

GCSE Course Guide

2023/24

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Contacts

In addition to your tutor and teachers, the following members of staff are available to provide advice and support.

Heads of House

Miss Stepney	Darwin
Mr Jansen	Orwell
Mr Harding	Pankhurst

Subject Leaders and Contacts

Mrs Hodges	Art & Design
Mrs Parmenter (contact)	Business Studies
Mrs McBain	BTEC Technical Award in Child Development
Mrs Jansen (contact)	Dance
Mrs Wakefield	Design Technology
Ms Waeland	English Language & English Literature
Miss Graham (contact)	Food Preparation and Nutrition
Dr Newbold (contact)	Geography
Mr Nash	History and Sociology
Ms Kershaw	Mathematics
Mrs Warren	Modern Foreign Languages (French, German and Spanish)
Miss Rogers	PE
Mrs Alder	Performing Arts (Drama and Music)
Mrs Silk	Religious Studies
Mr West	Science

Introduction to the 9-1 GCSEs

How are the 9-1 GCSEs graded?

The 9-1 GCSE qualifications are graded on a 9-1 numerical scale (9 is the highest grade).

How does the 9-1 grade scale compare with the old one?

The table below shows how the 9-1 grade scale compares with the old one (based on A*-G):

Old GCSE grades	9-1 GCSE grades
A*	9
	8
A	7
B	6
	5
C	4
D	3
E	
F	2
G	1

With the introduction of the 9-1 grading system, the Government's benchmark for achievement for students in English and Maths also changed. Under the old GCSEs (based on the A*-G scale) a 'C' grade or above was regarded as a 'good' pass. Under the 9-1 grade scale a pass at a Grade 4 or above (equivalent to a C grade or above on the previous scale) is termed a 'standard pass' and a pass at a Grade 5 (equivalent to a high C/ low B) or above a 'strong pass'.

It is important to note that students who continue their education post-16 (e.g. studying BTECs or A Levels) but have not achieved a Grade 4 or above in English and/ or Maths will need to re-sit the qualification in which they have not achieved this grade.

Exam Specifications

It is important to make sure that you select the right exam specification. The code for each subject is found in the subject sections below:

Subject	Exam Board	Course Code
Art & Design	AQA	8202
Biology	OCR	J257
BTEC Technical Award in Child Development	Edexcel	603/7058/0
Business Studies	Edexcel	IBS0
Chemistry	OCR	J258
Computing	OCR	J277
Dance	AQA	8236
Design Technology	Edexcel	IDT0
Drama	Eduqas	C690QS
English Language	AQA	8700
English Literature	AQA	8702
Food Preparation & Nutrition	AQA	8585
French	AQA	8658
Geography	AQA	8035
German	AQA	8668
History	Edexcel	IHI0H6
Maths	Edexcel	IMA1
Music	Edexcel	IMU0
PE	OCR	J587
Physics	OCR	J259
Religious Studies	AQA	8062
Science - Combined Science	OCR	J260
Sociology	Eduqas	C200QS
Spanish	AQA	8698

Accessing Past Papers

Past papers are available for the 9-1 GCSE qualifications on the Exam Board websites. In addition, it is possible to purchase exam-style question booklets (e.g. from Amazon) but it is important to ensure that these are matched to the specification which your child is following - details of which can be found in the subject sections which follow.

The website addresses for the main examination boards are:

AQA: www.aqa.org.uk

Edexcel: www.edexcel.com

Eduqas: www.eduqas.co.uk

OCR: www.ocr.org.uk

Key Exam Dates

The dates of internal and external exam periods can be found on our website:

<https://gillotts.org.uk/teaching-and-learning/exam-information/>

Year 11 GCSE Exams - The GCSE exams normally start in the middle of May and finish towards the end of June. Please note the external exam dates are subject to confirmation by the exam boards.

How to use the rest of this booklet

The next section of this booklet contains the following details for each subject:

- how many exam papers you will have next summer and the length of each exam/styles of questions
- link to the exam board specification - if you then scroll down to the unit content you will be able to see details of what you need to study and learn
- links to other resources found on the exam board websites (e.g. command words, key terms)

NB. It is worth remembering that the person who writes the exams for each subject will have these documents in front of them when they write the papers. If it is not included in these documents, it will not come up in the exam. However, if it is included it could be part of a question.

Art and Design

Contact: Mrs Hodges
Email: whodges@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8202	Art & Design Exam Board Website	GCSE Art & Design Specification

Other key resources available from the Exam Board
<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

GCSE Course Topic Structure

	Yr 10	Yr 11
Term 1	<p>Component 1: Introductory workshops Students will be introduced to key skills, including drawing and the use of different media, processes and techniques in a series of mini projects and workshops. Work will be based on the theme of “Natural Forms” <i>(Students will select the strongest pieces of work from these workshops to be included in their coursework portfolio.)</i></p>	<p>Component 1: Year 11 Sustained Project The sustained project is brought to a conclusion. Students will refine their ideas and develop their use of media enabling them to complete a well considered and highly individual final outcome for the project. <i>(This will also form part of the coursework portfolio.)</i></p>
Term 2		
Term 3		<p>Component 2: Externally Set Assignment Candidates choose a starting point from a series of questions set by the examination board.</p>
Term 4	<p>Component 1: Sustained Project An extended coursework project covering all four assessment objectives. Students will be given a choice of themes to investigate. They will complete drawings, take photographs and research the work of other artists, leading them to the development of ideas for a personal response to their chosen theme. <i>(This work will form a large part of their coursework portfolio)</i></p>	<p>During this preparatory period, they will complete drawings, take photographs and research the work of other artists, leading them to the development of ideas for a personal outcome for their chosen question.</p>
Term 5		<p>10 Hour Controlled Test (2 days) Students complete the outcome that they have planned for in the preparatory period. <i>Assessment and Moderation in May/June</i></p>

GCSE Assessment Structure

Component 1 - Portfolio

(September Year 10 - December Year 11)

Students must select and present a portfolio representative of their course of study. This will include a range of two-dimensional and three-dimensional processes and media, and relevant critical and contextual sources such as the work of artists, craftspeople and designers. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and evidence of further work resulting from activities such as skills-based workshops; mini and/or foundation projects.

How it's assessed

- No time limit
- 96 marks, covering 4 evenly weighted Assessment Objectives (24 marks each)
- 60% of GCSE

Component 2 - Externally Set Assignment

(January Year 11 - April Year 11)

Students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time (exam)
- 96 marks, covering 4 evenly weighted Assessment Objectives (24 marks each)
- 40% of GCSE

Components 1 and 2 marked by the school and moderated by AQA.

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards.

Assessment for both components will measure how students have achieved the following assessment objectives.

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

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful for inspiration and research:

<http://uk.pinterest.com/>

<https://www.bbc.co.uk/education/subjects/z6hs34j>

<https://www.studentartguide.com/>

Business

Contact: Mrs Parmenter
Email: jparmenter@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
IBS0	Exam Board Website Link	GCSE Specification Link
Other key resources available from the Exam Board Edexcel GCSE Business (2017) Pearson qualifications (Course materials) Edexcel GCSE Business (2017) Pearson qualifications (Published resources)		

GCSE Course Topic Structure

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

GCSE Assessment Structure

Paper 1: Investigating small business

Written examination: 1 hour and 30 minutes (+ 15 mins reading time) 50% of the qualification 90 marks

Assessment overview

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

Paper 2: Building a business

Written examination: 1 hour and 30 minutes (+15 mins reading time) 50% of the qualification 90 marks

Assessment overview

The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

[New GCSE Business Edexcel Revision Guide - for the Grade 9-1 Course \(CGP GCSE Business 9-1 Revision\)](#)

[New GCSE Business Edexcel Exam Practice Workbook - for the Grade 9-1 Course \(includes Answers\) \(CGP GCSE Business 9-1 Revision\)](#)

[New GCSE Business Edexcel revision cards for the grade 9-1 course](#)

BTEC Technical Award in Child Development

Contact: Mrs McBain
Email: pmcbain@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel BTEC 603/1914/8	Link to BTEC Tech Award in Child Development Section of the Exam Board Website	BTEC Tech Award Child Development specification

Other key resources available from the Exam Board

GCSE Course Topic Structure

Component 1: Children’s Growth and Development.

Learning Aim A: Understand the characteristics of children’s growth and development from birth to five years old.

Learning Aim B: Explore factors that affect growth and development.

Component 2: Learning Through Play.

Learning Aim A: Understand how children play.

Learning Aim B: Demonstrate how children’s learning can be supported through play.

Component 3: Supporting Children to Play, Learn and Develop.

Learning Aim A: Investigate individual circumstances that may impact on learning and development.

Learning Aim B: Create safe environments to support play, learning and development in children aged from birth to five years.

Learning Aim C: Adapt play to promote inclusive learning and development.

GCSE Assessment Structure

Component 1: Children’s Growth and Development.

30% (36 learning hours)

One typed assignment completed in Year 10 under controlled conditions. This assignment is directly based on Learning Aims from Component 1.

Component 2: Learning Through Play.

30% (36 learning hours)

One typed assignment completed in Year 11 under controlled conditions. This assignment is directly based on Learning Aims from Component 2.

Component 3: Supporting Children to Play, Learn and Develop.

40% (48 learning hours)

External synoptic written assessment (exam). Taken in May/June of Year 11.

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

<https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/childcare/btec-tech-award-2022-child-development/btec-tech-award-2022-child-development-student-book#products> (Published from November 2022)

BTEC Level 1/Level 2 Tech Award Child Development Student Book. Hayley Marshall-Gowen, Diane Walker-Cairns, Claire Sayce. Pearson education. ISBN 978-1292231020

Children's Play, Learning and Development. Penny Tassoni. Pearson education. ISBN 978-1447944614

Computing	
Contact:	Mr. Delorenzi
Email:	rdelorenzi@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
J277	Link to Exam Board Website	Link to GCSE Specification

<p>Other key resources available from the Exam Board http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p>
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Course Topic Structure
<p>Students take J277/01 and J277/02 to be awarded the OCR GCSE (9–1) in Computer Science</p> <p>J277/01: Computer systems</p> <p>This component will assess:</p> <ul style="list-style-type: none"> • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology <p>J277/02: Computational thinking, algorithms and programming</p> <p>This component will assess:</p> <ul style="list-style-type: none"> • 2.1 Algorithms • 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environment <p>Practical Programming</p>

All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

GCSE Assessment Structure

Paper 1 - J277/01: Computer systems

Written paper: 1 hour and 30 minutes

50% of total GCSE 80 marks

This is a non-calculator paper. All questions are mandatory. This paper consists of multiple-choice questions, short response questions and extended response questions.

Paper 2 - J277/02: Computational thinking, algorithms and programming

Written paper: 1 hour and 30 minutes

50% of total GCSE 80 marks

This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/textbooks/>

Dance - for Year 11 2023 only

Contact: Mrs Jansen
Email: hjansen@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8236	Link to Dance Section of Exam Board Website	GCSE Dance specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure

Theory:

Safe Dance practice (warm up, cool down, nutrition, hydration, skills of performance).

Dance appreciation of six professional set works -

- Emancipation of Expressionism
- A Linha Curva
- Shadows
- Within Her Eyes
- Artificial Things
- Infra

Critical appreciation of own performance and choreography.

Practical performance:

Students must learn how to perform as a solo dancer for approximately **one** minute.

In conjunction with the student, the teacher must select **two** of the set phrases for each student to perform as a soloist, from the choice of four set by AQA.

Assessment of the solo performance will focus on the student's ability to demonstrate application of:

- Physical skills and attributes safely during performance
- Technical skills accurately and safely during performance
- Expressive skills
- Mental skills and attributes during performance

Each student must perform in a duet/trio, in a **live** performance setting for at least **three** minutes in a single performance that is no longer than **five** minutes in duration. The duet/trio must include the specific choreographic requirements and is choreographed in collaboration with the teacher.

Choreography:

Students will complete a piece of choreography based on a selection of stimuli set by the exam board. They will be required to complete a solo choreography approximately one and a half to two and a half minutes or a choreography for 2-5 dancers for a duration of 2-3.5 minutes.

GCSE Assessment Structure

Choreography = 30%

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Performance of Set Technical Study = 30%

Two GCSE Set phrases.

Solo/Duet/trio performance

40 marks (15 marks for set phrase and 25 marks for solo/duet/trio performance)

Written Exam = 40%

Written exam 1hr 30 mins

What is assessed?

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of six professional works

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

AQA GCSE Dance Specification

<https://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF>

Company Websites

<http://www.boyblueent.com/> - Emancipation of Expressionism, Boy Blue Ent, Kenrick H20 Sandy

<http://www.phoenixdancetheatre.co.uk/work/shadows/> - Shadows, Phoenix Dance Theatre

<https://www.rambert.org.uk/explore/news-and-blog/news/linha-curva-ask-dancer/> - A Linha Curva, Itzik Galili

<https://www.jamescousinscompany.com/within-her-eyes> - Within her Eyes, James Cousins

<http://stopgapdance.com/productions/artificial-things-2014-stage> - Stop Gap Artificial Things

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

Google classroom

Design Technology

Contact: Mrs Wakefield
Email: fwakefield@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel (IDT0)	Exam Board Website Link	GCSE Specification Link

Other key resources available from the Exam Board

[Command words used in exams - GCSE Specification, Appendix 5: Taxonomy](#)
[Edexcel Design and Technology \(9-1\) from 2017 | Pearson qualifications \(Published materials\)](#)

GCSE Course Topic Structure

Core content

- 1.1 The impact of new and emerging technologies
- 1.2 How the critical evaluation of new and emerging technologies informs design decisions;
- 1.3 How energy is generated and stored in order to choose and use appropriate sources to make products and power systems
- 1.4 Developments in modern and smart materials, composite materials and technical textiles
- 1.5 The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of force
- 1.6 How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs
- 1.7 The use of programmable components to embed functionality into products in order to enhance and customise their operation
- 1.8 The categorisation of the types, properties and structure of ferrous and non-ferrous metals
- 1.9 The categorisation of the types, properties and structure of papers and boards
- 1.10 The categorisation of the types, properties and structure of thermoforming and thermosetting polymers
- 1.11 The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles
- 1.12 The categorisation of the types, properties and structure of natural and manufactured timbers
- 1.13 All design and technological practice takes place within contexts which inform outcomes
- 1.14 Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making
- 1.15 Investigate and analyse the work of past and present professionals and companies in order to inform design
- 1.16 Use different design strategies to generate initial ideas and avoid design fixation
- 1.17 Develop, communicate, record and justify design ideas, applying suitable techniques

Material categories

- 2 Metals
- 3 Papers and boards
- 4 Polymers

5	Systems
6	Textiles
7	Timbers

GCSE Assessment Structure

The Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology consists of one externally-examined paper and one non-examined assessment component. Students must complete all assessments in May/June in any single year.

Component 1 (*Paper code: IDT0/1A, 1B, 1C, 1D, 1E, 1F)

Written examination: 1 hour and 45 minutes

50% of the qualification 100 marks

Content overview

The paper includes calculations, short-open and open-response questions as well as extended- writing questions focused on:

- Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others
- Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.
- Students must answer all questions in section A (40 marks).
- Students must choose one specialism in section B – either Metals, Papers and Boards, Polymers, Systems, Textiles or Timbers (60 marks).
- Students must have calculators and rulers in the examination

Component 2 (Paper code: IDT0/02)

Non-examined assessment

50% of the qualification 100 marks

Content overview

Three contextual challenges will be provided by the board on 1st June each year, from which students must choose one to respond to. Projects will be internally assessed and externally moderated.

- Students will produce a project which consists of a portfolio and a prototype
 - The portfolio will contain approximately 20 to 30 sides of A3 paper (or electronic equivalent)
- There are four parts to the assessment:
1. Investigate This includes investigation of needs and research, and a product specification
 2. Design This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design
 3. Make This includes manufacture, and quality and accuracy
 4. Evaluate This includes testing and evaluation

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

Textbooks:

[Edexcel GCSE \(9-1\) Design and Technology Student Book](#)
[GCSE DT revision guide \(daydream education\)](#)

DT Focus Learning:

<https://www.focuselearning.co.uk/u/35893/oktCjFxrmmnBwegeuCBvlpzpDiyhduqrF>

BBC Bitesize:

[GCSE DT Edexcel BBC Bitesize Links](#)

Flash cards:

These have been created digitally for students using Quizlet:

[Quizlet Flashcard Links - Core & Timbers](#)

BBC Bitesize Links for NEA Project Skills

[Investigating - Edexcel](#)

[Designing - Edexcel](#)

[Making - Edexcel](#)

[Evaluating - Edexcel](#)

English Language and English Literature (separate GCSEs)

Contact: Ms Waelend
Email: hwaelend@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8700 AQA 8702)	English Section of Exam Board Website	AQA GCSE English Literature Specification at a glance
Other key resources available from the Exam Board		

GCSE Course Topic Structure

Fiction reading and writing
 Non-fiction reading and writing
 Romeo and Juliet
 A Christmas Carol
 An Inspector Calls
 Poetry - Power and Conflict
 Unseen Poetry

GCSE Assessment Structure

<p>ENGLISH LANGUAGE EXAM 1 Fiction Extract Analysis:</p> <p>25% 40 marks Read and plan – 15 minutes</p> <p>Q1: comprehension 4 marks 5 minutes Q2: use of language 8 marks 10 minutes Q3: structure 8 marks 10 minutes Q4: analysis (character/setting/theme etc) 20 marks 20 minutes</p>	<p>ENGLISH LANGUAGE EXAM 1 Fiction Writing:</p> <p>25% 40 marks 45 minutes. 5 planning; 30 writing; 10 editing.</p> <p>The opening of a story / a description suggested by a photograph or image.</p> <ul style="list-style-type: none"> • Clear, effective, imaginative writing • Tone, style, register • Organise ideas • A range of vocabulary • A range of sentence structures • Accurate spelling • Accurate punctuation
<p>ENGLISH LANGUAGE EXAM 2 Non-Fiction Analysis:</p> <p>25% 40 marks Read and plan – 15 minutes</p> <p>Q1: comprehension 4 marks 5 minutes Q2: summary/synthesis 8 marks 8 minutes</p>	<p>ENGLISH LANGUAGE EXAM 2 Non-Fiction Writing:</p> <p>25% 40 marks 45 minutes. 5 planning; 30 writing; 10 editing.</p> <p>Write to present a viewpoint.</p>

<p>Q3: use of language 12 marks 12 minutes Q4: compare attitudes and how they are conveyed 16 marks 20 minutes</p>	<ul style="list-style-type: none"> • Clear, effective, imaginative writing • Tone, style, register • Organise ideas • A range of vocabulary • A range of sentence structures • Accurate spelling • Accurate punctuation
<p>ENGLISH LITERATURE EXAM 1 Romeo and Juliet</p> <p>20% 34 marks (includes 4 marks for SPAG) 50 minutes including reading and planning time.</p> <p>An essay on a theme or a character: start with a given extract and develop your essay to discuss the whole play.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context. • Accurate grammar, spelling and punctuation. 	<p>ENGLISH LITERATURE EXAM 1 A Christmas Carol</p> <p>20% 30 marks 50 minutes including reading and planning time.</p> <p>An essay on a theme or a character: start with a given extract and develop your essay to discuss the whole novel.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context.
<p>ENGLISH LITERATURE EXAM 2 An Inspector Calls</p> <p>Approx 20% 34 marks (4 included for SPAG). 45 minutes.</p> <p>An essay on a character or a theme.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context. • Accurate grammar, spelling and punctuation. 	<p>ENGLISH LITERATURE EXAM 2 Anthology poetry comparison</p> <p>Approx 20% 30 marks. 45 minutes.</p> <p>Compare a given poem from the anthology to another that you choose from the anthology.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context.
<p>ENGLISH LITERATURE EXAM 2 Unseen poetry analysis</p> <p>Approx 20%. 32 marks.</p> <p>Analyse 1 given poem. 24 marks. 30 minutes. Compare the given poem to a second given poem. 8 marks. 15 minutes.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. 	<p>SPOKEN LANGUAGE:</p> <p>This is teacher assessed throughout the year and will be graded separately from the written GCSE exams. It will be reported with your GCSE grades.</p> <p>More precise information to follow, but in the meantime, take speaking in class seriously!</p>

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

We will be using the following editions of texts.

A Christmas Carol - Collins Classroom Classics edition ISBN-10 008325960

Romeo and Juliet - The Complete Play CGP ISBN 978-1841461229

An Inspector Calls (Heinemann Plays For 14-16+) 978-0435232825

The AQA poetry anthology will be provided by the school.

The following websites will be useful for revision:

<https://www.youtube.com/user/mrbruff>

Food Preparation & Nutrition

Contact: Miss Graham
Email: tgraham@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8585	Link to Food Section of Exam Board Website	GCSE Food, Preparation & Nutrition specification

Other key resources available from the Exam Board

Command words used in exams

[Command words](#)

Key words and definitions

[Subject specific vocabulary](#)

GCSE Course Topic Structure

Food, nutrition and health: Macronutrients, micronutrients, nutritional needs and health
Food science: Cooking of food and heat transfer, functional and chemical properties of food
Food safety: Food spoilage and contamination, principles of food safety
Food choice: Factors affecting food choice, British and international cuisines, sensory evaluation
Food provenance: Environmental impact and sustainability of food, food processing and production

GCSE Assessment Structure

Exam Board AQA

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Non Exam Assessment (NEA's) account for 50% of the GCSE grade. These take place in Year 11 of the course, from September. These are divided into two parts consisting of an investigation into a food topic, with a written response, and food preparation assessment to be completed in one 3 hour session. This is aimed to be a rewarding and enjoyable course.

Written paper externally marked, accounts for 50% of GCSE grade: 1 hour and 45 minutes.

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

Students are expected to provide ingredients for all practical lessons, revision and NEA practical, but must be aware of dietary needs, allergies and food intolerances.

[AQA GCSE Food Preparation and Nutrition textbook, Authors: Alexis Rickus, Bev Saunder, Yvonne Mackey
Publisher: Hodder Education, ISBN-13: 9781471863646](#)

[The Science of Cooking, Publisher DK, ISBN 978-0-2412-2978-1
Revision Guide, GCSE Food Preparation and Nutrition for AQA, CGP, ISBN 978 1 78294 649 6](#)

Geography

Contact: Dr Newbold
Email: enewbold@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8035	Link to Geography Section of Exam Board Website	GCSE Geography specification Unit 1 (p.10- 16) Unit 2 (p.17-23) Unit 3 (p.23-28)

Other key resources available from the Exam Board

Command words used in exams

<http://www.aqa.org.uk/resources/geography/gcse/geography/teach/command-words>

Key words and definitions

<http://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF>

GCSE Course Topic Structure

Paper 1 – Living with the physical environment

Section A – The challenge of natural hazards

Section B – The living world

Section C – Physical landscapes in the UK

Paper 2 – Challenges in the human environment

Section A – Urban issues and challenges

Section B – The changing economic world

Section C – The challenge of resource management

Paper 3 Geographical applications

Section A – Issue evaluation

Section B – Fieldwork

Geographical skills (including map skills, graphical skills, numerical skills and statistical skills) will be taught as part of all three topics and will be assessed on.

GCSE Assessment Structure

Paper 1 – Living with the physical environment

- Written Exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology)
- 35% of GCSE
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2 – Challenges in the human environment

- Written Exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology)
- 35% of GCSE
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3 – Geographical applications

- Written Exam: 1 hour 15 minutes
- 76 marks (including 6 marks for spelling, punctuation, grammar and specialist terminology)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before the exam
- Question types: multiple-choice, short answer, levels of response, extended prose

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

Fieldwork – Students need to complete two pieces of fieldwork as part of the course. One will address a physical geography aspect of the course while the other will address a human aspect. We may run these as a single, residential trip over a weekend or as two day trips in school time. The cost of these trips is still to be confirmed. Financial help may be available to support the cost of the trips.

Textbook:

GCSE Geography AQA Student Book, ISBN: 978-0198366614

History

Contact: Mr Nash
Email: tnash@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel 1H10	Exam Board Website Link	GCSE History specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure

Paper 1 - Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Medicine in Britain, c1250–present

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case study (The Black Death)

c1500–c1700: The Medical Renaissance in England

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case studies (William Harvey. The Great Plague)

c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case studies (Jenner. Cholera in London)

c1900–present: Medicine in modern Britain

- Ideas about the cause of disease and illness
- Approaches to prevention and treatment
- Case studies (Penicillin. The fight against lung cancer).

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- Knowledge, selection and use of sources for historical enquiries

Paper 2 - Anglo-Saxon and Norman England, c1060–88

Anglo-Saxon England and the Norman Conquest, 1060–66

- Anglo-Saxon society
- The last years of Edward the Confessor and the succession crisis
- The rival claimants for the throne
- The Norman invasion

William I in power: securing the kingdom, 1066–87

- Establishing control
- The causes and outcomes of Anglo-Saxon resistance, 1068–71
- The legacy of resistance to 1087
- Revolt of the Earls, 1075

Norman England, 1066–88

- The feudal system and the Church
- Norman government
- The Norman aristocracy
- William I and his sons

Paper 2 (Period study) - Superpower relations and the Cold War, 1941–91

The origins of the Cold War, 1941–58

- Early tension between East and West
- The development of the Cold War
- The Cold War intensifies

Cold War crises, 1958–70

- Increased tension between East and West
- Cold War crises
- Reaction to crisis

The end of the Cold War, 1970–91

- Attempts to reduce tension between East and West
- Flashpoints
- The collapse of Soviet control of Eastern Europe

Paper 3 - The USA, 1954–75: conflict at home and abroad

The development of the civil rights movement, 1954–60

- The position of black Americans in the early 1950s
- Progress in education
- The Montgomery Bus Boycott and its impact, 1955–60
- Opposition to the civil rights movement

Protest, progress and radicalism, 1960–75

- Progress, 1960–62
- Peaceful protests and their impact, 1963–65
- Malcolm X and Black Power, 1963–70
- The civil rights movement, 1965–75

US involvement in the Vietnam War, 1954–75

- Reasons for US involvement in the conflict in Vietnam, 1954–63
- Escalation of the conflict under Johnson
- The nature of the conflict in Vietnam, 1964–68
- Changes under Nixon, 1969–73

Reactions to, and the end of, US involvement in Vietnam, 1964–75

- Opposition to the war
- Support for the war
- The peace process and end of the war
- Reasons for the failure of the USA in Vietnam

GCSE Assessment Structure

Paper 1

- Thematic study and historic environment: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: surgery and treatment
- Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2

- Period study and British depth study: Superpower relations and the Cold War, 1941–91.
- Anglo-Saxon and Norman England, c1060–88
- Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Paper 3

- Modern depth study: The USA, 1954–75: conflict at home and abroad
- Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

All effective resources required will be made available directly by the department.

Mathematics

Contact: Joanne Kershaw
Email: jkershaw@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel I Ma I	Link to Maths Section of Exam Board Website	GCSE Mathematics specification

Other key resources available from the Exam Board

GCSE Course Topic Structure

Course content is taught throughout year 10 and 11. Topics are interwoven to allow plenty of revisiting. Any of the topics on the specification can appear on either/all of the papers.

GCSE Assessment Structure

Paper 1 – Non-calculator (Foundation and Higher papers – 1hr 30mins)
Paper 2 – Calculator (Foundation and Higher papers – 1hr 30 mins)
Paper 3 - Calculator (Foundation and Higher papers - 1hr 30 min)

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

[SparX Maths](#) Students have login details and homework is set using this software each week. Students can also use the independent learning facility to practise topics they need more practice or support with.

www.corbettmaths.com - Topic based exam questions, and 5 a day quiz.

<https://www.mathsgenie.co.uk/> - plenty of past papers and exam questions grouped by grade and topic

Modern Foreign Language (French)

Contact: Mrs Warren
Email: nwarren@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8658	Link to MFL Section for Exam Board Website	GCSE French specification

Other key resources available from the Exam Board

Vocabulary and grammar lists
[GCSE | French | Subject content](#)

GCSE Course Topic Structure

The specification covers three distinct themes. These themes apply to all four skills. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

Theme 1: Identity and culture

- Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership
- Topic 2: Technology in everyday life • Social media • Mobile technology
- Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport
- Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living
- Topic 3: Global issues • The environment • Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

GCSE Assessment Structure

There are 2 tiers of entry; Higher and Foundation. The 4 skills have to be assessed at the same tier.

Paper 1 - Listening

25% of GCSE

Understanding and responding to different types of spoken language

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
40 marks (Foundation Tier), 50 marks (Higher Tier)

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in French, to be answered in French or non-verbally

Paper 2 - Speaking **25% of GCSE**

Communicating and interacting effectively in speech for a variety of purposes

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)

Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)

General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 - Reading **25% of GCSE**

Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

Foundation Tier and Higher Tier

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in French, to be answered in French or non-verbally

Section C – translation from French into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4 - Writing **25% of GCSE**

Communicating effectively in writing for a variety of purposes

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

Foundation Tier

Question 1 – message (student produces four sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

Question 3 – translation from English into French (minimum 35 words) – 10 marks

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

Question 3 – translation from English into French (minimum 50 words) – 12 marks

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

Textbooks:

AQA Studio GCSE - please see your teacher for information about which version you need (Higher/Foundation)

Studio AQA GCSE French - Grammar and Translation workbook.

Pearson AQA Revision Guide & Workbook

Modern Foreign Language (German)

Contact: Mrs Warren
Email: nwarren@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8668	Link to MFL Section of Exam Board Website	GCSE German specification

Other key resources available from the Exam Board

Vocabulary and grammar lists

[GCSE | German | Subject content](#)

GCSE Course Topic Structure

The specification covers three distinct themes. These themes apply to all four skills. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where German is spoken.

Theme 1: Identity and culture

- Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership
- Topic 2: Technology in everyday life • Social media • Mobile technology
- Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport
- Topic 4: Customs and festivals in German-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living
- Topic 3: Global issues • The environment • Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

GCSE Assessment Structure

There are 2 tiers of entry; Higher and Foundation. The 4 skills have to be assessed at the same tier.

Paper 1 - Listening **25% of GCSE**

Understanding and responding to different types of spoken language

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in German, to be answered in German or non-verbally

Paper 2 - Speaking **25% of GCSE**

Communicating and interacting effectively in speech for a variety of purposes

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)

Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)

General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 - Reading **25% of GCSE**

Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

Foundation Tier and Higher Tier

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in German, to be answered in German or non-verbally

Section C – translation from German into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4 - Writing **25% of GCSE**

Communicating effectively in writing for a variety of purposes

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

Foundation Tier

Question 1 – message (student produces four sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

Question 3 – translation from English into German (minimum 35 words) – 10 marks

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
Question 3 – translation from English into German (minimum 50 words) – 12 marks

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

Textbooks:

Stimmt German GCSE - please see your teacher for information about which version you need (Higher/Foundation)

Stimmt AQA GCSE German - Grammar and Translation workbook

Pearson AQA German Revision Guide & Workbook

Modern Foreign Language (Spanish)

Contact: Mrs Warren
Email: nwarren@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8698	Link to MFL Section of Exam Board Website	GCSE Spanish specification

Other key resources available from the Exam Board

Vocabulary and grammar lists
[GCSE | Spanish | Subject content](#)

GCSE Course Topic Structure

The specification covers three distinct themes. These themes apply to all four skills. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

Theme 1: Identity and culture

- Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership
- Topic 2: Technology in everyday life • Social media • Mobile technology
- Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport
- Topic 4: Customs and festivals in Spanish -speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living
- Topic 3: Global issues • The environment • Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

GCSE Assessment Structure

There are 2 tiers of entry; Higher and Foundation. The 4 skills have to be assessed at the same tier.

Paper 1 - Listening **25% of GCSE**

Understanding and responding to different types of spoken language

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Spanish, to be answered in Spanish or non-verbally

Paper 2 - Speaking **25% of GCSE**

Communicating and interacting effectively in speech for a variety of purposes

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)

Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)

General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3 - Reading **25% of GCSE**

Understanding and responding to different types of written language

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

Foundation Tier and Higher Tier

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Spanish, to be answered in Spanish or non-verbally

Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4 - Writing **25% of GCSE**

Communicating effectively in writing for a variety of purposes

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

Foundation Tier

Question 1 – message (student produces four sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

Textbooks:

Viva AQA Spanish GCSE - please see your teacher for information about which version you need (Higher/Foundation)

Viva AQA GCSE Spanish - Grammar and Translation workbook

Pearson AQA Revision Guide & Workbook

Performing Arts (Drama)		
Contact:	Mrs Alder	
Email:	Calder@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
Eduqas C690QS	Exam Board Website Link	Specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure
<p>Drama is an optional subject in Years 10-11. We are currently following the Eduqas Specification in both Years 10 and 11. Final assessment is divided into three components. These components are a combination of written, practical and exam work. Students study Drama for five lessons per fortnight (1 hour each).</p> <p>Year 10 In Year 10 students complete Component 1 of the GCSE course. Firstly, exploring the styles of a variety of practitioners and genres before selecting one to use for their devised piece. Year 10 also includes seeing live theatre and practising analysis skills for the Component 3 exam.</p> <p>Year 11 In Year 11 students study the set text for the remainder of the Component 3 exam and prepare a scripted piece for Component 2</p>
GCSE Assessment Structure
<p>Component 1 40% Practical assessment with written supporting evidence. Devising Theatre Non-exam assessment: internally assessed, externally moderated. Creating a piece of drama in response to a stimulus in the style of a chosen practitioner or genre. (Performance 10%, Supporting Evidence 20%, Evaluation 10%)</p> <p>Component 2 20% Practical assessment Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification.</p> <p>Component 3 40% Written assessment Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification. Section A: 45 Marks Set Text</p> <p>Section B: 15 marks Live Theatre Review</p> <p>The current set text is The IT by Vivienne Franzmann</p>

Details of additional resources which may help you (e.g. websites, textbooks, revision books)

Watching live theatre is an essential part of the course. We strongly recommend that students also attend theatre productions outside of those arranged by the school as it will help to further develop their skills and apply them to their course work and written exam. Participation in drama productions at school are highly recommended, as is leading lower school drama clubs.

[WJEC/EDUQAS GCSE Drama text book](#)

Performing Arts (Music)

Contact: Mrs Alder
Email: calder@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel IMU0	Exam Board Website Link	Specification

Other key resources available from the Exam Board

[Difficulty Levels Booklet](#)
[Difficulty Levels Additional Pieces](#)

GCSE Course Topic Structure

Year 10

In year 10 students will complete a free composition, learn and understand a significant number of set works and work towards their performances.

Year 11

In year 11 students will complete their second composition, this time to a brief from the exam board, complete 2 performances and prepare for their written exam.

The paper will be in 2 sections:

Section A: 6 questions in response to listening extracts played on a CD during the examination
Also includes one question on musical dictation and one question on an unfamiliar piece (with a simple score provided). This section is worth 68 marks.

Section B: students will be asked to compare in detail an extract of one of the set works with an extract from an unfamiliar listening piece (related to one of the set works). Students will hear the pieces and see the scores. This one 12 mark question.

GCSE Assessment Structure

Unit 1: Performing

2 Performances
60 Marks (30 marks for Solo Performance, 30 marks for Ensemble Performance)
30% of GCSE

Unit 2: Composing

2 Compositions
60 Marks (30 marks per composition)
30% of GCSE

Unit 3: Appraising

Listening and Writing Exam: 1 hour 45 minutes

80 Marks

40% of GCSE

The performance can be given on any instrument including voice. Both the ensemble and the solo performances can be given on the same or different instruments. Both performances must be at least one minute long with a combined length of minimum four minutes.

Composing Music (30%)

2 compositions

A score OR written commentary of the composition must be submitted as well as a recording of the composition on CD.

One composition is to meet a brief set by the exam board, the second can be in a style of the students' choice.

Each composition must be at least one minute long and the combined length of both pieces must be a minimum of three minutes.

The final recording and score or commentary must be completed in the centre under teacher supervision (controlled conditions).

Listening to and Appraising Music (40%): 1 hour and 45 minutes

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

Grade 3 (or equivalent) on an instrument is advised at the beginning of the course so that students can access top marks in performance and also access the theory required for the composition and listening exam. We strongly recommend that instrumental lessons are continued throughout the GCSE course.

PE

Contact: Miss Rogers
Email: hrogers@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR J587	Link to the PE Section of the Exam Board Website	GCSE PE specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure

Below is all the content of the theory side of the course

Component 01: Physical factors affecting performance - 30% of total GCSE

1.1 Applied anatomy and physiology =

- 1.1a The structure and function of the Skeletal System
- 1.1b The structure and function of the Muscular System
- 1.1c Movement analysis
- 1.1d The Cardiovascular and Respiratory Systems
- 1.1e Effects of exercise on the body systems

1.2 Physical training =

- 1.2a Components of fitness
- 1.2b Applying the principles of training
- 1.3c Preventing injury in physical activity and training

Component 02: Socio-cultural issues and sports psychology - 30% of total GCSE

2.1 Socio-cultural influences

- 2.1a Engagement patterns of different social groups in physical activities and sports
- 2.1b Commercialisation of physical activity and sport
- 2.1c Ethical and socio-cultural issues in physical activity and sport

2.2 Sports psychology

- 2.2 Sports psychology

2.3 Health, fitness and well-being

- 2.3 Health, fitness and well-being

GCSE Assessment Structure

Component 01: Physical factors affecting performance

30% OF TOTAL GCSE

1 hour written paper

60 marks

Component 02: Socio-cultural issues and sports psychology

30% OF TOTAL GCSE

1 hour written paper

60 marks

Component 03: Performance in physical education (NEA)

3.1 Performance of three activities taken from the two approved lists in specification*- one from the individual list- one from the team list- one from either list

3.2 Analysing and evaluating performance (AEP), coursework.

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

Taking need to be taking part in various fixtures at school and at other locations - students also need to be taking part in a sporting activity at least once a week outside of school, as well as attending clubs at school to improve on their individual skills in all sports

Students must keep a log of all competitive sport that they take part in - this includes all competitive games/matches/competitions for all the sports they take part in - both in and out of school

Other relevant information

Most lesson resources and homework tasks are shared on Google classroom

Students receive homework every week and are of course expected to complete it and hand it in by the deadline

If students are away or miss a lesson it is their responsibility to see the relevant teacher and catch up on all worked missed before the next lesson

Students also have their own link to everlearner to support their learning

Religious Studies

Contact: Mrs Silk
Email: gsilk@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8062	Link to Religious Studies Section of Exam Board Website	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance Thematic studies Pg 20-23 Assessment objectives Pg 27-29

Other key resources available from the Exam Board

Past papers

[AQA | GCSE | Religious Studies A | Assessment resources](#)

Subject content

[AQA | GCSE | Religious Studies A | Specification at a glance](#)

GCSE Course Topic Structure

Year 11 students

Paper 1 - Christianity and Islam

Section A - Christianity: Beliefs, teachings, practices and worship

Key Beliefs

Jesus Christ and Salvation

The Role of the Church

Festivals

Section B - Islam: Beliefs, teachings, practices and worship

Allah

Prophets and Holy Books

The Five Pillars of Islam

Jihad

Paper 2 - Thematic Studies

Theme A - Relationships and families

Theme B - Religion and Life

Theme D - Religion, Peace and Conflict

Theme E - Religion, Crime and Punishment

GCSE Assessment Structure

The course will be assessed by completing 2 exams at the end of Year 11 worth 50% each.

Paper 1 - Christianity and Islam

Written exam: 1 hour 45 minutes

96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))

50% of GCSE

Question types: Multiple choice, explanation of factual information, evaluation

Paper 2 - Thematic Studies

Written exam: 1 hour 45 minutes

96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))

50% of GCSE

Question types: Multiple choice, explanation of factual information, evaluation

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

<http://www.bbc.co.uk/education/subjects/zb48q6f>

Textbooks:

AQA GCSE RS A: Islam

ISBN-13: [978-0-19-837034-5](https://www.isbn-international.org/product/9780198370345)

AQA GCSE RS I: Christianity

ISBN-13: [978-0-19-837033-8](https://www.isbn-international.org/product/9780198370338)

Science - Combined Science

Contact: Mr West
Email: swest@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science B J260	Link to Combined Science Section of Exam Board Website	GCSE Combined Science specification

Other key resources available from the Exam Board

Command word information:

<https://drive.google.com/file/d/0B5rpSlfgabSMNnBhVTVkY1IpVVk/view?usp=sharing>

GCSE Course Topic Structure

Topic Structure -Biology

B1- You and your genes

<https://drive.google.com/file/d/0B5rpSlfgabSMdlEzOGt2SjlyMEU/view?usp=sharing>

B2- Keeping healthy

<https://drive.google.com/file/d/0B5rpSlfgabSMVHhkQUNONG9Ranc/view?usp=sharing>

B3- Living together-food and ecosystems-

<https://drive.google.com/file/d/0B5rpSlfgabSMSmdHeDhzeGIFc0E/view?usp=sharing>

B4- Using food and controlling growth-

<https://drive.google.com/file/d/0B5rpSlfgabSMdlE3RUN0VDVxUnc/view?usp=sharing>

B5- The human body-staying alive-

<https://drive.google.com/file/d/0B5rpSlfgabSMVkk3R0ICcXg2Rjg/view?usp=sharing>

B6- Life on earth-past, present and future-

<https://drive.google.com/file/d/0B5rpSlfgabSMS3RBY2hLdjhvTVE/view?usp=sharing>

Topic structure- Chemistry

C1- Air and water

<https://drive.google.com/file/d/0B5rpSlfgabSMUUDUXVOS2pDYms/view?usp=sharing>

C2- Chemical patterns

<https://drive.google.com/file/d/0B5rpSlfgabSMekjZV3JTR0FjZVU/view?usp=sharing>

C3- Chemicals in the natural environment

<https://drive.google.com/file/d/0B5rpSlfgabSMRIBWNmxoQU1UUGM/view?usp=sharing>

C4- Material choices

<https://drive.google.com/file/d/0B5rpSlfgabSMdHBzRFNyWGIrNIE/view?usp=sharing>

C5- Chemical analysis-

<https://drive.google.com/file/d/0B5rpSlfgabSMZmpWbHZfNWJBeXM/view?usp=sharing>

C6- Making useful chemicals-

<https://drive.google.com/file/d/0B5rpSlfgabSMRG45eHpPaUdqcmM/view?usp=sharing>

Topic Structure- Physics

P1- Radiation and Waves-

<https://drive.google.com/file/d/0B5rpSlfgabSMUm9reTZ5eGJRREU/view?usp=sharing>

P2- Sustainable energy

<https://drive.google.com/file/d/0B5rpSlfgabSMMWFxVIBZbDBiWHM/view?usp=sharing>

P3- Electric circuits-

<https://drive.google.com/file/d/0B5rpSlfgabSMcUVabVIZbkQ5ekk/view?usp=sharing>

P4- Explaining motion

<https://drive.google.com/file/d/0B5rpSlfgabSMV2d0TWxaOXdXZkE/view?usp=sharing>

P5- Radioactive materials

<https://drive.google.com/file/d/0B5rpSlfgabSMbEVfeTdMd0lhd2s/view?usp=sharing>

P6- Matter-models and explanations-

<https://drive.google.com/file/d/0B5rpSlfgabSMbVc3aWREvU5TUDA/view?usp=sharing>

GCSE Assessment Structure

Science exam papers are tiers (Higher and foundation)

Paper 1: Biology

Covers all Biology topics

Structured questions including extended writing

1 hour 45 minutes

95 marks

26.4% weighting

Paper 2: Chemistry

Covers all Chemistry topics

Structured questions including extended writing

1 hour 45 minutes

95 marks

26.4% weighting

Paper 3: Physics

Covers all Physics topics

Structured questions including extended writing

1 hour 45 minutes

95 marks

26.4% weighting

Paper 4: Combined Science Paper

Covers all Biology/Chemistry and Physics topics

Science literacy and practical questions including extended writing

1 hour 45 minutes

75 marks

21% weighting

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

Gillotts Science Resource website- <https://sites.google.com/gillotts.org.uk/gillottsscience/ks4-resources/combined-science>

CGP Combined Science revision guide and workbook (ordered through school)

ISBN: 1782945644

BBC Bitesize: <https://www.bbc.com/bitesize/examspecs/zt7xxfr>

Educake

GCSEPod

Focus Learning Science- <http://www.focuselearning.co.uk/u/1352/slupaAfEmeDkiABipBtedzxtDCkqehcp>

Science – Biology (Triple Science)

Contact: Mr West
Email: swest@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science J257	Link to Biology Section of the Exam Board Website	GCSE Biology specification

Other key resources available from the Exam Board

Command word information:

<https://drive.google.com/file/d/0B5rpSlfgabSMNnBhVTVkY1lpVVk/view?usp=sharing>

GCSE Course Topic Structure

Topic Structure -Biology

B1- You and your genes

<https://drive.google.com/file/d/0B5rpSlfgabSMZm9fVlpYQzFzZzg/view?usp=sharing>

B2- Keeping healthy

<https://drive.google.com/file/d/0B5rpSlfgabSMWktLMVAtNHE2RGs/view?usp=sharing>

B3- Living together-food and ecosystems-

<https://drive.google.com/file/d/0B5rpSlfgabSMMGNfNDJRQjZ6R0E/view?usp=sharing>

B4- Using food and controlling growth-

<https://drive.google.com/file/d/0B5rpSlfgabSMWGY5UnpReU1JYXc/view?usp=sharing>

B5- The human body-staying alive-

<https://drive.google.com/file/d/0B5rpSlfgabSMcGViLWRSejhLNGs/view?usp=sharing>

B6- Life on earth-past, present and future-

<https://drive.google.com/file/d/0B5rpSlfgabSMdUNQbGkyOUdha3c/view?usp=sharing>

GCSE Assessment Structure

Biology Paper 1: Breadth

cover all Biology topics

short answer questions up to 3 marks

1 hour 45 minutes

90 marks

50% weighting

Biology Paper 2: Depth

cover all Biology topics

structured questions including extended writing with focus on practical skills

1 hour 45 minutes

90 marks

50% weighting

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

Gillotts Science Resource website- <https://sites.google.com/gillotts.org.uk/gillottsscience/ks4-resources/biology>

CGP Biology revision guide and workbook (ordered through school) ISBN: 178294561X

BBC Bitesize: <https://www.bbc.com/bitesize/examspecs/z2synbk>

Educake

GCSEPod

Focus Learning Science- <http://www.focuselearning.co.uk/u/1352/slupaAfEmeDkjABipBtedzxjtDCkqehcp>

Science – Chemistry (Triple Science)

Contact: Mr West
Email: swest@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science B J258	Link to Chemistry Section of the Exam Board Website	GCSE Chemistry specification

Other key resources available from the Exam Board

Command word information:

<https://drive.google.com/file/d/0B5rpSlfgabSMNnBhVTVkyY1lpVVk/view?usp=sharing>

GCSE Course Topic Structure

Topic structure- Chemistry

C1- Air and water- <https://drive.google.com/file/d/0B5rpSlfgabSMdjg5dnh4aE5tQjg/view?usp=sharing>
C2- Chemical patterns- <https://drive.google.com/file/d/0B5rpSlfgabSMS2xLX0IsT240OU0/view?usp=sharing>
C3- Chemicals in the natural environment-
<https://drive.google.com/file/d/0B5rpSlfgabSMeUtDVWZPcm9pNUk/view?usp=sharing>
C4- Material choices- <https://drive.google.com/file/d/0B5rpSlfgabSMQmY4bjYzTlpadHc/view?usp=sharing>
C5- Chemical analysis- <https://drive.google.com/file/d/0B5rpSlfgabSMNkNtMIIPcHFycVk/view?usp=sharing>
C6- Making useful chemicals-
<https://drive.google.com/file/d/0B5rpSlfgabSMenhhM3FmRWJoTG8/view?usp=sharing>

GCSE Assessment Structure

Chemistry Paper 1: Breadth

cover all Chemistry topics
short answer questions up to 3 marks
1 hour 45 minutes
90 marks
50% weighting

Chemistry Paper 2: Depth

cover all Chemistry topics
structured questions including extended writing
1 hour 45 minutes
90 marks
50% weighting

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

Gillotts Science Resource website

<https://sites.google.com/gillotts.org.uk/gillottsscience/ks4-resources/chemistry>

CGP Chemistry revision guide and workbook (ordered through school) ISBN: 1782945628

BBC Bitesize: <https://www.bbc.com/bitesize/examspecs/zxy3frd>

Educake

GCSEPod

Focus Learning Science- <http://www.focuselearning.co.uk/u/1352/slupaAfEmeDkjABipBtedzxjtDCkqehcp>

Science – Physics (Triple Science)

Contact: Mr West
Email: swest@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science B J259	Link to Physics Section of Exam Board Website	GCSE Physics specification

Other key resources available from the Exam Board

Command word information:

<https://drive.google.com/file/d/0B5rpSlfgabSMNnBhVTVkYlIpVVk/view?usp=sharing>

GCSE Course Topic Structure

Topic Structure

P1- Radiation and Waves-

<https://drive.google.com/file/d/0B5rpSlfgabSMMGQxWUZzcDBGSkE/view?usp=sharing>

P2- Sustainable energy- <https://drive.google.com/file/d/0B5rpSlfgabSMU0tI Z05VSI NIT IU/view?usp=sharing>

P3- Electric circuits- <https://drive.google.com/file/d/0B5rpSlfgabSMMnYwbI NzQ2NBbFk/view?usp=sharing>

P4- Explaining motion- <https://drive.google.com/file/d/0B5rpSlfgabSMY0UteTY2WXZ2UU0/view?usp=sharing>

P5- Radioactive materials- <https://drive.google.com/file/d/0B5rpSlfgabSMbEVqZG5Ld0U I Skk/view?usp=sharing>

P6- Matter-models and explanations-

<https://drive.google.com/file/d/0B5rpSlfgabSMUnVqUVVaTXIPSm8/view?usp=sharing>

GCSE Assessment Structure

Physics Paper 1: Breadth

cover all Physics topics

short answer questions up to 3 marks

1 hour 45 minutes

90 marks

50% weighting

Physics Paper 2: Depth

cover all Physics topics

structured questions including extended writing

1 hour 45 minutes

90 marks

50% weighting

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

Gillotts Science Resource website- <https://sites.google.com/gillotts.org.uk/gillottsscience/ks4-resources/physics>

CGP Physics revision guide and workbook (ordered through school) ISBN: 1782945636

BBC Bitesize: <https://www.bbc.com/bitesize/examspecs/zt3gv4j>

Educake

GCSEPod

Focus Learning Science- <http://www.focuselearning.co.uk/u/1352/slupaAfEmeDkjABipBtedzxjtDCkqehcp>

Sociology

Contact: Mr Nash
Email: tnash@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
Eduqas	Exam Board Website Link	GCSE Sociology specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure

Key concepts and processes of cultural transmission

Key sociological concepts
Debates over the acquisition of identity
The process of socialisation

Families

Family diversity and different family forms in the UK and within a global context
Social changes and family structures
Social changes and family relationships
Sociological theories of the role of the family
Criticisms of family

Education

Sociological theories of the role of education
Processes inside schools
Patterns of educational achievement
Factors affecting educational achievement
Factors affecting educational achievement

Sociological research methods

Usefulness of different types of data
Methods of research
Sampling processes
Practical issues affecting research
Ethical issues affecting research

Social differentiation and stratification

Sociological theories of stratification
Different forms and sources of power and authority
Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality
Factors which may influence access to life chances and power
Poverty as a social issue

Crime and deviance

Social construction of concepts of crime and deviance
Social control

Patterns of criminal and deviant behaviour
Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)
Sources of data on crime

Applied methods of sociological enquiry

The process of research design
Interpreting data

GCSE Assessment Structure

Students will sit two written exams at the end of Year 11, lasting 1 hr 45 mins each. Both exams are worth 50% of the final grade.

Component 1: Understanding Social Processes (Key concepts and processes of cultural transmission; families; education; sociological research methods)

Component 2: Understanding Social Structures (Social differentiation and stratification; crime and deviance; applied methods of sociological enquiry)

Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)

The following websites and resources will provide useful support for your child during their GCSE (subject) course:

All effective resources required will be made available directly by the department.
All students are expected to read a quality broadsheet newspaper and/or watch the TV news and discuss this at home on a weekly basis.

Using GCSE Pod

Introduction

- GCSE Pod is an online tool which supports teaching and learning in every subject.
- The main way it can be used is by accessing online 'pods' which are 4-5 minute films on a wide range of topics.
- Teachers can also set questions which students can complete. Where these questions are multiple choice ones, GCSE Pod will mark these automatically although where they require longer answers, your teacher will need to mark them for you.

Website

- The website address for GCSE Pod is: <https://www.gcsepod.com>

Username and password

- Your username is your school email address.
- Your password (the first time you log in) is: Gillotts123

- I would suggest you change your password to your normal password for the school network.

Accessing the 'Pods'

- The quickest way to access the correct 'pods' is to click on the 'My Courses' tab.
- You should then scroll down to the subject you want to look at (e.g. Geography) and then select the right Exam Board code from the list on page 8 of this booklet.
- In the case of Geography we are following the AQA 9-1 Geography specification. This is the one you should select.
- You can then select the 'playlist' for the course and then click on the pod which you would like to view.

