

GCSE Course Guide

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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

TBC	Art & Design
Mrs McBain	Children's Play, Learning & Development
Mr Whitehouse (contact)	Business Studies
Mrs Trish McBain	BTEC Children's Play
Ms Claire Collyer	BTEC Workskills
Miss Jansen (contact)	Dance
Mrs Alder (contact)	Drama
Ms Flett	English Language & English Literature
Miss Graham (contact)	Food Preparation and Nutrition
Dr Newbold	Geography
Mr Yeatman	History and Sociology
Mrs Kershaw	Mathematics
Mrs Valler	Modern Foreign Languages (French, German and Spanish)
Mrs David	Music
Miss Rogers	PE
Mrs Wakefield	Design Technology
Mrs Silk	Religious Studies
Mr West	Science
Dr Newbold (contact)	SkillForce

Introduction to the 9-1 GCSEs

Almost all of the GCSEs which you will be taking next summer are on the new 9-1 GCSE specifications. The only exceptions are Resistant Materials and Sociology (which still follow the old A*-G specifications) and BTEC Children's Play, Learning and Development.

The key changes associated with the new 9-1 GCSEs are summarised below.

How will the new GCSEs be graded?

The new GCSE qualifications which you will be taking include changes in the type and volume of course content – with more content in some subjects and more challenging content also being introduced. They also involve a move from the existing grade scale (based on A*-G or U) to a new, numerical scale based on 9-1 (9 is the highest grade).

How does this new grade scale compare with the old one?

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

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

The Government's benchmark for achievement for students in English and Maths has also now changed. Under the old GCSEs (based on the A*-G scale) a 'C' grade or above was regarded as a 'good' pass. Under the new 9-1 grade scale a pass at a Grade 4 or above (equivalent to a C grade or above on the previous scale) is now 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 Children's Play, Learning and Development	Edexcel	HDR09
Business Studies	Edexcel	IBS0
Chemistry	OCR	J258
Dance	AQA	8236
Design Technology	Edexcel	IDT0
Drama	WJEC	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	Educas	C200QS
Spanish	AQA	8698

Accessing Past Papers

As the GCSEs which your child will be studying are new qualifications past papers are not yet available. It is possible to purchase exam-style question booklets (e.g. from Amazon) but it is important to ensure that these are matched to the specification which your child is following - details of which can be found in the subject sections which follow.

The website addresses for the main examination boards are:

AQA: www.aqa.org.uk

Edexcel: www.edexcel.com

Eduqas: www.eduqas.co.uk

OCR: www.ocr.org.uk

Key Exam Dates

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

<http://gillotts.oxon.sch.uk/teaching-and-learning/exam-information>

Year 11 GCSE Exams - The GCSE exams will 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:	Rachel Ashman	
Email:	rashman@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8202	Link to Art & Design Section of Exam Board Website	GCSE Art & Design Specification
Other key resources available from the Exam Board		
http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206		

GCSE Course Topic Structure
<p>Unit 1 - Portfolio</p> <p>Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.</p> <p>Unit 2 - External Assessment</p> <p>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.</p>
GCSE Assessment Structure
<p>Unit 1 - Portfolio</p> <p>Portfolio 60% of the grade</p> <p>Assessment will be ongoing with weekly homework tasks and interim and final grades given for each project. Self-assessment, peer group marking and teacher assessment will be used. There will also be ongoing, intermittent one to one tutorials.</p> <p>Exam board marking criteria will be used at all times.</p> <p>Unit 2 - External Assessment</p> <p>40% of the grade</p> <p>The same criteria are used as for the portfolio. Teachers advise and assess work until the final 10 hour exam where students must work unaided.</p> <p>The final exam assessment will be done by staff and moderated by the exam board.</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>Exam Board http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p> <p>Useful for inspiration and research http://uk.pinterest.com/ http://www.artchive.com/ http://www.artcyclopedia.com/ https://www.bbc.co.uk/education/subjects/z6hs34j https://artsy.net/ http://www.besthistorysites.net/index.php/art-history</p>

Business Studies

Contact: Mr Ralph Whitehouse
Email: rwhitehouse@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
IBSO	Exam Board Website Link	GCSE Specification Link

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

Theme 1: Investigating small business

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

Theme 2: Building a business

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

GCSE Assessment Structure

Paper 1: Investigating small business

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Assessment overview

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

Paper 2: Building a business

Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks

Assessment overview

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

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

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

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

BTEC Children's Play		
Contact:	Mrs Trish McBain	
Email:	pmcbain@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel BTEC 600/6814/0	Link to Children's Play Section of the Exam Board Website	BTEC Children's Play specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure
<p>Unit 1</p> <p>A. Understand growth and development in children. B. Understand the characteristics of children's development from birth up to eight years. C. Understand how adults in early years settings can support children's development.</p> <p>Unit 2</p> <p>A. Understand how play promotes children's development in early years settings. B. Understand how different play opportunities promote children's development. C. Understand how play is structured in early years settings to promote children's development.</p> <p>Unit 3</p> <p>A. Understand the importance of inclusive practice in early years. B. Explore ways in which early years setting implement inclusive practice. C. Understand how children are empowered in early years settings. D. Understand the role of the key person in supporting children's development.</p>
GCSE Assessment Structure
<p>Unit 1: Patterns of Child development 25% (30 hours) 1 hour External exam set and marked by EDEXCEL, taken in May of Year 10.</p> <p>Unit 2: Promoting Children's development through Play 25% (30 hours) 3 written assignments completed in January to June in Year 10. These include written reports, PowerPoint presentations and information leaflets.</p> <p>Unit 3: The principles of early years practice 50% (60 hours) 4 written assignments completed September to April in Year 11. These include written reports, PowerPoint presentations and information leaflets.</p>
Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)
Children's play, learning and development. Penny Tassoni. Pearson education. ISBN 978-1447944614

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 e-mail 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.

BTEC Workskills

Contact: Miss Claire Collyer
Email: ccollyer@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
601/9007/3	https://qualifications.pearson.com/en/qualifications/btec-workskills/level-2-2017.html#tab-2	https://qualifications.pearson.com/content/dam/pdf/WorkSkills/Level-2/2017/specification/L2-Workskills-specification.pdf

Other key resources available from the Exam Board

Lengthy document with details about all of the different units on offer to complete:
<https://qualifications.pearson.com/content/dam/pdf/WorkSkills/Entry-Level-3/2017/specification/Workskills-units.pdf>

GCSE Course Topic Structure

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 57 = Preparing for the Recruitment Process Level 2 - 20 GLH	Unit 57 = Preparing for the Recruitment Process Level 2 - 20 GLH	Unit 63 = Managing Your Own Money Level 2 - 20 GLH	Unit 63 = Managing Your Own Money Level 2 - 20 GLH	Unit 66 = Learning from More Experienced People Level 2 - 15 GLH	Unit 77 = Producing a Product Level 2 - 20 GLH
Study Skills to support GCSEs	Unit 118 = Work Experience - Planning & Participating Level 2 - 55 GLH				Study Skills to support GCSEs

Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 78 = Planning an Enterprise Activity Level 2 - 10 GLH	Unit 79 = Running an Enterprise Activity Level 2 - 20 GLH	Individual Choice Units 88, 89, 90, 91, 94, 95, 98, 99 or 100 Level 1 - 30-60 GLH		Finalising all paperwork and ensuring everything is completed	GCSE Exams BTEC completed
Study Skills to support GCSEs					

GCSE Assessment Structure

100% Portfolio/Task-based Assignments

Each unit completed will have an assignment brief attached to it. This will include details of the various tasks students need to complete to meet the assessment criteria for each unit.

Completed work will be checked and assessed by the course leader, Miss Collyer; assessments will then be verified by the Internal Verifier, Miss Silk.

In addition to completing the Level 2 Certificate for the BTEC Workskills, students will also be given time and teaching to complete the Entry Level Maths Qualification. This qualification will support their GCSE Maths and secure the basic skills needed to do well in the formal examinations

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

Students are not required to purchase anything for this course.

However, students will have the opportunity to undertake a work experience placement during Year 10. They will need to organise this themselves, through Miss Collyer, and they will need to be able to transport themselves to and from where they have chosen to complete the work experience.

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- 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.

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Username and password

- Your username is your school e-mail address.
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- 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.

Dance		
Contact:	Mrs Hannah Jansen	
Email:	hjansen@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8236	Link to Dance Section of Exam Board Website	GCSE Dance specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure
<p>Theory: 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</p> <p>Practical: Solo performance - two solo pieces of 30 seconds each. Duo/trio performance Choreography - Based on a list of Stimulus from AQA.</p>
GCSE Assessment Structure
<p>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)</p> <p>Performance of Set Technical Study =30% Set phrases through two solo performances (approximately one minute in duration) Duet/trio performance (three and a half minutes in duration) 40 marks (15 marks for set phrases and 25 marks for duet/trio performance)</p> <p>Written Exam = 40% Written exam 1hr 30 mins What is assessed? <ul style="list-style-type: none"> • Knowledge and understanding of choreographic processes and performing skills • Critical appreciation of own work • Critical appreciation of six professional works </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>Company Websites http://www.boyblueent.com/ - Emancipation of Expressionism, Boy Blue Ent, Kenrick H20 Sandy http://www.phoenixdancetheatre.co.uk/work/shadows/ - Shadows, Phoenix Dance Theatre http://www.rambert.org.uk/performances/a-linha-curved/ - 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 http://www.bbc.co.uk/education/subjects/zr9d7ty Google classroom</p>

Design Technology

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

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

Other key resources available from the Exam Board
[Command words used in exams - GCSE Specification, Appendix 5: Taxonomy](#)

GCSE Course Topic Structure

Core content

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

Material categories

- 2 – Metals
- 3 – Papers and boards
- 4 – Polymers
- 5 – Systems
- 6 – Textiles
- 7 – Timbers

GCSE Assessment Structure

The Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology consists of one externally-examined paper and one non-examined assessment component. Students must complete all assessment 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](#)

English Language and Literature

Contact: Ms Alison Flett
Email: aflett@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8700 AQA 8702)	Link to English Section of Exam Board Website	GCSE English Literature Specification GCSE English Language specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure

Fiction Reading and Writing
 Non-fiction Reading and Writing
 Romeo and Juliet
 The Strange Case of Dr Jekyll and Mr Hyde
 An Inspector Calls
 Poetry - Power and Conflict
 Unseen Poetry

GCSE Assessment Structure

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

<p>ENGLISH LITERATURE EXAM 1 Romeo and Juliet 20% 34 marks (includes 4 marks for SPAG) 50 minutes including reading and planning time.</p> <p>An essay on a theme or a character: start with a given extract and develop your essay to discuss the whole play.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context. • Accurate grammar, spelling and punctuation. 	<p>ENGLISH LITERATURE EXAM 1 Strange Case of Dr Jekyll and Mr Hyde 20% 30 marks 50 minutes including reading and planning time.</p> <p>An essay on a theme or a character: start with a given extract and develop your essay to discuss the whole novel.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context.
<p>ENGLISH LITERATURE EXAM 2 An Inspector Calls Approx 20% 34 marks (4 included for SPAG). 45 minutes.</p> <p>An essay on a character or a theme.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context. • Accurate grammar, spelling and punctuation. 	<p>ENGLISH LITERATURE EXAM 2 Anthology poetry comparison Approx 20% 30 marks. 45 minutes.</p> <p>Compare a given poem from the anthology to another that you choose from the anthology.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. • Show understanding of the context.
<p>ENGLISH LITERATURE EXAM 2 Unseen poetry analysis Approx 20%. 32 marks.</p> <p>Analyse 1 given poem. 24 marks. 30 minutes. Compare the given poem to a second given poem. 8 marks. 15 minutes.</p> <ul style="list-style-type: none"> • Develop an informed, personal response. • Use textual references. • Analyse language, form and structure. • Use relevant subject terminology. 	<p>SPOKEN LANGUAGE: 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>Details of additional resources which may help you (e.g. web-sites, textbooks, revision books)</p>
<p>We will be using the following editions of texts, all of which are available to buy through student services:</p> <p>Dr Jekyll and Mr Hyde: The Study Guide Edition: Complete text & integrated study guide: Volume 2 (Creative Study Guide Editions) 1494767910</p> <p>Romeo and Juliet - The Complete Play CGP B00VXXOPOA</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: https://www.youtube.com/user/mrbruff</p>

Food Preparation & Nutrition

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

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

Other key resources available from the Exam Board

Command words used in exams

<http://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/teach/command-words>

Key words and definitions

<http://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/teach/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 2018. These are divided into two parts consisting of an investigation into a food topic, with a written response, and food preparation assessment to be completed in one 3 hour session. This is aimed to be a rewarding and enjoyable course.

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

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

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

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

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

Geography

Contact: Dr Ed Newold
Email: enewbold@gillotts.org.cuk

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

Other key resources available from the Exam Board

Command words used in exams

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

Key words and definitions

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

GCSE Course Topic Structure

Paper 1 – Living with the physical environment

Section A – The challenge of natural hazards

Section B – The living world

Section C – Physical landscapes in the UK

Paper 2 – Challenges in the human environment

Section A – Urban issues and challenges

Section B – The changing economic world

Section C – The challenge of resource management

Paper 3 Geographical applications

Section A – Issue evaluation

Section B – Fieldwork

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

GCSE Assessment Structure

Paper 1 – Living with the physical environment

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

Paper 2 – Challenges in the human environment

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

Paper 3 – Geographical applications

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

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

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

Textbook: GCSE Geography AQA Student Book, ISBN: 978-0198366614

History

Contact: Mr Phil Yeatman
Email: pyeatman@gillotts.org.uk

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

GCSE Course Topic Structure

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

Medicine in Britain, c1250–present

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

c1500–c1700: The Medical Renaissance in England

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

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

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

c1900–present: Medicine in modern Britain

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

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

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

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

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

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

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

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

Norman England, 1066–88

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

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

The origins of the Cold War, 1941–58

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

Cold War crises, 1958–70

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

The end of the Cold War, 1970–91

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

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

The development of the civil rights movement, 1954–60

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

Protest, progress and radicalism, 1960–75

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

US involvement in the Vietnam War, 1954–75

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

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

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

GCSE Assessment Structure

Paper 1

Thematic study and historic environment : Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: surgery and treatment

Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2

Period study and British depth study: Superpower relations and the Cold War, 1941–91.

Anglo-Saxon and Norman England, c1060–88

Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Paper 3

Modern depth study : The USA, 1954–75: conflict at home and abroad

Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks

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

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.

Mathematics		
Contact:	Joanne Kershaw	
Email:	jkershaw@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel I Ma1	Link to Maths Section of Exam Board Website	GCSE Mathematics specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure
Paper 1 - Non Calculator Paper 2 - Calculator Paper 3 - Calculator 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 – 1 hr 30mins) Paper 2 – Calculator (Foundation and Higher papers – 1 hr 30 mins) Paper 3 - Calculator (Foundation and Higher papers - 1 hr 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: www.mathswatch.co.uk/vle - Video clips and past paper questions by grade and by topic www.corbettmaths.com - Topic based exam questions and 5 a day quiz www.mrbartonmaths.com - Past papers with video and model answers, topic based questions and answers, videos for key topic areas.

Modern Foreign Language (French)

Contact: Mrs Charlotte Valler
Email: cvaller@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8658	Link to MFL Section for Exam Board Website	GCSE French specification
<p>Other key resources available from the Exam Board</p> <p>Vocabulary and grammar lists http://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content</p> <p>Practice Activities http://www.aqa.org.uk/subjects/languages/gcse/french-8658/teaching-resources</p>		

GCSE Course Topic Structure

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

Theme 1: Identity and culture

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

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

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

Theme 3: Current and future study and employment

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

GCSE Assessment Structure

Unit 1 - Understanding and responding to different types of spoken language

How it's assessed

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.

Listening (25%)

Unit 2 - Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

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

Speaking (25%)

Unit 3 - Understanding and responding to different types of written language

How it's assessed

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

60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 4 - Communicating effectively in writing for a variety of purposes

How it's assessed

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier)

Writing (25%)

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

Textbooks:

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

Studio AQA GCSE French - Grammar and Translation workbook.

Pearson AQA Revision Guide & Workbook

Modern Foreign Language (German)

Contact: Mrs Charlotte Valler
Email: cvaller@gillotts.org.uk

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

Other key resources available from the Exam Board

Vocabulary and grammar lists

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668/subject-content>

Practice activities

<http://www.aqa.org.uk/subjects/languages/gcse/german-8668/teaching-resources>

GCSE Course Topic Structure

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

Theme 1: Identity and culture

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

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

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

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

GCSE Assessment Structure

Unit 1 - Understanding and responding to different types of spoken language

How it's assessed

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.

Listening (25%)

Unit 2 - Understanding and responding to different types of written language

How it's assessed

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

60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 3 - Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

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

Speaking (25%)

Unit 3 - Understanding and responding to different types of written language

How it's assessed

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

60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 4 - Communicating effectively in writing for a variety of purposes

How it's assessed

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier)

Writing (25%)

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 Revision Guide & Workbook

Modern Foreign Language (Spanish)

Contact: Mrs Charlotte Valler
Email: cvaller@gillotts.org.uk

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8698	Link to MFL Section of Exam Board Website	GCSE Spanish specification
<p>Other key resources available from the Exam Board</p> <p>Vocabulary and grammar lists http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content</p> <p>Practice activities http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/teaching-resources</p>		

GCSE Course Topic Structure

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

Theme 1: Identity and culture

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

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

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

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

GCSE Assessment Structure

Unit 1 - Understanding and responding to different types of spoken language

How it's assessed

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.

Listening (25%)

Unit 2 - Understanding and responding to different types of written language

How it's assessed

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

60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 3 - Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

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

Speaking (25%)

Unit 3 - Understanding and responding to different types of written language

How it's assessed

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

60 marks for each of Foundation Tier and Higher Tier

Reading (25%)

Unit 4 - Communicating effectively in writing for a variety of purposes

How it's assessed

Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier)

Writing (25%)

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

Music		
Contact:	Mrs Francis David	
Email:	fdavid@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
Edexcel IMU0	Exam Board Website Link	GCSE Music Specification
Other key resources available from the Exam Board Difficulty Levels Booklet Difficulty Levels Additional Pieces		

GCSE Course Topic Structure
<p>The paper will be in 2 sections:</p> <p>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).</p> <p>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.</p>
GCSE Assessment Structure
<p>Unit 1: Performing</p> <ul style="list-style-type: none"> • 2 Performances • 60 Marks (30 marks for Solo Performance, 30 marks for Ensemble Performance) • 30% of GCSE <p>Unit 2: Composing</p> <ul style="list-style-type: none"> • 2 Compositions • 60 Marks (30 marks per composition) • 30% of GCSE <p>Unit 3: Appraising</p> <ul style="list-style-type: none"> • Listening and Writing Exam: 1 hour 45 minutes • 80 Marks • 40% of GCSE <p>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.</p> <p>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.</p> <p>One composition is to meet a brief set by the exam board, the second can be in a style of the students' choice.</p> <p>Each composition must be at least one minute long and the combined length of both pieces must be minimum three minutes.</p>

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.

PE		
Contact:	Miss Hayley Rogers	
Email:	hrogers@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
OCR J587	Link to the PE Section of the Exam Board Website	GCSE PE specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure
<p>Below is all the content of the theory side of the course</p> <p>Component 01: Physical factors affecting performance - 30% of total GCSE</p> <p>1.1 Applied anatomy and physiology =</p> <ul style="list-style-type: none"> 1.1.a The structure and function of the Skeletal System 1.1.b The structure and function of the Muscular System 1.1.c Movement analysis 1.1.d The Cardiovascular and Respiratory Systems 1.1.e Effects of exercise on the body systems <p>1.2 Physical training =</p> <ul style="list-style-type: none"> 1.2.a Components of fitness 1.2.b Applying the principles of training 1.3 c Preventing injury in physical activity and training <p>Component 02: Socio-cultural issues and sports psychology - 30% of total GCSE</p> <p>2.1 Socio-cultural influences</p> <ul style="list-style-type: none"> 2.1.a Engagement patterns of different social groups in physical activities and sports 2.1.b Commercialisation of physical activity and sport 2.1.c Ethical and socio-cultural issues in physical activity and sport <p>2.2 Sports psychology</p> <ul style="list-style-type: none"> 2.2 Sports psychology <p>2.3 Health, fitness and well-being</p> <ul style="list-style-type: none"> 2.3 Health, fitness and well-being
GCSE Assessment Structure
<p>Component 01: Physical factors affecting performance 30% OF TOTAL GCSE 1 hour written paper 60 marks</p> <p>Component 02: Socio-cultural issues and sports psychology 30% OF TOTAL GCSE 1 hour written paper 60 marks</p>

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 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, 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

Religious Studies

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

Specification Code	Exam Board Website Link	GCSE Specification Link
AQA 8062	Link to Religious Studies Section of Exam Board Website	GCSE RS specification Thematic studies Pg 20-23 Assessment objectives Pg 27-29

Other key resources available from the Exam Board

Past papers

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-4055/past-papers-and-mark-schemes>

Subject content

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-4055/subject-content>

GCSE Course Topic Structure

Year 11 students (taking GCSE in May 2019)

Paper 1 - Christianity and Buddhism

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

- Key Beliefs
- Jesus Christ and Salvation
- The Role of the Church
- Festivals

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

- Dharma
- Four Noble Truths
- Buddhist Ethics
- Festivals

Year 11 students (taking GCSE in May 2020)

Students will be completing Paper 1 section A on Christianity, but section B will be on Islam: Beliefs, teachings, practices and worship. Paper 2 is the same for both

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 Buddhism (Islam, not Buddhism for students taking the exam in May 2020)**
- 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: Buddhism

ISBN-13: [978-0-19-837032-1](https://www.amazon.co.uk/dp/9780198370321)

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

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

Other key resources available from the Exam Board

Command word information:

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

GCSE Course Topic Structure

Topic Structure -Biology

1. You and your genes-
<https://drive.google.com/file/d/0B5rpSlfgabSMdIEzOGt2SjlyMEU/view?usp=sharing>
2. Keeping healthy-
<https://drive.google.com/file/d/0B5rpSlfgabSMVHhkQUNONG9Ranc/view?usp=sharing>
3. Living together-food and ecosystems-
<https://drive.google.com/file/d/0B5rpSlfgabSMSmdHeDhzeGIFc0E/view?usp=sharing>
4. Using food and controlling growth-
<https://drive.google.com/file/d/0B5rpSlfgabSMdIE3RUN0VDVxUnc/view?usp=sharing>
5. The human body-staying alive-
<https://drive.google.com/file/d/0B5rpSlfgabSMVkk3R0ICcXg2Rjg/view?usp=sharing>
6. Life on earth-past, present and future-
<https://drive.google.com/file/d/0B5rpSlfgabSMS3RBY2hLdjhvTVE/view?usp=sharing>
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

Topic structure- Chemistry

1. Air and water- <https://drive.google.com/file/d/0B5rpSlfgabSMUUJDUXVOS2pDYms/view?usp=sharing>
2. Chemical patterns- <https://drive.google.com/file/d/0B5rpSlfgabSMekjZV3JTR0FjZVU/view?usp=sharing>
3. Chemicals in the natural environment-
<https://drive.google.com/file/d/0B5rpSlfgabSMRlBWNmxoQUlUUGM/view?usp=sharing>
4. Material choices- <https://drive.google.com/file/d/0B5rpSlfgabSMdHBzRFNyWGIrNIE/view?usp=sharing>
5. Chemical analysis-
<https://drive.google.com/file/d/0B5rpSlfgabSMZmpWbHZfNWJBeXM/view?usp=sharing>
6. Making useful chemicals-
<https://drive.google.com/file/d/0B5rpSlfgabSMRG45eHpPaUdqcmM/view?usp=sharing>
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

Topic Structure- Physics

1. Radiation and Waves-
<https://drive.google.com/file/d/0B5rpSlfgabSMUm9reTZ5eGJRREU/view?usp=sharing>
2. Sustainable energy-
<https://drive.google.com/file/d/0B5rpSlfgabSMMWfXVIBZbDBiVHM/view?usp=sharing>
3. Electric circuits- <https://drive.google.com/file/d/0B5rpSlfgabSMcUVabVIZbkQ5ekk/view?usp=sharing>
4. Explaining motion-
<https://drive.google.com/file/d/0B5rpSlfgabSMV2d0TWxaOXdXZkE/view?usp=sharing>

5. Radioactive materials-
<https://drive.google.com/file/d/0B5rpSlfgabSMbEVfeTdMd0Ihd2s/view?usp=sharing>
6. Matter-models and explanations-
<https://drive.google.com/file/d/0B5rpSlfgabSMbVc3aWREVU5TUDA/view?usp=sharing>
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6

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:

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

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

Other key resources available from the Exam Board

Command word information:

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

GCSE Course Topic Structure

Topic Structure -Biology

1. You and your genes-
<https://drive.google.com/file/d/0B5rpSlfgabSMZm9fVlpYQzFzZzg/view?usp=sharing>
2. Keeping healthy-
<https://drive.google.com/file/d/0B5rpSlfgabSMWktLMVAtNHE2RGs/view?usp=sharing>
3. Living together-food and ecosystems-
<https://drive.google.com/file/d/0B5rpSlfgabSMMGNfNDJROjZ6R0E/view?usp=sharing>
4. Using food and controlling growth-
<https://drive.google.com/file/d/0B5rpSlfgabSMWGY5UnpReUljYXc/view?usp=sharing>
5. The human body-staying alive-
<https://drive.google.com/file/d/0B5rpSlfgabSMcGVilWRSejhLNGs/view?usp=sharing>
6. Life on earth-past, present and future-
<https://drive.google.com/file/d/0B5rpSlfgabSMdUNQbGkyOUdha3c/view?usp=sharing>
7. Ideas about science

Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

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:

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

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

Educake

GCSEPod

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

Science – Chemistry (Triple Science)

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

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

Other key resources available from the Exam Board

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

GCSE Course Topic Structure

Topic structure- Chemistry

1. Air and water- <https://drive.google.com/file/d/0B5rpSlfgabSMdJg5dnh4aE5tQjg/view?usp=sharing>
2. Chemical patterns- <https://drive.google.com/file/d/0B5rpSlfgabSMS2xLX0IsT240OU0/view?usp=sharing>
3. Chemicals in the natural environment-
<https://drive.google.com/file/d/0B5rpSlfgabSMeUtDVWZPcm9pNUk/view?usp=sharing>
4. Material choices- <https://drive.google.com/file/d/0B5rpSlfgabSMQmY4bjYzTlpadHc/view?usp=sharing>
5. Chemical analysis- <https://drive.google.com/file/d/0B5rpSlfgabSMNkNtMIIPcHFycVk/view?usp=sharing>
6. Making useful chemicals-
<https://drive.google.com/file/d/0B5rpSlfgabSMenhhM3FmRWJoTG8/view?usp=sharing>
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

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:

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/slupaAfEmeDkjABipBtedzxtDCkqehcp>

Science – Physics (Triple Science)

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

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

Other key resources available from the Exam Board

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

GCSE Course Topic Structure

Topic Structure

1. Radiation and Waves-
<https://drive.google.com/file/d/0B5rpSlfgabSMMGQxWUZzcDBGSkE/view?usp=sharing>
2. Sustainable energy-
<https://drive.google.com/file/d/0B5rpSlfgabSMU0tI Z05VSI NIT I U/view?usp=sharing>
3. Electric circuits- <https://drive.google.com/file/d/0B5rpSlfgabSMMnYwbI NzQ2NBbFk/view?usp=sharing>
4. Explaining motion-
<https://drive.google.com/file/d/0B5rpSlfgabSMY0UteTY2WXZ2UU0/view?usp=sharing>
5. Radioactive materials-
<https://drive.google.com/file/d/0B5rpSlfgabSMbEVqZG5Ld0U I Skk/view?usp=sharing>
6. Matter-models and explanations-
<https://drive.google.com/file/d/0B5rpSlfgabSMUnVqUVVaTXIPSm8/view?usp=sharing>
7. Ideas about science
8. Practical skills

Topic 7 and 8 will be incorporated into topics 1-6.

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:

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

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

Educake

GCSEPod

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

Sociology		
Contact:	Mr Tom Nash	
Email:	tnash@gillotts.org.uk	
Specification Code	Exam Board Website Link	GCSE Specification Link
Eduqas	Exam Board Website Link	GCSE Sociology specification
Other key resources available from the Exam Board		

GCSE Course Topic Structure
<p><u>Key concepts and processes of cultural transmission</u></p> <ul style="list-style-type: none"> • Key sociological concepts • Debates over the acquisition of identity • The process of socialisation <p><u>Families</u></p> <ul style="list-style-type: none"> • 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 <p><u>Education</u></p> <ul style="list-style-type: none"> • Sociological theories of the role of education • Processes inside schools • Patterns of educational achievement • Factors affecting educational achievement • Factors affecting educational achievement <p><u>Sociological research methods</u></p> <ul style="list-style-type: none"> • Usefulness of different types of data • Methods of research • Sampling processes • Practical issues affecting research • Ethical issues affecting research <p><u>Social differentiation and stratification</u></p> <ul style="list-style-type: none"> • 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 <p><u>Crime and deviance</u></p> <ul style="list-style-type: none"> • 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.