

OxfordAQA

International GCSE

Global Skills Projects (9697)

Teaching guidance

For teaching from September 2025 onwards

Our specification is published on our website [oxfordaqa.com](https://www.oxfordaqa.com). We will let schools know in writing about any changes to the specification. We will also publish changes on our website. The definitive version of our specification will always be the one on our website; this may differ from printed versions.

Introduction

This teacher guide complements the specification for the OxfordAQA International GCSE Global Skills Projects Qualification and should be read alongside it and the scheme of work. This guide will provide the following for teachers and prospective teachers of this course:

- An overview of this specification's philosophy and approach to the study and assessment of International GCSE Global Skills Projects.
- A definition of the roles of coordinator and supervisor.
- Guidance on how to administer and deliver the required elements.
- Guidance on how to assess the completed project.

Philosophy of the GCSE Global Skills Projects Qualification

This qualification offers an opportunity for a student to produce two projects. There is an individual project of their own choice, and a group sustainability action project that can be chosen by the school or student. The purpose is to learn how to plan, resource, complete, collaborate (in the group sustainability action project only) and evaluate these projects in a manner that would be recognised by academic and business institutions.

Project qualifications require students to develop key skills and demonstrate their application to their project journey. Students will need to be able to evidence their individual thinking and research in relation to their chosen project. For the individual project, the student is the principal decision maker in the development of their aim and in the implementation of their plan. As the name suggests, students work in groups on the group sustainability action project, but they must also evidence their individual contribution to the project process.

The responsibility of centres is to provide a taught programme of appropriate skills and to support the decision making without directly issuing instructions.

Assessment Objectives (AOs)

There are four Assessment Objectives for International GCSE Global Skills Projects:

IP1-IP5 are assessed in the individual project only. GP1-GP6 are assessed in the group sustainability action project only.

AO1: Decide and define (11%)

- IP1 - Identify and select an area of interest, devise aims and objectives and establish a working title using a selection of appropriate sources.
- GP1: Recall and apply learning to a selected sustainability issue, and set group and personal goals.

AO2: Planning and research (34%)

- IP2 - Produce a project plan which incorporates a time schedule and monitor progress against objectives.
- IP3 - Research, select, organise and examine a range of information and resources, justifying the selection of any secondary and primary sources used.
- GP2: Produce and critically review a research plan that draws on secondary and primary data sources.
- GP3: Apply the research findings to develop a sustainability action plan and allocate participatory roles.

AO3: Implementation and analysis (31.5%)

- IP4 - Implement the project plan, analyse findings of the research and arrange these findings into a Project product with references and bibliography. Include a conclusion and communicate outcomes in both a report and a presentation.
- GP4: Summarise the sustainability action and detail individual contribution.

AO4: Evaluation of product, process and own learning (23.5%)

- IP5 - Evaluate the strengths and weaknesses of the project process (including review of own learning arising from it) and product.
- GP5: Evaluate the strengths and weaknesses of the project process and sustainability action.
- GP6 Reflect on how the project process has fostered their own learning and valuing of sustainability, advocacy (citizenship) and teamwork

Roles for the administration and delivery

The centre coordinator

One of the key roles for an Extended Project Qualification is that of the centre coordinator. This person is responsible for delivering the qualification within a particular school, college or consortium. Each centre needs to appoint a designated coordinator.

The key areas of responsibility are:

- developing staff understanding of the requirements of the qualification
- devising, timetabling and arranging delivery of the taught skills element (delivery may be delegated to other colleagues or outsourced to other experts but it must be centrally organised to ensure consistency for all students)

- final sign off of all project proposals – it is imperative that the coordinator refers to the checklist in sections 4.5.1 (individual project) and 4.6.1 (group sustainability action project) of the specification to ensure that all students have effective project proposals that will allow them access to the higher grades
- ensuring that the OxfordAQA assessment criteria are understood by all supervisors and that the marking standard is maintained within the centre. This includes accessing standardisation training, communicating the standard to the supervisors who are marking the projects and then arranging internal moderation of the marking of the assessed projects.

Administrative tasks include:

- registering the centre so that information and advice can be sought and offered
- submitting marks and making sure that projects are uploaded for moderation on time
- ensuring that every supervisor and the centre coordinator has signed the centre declaration sheet.

The supervisor

Every student needs to have an allocated supervisor who supports them through the respective project processes and marks the completed work. The supervisor can be different between the two projects, as long as every student has an allocated supervisor for each project. The supervisor also does not need to have subject knowledge of the project topic, indeed OxfordAQA recommends that non-specialist supervisors are appointed whenever possible.

The supervisor/student relationship can be the key to success in the projects. The supervisor performs a key role in helping students through a new and challenging programme of study.

A supervisor for the individual project is required to:

- field initial ideas from students and take them through the initial planning stage of their project
- comment on the suitability of the initial ideas
- advise them on ways in which they can develop the focus of their initial ideas to ensure they can submit a suitable proposal
- explain how the project will extend and develop from a student's main course of study. It is important that dual accreditation is avoided and how it will be avoided **must** be explained in Proposal B if there is any chance of an overlap with other subjects studied at level 2 (GCSE or equivalent)
- hold the planning review, mid-project review and project product review with the student (Additional meetings will probably also be held as and when the student requires support)

- offer advice to help the student progress without directing the course the project takes
- attend the presentation and keep a comprehensive log of the nature of the audience, the nature of the presentation, the delivery of the presentation and of the questions asked/responses given. This will form the basis of the assessment evidence relating to this aspect of the qualification
- ensure that work is marked to the OxfordAQA standard for International GCSE Global Skills Projects by following the system of internal standardisation that has been set up by the centre coordinator.

A supervisor for the group sustainability action project is required to:

- agree the topic of the project with the student group, which can either be student choice or centre choice
- meet with each group for regular reviews to support them through the six stages of the process (see section 4.4.4 of the specification)
- Ensure all necessary safeguarding measures have been implemented to promote safety to all the students throughout the project process.
- confirm that a group sustainability action took place
- endorse each student's production log and assessment record by signing the appropriate sections including a declaration that the evidence submitted for assessment is the unaided work of the student
- confirm that none of the work presented for assessment is also to be submitted, or has been submitted, for any other qualification(s), including the individual project
- ensure that work is marked to the OxfordAQA standard for International GCSE Global Skills Projects by following the system of internal standardisation that has been set up by the centre coordinator.

Taught skills guidance

The success of students relies heavily on the skills demonstrated in the process of planning and completing each project. The centre is responsible for teaching these and the **production log for both project components** has a section for describing how this has been done. The scheme of work contains suggestions for a taught skills programme which could be used by centres.

Key components of the individual project

The production log

The production log should contain evidence of the whole project process from initial planning to reflection on the outcome. It is important that this is completed chronologically with each stage dated.

There should be no retrospective completion of the production log; attempts to 'improve' sections late in the process will be regarded as malpractice. Some production log pages are for supervisor and/or coordinator use: submission checklist, taught skills element, record of marks, part B: supervisor's comments on candidate proposal, part C: centre coordinator's approval of candidate proposal and presentation record part B.

All other pages are to be completed by the student. These pages should record student ideas, planning, decision making, understanding of supervisor comments and the responses to these comments.

The presentation

A compulsory element of the individual project is the presentation. The presentation should take the form of a verbal presentation, with or without the use of presentation software, and should be delivered to a non-specialist audience. The minimum number of people in the audience is two (one of whom must be the supervisor).

The presentation should not only focus on the project product, but should ideally also cover the following:

- what the project is about
- the reasoning that underpins the project
- the aims and objectives of the project
- what research has been undertaken and why
- a review of the student's performance and achievements
- lessons learnt whilst undertaking the project
- how the project might affect the student's future career/education.

The presentation provides students with an opportunity to tell the story of their project journey, from initial project choice right through to final reflections.

The presentation can be given in the student's first language, together with an authenticated translation, but all written evidence submitted should be provided in English.

Format of the presentation

There are many ways that a presentation might be conducted, for example:

- Viva (witnessed by at least one person in addition to the supervisor)
- lecture
- seminar
- market place (for large cohorts, each student has a stand and will perhaps conduct their presentation several times to a number of small groups).
- Students may wish to use flipcharts, posters, PowerPoint, Prezi (or other presentation software) or short excerpts of video material to complement their presentation. In their production log, students may discuss why they selected a particular format, why it was

appropriate for their particular product, and any limitations that affected their choice.

The supervisor should ensure that there is a live question and answer session during the presentation. The use of an identical list of questions for all students is not advisable. Questions should be specific to the student and spontaneous. Individual targeted questioning enables the student's knowledge and understanding of issues arising from his/her project to be measured. Supervisors may hear valid evidence as answers to questions that does not appear anywhere else in the student's final package of evidence. Supervisors should use the question and answer session to put such evidence in the public domain by writing down the student answers.

Evidence of the presentation

Physical evidence of the presentation is not required (for example, a video of the presentation). If slides have been produced by a student, these may be submitted, but such physical evidence is not a requirement. All written evidence must be provided in English. If the presentation was delivered in another language, an authenticated translation to English of the materials should be provided, if submitted for assessment.

Supervisors must complete presentation record part B of the production log fully and in detail to give moderators a complete overview of the student's performance for verification purposes. All assessment is evidence based. If marks are awarded that credit the student's responses to questioning, a record of the questions asked and answers given must be supplied so this is visible for moderators.

The written report

Students can either submit a research-based written report as their product or they can opt to produce an artefact with an accompanying shorter research based written report. If they opt for a research-based written report as a product, they should aim to write 2500 words.

The length of the report accompanying an artefact is not of importance but should be a minimum of 500 words. For the artefact projects, the key aim will be to produce a fully functioning, fit-for purpose artefact. The report that accompanies their artefact should not be a 'write-up' of what they have done but, rather, should demonstrate an application of the research and how the research has influenced every single design decision that underpins the final product.

The title might pose a question or a hypothesis but all titles should provide scope for students to examine opposing arguments and critically analyse the sources providing the evidence for these. Students are expected to access a large variety of sources and select appropriate material to combine into the report. Sources can be primary or secondary. The use of secondary sources should be indicated by referencing using an approved method (eg Harvard, Chicago or APA). Students are encouraged to use academic and professional sources and not rely too much on superficial media or internet sites whose authority cannot be validated.

Primary data could involve interviewing experts, conducting surveys or making practical observations for scientific topics. All these activities should be risk assessed and the ethical aspects examined. The production log should contain the evidence of these procedures. The Wellcome Trust offers guidance "*Ensuring your research is ethical*" accessible at wellcome.ac.uk. Useful guidelines are also available from The Association for the Teaching of Psychology at theatp.org/wp-content/uploads/2009/04/ATP-Ethics-Guidance-2015-final-final-2nd-ed.pdf. Primary sources should also be acknowledged and referenced appropriately.

Where primary research is conducted outside the school or college it is important that the planning stages of the project are completed before any research commences. It is important that both supervisor and student understand that a project conducted independently cannot retrospectively be turned into an individual project.

Once the research has been completed, the student should choose an appropriate writing style and report structure, preferably formal and academic. Centres should not direct students to structure their reports to a given format or template. The structure of the report is the responsibility of the student.

The report should not be presented for any other qualification, including the group sustainability action project in GCSE Global Skills Projects. Dual accreditation is not permitted.

The report should result in a conclusion based on the evidence presented.

Key components of the group sustainability action project

The production log

The production log should contain evidence from project process. The production log covers actions from the start of the project process (record of initial ideas), student reflections from during the project process (working notes for personal learning portfolio) and an overall personal reflection at the end of the project process (personal learning portfolio). It is important that this is completed chronologically with each stage dated.

There should be no retrospective completion of the production log; attempts to 'improve' sections late in the process will be regarded as malpractice. Some production log pages are for supervisor and/or coordinator use: submissions checklist, record of marks, taught skills element and approval of group sustainability action project.

All other pages are to be completed by the student. These pages should record student ideas and reflections on the project process.

The group sustainability action

The group sustainability action project requires students to investigate a selected issue which involves research, action and reflection.

- The 'action' can be simply defined as planning a course of action to address a sustainability issue or concern.
- Undertaking this 'action' will allow students to have a real out of classroom experience.
- This experience is vitally important as it allows opportunities for students to demonstrate their sustainability knowledge, understanding and skills in a practical context.

How to undertake the project?

Section 4.4.4 of the specification covers the six-stage project process with the aims and outcomes and a worked example for each stage.

There is no single correct delivery method or group size for this project, as the context and preferences within schools will vary and the qualification has been designed to allow for flexibility. The most important part of undertaking the project is ensuring that the student group are following a process that enables them to access the marking criteria found in Section 4.6.5 of the specification.

How to outline the project to a class

- Highlight the focus of this project is for students to develop their skills and reflect on what they have undertaken.
- Remind them that even if an action is not entirely successful or something had to be changed then this is still a learning process and valuable.
- Providing students with a framework will help them organise their thoughts and plan accordingly.
- Remind students to use planning/recording sheets or a journal where students make a rolling commentary of the whole project from inception to analysis of final outcomes.

Choosing a good 'sustainability action' focus

This is one of the most crucial aspects of the undertaking. Finding the right balance between something that is manageable but also inspiring/stimulating for the students is the key to success. For this reason, the topic can be chosen by the centre or by the students and approved as appropriate by the centre. Consider the following:

- Is the end goal clearly defined – what does a successful action look like? (e.g. raising awareness of an issue or physical change in the community).
- Is the title linked to a global sustainability issue with local context?
- Is the project likely to have an 'impact' (locally, nationally or globally)? The impact may not necessarily be substantial and also may not be entirely successfully achieved, but, for example, raising awareness of an issue in a community has an impact on that community.
- Have safeguarding concerns been fully considered by staff/students?
- Do students have time and resources to be able to have an impact?
- Are there relevant Primary/Secondary resources available for the topic?
- Are the outcomes 'measurable'? Can success of the action be judged?

What Primary and Secondary research can be used?

Below is a list of suggested research that students may use to help choose their action. This research could also be used into their action to help make it more effective:

Primary (conducted by students)	Secondary
Online/in-person Questionnaires/surveys/polls	Sources of data published – online or physical
Data and findings from observations	Official reports or findings from public bodies
Discussions with members of the community e.g. Focus groups	News and Media reports
Interview data (Qualitative and quantitative)	Existing resources such as opinion polls, statistics, videos, blogs (which are relevant)
	NGOs, charities and other organisations

When to undertake the group sustainability action?

Undertaking the group sustainability action can be done at any point in the course. However, it is suggested that students have a solid grasp of the themes of the course so to better inform their decision making. The later it occurs in the course of study, the more time students would have to gain sufficient understanding of key concepts to enable them to feel confident about undertaking the action. However, centre co-ordinators and supervisors must also be mindful to ensure sufficient time to allow for students to complete their reports and then for the internal standardisation and marking processes to take place before samples are submitted to OxfordAQA.

What if a student misses the group sustainability action?

Wherever possible, actions should be rescheduled so that every group member can be involved, as it is a key part of the assessment process. However, if there is a situation where it is not possible for every student to attend the action, for example an event had been organised, publicised etc and it would be difficult to reschedule, then it can go ahead on the day without all group members, as the missing student(s) would still have been involved in the overall planning etc for the action. The group project itself will evolve over a timeframe, so students can reflect on their participation and other points in relation to their overall impact with the group.

Supervisors may consider encouraging groups to plan to include a remote and/or less time-bound action to mitigate this situation. An absence can impact on groups of any size, and larger groups in particular are more likely to encounter potential absences if the action is focused on a single day or event. With remote and/or less time-bound alternatives available, any student(s) missing from the arranged group sustainability action will have further evidence of a contribution to the group effort.

A longer term non-participation of a student e.g. weeks of absence, is a different scenario,

and in those instances supervisors will need to determine whether the student has contributed enough to the group to submit evidence for this component.

Safeguarding tips

- Please remember that safeguarding is of paramount importance when considering 'sustainability actions'. Students should not be investigating any areas that could potentially put them at risk.
- Centres should also consider the wellbeing of students and what they could be exposed to online, such as sensitive issues around areas like suicide should be avoided. A more positive focus such as improving the mental wellbeing of young people might be more appropriate.

'Expert' tips

- Choose a sustainability action which is clearly linked to a local context of a global sustainability issue.
- Remind students that when an 'Action' doesn't quite go to plan, this is still a valid action.
- Analysis of where improvements could be made in the future is an acceptable and worthy undertaking in itself.
- When choosing the Action, make sure the end goal is clear and tightly focused.
- Provide students clear steps on how/when parts of the Action can/should be done.
- Avoid topics/themes that don't have relevant information/research.
- Topics which are relevant and impacting the students are usually better engaged with.
- Provide examples of research materials and the potential issues.
- Overtly share with students how to conduct 'research' on their area – many might not know how to create a questionnaire or have the IT skills.

What makes a project suitable?

- Projects that are more closely linked to the school or local community tend to be more effective.
- Accessibility of resources and knowledge of the project on some level lends itself to be more interesting for students but also something tangible.
- Ensure the project is linked to an area of the specification.
- Projects that are based in and around school are usually very effective. These tend to be about raising awareness about an issue or trying to make a physical change to the student's environment.
- Projects that are within the community are also successful on the whole. Many have been seen to contact a local MP or charity to enlist their support. Identifying a local issue

and then trying to influence those in power is a common and interesting path to take e.g. improving community access to nature areas in local park facilities.

Examples of 'suitable' and 'unsuitable' projects

Projects need to have an identifiable sustainability focus, so any projects that do not relate to a relevant global sustainability issue will be unsuitable. Sustainability has many nuanced definitions, and a commonly used definition from the 1987 UN Brundtland Commission report is that sustainability is 'meeting the needs of the present without compromising the ability of future generations to meet their own needs.' Sustainability actions ideally will have some impact, but it is not necessarily required as an action that does not go to plan is still a learning opportunity for students. It is essential to ensure that the title of the sustainability action is a relevant global issue with local context.

Examples which may be suitable and more accessible for students:

- Creating a wildlife reserve within the school grounds.
- Improving cyclist routes around a town.
- Increasing recycling opportunities around the local community.
- Improving the environment for bees.
- Running a student health and wellbeing awareness event.
- Making environmental changes to a local beach (risk assessment and staffing likely to be needed for this activity due to water hazard).
- Reusing single plastic use in the school.

Examples which are unsuitable and would be difficult for students:

- Stopping wars on planet earth.
- Reducing plastics around the world.
- Ending famine.
- Ending world poverty.

Group work

As the name suggests, some parts of the group sustainability action project are carried out collaboratively, either as a year group, class or smaller group. Other stages of the group sustainability action project **must** be carried out independently. Section 4.6.2 of the specification covers the elements of the project process where collaboration and independent work are required.

The written report **must** be the individual student's own work and there must **not** be a shared 'group' written report submitted. However, students may use elements from the collaborative group work in their own individual written report eg finding the group project focus, the primary and secondary data collected by the group, the group plan to deliver the sustainability action, feedback generated by the group from the sustainability action and any peer review completed by the group after the sustainability action.

The start of section 3.2 of the specification also clarifies the rules on group size (a minimum of two), with further guidance on what to do in situations where only one student is being entered or is the only student left on the course.

Group size

There is no universal rule on an ideal group size as this will often depend on the scale of the chosen project title and how much it allows each student to display their own individual contribution to the action. Schools may choose to focus the project title around a pre-defined external visit or limit the choice to ideas that are known to lead to positive action outcomes. Alternatively, schools could allow students to devise their own project titles in small or larger groups.

The two main considerations for schools to balance around group size are:

- ensuring that the number and size of groups allows the school to effectively manage the administration of the project process
- ensuring that the group size does not prohibit students from accessing all areas of the marking criteria eg for larger group sizes consider whether it is going to be possible for every student to evidence their individual contribution.

The written report

Students submit a **maximum** 2000 word written report and any other evidence, as appropriate, depending on the project selected. The written report **must** be their own work, even if the data used has been collected as part of the group research.

The title of the group sustainability action project can be decided by the school or the students. Sources can be primary or secondary. The use of secondary sources should be indicated by referencing using an approved method (eg Harvard, Chicago or APA). Students are encouraged to use academic and professional sources and not rely too much on superficial media or internet sites whose authority cannot be validated.

Primary data could involve interviewing experts, conducting surveys or making practical observations for scientific topics. All these activities should be risk assessed and the ethical aspects examined. Primary sources should also be acknowledged and referenced appropriately.

Where primary research is conducted outside the school or college it is important that the planning stages of the project are completed before any research commences. It is important that both supervisor and student understand that a project conducted independently, cannot retrospectively be turned into a group sustainability action project.

Once the action has been completed, the student should choose an appropriate writing style and report structure, preferably formal and academic. Centres should not direct students to structure their reports to a given format or template. The structure of the report is the responsibility of the student.

The report should not be presented for any other qualification, including the individual project for International GCSE Global Skills Projects. Dual accreditation is not permitted.

The report should result in a conclusion based on the evidence presented.

Assessment

The two project components for International GCSE Global Skills Projects are marked to different criteria. This means that the standardisation and marking for each component could be completed separately or at the same time. However, it is important that the standardisation and marking processes below are undertaken **in full for both** project components.

Internal standardisation

Internal standardisation for International GCSE Global Skills Projects is the process by which the coordinator ensures that all supervisors are assessing the projects to the same standard. It should not be confused with internal moderation. Internal standardisation takes place before marking is undertaken by supervisors whereas internal moderation is organised by the centre coordinator and comes after projects have been marked by supervisors.

Standardisation helps to ensure that assessment is accurate and consistent. Consistent assessment, where every supervisor applies the assessment criteria in the same way, is very important.

The centre coordinator is responsible for internal standardisation. New coordinators should avail themselves of online training. Example material is available on the website to help with this process.

One way to deliver internal standardisation is for supervisors to:

- review the assessment criteria
- assess a number of exemplar projects that have been provided during online standardisation - exemplar projects can be found on the website
- make notes that refer to the assessment criteria and underpin the reasoning behind the marks awarded
- discuss the marks they have awarded, identify any differences and discuss them to achieve a common understanding and application of the assessment criteria.

Marking

When all aspects of a project are completed by a student the supervisor can mark the project. There should be no marking done until the very end. Supervisors can read drafts but they should not allocate marks to anything except the final project. This cannot be returned to the student for improvement.

Evidence for assessment can be collected from any part of the process.

Allocation of marks

Once standardised, it's the Project Supervisors who mark each project they've supervised. There are five assessment criteria on the individual project and six assessment criteria on the group sustainability action project. Each criteria has statements falling into three bands. Supervisors match the student evidence to the criteria statements to place the project in the appropriate band. The time required to mark in the holistic fashion required for Project

Qualifications should not be underestimated. For first-time markers of projects it can be quite daunting. Once the qualification is established in a centre, it helps to 'buddy' inexperienced markers with a marker with more experience. Allocating time so that inexperienced markers do not have to mark alone can be a very effective way to build up confidence.

It's expected that the supervisor will provide clear annotations and notes in support of their assessment that refer directly to the assessment criteria. The 'Record of marks' page in the Production Log should be filled in with detail. It's possible to fully mark projects using electronic copies of documents, if supervisors feel confident that they're able to maintain a holistic approach to the assessment.

Internal moderation

Once Supervisor marking is complete, internal moderation should be carried out. This is the responsibility of the Centre Coordinator but supervisors often take part in moderation.

It's entirely your choice in terms of how your internal moderation is organised. Centres may have established centre policies for internal moderation, but here are some models that have been found to be successful:

In some centres once a Supervisor has completed marking, each project might be 'blind' marked by a standardised marker who was not the Supervisor of the project and the two different sets of marks can be compared. If there are disagreements the Centre Coordinator will moderate and decide on the final centre mark.

In centres where Supervisors are responsible for groups of students, the Centre Coordinator might moderate, say, the highest marked project in the group, the lowest marked project and one project taken at random. If these marks are all agreed then no further moderation is undertaken for that Supervisor.

The Record of Marks page in each Production Log has space to provide comments on the internal moderation and where a project has been sampled for internal moderation, the internal moderator should provide clear annotations in support of any adjustments that have been made to the original Supervisor marks.

Submission of marks and projects

Entries will be made electronically, and the entry deadline can be found at [oxfordaqa.com](https://www.oxfordaqa.com). Submission of marks is required by 1 May each year. After marks have been submitted, sample projects for both project components will be requested by the GCSE Global Skill Projects moderators for moderation. These samples should be uploaded following the submission of marks.

Moderators will scrutinise a sample from each centre for each project component. The moderator marks the work and compares their marks with those that you have provided, to check whether any changes are needed to bring the marking in line with our agreed standards. In some cases, the moderator will ask you to upload more work.

Conclusion

The International GCSE Global Skills Projects qualification is an exciting opportunity for schools and colleges outside the UK to study a GCSE standard course which contains many distinctive features of its own such as the collaboration found in working on groups project and the sustainability focus of that group project. This short teachers' guide is an introduction to the course. Further reports, advice and guidance are available on the OxfordAQA website.