer to an expert's opinion within this question)
Define	Give the meaning. This should be short
Describe	Give a detailed account
Differentiate	Explore and explain the difference
Discuss	Explore the subject by looking at its advantages and disadvantages (i.e. pros and cons, for and against). Attempt to come to some sort of judgement
Distinguish	Explain the difference.
Enumerate	Make a list of the points under discussion
Estimate	Calculate the value approximately

Examine	Look at something closely
Explain	Describe, giving reasons and causes
Explore	Look at something closely or investigate
Express	Put the ideas into words
Evaluate	Give an opinion by exploring the good and bad points (pros and cons). It's a bit like asking you to assess something. Attempt to support your argument with expert opinion
Give reasons for	Use words like because in your answer as you will be explaining how or why something is that way
Identify	Recognise, prove something as being certain
Illustrate	Show by explaining and giving examples
Indicate	Point out, make something known
Interpret	Explain the meaning by using examples and opinions
Justify	Give good reasons for offering an opinion or reaching a conclusion
List	An item by item record of relevant items. This would normally be in note form without any need to be descriptive
Outline	Concentrate on the main bits of the topic or item
Prove	Give real evidence, not opinion, which proves an argument and shows it to be true
Summarise	Give the main points of an idea or argument. Leave out unnecessary details which could cloud the issue



Ancient History

Examination 2026

Students will sit two exams, each worth 50%, and each lasting 2 hours.

Component 1: “The History of Early Rome” & “Cleopatra”

Component 2: “The Persian Empire” & “Pericles”

Proposed Revision Lessons:

Sessions will be compulsory for students who are invited to attend by their teacher. All other students are free to attend.

Department Revision Guides/Websites:

All information is in Google Classroom or has been given to students.

Recommended Study Skill Strategies:

Students are encouraged to learn the material for each topic in relation to the theme that it comes under as the exam questions will be based on the themes. Revision for Pericles & Cleopatra should focus on the primary source booklets. Students should be able to give examples for each theme that is associated with the topic. Students also need to have a good understanding of the main stories from each topic as well as names of people and cultures.

Questions come in the following form:

“History of Early Rome & The Persian Empire”:

- Knowledge questions - short answer questions worth 1 to 2 marks each. Terms such as ‘state’, ‘identify’, ‘name’ and ‘give one/ two example(s) of...’ will be used. Worth 4 marks in total
- Outline questions - identifying several features and/or characteristics and develop them with relevant knowledge. Worth 6 marks.
- Source based question - What can we learn about...? This uses a primary source where students have to develop their answers by drawing out information from the source and adding their own knowledge. Worth 10 marks.
- Source based question - second-order concepts. This tests the ability to evaluate and analyse primary sources while adding in their own knowledge. Worth 15 marks.
- Essay question - This assesses the student’s knowledge of the main themes of the topics. It includes analysis of the reliability of the sources and 5 marks are given to SPaG. Worth 20 marks plus 5 for SPaG.

“Cleopatra” & “Pericles”

- The knowledge question will be in the same format as above. Worth a total of 5 marks.
- Source based question - There will be a 5 mark question on a passage or visual source that will ask ‘What can you learn from...’. The answer will be solely from the source.
- A second source based question, worth 5 marks, will then ask you to evaluate the accuracy of the account. How reliable is the source?
- Second order concept question - This will be worth 10 marks and will ask you to discuss change and continuity or similarities and differences or cause and consequence within the topic.
- Essay question - This assesses the student’s knowledge of the main themes of the topics. It includes an analysis of the reliability of the sources. There is NO SPaG mark. This is worth 20 marks.

Parental Involvement:

Parents/Carers are encouraged to support students in their revision. Parents/Carers may wish to test students’ knowledge of texts and names of important individuals within the topics. Ask students if they can summarise what primary sources are actually saying.



Art/Art Textiles

Examination 2026

Students complete Component 1: Portfolio of work and Component 2: Externally set assignment which are externally moderated by the AQA examiner at the end of the academic year 2025.

Classwork Deadlines:

Minimum of 2 units, Component 1 completed by February 2026 and Component 2 unit completed by the last day of the GCSE exam. Each unit of work should consist of supporting work, an integrated sketchbook along with a final piece. It is vital that students show their development and processes within their preparation, work so that all marks can be awarded.

- 8th & 9th December 2025 - Mock Exam.
- 9th December 2025 - All preparation work completed and handed in.

Proposed Revision Lessons:

Art rooms are open during lunch and after school. Individual teachers offer after school sessions throughout the week. Please check the timetable.

Department Revision Guides/Websites:

- 'How to research a topic in Art'; 'Responding to a work of Art'; 'Checklists for working on preparation for exams' ~ all available to GCSE groups on Google Classroom. <https://www.studentartguide.com> This website can help generate ideas for choosing a subject matter to study with visual examples.
- Verbal and written feedback from their teacher and knows how to improve their grades for each unit.
- Worksheets and resources are available on Google Classroom in which some contain student checklists.
- Pupils should seek opportunities to visit relevant galleries and exhibitions to support their own work.

Recommended Study Skill Strategies:

- Develop your own timetable to keep on track of each project.
- Follow Google Classroom assignments and upload work to each task to track your progress.
- Get inspired by others, use Pinterest, Instagram to start your own mood boards so you can build up a selection of which will motivate ideas.

Parental Involvement:

Supporting their child's attendance at sessions after school once a week for additional support and guidance. Ensuring children are responding to their teacher's written advice on how to improve their grades. Encourage their child to attend relevant exhibitions and events.

Anything Else:

Each student must have at least two strong finished units*.

Folder checks will take place next term and time will be built into the second half of the term to ensure that these are completed to the best possible standard. Students without two strong projects or more are in danger of not achieving a pass at GCSE.

* This includes at least one completed sketchbook containing supporting work.



Business Studies

Examination 2026

Students to be examined by two papers at the end of the course. Each paper is worth 50% of the final grade.

Paper 1: Influences of operations and HRM on business activity.

Paper 2: Influences of marketing and finance on business activity.

Proposed Revision Lessons:

Lunchtime sessions as agreed between students and mentors.

Department Revision Guides/Websites:

Parents/Carers can purchase the following revision guide: AQA GCSE (9-1) Business My revision Notes , ISBN 978-1-5104-2370-1.

An offer to purchase the CGP Business Studies Workbook and revision guide will be made available in Year 11.

Websites ~ www.bbc/schools/gcsebitesize/business ; www.bized.co.uk; www.tutor2u.co.uk

Recommended Study Skill Strategies:

- All students this year have been issued with a revision workbook (white book).
- Use the case study questions in the textbook along with the writing frames to develop application, analysis and evaluation skills.
- Mind-mapping to show links between/different perspectives.

Parental Involvement:

Support for the focus group session is vital.

Anything Else:

Students have been issued with a new textbook which has been produced by the AQA Examination Board. This is a key revision resource. Students must ensure they understand the 6, 9, 12 mark answer structures.



Computer Science

Examination 2026

KS4 Assessment Summary

GCSE Edexcel Computer Science Exam

https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2020/specification-and-sample-assessments/GCSE_L1_L2_Computer_Science_2020_Specification.pdf

Written Exam Paper 1:	On Screen examination Paper 2:
Principles of Computer Science Written examination: 1 hour and 30 minutes 50% of the qualification 75 marks	Application of Computational Thinking On Screen coding examination: 2 hours 50% of the qualification 75 marks

Proposed Revision Lessons:

After school revision sessions are available on a Monday (coding) and Thursday (theory) from 3.15pm to 4.15pm.

Department Revision Guides/Websites:

- Students can access all revision materials on Google classroom, from past exam questions to practise programming tasks.
- Pearson Edexcel GCSE (9-1) Computer Science Student Book ISBN:9781292359991
- REVISE Pearson Edexcel GCSE (9-1) Computer Science Revision Guide ISBN:9781292374000 (Available to buy through the school, along with the accompanying workbook.)
- BBC Bitesize is an excellent revision source
- W3Schools website for coding practice and lookup of programming features.
- PLEASE NOTE: Any other resources need to be for the 2020 specification NOT the 2016.

Recommended Study Skill Strategies:

As there are two different exams that utilise different skill sets the best things to do are:

- Practice answering short and long answer exam questions.
- Make a checklist of your strongest and weakest topics. Create questions based on both and put them in a box. Once you are able to answer the question correctly 3 days in a row you can remove the question from the box.
- Create flashcards and mind maps for all key terms - and how they link together!
- Practice reading and writing pseudocode for past programming tasks.
- Use [Pythonsponge.com](https://www.pythonsponge.com) to practice GCSE style questions on specific aspects of Python programming, e.g. string formatting or 2D lists.

Parental Involvement:

Parental encouragement to practise practical exam questions set on google classroom to familiarise themselves with the format and types of questions they might encounter.



Design & Technology

Examination 2026

There will be no changes to the written examination element of the course, worth 50%. The NEA will count for the other 50% of the overall grade.

Classwork Deadlines:

Interim mark given in January of Year 11. Final coursework deadline is March 26. Section deadlines throughout Year 11.

Proposed Revision Lessons:

We facilitate these on Mondays/Wednesdays after school in J2.

Department Revision Guides/Websites:

We use the official DT textbook: AQA GCSE (9-1) Design and Technology: All Material Categories and Systems Paperback – 30 Jun 2017 Students can purchase the CGP AQA Revision Guide, at a reduced price via ParentPay

Use revision topic lists issued by the department.

Use the PG online resources posted in our Google Classroom.

Use BBC Bitesize - https://www.bbc.co.uk/bitesize/examusing_this_linkspecs/zby2bdm.

Technologystudent.com – All content and past papers.

AQA.org.uk – past papers including reference to the New DT GCSE Specification.

'How to make' series on YouTube is also very useful

Recommended Study Skill Strategies:

Organise a timetable to ensure completion of the project.

Set aside specific time each week to revise.

Seek help immediately if difficulties are encountered.

Make use of extracurricular support sessions.

Past papers and Mark Schemes: use the 20/20/20 technique - 20 minutes to answer questions; 20 minutes to mark yourself using the mark scheme and 20 minutes to create flash cards for relevant topics, while checking your text book.

Parental Involvement:

Parents/Carers will be informed if underachievement is evident and students will be expected to attend support sessions as listed above.

Ensure children are responding to teacher's notes on how to improve grades.

Anything Else:

N.B. Pen, pencil, coloured pencils, ruler, rubber and scientific calculator will be required for the examination.



Drama

Classwork Deadlines:

Scripted Performance February.

Unit 2 (Devised) scripted coursework deadline end of January.

Proposed Revision Lessons:

Theoretical exam preparation on '*Blood Brothers*' and '*Everybody's Talking about Jamie*'

Drama rehearsals ongoing on Tuesday, Thursday & Friday after school – up until February.

Department Revision Guides/Websites:

There is a CGP Play Guide for Blood Brothers available (make sure you buy the Drama one and not the English one). BBC bitesize has excellent resources for theoretical Drama and for Blood Brothers (but again be careful as the blood Brother's material is for English Lit GCSE, so anything about literary devices or exam technique is less helpful.

'*Everybody's Talking about Jamie*' and other exam preparation will be on youtube and google classroom bgsdrama youtube account and www.bgsperformingarts.com/blood-brothers.

Recommended Study Skill Strategies:

The grid that shows roles in the theatre (on google classroom) and 'Areas of the stage' in your planner, if you know all of these things you are guaranteed 4/4 in section A

Practise articulating how effects are created by the way a person speaks or moves - can be a person in real life, not just when someone is acting. Section B and C are all about explaining how acting creates effects for the audience (tension/ comedy etc) so being able to describe how movement and voice do this is an excellent skill.

Watch youtube clips of '*Everybody's Talking about Jamie*' to keep ideas fresh in your head

Write practice answers and share them with your teacher to mark

Parental Involvement:

Both Drama Practicals require commitment from all members of the group. These will also be assessed as part of the exam process, and contribute to the final grade. Absences severely disrupt the work of everyone involved.

Parental support is essential in ensuring that all candidates achieve their potential.

Anything Else:

Seeing more theatre inspires ideas for the Performance examination and develops their understanding of the practicalities of theatre in performance.



Economics

Examination 2026

Students to be examined by two papers at the end of the course. Each paper is worth 50% of the final grade.

Paper 1: Introduction to Economics.

Paper 2: National and International Economics.

Proposed Revision Lessons:

Revision sessions will be agreed with students.

Department Revision Guides/Websites:

Department produced revision resources will be available to all students. Revision Guide available:

<https://www.amazon.co.uk/My-Revision-Notes-GCSE-Economics/dp/1510472185>

Websites ~ www.bbc/schools/gcsebitesize/business; www.bized.co.uk; www.tutor2u.co.uk

Recommended Study Skill Strategies:

Short answer questions to reinforce knowledge and understanding.

Mind-mapping to show links between/different perspectives.

Parental Involvement:

Ensure Students are completing weekly revision exercises and, if they are on the mentoring program, meeting with their mentor at the pre-arranged time.

Anything Else:

Students have all been issued with a text book, which has been produced by the OCR Examination Board. This is a key revision resource. Students should understand the 6 mark answer structure.

Before and during study leave, students should complete as many past papers as possible. Past papers and mark schemes can be found at <http://www.ocr.org.uk/qualifications/gcse-economics-j320-from-2012/>.



English

Examination 2026

English Language

This consists of two exams. English Language Paper 1 based on an unseen literary extract. Students will be asked four questions about the extract, comprising comprehension, close analysis of language, analysis of structure and giving an opinion on a piece of writing. Students will also be expected to write creatively on a theme shared with the unseen extract. English Language Paper 2 is based on two unseen non-fiction articles. Students will be asked four questions about the articles: comprehension, comparing content, analysing language and comparing how language is used. Students will also be expected to write a piece of non-fiction in response to a theme shared by the two articles.

English Literature

This consists of two exams.

Paper 1: Will consist of a question on 'Macbeth' and a question on 'A Christmas Carol'.

Paper 2: Will comprise a section on 'An Inspector Calls', a question on Comparative (Anthology) Poetry and a question on Unseen Poetry.

Proposed Revision Lessons:

Staff will identify students who are at risk of a level '4' in English and/ or English Literature based on their class assessments. This will be discussed with students and Parents/Carers via the written report and phone calls home. Confirmation letters will be sent home to notify Parents/Carers that students should be present in the Skill Support session. English Skills Support runs from October 2025 until March 2026. Parents/Carers have been notified if this applies to their child.

Recommended Study Skill Strategies:

Our main focus this year is:

- Working under examination conditions for timed questions;
 - Analysis of literary devices;
 - Planning and structure in creative writing;
 - Originality in literature responses.
- Vocabulary widening to impact both Literature and Language success

Parental Involvement:

Parents/Carers will be informed of 'Skills Support' classes ~ these are to be compulsory for those designated as needing extra help with English Language GCSE and letters will be sent directly. Reading lists are available from the Library; the exam set texts are 'An Inspector Calls'; 'A Christmas Carol' and 'Macbeth'

Anything Else:

We are hoping to encourage all students to read a wide variety of texts outside of school.

It is important that students prepare for their English Language and Literature exams. The strategies below may help to organise a revision timetable and give practical advice for revising for the exams:

English Literature:

- Read and reread your texts. The better you know them, the more able you will be to answer the question in the exam!
- Use the CGP Guides that you purchased in Year 10 (available in WHSmith or online if you didn't)
- Make mind-maps / prompt cards on characters, key themes, context, language and structure and learn the content and ideas on them.
- List the ten most important quotations for each character; theme; moment in the texts: LEARN quotations – this is a closed book exam.

English Language:

- Read newspaper articles.
- Choose two different newspaper articles on the same topic from different newspapers; write a list of the main points and compare the two.
- Make a poster outlining HOW to answer each question in English Language Paper 1 and English Language Paper 2.
- Read as widely as possible: short stories are widely accessible on the internet for free; read the openings to novels; borrow books from the school library.
- When you read the opening to a novel, note down the key intentions and ideas the author comes up with.
- Make sure you can spell the most commonly misspelled words.
<http://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html>
- Increase your vocabulary bank: every time you come across a new word, write it down and write down the definition.
- Make sure you revise and know how to use key punctuation:

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Food Preparation & Nutrition

Examination 2026

Classwork Changes and Deadlines

NEA1 is worth 15%

x4 google slides A3

NEA2 is worth 35%

3 Dishes in 3 hours based on a theme released in November 2025

4 developed dishes to be made and evaluated.

Supported by x10 A3 Google slides

Dates for final submission:

Development Dishes to be made in January 2026 Groups to be confirmed by Ms Chan.

Final Hand in March 2026.

Proposed Revision Lessons:

All theory lessons from February to April will be a combination of examination papers and revision of content. All lessons from March will concentrate on preparing for the theme of the examination. Revision sessions are on Fridays 3.20pm till 4.30pm to invited pupils.

Department Revision Guides/Websites:

CGP Food preparation and Nutrition. AQA

Food preparation and Nutrition. AQA Anita Tull

Knowledge Organisers will be issued by class teachers.

Past papers will be handed out to practise the style of the exam

All pupils should complete the Seneca Sessions that are set

All quizlet sessions that have been shared should be completed

Recommended Study Skill Strategies:

Practising relevant recipes at home.

Thorough revision of all areas of specification using textbooks.

Revision diary.

Keeping up to date with new developments ~ read newspapers etc. This will help in the longer answer section of your paper.

Making connections between Physics, Chemistry and Biology.

Parental Involvement:

Cooking with your child. Plating up practice

Encourage pupils to meet deadlines for coursework.

Ensure pupils attend booster sessions if coursework is incomplete. Ensure your child responds to the teacher's general advice on how to improve coursework.

Anything Else:

N.B. Pen, pencil, ruler, rubber should be brought to the examination.



Geography

Examination 2026

Paper 1: Physical 1hr 30mins Hazards (tectonic and weather) Climate Change, Living World, Rivers, Coasts.

Paper 2: Human 1hr 30mins Resources, Economic World, Urban Challenges (London and Lagos).

Paper 3: Skills, DME, Fieldwork 1hr 30mins Stratford and River fieldwork days, Geographical Skills and DME (pre-released materials Easter).

Proposed Revision Sessions:

Sessions available to students who are invited to attend by their teacher. Monday's in M18 3:10-4pm. The teacher led revision sessions. Lookout for lunchtime sessions in the Spring term.

Department Revision Guides/Websites:

- **Seneca** online assessment - students should challenge their knowledge with regular teacher directed self testing and access any time for independent learning - record your scores in your Geo book tracker.
- The **BBC Geography Bitesize** website - record scores in your Geo tracker
- **Planet Lacey** website - revision materials that will consolidate learning and support you towards grades 7-9. Independent learning to record topics covered in your Geo tracker
- **Geography revision guides** and examination practice books as well as optional **flashcards** have been purchased by students. **AQA website** link for past papers and mark schemes available – students advised to practise.
- Material will be issued by class teachers - in class and via **Google Classrooms**.

Recommended Study Skill Strategies:

- Learn case studies for the examination - your teacher will advise the relevance of particular case studies to particular questions.
- Learn specific facts and figures and use geographical terminology in exam answers to achieve 8/9 grades.
- Practise writing 6 and 9 mark answers in timed conditions (1 minute a mark) Focus on QWC to gain all marks available.
- If you need support or have any questions, ensure that you see your class teacher.

Parental Involvement:

Encourage use of the revision guide - it has revision resources, practice questions and answers.

Quiz using the flashcards - there are questions for all topics and quick answers on the back of each card.

Test students on the meanings of keywords and on their key studies - these are in their exercise books.

Encourage the use of map skills - OS maps particularly - if you are going for a walk or visiting a new place.



History

Examination 2026

Students will need to complete questions on four modules over the course of three examination papers:

Paper 1: Medicine in Britain since 1250 to the Present and Surgery in the British Sector of the Western Front in WWI (1 Hour 20 Minutes).

Paper 2: Superpower Relations and the Cold War and Early Elizabethan England 1558 to 1588 (1 Hour 50 Minutes)

Paper 3: Weimar and Nazi Germany (1 Hour 30 Minutes).

Proposed Revision Clinics:

History Student support sessions will take place on Friday after school from 3.15pm to 4.00pm (by invitation by their subject teachers) with an emphasis on the different styles of questions which are set over Papers 1, 2 and 3 in the subject.

Department Revision Guides/Websites:

- The History Department will produce a revision guide for students during the Spring term 2025.
- BBC History Bitesize website.
- A History Department booklet on 'Tips and Structures' for all the question types has been created. Please check with your class teacher that it has been made available to you on your Google Classroom.
- To complement this, please check with your class teacher that a list of questions for each of the different modules has been made available to you on your Google Classroom.

Recommended Study Skill Strategies:

Developing skills of extended writing for knowledge and understanding, source evaluation and interpretation aspects of the units on Papers 1, 2 and 3 of the examination.

Read over your feedback from previous assessments. Then use the 'Tips and Structures' booklet to practise those questions that you find particularly challenging or have not done as well in under timed conditions. If you need any support or have any questions, ensure you speak to your class teacher.

Parental Involvement:

Parents/Carers Will be informed of the support sessions after school on a Thursday.



Latin

Examination 2026

Students will sit three papers:

Language: (50%) (1 hour 30 minutes).

Literature: (30%) (1 hour 15 minutes).

Civilisation: (20%) (1 hour).

Proposed Revision Lessons:

Booster sessions will be compulsory for students who are invited to attend by their teacher. All other students are free to attend as they wish.

Department Revision Guides/Websites www.cambridgescp.com (basic help for Latin in general); EDUQAS-specific area of the site ([here](#)) has lots of information about the course, and revision tools. Other websites and helpful revision material, such as grammar testers and booklets, are available on the Google Classroom. (There is no official revision guide available from the exam board.)

Recommended Study Skill Strategies:

Language: Students **must** be familiar with the vocabulary and grammar from this vocab booklet

- ❖ Ensure recognition of all verb endings - person and tense.
- ❖ Ensure sound knowledge of all vocabulary.
 - Make flashcards; self-test regularly; get someone else to test you!
 - Learn the middle column as well.
 - Learning English into Latin as well *really* improves vocab retention.
 - Mark any problem vocab in your booklet with a pencil: test yourself on those, instead of going back over easy words.
- ❖ Go over past Unseens and feedback; what mistakes do you repeatedly make?

Literature:

- ❖ Use the Quizlets on Google Classroom.
- ❖ Go through the Latin text and make sure you can re-translate it without looking at any vocab.
- ❖ Learn a few of the style points.
- ❖ Make sure you understand the overall meaning of the whole story.
- ❖ Take note of the attitudes towards love and marriage of each author: what does each text tell us about Roman attitudes towards love and/or marriage?
- ❖ Start revision *early!* Revise one text per week.

Civilisation:

- ❖ Familiarise yourself with the key terms for each topic in the two booklets.
- ❖ Visualise the life of various Romans from birth to death: consider their gender, wealth and status (enslaved/free). Use the headings in the two booklets to consider various aspects of their life.
- ❖ Look over past tests: check the questions carefully.
- ❖ Consider the differences between rich and poor, men and women, free born and ex-slaves, adults and children. as well as the modern world. Always consider the similarities and differences: the exam requires **balanced** answers with lots of **specific** detail. Details of **ceremonies**, for example, are important to know.

Parental Involvement:

Parents/Carers are encouraged to support students in their revision.

Parents/Carers may wish to test students on their vocabulary knowledge using students' vocabulary booklets.

Can the student confidently tell you what happens in each story in their literature booklet?

Can the student confidently describe the birth, childhood, marriage and death of a wealthy Roman man and a poor Roman man? How do all these stages differ for girls/women?



Mathematics

Examination 2026

Students will be taking the Edexcel Higher Tier GCSE Mathematics. There are three examination papers, each worth 80 marks and each 90 minutes long. The first is non-calculator and the other two are calculator papers. Students should revise all the topics they have covered during Years 7 to 11.

Coursework Deadlines: Not applicable.

Proposed Revision Lessons:

We are running a Maths Clinic after school on Mondays in G13 from 3:15pm - 4pm. Students are encouraged to bring along work to do, e.g. a practice exam paper they are working on. A teacher and Sixth Form maths prefects will be on hand to support at these sessions.

Department Revision Guides/Websites:

- Google Classroom has a huge number of resources related to the GCSE course including practice exam papers
- <https://www.mathsgenie.co.uk/gcse.html> has revision videos, exam questions and solutions for most topics.
- <https://www.drfrostmaths.com/> has videos and practice questions which are marked instantly online with feedback given if the answer is wrong. All students have a login for this site. The BGS maths course has been built into the website and students have been shown how to access this.
- <https://corbettmaths.com/5-a-day/gcse/> has sets of five questions (and answers) for every single day of the year, at varying difficulty levels.
- CGP Edexcel Revision Guide and Workbook available from <https://www.cgpbooks.co.uk/secondary-books/gcse/maths/mxhs44-gcse-maths-edexcel-complete-revision>
- www.bbc.co.uk/schools/gcsebitesize/maths

Recommended Study Skill Strategies:

The best technique for Maths “revision” is to work through past examination and specimen papers, of which students will have plenty by the end of the course. Use these exam papers to highlight areas of weakness. Then use the textbook/revision guides/Google Classroom/websites such as Dr Frost or Maths Genie to do further work on these areas.

Do not revise Maths by simply reading revision guides; you must actually be doing Maths, solving problems, answering questions, etc. Frequent practice in smaller bursts is the preferred approach.

Parental Involvement:

Parents/Carers are encouraged to support students in their revision. You might like to:

- Test students on the formulae that they need to know:
<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/misc/gcse-maths-formulae-sheet-a5.pdf>.
- Encourage students to work on the Corbett Maths 5-a-day (see website link above).
- Ask students what topics came up in their most recent practice paper that they found difficult so need to do more work on and encourage them to look these topics up on somewhere like the Dr Frost website.



Modern Foreign Languages

Examination 2026

Speaking Examinations will take place from April 2026.

Key Dates :

Speaking mock exams

- MFL1&2: w/c 1st December 2025

Reading, Listening and Writing mock exams

- MFL1&2 Listening, Reading & Writing Mock Exam : w/c 5th January 2026.

Proposed Revision Lessons:

Language Boosters Mondays in the L block, starting February (individual teachers may offer additional boosters in advance of this).

After school sessions will be offered on an individual student basis if students need support with their written or spoken language exams.

Department Revision Guides/Websites:

1. Memrise & Quizlet for Core Language and Verb Lists

French: [EDEXCEL GCSE French Revision | Quizlet](#)

German: [EDEXCEL GCSE German Flashcards | Quizlet](#)

Spanish: [EDEXCEL GCSE Spanish Revision | Quizlet](#)

Italian: [EDEXCEL GCSE Italian Flashcards | Quizlet](#)

Russian: [Edexcel GCSE Russian Flashcards | Quizlet](#)

Japanese: [Edexcel GCSE Japanese Revision | Quizlet](#)

Chinese: [Edexcel GCSE Chinese Revision | Quizlet](#)

2. Core Language Grids

French: [W French Core Language Grid.docx](#)

German: [W German Core Language Grid.docx](#)

Spanish: [W Spanish Core Language Grid.docx](#)

Italian: [W Italian Core Language Grid.docx](#)

Russian: [W KS4 Russian Core Language Grid.docx](#)

Japanese: [W Japanese Core Language Grid.docx](#)

Recommended Study Skill Strategies:

- When learning answers for the speaking exam, say them aloud to yourself, then cover them up and try to recite from memory.
- Flashcards are ideal for revision of vocabulary, grammar rules and verbs .
- When you learn a verb, be sure to learn the correct formations for present, past and future. e.g. the verb to go: I go, I went, I will go.

Parental Involvement:

Families are encouraged to help students learn their best responses to spoken and written questions, which can be found in each student's personalised "Masterdoc".



Music

Examination 2026

- All students must prepare a performance portfolio of 2 pieces, one of which must be an ensemble. These pieces should ideally be Grade 4+ standard and last for a minimum of 1 minute each. The total performance portfolio needs to be 4 minutes minimum in total. If a candidate chooses to offer 2 or more solo and/or ensemble performances, these must be recorded in the same sitting. A BGS music teacher must be present at the recording. It is strongly recommended that students prepare performances whose difficulty is currently within their capabilities.
- All students must prepare a composition portfolio of 2 pieces, lasting a minimum of 3 minutes in total. One of these is a set composition from the exam board. All composition work must be completed in class.
- Students will complete a 1h 45m exam paper in summer 2025. This will assess all the set works.

Classwork Deadlines:

Composition portfolio - Friday 19 December 2025

Performance portfolio - Friday 27 March 2026

Proposed Revision Lessons:

There will be support sessions on specific Tuesdays after school from September. These will be invitation only where the department has concerns that performance is falling behind.

Department Revision Guides/Websites:

- The Edexcel GCSE Music Revision Guide by Paul Terry is highly recommended. This is available on www.amazon.co.uk. In addition, there is a listening tests book by Simon Rushby.
- Use YouTube! There are some excellent revision videos for the set works. Type in the name of the set works to find them.
- **LISTEN TO YOUR SET WORKS!** The best resource you have is your ears... Put them on your phone/ipod/playlists and listen to them a lot!
- Revision resources are regularly posted on Google Classroom.
- There is some useful extra information on the BBC Bitesize GCSE Music.. Practice exam papers will be given out in the spring term, with the Audio tracks uploaded onto Google Classroom.

Recommended Study Skill Strategies:

- Regular practice on your instrument – when you are busy, 10 minutes a day is absolutely fine. You will need more practice time when you are preparing for solo/ensemble recordings.
- Composition projects – 1 hour a week of your own time on composition
- Spend 15-30 minutes a week revising the set works – choose one a week, create a spider diagram with the key features, or revision cards or a poster. Put them on a wall, or at least read through them once a week!
- Turn on the radio, or put Spotify on random, and analyse what you can hear using the MADTSHIRT acronym. Write down all the musical features you can hear, and think about whether there are any similarities to any of your set works.

Parental Involvement:

Parents/Carers could:

- Watch videos on YouTube on the set works, and ask questions about them,
- Listen to students perform their solo/ensemble pieces as practice before their recording dates,
- Check that students are completing homework tasks regularly,
- Ensure that revision is being done in an appropriate environment. What is really important is that they **LISTEN** to the set works; therefore, having the TV on, or music playing from radio/spotify/ipods etc. isn't appropriate, and will be a distraction. Please encourage your child to listen to the set work whilst revising its key features.



Physical Education

Examination June 2026

Theory (60%):

Paper 1: The human body and movement in physical activity and sport (30%)

Paper 2: Socio-cultural influence and well-being in physical activity and sport (30%)

NEA: Practical (40%): Practical performance in 3 different activities (1 team, 1 individual and 1 free choice).

Analysis and Evaluation of Performance (AEP) written coursework completed in class by 8th December 2025.

Key dates:

Internal Practical moderation - Practical assessments ongoing throughout the year.

External Practical moderation in March - May 2025 - students will be assessed by an examiner from AQA. Date TBC.

Proposed Revision Lessons:

Targeted revision sessions - GCSE support sessions before school Wednesdays before school both for practical and theory which will target specific areas of the course. Additional revision resources available on google classroom for independent work.

Department Revision Guides/Websites:

AQA GCSE PE 9-1 - Examination website [AQA GCSE PE Specification](#)

BGS Facebook page – [Facebook.com/BexleyGSPE](#) will have useful links

GCSE Bitesize Website - [www.bbc.co.uk/bitesizePE](#)

Google classroom - Resources available in the lead up to examinations

['New CGP GCSE Physical Education Revision Guide](#) (Grade 9-1) (Parent letter sent in September)

[www.cgpbooks.co.uk](#)

Seneca - Useful revision tool [Seneca GCSE PE](#)

Use YouTube! There are some excellent revision tutorials videos.

The Everlearner webinars take place in May prior to the Paper 1 and 2 exams. Dates will be posted on the google classroom.

Recommended Study Skill Strategies:

Need to apply practical to theory/ theory to practical work through examples.

Use technical language as much as possible within answers.

Learn command terms and definitions

Use the 'E-I-Omethod' - Example, Impact, Outcome (AO2) i.e *Example* - 'Agility is important when dribbling in basketball.... *Impact* - ... so a player can move around and beyond defenders with control... *Outcome* ... and find open space in order to take an unopposed shot.

Developing skills for extended writing in the longer answer questions (AO3)

Parental Involvement:

Parents/Carers could:

- Allow time for students to complete their practical activities - Practice, practice, practice! If an activity is being offered at the school, ensure they attend the club regularly.
- Parents/Carers can help support with videoing sporting performance outside of the school curriculum. There are strict guidelines enforced by the exam board. Parents received an email in September with all the guidelines. Continue to add evidence to the supplementary practical evidence document.
- Watch tutorials on key topic areas and debate any sporting issues that appear in the media.
- Check that students are completing homework tasks regularly,
- Ensure that revision is being done in an appropriate environment.



Psychology

Examination 2026

Paper 1: Cognition and Behaviour (Memory; Perception; Development; Research Methods) 50%

Paper 2: Social Context and Behaviour (Social Influence; Language, Thought & Communication; Brain & Neuropsychology; Psychological Problems) 50%

No Coursework

Proposed Revision Lessons:

Fridays from after the mock exams. 3.15pm - 4pm in M20.

Department Revision Guides/Websites:

The direct link for the exam board specification, with past papers, mark schemes and examiners' comments is:

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

Students have access to the AQA-endorsed textbook via the Google Classroom, but a hard copy can be useful to work from. It can be purchased via Browns Books for Students

(<https://www.brownsbfs.co.uk/Product/Flanagan-Cara/AQA-psychology-for-GCSE/9781911208044>).

Psychboost is a YouTube channel created by a psychology teacher, with videos on just about everything in the GCSE Psychology course. Well worth spending some time here:

<https://www.youtube.com/playlist?list=PLUQ8QDGvbAwhofjoeWA9kpLp6Jyd5EzZw>

Recommended Study Skill Strategies:

1. Learn key words for all topics.
2. Learn the key studies on the specification (there are two key studies per unit, excluding the Research Methods unit) : AMeReCon and at least one strength and at least one limitation.
3. Take full advantage of the after-school help that is offered.
4. Use all the resources uploaded to Google Classroom.
5. Keep going with your blank page review/revision (if you don't yet know what that is, you soon will!).
6. Little and often: revise for a few minutes every day.

Parental Involvement:

1. Test students on the meanings of keywords and on the key studies.
2. Watch YouTube videos which are based on key concepts that are taught within the different units.
3. Make full use of the 'Summary Section' in the student textbook and ensure students can explain the core content.



Sciences

Examination 2026

Equation sheet for Physics and Combined Sciences is provided

Separate Sciences (OCR Gateway Higher):

Biology Paper 3 Assesses content from topics B1–B3 and B7 90 marks 1 hour 45 minute paper 50% weighting.

Biology Paper 4 Assesses content from topics B4–B6 and B7, with assumed knowledge of topics B1–B3 90 marks 1 hour 45 minute paper 50% weighting.

Chemistry Paper 3 Assesses content from topics C1–C3 and C7 90 marks 1 hour 45 minute paper 50% weighting.

Chemistry Paper 4 Assesses content from topics C4–C6 and C7, with assumed knowledge of topics C1–C3 90 marks 1 hour 45 minute paper 50% weighting.

Physics Paper 3 Assesses content from topics P1–P4 and P9 90 marks 1 hour 45 minute paper 50% weighting.

Physics Paper 4 Assesses content from topics P5–P8 and P9, with assumed knowledge of topics P1–P4 90 marks 1 hour 45 minute paper 50% weighting.

Combined Sciences (OCR Gateway Higher):

Biology Paper 7 Assesses content from topics B1–B3 and CS7 60 marks 1 hour 10 minutes 16.7% weighting.

Biology Paper 8 Assesses content from topics B4–B6 and CS7, with assumed knowledge of B1–B3 60 marks 1 hour 10 minutes 16.7% weighting.

Chemistry Paper 9 Assesses content from topics C1–C3 and CS7 60 marks 1 hour 10 minutes 16.7% weighting.

Chemistry Paper 10 Assesses content from topics C4–C6 and CS7, with assumed knowledge of C1–C3 60 marks 1 hour 10 minutes 16.7% weighting.

Physics Paper 11 Assesses content from topics P1–P3 and CS7 60 marks 1 hour 10 minutes 16.7% weighting.

Physics Paper 12 Assesses content from topics P4–P6 and CS7, with assumed knowledge of P1–P3 60 marks 1 hour 10 minutes 16.7% weighting.

Proposed Revision Lessons:

Students who are likely to underachieve - grade 4/5 predicted - will be referred to the 'Science Clinic' for extra support from teachers and the Year 12 Science Prefect Team. Sessions are held weekly (Thursday) from September until study leave commences. Students will be required to attend every week.

Students who are likely to underachieve - grade 6 predicted when indicative grade is higher - will be referred to 'Science Booster Sessions' for extra support from teachers in Biology and Chemistry Sessions are held weekly (Thursday) after the Christmas holiday until study leave commences. Students will be required to attend as directed by their Science teachers.

Department Revision Guides/Websites:

The direct link for the exam board specification, with past papers, mark schemes and examiners' comments is:

<https://www.ocr.org.uk/qualifications/gcse/gateway-science-suite-biology-a-j247-from-2016/>

<https://www.ocr.org.uk/qualifications/gcse/gateway-science-suite-chemistry-a-j248-from-2016/>

<https://www.ocr.org.uk/qualifications/gcse/gateway-science-suite-physics-a-j249-from-2016/>

Google Classroom has a huge number of resources related to the GCSE course including practice exam papers.

Science CGP revision guides have been purchased by students in Year 9. These are available via the CGP website.

All students should complete Seneca sessions that are set via google classroom.

Grade gorillas can be used for mini-quizzes: <https://gradegorilla.com/index.php>

BBC bitesize is a good resource for revision of topics.

Cognito science revision videos are also available: <https://www.youtube.com/c/Cognitoedu>

Recommended Study Skill Strategies:

Recommended Study Skill Strategies:

1. Learn terminology by making flashcards
2. Learn command words
3. Use exam papers to highlight areas of weakness. Then use the textbook/revision guides/ Google Classroom/websites to review these areas
4. Apply practical work to theory work by using past exam questions
5. Developing skills of extended writing for 6 mark questions using past exam questions

Parental Involvement:

Please encourage students to complete weekly revision. Parents/Carers of students referred to the 'Science Clinic' or 'Science Booster Sessions' will be contacted by letter.

Anything Else:

Extra Support: Some targeted students will also be assigned a Science Prefect (Year 12) who will act as a mentor. Student and mentor will meet weekly to work on 'problem' topics and exam technique.



Internal Appeals Procedure for Controlled Assessment/Internal Assessment for Qualifications with English Awarding Bodies

Bexley Grammar School is committed to ensuring that:

- Controlled assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject;
- The consistency of controlled assessment is assured through internal standardisation as set out by the Awarding Bodies;
- Staff responsible for internal standardisation and / or assessment attend any compulsory training sessions.

Written Appeals Procedure

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise pupils and Parents/Carers of these procedures.

Appeals may be made to the school regarding the *procedures* used in controlled assessment, but *not the actual marks or grades* submitted by the school for moderation by the Awarding Body.

A pupil or parent wishing to appeal against the procedures used in controlled assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received by the school *at least two weeks before the date of the last external exam in the subject*.

On receipt of a written appeal, an enquiry into the controlled assessment will be conducted by the Examinations Officer and the Head of Department. This enquiry will consider whether the procedures used in the controlled assessment conformed to the published requirements of the Awarding Body.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

- The outcome of the appeal will be made known to the Headmaster and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of Bexley Grammar School and is not covered by this procedure. If you have concerns about it, please ask the Examinations Officer for a copy of the appeals procedure of the relevant awarding body.

Where there is a disagreement with a decision by the centre not to support an Enquiry about Results, the candidate can make an appeal on private grounds through the centre. The candidate will be required to pay for the process. The decision for the centre not to make an Enquiry about Results will be reached using the process described above.

Statement for pupils:

"If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. controlled assessment / portfolio / projects) you should see the Examinations Officer as soon as possible."



Examinations

Late and Absent Candidates

A candidate who arrives after the start of an examination will be allowed the full time for the examination, provided that an invigilator is available to supervise him/her.

If a candidate arrives more than one hour after the published start time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination and after 2.30pm for an afternoon examination, the candidate should be aware that the awarding body may not accept their work.

Where a candidate is identified as being absent at the start of an examination, the centre will endeavour to contact the candidate's parent/carer except where the candidate is re-sitting an examination.

September 2025

Contingency Sessions Day 2026

The awarding bodies have designated "contingency sessions" on the morning and afternoon of Wednesday 24th June for examinations in summer 2026.

This is in the event of national or local disruption to examinations. **It means that students need to be available up to and including the contingency day.**

September 2025


On your exam day

This checklist will help you to be as prepared as possible for your exams so that you can focus on doing your best on the day.


Before sitting your exams, ensure you know:

- the date, time and location of each of your exams. You might find it helpful to write this information in a calendar or planner.
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam.

What you cannot take into your exams:

- any type of phone
 - revision notes
 - any type of watch (this includes analogue, digital and smart watches)
 - smart devices (e.g. AirPods, smart glasses or tablets)
- 

What you will need:

- a clear pencil case
 - at least two black ink pens – blue pens are **not acceptable**
 - an approved calculator for relevant exams
 - appropriate apparatus, such as a ruler or protractor, for relevant exams
 - a clear water bottle if you wish to take one in. It **must not** have a label
- 

Other important information:

- Listen carefully to the invigilator's instructions, which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator to respond.
- Fill in your details on the front of your answer booklet.
- If you need an additional answer sheet, raise your hand and wait for an invigilator to provide one. Remember to add your details to this sheet.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator to escort you from the exam room.
- Remember to stay silent – talking to a fellow candidate could result in disqualification from all your exams.

Contingency sessions:

- There are contingency sessions within the Summer 2026 exam timetable on the morning and afternoon of 24 June 2026. Make sure you are available on 24 June 2026.

If you have any questions about your exams, please ask your teacher or exams officer.



You can also find useful information about preparing for exams at www.jcq.org.uk/exams-office/information-for-candidates-documents



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?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- 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

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 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
Reference clearly

While we like to share our experiences online, when it comes to exams and other assessments, 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 or assessment content you see to your teacher

JCQ Things not to do on social media:

- Buy/ask for/share exam or assessment content
- Pass on rumours of what's in exams or assessments
- Share your work
- Work with others so that your assessment 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 exams and 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

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/onthisday/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.

Information for candidates

Written examinations

With effect from 1 September 2025

Produced on behalf of:



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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), mobile phones, MP3/4 players or similar devices, smart glasses, tablets (e.g. iPads or iPods);
 - (c) watches.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 only for 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 answer 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.

Information for candidates

Coursework 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 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/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2026.

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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.

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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.



Information for Candidates Information About You and How We Use It

You have entered general or vocational qualifications such as GCSE, A-level, functional skills qualifications etc with one or more of the awarding bodies listed above. In order to be able to provide examinations and assessments, the awarding body needs to collect and use information about you. This notice provides you with a high level summary of the information the awarding body is required by law to give you about what happens to that information. For more detail see each awarding body's full Privacy Notice:

AQA	https://www.aqa.org.uk/about-us/privacy-notice
CCEA	https://ccea.org.uk/legal/privacy-notice
City & Guilds	https://www.cityandguilds.com/help/help-for-learners/learner-policy
NCFE	https://www.ncfe.org.uk/legal-information
OCR	https://www.ocr.org.uk/about/our-policies/website-policies/privacy-policy/
Pearson	https://qualifications.pearson.com/en/about-us/qualification-brands/gdpr.html
WJEC	https://www.wjec.co.uk/home/privacy-policy/

Who we are and how to contact us

Each awarding body is a separate organisation. Your school or examination centre will be able to confirm to you which awarding body is delivering each qualification you are undertaking and you will receive a statement confirming what qualifications you have been entered for and which awarding body. You will find links to each awarding body's website and information on how to contact them here: <https://www.jcq.org.uk/contact-our-members/>

Information about you and from where it is obtained

Each awarding body whose qualifications you enter will need to use a variety of information about you. This includes obvious identification details such as your name, address, date of birth and your school or examination centre. It also includes information about your gender, race and health, where appropriate. This information is provided by you or your parents/guardians and/or by your school or examination centre.

Each awarding body will create certain information about you such as a candidate number, examination results and certificates.

You will find further information about this in the awarding bodies' full Privacy Notice (see links above) or by contacting the awarding body (see above).

What happens to the information about you

The awarding bodies use the information about you to deliver the examinations and assessments which you have entered. This includes making a variety of arrangements for you to sit the examinations or assessments, marking, providing you and your school or centre with results and certificates. The awarding bodies also use some of the information about you for equality monitoring and other statistical analysis.

The awarding bodies may share information about your results with official bodies such as the Department for Education and the examinations regulators (e.g. Ofqual in England) and also relevant local authorities and the Universities and Colleges Admissions Service (UCAS). An awarding body may also use information about you to investigate cheating and other examination malpractice and will share information about malpractice with other awarding bodies.

The awarding bodies take the security of the information about you that they hold seriously.

You will find further, technical information about what the awarding bodies do with information about you, why and the legal basis in the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or by contacting the awarding body (see above).

Your rights

The law gives you a number of rights in relation to the information about you that the awarding bodies hold. Those rights are:

- Access – you are entitled to ask each awarding body about the information it holds about you.
- Rectification – you are entitled to ask each awarding body to correct any errors in the information that it holds about you.
- Erasure – in certain circumstances you are entitled to ask each awarding body to erase the information about you that it holds.
- Object to or restrict processing – in certain circumstances you are entitled to ask each awarding body to stop using information about you in certain ways.
- Complain – you are entitled to complain to the Information Commissioner (the body regulating the use of personal information) about what each awarding body does with information about you.

You will find further information about your rights in relation to information about you in the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or by contacting the awarding body (see above).

How long the information about you is held

Each awarding body retains information about you only for as long as it is needed. Some of the information is needed only during the period in which you are undertaking the examination or assessment and is securely destroyed a short while afterwards. Other information about you, such as your name, gender, address, qualification and subjects entered and the results, are held indefinitely and for at least 40 years.

Each awarding body has its own retention policy that sets out what information it retains, how it is retained and for how long. You can find out more about retention policies by contacting each awarding body (see above).

How to find out more about the information about you that the awarding bodies use

To find out more about the information about you that the awarding bodies collect and use, including what happens to that information and why, you can review the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or contact the awarding body. You will find links to each awarding body's website and information on how to contact them here: <https://www.jcq.org.uk/contact-our-members/>.

Please note

It is important to note that this notice concerns only how the awarding bodies use information about you (called your "personal data"). Complaints about how an awarding body handles your personal data can be made to the Information Commissioner (www.ico.org.uk). Information about the examinations and assessments themselves, including the rules about assessments, can be found on the JCQ Exams Office pages (www.jcq.org.uk/exams-office). The awarding bodies are regulated by Ofqual (<https://www.gov.uk/government/organisations/ofqual>) in England; Qualifications Wales (www.qualificationswales.org) in Wales, and the Council for the Curriculum, Examinations and Assessment (<http://ccea.org.uk/regulation>) in Northern Ireland.