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1. GCSE assessment objectives

Assessment objectives are part of the assessment arrangements for these qualifications. We adopt them into our regulatory framework through the [subject-specific conditions](#) that exam boards must comply with when designing their specifications.

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1.1 Ancient history

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied | 45% |
| AO2 | Analyse and explain historical events and historical periods to arrive at substantiated judgements | 25% |
| AO3 | Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced | 30% |

In each specification as a whole, 5 per cent of the marks must be used to credit the accuracy of candidates' spelling, punctuation and grammar and their use of specialist terminology.

1.2 Ancient languages

| Objective | Requirements | Weighting |
|-----------|---|------------------|
| AO1 | Demonstrate knowledge and understanding of the language. | 50% ¹ |
| AO2 | Demonstrate knowledge and understanding of literature and/or other ancient sources. | 25% |
| AO3 | Analyse, evaluate and respond to literature and/or other ancient sources. | 25% |

1.3 Art and design

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Develop ideas through investigations, demonstrating critical understanding of sources | 25% |
| AO2 | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes | 25% |
| AO3 | Record ideas, observations and insights relevant to intentions as work progresses | 25% |
| AO4 | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | 25% |

1.4 Astronomy

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • scientific ideas • scientific techniques and procedures | 40% |
| AO2 | Apply knowledge and understanding of: <ul style="list-style-type: none"> • scientific ideas • scientific enquiry, techniques and procedures | 40% |
| AO3 | Analyse information and ideas to: <ul style="list-style-type: none"> • interpret and evaluate astronomical observations, data and methods • make judgements and draw conclusions • develop and improve observational procedures | 20% |

1.5 Business

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of business concepts and issues | 35% |
| AO2 | Apply knowledge and understanding of business concepts and issues to a variety of contexts | 35% |
| AO3 | Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions | 30% |

1.6 Citizenship studies

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of citizenship concepts, terms, and issues | 30% |
| AO2 | Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions | 30% |
| AO3 | Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgments | 40% |

1.7 Classical civilisation

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • literature and visual/material culture from the classical world • how sources reflect their cultural contexts • possible interpretations of sources by different audiences and individuals | 60% |
| AO2 | Analyse, interpret and evaluate literature and visual/material culture from the classical world, using evidence and producing coherent and reasoned arguments | 40% |

1.8 Computer science

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding of the key concepts and principles of computer science | 30% |
| AO2 | Apply knowledge and understanding of key concepts and principles of computer science | 40% |
| AO3 | Analyse problems in computational terms: <ul style="list-style-type: none"> • to make reasoned judgements • to design, program, evaluate and refine solutions | 30% |

1.9 Dance

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Perform dance, reflecting choreographic intention through physical, technical and expressive skills | 30% |
| AO2 | Create dance, including movement material and aural setting, to communicate choreographic intention | 30% |
| AO3 | Demonstrate knowledge and understanding of choreographic processes and performing skills | 15% |
| AO4 | Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements | 25% |

1.10 Design and technology

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Identify, investigate and outline design possibilities to address needs and wants | 10% |
| AO2 | Design and make prototypes that are fit for purpose | 30% |
| AO3 | Analyse and evaluate – <ul style="list-style-type: none"> • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design technology | 20% |
| AO4 | Demonstrate and apply knowledge and understanding of – <ul style="list-style-type: none"> • technical principles • design and making principles | 40% |

1.11 Drama

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Create and develop ideas to communicate meaning for theatrical performance | 20% |
| AO2 | Apply theatrical skills to realise artistic intentions in live performance | 30% |
| AO3 | Demonstrate knowledge and understanding of how drama and theatre is developed and performed | 30% |
| AO4 | Analyse and evaluate their own work and the work of others | 20% |

1.12 Economics

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of economic concepts and issues | 35% |
| AO2 | Apply knowledge and understanding of economic concepts and issues to a variety of contexts | 35% |
| AO3 | Analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions | 30% |

1.13 Electronics

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of the ideas, techniques and procedures of electronics | 35% |
| AO2 | Apply knowledge and understanding of the ideas, techniques and procedures of electronics | 35% |
| AO3 | Analyse problems and design, build, test and evaluate electronic systems to address identified needs | 30% |

1.14 Engineering

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of engineering principles and processes | 25% |
| AO2 | Apply knowledge, understanding and skills in different contexts, including through the use of a range of tools, equipment, materials, components and manufacturing processes | 50% |
| AO3 | Analyse and evaluate evidence in relation to a range of engineering contexts | 25% |

1.15 English language

The assessment objectives for reformed GCSEs in English language are set out in the Department for Education's [subject content](#).

1.16 English literature

The assessment objectives for reformed GCSEs in English language are set out in the Department for Education's [subject content](#).

1.17 Film studies

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding of elements of film. | 30% |
| AO2 | Apply knowledge and understanding of elements of film, including to: <ul style="list-style-type: none"> analyse and compare films analyse and evaluate own work in relation to other professionally produced work | 50% |
| AO3 | Apply knowledge and understanding of elements of film to the production of film or screenplay | 20% |

1.18 Food preparation and nutrition

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding of food, cooking and nutrition | 20% |
| AO2 | Apply knowledge and understanding of food, cooking and nutrition | 30% |
| AO3 | Plan, prepare, cook and present dishes, combining appropriate techniques | 30% |
| AO4 | Analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others | 20% |

1.19 Geography

| Objective | Requirements | Weighting |
|-----------|---|--------------------|
| AO1 | Demonstrate knowledge of locations, places, processes, environments and different scales. | 15% |
| AO2 | Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes. | 25% |
| AO3 | Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. | 25% ² . |
| AO4 | Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. | 25% ³ . |

In each specification as a whole, 5 per cent of the marks must be used to credit the accuracy of candidates' spelling, punctuation and grammar and their use of specialist terminology.

1.20 Geology

| Objective | Requirements | Weighting |
|-----------|--------------|-----------|
|-----------|--------------|-----------|

| | | |
|-----|--|-----|
| AO1 | Demonstrate knowledge and understanding of geological ideas, skills and techniques | 40% |
| AO2 | Apply knowledge and understanding of geological ideas, skills and techniques | 40% |
| AO3 | Analyse, interpret and evaluate geological ideas, information and evidence to make judgements and draw conclusions | 20% |

1.21 History

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. | 35% |
| AO2 | Explain and analyse historical events and periods studied using second-order historical concepts. | 35% |
| AO3 | Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | 15% |
| AO4 | Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | 15% |

In each specification as a whole, 5 per cent of the marks must be used to credit the accuracy of candidates' spelling, punctuation and grammar and their use of specialist terminology.

1.22 Mathematics

The assessment objectives for reformed GCSEs in mathematics are set out in the Department for Education's [subject content](#).

1.23 Media studies

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • the theoretical framework of media • contexts of media and their influence on media products and processes | 30% |
| AO2 | Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions | 40% |
| AO3 | Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning | 30% |

1.24 Modern foreign languages

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Listening: Understand and respond to different types of spoken language. | 25% |
| AO2 | Speaking: Communicate and interact in speech. | 25% |
| AO3 | Reading: Understand and respond to different types of written language. | 25% |
| AO4 | Writing: Communicate in writing. | 25% |

In each of AO2 and AO4 at least 10% of the marks available must be allocated to knowledge and accurate application of the grammar and structures of the language prescribed in the specification.

1.25 Music

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Perform with technical control, expression and interpretation | 30% |
| AO2 | Compose and develop musical ideas with technical control and coherence | 30% |
| AO3 | Demonstrate and apply musical knowledge | 20% |
| AO4 | Use appraising skills to make evaluative and critical judgements about music | 20% |

1.26 Physical education

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport | 25% |
| AO2 | Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport | 20% |
| AO3 | Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport | 15% |
| AO4 | <ul style="list-style-type: none"> • Demonstrate and apply relevant skills and techniques in physical activity and sport • Analyse and evaluate performance | 40% |

1.27 Psychology

| Objective | Requirements | Weighting |
|-----------|--------------|-----------|
|-----------|--------------|-----------|

| | | |
|-----|---|-----|
| AO1 | Demonstrate knowledge and understanding of psychological ideas, processes and procedures | 35% |
| AO2 | Apply knowledge and understanding of psychological ideas, processes and procedures | 35% |
| AO3 | Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions | 30% |

1.28 Religious studies

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of religion and belief, ⁴ including: <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs | 50% |
| AO2 | Analyse and evaluate aspects of religion and belief, including their significance and influence | 50% |

In each specification as a whole, 5 per cent of the marks must be used to credit the accuracy of candidates' spelling, punctuation and grammar and their use of specialist terminology.

1.29 Science

For consistency, we have set the same assessment objectives for reformed GCSEs in biology, chemistry, physics and combined science.

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • scientific ideas • scientific techniques and procedures | 40% |
| AO2 | Apply knowledge and understanding of: <ul style="list-style-type: none"> • scientific ideas • scientific enquiry, techniques and procedures | 40% |
| AO3 | Analyse information and ideas to: <ul style="list-style-type: none"> • interpret and evaluate • make judgements and draw conclusions • develop and improve experimental procedures | 20% |

1.30 Sociology

| Objective | Requirements | Weighting |
|-----------|--|-----------|
| AO1 | Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods | 40% |
| AO2 | Apply knowledge and understanding of sociological theories, concepts, evidence and methods | 40% |
| AO3 | Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions | 20% |

1.31 Statistics

| Objective | Requirements | Weighting |
|-----------|---|-----------|
| AO1 | Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: <ul style="list-style-type: none"> • collect and represent data • calculate summary statistics and probabilities | 55% |
| AO2 | Interpret statistical information and results in context and reason statistically to draw conclusions | 25% |
| AO3 | Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle | 20% |

2. AS and A level assessment objectives

Assessment objectives are part of the assessment arrangements for these qualifications. We adopt them into our regulatory framework through the [subject-specific conditions](#) that exam boards must comply with when designing their specifications

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- [philosophy](#)
- [physical education](#)
- [politics](#)
- [psychology](#)
- [religious studies](#)
- [science](#) (biology, chemistry, physics)
- [sociology](#)
- [statistics](#)

2.1 Accounting

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of accounting principles, concepts and techniques | 30 to 40% | 20 to 30% |
| AO2 | Apply knowledge and understanding of accounting principles, concepts and techniques | 35 to 45% | 25 to 35% |
| AO3 | Analyse and evaluate accounting data to: <ul style="list-style-type: none"> • present information • make judgments • draw conclusions | 25 to 35% | 35 to 45% |

2.2 Ancient history

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. | 20 to 30% | 20 to 30% |
| AO2 | Analyse and evaluate historical events and historical periods to arrive at substantiated judgements | 20 to 30% | 20 to 30% |
| AO3 | Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced | 50 to 60% | 35 to 45% |
| AO4 | Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied | n/a | 15 to 20% |

2.3 Ancient languages

| Objective | Requirements | AS | A level |
|-----------|---|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of the language | 50% | 50% |
| AO2 | Demonstrate knowledge and understanding of literature | 25 to 30% | 20 to 25% |
| AO3 | Critically analyse, evaluate and respond to literature | 20 to 25% | 25 to 30% |

2.4 Archaeology

| Objective | Requirements | AS | A level |
|---------------|---|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of archaeological skills, methods, themes, issues and contexts | 35 to 45% | 25 to 35% |
| AO2 (AS) | Apply archaeological skills and methods using archaeological terminology and conventions, to interpret secondary archaeological material and data | 30 to 40% | n/a |
| AO2 (A level) | Apply archaeological skills and methods, using archaeological terminology and conventions, to: <ul style="list-style-type: none"> interpret primary archaeological material and data interpret secondary archaeological material and data | n/a | 30 to 40% |
| AO2 (AS) | Analyse and evaluate: <ul style="list-style-type: none"> secondary archaeological material and data | 25 to 35% | n/a |

- archaeological interpretations
- archaeological themes, issues and contexts

| | | | |
|---------------|--|-----|-----------|
| AO2 (A level) | Analyse and evaluate: | n/a | 35 to 45% |
| | <ul style="list-style-type: none"> • primary archaeological material and data • secondary archaeological material and data • archaeological interpretations • archaeological themes, issues and contexts | | |

No qualifications have been or are being developed in this subject.

2.5 Art and design

| Objective | Requirements | AS | A level |
|-----------|--|--------|---------|
| AO1 | Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding | 20-30% | 20-30% |
| AO2 | Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops | 20-30% | 20-30% |
| AO3 | Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress | 20-30% | 20-30% |
| AO4 | Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements | 20-30% | 20-30% |

2.6 Business

| Objective | Requirements | AS | A level |
|-----------|---|--------|---------|
| AO1 | Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues | 25-35% | 20-30% |
| AO2 | Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues | 20-30% | 20-30% |
| AO3 | Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences | 20-30% | 20-30% |
| AO4 | Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues | 15-25% | 20-30% |

2.7 Classical civilisation

| Objective | Requirements | AS | A level |
|---------------|---|-----------|-----------|
| AO1 (AS) | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • literature and either visual/material culture or classical thought • how sources and ideas reflect, and influence, their cultural contexts • possible interpretations of sources, perspectives and ideas by different audiences and individuals | 45-55% | n/a |
| AO1 (A level) | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • literature, visual/material culture and classical thought • how sources and ideas reflect, and influence, their cultural contexts • possible interpretations of sources, perspectives and ideas by different audiences and individuals | n/a | 40 to 50% |
| AO2 (AS) | Critically analyse, interpret and evaluate literature, and either visual/material culture or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments | 45 to 55% | n/a |
| AO2 (A level) | Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments | n/a | 50 to 60% |

2.8 Computer science

| Objective | Requirements | AS | A level |
|-----------|--|--------|---------|
| AO1 | Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation | 35-45% | 30-40% |
| AO2 | Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms | 35-45% | 30-40% |
| AO3 | Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions | 20-30% | 30-40% |

2.9 Dance

| Objective | Requirements | AS | A level |
|-----------|---|-----|---------|
| AO1 | Perform dance through the application of physical, technical, interpretative and performance skills | 25% | 25% |
| AO2 | Create dance, applying choreographic skills, to communicate artistic intention | 25% | 25% |

| | | | |
|-----|--|-----------|-----------|
| AO3 | Demonstrate knowledge and understanding of performance and choreography from different periods and genres | 25 to 30% | 20 to 25% |
| AO4 | Critically appreciate and assess performance and choreography, through making analytical, interpretative and evaluative judgements | 20 to 25% | 25 to 30% |

2.10 Design and technology

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Identify, investigate and outline design possibilities to address needs and wants | 10 to 15% | 10 to 15% |
| AO2 | Design and make prototypes that are fit for purpose | 20 to 25% | 20 to 25% |
| AO3 | Analyse and evaluate: <ul style="list-style-type: none"> • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology | 20 to 25% | 20 to 25% |
| AO4 | Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> • technical principles • design and making principles | 35 to 40% | 35 to 40% |

2.11 Drama and theatre

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice | 20 to 30% | 20 to 30% |
| AO2 | Apply theatrical skills to realise artistic intentions in live performance | 20 to 30% | 20 to 30% |
| AO3 | Demonstrate knowledge and understanding of how drama and theatre is developed and performed | 20 to 30% | 20 to 30% |
| AO4 | Analyse and evaluate their own work and the work of others | 20 to 25% | 20 to 25% |

2.12 Economics

| Objective | Requirements | AS | A level |
|-----------|--|--------|---------|
| AO1 | Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues | 25-35% | 20-30% |

| | | | |
|-----|---|--------|--------|
| AO2 | Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues | 25-35% | 20-30% |
| AO3 | Analyse issues within economics, showing an understanding of their impact on economic agents | 15-25% | 20-30% |
| AO4 | Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues | 15-25% | 20-30% |

2.13 Electronics

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of the ideas, techniques and procedures of electronics | 30 to 35% | 30 to 35% |
| AO2 | Apply knowledge and understanding of the ideas, techniques and procedures of electronics | 35 to 40% | 35 to 40% |
| AO3 | Analyse problems and design, build, test and evaluate electronic systems to address identified needs | 30% | 30% |

2.14 English language

| Objective | Requirements | AS | A level |
|-----------|---|--------|---------|
| AO1 | Apply appropriate methods of language analysis, using associated terminology and coherent written expression | 20-30% | 20-30% |
| AO2 | Demonstrate critical understanding of concepts and issues relevant to language use | 20-30% | 20-30% |
| AO3 | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning | 20-30% | 20-30% |
| AO4 | Explore connections across texts, informed by linguistic concepts and methods | 10-15% | 10-15% |
| AO5 | Demonstrate expertise and creativity in the use of English to communicate in different ways | 10-15% | 10-15% |
| | Note: This assessment objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks | | |

2.15 English language and literature

| Objective | Requirements | AS | A level |
|-----------|---|-----|---------|
| AO1 | Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated | 20- | 20- |

| | | | |
|-----|---|--------|--------|
| | terminology and coherent written expression | 30% | 30% |
| AO2 | Analyse ways in which meanings are shaped in texts | 20-30% | 20-30% |
| AO3 | Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received | 20-30% | 20-30% |
| AO4 | Explore connections across texts, informed by linguistic and literary concepts and methods | 10-15% | 10-15% |
| AO5 | Demonstrate expertise and creativity in the use of English to communicate in different ways | 10-15% | 10-15% |
| | Note: This assessment objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks | | |

2.16 English literature

| Objective | Requirements | AS | A level |
|-----------|--|--------|---------|
| AO1 | Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression | 20-30% | 20-30% |
| AO2 | Analyse ways in which meanings are shaped in literary texts | 20-30% | 20-30% |
| AO3 | Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received | 20-30% | 20-30% |
| AO4 | Explore connections across literary texts | 10-15% | 10-15% |
| AO5 | Explore literary texts informed by different interpretations | 10-15% | 10-15% |

2.17 Environmental science

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures, including in relation to natural processes/systems and environmental issues | 35 to 40% | 30 to 35% |
| AO2 | Apply knowledge and understanding of scientific ideas, processes, techniques and procedures, including in relation to natural processes/systems and environmental issues | 40 to 45% | 40 to 45% |
| AO3 | Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to environmental issues, to make judgements and draw conclusions. | 20 to 25% | 25 to 30% |

2.18 Film studies

| Objective | Requirements | AS | A level |
|---------------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of elements of film. | 30 to 40% | 30 to 40% |
| AO2 (AS) | Apply knowledge and understanding of elements of film to: <ul style="list-style-type: none"> analyse and compare films, including through the use of critical approaches analyse and evaluate own work in relation to other professionally produced work | 40 to 50% | n/a |
| AO2 (A level) | Apply knowledge and understanding of elements of film to: <ul style="list-style-type: none"> analyse and compare films, including through the use of critical approaches evaluate the significance of critical approaches analyse and evaluate own work in relation to other professionally produced work | n/a | 40 to 50% |
| AO3 | Apply knowledge and understanding of elements of film to the production of film or screenplay | 20% | 20% |

2.19 Geography

| Objective | Requirements | AS | A level |
|-----------|---|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales | 30 to 40% | 30 to 40% |
| AO2 | Apply knowledge and understanding in different contexts to interpret, analyse, and evaluate geographical information and issues | 30 to 40% | 30 to 40% |
| AO3 | Use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical questions and issues; interpret, analyse and evaluate data and evidence; construct arguments and draw conclusions | 20 to 30% | 20 to 30% |

2.20 Geology

| Objective | Requirements | AS | A level |
|-----------|--|--------|---------|
| AO1 | Demonstrate knowledge and understanding of geological ideas, skills and techniques | 35-40% | 30-35% |
| AO2 | Apply knowledge and understanding of geological ideas, skills and techniques | 40-45% | 40-45% |
| AO3 | Analyse, interpret and evaluate geological ideas, information and evidence, to make judgements, draw | 20- | 25- |

conclusions, and develop and refine practical design and procedure

25% 30%

2.21 History

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance | 50 to 60% | 50 to 60% |
| AO2 | Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context | 20 to 30% | 20 to 30% |
| AO3 | Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted | 20 to 30% | 20 to 30% |

2.22 History of art

| Objective | Requirements | AS | A level |
|-----------|---|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of the contexts of art | 30 to 40% | 30 to 40% |
| AO2 | Analyse and interpret artists' work, demonstrating understanding of visual language | 30 to 40% | 30 to 40% |
| AO3 | Make critical judgements about art through substantiated reasoned argument | 20 to 30% | 30 to 40% |

No qualifications have been or are being developed at AS level in this subject

2.23 Law

| Objective | Requirements | AS | A level |
|---------------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of the English legal system and legal rules and principles | 40 to 50% | 30 to 40% |
| AO2 | Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology | 25 to 35% | 25 to 35% |
| AO3 (A level) | Analyse and evaluate legal rules, principles, concepts and issues | n/a | 30 to 40% |
| AO3 (AS) | Analyse and evaluate legal rules, principles and concepts | 20 to 30% | n/a |

2.24 Mathematics

| Objective | Requirements | AS | A level |
|-----------|--|-----|---------|
| AO1 | <p>Use and apply standard techniques</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • select and correctly carry out routine procedures • accurately recall facts, terminology and definitions | 60% | 50% |
| AO2 | <p>Reason, interpret and communicate mathematically</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • construct rigorous mathematical arguments (including proofs) • make deductions and inferences • assess the validity of mathematical arguments • explain their reasoning • use mathematical language and notation correctly 5 | 20% | 25% |
| AO3 | <p>Solve problems within mathematics and in other contexts</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • translate problems in mathematical and non-mathematical contexts into mathematical processes • interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations • translate situations in context into mathematical models • use mathematical models • evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to refine them 6 | 20% | 25% |

2.25 Further mathematics

| Objective | Requirements | AS | A level |
|-----------|---|--------------|--------------|
| AO1 | <p>Use and apply standard techniques</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • select and correctly carry out routine procedures • accurately recall facts, terminology and definitions | 60% | 50% |
| AO2 | <p>Reason, interpret and communicate mathematically</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> • construct rigorous mathematical arguments (including proofs) | At least 10% | At least 15% |

- make deductions and inferences
- assess the validity of mathematical arguments
- explain their reasoning
- use mathematical language and notation correctly [5](#)

| | | | |
|-----|--|--------------|--------------|
| AO3 | Solve problems within mathematics and in other contexts | At least 10% | At least 15% |
| | Learners should be able to: | | |
| | <ul style="list-style-type: none"> • translate problems in mathematical and non-mathematical contexts into mathematical processes • interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations • translate situations in context into mathematical models • use mathematical models • evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to refine them 6 | | |

2.26 Media studies

| Objective | Requirements | AS | A level |
|---------------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • the theoretical framework of media • contexts of media and their influence on media products and processes | 25 to 35% | 25 to 35% |
| AO2 (AS) | Apply knowledge and understanding of the theoretical framework of media to: <ul style="list-style-type: none"> • analyse media products, including in relation to their contexts and through the use of academic theories • make judgements and draw conclusions | 35 to 45% | n/a |
| AO2 (A level) | Apply knowledge and understanding of the theoretical framework of media to: <ul style="list-style-type: none"> • analyse media products, including in relation to their contexts and through the use of academic theories • evaluate academic theories • make judgements and draw conclusions | n/a | 35 to 45% |
| AO3 | Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning | 30% | 30% |

2.27 Modern foreign languages

| Objective | Requirements | AS | A level |
|-----------|--------------|----|---------|
|-----------|--------------|----|---------|

| | | | |
|---------------|---|-----|-----|
| AO1 | Understand and respond: in speech to spoken language including face-to-face interaction; in writing to spoken language drawn from a variety of sources | 20% | 20% |
| AO2 | Understand and respond: in speech to written language drawn from a variety of sources; in writing to written language drawn from a variety of sources | 30% | 30% |
| AO3 | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure | 30% | 30% |
| AO4 (AS) | Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken | 20% | |
| AO4 (A level) | Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken | | 20% |

Up to 10% of the total marks for the specification may be used for responses in English as part of AO1 and AO2, including translation into English; Questions and rubrics must be written in the expected language of response

2.28 Music

| Objective | Requirements | AS | A level |
|-----------|---|-----|-----------|
| AO1 | Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context | 30% | 25 to 35% |
| AO2 | Create and develop musical ideas with technical and expressive control and coherence | 30% | 25 to 35% |
| AO3 | Demonstrate and apply musical knowledge | 15% | 10% |
| AO4 | Use analytical and appraising skills to make evaluative and critical judgements about music | 25% | 30% |

2.29 Music technology

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Demonstrate use of music technology to capture, edit and produce recordings | 30 to 40% | 30 to 40% |
| AO2 | Demonstrate use of music technology to create, edit and structure sounds to develop a technology based-composition | 20 to 30% | 20 to 30% |
| AO3 | Demonstrate and apply knowledge and understanding of music technology | 25 to 35% | 20 to 30% |
| AO4 | Use analytical and appraising skills to make evaluative and critical judgements about the use of music technology | 10 to 20% | 10 to 20% |

2.30 Philosophy

| Objective | Requirements | AS | A level |
|-----------|---|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of the core concepts and methods of philosophy, including through the use of philosophical analysis | 75 to 80% | 60 to 65% |
| AO2 | Analyse and evaluate philosophical arguments to form reasoned judgements | 20 to 25% | 35 to 40% |

2.31 Physical education

| Objective | Requirements | AS | A level |
|-----------|---|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport | 20 to 25% | 20 to 25% |
| AO2 | Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport | 20 to 25% | 20 to 25% |
| AO3 | Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport | 20 to 25% | 20 to 25% |
| AO4 | <ul style="list-style-type: none"> • Demonstrate and apply relevant skills and techniques in physical activity and sport • Analyse and evaluate performance | 30% | 30% |

2.32 Politics

| Objective | Requirements | AS | A level |
|-----------|--|-----------|-----------|
| AO1 | Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues | 40 to 50% | 30 to 40% |
| AO2 | Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences | 30 to 40% | 35 to 45% |
| AO3 | Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions | 20 to 30% | 25 to 35% |

2.33 Psychology

| Objective | Requirements | AS | A level |
|-----------|---|--------|---------|
| AO1 | Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures | 35-40% | 30-35% |
| AO2 | Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context | 30-35% | 30-35% |

- in a practical context
- when handling qualitative data
- when handling quantitative data

| | | | |
|-----|---|--------|--------|
| AO3 | Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: | 30-35% | 35-40% |
| | <ul style="list-style-type: none"> • make judgements and reach conclusions • develop and refine practical design and procedures | | |

2.34 Religious studies

| Objective | Requirements | AS | A level |
|-----------|---|-----|---------|
| AO1 | Demonstrate knowledge and understanding of religion and belief ⁴ , including: <ul style="list-style-type: none"> • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief | 50% | 40% |
| AO2 | Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study | 50% | 60% |

2.35 Science

For consistency, we have set the same assessment objectives for reformed AS and A levels in biology, chemistry, and physics.

| Objective | Requirements | AS | A level |
|-----------|--|--------|---------|
| AO1 | Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures | 35-40% | 30-35% |
| AO2 | Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data | 40-45% | 40-45% |
| AO3 | Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach conclusions | 20-25% | 25-30% |

- develop and refine practical design and procedures

2.36 Sociology

| Objective | Requirements | AS | A level |
|-----------|---|--------|---------|
| AO1 | Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • sociological theories, concepts and evidence • sociological research methods | 40-50% | 35-45% |
| AO2 | Apply sociological theories, concepts, evidence and research methods to a range of issues | 30-35% | 30-40% |
| AO3 | Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> • present arguments • make judgements • draw conclusions | 20-25% | 20-30% |

2.37 Statistics

| Objective | Requirements | AS | A level |
|-----------|---|-----|---------|
| AO1 | Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used: <ul style="list-style-type: none"> • to collect and represent data • to calculate summary statistics and probabilities • in relation to hypotheses and inference | 55% | 55% |
| AO2 | Interpret statistical information and results in context and reason statistically to make predictions, construct arguments, make decisions and draw conclusions | 25% | 25% |
| AO3 | Critically assess the reliability and validity of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle | 20% | 20% |

1. 10% to 20% attributed to translation into the ancient language (or permitted alternative) __
2. 10% applied to fieldwork contexts __
3. 5% used to respond to fieldwork data and contexts __
4. the term 'belief' includes religious beliefs and non-religious beliefs as appropriate to the subject content requirements. __ 2

5. Where questions/tasks targeting this assessment objective will also credit Learners for the ability to 'use and apply standard techniques' (AO1) and/or to 'solve problems within mathematics and in other contexts' (AO3) an appropriate proportion of the marks for the question/task must be attributed to the corresponding assessment objective(s). ²
6. Where questions/tasks targeting this assessment objective will also credit Learners for the ability to 'use and apply standard techniques' (AO1) and/or to 'reason, interpret and communicate mathematically' (AO2) an appropriate proportion of the marks for the question/task must be attributed to the corresponding assessment objective(s). ²

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