



# **The Warriner School**

# **Guided Choices**

## **for Key Stage 4**

2026 – 2028



## INTRODUCTION

Our Key Stage 4 curriculum offers opportunity for our students to be successful learners who enjoy their subjects and achieve well. The range of choice means that students will have a curriculum that provides breadth and balance.

### **Core Curriculum**

All students will follow a common core curriculum in English, Maths and Sciences and non-exam courses in Physical Education, and Life in Modern Britain. All students will be entered for English Literature and students demonstrating the appropriate knowledge in Maths lessons, will be entered for Further Maths.

### **Guided Choices**

In the context of this broadly-based curriculum students only need to exercise choice in specific areas. That choice should reflect a blend of interest, aptitude, experience, enjoyment and future career interest.

The next few pages give details of the subjects that are available and explain how students go about making their choices.

Later in the booklet there are detailed descriptions of all the courses on offer including those subjects that comprise the core curriculum. Please take time to read through these sections carefully.

To apply, students will complete an online form, indicating their choices.

## WHO WILL HELP?

**It is vital that students are given advice and guidance to support their choices. To support this, we have put in place a staff to support students and families to facilitate with the decision making process. Primarily the advice and guidance for students will be given by our Year 9 Mentor Team. Mentors know their students and are best placed to provide meaningful guidance. To further support this process, we have informed students via the assembly program and all subjects provide an experience of GCSE subjects in their Year 9 lessons. Our Guided Choice evening will provide information to students and families, so that they can feel confident in their choices.**

Whilst we direct students to their Mentor first, it may be helpful to know a list of Subject Leaders responsible for each subject area. They have contributed to the information provided and they will be available to answer questions during the Guided Choices evening.

**English** – Mrs Edwards

**Maths** – Mrs Jolley

**Sciences** – Dr Mileham

**Animal Care** – Miss Hatton

**Art and Design (Fine Art)** – Mrs Smyth

**Art Textiles** – Mrs Smyth

**Computer Science** – Mr McCaffery

**Design & Technology:** Mr Buckmaster

**Food Preparation and Nutrition** – Mr Buckmaster

**Drama** – Ms Thompson

**Engineering** – Mr Buckmaster

**Geography** – Ms Wootton

**Health and Social Care** – Mrs Campbell

**History** – Mrs Glaze

**Modern Foreign Languages (French, German or Spanish)** – Mr Traore

**Music** – Mrs Webb

**Physical Education** – Mr Steer

**Religious Studies** – Miss Thompson

**Sociology** – Mrs Campbell

DECISIONS TO MAKE

Students will need to make important decisions about their courses in Years 10 and 11. To help this, Mentors will meet students to give them advice and guidance about their choices. This will happen during Mentor time. From this, students can feel informed about what they are likely to choose and the Guided Choices evening can strengthen their confidence in this.

They should read carefully the descriptions of the courses in this booklet and ask their Mentor if there is something they do not understand.

Decisions should be made for the right reasons. Subjects should be chosen on the basis that students are performing well and have been genuinely interested in these lessons. They should not choose subjects just because their friends are choosing them or because they think that there might be less work involved. Choices made for these reasons are rarely successful.

When choosing subjects, two considerations should be - potential future career paths and entry requirements for universities. The English Baccalaureate (EBacc) suite of subjects provides students with a broad range of subjects that may appeal to universities and widen choice of higher education providers; these subjects are English, Maths, Science, Computer Science, a Humanities subject (Geography, History) and a Modern Foreign Language. **Students with linguistic aptitude or interests are strongly encouraged to select a French, German or Spanish as one of their four choices. We believe this due to the high regard, and opportunity these qualifications provide. In the selection process students need to choose at least two from the following: Computer Science, Geography, History, French, German, Spanish or Triple Science.**

We will do our best to accommodate all students with their chosen courses. **However, we will only run a course if there are sufficient students who have chosen it. Similarly, there may be timetabling restrictions which make some students' course combinations impossible to run. Due to this, all students are asked to make a reserve choice when completing the options forms.**

The online form **should be completed and submitted by Friday 6<sup>th</sup> March 2026.**

**Students should complete their choices in order of preference.**

**Failure to do this could lead to courses being full and students being unable to follow their chosen options.**

### **Key Stage 4 Curriculum**

All students will study the CORE curriculum and will choose four further courses from the Additional Courses list.

#### **The CORE Curriculum**

- English Language (1 GCSE)
- English Literature (1 GCSE)
- Mathematics (1 GCSE)

- Combined Sciences (2 GCSEs)
- Life in modern Britain - Philosophy & Ethics/P.S.H.E. (non-exam)
- Physical Education/Games (non-exam)

### **Additional Courses**

**We expect two of the choices are from Computer Science, French, German, Spanish, Geography, History or Triple Science. Students with linguistic aptitude or interests are strongly encouraged to select French, German or Spanish as one of their four choices. We believe this due to the high regard and opportunity these qualifications provide.** You should only choose **one** of the Art and Design subjects. We advise that students do not take Engineering, Food and Design Technology as a combination due to coursework demands and conflicting deadlines.

- Animal Care – BTEC \*
- Art and Design (Fine Art)##
- Art Textiles ##
- Computer Science
- Design and Technology (Natural and Manufactured Timber)
- Drama
- Engineering\* (Level 1-2 vocational award)
- Food Preparation and Nutrition
- Geography
- Health and Social Care BTEC \*
- History
- Modern Foreign Languages – French
- Modern Foreign Languages – German
- Modern Foreign Languages - Spanish
- Music
- Physical Education BTEC \* (You may only choose 1 PE option)
- Physical Education GCSE
- Religious Studies
- Separate (Triple) Science
- Sociology

\* these qualifications are a non-GCSE course but have 'level 2 equivalence'

## you should only chose one Art course

<b>Course Title:</b>	<b>BTEC Level 1 / 2 Tech Award in Animal Care</b>
<b>QN:</b>	<b>603/7057/9</b>
Level and accrediting examining body:	Level 1 / 2 Edexcel/Pearson
Length of course:	September 2026 – June 2028
Method of assessment:	Assessment is comprised of 2 internally assessed assignments which are completed throughout the course and 1 externally assessed exam at the end of the course.
Date of final examination:	May 2028

Animal care is a vital sub-sector within the land-based industry and is important to the UK economy. Due to huge demand from the sector, Pearson have created this qualification in line with the Department for Education (DfE) criteria for Key Stage 4 qualifications.

This qualification is a Technical Award equivalent in size to one GCSE. It is designed for pre-16 students working at level 2 who want to study animal care within their broader Key Stage 4 curriculum. It provides an introduction to some of the key themes within the industry, enabling students to develop their declarative and procedural knowledge; part of the course time will be practically based.

The course is delivered and assessed at the Warriner School Farm, within normal timetabled lessons, and makes use of the routine tasks associated with the livestock enterprises and the small animal collection, as well as theory lessons delivered in the purpose-built classroom.

#### **Programme content:**

##### **Year 10**

**Component 2: Animal Housing and Accommodation:** Students will develop procedural knowledge by preparing animal accommodation for use, checking the accommodation and cleaning it out effectively. This includes learning how to clean different types of feeding and watering equipment, as well as a range of different types of housing and enrichment. This is internally assessed.

**Component 1: Animal Handling:** Students will learn about the reasons why it is necessary to catch, handle, restrain and release animals appropriately, such as for health inspections, grooming or training. They will learn about and develop safe working practices in the approach, handling and restraint of companion animals, reptiles, birds and invertebrates. These practices protect both student's safety and the safety of the animal's student's handle. Students will also learn about the control measures that can reduce the risks, and the procedures for reporting accidents when working with animals. This will stretch into Year 11 and is internally assessed.

##### **Year 11**

**Component 3: Animal Health and Welfare:** Students will cover all aspects of animal health and welfare and will equip learners with a good understanding of the relationship between looking after the wellbeing of the animal and the effect this has on maintaining animal strength and vigour. The component also gives an understanding of how animals are used in society and how they are protected by legislation. This is externally assessed via examination.

**Progression opportunities:**

Successful students would be able to progress to more in depth level 2 and level 3 qualifications in a land-based subject either: BTEC Level 2 Diploma or BTEC Level 3 Certificate/Diplomas or City & Guilds Level 2 & 3 Certificates/Diplomas. Or use the qualification to support a more traditional academic route through GCSE and A level biology. Successful students would also be in a good position to undertake animal care/veterinary nursing apprenticeships.

**Equipment costs:**

All students will be required to purchase safety work boots/safety wellingtons and a pair of overalls.

There may well be visits to other animal care organisations over the duration of the course which will require sufficient voluntary contributions to be able to run.

**Further information:**

Please contact Mrs G Hatton, Head of Animal Care.

email: [g.hatton@warriner.oxon.sch.uk](mailto:g.hatton@warriner.oxon.sch.uk)

<b>Course Title:</b>	<b>Art and Design (Fine Art)</b>
Level and accrediting/examining body:	GCSE: AQA
Length of course:	2 years (Sep 2026 – May 2028)
Method of Assessment:	Coursework portfolio      60% Externally set project      40%
Date of examinations/final assessment:	January-May 2028 (externally set project)

The Fine Art course is a highly practical and creative course which enables students to explore a wide range of Art and Design disciplines and further improve skills acquired at KS3. As well as continuing to develop their drawing skills students will also have the opportunity to work with a wider range of media, processes and techniques including printmaking, painting, photography, collage, sculpture and mixed media.

This course is designed to promote independent learning and research skills in students, whilst providing them with a solid grounding in practical techniques. They will be encouraged to explore and refine their ideas, showing influences from the artists they study before developing their ideas into a finished piece(s). They will also record information and their ideas through drawing, photography and written annotation.

**This is the right course for you if you enjoy:**

- developing your visual skills and learning new things
- being creative, enthusiastic and imaginative
- visiting galleries, museums, workshops and studios
- experimenting and taking risks with your work

Students will be expected to work individually and have good time management skills. As the course is 100% coursework it is important that they are able to keep up to date with work including homework which will be set weekly. This may involve research, taking photographs, completing classwork or presenting work in sketchbooks. As the course progresses students will be expected to work more independently and to make more decisions over the direction of their work, whilst being encouraged and supported by their teachers to work to their strengths and interests.

**How is the course assessed?**

The course is split into 2 components:

**Coursework portfolio                      60%**

**Externally set project                      40%**

**Coursework Portfolio**

Students will spend the first term of Year 10 completing a number of short skills building exercises and projects. This will enable them to develop their skills and confidence in using a range of media, processes and techniques by having the chance to take risks with their work and try out new and exciting ideas. It will also give them the opportunity to acquire the skills necessary to produce a successful portfolio of work including how to annotate and present their work in a sketchbook.

Between January in Year 10 and December in Year 11 students will complete one body of work which will be submitted for assessment. From a given starting point students will research, explore the work of other artists and experiment with a range of media and processes before completing a final piece(s).

## Externally set project

In January of Year 11 students will be given a range of starting points set by the exam board. They will work on this project in the Spring term of Year 11 before producing their final practical response over a 10 hour period (2 days) at the end of April.

## Marking criteria

For each of the 2 components students work will be assessed on 4 different criteria (each worth 25%):

A01 - Contextual Studies (exploring the work of other artists, times and cultures and making contextual links with their own work)	<b>25%</b>
A02 - Exploring and refining (experimenting with a range of media, processes and techniques)	<b>25%</b>
A03 - Recording (drawing, photographing and annotation)	<b>25%</b>
A04 - Personal response (producing a final outcome)	<b>25%</b>

## Student Progress:

As students' progress, they are expected to make more decisions for themselves and to discuss their ideas with their teachers. By the time the 'controlled test' begins students are expected to have a clear understanding of how to develop a strong individual unit of work, where to go for help and advice, what their own strengths are and how to manage their time. We believe that studying a Fine Art GCSE course creates confident and creative thinkers and learners. Students work in a happy and relaxed environment, where each individual's unique skills are developed and enhanced.

Homework is an important part of the course, and students will be expected to complete about an hour a week. The work may be drawing, it may be research, or it may be collecting items. All homework goes towards the final GCSE grade.

## Written work in Art

Written work makes up part of the contextual art history grade which is worth 25% of the marks for the course. Students will be supported to enable them to produce the written work required and also to present it in a creative way that demonstrates their understanding of visual communication. Students will write and explain in their sketchbooks about the work of artists, designers and craftspeople who have inspired their work as well as annotate their sketchbooks to create a dialogue with the external moderator. Therefore written communication should be accurate, use a good creative vocabulary and expressive and whilst not the main basis of assessment, is an important element of the course.

## Where next:

Students who have completed GCSE Fine Art often go on to study A level Fine Art. Following this many students choose to study creative courses at degree level which may include Architecture, Fashion, Photography, Fine Art, Theatre Design and Computer Games Design.

Many employers look for applicants who have studied creative courses at GCSE and beyond as it shows their ability to work independently, demonstrate good time management skills, think 'outside of the box' and use their initiative; all of which are vital and transferable skills needed in the workplace.

<b>Course Title:</b>	<b>Art and Design (Textiles)</b>
Level and accrediting/examining body:	GCSE: AQA
Length of course:	2 years (Sep 2026– May 2028)
Method of Assessment:	Coursework portfolio      60% Externally set project      40%
Date of examinations/final assessment:	January-May 2028 (externally set project)

The Textiles Art course is a highly practical and creative course which enables students to explore a wide range of Art Textile disciplines and further improve skills acquired at KS3. As well as continuing to develop their Textiles skills students will also have the opportunity to work with a wider range of media, processes and techniques including hand & machine embroidery, felt making, batik, applique, fabric embellishment, stencilling & printing and mixed media collage.

**This course is suitable for those students enjoy the creative aspects of Art, but wish to work with a wider range of Textile materials, processes and techniques.**

This course is designed to promote independent learning and research skills in students, whilst providing them with a solid grounding in practical techniques. They will be encouraged to explore and refine their ideas, showing influences from the artists they study before developing their ideas into a finished piece(s). They will also record information and their ideas through drawing, photography and written annotation.

**This is the right course for you if you enjoy:**

- developing your visual skills and learning new things
- being creative, enthusiastic and imaginative
- visiting galleries, museums, workshops and studios
- experimenting and taking risks with your work

Students will be expected to work individually and have good time management skills. As the course is 100% coursework it is important that they are able to keep up to date with work including homework which will be set weekly. This may involve research, taking photographs, completing classwork or presenting work in sketchbooks. As the course progresses students will be expected to work more independently and to make more decisions over the direction of their work, whilst being encouraged and supported by their teachers to work to their strengths and interests.

**How is the course assessed?**

The course is split into 2 components:

<b>Coursework portfolio</b>	<b>60%</b>
<b>Externally set project</b>	<b>40%</b>

**Coursework Portfolio**

Students will spend the first term of Year 10 completing a number of short skills building exercises and projects. This will enable them to develop their skills and confidence in using a range of media, processes and techniques by having the chance to take risks with their work and try out new and exciting ideas. It will also give them the opportunity to acquire the skills necessary to produce a successful portfolio of work including how to annotate and present their work in a sketchbook.

Between January in Year 10 and December in Year 11 students will complete one body of work which will be submitted for assessment. From a given starting point students will research, explore the work of other artists and experiment with a range of media and processes before completing a final piece(s).

### **Externally set project**

In January of Year 11 students will be given a range of starting points set by the exam board. They will work on this project in the Spring term of Year 11 before producing their final practical response over a 10 hour period (2 days) at the end of April.

### **Marking criteria**

For each of the 2 components students work will be assessed on 4 different criteria (each worth 25%):

A01 - Contextual Studies (exploring the work of other artists, times and cultures and making contextual links with their own work)	<b>25%</b>
A02 - Exploring and refining (experimenting with a range of media, processes and techniques)	<b>25%</b>
A03 – Recording (drawing, photographing and annotation)	<b>25%</b>
A04 - Personal response (producing a final outcome)	<b>25%</b>

### **Student Progress:**

As students' progress, they are expected to make more decisions for themselves and to discuss their ideas with their teachers. By the time the 'controlled test' begins students are expected to have a clear understanding of how to develop a strong individual unit of work, where to go for help and advice, what their own strengths are and how to manage their time. We believe that studying an Art GCSE course creates confident and creative thinkers and learners. Students work in a happy and relaxed environment, where each individual's unique skills are developed and enhanced.

Homework is an important part of the course, and students will be expected to complete about an hour a week. The work may be drawing, it may be research, or it may be collecting items. All homework goes towards the final GCSE grade.

### **Written work in Art**

Written work makes up part of the contextual art history grade which is worth 25% of the marks for the course. Students will be supported to enable them to produce the written work required and also to present it in a creative way that demonstrates their understanding of visual communication. Students will write and explain in their sketchbooks about the work of artists, designers and craftspeople who have inspired their work as well as annotate their sketchbooks to create a dialogue with the external moderator. Therefore, written communication should be accurate, use a good creative vocabulary and expressive and whilst not the main basis of assessment, is an important element of the course.

### **Where next:**

Students who have completed GCSE Textile Art often go on to further study in the Creative Arts, which may include Fashion, Textile Design, Fashion Styling, Costume Design and Interior Design.

Many employers look for applicants who have studied creative courses at GCSE and beyond as it shows their ability to work independently, demonstrate good time management skills, think 'outside of the box' and use their initiative; all of which are vital and transferable skills needed in the workplace.

<b>Course Title:</b>	<b>BTEC Level 1 / 2 Tech Award in Physical Education</b>
<b>Level and accrediting examining body:</b>	Level 1 / 2 Pearson
<b>Length of course:</b>	September 2026 – June 2028
<b>Method of assessment:</b>	Assessment is comprised of 2 internally assessed assignments which are completed throughout the course and 1 externally assessed exam at the end of the course.
<b>Date of final examination:</b>	May 2028

### Who is this award for?

This award is for students who want to acquire sector-specific applied knowledge and skill through vocational contexts. Students will explore different types of providers of sport and physical activity and the equipment and technology available for participation. They will also explore and develop understanding of how to increase participation for others in sport and develop knowledge of anatomy and physiology. There will also be practical sessions to develop skills in planning and delivering sport sessions.

This qualification enables learners to develop sector-specific skills, such as sport analysis and sport leadership. The qualification will broaden learners experience and understanding of the varied progression options available to them.

### What are the progressions from this?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment via apprenticeships or further study at Level 3
- Study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Sport and Activity Leaders. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the sport sector.

### Course Content / Components

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	Component title	GLH	Level	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

## **Overview of each component:**

### **Component 1:**

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

### **Component 2:**

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

### **Component 3:**

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

<b>Course Title:</b>	<b>Computer Science (J277)</b>
Level and accrediting/examining body:	GCSE: OCR
Length of course:	From September 2026 to June 2028
Method of assessment:	Two exams, each constituting 50% of final grade.
Date of final exam / assessment:	May / June 2028

### OCR GCSE Computing - Course structure

<i>Unit title and description</i>	<i>Assessment and duration</i>	<i>Weighting</i>
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#### Exam Paper 1: Computer systems

Focused on computer systems covering the physical elements of computer science and the associated theory. Includes: System Architecture; Memory and Storage; Computer Networks; Network Security; Systems Software; Ethical, legal, cultural and environmental impacts of digital technology.	1 hour 30 minutes Written paper <i>80 marks</i>	50%
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#### Exam Paper 2: Computational Thinking, Algorithms and Programming

This component is focused on the application of computer science principles, especially computer programming. Includes: Algorithms; Programming fundamentals; Producing robust programs; Boolean Logic; Programming Languages and Integrated Development Environments	1 hour 30 minutes Written paper <i>80 marks</i>	50%
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This course will require a **high level of mathematical and logical understanding**. We recommend that only students who are forecast a grade 5 and above in Maths sign up for this course, but if you are strong in modern foreign languages, music, or technical design, this can also be beneficial. Problem solving abilities and the ability to tackle problems with multiple different approaches are essential.

You will also need a determination to succeed – many individual problems could take a long time to fully solve. Attention to detail and a resilient nature is a must!

*“Computer Science is no more the study of computers than astronomy is the study of telescopes” – Edsger Dijkstra*

If you like puzzles, solving problems, discovering answers to questions rather than being told them and learning new languages, this course will appeal to you. You will learn how to program computers, what happens inside the CPU, how to think in a logical and algorithmic manner, how to break large problems down into smaller problems, and why ducks are an important computer science tool.

You will also learn about computer security, networks and encryption and how to break computer security systems. You will also learn why breaking computer security systems is against the law and how long you can expect to spend in jail if you do so!

During the course you will practice and develop your programming skills using the programming language, Python. As part of the course, you will be given the opportunity to design, develop, test and evaluate a program to create a text-based adventure game.

You will be expected to create your own class notes as homework in the Cornell style ready for each lesson. Homework will be a mixture of note making using selected YouTube videos from Craig N Dave, revision and worksheet completion.

This course can lead to careers in Programming, Game Design / Creation, App development, Engineering, Financial and Resource Management, Science and Medicine, Cybersecurity, Embedded Systems Engineering, Data Science, Artificial Intelligence and Machine Learning.

<b>Course Title:</b>	<b>Design &amp; Technology:</b> Food Preparation and Nutrition
Level and accrediting/examining body:	GCSE EDUQAS
Length of course:	From September 2026 to June 2028
Method of Assessment	Two internally assessed units 50% in total (NEA) One externally assessed written Exam 50%
Date of examinations/final assessment	May/June 2028 NEA assessments take place during Year 11

The Food Preparation and Nutrition qualification is a new and exciting GCSE. It enables students to demonstrate and apply their knowledge and understanding in six distinct areas: Food commodities, Principles of nutrition, Diet and good health, The science of food, where food comes from, and finally Cooking and food preparation which includes Skills in Food Preparation and Cooking Techniques. This course provides a mix between creative practical work and Food related Science.

Students will complete both practical and theory study during their first year and then move on to complete two internally assessed tasks during the second year of the course in addition to a final written exam.

The 1<sup>st</sup> of which is a scientific investigation of a functional property of a named ingredient, the 2<sup>nd</sup> is a practical task requiring students to prepare, cook and serve a range of three chosen dishes, within a 3-hour period, for a specified situation. A final 1 ¾ hour written exam will conclude the course.

#### **The Full Course Structure:**

The course builds on the Key Stage 3 programme of study for Food Technology. Students should consider this course only if they have interest and strengths in this area as well as an aptitude for Science Investigation.

Ingredients for dishes will be required very regularly so it is important that students are fully prepared to both purchase and organise preparation of ingredients for lessons.

The course consists of three compulsory units:

**Units 1 & 2** are internally assessed through the production of two major pieces of written work which include practical investigation and food preparation 50%.

**Unit 2** is externally assessed by a written examination 50%

<p><b>Unit 1: Two internally assessed tasks</b> Students must complete two tasks 1) Investigation-research, planning, scientific investigation, analysis, evaluation. 2) Practical assignment-preparation, cooking skills and techniques, presentation, analysis, evaluation.</p>	<p><b>Internal Assessment 50%</b> All work must be done in Year11 under informal supervision. Students will complete two tasks: Research, preparation, analysis and evaluation may be completed under limited supervision.</p>
<p><b>Unit 2: Knowledge and Understanding</b> Students will develop knowledge and understanding of a range of major commodity groups identified on the eat-well plate. The nutritional and dietary needs of different groups and appreciation of the relationship between diet and health.</p>	<p><b>Externally assessed 50%</b> This unit is assessed through a 1-hour and 30-minute examination paper set and marked by Eduqas (one level entry grades1-9).  The examination paper will consist of short-answer and longer-writing questions.</p>

<p>Students will demonstrate and apply knowledge and understanding of food provenance, processing, production, security and technological development and awareness of culinary traditions, whilst showing appreciation of health and safety issues. Students will also learn about Food Science: why and how food is cooked, the effect on the nutritional value and palatability, working characteristics and functional and chemical properties of ingredients and management of microorganisms.</p>	
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**Skills**

Food Preparation and Nutrition requires students to:

- Acquire and recall knowledge and understanding of Food commodities, processing and Nutrition
- Plan and work independently and with precision to carry out detailed investigation
- Learn basic skills and techniques to select prepare, cook and present food products
- Apply systems and control, computer-aided design/computer-aided manufacture
- Analyse and evaluate processes and products.

<b>Course Title:</b>	<b>Design &amp; Technology:</b> Design and Technology
Level and accrediting/examining body:	GCSE EDUQAS
Length of course:	From Sept 2026 to June 2028
Method of Assessment:	Written exam: 50% NEA Coursework Project: 50%
Date of examinations/final assessment:	Sept 2027 - Mar 2028 (NEA), June 2028 (Exam)

### Course Structure:

The course builds on the Key Stage 3 programme of study. All students taking the Design and Technology course will be required to cover 'core content' of technical principles of product design; one section of the exam will be on this. Students will focus on the following specialist content area:

#### **Timber, Plastics and Metals (Resistant Materials)**

This will be the focus of practical projects (design portfolio) and the majority of the exam.

The versatility of this course means that students are able to combine areas when producing work, making the course more product design based. The subject leads on to the A Level Design Technology course.

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

All of this section must be taught, and all will be assessed.

#### **Year 10**

During the Year 10 course, students undertake a range of focussed practical tasks that are designed to develop their knowledge of materials and processes and improve their practical ability. Students will attend the vast majority of their lessons within their chosen focus area. Students will also undertake a practice NEA (non-examination assessment).

#### **Year 11**

During the Year 11 course students will work upon their chosen design brief, working towards a final 3D outcome, as well as undertaking lessons in both their specialist area and the core elements of the specification preparing them for the exam.

#### **Changes to previous years:**

It should be noted that the majority of the Year 11 project is Non-Examined Assessment, there are guidelines we must follow with regards to marking and feedback, as well as the levels of work students can complete outside of the classroom. When a NEA session has taken place students cannot 'retake' the time to improve their work. It is therefore important that students are able to undertake self-directed study.

Students will however be asked to work on the *research* and *investigation* section of the brief during the Year 10 into Year 11 summer holidays, in order to help them to adequately prepare for the design portfolio which commences in September of Year 11.

**Maths is now a key examined part of this specification students will expect to see 15% of the examination paper to include applied maths, as well as an expectation of mathematical proficiency within the design portfolio.**

**Key Skills:**

- Ability to analyse products and re-design them.
- Communication through 2d and 3d drawings, 3d models and working prototypes.
- The ability to maintain a sketchbook detailing the route through the design process.
- Information technology – the ability to learn and apply the following programmes - 2D and 3D CAD, MS power point, Techsoft 2D design, one CNC, MS excel and MS word
- Application of number, volumes, formula, quantities, costing, percentages, scale.
- Working with others, maintaining a safe workshop environment.
- Improving own learning and performance
- Problem solving both on paper and practically.
- Practical Making Skills, accuracy
- The ability to plan a schedule of work and independently work towards the final outcome.
- The ability to critically evaluate performance and outcome.
- The ability to understand and apply maths to design and manufacturing work.

**Assessment:**

**Written paper of 2 hours (50% of marks)**

One tier paper –assessed and graded 1-9. The question emphasis will be on design and product analysis. Within this paper one question will assess the quality of written communication; there will be a mathematical element to some of the questions.

**Coursework (50% of marks)**

The coursework project will be internally assessed and externally moderated. Candidates are required to submit a folder of 20 detailed **A3** pages, demonstrating their knowledge of materials, components, processes, techniques and industrial practice when designing and making quality products individually and in quantity. Students will also be required to maintain a sketchbook of research and ideas to support their design portfolio. They should take into account the wider effects of design and technology on society and how products are designed to be fully inclusive. The coursework should take up to 45 hours. Briefs for the subject areas are released by the exam board during Term 6 of Year 10, students will be required to complete this design portfolio, sketchbook and Prototype outcome during Year 11.

We ask for a contribution towards materials costs at the start of each academic year to cover the costs of general materials, if a project requires special/non stocked parts, parents/carers may be asked to contribute towards this. There will be some excursions and visits during the course for some of the focus areas, students will be required to attend these excursions, parents / carers will be advised of individual costs once the trips are planned.

**When opting, students need to make clear the focus area that they wish to pursue.**

<b>Course Title:</b>	<b>Drama</b>
Level and accrediting/examining body:	GCSE Eduqas
Length of course:	September 2026 to June 2028
Method of assessment	<p><b>Component 1:</b> Devising Theatre - internally assessed; written and practical: <b>40%</b></p> <p><b>Component 2:</b> Performing from a text - practical exam: <b>20%</b></p> <p><b>Component 3:</b> Interpreting Theatre: written Exam: <b>40%</b></p>
Date of examinations/final assessment	May/June 2028

**Drama GCSE** develops and assesses students' acting skills, their ability to understand and analyse performance, to develop their own performances with other students and to independently develop creative ideas. It also develops students' confidence, their ability to work collaboratively and to manage a project.

While both written work and performance work are assessed for GCSE, the writing springs from practical experience and the focus of lessons is practical. Consequently, for students to succeed, they must demonstrate consistent effort and application in their homework.

Recent research by an education think-tank has shown that Russell Group universities value Drama highly for essay-based courses, and this is particularly true for Law degrees. The interpersonal, presentation, communication and analytical skills that are developed through learning Drama are useful and applicable to most career paths.

The course is designed so that students can spend the first ½ year developing their skills and understanding. They then concentrate on those skills in more depth, culminating in performances for coursework, a practical examination and a written examination.

The course also includes visits to the theatre as reviewing live theatre is a requirement. This usually costs around £70 across the 2 years although the department endeavours to keep costs as low as possible. Financial support is available. Students will also need to acquire a copy of a play which is available online for less than £10.

The areas of study for the course have been selected to provide a smooth transition to the requirements of A level Drama and Theatre Studies should the student wish to continue his/her studies in this subject.

### **Is this the right subject for me?**

Drama suits people who enjoy:

- working practically with others,
- being challenged,
- developing your own work in your own way,
- being open minded about new things,
- going to the theatre.

## The Course

### Component 1 – Devising Theatre - coursework - 40% of total marks

Candidates will devise a practical performance based on a theme, linked with a practitioner. They also provide supporting evidence and a written evaluation of the performance.

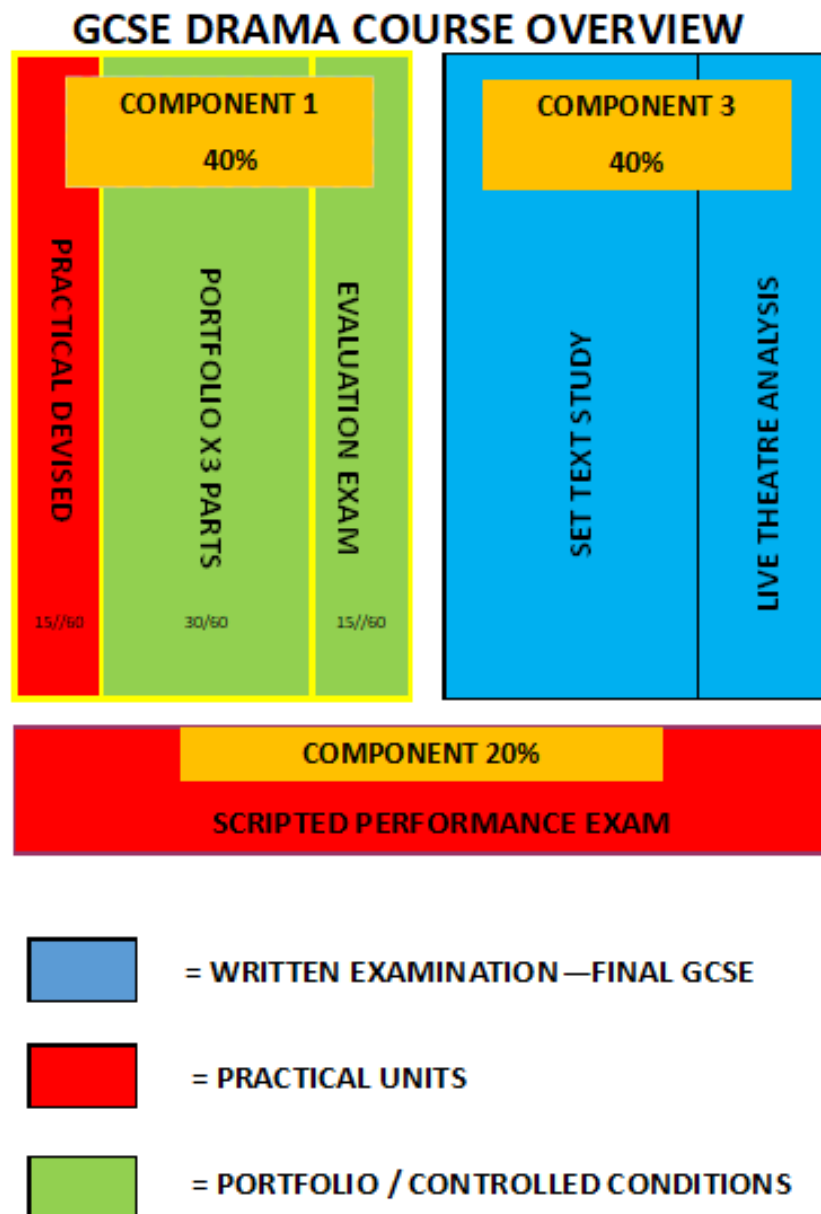
### Component 2 – Performing from a Text - practical examination – 20% of total marks

In groups, students will be assessed by a visiting examiner on their acting skills in a performance of two extracts from a published play.

### Component 3 – Interpreting Theatre - written examination - 40% of total marks

Candidates will be assessed on their ability to analyse one play as an actor, designer and director and to analyse and evaluate a play seen in performance.

If you have any questions about the course, please ask Ms Thompson or Mrs Newman or talk to one of the Year 10s or 11s who are studying Drama.



<b>Course Title:</b>	Eduqas Level 1/2 Vocational Award in Engineering (Technical Award)
Level and accrediting/examining body:	Eduqas Level 1/2 Vocational Award (Technical Award)
Length of course:	from: Sept 2026 to June 2028
Method of Assessment:	NEA - Unit 1: Manufacturing Engineering Products - 40% NEA - Unit 2: Designing Engineering Products - 20% Exam - Unit 3: Solving Engineering Problems - 40%
Date of examinations/final assessment:	Sept 2027 - Mar 2028 (NEA), June 2028 (Exam)

## Introduction

Eduqas Level 1/2 Vocational Award in Engineering (Technical Awards) provides learners with opportunities to study a vocational subject alongside GCSEs as part of a broad programme of study. It offers an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in engineering contexts that have many of the characteristics of real work.

The course is equivalent to a GCSE.

Engineering is a driving force in the UK's economy, accounting for 21.4% (£1.2 trillion) of the UK's £5.7 trillion turnover in 2018. However, there is a considerable shortage of appropriately skilled workers in the engineering sector. One of the reasons for this is due to a lack of awareness among young people of the educational routes into engineering occupations, even though pursuing STEM subjects remains a priority for many young people, and, according to Engineering UK, the proportion of young people aged 11 to 14 who said they would consider a career in engineering was 54.7% in 2019.

**Maths is now a key examined part of this specification students will expect to see 15% of the examination paper to include applied maths, as well as an expectation of mathematical proficiency within the design portfolio.**

## Summary of Assessment

- **Unit 1:** Manufacturing Engineering Products Controlled assessment: 20 hours - 40% of qualification - 80 marks.
- **Unit 2:** Designing Engineering Products Controlled assessment: 10 hours -20% of qualification - 40 marks
- **Unit 3:** Solving Engineering Problems Written examination: time of exam - 1 hour 30 minutes - 40% of qualification - 80 marks

## Course Structure

**Unit 1 – Controlled Assessment:** Provides learners with the opportunity to interpret different types of engineering information in order to plan how to produce engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to produce and test an end product.

**Unit 2 – Controlled Assessment:** Allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element, or part of the engineering outcome that they produced for Unit 1.

**Unit 3 – Written Examination:** Introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

## Assessment objectives

Below are the assessment objectives for this specification.

1. Learners must: AO1 Demonstrate knowledge and understanding from across the specification.

2. AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
3. AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.

<b>Course Title:</b>	<b>English Language and Literature</b>
Level and accrediting/examining body:	AQA English Language GCSE (8700) Eduqas English Literature GCSE (601/5246/1)
Length of course:	from: Sept 2026 to June 2028
Method of assessment:	Examinations
Date of examinations/final assessment	May/June 2028
<p><b>Grouping Arrangements</b></p> <p>The pace of learning, and the teaching strategies used, are matched to the needs of the students within each group.</p> <p><b>At the end of the course, students sit 4 exams which will allow them to demonstrate knowledge, understanding and skills in response to a range of texts and poetry.</b></p> <p><b>AQA GCSE English Language:</b> <b>100% EXAM</b></p> <p><b>Paper 1: Fiction (50%)</b></p> <ul style="list-style-type: none"> <li>• Four questions assessing Reading skills (25%)</li> <li>• One question assessing Writing skills (25%)</li> </ul> <p><b>Paper 2: Non-Fiction (50%)</b></p> <ul style="list-style-type: none"> <li>• Four questions assessing Reading skills (25%)</li> <li>• One question assessing Writing skills (25%)</li> </ul> <p><b>Spoken Language Assessment:</b> This is mandatory and will be assessed alongside your GCSE grade.</p> <p><b>Eduqas GCSE English Literature:</b> <b>100% EXAM</b></p> <p><b>Paper 1 (40%)</b></p> <ul style="list-style-type: none"> <li>• A Shakespeare Play – <i>Macbeth</i></li> <li>• Poetry Anthology</li> </ul> <p><b>Paper 2 (60%)</b></p> <ul style="list-style-type: none"> <li>• A Modern Novel or Play – <i>Lord of the Flies</i></li> <li>• A 19<sup>th</sup> Century Novel - <i>A Christmas Carol</i></li> <li>• Unseen Poetry</li> </ul> <p>To support students in achieving their best possible GCSE grade for English Literature, we endeavour to give students the opportunity to engage with live performances of the set texts. To cover the cost of these extra activities, we need to ask for a voluntary parental contribution via ParentPay. We try to keep the cost of these trips as low as possible.</p> <p><b>There is no foundation paper. Grades 1 to 9 are available for all students for both qualifications</b></p>	

<b>Course Title:</b>	<b>Geography</b>
Level and accrediting/examining body:	GCSE Edexcel B 1GB0
Length of course:	from: Sept 2026 to: June 2028
Method of assessment	100% exam (end of year 11)
Date of examinations/final assessment	May/June 2028
<p><b>Why choose GCSE Geography?</b></p> <p>Geography is the study of how humans interact with each other and the Earth. Geography is a broad and challenging subject that is relevant to our everyday lives, and it underpins everything that we do. It is the only subject that brings the human and physical worlds together and considers the roles and consequences of both. The Earth is powerful and unforgiving, if we do not understand how it works, we continually put ourselves at risk from its processes. So, if you like learning about the power of the planet and the impact human activity has on places you should study GCSE Geography!</p> <p>As a subject, we develop a wide range of skills including numeracy and problem-solving skills. Geography leans heavily on your skills from Science, Maths and English - 20% of the marks (in the final exams) will come from quantitative skills (Maths) and the subject has one of the most challenging bodies of vocabulary. Undertaking further study in Geography will mean that you have a deeper understanding of the opportunities and limitations of our relationship with our planet.</p> <p>The GCSE course provides students with a broad foundation in both human and physical elements of geography – it is after all the only subject that spans the physical and human worlds. It will also provide a robust foundation to further study, many of our students do go on to study Geography at ‘A’ Level and beyond, and Geographers remain some of the most employable graduates – just as they have been for years.</p> <p><b>Course Content:</b></p> <p><b>Global Geographical Issues:</b> (37.5% in a 1 hour 30-minute exam).  <b>Hazardous Earth:</b> Climate and climate change, tropical cyclones, plate tectonics.  <b>Development Dynamics:</b> Development processes and an in-depth study of India.  <b>Challenges of an urbanising world:</b> Urbanisation and an in-depth study of Mumbai.  <b>UK Geographical Issues:</b> (37.5% in a 1 hour 30-minute exam)  <b>The UK’s evolving physical landscape:</b> Coasts and rivers  <b>The UK’s evolving human landscape:</b> The changing patterns in how and where we live in the UK including an in-depth study of Birmingham.  Field studies into one physical (<u>rivers</u> or coasts) <b>and</b> one human (urban or <u>rural</u>) element.  <b>People and Environment Issues: Making Geographical Decisions</b> (25% in 1 hour 30 minute exam)  ‘People and the Biosphere’, ‘Forests under threat’ and ‘Consuming energy resources’.  <b>Assessment style:</b> The course is examined at the end of Year 11 when students will sit 3 exams that are all 1 hour and 30 minutes in length. There are a range of question styles including data-response, short answer questions, and extended questions.  <b>Additional Requirements:</b>  Undertaking fieldwork is a requirement of the course (UK Geographical Issues).</p>	

<b>Course Title:</b>	Health & Social Care
Level and accrediting/examining body:	Pearson BTEC Tech Award Level 1/2
Length of course:	September 2026 - June 2028
Method of Assessment:	Assessment is comprised of 2 internally assessed assignments which are completed throughout the course and 1 externally assessed exam at the end of the course.
Date of examinations/final assessment:	May/June 2028

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Social care employees such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health.

This course will give you the opportunity to develop knowledge and skills in a practical context. You will also develop key skills relevant to the health and social care sector such as research techniques and how to measure someone's physical health. You will also develop your written communication skills as you create health and wellbeing plans for an individual with specific needs.

#### **Course Content:**

Everyone taking this qualification will study three components, covering the following content areas:

- **Human Lifespan and Development** gives you the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. You will also look at the factors that may affect growth and development throughout the lifespan, such as lifechanging events like marriage or death of a partner. You will explore how individuals cope with these changes, as well as investigate the types of support available to help them.
- **Health and Social Care Services** allows you to investigate common services as well as those for specific needs and consider how they may work together to meet an individual's needs. You will examine the barriers individuals face in accessing services and how they may be overcome. You will explore the skills, attributes and values that are required in health and social care, and their importance in making sure that the people who use these services get the care they need.
- **Health and Wellbeing** explores the factors that can have a positive or negative influence on an individual's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

#### **Progression opportunities:**

If you decide to go on to further study of health and social care, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

<b>Course Title:</b>	<b>History</b>
Level and accrediting/examining body:	GCSE AQA History 8145 BA
Length of course:	from: September 2026 to: June 2028
Method of assessment	100% Examination
Date of examinations/final assessment	May/June 2028

The course encourages lively and meaningful discussion and debate which facilitates students' ability to think independently and thereby enables them to have a better knowledge and understanding of concepts and skills applicable to everyday life. History is respected by universities and the professional world as a traditional academic subject which teaches students a range of relevant and useful skills. It can open the doors to many careers - such as advertising, marketing and journalism (communication), law and accountancy (research and analysis). Primarily, history is about understanding people: their actions, motives and opinions at a given moment in time.

### **Course Content**

There are 2 papers worth 50% each and both papers are divided into 2 sections.

**Paper 1 : Understanding the modern world.** Section A: Period Study - Germany 1890-1945 and Section B: Wider world depth study - Conflict and tension in Asia 1950-1975

**Paper 2 : Shaping the nation.** Section A: Thematic study - Health and Medicine, and Section B: British Depth study with historic environment - Elizabethan England 1568-1603.

#### **Period study - Germany 1890-1945**

This period study focuses on the development of Germany during a turbulent century of change. A period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism. Students will learn about Germany under the Kaiser, the impact of World War One, the 'boom time' of the 1920s in the Weimar period, Germany's collapse with the effects of the Great Depression and finally the rise Adolf Hitler and life experiences for the German people under Nazi rule.

#### **Wider world depth study- Conflict and tension in Asia 1950-1975**

This wider world depth study focuses on the causes of the Cold War, how this conflict developed in Asia with the US Policy of Containment. With the causes, development and end to the Korean and Vietnam Wars. Students will learn about how the war in Korea developed with the involvement of the United Nations, China and the Superpowers. Students will then investigate how the Cold War affected Vietnam, from World War 2 and Civil War to the impact of the US belief in the Domino Theory in S.E. Asia. Investigating the Vietnam War, learning about USA and Vietcong tactics, Vietnamisation and the reasons for the end of the war in Vietnam.

#### **Shaping the nation - Thematic study- Britain: Medicine, Health and the people: c1000 to the present day.**

Students will gain an understanding of change and continuity across a long sweep of history. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Medieval medicine, progress and public health, the impact of the Renaissance on Britain, the revolution in medicine and surgery with the development of the Germ Theory and modern medicine in the 20<sup>th</sup> and 21<sup>st</sup> Centuries with the impact of war and change to treatment.

### **British depth study including the historic environment: Elizabethan England c1568-1603**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign, her court and Parliament, life for ordinary people at that time, as well as looking at troubles at home and abroad with the influence of religion, relations with her cousin Mary Queen of Scots as well as Spain. The historic environment of Elizabethan England is 10% of the overall course. The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated events and developments. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values. The historic environment can be explored through the examination of Elizabethan buildings, theatres, villages, voyages, revolts and battles. This will enrich the student's understanding of Elizabethan England. The site will be changed by the exam board each year. There is no requirement to visit the site.

#### **Option requirements:**

- You need to be prepared to do wider reading and preparation at home.
- Engagement and completion of all class work and home work is compulsory
- **You need to enjoy reading and writing at length.**
- You need to be committed to learning about the past - Germany 1890-1945, The Cold War 1950-1975, British History Health and Medicine c1000 to 21<sup>st</sup> Century and Elizabethan England.
- **Students who are prepared to do the extra wider research at home are the ones who achieve the higher grades at the end of the course.**
- You need to come to every lesson responsible, respectful and ready.

The exam paper has a variety of questions.

4 mark question = 1 paragraph

8 mark question = 2 paragraphs

12 mark question = 3 paragraphs

20 mark question = 4 paragraphs+. 1-2 sides of A4 paper

As a strong, well established department we have a proven track record of achieving positive GCSE results. This is due to the enthusiasm for the subject shown by our students and their determination to succeed through hard work and independent research.

<b>Course Title:</b>	<b>Mathematics</b>
Level and accrediting/examining body:	GCSE: Edexcel Pearson (Course No. 1MA1 )
Length of course:	from: Sept. 2026 to: June 2028
Method of assessment	Written exam (3 x 1.5 hr papers)
Date of examinations/final assessment	May/June 2028

The Maths department has a strong reputation for success and for its supportive ethos. We pride ourselves in ensuring that students continue to improve their mathematics as they progress through the school, and work hard to foster confidence, independence and resilience in all our students. The department has consistently achieved excellent results at GCSE and have extended this success to our A-level results in recent years.

In Years 10 and 11 pupils work towards the Edexcel GCSE at either Foundation or Higher Tier. Assessment takes place regularly to provide meaningful feedback and promote effective retention of concepts and skills.

Alongside the GCSE Mathematics, some students may have the opportunity to study GCSE Statistics and GCSE Further Maths, both of which prepare students well for advanced mathematics and sciences, including Maths and Further Maths at A-Level, as well as supporting their GCSE studies.

In addition to the understanding of mathematical concepts, a lot of teaching time is dedicated to applying this understanding through problem-solving, reasoning and real-life applications. Assessment of these more difficult skills forms 50% of the marks awarded at GCSE.

Students will sit three 90-minute exams at either Foundation or Higher Tier.

Foundation Tier awards grades from 1 to 5, and Higher Tier from 4 to 9.

Students sitting Higher Tier need to already have a strong grasp of the topics at Foundation tier.

There are two calculator papers and one non-calculator paper – any topic could appear on any paper.

Grades will be awarded from 1 (lowest) to 9 (highest).

<b>Course Title:</b>	<b>Modern Foreign Languages French / German / Spanish</b>
Level and accrediting/examining body:	GCSE Pearson Edexcel Course Nos. 1FR1 / 1GN1 / 1SP1
Length of course:	from: September 2026 to: June 2028
Method of assessment	100% Final exam
Date of examinations/final assessment	April/June 2028

### **Everyone learns languages at KS3, but why carry on to GCSE?**

Languages are really important in the world we live in and give you great skills for the rest of your life. The internet has brought everyone much closer together so chatting, blogging and networking with people of different languages from all over the world is very easy. Imagine all the other people you could communicate with and all the amazing places you could travel to or work at and all because you can speak their language! So, log onto the world's real social network and learn languages at GCSE!

A modern language is part of the **English Baccalaureate** at GCSE and modern languages are regarded by the Russell Group of Universities as a 'facilitating' subject at A Level. For more information on the **English Baccalaureate** visit:

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

### **Language lessons at KS4**

We aim to promote a broad outlook on language learning in a pleasurable way and to open students' horizon through developing an awareness of other cultures. Many pupils choose to take two languages to GCSE.

Topics studied at GCSE are relationships, social media, mobile technology, customs and festivals, free-time activities such as music, cinema and TV, sport, food and eating out.

Language classes at GCSE are interactive, fun and full of surprises. There are lots of activities to help your listening, reading, speaking and writing. One lesson you could be pretending to interview a famous German, Spanish or French celebrity, the next you may be watching a video clip in German, Spanish or French, or writing a fictional story. Your progress will be noticeable: soon you will start talking more, picking up more information in the listening exercises and understanding what you read and all this in a foreign language. You will feel so much personal satisfaction learning a language and the interactive classes will boost your confidence.

We ask parents to contribute to their children's learning by buying a GCSE Revision Guide which we can obtain at a discount.

### **Examinations:**

For languages you are marked on four key areas - reading, writing, listening and speaking. These will be important skills to have when you apply for college, university and even a job. All four skills are tested with separate terminal exams at the end of Year 11, and each of them is worth 25%. We use the new Pearson Edexcel GCSE specifications which are ideal preparation for A Level.

<b>Course Title:</b>	<b>Music</b>
Level and accrediting/examining body:	GCSE    EDUQAS    Course 601/8131/X
Length of course:	from: Sept 2026    to: May 2028
Method of assessment	Coursework & Exam
Date of examinations/final assessment	May/June 2028

The GCSE Music course develops the students' all round musicianship, with a particular focus on Performing, Composing and Appraising (listening & analysing). The course covers a wide range of styles and caters at some point for most tastes in music; students should, however, remain open-minded when exploring more unfamiliar areas of Music

**Unit 1 – Performing (30%)**

Students are required to provide two recorded performances totalling four minutes in length. One will be a solo and one will be as part of an ensemble. The minimum performance standard by the end of Year 11 is Grade 3 equivalent. Students do not have to have sat graded exams but instead, be performing at this standard.

**Unit 2 – Composing (30%)**

Students are required to submit two separate compositions. One will be a free composition and one will be to a set brief. These compositions must total a minimum of three minutes in length.

**Unit 3 – Appraising (40%)**

At the end of the course students sit a 1 hour and 15 minute listening exam. The exam will be based on two Set Works and four areas of Study. The exam will require students to listen and identify features in music, both familiar and unheard. There will be a mixture of short questions, musical dictation and a longer question.

The Set works are Badinerie by Bach and Africa by Toto. The areas of Study are: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

The GCSE Music course is highly enjoyable, creative, academic and, most importantly, open to everyone. We cater for students with all musical backgrounds including traditional musicians, rock and pop musicians, singer songwriters and anyone generally motivated and passionate about music.

All GCSE Music students ought to be taking part in regular music-making. It is an expectation they will take part in the life of the Music Dept, and have instrumental lessons or be part of the school choir, in order to develop their solo and ensemble performing skills.

If you would like to know more about the course, please speak to Mrs Webb, Head of Music

<b>Course Title:</b>	<b>Physical Education</b>
Level and accrediting/examining body:	GCSE EDEXCEL
Length of course:	from: Sept 2026 to: June 2028
Method of assessment:	Exam, Practical, Coursework
Date of examinations/final assessment	May/June 2028

**Component 1: Fitness and Body Systems (Component code: 1PE0/01)**

Written paper 1: 36% of the qualification – 80 marks – 1 hour 30 minutes

**Content overview:**

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical Training

Topic 4: Use of data

**Assessment overview:**

*This paper will consist of multiple choice, short answer, long answer and one extended writing questions.*

**Component 2: Health and Performance (Component code: 1PE0/02)**

Written paper 2: 24% of the qualification – 60 marks – 1 hour 15 minutes

**Content overview:**

Topic 1: Health, fitness, and well-being

Topic 2: Sport Psychology

Topic 3: Socio-cultural influences

Topic 4: Use of data

**Assessment overview:**

*This paper will consist of multiple choice, short answer, long answer and one extended writing questions.*

**Component 3: Practical Performance (Component code: 1PE0/03)**

Non examined assessment: internally marked and externally moderated.

30% of qualification – 105 marks (35 marks per activity)

**Content overview:**

Skills during individual and team activities

General performance skills

**Assessment overview:**

The assessment consists of students completing **three** physical activities from a set list.

One activity must be a **team** activity.

One activity must be an **individual** activity.

The final activity can be a **free** choice.

Students must participate in three **separate** activities.

Students will be assessed against set assessment criteria.

**Component 4: Personal Exercise Programme (PEP) (Component code: 1PE0/04)**

Non-examined assessment: Internally marked and externally moderated

10% of the qualification – 20 marks

**Content overview:**

Aim and planning analysis

Carrying out and monitoring the PEP

Evaluation of the PEP

**Assessment overview:**

The assessment consists of students producing a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance.

<b>Course Title:</b>	<b>Religious Studies</b>
Level and accrediting/examining body:	GCSE Eduqas Course No. C120P3
Length of course:	From: September 2026 to: June 2028
Method of Assessment	100% exam
Date of examinations/final assessment	May/June 2028

### **Why Study Religious Studies?**

Religion has always been with us. Throughout history it has expressed the deepest questions human beings can ask, and it has taken a central place in the lives of virtually all civilizations and cultures. As we think all the way back to the dawn of human consciousness, we find religion everywhere we turn. This may be true of the past, but what about the present—and the future? In recent times, critics have suggested that religion is on the way out.

Religion persists and is often on the rise, even as scientific and non-religious perspectives have become prominent. We still find religion everywhere: on television, in film, in popular music, in our towns and neighbourhoods. We discover religion at the centre of global issues and cultural conflict. Why does religion continue to thrive? There are many reasons, but one thing is certain: religious traditions are adaptable in important ways. For many, contemporary religion even has room for scepticism, science, and the secular, which allows it to keep going strong in our rapidly changing world.

This course in Religious Studies with its emphasis on Philosophy, Ethics and study of 2 world faiths is appropriate for ALL students. Students will openly discuss and debate various ethical issues, beliefs and practices. Students will study Christianity and Islam, in addition to various worldviews such Humanist and Atheist attitudes.

The course and examination format provides an opportunity for students to explore how beliefs motivate human behaviour and to explicitly and distinctly address skills of enquiry, analysis, reflection and critical thinking. An advantageous aspect of the GCSE course is that it specifically develops transferable skills and attributes that are utilised in other disciplines across the school and in future opportunities. A significant part of the examination requires students to debate in detail controversial statements. This will also allow them to express their personal views and evaluate the strengths and weaknesses of arguments made by both religious and atheist viewpoints.

The GCSE is made up of 4 topics and study of two world faiths:

**Component 1: Religious, Philosophical and Ethical Studies in the Modern World:**

Relationships  
Life and Death  
Good and Evil  
Human Rights

**Component 2: A thematic Study of Christianity:**  
Beliefs and practices

**Component 3: A thematic Study of Islam:**  
Beliefs and practices

**Examination:** The Examination consists of **3** papers

Paper 1: 2 hours  
Paper 2: 1 hour  
Paper 3: 1 hour

**Results:** The full range of grades from **9-1** are available.

<b>Course Title:</b>	<b>Combined Science</b>
Level and accrediting/examining body:	GCSE      AQA      Course No. 8464 or 8465
Length of course:	From Sept. 2026 to June 2028
Method of Assessment	6 Exams (8464) or 4 Exams (8465) both 100%
Date of examinations/final assessment	May/June 2028

There are two tiers of entry – Foundation and Higher. This course is a double award equivalent to 2 GCSEs.

### Summary of Subject Content

**Working Scientifically:** how scientific methods and theories develop over time; using models in science; power and limitations of science; evaluating risks; the importance of peer review of results; developing and testing hypotheses; carrying out experiments; evaluating methods; interpreting results; presenting data; limitations of scientific evidence.

**Biology:** the structure of cells; cell division; transport in cells; animal tissues, organs and systems; plant tissues, organs and systems; communicable diseases; photosynthesis; respiration; homeostasis; the human nervous system; hormone control in humans; reproduction; variation and evolution; classification of living organisms; adaptations, interdependence and competition; organisation of an ecosystem; biodiversity and the effect of human interaction on ecosystems;

**Chemistry:** atomic structure; isotopes; the periodic table; ionic, covalent and metallic bonding; structure of materials; structure and bonding of carbon; quantitative chemistry; reactivity of metals; reactions of acids; electrolysis; exothermic and endothermic reactions; rate of reaction; reversible reactions and dynamic equilibrium; carbon compounds as fuels and feedstocks; purity, formulations and chromatography; identification of common gases; the composition and evolution of the Earth's atmosphere; carbon dioxide and methane as greenhouse gases; common atmospheric pollutants and their sources; using the Earth's resources and obtaining potable water; life cycle assessment and recycling

**Physics:** forces and their interactions; work done and energy transfer; forces and elasticity; forces and motion; momentum; energy changes in a system, and the ways energy is stored before and after such changes; conservation and dissipation of energy; national and global energy resources; waves in air, fluids and solids; electromagnetic waves; current, potential difference and resistance; series and parallel circuits; domestic uses of electricity; electrical safety; energy transfers; permanent and induced magnetism, magnetic forces and fields; the motor effect; changes of state and the particle model; internal energy and energy transfers; the particle model and pressure; atoms and isotopes; atoms and nuclear radiation.

**Foundation 1/1 – 5/5 grades are available for all qualifications**

**Higher 4/4 – 9/9 grades are available for all qualifications**

<b>Course Title:</b>	<b>Separate Sciences – Biology, Chemistry &amp; Physics</b>
Level and accrediting/examining body:	AQA Biol. 8461; Chem. 8462; Phys. 8463
Length of course:	September 2026 to June 2028
Method of Assessment	6 exams - 2 per subject (100%)
Date of examinations/final assessment	May/June 2028

There are two tiers of entry: Foundation and Higher. This course will lead to 3 separate GCSE qualifications.

### Summary of Subject Content

#### **Biology: 100% Exam**

##### **Paper 1 -**

Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

##### **Paper 2 –**

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

#### **Chemistry: 100% Exam**

##### **Paper 1 -**

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

##### **Paper 2 –**

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

#### **Physics: 100% Exam**

##### **Paper 1 -**

Topics 1–4: Energy; Electricity; Particle model of matter; and Atomic structure.

##### **Paper 2 –**

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

*Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.*

All papers will have questions that are in the format of multiple choice, structured, closed short answer and open response and are assessed as written exams of 100 marks lasting 1 hour and 45 minutes. Each qualification can be taken at higher or foundation tier and each paper counts for 50% of each qualification.

Working Scientifically: how scientific methods and theories develop over time; using models in science; power and limitations of science; evaluating risks; the importance of peer review of results; developing and testing hypotheses; carrying out experiments; evaluating methods; interpreting results; presenting data; limitations of scientific evidence.

**Foundation 1 – 5 grades are available for all qualifications**

**Higher 4 – 9 grades are available for all qualifications**

***The Separate Sciences course will have a limited number of places.  
Students with a strong interest in studying Sciences at A Level  
will be encouraged to apply.***

<b>Course Title:</b>	<b>Sociology</b>
Level and accrediting/examining body:	GCSE Eduqas
Length of course:	From: September 2026 to: June 2028
Method of Assessment	100% exam
Date of examinations/final assessment	May/June 2028

Sociologists tackle some of the most pressing problems confronting humanity. Sociology examines the workings of our everyday world and attempts to make a difference. What could be more important than that? It equips you with a new way of interacting with the world for the rest of your life. Absolutely everything can be looked at from a sociological perspective. You might say everything is sociology. Sociology isn't always comfortable and it shows us things we'd perhaps like to hide from. But crucially, it gives us rough sketches, not finished maps. It's for you to shape.

Some of the topics included are:

***Sociology of Families & Households***

What are the changes that the family is going through? Why are fewer people getting married? Why are more getting divorced? Is the family always a good thing? How do people organise the jobs to be done within the family?

***Sociology of Education***

What is the purpose of education? What would society be like if we didn't go to school? Which groups of students do best in education? Which groups do least well?

***Sociology of Crime & Deviance***

What's the difference between crime and deviance? Why do people commit crime? Why do some groups commit more or less crime than others? How can we reduce crime? What should we do with people who commit crime?

**The GCSE course consists of two papers:**

**Paper 1:**

Families  
Education  
Social theory and methodology

**Paper 2:**

Crime and deviance  
Social stratification  
Social theory and methodology

There are two exams, each worth 50% of the GCSE. Examinations will be a mix of short answer, structured and extended response questions. Please note that Sociology is an essay-based subject!