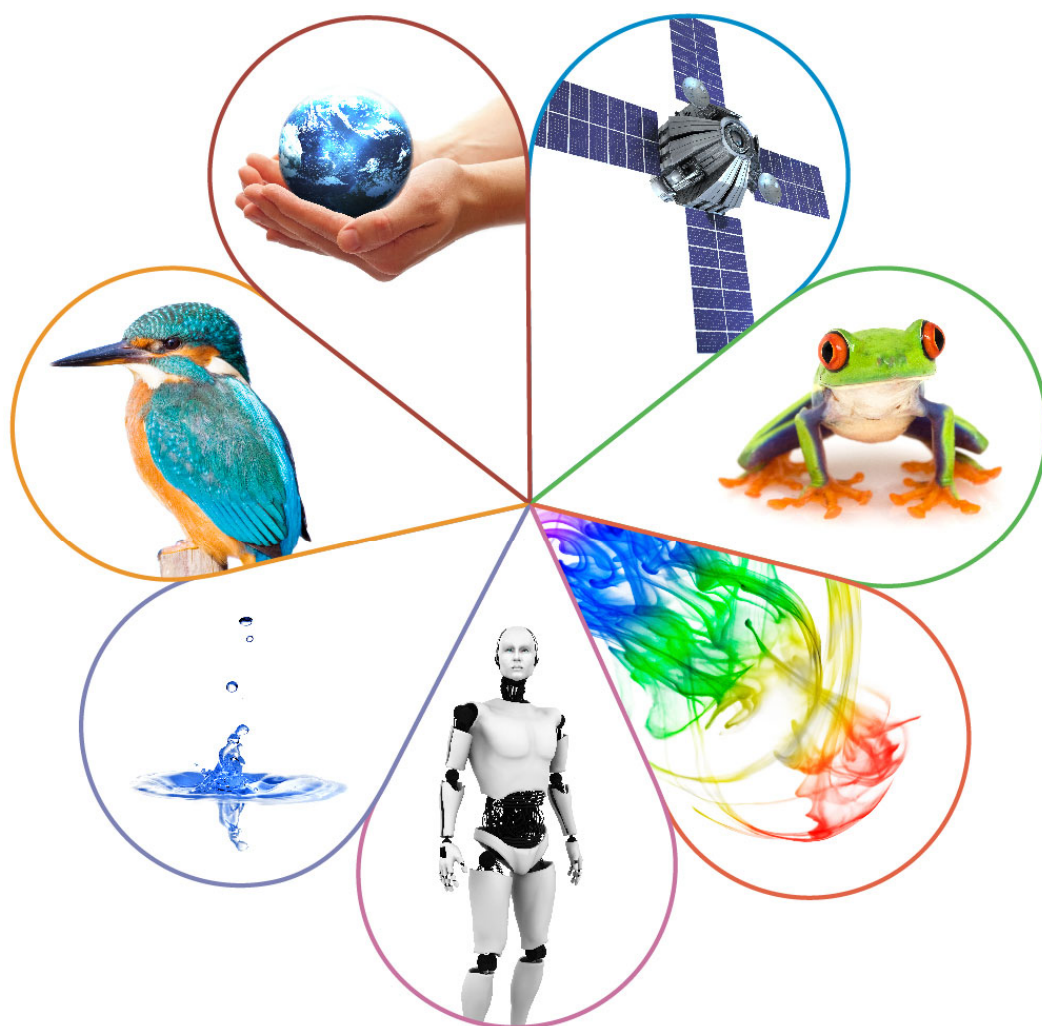


# GCSE SCIENCE

## Science Hub meeting

Booklet 4: A brief guide to Hub resources on the AQA website

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The following table lists the pdf resources available on the website for the GCSE Science Hub meetings from Spring 2016 to Autumn 2019, along with a brief description of what each document is about.

All resources can be downloaded from the science Hub pages on the AQA website: [aqa.org.uk/subjects/science/hub-schools-network](https://www.aqa.org.uk/subjects/science/hub-schools-network) Usually only materials from the most recent three meetings are on this page, but all other materials can be found on the Hub archive page: [aqa.org.uk/subjects/science/hub-schools-network/science-meeting-materials-archive](https://www.aqa.org.uk/subjects/science/hub-schools-network/science-meeting-materials-archive)

| Meeting session | Title of document                             | What it's about   |
|-----------------|---|---|
| Autumn 2019     | Presentation slides                           | Provisional national GCSE and GCE results from summer 2019; GCSE entry patterns 2019 Insight and examples of areas of weakness across all subjects; assessing equations at different demand levels; using key questions for mock analysis to drive focused intervention |
|                 | Resource booklet                              | AQA results statistics 2019 – GCE and GCSE; example student responses in key areas of challenge in 2019 exams; assessing equations at different levels of demand – example responses and commentaries   |
|                 | Physics equations flashcards                  | An example of one of the free resources available from Teachit  |
|                 | Research update: 7402 A-level Biology essay   | Background information on a number of areas related to the 7402 essay that haven't previously been looked at in detail and highlights to information already produced for this particular aspect of the assessment.   |
|                 | A-level sciences endorsement Cycle 3 timeline | Printout of the timeline available on the website here: <a href="https://www.aqa.org.uk/resources/science/as-and-a-level/teach/practicals">aqa.org.uk/resources/science/as-and-a-level/teach/practicals</a>   |
|                 | Exampro MERiT timeline                        | Timeline of when data input and analysis for MERiT is available for the 2019/20 mocks   |
|                 | UAS flyer                                     | Information on the AQA Unit Award Scheme  |
|                 | Mock analysis Paper 1 sheets                  | Examples of how analysis of the Trilogy Paper 1 could be undertaken   |
| Summer 2019     | Presentation slides                           | Feedback from spring meeting; how we assess AO3 at different levels of demand; using Legacy ISA materials as extra resource; making the best use of ERA; results day  |
|                 | Booklet 1                                     | Examples from 2018 papers of questions that assess AO3; guide through ERA features; update on resources   |
|                 | Booklet 2                                     | List of legacy ISAs, how they relate to the required practical, examples of data sheets and ideas on how could be incorporated into teaching  |

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|             | Booklet 3   | Commentaries on the aspects of AO3 that each example assesses   |
| Spring 2019 | Presentation slides   | Feedback on autumn 2018 meeting; reflections on mocks; marking extended response questions  |
|             | Booklet 1: Student examples and accompanying documents  | Example levels of response mark schemes; example student responses from summer 2018 exams; update on resources  |
|             | Booklet 2: Mark schemes   | Mark schemes for the example responses  |
|             | Booklet 3: Commentaries and marks awarded   | Commentary on each example, explaining the marks awarded  |
| Autumn 2018 | Presentation slides: Reflection on the GCSE Science summer 2018 exams   | Provisional national GCSE and GCE results from summer 2018; reflections on the first GCSE series; examples of types of questions that students found challenging  |
|             | Accompanying materials: complex calculations, language in responses and assessing content at different levels of demand | AQA results statistics; analysis of common items in Foundation and Higher tier GCSE Trilogy papers; example student responses, with marks and commentaries, for Complex calculations and language in responses; example biology questions set at different levels of demand using same source materials |
| Summer 2018 | Presentation slides: Preparing for results day; using ERA   | Reflection on teaching the new specifications: what has gone well, what teachers might improve for the next cohort; guide to ERA analysis; what's available on the website on results day   |
|             | Accompanying materials: Reflecting on the new specifications, customer portal guide                                     | Extracts from co-teaching documents to support curriculum review; working scientifically criteria; make up of papers in terms of percentage of marks for level of demand, Assessment Objectives, practicals, maths, extended response; updated resources; secondary data from MERiT                     |
| Spring 2018 | Presentation slides: Exampro MERiT; revision resources; extended response questions                                     | Feedback on the mock exams using Exampro's MERiT analysis tool; planning interventions using practicals as the heart of revision sessions; introduction to extended response questions  |

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|             | Accompanying materials: Paper 1 performance data, extended response questions and sample responses | Performance data from MERiT on Paper 1 mocks; suggested approach to planning revision lessons; extended response generic levels descriptors; marking example responses using SAMs 2 questions  |
| Autumn 2017 | Presentation slides: Entry decisions; how awarding works   | Points to consider when making tier of entry decisions; discussion workshops on practical and balancing teaching and learning of the different AOs; outline of how grade boundaries are awarded; updates on resources  |
|             | Accompanying materials: practical assessment, AO2 and sample responses                             | Examples of practical questions from updated practical handbooks; subject-specific vocabulary; example responses from summer 2017 exams that reflect some of the demands of the new papers, with mark schemes and commentaries; example AO2 questions in the first set of specimen assessment materials; Ofqual requirements for AO2 and AO3; A-level endorsement timeline |
| Summer 2017 | Presentation slides  | Feedback and recommendations from analysis of the End of Year 10 tests; how to make effective use of second set of assessment materials; discussion workshops on teaching maths in science, required practicals, Combined science; stretching the most able  |
|             | Discussion group 1: Maths assessments  | Mathematical requirements, sample questions from first set of specimen assessments that assess maths skills  |
|             | Discussion group 2: Teaching and learning the required practicals                                  | Apparatus and techniques criteria; ideas for aims and learning outcomes in required practicals   |
|             | Discussion group 3: Meeting the challenge of GCSE Combined Science                                 | Supporting the Foundation (grade 1-3) learner; ideas for short and medium-term plans and approaches to teaching  |
|             | Discussion group 4: Stretch and challenge  | Repeat of materials from spring 2017 meeting   |
| Spring 2017 | Presentation slides: A-level practicals and mock exam papers; focus on GCSE Combined Science       | Update on resources; where to find previous Hub materials; introduction for End of Year 10 tests; update on grade boundaries; discussion workshops   |
|             | Discussion: Stretch and challenge (sample high demand questions)                                   | Example high demand questions from the first set of sample assessment materials  |

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|             | Discussion: Managing formative assessment (structure of the new papers)                           | Structure of the new papers in terms of balance of marks for different levels of demand, AOs, maths skills, practical skills, extended response, how equations will be assessed at different levels of demand   |
|             | Information sheet: A-level Environmental Science  | Basic information on assessment of the new A-level  |
|             | Discussion: Practical work and learning outcomes  | Focus on learning outcomes; ideas for aims and learning outcomes in required practicals   |
| Autumn 2016 | Presentation slides   | Feedback on summer 2016 exams; introduction to the new GCSEs – grade descriptors, grade boundaries, changes to the assessment model; updates on GCSE and A-level resources  |
|             | Presentation slides: Exampro for Science  | Introduction to Exampro for the new science specifications  |
|             | GCSE science grade descriptors (Ofqual)   | Grade descriptors to be used for the new GCSE science specifications  |
| Spring 2016 | Presentation slides: A-level resources and monitoring visits, planning and teaching the new GCSEs | Summary of previous Hub meetings; update on the GCSE accreditation, including changes to the draft content; update on A-level resources; monitoring visits for A-level practicals; activities on level of demand, identifying assessment objectives, working scientifically and maths skills in the new GCSEs |
|             | Booklet 1: Working scientifically; Physics equations and maths skills                             | DfE criteria for working scientifically, physics equations and maths skills   |
|             | Booklet 2: Sample questions   | Sample questions from GCSE papers sent for accreditation  |



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## Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

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