



**GCSE Course Guide**  
**2024/25**



## Contents

Contacts	2
Introduction to the 9-1 GCSEs	4
How are the 9-1 GCSEs graded?	4
Exam Specifications	5
Accessing Past Papers	6
Key Exam Dates	6
How to use the rest of this booklet	6
Art and Design	7
BTEC Technical Award in Child Development	10
Dance	12
Design Technology	14
English Language and English Literature (separate GCSEs)	17
Food Preparation & Nutrition	20
Geography	22
History	24
Mathematics	27
Modern Foreign Language (French)	28
Modern Foreign Language (German)	31
Modern Foreign Language (Spanish)	34
Performing Arts (Drama)	37
Performing Arts (Music)	39
PE	41
Religious Studies	43
Science - Combined Science	45
Science – Biology (Triple Science)	48
Science – Chemistry (Triple Science)	50
Science – Physics (Triple Science)	52
Sociology	54

## 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 McBain	BTEC Technical Award in Child Development
Mrs Jansen (contact)	Dance
Mrs Wakefield	Design Technology
Ms Waeland	English Language & English Literature
Mrs Gosling (contact)	Food Preparation and Nutrition
Dr Newbold (contact)	Geography
Miss Flexen	History and Sociology
Ms Kershaw	Mathematics
Miss Erskine	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
A	8
	7
B	6
C	5
	4
D	3
E	2
F	
G	

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:

<b>Subject</b>	<b>Exam Board</b>	<b>Course Code</b>
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](http://www.aqa.org.uk)

Edexcel: [www.edexcel.com](http://www.edexcel.com)

Eduqas: [www.eduqas.co.uk](http://www.eduqas.co.uk)

OCR: [www.ocr.org.uk](http://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](mailto:whodges@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8202	<a href="#">Art &amp; Design Exam Board Website</a>	<a href="#">GCSE Art &amp; Design Specification</a>

### 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
<b>Term 1</b>	<p><b>Component 1: Introductory workshops</b>                      Students will be introduced to key skills, including drawing. They will use different media, processes and techniques in a series of mini projects and workshops. Work will be based on a theme such as “Natural Forms”.  <i>(Students will select the strongest pieces of work from these workshops to be included in their coursework portfolio.)</i></p>	<p><b>Component 1: Year 11 Sustained Project</b>                      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>
<b>Term 2</b>		<p><b>Component 2: Externally Set Assignment</b>                      Candidates choose a starting point from a series of questions set by the examination board.                      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. This work is assessed alongside the 10 hour test piece.</p>
<b>Term 3</b>		
<b>Term 4</b>	<p><b>Component 1: Sustained Project</b>                      A sustained 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><b>10 Hour Controlled Test (2 days)</b>                      Students complete the outcome that they have planned for in the preparatory period.  <i>Assessment and Moderation in May/June</i></p>
<b>Term 5</b>		

## 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 are 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/>

## BTEC Technical Award in Child Development

**Contact:** Mrs McBain  
**Email:** [pmcbain@gillotts.org.uk](mailto:pmcbain@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel BTEC 603/1914/8	<a href="#">Link to BTEC Tech Award in Child Development Section of the Exam Board Website</a>	<a href="#">BTEC Tech Award Child Development specification</a>

**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.pearsonschoolsandcolleges.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

<b>Dance</b>	
<b>Contact:</b>	Mrs Jansen
<b>Email:</b>	hjansen@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8236	<a href="#">Link to Dance Section of Exam Board Website</a>	<a href="#">GCSE Dance specification</a>

**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 1 hr 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**

<https://www.boyblue.co.uk/productions/eoe> - Emancipation of Expressionism, Boy Blue Ent, Kenrick H20 Sandy

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

<https://rambert.org.uk/about-rambert/rambert-archive/performance-database/works/a-linha-curva/>

- 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

<b>Design Technology</b>	
<b>Contact:</b>	Mrs Wakefield
<b>Email:</b>	<a href="mailto:fwakefield@gillotts.org.uk">fwakefield@gillotts.org.uk</a>

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel (IDT0)	<a href="#">Exam Board Website Link</a>	<a href="#">GCSE Specification Link</a>

<p><b>Other key resources available from the Exam Board</b></p> <p><a href="#">Command words used in exams - GCSE Specification, Appendix 5: Taxonomy</a></p> <p><a href="#">Edexcel Design and Technology (9-1) from 2017   Pearson qualifications (Published materials)</a></p>
---

<b>GCSE Course Topic Structure</b>
<p><b>Core content</b></p> <ul style="list-style-type: none"> <li>1.1 The impact of new and emerging technologies</li> <li>1.2 How the critical evaluation of new and emerging technologies informs design decisions;</li> <li>1.3 How energy is generated and stored in order to choose and use appropriate sources to make products and power systems</li> <li>1.4 Developments in modern and smart materials, composite materials and technical textiles</li> <li>1.5 The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of force</li> <li>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</li> <li>1.7 The use of programmable components to embed functionality into products in order to enhance and customise their operation</li> <li>1.8 The categorisation of the types, properties and structure of ferrous and non-ferrous metals</li> <li>1.9 The categorisation of the types, properties and structure of papers and boards</li> <li>1.10 The categorisation of the types, properties and structure of thermoforming and thermosetting polymers</li> <li>1.11 The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles</li> <li>1.12 The categorisation of the types, properties and structure of natural and manufactured timbers</li> <li>1.13 All design and technological practice takes place within contexts which inform outcomes</li> </ul>

- I.14 Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making
- I.15 Investigate and analyse the work of past and present professionals and companies in order to inform design
- I.16 Use different design strategies to generate initial ideas and avoid design fixation
- I.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/oktCjFxrmmBwegeuCBvlpzpDiyhduqrF>

### 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](mailto:hwaelend@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8700 AQA 8702)	<a href="#">English Section of Exam Board Website</a>	<a href="#">AQA   GCSE   English Literature   Specification at a glance</a>

**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

#### **ENGLISH LANGUAGE EXAM I Fiction Extract Analysis:**

25% 40 marks  
 Read and plan – 15 minutes

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

#### **ENGLISH LANGUAGE EXAM I Fiction Writing:**

25% 40 marks  
 45 minutes. 5 planning; 30 writing; 10 editing.

The opening of a story / a description suggested by a photograph or image.

- Clear, effective, imaginative writing
- Tone, style, register
- Organise ideas
- A range of vocabulary
- A range of sentence structures
- Accurate spelling

	<ul style="list-style-type: none"> <li>• Accurate punctuation</li> </ul>
<p><b>ENGLISH LANGUAGE EXAM 2</b> <b>Non-Fiction Analysis:</b></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 Q3: use of language 12 marks 12 minutes Q4: compare attitudes and how they are conveyed 16 marks 20 minutes</p>	<p><b>ENGLISH LANGUAGE EXAM 2</b> <b>Non-Fiction Writing:</b></p> <p>25% 40 marks 45 minutes. 5 planning; 30 writing; 10 editing.</p> <p>Write to present a viewpoint.</p> <ul style="list-style-type: none"> <li>• Clear, effective, imaginative writing</li> <li>• Tone, style, register</li> <li>• Organise ideas</li> <li>• A range of vocabulary</li> <li>• A range of sentence structures</li> <li>• Accurate spelling</li> <li>• Accurate punctuation</li> </ul>
<p><b>ENGLISH LITERATURE EXAM 1</b> <b>Romeo and Juliet</b></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"> <li>• Develop an informed, personal response.</li> <li>• Use textual references.</li> <li>• Analyse language, form and structure.</li> <li>• Use relevant subject terminology.</li> <li>• Show understanding of the context.</li> <li>• Accurate grammar, spelling and punctuation.</li> </ul>	<p><b>ENGLISH LITERATURE EXAM 1</b> <b>A Christmas Carol</b></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"> <li>• Develop an informed, personal response.</li> <li>• Use textual references.</li> <li>• Analyse language, form and structure.</li> <li>• Use relevant subject terminology.</li> <li>• Show understanding of the context.</li> </ul>
<p><b>ENGLISH LITERATURE EXAM 2</b> <b>An Inspector Calls</b></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"> <li>• Develop an informed, personal response.</li> <li>• Use textual references.</li> <li>• Analyse language, form and structure.</li> <li>• Use relevant subject terminology.</li> <li>• Show understanding of the context.</li> </ul>	<p><b>ENGLISH LITERATURE EXAM 2</b> <b>Anthology poetry comparison</b></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"> <li>• Develop an informed, personal response.</li> <li>• Use textual references.</li> <li>• Analyse language, form and structure.</li> <li>• Use relevant subject terminology.</li> <li>• Show understanding of the context.</li> </ul>

<ul style="list-style-type: none"> <li>• Accurate grammar, spelling and punctuation.</li> </ul>	
<p><b>ENGLISH LITERATURE EXAM 2</b> <b>Unseen poetry analysis</b></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"> <li>• Develop an informed, personal response.</li> <li>• Use textual references.</li> <li>• Analyse language, form and structure.</li> <li>• Use relevant subject terminology.</li> </ul>	<p><b>SPOKEN LANGUAGE:</b></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>

<p><b>Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)</b></p>
<p>We will be using the following editions of texts.</p> <p>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</p> <p>The AQA poetry anthology will be provided by the school.</p> <p>The following websites will be useful for revision: <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a></p>

## Food Preparation & Nutrition

**Contact:** Mrs C Gosling and Mrs F Wakefield  
**Email:** [cgosling@gillotts.org.uk](mailto:cgosling@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8585	<a href="https://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/assessment-resources">https://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585/assessment-resources</a>	<a href="https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF">https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF</a>

### 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.

<https://www.illuminatepublishing.com/product/aqa-gcse-food-preparation-and-nutrition-student-book>

[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](mailto:enewbold@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8035	<a href="#">Link to Geography Section of Exam Board Website</a>	<a href="#">GCSE Geography specification</a>  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 30 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. These will be run as one full day trip and one half day trip.. The cost of these trips is still to be confirmed although it will be approximately £60 in total.. Financial help may be available to support the cost of the trips.

#### **Textbook:**

GCSE Geography AQA Student Book, ISBN: 978-0198366614

## History

**Contact:** Miss Flexen  
**Email:** [lflexen@gillotts.org.uk](mailto:lflexen@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel 1H10	<a href="#">Exam Board Website Link</a>	<a href="#">GCSE History specification</a>
<b>Other key resources available from the Exam Board</b>		

## 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 20 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 50 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 30 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	<a href="#">Link to Maths Section of Exam Board Website</a>	<a href="#">GCSE Mathematics specification</a>
<b>Other key resources available from the Exam Board</b>		

### 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](http://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

In addition, we provide a selection of revision cards to support students to learn the key facts and formulae. Students would store these and use them little and often.

## Modern Foreign Language (French)

**Contact:** Miss Erskine  
**Email:** [jerskine@gillotts.org.uk](mailto:jerskine@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8652	<a href="#">Link to MFL Section for Exam Board Website</a>	<a href="#">GCSE French specification</a>

### Other key resources available from the Exam Board

Vocabulary and grammar lists  
[GCSE | French | Vocabulary lists and sound bank](#)

## 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: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

## 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

Dictation of short, spoken extracts

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 and 2 minutes at the end of the recording for students to check their work.)

Foundation Tier and Higher Tier

Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)

Section B – dictation where students transcribe sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

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

Communicating and interacting effectively in speech for a variety of purposes

Reading aloud and responding to visual stimuli

7–9 minutes (Foundation Tier) + 15 minutes preparation time

10–12 minutes (Higher Tier) + 15 minutes preparation time

50 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 – 10 marks (1 - 1.5 minutes at both tiers)

Reading aloud task and short conversation - 15 marks (2-2.5 minutes at Foundation tier, 3-3.5 minutes at Higher)

Photo card – 25 marks (4-5 minutes at Foundation tier, 6-7 at Higher)

- Part 1: Response to photos on the card (1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
- Part 2: Unprepared conversation (3 and 4 minutes at Foundation tier and between 4.5 and 5.5 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)

50 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 – 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 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and Higher Tier

**Foundation tier**

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

**Higher tier**

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 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:** Miss Erskine  
**Email:** [jerskine@gillotts.org.uk](mailto:jerskine@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8662	<a href="#">Link to MFL Section of Exam Board Website</a>	<a href="#">GCSE German specification</a>

### 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: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

## 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

Dictation of short, spoken extracts

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 and 2 minutes at the end of the recording for students to check their work.)

Foundation Tier and Higher Tier

Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)

Section B – dictation where students transcribe sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

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

Communicating and interacting effectively in speech for a variety of purposes

Reading aloud and responding to visual stimuli

7–9 minutes (Foundation Tier) + 15 minutes preparation time

10–12 minutes (Higher Tier) + 15 minutes preparation time

50 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 – 10 marks (1 - 1.5 minutes at both tiers)

Reading aloud task and short conversation - 15 marks (2-2.5 minutes at Foundation tier, 3-3.5 minutes at Higher)

Photo card – 25 marks (4-5 minutes at Foundation tier, 6-7 at Higher)

- Part 1: Response to photos on the card (1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
- Part 2: Unprepared conversation (3 and 4 minutes at Foundation tier and between 4.5 and 5.5 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)

50 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 – 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 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and Higher Tier



**Foundation tier**

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into German, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

**Higher tier**

- Question 1 – translation of sentences from English into German, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 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:** Miss Erskine  
**Email:** [jerskine@gillotts.org.uk](mailto:jerskine@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8692	<a href="#">Link to MFL Section of Exam Board Website</a>	<a href="#">GCSE Spanish specification</a>

### 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: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

### Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

### Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

## 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

Dictation of short, spoken extracts

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 and 2 minutes at the end of the recording for students to check their work.)

Foundation Tier and Higher Tier

Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)

Section B – dictation where students transcribe sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

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

Communicating and interacting effectively in speech for a variety of purposes

Reading aloud and responding to visual stimuli

7–9 minutes (Foundation Tier) + 15 minutes preparation time

10–12 minutes (Higher Tier) + 15 minutes preparation time

50 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 – 10 marks (1 - 1.5 minutes at both tiers)

Reading aloud task and short conversation - 15 marks (2-2.5 minutes at Foundation tier, 3-3.5 minutes at Higher)

Photo card – 25 marks (4-5 minutes at Foundation tier, 6-7 at Higher)

- Part 1: Response to photos on the card (1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
- Part 2: Unprepared conversation (3 and 4 minutes at Foundation tier and between 4.5 and 5.5 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)

50 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 – 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 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and Higher Tier

### **Foundation tier**

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

### **Higher tier**

- Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 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)		
<b>Contact:</b>	Mrs Alder	
<b>Email:</b>	Calder@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
Eduqas C690QS	<a href="#">Exam Board Website Link</a>	<a href="#">Specification</a>
<b>Other key resources available from the Exam Board</b>		

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 hours per fortnight.</p> <p>In the practical element students can be assessed as either an actor or a designer. (or both, one for each) Designers may choose between costume hair and makeup, set and props, lighting or sound.</p> <p><b>Year 10</b></p> <p>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><b>Year 11</b></p> <p>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><b>Component 1 Devising Theatre</b></p> <p>40% Practical assessment with written supporting evidence and evaluation.            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><b>Component 2 Performing from a Text</b></p> <p>20% Practical assessment            Perform an extract from a script. Students must study two ten minute extracts and make a cohesive performance from this            Externally assessed by a visiting examiner 20% of qualification.</p> <p><b>Component 3 Interpreting Theatre</b></p> <p>40% Written assessment            Written examination: 1 hour 30 minutes 40% of qualification.            Section A: 45 Marks            Set Text</p>

Section B: 15 marks

Live Theatre Review

The current set text is *The IT* by Vivienne Franzmann

**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](#)

[WJEC/EDUQAS GSE DRAMA DESIGNING](#)

## Performing Arts (Music)

**Contact:** Mrs Alder & Mr Grice  
**Email:** [calder@gillotts.org.uk](mailto:calder@gillotts.org.uk)  
[sgrice@gillotts.org.uk](mailto:sgrice@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel IMU0	<a href="#">Exam Board Website Link</a>	<a href="#">Specification</a>

### Other key resources available from the Exam Board

[Difficulty Levels Booklet](#)

## GCSE Course Topic Structure

### Year 10

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

### Year 11

In year 11 students will complete their two compositions, one free and one 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 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 with written commentary of the composition must be submitted as well as a recording of the composition.

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 plus 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	<a href="#">Link to the PE Section of the Exam Board Website</a>	<a href="#">GCSE PE specification</a>

**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](mailto:gsilk@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8062	<a href="#">Link to Religious Studies Section of Exam Board Website</a>	<a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8061/specification/specification-at-a-glance">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8061/specification/specification-at-a-glance</a>

### Other key resources available from the Exam Board

Past papers

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

Subject content

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8061/specification/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.amazon.co.uk/dp/9780198370345)

AQA GCSE RS I: Christianity

ISBN-13: [978-0-19-837033-8](https://www.amazon.co.uk/dp/9780198370338)

## Science - Combined Science

**Contact:** Mr West  
**Email:** [swest@gillotts.org.uk](mailto:swest@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science B J260	<a href="#">Link to Combined Science Section of Exam Board Website</a>	<a href="#">GCSE Combined Science specification</a>

### 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 -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/0B5rpSlfgabSMVkk3R0lCcXg2Rjg/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/0B5rpSlfgabSMRlBWNmxoQUIUUGM/view?usp=sharing>

C4- Material choices

<https://drive.google.com/file/d/0B5rpSlfgabSMdHBzRFNyWGlrNIE/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/0B5rpSlfgabSMbEVfeTdMd0Ihd2s/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/slupaAfEmeDkjABipBtedzxjtDCkqehcp>

## Science – Biology (Triple Science)

**Contact:** Mr West  
**Email:** [swest@gillotts.org.uk](mailto:swest@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science J257	<a href="#">Link to Biology Section of the Exam Board Website</a>	<a href="#">GCSE Biology specification</a>

### Other key resources available from the Exam Board

Command word information:

<https://drive.google.com/file/d/0B5rpSlfgabSMNnBhVTVkYI1pVVk/view?usp=sharing>

## GCSE Course Topic Structure

### Topic Structure -Biology

B1- You and your genes

<https://drive.google.com/file/d/0B5rpSlfgabSMZm9fVIpYQzFzZzg/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/0B5rpSlfgabSMcGVlWRSejhLNGs/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](mailto:swest@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science B J258	<a href="#">Link to Chemistry Section of the Exam Board Website</a>	<a href="#">GCSE Chemistry specification</a>

### Other key resources available from the Exam Board

Command word information:

<https://drive.google.com/file/d/0B5rpSlfgabSMNnBhVTVkYI1pVVk/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](mailto:swest@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
OCR 21st Century Science B J259	<a href="#">Link to Physics Section of Exam Board Website</a>	<a href="#">GCSE Physics specification</a>

### Other key resources available from the Exam Board

Command word information:

<https://drive.google.com/file/d/0B5rpSlfgabSMNnBhVTVkYI1pVVk/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 NITIU/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/0B5rpSlfgabSMbEVqZG5Ld0UI 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:** Miss Flexen  
**Email:** [lflexen@gillotts.org.uk](mailto:lflexen@gillotts.org.uk)

Specification Code	Exam Board Website Link	GCSE Specification Link
Eduqas	<a href="#">Exam Board Website Link</a>	<a href="#">GCSE Sociology specification</a>

### 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.



