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| **Consultation Response Form****Consultation closing date: 20 August 2013****Your comments must reach us by that date** |
| Reformed GCSE subject content consultation |

**If you would prefer to respond online to this consultation please use the following link:** [**https://www.education.gov.uk/consultations**](https://www.education.gov.uk/consultations)

**Publication**

Information you provide in your response to this consultation may be subject to publication or disclosure in accordance with the Freedom of Information Act 2000.

**Confidentiality**

Please make it clear if you want all/any part of your response to be treated as confidential and explain why. If a request for disclosure of the information you have provided is received by DfE, your explanation will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

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| Textbox | **Please tick if you want us to keep your response confidential.** |

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| Please specify | Reason for confidentiality:  |

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**Personal data**

For the purposes of the Data Protection Act, DfE is the data controller for any personal data you supply in response to this consultation. DfE will process all personal data (such as your name, address and any other identifying information) in accordance with the Data Protection Act 1998. In most circumstances, this means that your personal data will not be disclosed to third parties.

Please do **not**:

* provide information in comments boxes that might identify you unless you are content for that information to be released into the public domain; or
* provide information in your response that might lead to the identification of other living individuals

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| TextBox | Name of Organisation (if applicable): |

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**Information sharing**

The Office of Qualifications and Examinations Regulation (Ofqual) is undertaking a parallel consultation on regulatory conditions for GCSEs. Please tell us if you or your organisation has responded or is intending to respond, to Ofqual’s consultation:

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| Yes | No | Don’t know  |

Please only respond to the next statement if you have ticked ‘*no*’ or ‘*don’t know’* above:

If you provide comments to us that are relevant to Ofqual’s consultation, we intend to forward your responses to them so they can be considered by Ofqual. If you do not want us to do this then please opt-out by ticking the box below:

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| I do not want DfE to forward my response to this consultation to Ofqual |  |

Please mark the box that best describes you as a respondent.

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 | Local Authority |

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If you have an enquiry which is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](file:///C%3A%5Chelp%5Ccontactus) page.

Questions 1-6 below ask you to give your views with reference to a specific subject suite:

1. *English,*
2. *Mathematics*
3. *Sciences*
4. *Geography*
5. *History*
6. *Modern and ancient languages.*

*You do not need to give answers for all the subject suites - please answer only with respect to those subjects on which you have a particular view.*

*Please ensure that you answer questions 7-11 as well – we would like responses from everyone on those.*

1. **English, including English language and English literature**

1a Do **the proposed subject content and assessment objectives** for English, which includes English language and English literature, cover the appropriate knowledge and understanding for GCSEs in these subjects?

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| DfE | Comments: |

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1b Is **the relative weighting of the assessment objectives** right for English, which includes English literature and English language?

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1c Has the **right practical content** for English language been identified to allow students to gain the skills to progress in the subject, beyond the content which can be examined externally and reliably included in the GCSE grade?

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1d Do the proposed subject content and assessment objectives for English, which includes English literature and English language, **provide assurance that essential knowledge taught at the earlier key stages is built upon and represented adequately**?

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1e Will the proposed qualifications in English, which includes English language and English literature, **secure sound progression for the purposes of further academic and vocational study**?

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1. **Mathematics**

2a Do **the proposed subject content and assessment objectives** for mathematics cover the appropriate knowledge and understanding for GCSEs in this subject?

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2b Is **the relative weighting of the assessment objectives** right for mathematics?

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2c Has the right content for mathematics been identified for high achievers, **including those going on to study A levels** in science, technology, engineering and/or mathematics (STEM)?

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2d Do the proposed subject content and assessment objectives for mathematics provide **assurance that essential knowledge taught at the earlier key stages is built upon and represented adequately**?

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2e Will the proposed qualifications in mathematics secure **sound progression for the purposes of further academic and vocational study**?

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1. **Science, including biology, chemistry, physics and combined science**

3a Do **the proposed subject content and assessment objectives** for science, which includes biology, chemistry, physics and combined science, cover the appropriate knowledge and understanding for GCSEs in these subjects?

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3b Is **the relative weighting of the assessment objectives** right for sciences, which includes biology, chemistry, physics and combined science?

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3c Has the right **practical content** for science been identified to allow students to gain the skills to progress in the subject?

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3d Do the proposed subject content and assessment objectives for sciences, which includes biology, chemistry, physics and combined science, provide **assurance that essential knowledge taught at the earlier key stages is built upon and represented adequately**?

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3e Will the proposed qualifications in sciences, which includes biology, chemistry, physics and combined science, secure **sound progression for the purposes of further academic and vocational study**?

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3f **Will the combined science double award provide students with a sufficiently secure basis for progression** to A level study of each of biology, chemistry and physics?

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1. **Geography**

4a Do **the proposed subject content and assessment objectives** for geography cover the appropriate knowledge and understanding for GCSEs in this subject?

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4b Is **the relative weighting of the assessment objectives** right for geography?

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4c We are working on options to ensure that fieldwork takes place. One option might be a letter, submitted to AOs and signed by the head teacher and head of geography, which states that fieldwork has taken place beyond the classroom and school grounds. Do you think this would be **an effective measure to demonstrate that fieldwork has taken place beyond the classroom and school grounds?**

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| DfE | Do you have any other suggestions to verify that fieldwork has taken place beyond the classroom and school grounds? |

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4d Do the proposed subject content and assessment objectives for geography provide **assurance that essential knowledge taught at the earlier key stages is built upon and represented adequately**?

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| DfE | Comments: |

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4e Will the proposed qualifications in geography secure **sound progression for the purposes of further academic and vocational study**?

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| DfE | Comments: |

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1. **History**

5a Do **the proposed subject content and assessment objectives** for history cover the appropriate knowledge and understanding for GCSEs in this subject?

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| DfE | Comments: |

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5b Is the **relative weighting of the assessment objectives** right for history?

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| DfE | Comments: |

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5c Should students be encouraged, as part of their GCSE history studies, to undertake **a historical investigation that gives them the opportunity to conduct independent research into a historical issue, event or process of their choosing resulting in an extended essay?**

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| DfE | If so, how can this be achieved best? |

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5d Do the proposed subject content and assessment objectives for history provide **assurance that essential knowledge taught at the earlier key stages is built upon and represented adequately**?

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| DfE | Comments: |

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5e Will the proposed qualifications in history secure **sound progression for the purposes of further academic and vocational study**, including encouragement of the ability to conduct independent study in the subject?

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| DfE | Comments: |

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1. **Modern and ancient languages**

6a Do **the proposed subject content and assessment objectives** for modern and ancient languages cover the appropriate knowledge and understanding for GCSEs in these subjects?

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6b Is **the relative weighting of the assessment objectives** right for modern and ancient languages?

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| DfE | Comments: |

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6c Do the proposed subject content and assessment objectives for modern and ancient languages provide **assurance that essential knowledge taught at the earlier key stages is built upon and represented adequately**?

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6d Will the proposed qualifications in modern and ancient languages secure **sound progression for the purposes of further academic and vocational study**?

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**Please answer all the remaining questions, which include questions on literacy, numeracy and impact on specific groups of students.**

7 Does the English language content cover the **key elements of literacy needed for employment or further study**?

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| DfE | Comments: |

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8 Does the mathematics content cover **the key elements of numeracy needed for employment or further study**?

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9 Do any of the proposals have potential to have a **disproportionate impact, positive or negative, on specific pupil groups**, in particular the 'protected characteristic' groups? (The relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation); if they have potential for an adverse impact, how can we reduce this?

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| DfE | Comments: |

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10 Have you any further comments?

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| DfE | Comments: |

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11 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

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| DfE | Comments: |

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Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

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| Textbox | **Please acknowledge this reply.** |

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| TextBox | E-mail address for acknowledgement: |

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Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents.

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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](http://www.cabinetoffice.gov.uk/resource-library/consultation-principles-guidance)

The key Consultation Principles are:

* departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
* departments will need to give more thought to how they engage with and consult with those who are affected
* consultation should be ‘digital by default', but other forms should be used where these are needed to reach the groups affected by a policy; and
* the principles of the Compact between government and the voluntary and community sector will continue to be respected.

Responses should be completed on-line or emailed to the relevant consultation email box. However, if you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Coordinator, tel: 0370 000 2288 / email: carole.edge@education.gsi.gov.uk

**Thank you for taking time to respond to this consultation.**

Completed responses should be sent to the address shown below by 20 August 2013

Send by post to:

Qualification and Assessment Division

Department for Education

L2

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

Send by e-mail to: GCSEcontent.consultation@education.gsi.gov.uk