

*The General Certificate of Secondary Education (GCSE) is an academic qualification, generally taken in a number of subjects by pupils in secondary education in England, Wales and Northern Ireland.*

Teaching for these new exams began in , with the first tests taken in Ordinary level exams were the top level of examination available to secondary school pupils, whilst the CSE exams catered for those less academically gifted children. The GCSE system combined the two to provide a single system, which it did by introducing a wider range of possible grades. CSE exams used to feature grades from 1 to 5, all of which were considered a pass, and U for ungraded. Grade C was also equivalent to CSE grade 1. Finally the U category now meaning unclassified was right at the bottom of the scale. The other major change to the system was that many subjects started to incorporate a coursework element. A percentage of the final examination mark was allotted to work that the pupil had done during the course of their studies towards the exams. This might take the form of a specific project, or a number of selected pieces of work. One strange side effect of some of the new examinations was that certain pupils could only ever achieve a maximum grade based on the examination papers they were taking. For example, the Mathematics exam was split into several difficulty graded papers, and each student was given two of these papers for their exam. If you took the second and third difficulty levels, the best grade you could possibly achieve would be a C. Whilst the reasoning behind the examinations may have been sound, in recent years the examinations have come under attack for becoming easier and easier. Every year when the examination results are released there will usually be at least one report in a newspaper stating that the examinations are getting easier. I believe this was even proved one year by giving a set of test pupils the old papers to see how they would do, and most struggled with the older papers. It also appears to have had a knock on effect with the A Level Advanced Level exams also getting easier, and most students now being advised to take a wider range of AS Levels instead. Should the UK fear that its educational system is becoming too dumbed down? This entry is filed under Miscellaneous and was posted on May 2nd, You can follow any responses to this entry through the RSS 2. You can leave a response , or trackback from your own site.

### Chapter 2 : GCSE November Resits Examination for Private Candidates Exam Centre

*GCSE Subjects. If you've started the cycle this year, you will have already chosen your GCSE calendrierdelascience.com percentage of students who achieve A\*-C grades can vary greatly between subjects. 65% of students who sat the old English Language exam achieved an A\*-C grade while 76% of English Lit students achieved the same grade.*

Since the summer of , GCSE examinations have moved away from coursework and classwork based assessments, in favour of exams that are sat at the end of most two-year courses. January and March examinations have also been removed. New topics will also be introduced such as ratio and proportions. Furthermore, students will be expected to learn key mathematical formulae by heart. You could instruct your child on how to turn diagrams and pictures into words, and words into diagrams. After revising a topic, it is crucial that you test your child to see whether their learning style has worked. By doing so you can help to consolidate their confidence in their own academic abilities. Secondary schoolteacher and Revise UK tutor Sally Sim advocates the importance of creating a comprehensive revision structure for your child. When creating a revision timetable, it is fundamental that you prioritise topics which your child finds difficult. By doing so, you can create an efficient revision timetable which actively targets problematic subjects and allocates time towards developing a comprehensive understanding of these topics. It is also important that they are completely aware of examination procedures, rules and regulations. All of which must be visible within a clear pencil case or bag. As students enter the room, these items are collected and a warning about unauthorised materials is read out. Items which have been collected as students enter the room are stored in the exam room by the invigilators and students can collect them after the examination. However, it is advisable that students do not bring any unnecessary equipment or items into school when sitting an examination. This document will inform them of their seat numbers as well as acting as form of identification when they enter each examination. Black ink is more visible than other inks or pale coloured gel pens and reduces the risk of your child losing marks due to illegible handwriting or ink discrepancies. Students are allowed to take in water, but it must be in a clear water bottle with all of the labels removed. Measures will be put in place, and a scribe will be provided. If this is the case for your child, you must contact the Exams Office immediately. You will be asked to present confirmation from a doctor of the precise nature of the illness at the time of each exam. The Exams Office will need to know when the illness started and how long it lasted in order to assess the validity of each claim. I hope you found this guide to GCSE examinations helpful. Click on the book cover image to be redirected to our revision page.

**Chapter 3 : General Certificate of Secondary Education - Simple English Wikipedia, the free encyclopedia**

*For further information regarding GCSE examinations, as well as access to online learning resources and past paper materials, you can visit [Directgov](#), [BBC Bitesize](#) or the specific examination boards for each of your child's chosen subjects.*

Both these examinations set out to provide a national standard of public examinations, within the wider reform of secondary education under the Education Act of The Baker Act. Prior to the war, the standards of education offered by different local education authorities varied widely, and whilst some urban education authorities supported Technical Schools, others, particularly in rural areas, offered only "Higher Elementary" education to the majority of pupils. The Education Act of established a strategy to deliver a universal secondary education system fit for the post-war social and economic reconstruction of the country. It envisaged three distinct types of schools: Grammar Schools, Technical Schools and Secondary Modern Schools, all to be provided at public expense, and each of which where intended to provide education appropriate to the abilities and aspirations of their pupils. The General Certificate of Education set out to provide a national standard for matriculation to university undergraduate courses. It had two levels, Ordinary and Advanced, which rapidly became known throughout the education system as "O levels" and "A Levels. Both the O level and A level courses were examined by subject and matriculation the minimum standard for university entrance was set at five passes in different subjects, of which two had to be at A level. For matriculation purposes the highest grade pass of a subject taken at CSE level was considered a pass at O level. In the earliest years of the system subject marks were given as percentages at both Ordinary and Advanced Level. In later years ordinary level pass marks were graded , with 1 being the highest. The grading system was further simplified in when the six pass marks were reduced to three, graded A, B, C. For matriculation purposes C was the lowest pass grade. D, E and F grades were also shown for the first timeâ€”indicating that a paper had been sat but the student had not achieved a pass mark. In the late s, A level certificates showed grades from A to F. All these examinations were closed book and Art was the only subject for which any assignment outside the examination hall contributed to the final mark. The two were exact equivalents. Higher grade however was a lower level course than the A level and taken over one yearâ€”preparing students for entry to Scottish Universities which had 4-year degree courses, traditionally commenced at the age of The Scottish "O grade" was replaced by a new examination, the "standard grade" phased in over several years in the late s. This in turn has been replaced â€”18 by a new examination the "National Level 5", however the Higher examination remains the matriculation standard for Scottish Universities, though most school leavers destined for university today remain for a further year in school taking further courses. This article needs to be updated. Please update this article to reflect recent events or newly available information. A public examination which selects children as suitable for an academic essentially a liberal arts secondary syllabus from the age of eleven to eighteen. This enables these students to obtain matriculation instantly recognisable to British Universities. Significant numbers of private schools in England have also reverted to preparing pupils for GCE examinations. Students who wish to study in the United Kingdom may additionally participate in the Advanced Placement AP or International Baccalaureate IB programs, which are considered to be at the level of the A Level qualifications and earn points on the UCAS Tariff , [1] [3] or may opt to take A Level examinations in British international schools or as private candidates. The Universities and Colleges Admissions Service UCAS recommends that in addition to a high school diploma, grades of 3 or above in at least two, or ideally three, Advanced Placement exams may be considered as meeting general entry requirements for admission. For College Board tests, a minimum score of or higher in all sections of the SAT or a minimum score of 26 or higher in all sections of the ACT along with a minimum score of in relevant SAT Subject Tests may be considered as meeting general entry requirements for admission. The HKDSE eventually replaced the two exams by only having one public exam in high school year 3 year The SPM is taken by all fifth-year secondary school students in Malaysia. The STPM is taken by students after a one-and-a-half-year sixth form course. The STPM is accepted for admission to universities worldwide. Pakistan[ edit ] Pakistan also runs the GCE education level. Haroon Tariq has a

total of 7 world records. After that, they have the option to go on to a junior college for two years in preparation for the A-Levels or study a vocational trade and earn a diploma at a polytechnic or technical school. Increasingly, students who perform well in school are given the option to bypass the O-levels and take the A-Levels, in a scheme dubbed the integrated programme also known as the through-train programme. They are conducted on an island-wide examination centres on same time. Examination entrance is restricted by a minimal number of formal school going years and laboratory field work. The majority of candidates enter the exams via their respective schools, while candidates who have finished school education can also apply as a private candidate. There are many schools which follow the British Curriculum. Most Secondary schools in Cameroon which do the English form of education and write both the GCE A-Level and O-Level examinations were boarding schools but since then many day schools were opened which offered a complete GCE course and anyone wishing to have an English education are no more obliged to go for boarding schools. During Easter break around March, students in these boarding schools stay for GCE courses for a week and a few days in school for extra classes in order to cover up their syllabus. At the end of the school year, all students in other classes except the GCE candidates leave and they stay for their Revisions and preparation towards the upcoming exams in Late-May. Once the candidates finish writing in early June, they all return to their various homes, waiting to hear their results. The same thing applies for GCE candidates in day schools.

*How to book GCSE Exams 1. Print the Exam Application form. 2. Enter your name, address, date of birth, telephone numbers and email address clearly then enter the details of the examinations you wish to take.*

You want to get the best grades you can. Studying effectively is the way to get ahead and prepare yourself for upcoming exams. And Brainscape is here to help. The exam boards vary somewhat with different topics covered so it is important to study the right one. Brainscape has note cards aligned for both sets of outlines. Each notecard is carefully divided into topics. You can study thousands of note cards for free and upgrade to Pro if you would like unlimited access. You will need to set out a timetable as to when each exam is and plan your revision around that. That means that you have to make time each day for revision and time for relaxation. It is important to allocate time for each subject and perhaps focus more on weaker subjects. Revision is not just about cramming information and facts; completing practice papers is also important. With so much revision to do in the months and weeks prior to sitting your exams, it makes sense to study effectively. The information can be difficult to digest and recall can be poor. You need to be able to chunk the knowledge into smaller bite-sized pieces so you can make it adaptive. The note cards on the Brainscape website and mobile app are simple to follow question and answer style. In order to fulfil your potential and be your best, you need to be a smart learner. Spaced repetition -- a method developed by learning scientists -- is a great way to learn effectively. Spaced repetition is a method whereby a concept is repeated and studied over and over again with spaces in between. The concept is based on recurrent exposure to learn a skill or fact. In addition to recurrent exposure, spacing is important in order to retain the information for easy recall. With CBR, not only do you see a note card which allows you to memorize that fact, but you also rate your confidence as to how well you knew the answer, with a score from 1 to 5. The note card would then be repeated less frequently. That means it would not be repeated frequently allowing you to concentrate on weaker areas and learn more effectively. You are essentially optimizing your personal learning stream. Brainscape notecards are free to try and there are thousands you can study for free. You can also use the software on Brainscape to create your own note cards to aid your own learning experience. So get started with Brainscape today!

## Chapter 5 : GCSEs | Education | The Guardian

*Find out when exams are, when results are out, and when to submit coursework, controlled assessment and non-exam assessment throughout the year. Search for key dates Use our key dates search to look up all exams and results dates, plus deadlines for entries, access arrangements and post-results.*

Before , the grading scheme varied between examination boards, but typically there were "pass" grades of 1 to 6 and "fail" grades of 7 to 9. However the grades were not displayed on certificates. The CSE was graded on a numerical scale from 1 to 5, with 1 being the highest, and 5 being the lowest passing grade. Below 5 there was a U ungraded grade. The highest grade, 1, was considered equivalent to an O-Level C grade or above, and achievement of this grade often indicated that the student could have taken an O-Level course in the subject to achieve a higher qualification. As the two were independent qualifications with separate syllabi, a separate course of study would have to be taken to "convert" a CSE to an O-Level in order to progress to A-Level. Introduction of the GCSE[ edit ] GCSEs were introduced in [1] to establish a national qualification for those who decided to leave school at 16, without pursuing further academic study towards qualifications such as A-Levels or university degrees. They replaced the former CSE and O-Level qualifications, uniting the two qualifications to allow access to the full range of grades for more students. However the exam papers sometimes had a choice of questions designed for the more able and the less able candidates. Changes since initial introduction[ edit ] Over time, the range of subjects offered, the format of the examinations, the regulations, the content, and the grading of GCSE examinations has altered considerably. Numerous subjects have been added and changed, and various new subjects are offered in the modern languages, ancient languages, vocational fields, and expressive arts, as well as Citizenship courses. This remained the highest grade available until From the first assessment series in , controlled assessment replaced coursework in various subjects, requiring more rigorous exam-like conditions for much of the non-examination assessed work, and reducing the opportunity for outside help in coursework. These were a precursor to the later reforms. The new qualifications are designed such that most exams will be taken at the end of a full 2-year course, with no interim modular assessment, coursework, or controlled assessment, except where necessary such as in the arts. Some subjects will retain coursework on a non-assessed basis, with the completion of certain experiments in science subjects being assumed in examinations, and teacher reporting of spoken language participation for English GCSEs as a separate report. Other changes include the move to a numerical grading system, to differentiate the new qualifications from the old-style letter-graded GCSEs, publication of core content requirements for all subjects, and an increase in longer, essay-style questions to challenge students more. Alongside this, a variety of low-uptake qualifications and qualifications with significant overlap will cease, with their content being removed from the GCSE options, or incorporated into similar qualifications. GCSE examinations in English and mathematics were reformed with the syllabus publications, with these first examinations taking places in The remainder will be reformed with the and syllabus publications, leading to first awards in and , respectively. Qualifications that are not reformed will cease to be available. The science reforms, in particular, mean that single-award "science" and "additional science" options are no longer available, being replaced with a double award "combined science" option graded on the scale to and equivalent to 2 GCSEs. Alternatively, students can take separate qualifications in chemistry, biology, and physics. Other removed qualifications include a variety of design technology subjects, which are reformed into a single "design and technology" subject with multiple options, and various catering and nutrition qualifications, which are folded into "food technology". Finally, several "umbrella" GCSEs such as "humanities", "performing arts", and "expressive arts" are dissolved, with those wishing to study those subjects needing to take separate qualifications in the incorporated subjects. However, due to legislative requirements for comparability between GCSEs in the three countries, and allowances for certain subjects and qualifications to be available in Wales and Northern Ireland, some qualifications will be available, and the other changes are mostly adopted in these countries as well. Over time, as deregulation allowed schools to choose which boards to use, mergers and closures led to only 5 examination boards remaining today. CCEA

qualifications are not available in England. However, some qualifications from the English boards are available as designated qualifications in some circumstances, due to not being available from WJEC. Most qualifications from the English boards are also available, with the exception of English language and the sciences, due to requirements for speaking and practical assessment, respectively. The exact qualifications taken by students vary from school to school and student to student, but schools are encouraged to offer at least one pathway that leads to qualification for the English Baccalaureate , requiring GCSEs in English language, English literature, mathematics, 2 science GCSEs, a modern or ancient language, and either history or geography. Subjects[ edit ] The list of currently available GCSE subjects is much shorter than before the reforms, as the new qualifications in England all have core requirements set by the regulator, Ofqual, for each subject. In addition, there are several subjects where only one board offers qualifications, including some that are only available in one country of the UK for that reason. The following lists are sourced from the exam board websites. The Baccalaureate itself does not garner a certificate for students. Other subjects, especially religious studies, computer science, or physical education, may be compulsory in some schools as these subjects form part of the National Curriculum at Key Stage 4.

## Chapter 6 : GCSE Exam Notecards & Study Guides | Brainscape

*GCSE November Resits This is an opportunity for Private Candidates and School Leavers to improve their grades from the summer examinations. Candidates can resit GCSE English Language and GCSE Mathematics examinations that had been taken in previous summer exam series.*

Scotland has a different system altogether, with examinations called Standard grades, Higher grades and Advanced Higher grades, which are taken at different ages. Taking GCSEs is not compulsory, and it is up to schools whether to enter pupils for examinations. Each GCSE subject is assessed by formal examinations or by coursework, or by a combination of the two. Depending on their expected grades, pupils in certain subjects will be entered for the "higher" or the "foundation" tier GCSE exams. Pupils expected to achieve grades A to D take the higher tier and can achieve any grade; pupils taking the foundation tier can only achieve grade C or below. Most subjects have these two tiers, but some art, music, physical education and history have none, while mathematics has three. GCSE syllabuses are set, examinations administered and certificates awarded by five "awarding bodies" or Examination Boards: The exam boards are overseen by three regulatory authorities: The awarding bodies decide on a "Common Timetable" each year, so as to co-ordinate the scheduling of examinations. The Common Timetable usually runs from late May to late June each year. Arrangements for resits are made individually by each body. General Certificate of Education Ordinary Level examinations O Levels had existed since the early s, but were only available in grammar schools and private schools, and as such were only taken by the top 20 per cent of the school population by academic ability. The majority of school pupils, who attended secondary modern schools, left without any formal qualifications. The mids saw the introduction of the Certificate of Secondary Education CSE as a qualification available to all, with its grade 1 equivalent to grades C and above at O Level, and its grade 4 pitched as the "average" attainment for the age group. It was administered on a regional basis, while O and A Levels were administered by examination boards with links to universities. Part of the CSE system was assessed within schools, which generated criticisms of low standards. Furthermore, the existence of two not-quite parallel systems undermined public and employer understanding of the nature and value of qualifications. Throughout the s, there was considerable pressure to merge the systems - particularly since the raising of the age of compulsory education to 16 considerably increased the number of pupils in a position to obtain qualifications. Under the Callaghan Labour government, Education Secretary Shirley Williams now Baroness Williams of Crosby took the political decision to proceed with a merged "GCSE" system, but the election of the Conservatives in postponed any action for several years. In , Conservative Education Secretary Sir Keith Joseph decided to proceed with a merger, on the premise that the new qualifications should be based on general and subject-specific criteria approved by himself; that the O Level exam boards should take responsibility for carrying forward the O Level A to C grade standards into the new scale, while the CSE boards should do the same for grades D to G, which were to be based on CSE grades 2 to 5 respectively; and that most subjects should be examined through tiered papers focusing on different parts of the grade scale, ensuring that each grade reflected "positive achievement" on appropriate tasks, rather than degrees of failure. The first GCSE courses began in , and the first examinations were taken in . The inclusion of coursework in GCSE assessments was a novel innovation, which many teachers at the time regarded with scepticism. The acceptable level of coursework in courses was capped by the School Examinations and Assessment Council a predecessor of the QCA in . Growing concern about the relevance of academic studies and a lack of technical skills in young people led in to the introduction of Vocational GCSEs. Despite the vocational training system having been overhauled as recently as , with the introduction of GNVQs, the Government decided that low take-up and poor perception of courses relative to GCSE merited action comparable to that taken with regard to O Level and CSE in the s. Consequently, the new Coalition government introduced the English Baccalaureate as a "performance measure" in the performance tables published in January . The measure shows where pupils have attained a C grade or above across a core of academic subjects - English, mathematics, history or geography, the sciences and a language. The intention is to allow parents and pupils to see how schools are performing in

key academic subjects and to encourage schools to give all pupils, including those from the poorest backgrounds, the opportunity to study academic subjects. Although the English Baccalaureate is not a qualification, the Government has said it is currently looking into the possibility of issuing certificates and will confirm its decision "in due course".

Controversies Although the government remains committed to the GCSE examination system, recent years have seen growing numbers questioning its continued relevance. Most employers and educational institutions do not in fact regard grades A to G as a pass, but only grades A to C. This situation, like that which was replaced under O Levels and CSEs, leaves many pupils with qualifications of questionable value. Indeed, it is argued in some quarters that the single grade scale for GCSE and the requirement for all subjects to be comparable in terms of grades unfairly favours academically able children, without recognising different aptitudes. At the other end of the scale, headteachers in many independent and grammar schools complain that GCSEs do not stretch their more able pupils. Perhaps the most controversial issue relating to GCSE is the longstanding contention that exams are too easy and are getting easier - a claim given credence by the fact that overall pass rates have increased every year since GCSEs were introduced. The Government and most teachers maintain that rising pass rates are consequences of improving teaching methods, but opponents disagree, claiming that it is possible to pass GCSE exams without reaching many basic levels of educational and vocational attainment. With more and more pupils staying in education after 16, the value of exams at that age is increasingly questioned. In a Working Group chaired by former chief inspector of schools Mike Tomlinson was charged with developing a comprehensive framework for 14 to 19 education. The Tomlinson report published in October proposed a series of radical changes, including replacing GCSEs, A Levels and vocational qualifications with a single diploma available at four levels - entry, foundation, intermediate and advanced. In addition a review of the secondary curriculum was commissioned, followed by a national consultation which took place between February and April. The first teaching of the new secondary curriculum was scheduled for Autumn, with the first teaching of the revised GCSE beginning in Autumn. In January the Education Secretary, Michael Gove, announced there would be another "major review" of the National Curriculum in England at both primary and secondary levels. The plan is to begin teaching the new curriculum in maintained schools from September. The Education Secretary said the GCSE results had shown the EBac was "reversing the long-term drift away from" history, geography and languages which were "bouncing back to the levels of a decade ago. General secretary Chris Keates described the EBac as "a classic example of the relentlessly elitist approach of the Coalition to education". It was "wholly inappropriate, overly prescriptive" and she was particularly concerned that "important subjects such as music, art, RE and IT have not only been downgraded but those who teach them are facing redundancy. General secretary, Philip Parkin, said: The committee urged the Government in future to "give appropriate notice of, and undertake consultation with key stakeholders and the wider public on, any new performance or curriculum measures. The entry for Physics is up. These figures build on the increases in previous years that were reflected in the surge in the separate sciences at A-level. Girls are moving to these subjects at a faster rate than boys. And at the higher grades they are increasing their lead - a different pattern to A-levels in which boys are closing the achievement gap in the sciences. The overall entry for GCSE is down 4. Performance at GCSE improved by 0. In Mathematics, it has increased by 0. The shift in entry away from Modern Foreign Languages continues. The entry for French is down. Between and Spanish rose by 0. This is the first reported decrease in Spanish since. Entries in Religious Studies show a significant increase of. In, , students took the qualification, compared to, in, , a drop of. Last year there was a 4. This decrease, however, is more than balanced by the increase in the entry for the Religious Studies Full Course. Figures for showed a decline of. However, the continuing decline of modern foreign languages and the growing divide in performance between boys and girls at the top grades are worrying trends. Through the English Baccalaureate, we want to make sure all pupils have the chance to study the core academic subjects which universities and employers demand. Despite what the Government may claim, many vocational qualifications and courses are of good quality and are equally important as, for instance, the English Baccalaureate much favoured by the Secretary of State.

## DOWNLOAD PDF GCSE EXAMINATIONS

*The GCSE exam papers are based on various questions around the GCSE syllabus and can be used as a key aid for reviewing past exam questions and newly derived questions. The Online Sample Question is exactly the same format that you see when you purchase an online account.*

### Chapter 8 : GCSE | GCSE Exam | Everything You Need to Know | GoConqr

*Each GCSE subject is assessed by formal examinations or by coursework, or by a combination of the two. GCSE represents Key Stage 4 of the National Curriculum, and although GCSE provides a uniform framework of assessment, in fact it represents two "levels" of the National Qualifications Framework (Levels 1 and 2).*

### Chapter 9 : GCSE Exam Centre - AQA OCR Edexcel Examinations Centre

*The General Certificate of Education (GCE) is a subject-specific family of academic qualifications that awarding bodies in England, Wales, Northern Ireland, Crown dependencies and a few Commonwealth countries, notably Sri Lanka, Pakistan, Malaysia and Singapore, confer on students.*