

# **GCSE Course Guide**

## **2025/26**

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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 McBain	BTEC Technical Award in Child Development
Mrs Jansen (contact)	Dance
Mrs Wakefield	Design Technology
Ms Waeland	English Language & English Literature
Mrs Wakefield (contact)	Food Preparation and Nutrition
Dr Newbold (contact)	Geography
Mr Yeatman	History and Sociology
Ms Pimentel	Mathematics
Ms Erskine	Modern Foreign Languages (French, German and Spanish)
Miss Rogers	PE
Mrs Alder	Performing Arts (Drama and Music)
Mrs Silk	Religious Studies
Mrs Tristem	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
	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
Chemistry	OCR	J258
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	8652
Geography	AQA	8035
German	AQA	8662
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	8692

## 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	
<b>Contact:</b>	Mrs Hodges
<b>Email:</b>	whodges@gillotts.org

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

GCSE Course Topic Structure		
	Yr 10	Yr 11
<b>Term 1</b>	<b>Component 1: Introductory workshops</b> 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>	<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>
<b>Term 2</b>		<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. All of this preparatory work is assessed.
<b>Term 3</b>		
<b>Term 4</b>	<b>Component 1: Sustained Project</b> 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>	<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>
<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 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/>

Visiting galleries and museums is also very useful in widening a student's understanding and appreciation of Art and Design.

## BTEC Technical Award in Child Development

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

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>
<b>Other key resources available from the Exam Board</b>		

## 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 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

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

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>
<b>Other key resources available from the Exam Board</b>		

GCSE Course Topic Structure
<p><b>Theory:</b></p> <p>Safe Dance practice (warm up, cool down, nutrition, hydration, skills of performance).</p> <p>Dance appreciation of six professional set works -</p> <ul style="list-style-type: none"> <li>• Emancipation of Expressionism</li> <li>• A Linha Curva</li> <li>• Shadows</li> <li>• Within Her Eyes</li> <li>• Artificial Things</li> <li>• Infra</li> </ul> <p>Critical appreciation of own performance and choreography.</p> <p><b>Practical performance:</b></p> <p>Students must learn how to perform as a solo dancer for approximately <b>one</b> minute.</p> <p>In conjunction with the student, the teacher must select <b>two</b> of the set phrases for each student to perform as a soloist, from the choice of four set by AQA.</p> <p>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> <li>• Physical skills and attributes safely during performance</li> <li>• Technical skills accurately and safely during performance</li> <li>• Expressive skills</li> <li>• Mental skills and attributes during performance</li> </ul>

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>

**Professional Works videos**

[E of E video](#) - Emancipation of Expressionism, Boy Blue Ent, Kenrick H20 Sandy

[Shadows Video](#) - Shadows, Phoenix Dance Theatre

[A Linha Curva Video](#) - A Linha Curva, Itzik Galili

[Within Her Eyes video](#) - Within her Eyes, James Cousins

[Artificial Things Video](#) - Stop Gap Artificial Things

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

Google classroom

Design Technology	
<b>Contact:</b>	Mrs Wakefield
<b>Email:</b>	fwakefield@gillotts.org

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

#### 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	
<b>Core content</b>	
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: 1DT0/1A, 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: 1DT0/02)

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/oktCjFxrmmBwgeuCBvlpzpDiyhduqrF>

#### **BBC Bitesize:**

[GCSE DT Edexcel BBC Bitesize Links](#)

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

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>
<b>Other key resources available from the Exam Board</b>		

## 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

<b>ENGLISH LANGUAGE EXAM 1</b> <b>Fiction Extract Analysis:</b>  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	<b>ENGLISH LANGUAGE EXAM 1</b> <b>Fiction Writing:</b>  25% 40 marks 45 minutes. 5 planning; 30 writing; 10 editing.  The opening of a story / a description suggested by a photograph or image. <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>
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<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> <li>• Accurate grammar, spelling and punctuation.</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>

<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>
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<b>Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)</b>
<p>We will be using the following editions of texts.</p> <p>A Christmas Carol - Collins Classroom Classics edition ISBN-10 008325960</p> <p>Romeo and Juliet - The Complete Play CGP ISBN 978-1841461229</p> <p>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	
<b>Contact:</b>	Mrs Gosling
<b>Email:</b>	cgosling@gillotts.org

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8585	<a href="#">Link to Food Section of Exam Board Website</a>	<a href="#">Specification Link</a>
<b>Other key resources available from the Exam Board</b>  <b>Command words used in exams</b> <a href="#">Command words</a>		

GCSE Course Topic Structure
<b>Food, nutrition and health:</b> Macronutrients, micronutrients, nutritional needs and health <b>Food science:</b> Cooking of food and heat transfer, functional and chemical properties of food <b>Food safety:</b> Food spoilage and contamination, principles of food safety <b>Food choice:</b> Factors affecting food choice, British and international cuisines, sensory evaluation <b>Food provenance:</b> Environmental impact and sustainability of food, food processing and production
GCSE Assessment Structure
<b>Exam Board AQA</b> 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: <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance</li> </ul>

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 Food Preparation and Nutrition Revision Book](#)

[AQA Food Preparation and Nutrition](#)

[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	
<b>Contact:</b>	Dr Newbold
<b>Email:</b>	enewbold@gillotts.org

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)
<b>Other key resources available from the Exam Board</b>  <b>Command words used in exams</b> <a href="http://www.aqa.org.uk/resources/geography/gcse/geography/teach/command-words">http://www.aqa.org.uk/resources/geography/gcse/geography/teach/command-words</a>  <b>Key words and definitions</b> <a href="http://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF</a>		

GCSE Course Topic Structure
<p><b>Paper 1 – Living with the physical environment</b>  Section A – The challenge of natural hazards  Section B – The living world  Section C – Physical landscapes in the UK</p> <p><b>Paper 2 – Challenges in the human environment</b>  Section A – Urban issues and challenges  Section B – The changing economic world  Section C – The challenge of resource management</p> <p><b>Paper 3 Geographical applications</b>  Section A – Issue evaluation  Section B – Fieldwork</p> <p>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.</p>

## 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. 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	
<b>Contact:</b>	Mr Yeatman
<b>Email:</b>	pyeatman@gillotts.org

Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel 1HI0	<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
<p><b>Paper 1 - Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</b></p> <p><b>Medicine in Britain, c1250–present</b></p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness</li> <li>• Approaches to prevention and treatment</li> <li>• Case study (The Black Death)</li> </ul> <p><b>c1500–c1700: The Medical Renaissance in England</b></p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness</li> <li>• Approaches to prevention and treatment</li> <li>• Case studies (William Harvey. The Great Plague)</li> </ul> <p><b>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</b></p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness</li> <li>• Approaches to prevention and treatment</li> <li>• Case studies (Jenner. Cholera in London)</li> </ul> <p><b>c1900–present: Medicine in modern Britain</b></p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness</li> <li>• Approaches to prevention and treatment</li> <li>• Case studies (Penicillin. The fight against lung cancer).</li> </ul> <p><b>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</b></p> <ul style="list-style-type: none"> <li>• The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</li> <li>• Knowledge, selection and use of sources for historical enquiries</li> </ul> <p><b>Paper 2 - Anglo-Saxon and Norman England, c1060–88</b></p>



### **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	
<b>Contact:</b>	Frankie Pimentel
<b>Email:</b>	fpimentel@gillotts.org

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
<p>Course content is taught throughout year 10 and 11. Topics are interwoven to allow plenty of revisiting.</p> <p>Any of the topics on the specification can appear on either/all of the papers.</p>
GCSE Assessment Structure
<p>Paper 1 – Non-calculator (Foundation and Higher papers – 1hr 30mins)</p> <p>Paper 2 – Calculator (Foundation and Higher papers – 1hr 30 mins)</p> <p>Paper 3 - Calculator (Foundation and Higher papers - 1hr 30 min)</p>
Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)
<p>The following websites and resources will provide useful support for your child during their GCSE (subject) course:</p> <p><a href="#">Sparx Maths</a> 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.</p> <p><a href="http://www.corbettmaths.com">www.corbettmaths.com</a> - Topic based exam questions, and 5 a day quiz.</p> <p><a href="https://www.mathsgenie.co.uk/">https://www.mathsgenie.co.uk/</a> - plenty of past papers and exam questions grouped by grade and topic</p>

## Modern Foreign Language (French)

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

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8652	<a href="#">Link to French 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 | 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: 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 traditions
- Topic 3: Celebrity culture

### Theme 3: Current and future study and employment

- 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

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 checking time at the end of the test)

Foundation Tier and Higher Tier

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

Section B – a dictation exercise where students are required to write down what they hear (minimum of 20 words at Foundation, and 30 words at Higher tier)

**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

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 materials for the tasks. The timings are slightly different too:

Role-play – 10 marks (between 1-1.5 minutes at Foundation and Higher Tier)

Read Aloud – 15 marks (max. 2.5 minutes at Foundation Tier; max. 3.5 minutes at Higher Tier)

Discussion of a photo + conversation– 25 marks (4–5 minutes at Foundation Tier; 6–7 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)

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 – message (student produces five sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to five brief bullet points, approximately 50 words in total) – there is a choice from two questions - 10 marks

Question 3 – grammar (student fills in gaps in sentences using words provided to demonstrate accurate application of grammar) – 5 marks

Question 4 – translation into French (minimum of 35 words) - 10 marks

Question 5 - structured writing task (student responds to three compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

Higher Tier

Question 1 –translation into French (minimum of 50 words) - 10 marks

Question 2 – structured writing task (student responds to three compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

Question 3 – open ended writing task (student responds to two compulsory bullet points) which demonstrates a the student's ability ot make more creative use of prescribed vocabulary, 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)	
<b>Contact:</b>	Miss Erskine
<b>Email:</b>	jerskine@gillotts.org

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>
<b>Other key resources available from the Exam Board</b> Vocabulary and grammar lists <a href="#">GCSE   German   Subject content</a>		

GCSE Course Topic Structure
<p>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.</p> <p><b>Theme 1: People and lifestyle</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Identity and relationships with others</li> <li>• Topic 2: Healthy living and lifestyle</li> <li>• Topic 3: Education and work</li> </ul> <p><b>Theme 2: Popular culture</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Free time activities</li> <li>• Topic 2: Customs, festivals and traditions</li> <li>• Topic 3: Celebrity culture</li> </ul> <p><b>Theme 3: Current and future study and employment</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Travel and tourism, including places of interest</li> <li>• Topic 2: Media and technology</li> <li>• Topic 3: The environment and where people live</li> </ul>
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, and 2 minutes checking time at the end of the test)

Foundation Tier and Higher Tier

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

Section B – a dictation exercise where students are required to write down what they hear (minimum of 20 words at Foundation, and 30 words at Higher tier)

**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

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 materials for the tasks. The timings are slightly different too:

Role-play – 10 marks (between 1–1.5 minutes at Foundation and Higher Tier)

Read Aloud – 15 marks (max. 2.5 minutes at Foundation Tier; max. 3.5 minutes at Higher Tier)

Discussion of a photo + conversation– 25 marks (4–5 minutes at Foundation Tier; 6–7 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)

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 – message (student produces five sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to five brief bullet points, approximately 50 words in total) – there is a choice from two questions - 10 marks

Question 3 – grammar (student fills in gaps in sentences using words provided to demonstrate accurate application of grammar) – 5 marks

Question 4 – translation into German (minimum of 35 words) - 10 marks

Question 5 - structured writing task (student responds to three compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

#### Higher Tier

Question 1 –translation into German (minimum of 50 words) - 10 marks

Question 2 – structured writing task (student responds to three compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

Question 3 – open ended writing task (student responds to two compulsory bullet points) which demonstrates a the student’s ability ot make more creative use of prescribed vocabulary, 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)	
<b>Contact:</b>	Miss Erskine
<b>Email:</b>	jerskine@gillotts.org

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>
<b>Other key resources available from the Exam Board</b>  Vocabulary and grammar lists <a href="#">GCSE   Spanish   Subject content</a>		

GCSE Course Topic Structure
<p>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.</p> <p><b>Theme 1: People and lifestyle</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Identity and relationships with others</li> <li>• Topic 2: Healthy living and lifestyle</li> <li>• Topic 3: Education and work</li> </ul> <p><b>Theme 2: Popular culture</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Free time activities</li> <li>• Topic 2: Customs, festivals and traditions</li> <li>• Topic 3: Celebrity culture</li> </ul> <p><b>Theme 3: Current and future study and employment</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Travel and tourism, including places of interest</li> <li>• Topic 2: Media and technology</li> <li>• Topic 3: The environment and where people live</li> </ul>
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, and 2 minutes checking time at the end of the test)

Foundation Tier and Higher Tier

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

Section B – a dictation exercise where students are required to write down what they hear (minimum of 20 words at Foundation, and 30 words at Higher tier)

**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

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 materials for the tasks. The timings are slightly different too:

Role-play – 10 marks (between 1–1.5 minutes at Foundation and Higher Tier)

Read Aloud – 15 marks (max. 2.5 minutes at Foundation Tier; max. 3.5 minutes at Higher Tier)

Discussion of a photo + conversation– 25 marks (4–5 minutes at Foundation Tier; 6–7 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)

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 – message (student produces five sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to five brief bullet points, approximately 50 words in total) – there is a choice from two questions - 10 marks

Question 3 – grammar (student fills in gaps in sentences using words provided to demonstrate accurate application of grammar) – 5 marks

Question 4 – translation into Spanish (minimum of 35 words) - 10 marks

Question 5 - structured writing task (student responds to three compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

#### Higher Tier

Question 1 –translation into Spanish (minimum of 50 words) - 10 marks

Question 2 – structured writing task (student responds to three compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 15 marks

Question 3 – open ended writing task (student responds to two compulsory bullet points) which demonstrates a the student’s ability ot make more creative use of prescribed vocabulary, 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	
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><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.</p> <p>Students will complete mini assessments on practitioners such as Stanislavski, Brecht, Frantic Assembly, Berkoff and Rice.</p> <p>Following this they will select their favourite for final assessment. This devised piece will be assessed alongside written work that is practised throughout the course.</p> <p>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 prepare a scripted piece for Component 2 and then study the set text for the remainder of the Component 3 exam,</p> <p>Component 1 and 2 can be approached as either an actor or a designer.</p>
GCSE Assessment Structure
<p><b>Component 1</b></p> <p>40% Practical assessment with written supporting evidence.</p> <p>Devising Theatre</p> <p>Non-exam assessment: internally assessed, externally moderated.</p> <p>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</b></p> <p>20% Practical assessment</p> <p>Performing from a Text</p> <p>Non-exam assessment: externally assessed by a visiting examiner 20% of qualification.</p> <p><b>Component 3</b></p> <p>40% Written assessment</p>

## Interpreting Theatre

Written examination: 1 hour 30 minutes 40% of qualification.

Section A: 45 Marks

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](#)

## Performing Arts (Music)

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

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](#)  
[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	
<b>Contact:</b>	Miss Rogers
<b>Email:</b>	hrogers@gillotts.org

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>
<b>Other key resources available from the Exam Board</b>		

GCSE Course Topic Structure
<p>Below is all the content of the theory side of the course</p> <p><b>Component 01: Physical factors affecting performance - 30% of total GCSE</b></p> <p><b>1.1 Applied anatomy and physiology =</b></p> <ul style="list-style-type: none"> <li>1.1a The structure and function of the Skeletal System</li> <li>1.1b The structure and function of the Muscular System</li> <li>1.1c Movement analysis</li> <li>1.1d The Cardiovascular and Respiratory Systems</li> <li>1.1e Effects of exercise on the body systems</li> </ul> <p><b>1.2 Physical training =</b></p> <ul style="list-style-type: none"> <li>1.2a Components of fitness</li> <li>1.2b Applying the principles of training</li> <li>1.3c Preventing injury in physical activity and training</li> </ul> <p><b>Component 02: Socio-cultural issues and sports psychology - 30% of total GCSE</b></p> <p><b>2.1 Socio-cultural influences</b></p> <ul style="list-style-type: none"> <li>2.1a Engagement patterns of different social groups in physical activities and sports</li> <li>2.1b Commercialisation of physical activity and sport</li> <li>2.1c Ethical and socio-cultural issues in physical activity and sport</li> </ul> <p><b>2.2 Sports psychology</b></p> <ul style="list-style-type: none"> <li>2.2 Sports psychology</li> </ul> <p><b>2.3 Health, fitness and well-being</b></p> <ul style="list-style-type: none"> <li>2.3 Health, fitness and well-being</li> </ul>

## 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	
<b>Contact:</b>	Mrs Silk
<b>Email:</b>	gsilk@gillotts.org

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8062	<a href="https://www.aqa.org.uk/">https://www.aqa.org.uk/</a>	<a href="#">Specification from exam board</a> <a href="#">Scheme of assessment</a>
<b>Other key resources available from the Exam Board</b>  Past papers <a href="#">AQA   GCSE   Religious Studies A   Assessment resources</a>		

GCSE Course Topic Structure
<b>Year 11 students</b>  <b>Paper 1 - Christianity and Islam</b> 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  <b>Paper 2 - Thematic Studies</b> 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

<https://www.amazon.co.uk/GCSE-Religious-Studies-AQA-Islam/dp/0198370342>

AQA GCSE RS I: Christianity

<https://www.amazon.co.uk/GCSE-Religious-Studies-AQA-Christianity/dp/0198370334>

## Science - Combined Science

**Contact:** Mrs C Tristem  
**Email:** [ctristem@gillotts.org](mailto:ctristem@gillotts.org)

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/open?id=IhEbAudxpD2gpCuE4X2hoA4oEfbXQtcGa>

## GCSE Course Topic Structure

### Topic Structure -Biology

B1- You and your genes

<https://drive.google.com/open?id=IpygdtRB-5gxtMbGvxJmIy5tWW2WhN2O>

B2- Keeping healthy

<https://drive.google.com/open?id=I0PZfvKEfwIBCbs65VWF6A0AWPfX7uH8t>

B3- Living together-food and ecosystems

<https://drive.google.com/open?id=IUNqbs qUMhYhzLVowiDR58nXfmu6tRj7>

B4- Using food and controlling growth

<https://drive.google.com/open?id=ILacorM8LvI3p-B4dS48G2bp-qqldyV6p>

B5- The human body-staying alive

[https://drive.google.com/open?id=ItYdbwr4E3ObwGw53PljF4T\\_Lm0bYZUC4](https://drive.google.com/open?id=ItYdbwr4E3ObwGw53PljF4T_Lm0bYZUC4)

B6- Life on earth-past, present and future

<https://drive.google.com/open?id=IA8UqS03ilIWp23hwYkNzBwCG9ebhhDyi>

### Topic structure- Chemistry

C1- Air and water

<https://drive.google.com/open?id=I3E-QJb8g3dxOxbDZbAm9xCsSg7Bam0kj>

C2- Chemical patterns

<https://drive.google.com/open?id=IdnQh6mOckjZkbmFPNFoeSX0ommHX4nz>

C3- Chemicals in the natural environment

<https://drive.google.com/open?id=I7NcRSJNk9VIIUxX9NnsWf6hmbdLtlhLL>

C4- Material choices

[https://drive.google.com/open?id=I17pvnc4-\\_CYrmC4JI5C\\_ZIcWveC7a7N](https://drive.google.com/open?id=I17pvnc4-_CYrmC4JI5C_ZIcWveC7a7N)

C5- Chemical analysis

[https://drive.google.com/open?id=IBlmVvnZA3RybTC\\_VMEj0gtmY-vqiA9S7](https://drive.google.com/open?id=IBlmVvnZA3RybTC_VMEj0gtmY-vqiA9S7)

C6- Making useful chemicals

[https://drive.google.com/open?id=1MSz\\_1Vev-TogKdo7cRuxSZ1hURbP5LTX](https://drive.google.com/open?id=1MSz_1Vev-TogKdo7cRuxSZ1hURbP5LTX)

### Topic Structure- Physics

P1- Radiation and Waves

<https://drive.google.com/open?id=124nE3k13A4sZvLWKiSsKeFpUwWZG0YnH>

P2- Sustainable energy

<https://drive.google.com/open?id=1dbAijRSCIEjQeGZGSX25HdvisLfK100L>

P3- Electric circuits

<https://drive.google.com/open?id=15SZCVUrdLEwArrds2tZh3lrehEF-dj8v>

P4- Explaining motion

<https://drive.google.com/open?id=1kFVXaYyeaSP5I3iuli7Vhqe3lpK2x2Nx>

P5- Radioactive materials

[https://drive.google.com/open?id=1I80111UCNdKXtp\\_zlQfDkRatvuzxnZKu](https://drive.google.com/open?id=1I80111UCNdKXtp_zlQfDkRatvuzxnZKu)

P6- Matter-models and explanations

[https://drive.google.com/open?id=1uGqJwMrtSF3QxkcjXH5\\_7dFFZMP06Aj6](https://drive.google.com/open?id=1uGqJwMrtSF3QxkcjXH5_7dFFZMP06Aj6)

### 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)	
<b>Contact:</b>	Mrs C Tristem
<b>Email:</b>	<a href="mailto:ctristem@gillotts.org">ctristem@gillotts.org</a>

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>
<b>Other key resources available from the Exam Board</b> Command word information: <a href="https://drive.google.com/open?id=1hEbAudxpD2gpCuE4X2hoA4oEfbXQtcGa">https://drive.google.com/open?id=1hEbAudxpD2gpCuE4X2hoA4oEfbXQtcGa</a>		

GCSE Course Topic Structure
<b>Topic Structure -Biology</b> B1- You and your genes <a href="https://drive.google.com/open?id=1ccyzezsni-5U2ny7TQTFP-m36A9JOZ7s">https://drive.google.com/open?id=1ccyzezsni-5U2ny7TQTFP-m36A9JOZ7s</a> B2- Keeping healthy <a href="https://drive.google.com/open?id=1mZL-T-nicdwdpYkk7SujYK5b5McyjZcO">https://drive.google.com/open?id=1mZL-T-nicdwdpYkk7SujYK5b5McyjZcO</a> B3- Living together-food and ecosystems <a href="https://drive.google.com/open?id=1GfcyW5jt_htgEP6B0_Izc5dIhrBC5fDy">https://drive.google.com/open?id=1GfcyW5jt_htgEP6B0_Izc5dIhrBC5fDy</a> B4- Using food and controlling growth <a href="https://drive.google.com/open?id=10o3w1jUYZs2JHLgGOCr6nn6nLj9safKT">https://drive.google.com/open?id=10o3w1jUYZs2JHLgGOCr6nn6nLj9safKT</a> B5- The human body-staying alive <a href="https://drive.google.com/open?id=1o-DZaUSY789ys3yb4IWHbiEI00A_j4gl">https://drive.google.com/open?id=1o-DZaUSY789ys3yb4IWHbiEI00A_j4gl</a> B6- Life on earth-past, present and future <a href="https://drive.google.com/open?id=1rGH9zR2uWcxy6GmJzN28QbEdvkBrQzF">https://drive.google.com/open?id=1rGH9zR2uWcxy6GmJzN28QbEdvkBrQzF</a>
GCSE Assessment Structure
<b>Biology Paper 1: Breadth</b> 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:** Mrs C Tristem  
**Email:** [ctristem@gillotts.org](mailto:ctristem@gillotts.org)

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/open?id=1hEbAudxpD2gpCuE4X2hoA4oEfbXQtcGa>

## GCSE Course Topic Structure

### Topic structure- Chemistry

C1- Air and water

<https://drive.google.com/open?id=1o9QVnYcR6NlaOa0K3oRhjXGeFNLa8XAS>

C2- Chemical patterns

[https://drive.google.com/open?id=1hCfdg8rvirR\\_e80\\_3ycK3g8lQkaC5P40](https://drive.google.com/open?id=1hCfdg8rvirR_e80_3ycK3g8lQkaC5P40)

C3- Chemicals in the natural environment

[https://drive.google.com/open?id=1hCfdg8rvirR\\_e80\\_3ycK3g8lQkaC5P40](https://drive.google.com/open?id=1hCfdg8rvirR_e80_3ycK3g8lQkaC5P40)

C4- Material choices

<https://drive.google.com/open?id=1sRLbeMzqopMkzp6uqYC2FLO86HIWCrFx>

C5- Chemical analysis

<https://drive.google.com/open?id=1fN7fvCbLgAPHZoyqurKplcOhnadKqvoz>

C6- Making useful chemicals

<https://drive.google.com/open?id=1cQienVtMWMhG5ZqRCT7HRYOp5bjY3kTu>

## 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:** Mrs C Tristem  
**Email:** [ctristem@gillotts.org](mailto:ctristem@gillotts.org)

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/open?id=1hEbAudxpD2gpCuE4X2hoA4oEfbXQtcGa>

## GCSE Course Topic Structure

### Topic Structure

P1- Radiation and Waves

<https://drive.google.com/open?id=1Q88YtQmQya0KJQquYASkrq6Z20rZNgTE>

P2- Sustainable energy

[https://drive.google.com/open?id=1w0jvagO3zyNNvLouiW\\_eE5m1bEDJpPBI](https://drive.google.com/open?id=1w0jvagO3zyNNvLouiW_eE5m1bEDJpPBI)

P3- Electric circuits

<https://drive.google.com/open?id=1USjAlgZUfmBP8CTOsBAjrUjgAj-G2rRU>

P4- Explaining motion

<https://drive.google.com/open?id=1Nk3Ct9akq31Q8l30hBbRC9WmQynb2U28>

P5- Radioactive materials

<https://drive.google.com/open?id=1fCPyZseUqyGHGEY72Xk93QKblhyIMvKw>

P6- Matter-models and explanations

<https://drive.google.com/open?id=1gY2Cv9PqudB1kgmAwfapiwRtXHnrevF0>

## 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	
<b>Contact:</b>	Mr Nash
<b>Email:</b>	tnash@gillotts.org

Specification Code	Exam Board Website Link	GCSE Specification Link
Eduqas	<a href="#">Exam Board Website Link</a>	<a href="#">GCSE Sociology specification</a>
<b>Other key resources available from the Exam Board</b>		

GCSE Course Topic Structure
<p><b>Key concepts and processes of cultural transmission</b></p> <p>Key sociological concepts</p> <p>Debates over the acquisition of identity</p> <p>The process of socialisation</p> <p><b>Families</b></p> <p>Family diversity and different family forms in the UK and within a global context</p> <p>Social changes and family structures</p> <p>Social changes and family relationships</p> <p>Sociological theories of the role of the family</p> <p>Criticisms of family</p> <p><b>Education</b></p> <p>Sociological theories of the role of education</p> <p>Processes inside schools</p> <p>Patterns of educational achievement</p> <p>Factors affecting educational achievement</p> <p>Factors affecting educational achievement</p> <p><b>Sociological research methods</b></p> <p>Usefulness of different types of data</p> <p>Methods of research</p> <p>Sampling processes</p> <p>Practical issues affecting research</p> <p>Ethical issues affecting research</p>

### **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.