

GCSE Spanish Preparing to Teach the New Specification

Summer 2016



Agenda

Session
General information and assessment of listening and reading
Break 1
Assessment of writing – information and group activity
Assessment of speaking – information and group activity
Break 2
Ways forward and resources
Q&A, final plenary, evaluations
Close

Course Content

- Key aspects of the specification (+ updates)
- Sample questions and student responses in all four skills
- Assessment criteria
- Resources to support your teaching

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Questionnaire / ice-breaker



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Specification at a glance

	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Assessment weighting	Examination 25% of GCSE	Non-exam assessment 25% of GCSE	Examination 25% of GCSE	Examination 25% of GCSE
Tier / time	Foundation tier 35 minutes including 5 minutes' reading time	Foundation tier 7-9 minutes (+ 12 minutes' preparation time)	Foundation tier 45 minutes	Foundation tier 1 hour
Marks	40	60	60	50
Tier / time	Higher tier 45 minutes including 5 minutes' reading time	Higher tier 10-12 minutes (+ 12 minutes' preparation time)	Higher tier 1 hour	Higher tier 1 hour 15 minutes
Marks	50	60	60	60

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Subject content 1

Theme 1	Topic	Sub-topic
Identity and culture	Me, my family and friends	Relationships with family and friends
		Marriage / partnership
	Technology in everyday life	Social media
		Mobile technology
	Free-time activities	Music
		Cinema and TV
		Food and eating out
	Sport	
	Customs and festivals in TL countries / communities	

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Subject content 2

Theme 2	Topic	Sub-topic
Local, national, international and global areas of interest	Home, town, neighbourhood and region	
	Social issues	Charity / voluntary work
		Healthy / unhealthy living
	Global issues	The environment
		Poverty / homelessness
Travel and tourism		

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Subject content 3

Theme 3	Topic	Sub-topic
Current and future study and employment	My studies	
	Life at school / college	
Education post-16		
Jobs, career choices and ambitions		

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Miscellaneous

- **Grading (1 – 9)**
<http://www.aqa.org.uk/supporting-education/policy/gcse-and-a-level-changes/structure-of-new-gcses#1-9>
- **Vocabulary**
 - core vocabulary
 - rubrics
- **Grammar**
- **Communication Strategies**
- **Dictionaries**

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No need to worry



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Listening – format of the paper

Foundation tier	Higher tier
Section A: Questions in English to be answered in English or non-verbally* 32 marks	Section A: Questions in English to be answered in English or non-verbally* 40 marks
Section B: Questions in TL to be answered in TL or non-verbally* 8 marks	Section B: Questions in TL to be answered in TL or non-verbally* 10 marks
* The amount of verbal vs non-verbal answers will vary from year to year.	

Assessment of Listening: exemplar materials

- FT answers in TL
- HT answers in TL
- FT answers in English
- HT answers in English

Reading: format of the paper

Foundation tier	Higher tier
Section A: Questions in English to be answered in English or non-verbally* 33 marks	Section A: Questions in English to be answered in English or non-verbally* 33 marks
Section B: Questions in TL to be answered in TL or non-verbally* 18 marks	Section B: Questions in TL to be answered in TL or non-verbally* 18 marks
Section C: Translation from TL into English Minimum 35 words 9 marks	Section C: Translation from TL into English Minimum 50 words 9 marks

* The amount of verbal vs non-verbal answers will vary from year to year.

Assessment of reading: exemplar materials

- FT answers in TL
- HT answers in TL
- FT answers in English
- HT answers in English
- FT answers to literary texts
- HT answers to literary texts

Writing – format of the papers

	Foundation tier	Higher tier
Q1	Message: Students write 4 sentences in response to a photo 8 marks	Structured writing task: Students respond to 4 bullet points 90 words in total (approx.) Choice of 2 questions 16 marks
Q2	Short passage: Students write a piece of continuous text in response to 4 short bullet points. 40 words in total (approx.) 16 marks	Open-ended writing task: Students respond to two bullet points 150 words in total (approx.) Choice of 2 questions 32 marks
Q3	Translation: From English into TL 35 words minimum 10 marks	Translation: From English into TL 50 words minimum 12 marks
Q4	Structured writing task: Students respond to 4 bullet points 90 words in total (approx.) Choice of 2 questions 16 marks	

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Writing: Foundation Question 1

- For this question, students are given a photo as a stimulus and are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

Mark	Communication
2	The relevant message is clearly communicated .
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood .

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Break 1



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Writing: Foundation Question 2

- For this question there are **four compulsory bullet points**, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce **approximately 40 words** over the whole question. The number of words is approximate and examiners will mark all work produced by the student.

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Foundation Q2: Criteria: Content

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Foundation Q2: Criteria: Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited , repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Writing: Foundation Question 4 / Higher Question 1

- For this question, there are **four compulsory bullet points** which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce **approximately 90 words** for this task. The number of words is approximate and examiners will mark all work produced by the student.

Foundation Q4 / Higher Q1: Criteria: Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses . Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses . Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down . Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down . Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Foundation Q4 / Higher Q1: Criteria: Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames , which are largely successful. Errors are mainly minor . Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames , although these may not always be successful. There may be some major errors , and more frequent minor errors , but overall the response is more accurate than inaccurate and the intended meaning is usually clear . The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors . Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

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Writing: Higher Question 2

- For this question there are **two compulsory bullet points**, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce **approximately 150 words** over the whole question. The number of words is approximate and examiners will mark all work produced by the student.

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Higher Q2: Criteria: Content

Level	Marks	Response
5	13 - 15	An excellent response which is fully relevant and detailed , conveying a lot of information . Communication is clear with little or no ambiguity . Opinions are expressed and justified .
4	10 - 12	A very good response which is almost always relevant and which conveys a lot of information . Communication is mostly clear but there are a few ambiguities . Opinions are expressed and justified .
3	7 - 9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities . Opinions are expressed and may be justified .
2	4 - 6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1- 3	A basic response which conveys a limited amount of relevant information . Communication may not be clear and there are instances where messages break down. An opinion may be expressed .
0	0	The content does not meet the standard required for Level 1 at this tier.

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Higher Q2: Criteria: Range of Language

Level	Marks	Response
4	10 – 12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence , producing a fluent piece of coherent writing. The style and register are appropriate.
3	7 – 9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful , producing a mainly fluent piece of coherent writing with occasional lapses . The style and register are appropriate.
2	4 – 6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1 - 3	Little variety of appropriate vocabulary. Structures are likely to be short and simple . Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

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Higher Q2: Criteria: Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure .
4	4	Generally accurate . Some minor errors . Occasional major errors , usually in attempts at more complex structures. Verbs and tense formations are nearly always correct .
3	3	Reasonably accurate . There are likely to be minor errors and there may be some major errors , not only in complex structures. Verb and tense formations are usually correct .
2	2	More accurate than inaccurate . The intended meaning is generally clear . Verb and tense formations are sometimes correct .
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear . There is only limited success with verb and tense formations .
0	0	The accuracy does not meet the standard required for Level 1 at this tier

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Writing: Foundation Q3

- The translation is assessed for **Conveying key messages** (5 marks) and **Application of grammatical knowledge of language and structures** (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

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Foundation Q3: Criteria: marks for conveying key messages

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Foundation Q3: Criteria: Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate .
4	4	Good knowledge of vocabulary and structures; generally accurate .
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate .
2	2	Limited knowledge of vocabulary and structures; generally inaccurate .
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate .
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Writing: Higher Q3

- The translation is assessed for **Conveying key messages** (6 marks) and **Application of grammatical knowledge of language and structures** (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

Higher Q3: Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Higher Q3: Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless .
5	5	Very good knowledge of vocabulary and structures; highly accurate .
4	4	Good knowledge of vocabulary and structures; generally accurate .
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate .
2	2	Limited knowledge of vocabulary and structures; generally inaccurate .
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate .
0	0	The language produced does not meet the standard required for Level 1 at this tier.

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Speaking – format of the tests

	Foundation tier	Higher tier
Role-play	15 marks	15 marks
	2 minutes	2 minutes
Photo card	15 marks	15 marks
	2 minutes	3 minutes
General conversation	30 marks	30 marks
	3 – 5 minutes	5 – 7 minutes

Plus 12 minutes' supervised preparation time before the test to prepare for the role-play and the photo card.

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Conduct of the Speaking Test (Timings)

- Role play: about 2 minutes at both tiers but no cut-off point as far as marking is concerned.
- Photo card: 2 minutes at Foundation, maximum 3 minutes at Higher. Marking stops after that point.
- General conversation: 3-5 minutes at Foundation, 5-7 minutes at Higher. Marking stops when the upper limit is reached.

Conduct of the Speaking Test (Role-play)

- Keep exactly to your script, unless the student's response would make it sound strange.
- Once a student fully completes a task, move on to the next one.
- One of the tasks is a ! – this is the unprepared task. Ask the question clearly.
- One of the tasks is marked with a ? – the student asks a question based on the prompt.
- You can repeat a question if the student does not understand, but it must be exactly as printed.
- If there are two questions in a task, let the student answer the first one before you ask the second.

Role-play

- Five tasks in each role-play at both tiers
- One task requires students to ask a question and is indicated by a ?
- One task is indicated by a ! and this is the unprepared task

Assessment criteria:

- 15 marks in total
 - 10 marks for Communication
 - 5 marks for Knowledge and use of language
- Same criteria for Foundation and Higher, but Higher are more challenging tasks

Role-play: Criteria: Communication

- 2 marks per task (5 tasks = total 10 marks)

For each task:

- 2 marks: the message is conveyed without ambiguity
- 1 mark: the message is partially conveyed or conveyed with some ambiguity
- 0 marks: no part of message is conveyed

Role-play: Criteria: Knowledge and use of language

5 marks awarded globally over the five tasks

- 5 marks: Very good knowledge and use of language
- 4 marks: Good knowledge and use of language
- 3 marks: Reasonable knowledge and use of language
- 2 marks: Limited knowledge and use of language
- 1 mark: Poor knowledge and use of language
- 0 marks: No language produced is worthy of credit

Break 2



Conduct of the Speaking Test (Photo card)

- Ask five questions in the Teacher's Booklet. The first three are also on the Student's Card and can be prepared.
- One question only at Foundation is not in the present tense, and this is always one that the student can prepare, as it will appear on the student card.
- A question may be paraphrased provided the same meaning is maintained.
- If a student gives a very long response and may go over the maximum time, it may be better to interrupt and move on.
- Past papers for the Level 1/2 Certificate (IGCSE) have photo cards which can be used for practice.

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Photo card criteria

- 15 marks for Communication
- Same criteria for Foundation and Higher, but questions at Higher are more challenging

Mark	Response
13 - 15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion .
10 - 12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion .
7 - 9	The speaker gives understandable replies to most questions and develops at least one answer . He/she gives an opinion .
4 - 6	The speaker gives understandable replies to most questions but they may be short and/or repetitive .
1 - 3	The speaker replies to some questions but the answers are likely to be short and/or repetitive .
0	Communication does not meet the standard required for Level 1 at this tier.

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Conduct of the Speaking Test (General Conversation)

- Students cover two Themes, not the one covered in the Photo card.
- The first Theme is nominated by the student.
- A similar amount of time should be spent on each Theme.
- Within each Theme, several different topics may be discussed or the discussion can be on one topic only.
- During the General Conversation, the student must ask you a question.

General Conversation criteria

- 30 marks in total
 - 10 marks for Communication
 - 10 marks for Range & accuracy of language
 - 5 marks for Pronunciation & intonation
 - 5 marks for Spontaneity and fluency
- Different criteria for Foundation and Higher, with some overlap

Foundation General Conversation: Criteria: Communication

Marks	Response
9-10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time . Gives opinions , some of which are explained .
7-8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear . Gives opinions .
5-6	A speaker who gives short responses . Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible . Gives at least one opinion .
3-4	A speaker who is able only to give very short responses . Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible . There may be occasions where the speaker is unable to respond .
1-2	A speaker who is able to communicate very little , either because most of the time he/she is unable to respond , and/or because most of what is said is unintelligible .
0	Communication does not meet the standard required for Level 1 at this tier.

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Foundation General Conversation: Criteria: Range & accuracy of language

Marks	Response
9-10	Generally good language which involves mainly simple linguistic structures and vocabulary , with some repetition , but with attempts to use more complex linguistic structures and more varied vocabulary . There is some success in making reference to past and future , as well as present, events . Although there may be errors they do not generally impede comprehension .
7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success . There may be frequent errors , which may occasionally impede communication .
5-6	Basic language which uses simple structures and vocabulary and may often be repetitive . There is little or no success in making reference to past or future events. There are likely to be frequent errors , which sometimes impede communication .
3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive . There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication .
1-2	Very poor language which may show little understanding of how the language works . There are likely to be errors in the vast majority of sentences , or there may be so little said that it is impossible to make a judgement.
0	The language does not meet the standard required for Level 1 at this tier.

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Foundation General Conversation: Criteria: Pronunciation & intonation

Marks	Response
5	Generally good but some inconsistency at times
4	Pronunciation generally understandable with some intonation
3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed
2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times
1	Pronunciation is only just understandable making comprehension difficult
0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier

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Foundation General Conversation: Criteria: Spontaneity & fluency

Marks	Response
5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

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Higher General Conversation: Criteria: Communication

Marks	Response
9 – 10	A speaker who consistently develops responses in extended sequences of speech . Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly .
7 – 8	A speaker who regularly develops responses in extended sequences of speech . Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions .
5 – 6	A speaker who develops some responses in extended sequences of speech . Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions .
3 – 4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time . Gives opinions , some of which are explained .
1 – 2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses . He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear . Gives opinions .
0	Communication does not reach the standard required for Level 1 at this tier.

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Higher General Conversation: Criteria: Range & accuracy of language

Marks	Response
9 – 10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary . References to past and future, as well as present , events are made confidently . There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
7 – 8	Very good language with some variety of linguistic structures and a range of vocabulary . References to past and future, as well as present , events are generally successful . Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
5 – 6	Good language with some attempts at more complex structures which are usually successful . References to past and future, as well as present , events are made and are sometimes successful . There may be minor errors and occasional more serious ones , but they do not generally impede comprehension .
3 – 4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition , but with attempts to use more complex linguistic structures and more varied vocabulary . There is some success in making reference to past and future, as well as present , events. Although there may be errors they do not generally impede comprehension .
1 – 2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success . There may be frequent errors , which may occasionally impede communication .
0	The language does not meet the standard required for Level 1 at this tier.

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Higher General Conversation: Criteria: Pronunciation & intonation

Marks	Response
5	Consistently good pronunciation and intonation throughout
4	Good pronunciation and intonation with only occasional lapses
3	Generally good but with some inconsistency in more challenging language
2	Generally good but some inconsistency at times
1	Pronunciation generally understandable with some intonation
0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier

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Higher General Conversation: Criteria: Spontaneity & fluency

Marks	Response
5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

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The way forward: implications for Key Stage 3

Key points

- Teaching and learning – creating confident speakers and writers
- Coverage of the themes and sub-themes – an introduction to the common themes that interest and engage younger learners
- Grammar
- Assessment
 - familiarity with describing photographs orally and in writing
 - simple translation
 - a variety of tasks relating to reading and listening
 - simple role plays
 - Speaking and Writing – frequent short bursts of extended responses

Resources – available now

- A full set of specimen assessment materials
- 2-year and 3-year schemes of work with mapping of content and links to resources
- Lesson plans with suggested approaches for teaching new topics
- Grammar resources including lesson activities, presentations, games and worksheets – with accompanying teaching notes.
- Webinars – subject experts present information and help about our new specifications, specimen papers and resources



Resources – coming soon

- A full set of additional specimen materials on e-AQA
- More marked student work with commentaries
- Links to Teachit resources from the schemes of work
- Approved publisher resources (OUP have entered the AQA approval process)
- Online resources including progress tests and our FREE Teacher Assessment Tracker



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Question Bank

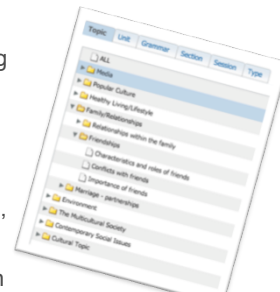
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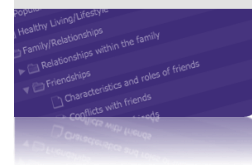
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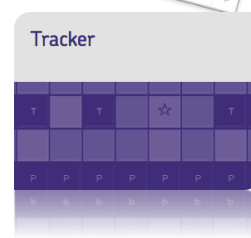


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