



ROYAL  
ALEXANDRA  
& ALBERT  
SCHOOL



KS4  
GCSE  
INDUCTION  
BOOKLET  
For  
YEAR 10

INFORMATION  
2018-20

# The Royal Alexandra and Albert School



## Foreword

Dear Parents

As your son/daughter begins Year 10 so they embark on an important stage of their school career. They will now begin their Key Stage 4 curriculum (Years 10 and 11) and start to study their chosen GCSE courses.

We are therefore sending you the enclosed booklet. Within this booklet you will find key information regarding the courses your son/daughter is studying, this includes an overview of the course content, a summary of the assessment and examination details. The booklet also provides you with advice on good working practice when undertaking examined courses, revision tips and contact information for relevant members of staff. It is hoped that the information provided will be of help at this important time. Current access arrangements information can be found on the school website.

I would also like to take this opportunity to remind you of some important changes that have taken place to GCSEs. All GCSE courses now have newly reformed subject specifications. This, for most subjects, sees an increase in both the level and challenge of content taught. The assessment for GCSE courses has also changed recently. Some students may have older brothers or sisters who completed 'modular' GCSE courses; these are no longer available. All GCSEs are now assessed by exams taken at the end of the course. (These are sometimes referred to as 'linear' courses and 'terminal' exams.) Also for most subjects students will be assessed by these formal exams with other types of assessment used only where they are needed to test essential skills.

There will also be a change in the grading system for the GCSEs your son/daughter will take, with the familiar A\*-G being replaced by numerical levels from 1-9. Please see Appendix 1 at the back of this document for an explanation of the new system and a comparison of the old and new grading structures.

Finally, I wish to stress that, as a school we are committed to ensuring that your son/daughter is fully prepared for the new GCSEs and is supported as they progress through the next two years. In addition, I would like to highlight the importance of your role in ensuring that students realise the value of adopting a positive approach to this new phase in their studies, and to thank you in advance for your support.

Yours faithfully

A handwritten signature in black ink that reads "K. Ross". The signature is written in a cursive style with a horizontal line underneath.

Kate Ross  
Deputy Head - Academic

# The Royal Alexandra and Albert School



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## The Royal Alexandra and Albert School

Course Title			
<b>WJEC EDUQAS Art &amp; Design (C650QS)</b>			
Course Overview			
<p>During this two year course learners complete two projects and one externally set exam project. Coursework accounts for 60% of the final GCSE grade, leaving 40% for the externally set assignment.</p> <p>In Year 10 pupils complete a year long project based on Decay. The Unit is divided into the 4 WJEC Assessment Objectives and is spread out over the year to give pupils ample time to fulfil each of the assessment objectives to their fullest potential. Within Year 10 pupils are introduced to a wide range of artistic skills including drawing and painting, ceramics, glass art and glass fusing, photography, textiles and fashion and printmaking. From the Spring Term, Year 10 pupils use the theme and the skills they have been taught in the Autumn Term to develop their own final piece of work which is hoped shows great understanding of skills taught and confidence in their own development.</p> <p>In the Autumn Term of Year 11 pupils are given a Mock exam paper which is set by Art Staff. The aim of this is to give pupils an insight to the final exam. As with the final exam, the Mock paper allows eight weeks to complete preparatory studies in a sketch book and learners will have two days in exam conditions to complete a final design based on their studies.</p> <p>The final exam takes place at the end of the Spring Term in Year 11 and is followed by an exhibition of pupils' artwork over the course of the GCSE is held annually in Gatton Hall.</p> <p>One to one tutorials take place once a week to make sure pupils are on task with their work. The Art Department is also open each evening until 6pm to give pupils access to the department's resources and to take part in extra sessions. Art Staff also present workshops to pupils on Saturday afternoons.</p>			
Summary of Assessment			
<p><b>Portfolio (60% of GCSE)</b> Decay Mock Exam Paper.</p> <p><b>External Set Assignment (40% of GCSE)</b></p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
	GCSE Art and Design: Lonsdale Press Revision <b>ISBN: 9781903068908</b>		<b>'ART SHOP'</b> Learners can purchase a 'starter pack' from the school art shop, this contains a number of materials to get learners started on their project work.
Exam board website			
<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>			
Coursework Deadlines			
<u>Year 10</u>		<u>Year 11</u>	
<b>Unit 1 – Decay – May 2019</b>		<b>Mock Exam – Spring 20120</b>	
Exam Dates			
Title	Exam Code	Duration	Date
Art - 2 day Mock exam		2 days	Summer Term 2019
Art – 2 day conditioned exam	TBA	2 days	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>EDEXCEL GCSE Business (1BS0)</b>			
Course Overview			
<p>This course follows the linear GCSE format and is exams based, focussing on many of the theoretical aspects business which is the four operations: finance, marketing, operations and human resources. This course will enable you to apply your knowledge and understanding to different businesses contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.</p> <p>This course is helpful to those who wishing to study business or economics at A-level or wishing to run their own business in the future. You will learn about a range of business. If you have an enquiring mind, able to think creatively, interested in learning about the world around you, how businesses are set up and what it is that makes someone a great entrepreneur, then this is the course for you.</p>			
Summary of Assessment			
<p>This course is 100% exam based and you will study 2 Themes or units. <b>Theme 1</b> 'Investigating small business' concentrates on the key business concepts, issues and skills involved in starting and running your own small business. <b>Theme 2</b> examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on the four functional areas. Both Themes will be sat at the end of Year 11.</p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
<p>No textbook is required for the course, however you should wish to purchase a textbook we would recommend: Edexcel GCSE (9-1) Business, Second Edition, by Ian Marcouse (Author), Hodder Education; (31 Mar. 2017). ISBN: 9781471899355</p>	<p>New GCSE Business Edexcel Revision Guide - for the Grade 9-1 Course Paperback – 23 May 2017, by CGP Books (Author, Editor) ISBN-10: 178294690X</p>	<p>These will be advised during lessons, however BBC Bitesize is useful to review theory: <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/">http://www.bbc.co.uk/schools/gcsebitesize/business/</a></p>	<p>Students will be given relevant hand-outs throughout the course.</p>
Exam board website			
<p><a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></p>			
Coursework Deadlines and Unit Information			
<p><b>Theme 1 – Investigating small business (1BS0/01) – 50%</b> This theme concentrates on the key business concepts, issues and skills involved in starting and running your own small business. Pupils will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Pupils will also develop an understanding of the interdependent nature of business activity through interactions between the various businesses: operations, finance, marketing and human resources, as well as the relationship between the environment in which it operates.</p> <p>Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks</p>		<p><b>Theme 2 Building a business (1BS0/02) - 50%</b> This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of the four operations. It also considers the impact of the wider world on the decisions a business makes as it grows. Students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Pupils will acquire knowledge relating to how the functional areas influence business activity and how relationships between them support business decisions.</p> <p>Written examination: 1 hour and 30 minutes 50% of the qualification 90 marks</p>	
Exam Dates			
Title	Exam Code	Duration	Date
Theme 1: Investigating Small Business	1BS0/01	90 minutes	Summer series 2020
Theme 2: Building a business	1BS0/02	90 minutes	Summer series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>BTEC Tech Award in ENTERPRISE</b>			
Course Overview			
<p>This is new BTEC Level 1 and 2 qualification if you wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing a business.</p> <p>The qualification enables you to develop technical skills such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills based approach to learning and assessment.</p>			
Summary of Assessment			
<p><b>The internal assessment</b> Components 1 and 2 Exploring Enterprises and Planning for &amp; Running an Enterprise are assessed through internal assessment. Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Internal Components focus on the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's level of success</p> <p><b>The external assessment</b>, Promotion and Finance for Enterprise requires you to demonstrate that you can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.</p> <p>Promotion and Finance for Enterprise (Component 3) is an exam unit. The assessment must be completed in 2 hours and is worth 60 marks. It comprises 40% cent of the overall qualification grade.</p> <p>The externally-assessed component is marked and awarded on a continuum using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction.</p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
<p>BTEC Tech Award Level 1/ 2 student book Enterprise  <b>Publisher:</b> Pearson  <b>Author:</b> Cathy Richards, Helen Coupland-Smith, Andrew Redfern  <b>ISBN:</b> 9781292231396</p>	<p>This will be available at a later date</p>	<p>These will be advised during lessons, however BBC Bitesize is useful to review theory:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/">http://www.bbc.co.uk/schools/gcsebitesize/business/</a></p>	<p>Students will be given relevant hand-outs throughout the course.</p>
Exam board website			
<p><a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise_coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise_coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></p>			
Components Deadlines and Unit Information			
<p><b>Component 1: Exploring Enterprises</b>            In this component, you will have the opportunity to investigate the characteristics of small and medium enterprises (SMEs) and entrepreneurs and assess reasons for levels of success.</p> <p><b>Component 1 aims:</b></p> <ul style="list-style-type: none"> <li>To examine the characteristics of enterprises</li> <li>To explore how market research helps enterprises meet customer needs and understand competitor behaviour</li> <li>To investigate the factors that contribute to the success of an enterprise.</li> </ul> <p><b>Component 2: Planning for and Running an Enterprise</b>            You will individually select an idea for an enterprise to plan and pitch. You will work individually or as a small group to run a micro-enterprise activity and review the success of the enterprise.</p> <p><b>Component aims:</b></p> <ul style="list-style-type: none"> <li>To explore ideas, plan and pitch for a micro-enterprise activity</li> <li>To operate and review the success of a micro-enterprise activity.</li> </ul>		<p><b>Component 3: Promotion and Finance for Enterprise</b>            This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. You will be provided with a <b>case study</b> of a small to medium enterprise (SME), and a series of activities to complete.</p> <p>This component is assessed by a written assessment set and marked by the exam board. The external assessment will be 2 hours in length. The number of marks for the assessment is 60.</p> <p><b>Component 3 aims:</b></p> <ul style="list-style-type: none"> <li>To demonstrate knowledge and understanding of the elements of promotion and financial records</li> <li>To interpret and use promotional and financial information in relation to a given enterprise</li> <li>To make connections between different factors influencing a given enterprise</li> <li>To be able to advise and provide recommendations to a given enterprise on ways to improve its performance</li> </ul>	
Exam Dates			
Title	Exam Code	Duration	Date
<b>Component 1:</b> Exploring Enterprises	603/1916/1	36 Guided learning hours	Summer series 2019
<b>Component 2:</b> Planning for & Running an Enterprise	603/1916/1	36 Guided learning hours	Summer series 2019
<b>Component 3:</b> Promotion and Finance for Enterprise	603/1916/1	48 Guided learning hours	Summer series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>AQA Citizenship Studies (8100)</b>			
Course Overview			
<b>GCSE Subject Aims</b>			
<p>GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.</p>			
<b>The Themes</b>			
<p>The overarching theme of the GCSE is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in Modern Britain, Rights and Responsibilities and Politics and Participation.</p> <p>The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the United Kingdom's (UK's) role on the world stage. The second theme, Rights and Responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides. The third theme, Politics and Participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.</p>			
Summary of Assessment			
<b>Paper 1</b>			
<ul style="list-style-type: none"> <li>• Written exam – 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> <li>• Section A – Active Citizenship</li> <li>• Section B – Politics and participation</li> <li>• Question types: multiple-choice, short answer, source-based questions, extended answer</li> </ul>			
<b>Paper 2</b>			
<ul style="list-style-type: none"> <li>• Written exam – 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> <li>• Section A – Life in modern Britain</li> <li>• Section B – Rights and responsibilities</li> <li>• Question types: multiple-choice, short answer, source-based questions, extended answer</li> </ul>			
Resources Used			
<p>Citizenship Studies is about contemporary society, as such text books are quickly dated and only give specific case studies. It is important that students watch a variety of news programmes and read a variety of newspapers on a regular basis.</p>			
Exam board website			
<p>AQA: <a href="http://www.aqa.org.uk/subjects/citizenship/qcse/citizenship-studies-8100">http://www.aqa.org.uk/subjects/citizenship/qcse/citizenship-studies-8100</a></p>			
Exam Dates			
	Title	Duration	Date
	Paper 1	1 hour 45 min	Summer Series 2020
	Paper 2	1 hour 45 min	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>OCR Computer Science GCSE (Specification J276)</b>			
Course Overview			
<p>Computer Science is a discipline that spans theory and practice. The practical side of Computing can be seen everywhere. Nowadays, practically everyone is a computer user, and many people are even computer programmers. Computer Science can be seen as a science of problem solving. A Computer Scientist must be able to design solutions and verify that they are correct. Problem solving requires precision, creativity, and careful reasoning. Computer Science students learn logical reasoning, algorithmic thinking, design and structured problem solving; all concepts and skills that are valuable well beyond the Computing classroom. This is a discipline that requires commitment and the willingness to work hard, not only during lesson time but also in the student's own time.</p> <p>“What kind of person, then, would be a good match for Computer Science?”</p> <p>The subject requires a high level of mathematical aptitude and the ability to organize and think both creatively and logically. Someone who enjoys solving problems, and who can think analytically can do very well at Computer Science.</p>			
Summary of Assessment			
Unit title and description	Assessment and duration	Weighting	
<b>J276/01 Computer Systems</b>			
Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns	80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE	
<b>J276/02 Computational thinking, algorithms and programming</b>			
Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages, Data representation	80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE	
<b>J276 03/04 Programming project</b>			
Programming techniques, Analysis, Design, Development, Testing and evaluation and conclusions.	Totalling 20 hours Non-Exam Assessment (NEA)		
Assessment objectives:			
<p>Students are expected to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• AO1 Recall, select and communicate their knowledge and understanding of computer technology</li> <li>• AO2 Apply knowledge, understanding and skills to solve problems by using Algorithms</li> <li>• AO3 Analyse and evaluate, make reasoned judgements and present conclusions</li> </ul>			
Resources Used			
Text Book	Revision Guide	Websites	Other
OCR GCSE (9-1) Computer Science J276 (Textbook) S Robson and PM Heathcote ISBN:978-1-910523-08-7	New GCSE Computer Science OCR Revision Guide - For the Grade 9-1 Course and the Practice Book (CGP Books)	<a href="http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/">http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/</a> <a href="http://www.mrfraser.org/resources/gcse/">http://www.mrfraser.org/resources/gcse/</a> (requires free registration with the school email)	Learning to Program in Python PM Heathcote 978-1-910523-11-7
Exam board website			
<a href="http://www.ocr.org.uk">http://www.ocr.org.uk</a>			
Coursework Deadlines			
Programming project to be completed Assessment is through an examination at the end of the course and one non-exam assessment in Year 11. That assessment is set by the examination board and completed by students under the supervision of their teachers. Each student's work must be submitted in a specified format. The assessment must be completed within 20 hours.			
Exam Dates			
Title	Exam Code	Duration	Date
Computer systems & Programming	J276/01	90 mins	Summer Series 2020
Computational thinking, algorithms and programming	J276/02	90 mins	Summer Series 2020
Programing Project	J276/03/04	20 hours (no internet access)	Submission February 2020



## The Royal Alexandra and Albert School

### Course Title

**WJEC EDUQAS Drama (C690QS)**

### Course Overview

During this course, pupils will develop and apply knowledge and understanding when making, performing and responding to drama. You will explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created while developing a range of theatrical skills and applying them to create performances. There will be opportunities to work collaboratively to generate, develop and communicate ideas as well as contribute as an individual to a theatrical performance.

#### **What you will learn**

Across the three components, you will study **one** complete performance text; **two** extracts from a second contrasting performance text placed within the context of the whole text; **either** the techniques of an influential theatre practitioner **or** the characteristics of a genre of drama.

#### **How you will learn**

You will be able to work practically as designers and/or as performers on performances that are devised as well as those based on texts. In addition to your own theatre making, you will also know and understand the roles of performer, designer and director, and participate in theatre as an audience member. You will adopt safe working practices in all components as directed by your teacher.

### Summary of Assessment

**COMPONENT 1: Devising Theatre (AO1: 30 marks; AO2: 15 marks; AO4: 15 marks) – 40%**

**Controlled Assessment, internally assessed; externally moderated**

#### **Task 1 Devising Theatre**

You will devise a piece of original theatre in response to a stimulus, using **either** the techniques of an influential theatre practitioner **or** the characteristics of a genre of drama. You must produce a portfolio of supporting evidence which demonstrates the research, creation and development of ideas.

#### **Task 2: Realising Theatre**

You will be assessed on your practical performance skills or realisation of your design skill in performance, interacting with other performers and/or the audience **for a minimum of five minutes**.

#### **Task 3: Evaluating Theatre**

You will complete a written evaluation of the practical work completed in Task Two, under formal supervision.

**COMPONENT 2: Performance from a Text (AO2: 60 MARKS) – 20%**

**Externally assessed by a visiting examiner in April/May**

You will be assessed on **either** your acting **or** a theatre design skill, in a performance of two key scenes or extracts from a published play.

**Unit 3: Written Examination - 90 minutes (60 marks) – 40%**

You will be assessed on your ability to analyse **one** set performance text as an actor, designer and director and to evaluate a live performance they have seen as part of the course. It is expected that you attend at least two performances over the duration of the course; however it is recommended that you attend the theatre as often as they can.

### Resources Used

Text Book	Revision Guide	Websites	Other
Texts provided by school	N/A		

### Exam board website

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/>

### Coursework Deadlines

<b>Y10:</b> Mock component December 2018 Mock component 2 Spring 2019 Mock component 3 during Assessment Week 2019	<b>Y11:</b> Unit 1 end of Autumn term 2019
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### Exam Dates

Title	Exam Code	Duration	Date
<b>Unit 3</b>	C690QS.	90 minutes	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>AQA GCSE English Language (8700)</b>			
Course Overview			
<p>English Language is one of the required GCSEs at Grade 5 that you will need to go onto further education. Unlike Literature, English Language is about studying non-fiction as well as fiction. There are no written controlled assessments/ coursework. Your skills development and exam preparation will cover the study of fiction and non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. English Language is about your own interests, opinions and feelings, and how you can express those most clearly to communicate with other people.</p> <p>You will also undertake speaking and listening activities which, although assessed, are not included in your final grade; however, the level achieved will be shown separately on your GCSE English Language certificate as a Spoken Language grade. The final performance will be recorded.</p>			
Summary of Assessment			
<b>Speaking and listening Controlled Assessments (Spoken Language) – graded separately</b>			
An individual presentation of 3-5 minutes, presented to a group of peers followed by a short question-and-answer session. The entire activity will take no more than 10 minutes and will be recorded.			
<b>Examinations 100% of final grade</b>			
Paper 1: Reading and Writing Fiction - 50%			
Paper 2: Reading and Writing Non-fiction - 50%			
<b>Grades Available:</b> 9 – 1			
<i>There is no foundation tier available</i>			
Resources Used			
Text Book	Revision Guide	Websites	Other
Copies of the relevant texts studied for exam preparation may be useful, though these will be supplied during the teaching of the specific units.	Revision guides will be provided at various stages of the GCSE course	bbcbitessize.co.uk  bbc/skillswise/English.co.uk	Please also see resources placed on the school network
Exam board website			
<a href="http://www.aqa.co.uk">www.aqa.co.uk</a>			
Assessment Details			
Assessments in Reading, Writing and Speaking and Listening will be conducted at the end of each unit of work.			
Exam Dates			
Title	Duration	Date	
<b>Paper 1</b> Explorations in Creative Reading and Writing	105 minutes	Summer Series 2020	
<b>Paper 2</b> Writers' Viewpoints and Perspectives	105 minutes	Summer Series 2020	

## The Royal Alexandra and Albert School

Course Title		
<b>AQA GCSE English Literature (8702)</b>		
Course Overview		
<p>English Literature requires the study of novels, plays and poetry to give you a better understanding of how people have thought and behaved in the past. Literature can make you think about the big questions of life: it can make you laugh or cry. It helps you to recognise what it is to be human.</p> <p>There is no controlled assessment/ coursework for English Literature.</p> <p>The GCSE English Literature course requires the study of literature written during the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. It also requires the study of at least one Shakespeare play. All students will be entered for English Literature.</p>		
Summary of Assessment		
<p><b>Examinations 100% of final grade</b></p> <p><b>Paper 1:</b> Shakespeare and the 19<sup>th</sup> Century novel - 40 % of final grade</p> <p><b>Paper 2:</b> Modern texts and unseen poetry – 60% of final grade</p> <p><b>Grades Available:</b> 9 – 1</p> <p><i>There is no foundation tier available</i></p>		
Resources Used		
Text Book	Revision Guide	Websites
Copies of the relevant texts studied for the exam may be useful, though these will be supplied during the teaching of the specific units.	A revision guide for each text studied will be provided by the Department of English to each student in Year 11	bbcbitesize.co.uk
Exam board website		
<a href="http://www.aqa.co.uk">www.aqa.co.uk</a>		
Assessment Details		
Assessments will be conducted at the end of the study of each text.		
Exam Dates		
Title	Duration	Date
Paper 1	105 minutes	Summer Series 2020
Paper 2	135 minutes	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>WJEC EDUQAS GCSE Food Preparation and Nutrition (C560P1)</b>			
Course Overview			
<p>The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and in later life.</p> <p><b>What you will learn - Areas of Content</b></p> <ol style="list-style-type: none"> <li>1. Food Commodities e.g. Cereals, fruit and vegetables, sugars, dairy, fats, meat/fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet</li> <li>2. Principles of Nutrition - the role of the main nutrients in the diet, their sources, function and deficiency diseases</li> <li>3. Diet and Good Health</li> <li>4. The Science of Food</li> <li>5. Where Food Comes From</li> <li>6. Cooking and Food Preparation</li> </ol>			
Summary of Assessment			
<p><b>Component 1: Principles of Food Preparation and Nutrition</b>  <b>Written examination: 50% of qualification</b>            This component will consist of two sections both containing <b>compulsory questions</b> and will assess the six areas of content as listed in the specified GCSE content.  <b>Section A:</b> questions based on stimulus material.  <b>Section B:</b> structured, short and extended response questions to assess content related to food preparation and nutrition.</p> <p><b>Component 2: Food Preparation and Nutrition in Action</b>  <b>Non-examination assessment: internally assessed, externally moderated - 50% of qualification</b>  <b>Assessment 1: The Food Investigation Assessment (8 hours)</b>            A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500 words will be produced  <b>Assessment 2: The Food Preparation Assessment (12 hours)</b>            Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides. These assessments will be based on a choice of tasks released by WJEC annually.</p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
Eduqas GCSE Food Preparation and Nutrition: Student Book ISBN 978-1-908682-85-7 <a href="http://illuminatepublishing.com/index.php?main_page=product_info&amp;products_id=105">http://illuminatepublishing.com/index.php?main_page=product_info&amp;products_id=105</a> Hodder Education WJEC Eduqas GCSE Food Preparation and Nutrition ISBN 97814718675 <a href="http://www.hoddereducation.co.uk/Product?Product=9781471867507">http://www.hoddereducation.co.uk/Product?Product=9781471867507</a>	Eduqas GCSE Food Preparation and Nutrition Revision guide ISBN 978-1-908682-87-1 <a href="http://illuminatepublishing.com/index.php?main_page=product_info&amp;cPath=27&amp;products_id=107">http://illuminatepublishing.com/index.php?main_page=product_info&amp;cPath=27&amp;products_id=107</a> ISBN 97814718675	Jenny Ridgwell <a href="https://www.nutritionprogram.co.uk/login">https://www.nutritionprogram.co.uk/login</a> (to analyse recipes) Digital Resources <a href="http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/">http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/</a>	
Exam board website			
<a href="http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/">http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/</a>			
Assessment Details			
NEA Deadlines for students - Submission of marks and administration Centres need to submit marks for non-examination assessed work online in May of the year when the work is to be submitted for moderation.			
Exam Dates			
Title	Exam Code	Duration	Period Dates
Year 11 - Component 2 Assessment 1 NEA		8 hours	Sep 2019-Dec 2019
Year 11 - Component 2 Assessment 2 NEA		12 hours	Jan 2020-Mar 2020
Year 11 - Component 1 Exam	TBA	105 minutes	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>AQA French (8658)</b>			
Course Overview			
<p>French GCSE is a two year course. Students will learn 3 topics and the topics are:</p> <ul style="list-style-type: none"> <li>• Identity and culture (me, my family, technology in everyday life and free time and activities)</li> <li>• Local, international and global areas of interest (home town and neighbourhood, social issues. Global issues, travel and tourism)</li> <li>• Current and future studies and employment (studies, life at school and education post 16)</li> </ul>			
Summary of Assessment			
<p>The exam is in four equally weighted final assessments - Listening, Speaking Reading and Writing:</p> <p style="margin-left: 20px;">Listening Exam – 25%</p> <p style="margin-left: 20px;">Speaking Exam – 25%</p> <p style="margin-left: 20px;">Reading Exam – 25%</p> <p style="margin-left: 20px;">Writing Exam – 25%</p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
AQA French GCSE Pub: Oxford	<b>Revise GCSE French</b>	BBC Bite-size website <a href="http://www.bbc.co.uk/schools/gcsebite/size/french">www.bbc.co.uk/schools/gcsebite/size/french</a> Kerboodle on school system	French Dictionary Online dictionaries (School provides a limited number but it is advisable for learners to have their own).
Exam board website			
<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>			
Exam Dates			
<p>All exams (4 skills) will be taken during the summer series exams- <i>no more controlled assessments or coursework.</i></p> <p>There will be 2 translation sections. French to English and English to French.</p> <p>Each student will be entered at either Foundation tier or Higher tier for the 4 skills.</p> <p>Students will be tested regularly on vocabulary, grammar and given end of unit tests to ensure they are able to retain information up to their year 11 summer exams.</p> <p>Mock speaking exams are held to give students experience with this part of the exam.</p>			
Exam Dates			
Title	Exam Code	Duration	Date
YEAR 11			
Paper 1 - French Listening Exam	01	35/45 minutes	Summer Series 2020
Paper 2 - French Speaking Exam	02	10-12 minutes	Summer Series 2020
Paper 3 - French Reading Exam	03	45/60 minutes	Summer Series 2020
Paper 4 - French Writing exam	04	60/75 minutes	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>OCR Geography A - Geographical Themes (J383) 9 to 1</b>			
Course Overview			
<p>This specification includes exciting content exploring both the geography of the UK and the wider world, with study structured through themes to allow synoptic links to be developed across components. This is a linear course taken over two years, with the exams during the summer series of Year 11. There are THREE written papers.</p> <p>A range of topics – physical, human and environmental will be covered within located areas – we will study both the UK and further afield.</p> <p><b>Living in the UK today:</b> We will study a river from source to mouth (River Wye) and a stretch of coastline (the Jurassic Coast); people including those who live in cities and impact on others (London); and environmental issues such as fracking and flooding.</p> <p><b>The World Around Us:</b> Ecosystems – focusing on coral reefs and tropical rainforests will make up the physical component of this unit. We will compare and contrast people’s lives in LEDC (probably Mumbai) and compare this to London while our environmental issues are climate change and drought.</p> <p><b>Geographical Skills:</b> This is the biggest change to our course as we will be examined on our fieldwork rather than complete a Controlled Assessment. Pupils must be offered at least 2 days of fieldwork – one human and one physical. Students who choose not to take advantage of this will be disadvantaged. There are two elements – geographical skills and fieldwork.</p> <p>In addition to the Swanage fieldtrip where we will focus on case study material and a range of fieldwork skills, there will be two day trips offered. It is likely that one will look at redevelopment in LDDC, while the other will be a coastal study. The charges for these two-day trips will be purely to cover transport costs.</p>			
Summary of Assessment			
<p>There are three papers, all with a combination of shorts answers and extended responses – each paper is also assessed for SPaG.</p> <p><b>Living in the UK today.</b> (30%) All questions to be answered and questions based around the three themes, Landscapes of the UK; People of the UK; Environmental Challenges.</p> <p><b>The World around us</b> (30%) All questions to be answered and questions based around the three themes, Ecosystems of the Planet; People of the Planet and Environmental Threats to our Planet.</p> <p><b>Geographical Skills</b> (40%) Section A covers geographical skills and the synoptic elements linked to the above papers; while Section B covers both the student’s own fieldwork experiences and unfamiliar contexts.</p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
GCSE Geography for OCR A by OUP <b>ISBN-13:</b> 978-1471853081	OCR A GCSE Geography practice workbook by CJP (tbc)	<a href="http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/">http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/</a>	Calculator Coloured pencils Waterproofs
Exam board website			
<a href="http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/">http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/</a>			
Coursework Deadlines			
N/A			
Exam Dates			
Title	Exam Code	Duration	Date
1 – Living in the UK Today	01	60 minutes	Summer Series 2020
2 – The World Around Us	02	60 minutes	Summer Series 2020
3 – Geographical Skills	03	90 minutes	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>EDEXCEL History (1HI0)</b>			
Course Overview			
<p>GCSE History provides learners with a wide range of important multi-disciplinary and transferable skills. Skills such as analysis, argument, lateral thinking and logic all form an integral part of the course. The material itself represents a modern approach which also serves as a useful tool for learners' knowledge of current affairs and how events of the twentieth century have shaped contemporary global social, economic and political affairs.</p> <p>This is a two year course where learners study a range of topics:</p> <ul style="list-style-type: none"> <li>- Thematic study and historical environment: <b>Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches</b></li> <li>- Period study and British depth study: <b>Superpower relations and the Cold war, 1941-91 and Early Elizabethan England, 1558-1588</b></li> <li>- Modern depth study: <b>The USA, 1954-75: conflict at home and abroad.</b></li> </ul> <p>This is a linear course where exams are taken in Summer of Year 11. <i>There is no coursework/controlled assessment aspect.</i></p>			
Summary of Assessment			
<p><b>Unit 1:</b> Thematic study and historic environment (30%) – 1hr 15min exam  <b>Unit 2:</b> Period study and British depth study (40%) – 1hr 45 min exam  <b>Unit 3:</b> Modern depth study (30%) – 1hr 20 min exam</p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
<p><b>Edexcel GCSE (9-1) by Pearson;</b> available for all units.</p> <p><b>Hodder GCSE History for Edexcel;</b> available for all units</p>	<p>Revise Edexcel GCSE (9-1) History Guide and Workbook– copies are available for every module.</p> <p>New GCSE History Edexcel Revision for the Grade 9-1 Course</p>	<p><a href="http://www.johndclare.net">www.johndclare.net</a> GCSE Bitesize History</p>	
Exam board website			
<p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a></p>			
Controlled Assessment Deadlines			
Year 10 - N/A		Year 11 – N/A	
Exam Dates			
Title	Exam Code	Duration	Date
Unit 1: Medicine in Britain and the British Sector of the Western Front	1HI0/11	75 mins	Summer Series 2020
Unit 2: Superpower relations and the Cold War and Early Elizabethan England	1HI0/27	105 mins	Summer Series 2020
Unit 3: The USA, 1954-75: conflict at home and abroad	1HI0/33	80 mins	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>Edexcel GCSE (9-1) in Mathematics (1MA1)</b>			
Course Overview			
<p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> <li>• Develop fluent knowledge, skills and understanding of mathematics methods and concepts</li> <li>• Acquire, select and apply mathematical techniques to solve problems</li> <li>• Reason mathematically, make deductions and inferences, and draw conclusions</li> <li>• Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ul> <p>The assessments will cover the following content headings, with allocations per tier.</p>			
Tier	Topic Area	Weighting (Approx)	
<b>Foundation (1-5)</b>	Number	25%	
	Algebra	20%	
	Ratio, Proportion and Rates of Change	25%	
	Geometry and Measures	15%	
	Statistics and Probability	15%	
<b>Higher (4-9)</b>	Number	15%	
	Algebra	30%	
	Ratio, Proportion and Rates of Change	20%	
	Geometry and Measures	20%	
	Statistics and Probability	15%	
Summary of Assessment			
<p>The qualification consists of <b>three equally-weighted written exam papers</b> at either foundation or higher tier.</p> <ul style="list-style-type: none"> <li>• Paper 1 is a non-calculator assessment.</li> <li>• Paper 2 and 3 are calculator papers.</li> <li>• Each paper is 1 hour and 30 minutes long.</li> <li>• Each paper has 80 marks.</li> <li>• The content outlined for each tier will be assessed across all three papers.</li> </ul>			
Resources Used			
Text Book	Revision Guide	Websites	Other
Edexcel GCSE Maths (Oxford) Student Book  Foundation ISBN 978 0 1983 5150 4  Higher ISBN 978 0 1983 5151 1	Edexcel GCSE 9-1 Maths All-in-One Revision and Practice (Collins GCSE 9-1 Revision)  <b>Foundation</b> ISBN-10:0008112495 <b>Higher</b> ISBN-10:0008110360	<a href="http://mymaths.co.uk">mymaths.co.uk</a> (Log in with name and date of birth)  Sumdog.com (log in details to be issued)	
Exam board website			
<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>			
Coursework Deadlines			
N/A		N/A	
Exam Dates			
Title	Exam Code	Duration	Date
Paper 1	1MA1/1	90 minutes	Summer 2020
Paper 2	1MA1/2	90 minutes	Summer 2020
Paper 3	1MA1/3	90 minutes	Summer 2020



## The Royal Alexandra and Albert School

Course Title			
<b>OCR Music (J536)</b>			
Course Overview and Summary of Assessment			
<p><b>Unit 1 (30%)</b>  <b>Solo performance and a Composition</b>            You will perform on your chosen instrument or voice.            You will compose a piece of music of your choice, in any genre and on any instrument.</p> <p><b>Unit 2 (30%)</b>  <b>Ensemble performance and a Composition</b>            You will be recorded performing an independent part in an ensemble.            You will compose from a choice of briefs given by the exam board. This could be a chord sequence, rhythmic phrase, a short story, a melody, a picture or words.</p> <p><b>Unit 3 (40%)</b>  <b>Listening and Appraising Written Paper</b>            You will answer questions on all the topics you have covered throughout the course. <b>Topics are:</b> <i>Rhythms of the World, Film Music, The Concerto through time, Conventions of Pop</i></p> <p>Year 10 Autumn = My Music. The Concerto. Ensemble playing.            Year 10 Spring = Conventions of Pop. Composing with own ideas (AOS1)            Year 10 Summer = Film Music. Internal assessments (performing, composing, listening).            Year 11 Autumn = Rhythms of the World. Composition Two. (AOS2)            Year 11 Spring = Performing exams. Composition 1 redraft (AOS1)            Year 11 Summer = Unit 3 revision.</p>			
Other Information			
<p>Whilst it is not essential to read music prior to studying the GCSE course, it does give you a considerable advantage. Pupils who have studied Music Theory, even only to Grade One or Two standard, find composing and listening tasks much easier. Music Theory classes are offered as part of the activities timetable here at RAAS; please email <a href="mailto:adelebishop@gatton-park.org.uk">adelebishop@gatton-park.org.uk</a> to be informed of new classes for September 2018. Additionally changes in the way composition may use technology now includes sequencing and techniques used in dance-based music and multi-tracking.</p>			
Resources Used			
<p>We will use the OCR GCSE study guide, and one will be given to each student at the start of the course. Additionally there is an OCR listening exercise book which will also be supplied.</p> <p><b>Suggested listening:</b></p> <p><b>Concerto's:</b> Genre from all periods of Music, including Vivaldi four seasons  <b>Rhythms of the World:</b> Palestinian Folk Music; Greek Music; African Drumming; Rhythms of Americas; Bhangra  <b>Film Music</b> by: John Barry; Hans Zimmer; John Williams; Fratianni  <b>Game Music:</b> Halo; Assassins Creed  <b>Conventions of pop:</b> Elvis; The Beatles; The Beach Boys; Queen; Bon Jovi; Guns and Roses; Elton John; Bob Dylan; Michael Jackson; Adele. Music across the decades from 19050s to 2017.</p>		<p><b>Other</b></p> <p>ABRSM or Trinity Guildhall theory books and exam papers appropriate to each learner</p> <p>Regular instrumental or vocal tuition with a nominated Visiting Music Teacher</p> <p>Participation in Ensembles and at regular concert or recital events</p>	
Exam board website			
<a href="http://www.music@ocr.org.uk">www.music@ocr.org.uk</a>			
Controlled Assessment Deadlines			
<p>Performing – January &amp; February 2020            Composing - March 2020</p>			
Exam Dates			
Title	Exam Code	Duration	Date
Unit 3 – Listening & Appraising	J536/05	90 minutes	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>EDEXCEL Physical Education (1PE0)</b>			
Course Overview			
<p>This is a two-year course which encourages students to contextualise theory and develop and apply their knowledge, understanding and quality of performances in practical assessments.</p> <p>The theory aspect of the subject will engage with key issues and themes relating to contemporary global influences on PE and Sport as well as allowing each student to receive a well-rounded and full introduction to the world of PE and Sport Science. Students will study units including: Applied Anatomy and Physiology (of the main body systems), Movement Analysis, Physical Training, Sport Psychology, Socio-Cultural Influences and Health, Fitness and Well-Being.</p> <p>Learners will develop skills relating to performance in a number of physical activities, including practical performance in the role of player/performer for individual and team sports.</p> <p>The course prepares learners to make informed decisions about further learning opportunities and career choices. It supports progression to A-Level and equivalent courses.</p>			
Summary of Assessment			
<p>40% of the total mark is on performance in physical education and learners must offer 3 performances in the role of player/participant. Students must choose and perform 3 activities from the following list.</p> <ul style="list-style-type: none"> <li>• One team activity</li> <li>• One individual activity</li> <li>• One activity of their choice, either an individual or team activity.</li> </ul> <p>60% of the total mark is on the theory of physical education. There are 2 exams:</p> <ul style="list-style-type: none"> <li>• Paper One (90 marks) is on Fitness and The Body Systems units.</li> <li>• Paper Two (70 marks) is on Health and Performance units.</li> </ul> <p>The assessment consists of multiple-choice, short-answer, and extended writing questions</p>			
Resources Used			
Text Book	Revision Guide	Websites	
Edexcel GCSE (9-1) Physical Education Student Book.  Author: Tony Scott ISBN: 978-1-292-12988-4	Edexcel GCSE PE <b>Revision Guide</b> ISBN 978-1-29213-512-0  Edexcel GCSE PE <b>Revision Workbook</b> ISBN 978-1-29213-512-0  These are excellent revision guide and will be very beneficial to purchase.	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</a>  (past papers, specifications, grading criteria's)	
Exam board website			
<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</a>			
Coursework Deadlines			
Year 10	Year 11		
N/A	The completion of a Personal Exercise programme (PEP) This is done in the form of controlled assessment within lesson time (during the Autumn Term of Year 11 – 1PE0/04).		
Exam Dates			
Title	Exam Code	Duration	Date
The Theory of Physical Education: Paper One	<b>(1PE0/01)</b>	105 minutes	Summer Series 2020
The Theory of Physical Education: Paper Two	<b>(1PE0/02)</b>	75 minutes	Summer Series 2020
Performance in Physical Education	<b>(1PE0/03)</b>	NEA	Non examined Assessment

## The Royal Alexandra and Albert School

Course Title					
<b>AQA GCSE Design and Technology (8552)</b>					
Course Overview					
<p>Design and Technology is a National Curriculum subject and the syllabi that we will be following have been approved under the national GCSE criteria for Design and Technology. The course leads to the award of a GCSE on the new 1 – 9 scale. All learners will be entered for the same single-tiered paper.</p> <p>This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. The specialist focus for this being Wood, Metals and Polymers.</p> <p>DT provides superb foundations for any creativity based career including architecture, engineering, marketing, advertising, games design, and media.</p> <p>There are two assessment objectives:</p> <p style="padding-left: 20px;"><b>EXAM - 50%</b> (core technical principles questions &amp; specialist technical knowledge questions)</p> <p style="padding-left: 20px;"><b>MAKING - 50% (NEA non examinable assessment (formerly coursework)– Designing and making principles)</b></p> <p>Learners are assessed on their ability to produce work to a suitable specification by applying their knowledge and understanding of relevant processes, materials and techniques to their skilled use of materials, tools and other equipment for the chosen specialism – Woods, Metals, Polymers.</p> <p>Contextual challenges for the NEA to be released annually by AQA on 1 June in the year prior to the Submission. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA. Learners will be asked to choose from a list of 'hypothetical design problems' – a project to undertake. Having made a choice of technologies it would be in the learners' interests to equip themselves with appropriate basic necessities (e.g. drawing equipment, graphics pens etc.) it is also vitally important that they have access to the Internet and Powerpoint software so that they can work on their NEA.</p>					
Summary of Assessment					
<p>NEA - 50%</p> <p>Final Exam - 50%</p> <p>Sections of NEA will be marked, assessed and completed by the deadline indicated usually in April. Deadlines may be subject to change. The NEA will require approximately 25 pages of A3 (completed on computer through Powerpoint 365 presentation) and a manufactured product.</p>					
Resources Used					
Text Book	Revision Guide	Websites	Other		
AQA GCSE Design and Technology: PG Online (online student textbook to be provided to all)	GCSE D&T: Design Technology AQA specification by Hodder and PG Online	www.Technology Student.com GCSEBitsize Kahoot.it – GCSE Teacher designed quizzes	TinkerCAD Autodesk Inventor OnShape Powerpoint 2D Design		
Exam board website					
Product design website: <a href="http://www.aqa.org.uk/subjects/design-and-technology">http://www.aqa.org.uk/subjects/design-and-technology</a>					
Coursework Deadlines				Year 10	Year 11
Section 1	Identifying and investigating design possibilities	Situation and Product Research.	1 week	June 2019	
Section 2	Producing a design brief and specification	Mood Board, Questionnaire, Ergonomics, Social Issues, Design Brief and Specification	3 weeks	June 2019	
Section 3	Generating design ideas	Initial design sketches, modelling, technical drawing.	3 weeks		Sept 2019
Section 4	Developing design ideas	Developed design sketches, modelling, technical drawing, CAD, photo realistic modelling	5 weeks		Oct 2019
Section 5	Realising design ideas	Manufacturing of final design concept in workshops	8 weeks		Dec 2019
Section 6	Analysing & evaluating	Pupils test, evaluate and record results	2 weeks		March 2020
Exam Dates					
Title	Exam Code	Duration	Date		
Design Technology	(8552)	2 hours	Summer Series 2020		

## The Royal Alexandra and Albert School

Course Title			
<b>Edexcel Religious Studies Short Course B (3RB0)</b>			
<b>Beliefs in Action</b>			
Course Overview			
<p><b>The aims and objectives of this qualification are to enable students to:</b></p> <ul style="list-style-type: none"> <li>• develop students' knowledge and understanding of religions and non-religious beliefs</li> <li>• develop students' knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority</li> <li>• develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</li> <li>• provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</li> <li>• challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community</li> <li>• demonstrate knowledge and understanding of two religions</li> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values.</li> </ul>			
Summary of Assessment			
<p><b>Paper 1: Area of Study 1 - Religion and Ethics (option1B)</b></p> <ul style="list-style-type: none"> <li>• Written examination: 50 minutes 50% of the qualification, 51 marks</li> <li>• Students answer questions regarding the religious beliefs of one world religion (Christianity) in relation to Religious Belief and Marriage and the Family</li> </ul> <p><b>Paper2: Area of Study 2-Religion, Crime and Punishment (option 2D)</b></p> <ul style="list-style-type: none"> <li>• Written examination: 50 minutes 50% of the qualification, 51 marks</li> <li>• Students answer questions regarding the religious beliefs of a second world religion (Buddhism) in relation to Religious Belief and Crime and Punishment</li> </ul>			
Resources Used			
Text Book		Websites	
Edexcel GCSE (9-1) Religious Studies B Paper 1: Religion and Ethics – Christianity. ISBN: 978-1-292-13932-6  AQA Religious Studies A Buddhism. ISBN: 978-0-19-837032-1  AQA Revision Guide Religious Studies A (9-1) Christianity and Buddhism. ISBN: 978-0-19-842285-3		<a href="http://www.bbc.co.uk/religion/religions/christianity">http://www.bbc.co.uk/religion/religions/christianity</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/rs">http://www.bbc.co.uk/schools/gcsebitesize/rs</a>  <a href="https://clear-vision.org/Home/Home.aspx">https://clear-vision.org/Home/Home.aspx</a>	
Exam board website			
<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-2016.html#tab-3">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-2016.html#tab-3</a>			
Exam Dates			
	Exam Code	Duration	Date
Paper 1: Religion and Ethics	3RB0/1B	50 Mins	Summer Series 2020
Paper 2: Religion, Crime and Punishment	3RB0/2D	50 Mins	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title		
<b>GCSE Combined Science: Trilogy (8464) QAN code: 601/8758/X</b>		
Course Overview		
This will be the course completed by the majority of students (not Set 1). There is a large amount of content in the new course and the students should find it suitably enjoyable and challenging. It is a combined course in which the students will study a mixture of Biology, Chemistry and Physics taught by specialist teachers. This course is the similar to the core and additional, or double science course and will give students 2 GCSE's in combined science.		
BIOLOGY	CHEMISTRY	PHYSICS
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism
Summary of Assessment		
<b>BIOLOGY Paper 1</b> Cell Biology; Organisation; Infection and response; Bioenergetics 16.7%	<b>CHEMISTRY Paper 1</b> Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. 16.7%	<b>PHYSICS Paper 1</b> Energy; Electricity; Particle model of matter; and Atomic structure. 16.7%
<b>BIOLOGY Paper 2</b> Homeostasis and response; Inheritance; variation and evolution; and Ecology 16.7%	<b>CHEMISTRY Paper 2</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. 16.7%	<b>PHYSICS Paper 2</b> Forces; Waves; and Magnetism and electromagnetism. 16.7%
<b>How it is assessed:</b> All papers are a mixture of multiple choice, structured, closed short answer and open response. Each paper is 1 hour 15 minutes, can be taken at Foundation or Higher Tier and is a total of 70 marks.		
<b>Required practicals</b> There is no longer coursework (ISAs) in science but the emphasis on Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities listed below. These questions will count for at least 15% of the overall marks for the qualification. Many of our questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.		
Resources Used		
Text Books		
Biology: <a href="#">Collins GCSE Science - AQA GCSE (9-1) Biology for Combined Science: Trilogy: Student Book</a> - ISBN: 9780008175047 Chemistry: <a href="#">Collins GCSE Science - AQA GCSE (9-1) Chemistry for Combined Science: Trilogy: Student Book</a> - ISBN: 9780008175054 Physics: <a href="#">Collins GCSE Science - AQA GCSE (9-1) Physics for Combined Science: Trilogy: Student Book</a> - ISBN: 9780008175061		
Exam board website		
<a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>		
Exam Dates		
Title (Exam Code)	Duration	Date
Biology Paper 1	1hour15mins	Summer Series 2020
Biology Paper 2	1hour15mins	Summer Series 2020
Chemistry Paper 1	1hour15mins	Summer Series 2020
Chemistry Paper 2	1hour15mins	Summer Series 2020
Physics Paper 1	1hour15mins	Summer Series 2020
Physics Paper 2	1hour15mins	Summer Series 2020

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Course Title		
<b>GCSE Biology (8461) QAN code: 601/8752/9; GCSE Chemistry (8462) QAN code: 601/8757/8; GCSE Physics (8463) QAN code: 601/8751/7</b>		
Course Overview		
<p>This is the accelerated route and will only be available to those students in top set science. Although the topics are similar to those in the combined science route there is a large amount of extra content in this course hence students gain 3 GCSE grades, one in each of the sciences. This is a rigorous course and has been designed by the exam board to be highly academic. For this reason if students are not performing at a high enough level, in order to support them, we do have the flexibility to move them to the combined science route if we feel this is more appropriate. The separate science route is for students who have shown consistent dedication to the subject and have aspirations to study one or more of the sciences at A Level.</p>		
<u>BIOLOGY</u>	<u>CHEMISTRY</u>	<u>PHYSICS</u>
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism Space physics
Summary of Assessment		
<b>BIOLOGY Paper 1</b> Cell Biology; Organisation; Infection and response; Bioenergetics 50%  <b>BIOLOGY Paper 2</b> Homeostasis and response; Inheritance; variation and evolution; and Ecology 50%	<b>CHEMISTRY Paper 1</b> Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. 50%  <b>CHEMISTRY Paper 2</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. 50%	<b>PHYSICS Paper 1</b> Energy; Electricity; Particle model of matter; and Atomic structure. 50%  <b>PHYSICS Paper 2</b> Forces; Waves; and Magnetism and electromagnetism and Space physics. 50%
<b>How it is assessed:</b> All papers are a mixture of multiple choice, structured, closed short answer and open response. Each paper is 1 hour 45 minutes, can be taken at Foundation or Higher Tier and is a total of 100 marks.		
<b>Required practicals</b> There is no longer coursework (ISAs) in science but the emphasis on Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities listed below. These questions will count for at least 15% of the overall marks for the qualification. Many of our questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.		
Resources Used		
Text Books		
Biology: <a href="#">Collins GCSE Science - AQA GCSE (9-1) Biology: Student Book</a> - ISBN: 9780008158750 Chemistry: <a href="#">Collins GCSE Science - AQA GCSE (9-1) Chemistry: Student Book</a> - ISBN: 9780008158767 Physics: <a href="#">Collins GCSE Science - AQA GCSE (9-1) Physics: Student Book</a> - ISBN: 9780008158774		
Exam Dates		
Title (Exam Code)	Duration	Date
Biology Paper 1	1hour45mins	Summer Series 2020
Biology Paper 2	1hour45mins	Summer Series 2020
Chemistry Paper 1	1hour45mins	Summer Series 2020
Chemistry Paper 2	1hour45mins	Summer Series 2020
Physics Paper 1	1hour45mins	Summer Series 2020
Physics Paper 2	1hour45mins	Summer Series 2020

## The Royal Alexandra and Albert School

Course Title			
<b>AQA Spanish (8698)</b>			
Course Overview			
<p>Spanish GCSE is a two year course. The exam is in four parts listening, reading, speaking and writing. All the exam parts are equally weighted (25% each)</p> <p>Students will learn 3 topics and the topics are:</p> <ul style="list-style-type: none"> <li>• Identity and culture (me, my family, technology in everyday life and free time and activities)</li> <li>• Local, international and global areas of interest (home town and neighbourhood, social issues. Global issues, travel and tourism)</li> <li>• Current and future studies and employment (studies, life at school and education post 16)</li> </ul> <p>The emphasis for the syllabus will also be on the use of translation skills (a new element to the GCSE) and continual revision of previous units through example speaking questions/writing tasks.</p>			
Summary of Assessment			
<p>Listening Exam – 25%</p> <p>Speaking Exam – 25%</p> <p>Reading Exam – 25%</p> <p>Writing Exam – 25%</p>			
Resources Used			
Text Book	Revision Guide	Websites	Other
AQA Spanish GCSE Pub: OXFORD	<b>Revise GCSE Spanish (Oxford)</b>	BBC Bite-size website <a href="http://www.bbc.co.uk/schools/gcsebitesize/Spanish">www.bbc.co.uk/schools/gcsebitesize/Spanish</a> Active teach on school system using <a href="http://kerboodle.com">kerboodle.com</a>	Collins Spanish Dictionary or Online dictionaries such as wordreference (School provides a limited number but it is advisable for learners to have their own).
Exam board website			
<a href="http://www.aqa.org.uk">www.aqa.org.uk</a> or <a href="http://www.kerboodle.com">www.kerboodle.com</a> (for interactive book and resources)			
Coursework Deadlines			
<p>All exams (4 skills) will be taken during the summer series exams- <i>no more controlled assessments or coursework.</i></p> <p>There will be 2 translation sections. Spanish language to English and English to Spanish language. Each student will be entered at either Foundation tier or Higher tier for the 4 skills.</p> <p>Students will be tested regularly on vocabulary, grammar and given end of unit tests to ensure they are able to retain information up to the end of their year 11 exams.</p> <p>Mock speaking exams are held to give students experience with this part of the exam.</p>			
Exam Dates			
Title	Exam Code	Duration	Date
YEAR 11			
Paper 1 - Spanish Listening Exam	01	35/45 minutes	Summer Series 2020
Paper 2 - Spanish Speaking Exam	02	10-12 minutes	Summer Series 2020
Paper 3 - Spanish Reading Exam	03	45/60 minutes	Summer Series 2020
Paper 4 - Spanish Writing exam	04	60/75 minutes	Summer Series 2020

# The Royal Alexandra and Albert School



## Careers and Work Experience

Our role within the school is to provide careers information and support to all students from Year 8 to Y13 in preparation for the demands of the ever-evolving world of work. Each year group is targeted with regards to their particular needs to ensure appropriate guidance is available.

There will be an integrated approach to ongoing development in order to prepare pupils for Further and Higher Education / employment.

### Careers Interviews and Advice

Ongoing support, guidance and follow up will be provided by our internal careers team, Lorelle Faife ([lorellefaife@gatton-park.org.uk](mailto:lorellefaife@gatton-park.org.uk)) and Heidi Legg ([heidilegg@gatton-park.org.uk](mailto:heidilegg@gatton-park.org.uk)).

All pupils in Years 10 & 11 will be offered a careers interview with our external careers advisor. Priority is given to Year 11 pupils in the Autumn term in line with their applications for Further Education, Year 9 pupils will be seen in the Spring term to help with option choices and Year 10 in the Summer term.

Drop in sessions are available during lunchtime on a weekly basis.

### Careers IAG

Careers IAG is part of the Citizenship/PSHE curriculum within Key Stages 3 & 4. Various aspects for work related learning are considered from Year 8 onwards.

Full advantage is taken of the opportunities to take pupils in Years 9, 10 & 11 to careers and university events.

In addition, the external careers advisor will be in attendance at key events throughout the year such as parental consultation evenings and option events.





# **The Royal Alexandra and Albert School**

## **Contact Details**

Should you have any queries concerning any of the information in this booklet then please do not hesitate to contact the following:

### **Head of Upper School**

Mrs Yvonne West                      yvonnewest@gatton-park.org.uk

### **Head of Year 10**

Mr Scott Randolph                      scottrandolph@gatton-park.org.uk

The above members of staff can also be contacted by telephone. Please call the main school office and ask to be connected.

### **Main School Office**

01737 649000

# The Royal Alexandra and Albert School

## Glossary

These are some of the terms you might come across over the next two years

<b>Term</b>	<b>Definition</b>
<b>Controlled Assessment</b>	Work that is completed under supervised conditions and are set by exam boards and marked by teachers. This work counts towards GCSE courses.
<b>Moderation</b>	All assessment that counts towards a course that is assessed inside of school is firstly moderated by other teachers in school to check the grades given. Finally the exam board will ask for a sample of pupils work and will moderate them to check they are happy with the schools assessment of the work.
<b>External Assessment</b>	Assessment set by an exam board.
<b>Portfolio</b>	A portfolio is a collection of work from a student to demonstrate their working grade at various tasks.
<b>Higher / Foundation Tier</b>	On exam papers students are entered for a tier either Higher or Foundation. The higher covers grades 4-9 and the foundation 1-5. It should be noted that if a pupil achieves slightly lower than a C grade on the higher tier a D can be given but there is a very slim boundary for this grade. If a student drops slightly lower than this a U grade will be awarded.
<b>Linear</b>	A course that test students with exams at the end of the course.
<b>Set Piece</b>	A selection of extracts / exemplar work chosen by the exam board, on which pupils must be able to <u>answer detailed questions</u> .
<b>UMS</b>	Unified Mark Scheme, this is a score that is give to show a result in an exam. It is set so that students can compare both foundation and higher scores.
<b>QWC</b>	Quality of Written Communication. This is when pupils must consider the way they structure, present and communicate their information. Most commonly taken in to account in exam papers.
<b>Documentary response</b>	Documentary response is a written record, produced under controlled conditions, in which candidates carry out an evaluation of the work undertaken in assessed practical workshops. This can take the form of a structured essay but the format is not prescribed; it can also contain annotated images, diagrams, extracts of text etc.
<b>English Baccalaureate</b>	The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where pupils have secured a C grade or better across a core of academic subjects – English, mathematics, history or geography, the sciences and a language.
<b>SPG</b>	A new element of mark schemes, Spelling, Punctuation and Grammar.
<b>Special consideration</b>	A special consideration is a process that allows candidates who suffer from temporary illness, injury or indisposition at the time of an exam, test or assessment to demonstrate the achievement they are capable of. The special consideration will be applied for by the school or college explaining the circumstances to the awarding body. The awarding body will then, while marking the assessment, take into consideration how the circumstance may have affected the performance of the candidate.
<b>NEA</b>	Non-examination assessment.

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### Study and Revision Tips

Revision is not something that should happen just before the exams, it should be a year long process of consolidation and study, that way a lot of the stress of exams can be reduced as you will know most of it already.

The hardest thing about revision is motivation. You need to be realistic; settling down to work for 25 minutes is easier than settling down for 4 hours. However, if you take regular breaks and work for three to four 25 minutes slots that is easier. At the start of each slot, make sure you have a target you want to achieve, and then test yourself when you are done.

### STUDY DO's AND DON'Ts

DO's	DON'TS
<p><b>Be Prepared</b></p> <ul style="list-style-type: none"> <li>• Have the right equipment, pens &amp; paper</li> <li>• Have the right text books &amp; guides</li> <li>• Have the exam spec and past papers</li> </ul>	<p><b>Have the wrong Stuff</b></p> <ul style="list-style-type: none"> <li>• Don't be on the wrong topics</li> <li>• Don't use the wrong books</li> <li>• Don't have the wrong equipment</li> </ul>
<p><b>Take Good Notes</b></p> <ul style="list-style-type: none"> <li>• Get all you need down</li> <li>• Get the key information</li> <li>• Try using Cornel Notes</li> </ul>	<p><b>Have notes you can't follow</b></p> <ul style="list-style-type: none"> <li>• Don't write so you can't read</li> <li>• Don't just copy the PPT or book</li> <li>• Don't leave out key details</li> </ul>
<p><b>Be Prepared BEFORE the lesson</b></p> <ul style="list-style-type: none"> <li>• Read your notes/ text book the night or morning before for each lesson</li> </ul>	<p><b>Leave it to the last minute</b></p> <ul style="list-style-type: none"> <li>• Don't wait till the lesson to know what you're doing, review all year</li> </ul>
<p><b>Use Your Teacher</b></p> <ul style="list-style-type: none"> <li>• Ask questions, and then more</li> <li>• Keep asking until you understand</li> <li>• Ask how to do better</li> <li>• Ask about your reports</li> </ul>	<p><b>Waste your opportunities</b></p> <ul style="list-style-type: none"> <li>• Don't not ask your teacher questions</li> <li>• Don't just look at the marks, look at the comments!</li> <li>• Don't keep making the same mistakes</li> </ul>
<p><b>Get Organised</b></p> <ul style="list-style-type: none"> <li>• Make a realistic plan</li> <li>• Have a target each time you sit down to study</li> </ul>	<p><b>Work long into the night</b></p> <ul style="list-style-type: none"> <li>• Don't have to do things just before they're due</li> <li>• Don't be unrealistic</li> <li>• Don't set yourself task you'll never motivate yourself to do</li> </ul>
<p><b>Get in a Routine- work smart not long</b></p> <ul style="list-style-type: none"> <li>• Stick to your plan</li> <li>• Get motivated</li> <li>• Work for 25 min, 10 min break X 4</li> <li>• Test yourself regularly</li> </ul>	<p><b>Make revision and endurance task</b></p> <ul style="list-style-type: none"> <li>• Don't work for hours on end, work around 2 per night all year, but make every minute count!</li> <li>• Don't count 30 mins including tea breaks as 30 mins of work...</li> </ul>
<p><b>Avoid Distraction</b></p> <ul style="list-style-type: none"> <li>• Work alone (if you can't use headphones)</li> <li>• Know your distractions- Avoid them</li> </ul>	<p><b>Be distracted</b></p> <ul style="list-style-type: none"> <li>• Don't use the internet if you don't need it</li> <li>• Don't work with friends</li> <li>• Don't check your phone</li> </ul>



## Is your child studying for GCSEs?

If so, or if they will in the future, we want you to be aware that **GCSEs in England are changing – this started with English and maths in 2017**. The reforms ensure that young people have the knowledge and skills they need to succeed in the 21<sup>st</sup> Century. The new GCSEs ensure that students leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in high performing education systems elsewhere in the world.

### Top facts about the new GCSEs

1. The new GCSEs in England have a 9 to 1 grading scale, to better differentiate between the highest performing students and distinguish clearly between the old and new qualifications.
2. Grade 9 is the highest grade and will be awarded to fewer students than the old A\*.
3. The first exams in new GCSEs for English language, English literature and maths were sat in summer 2017 and the rest of the new GCSEs will be introduced over the following three years to 2020.
4. The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:
  - The bottom of grade 7 is aligned with the bottom of grade A;
  - The bottom of grade 4 is aligned with the bottom of grade C; and
  - The bottom of grade 1 is aligned with the bottom of grade G.
5. Although the exams will cover more challenging content, students will not be disadvantaged by being the first to sit the new GCSEs. The approach used by Ofqual, the qualifications regulator in England, ensures that, all things being equal, broadly the same proportion of students will get grades 1, 4 and 7 and above in the reformed subjects, as would have got G, C or A and above in the old system.

Department for Education

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	
5	B
4	C
3	D
2	E
1	F
	G
U	U

*Note: In the original image, a horizontal line is drawn between grade 7 and grade 6, and another between grade 4 and grade 3. An arrow labeled 'Standard Pass' points to grade 4.*

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6. The Department for Education recognises grade 4 and above as a 'standard pass' in all subjects. A grade 4 or above marks a similar achievement to the old grade C or above. It is a credible achievement for a young person that should be valued as a passport to future study and employment. A grade 4 is the minimum level that students need to reach in English and maths, otherwise they need to continue to study these subjects as part of their post-16 education. This requirement does not apply to other subjects.
7. Employers, universities and colleges will continue to set the GCSE grades they require for entry to employment or further study. We are saying to them that if they previously set grade C as their minimum requirement, then the nearest equivalent is grade 4. The old A\* to G grades will remain valid for future employment or study.

## When is this happening?

- The first exams for new GCSEs in English language, English literature and maths were sat in 2017. An additional 20 new GCSE subjects will have their first exams in 2018.
- All GCSE subjects will be revised for courses starting by 2018 and examined by 2020.
- Between 2017 and 2019, GCSE exam certificates may have a combination of number and letter grades, depending on the mix of subjects taken. By 2020, all exam certificates will contain only number grades.
- 

First teaching in 2015, first exams 2017	First teaching in 2016, first exams 2018	First teaching in 2017, first exams 2019	First teaching in 2018, first exams 2020
English language, English literature and maths	English and maths plus... art and design, biology, chemistry, citizenship studies, combined science, computer science, dance, drama, food preparation and nutrition, French, geography, German, classical Greek, history, Latin, music, physical education (including short course), physics, religious studies (including short course), and Spanish	2015 and 2016 subjects plus... ancient history, Arabic, astronomy, Bengali, business, Chinese, classical civilisation, design and technology, economics, electronics, engineering, film studies, geology, Italian, Japanese, media studies, modern Greek, modern Hebrew, Panjabi, Polish, psychology, Russian, sociology, statistics and Urdu	All previous subjects plus... biblical Hebrew, Gujarati, Persian, Portuguese and Turkish