



Key Stage 4

Curriculum Booklet

2026-2028

Curriculum

Year 10 and 11 Curriculum

The subject's students study in Year 10 and 11 can be split into two groups – 'Core Subjects' and 'Option Subjects'. The 'Core Subjects' are ones all students study, the 'Option Subjects' are the ones where there is choice. There are two types of options – 'EBacc Option and 'Open Option'.

Core Subjects

These are the subjects all students will take, students in every school in England have to take them. English Language, English Literature, Mathematics, and Science all lead to a full GCSE qualification. In addition, all students study Physical Education and Religious Education (Short Course GCSE). Students can opt to study Physical Education and Religious Education in more depth – leading to a GCSE qualification.

EBacc Option

Ebacc stands for English Baccalaureate, this is the name given by the government to a suite of subjects which includes English, Mathematics, Modern Foreign Languages and Humanities. To ensure engagement with these subjects, students have to pick either a Modern Foreign Language, History or Geography. They can pick two or all three by using one or two of their 'Open Options' (see below)

Open Option

Students can pursue a range of subjects in the areas of Technology, the Humanities, and the Arts. There are also courses available which are new to the students, for example in Psychology. Students choose three subjects.

Timetable

The table below shows the number of lessons per fortnight assigned to each subject

| Subject | Lessons per Fortnight |
|-----------------------------------|-----------------------|
| English (Language and Literature) | 8 |
| Mathematics | 7 |
| Science | 9 |
| Religious Education | 2 |
| Physical Education | 4 |
| EBacc Option | 5 |
| Open Option | 5 |
| Open Option | 5 |
| Open Option | 5 |

New Style GCSEs

The content and assessment methods of GCSEs has changed in recent years; they are often referred to as 'new style GCSEs', though they are not so new anymore! In a nutshell there is more for the students to learn and most are now only assessed through exams at the end of Year 11. Even in those subjects which still have Non-Examined Assessment (controlled assessment or coursework), the exam now counts more towards the final grade than it did before. Under the old-style GCSE students would have taken around 23 hours of exams, now it is nearly 32 hours. New style GCSEs are harder – the students have more to learn and more exams to do.

GCSE Grading System

New style GCSEs have changed the grading system from A* - G to 9 – 1, with 9 being the highest grade. If you are familiar with the old grading system, there are two equivalent points between the old and new, this may help you to make a comparison. Grade 4 is the equivalent of a C grade and Grade 7 the equivalent of an A grade. One of the reasons for introducing the new grading system was to differentiate at the top grades. It was felt that too many students were obtaining the top grade (A*) and this was devaluing it. It is harder to get a grade 9 than an A* - less grade 9's are given than A* grades previously.

Non-Examined Assessment

You may be more familiar with the term 'controlled assessment' or 'coursework', Non-Examined Assessment (NEA) is similar to these. Most GCSEs don't have NEA; a handful still do and all Vocational and Technical Awards (see below) contain NEA. Students produce work under supervised conditions in school and this work contributes a percentage of the final grade. The rest of the grade is made up of the exam. The amount and nature of NEA varies between subjects.

Vocational and Technical Awards

Vocational and Technical awards (VTQ) differ in their content, assessment methods and grading system from GCSEs. The content is more vocational, giving insight into the world of work and careers. There is a substantial amount of NEA in these awards, the ones we offer have around 60% of the mark made up of NEA. Finally, the grading system is different, most follow the system seen in the diagram below with grades awarded as Level 1 and 2 - then broken down to 'pass', 'merit', 'distinction' and 'distinction*'. Below you can see how they compare to GCSE's. For example, if a student were to get a Level 2 Distinction it would be the equivalent of a grade 7 at GCSE.

| GCSE Grade | Technical Awards | |
|------------|------------------|-----|
| 9 | Level 2 | 8.5 |
| 8 | | 7 |
| 7 | | 5.5 |
| 6 | | 4 |
| 5 | Level 1 | 3 |
| 4 | | 2 |
| 3 | | 1.5 |
| 2 | | 1 |
| 1 | | |

Exam Tiering

In some GCSE subjects it is appropriate to set two exams to adequately test the most and least able students. Tiers are examinations set at different levels. A student entered for the higher tier can achieve a grade 4 – 9, whilst a student entered for the foundation tier can achieve a grade 1 – 5. It should be noted that a student entered on the higher tier who doesn't gain the minimum mark to get a grade 4 will not gain a qualification in that subject.

Science Curriculum

All students will have nine hours of science per fortnight. This leads to a GCSE in Combined Science and the curriculum covers Biology, Chemistry and Physics. The qualification is worth two GCSE's (due to the amount in it) and students get a double grade, for example 76, this is 'seven six' not 'seventy-six'.

Students can study science in greater depth by following the 'three sciences' route. In addition to the nine hours, they would use one of their three options to study for an additional five hours per fortnight. This would lead to three GCSEs qualifications - hence the 'three sciences' route. The qualifications are GCSE Biology, GCSE Chemistry and GCSE Physics.

Short Course GCSE RE

All students have to study RE in Year 10 and 11, therefore it seems logical to gain a qualification in the process. It has around half the content of a full GCSE. All students have two hours of Religious Education per fortnight; this is not enough time to deliver a full GCSE. If you opt for RE Full Course, there is an additional five hours of study per fortnight.

Similar Subjects

The content of the subjects below have some similarities, as such only one can be chosen:

- One of the 'D & T' subjects
- Business or Enterprise and Marketing
- Creative Media Production or Media Studies
- Drama or Performing Arts (Performance Option)
- Physical Education or Sports Studies (Sport Option)



Key Stage 4

Core Subjects

Aim

GCSE English Language encourages students to become critical readers so that they may express themselves creatively and imaginatively in their own writing. The course also develops the ability to use language to participate effectively in society and employment by developing skills in reading, writing, speaking and listening necessary to communicate with others confidently, effectively, precisely and appropriately.

Grades Available

1 - 9

Outline of the Course

Students will continue to develop their analytical and evaluative skills when approaching both unseen prose fiction and non-fiction texts. They will respond to texts from the early 19th century onwards. Comprehension, synthesis and comparison are all also taught to further develop pupils' reading skills.

Writing primarily focuses upon descriptive, narrative and viewpoint writing styles. Students will develop their voice and fluency in their writing, as well as refining their technical and SPaG skills.

Examinations and Assessment

Assessment of the course is 100% examination and is split over two exams.

Explorations in Creative Reading and Writing (examination: 50% of grade)

Students will answer questions on an unseen piece of literary fiction. They will then produce a piece of descriptive or narrative writing

Writers' Viewpoints and Perspectives (examination 50% of grade)

Students will read and respond to one non-fiction text and one literary non-fiction text. They will then write a discursive piece to express a viewpoint.

Non-examination Assessment: Spoken Language

Students will have to produce a presentation and respond to questions and feedback. They will need to use Standard English fluently and confidently. This is a separate endorsement: whilst it is a compulsory part of the course, it does not contribute to the final GCSE grade.

Further Study

The English department offers popular A Levels in English Literature, English Language and Literature and Film Studies, which all rest on strong English Language ability. As a core subject, the skills developed during the GCSE course also support Arts, Humanities and Science routes into Further Education.

Aim

GCSE English Literature affords students the opportunity to access the major genres of poetry, prose and drama. In doing so, they develop the ability to respond to texts critically and imaginatively, looking at how language, structure and form contribute to the writer's ideas. In addition, students explore how texts are linked and why they have been influential through the ages.

Grades Available

1 - 9

Outline of the Course

Across the units listed below, pupils will be taught to respond to a range of prose, poetry and drama – from Shakespeare to the modern era. Analysis and evaluation are central to all units, with students also taught to develop their perceptive insights into characters, events and writers' purposes and methods.

Contextual knowledge is also an important focus across the course, with students learning to develop their understanding of how texts are a product of their time and can be understood from a variety of perspectives.

Examinations and Assessment

Assessment of the course is 100% examination and is split over two exams.

Paper One: Shakespeare and the 19th Century Novel (examination: 40% of grade)

Students will study the Shakespeare play *Macbeth*.

Students will also study a 19th century novel. The text chosen is *A Christmas Carol* (Charles Dickens).

Paper Two: Modern Texts and Poetry (examination: 60% of grade)

Students will study a modern prose or drama text and a selection of poetry. They will also have to respond to unseen poetry in this unit.

The text chosen is *An Inspector Calls* (J.B. Priestley).

Further Study

GCSE English Literature is an excellent starting point for A Level study in the same field; the department currently offers popular A Levels in both English Literature and English Language and Literature. With a strong focus on analysis, English Literature also supports the study of other Humanities A Levels including REP, Psychology and History, as well as Sociology and Film Studies.

Aim

At the most basic level, Mathematics GCSE equips students with the level of numeracy to succeed in common, everyday situations which we may find in day-to-day life or in other study and employment.

But beyond that, Mathematics develops skills that help students to think logically, critically and in the abstract in order to solve multifaceted problems and make justified arguments and generalisations.

A proficiency in Mathematics is beneficial in many different aspects of life including; art, finance, economics, science and technology, and the GCSE course aims to foster a greater understanding of the part that Mathematics plays in these areas.

Grades Available

| | |
|-------|-----------------|
| 4 - 9 | Higher Tier |
| 1 - 5 | Foundation Tier |

Outline of the Course

There are three components

Assessment Objective 1: Use and apply standard techniques;

Assessment Objective 2: Reason, interpret and communicate mathematically;

Assessment Objective 3: Solve problems within mathematics in other contexts.

The programme of study includes work on
Number;
Algebra;
Ratio, proportion and rates of change;
Geometry and measures;
Probability and statistics.

Examinations and Assessment

All the assessment is by means of three written exams, taken at the end of Year 11 (one non-calculator, two calculator), each worth 33% and each 1 hour and 30 minutes long. Each of the papers is designed to cover all components of the course.

Further Study

Students who wish to study Mathematics at A Level will need to achieve a grade 7 on Higher Tier GCSE and may also consider choosing the Further Maths & Statistics option at GCSE (although this is not essential). To study Further Maths at A Level, a minimum of a grade 8 in Maths GCSE is required. Some other A Level subjects (such as the Sciences) may also require a minimum grade in Maths GCSE in order to study them. The acquisition of a good Mathematics grade at GCSE is also vital for many other lines of further study, including many not directly connected with the subject.

| | | |
|-------------------------|-----------------|---------|
| Combined Science | Exam Board | EDEXCEL |
| | Syllabus Number | 1SCO |

Aim:

The course aims to stimulate student curiosity, interest and enjoyment of science. The GCSE in Combined Science requires students to develop the skills, knowledge and understanding of working scientifically. Students learn to apply scientific concepts and skills in designing and undertaking experiments to solve problems. Students are encouraged to consider and discuss the practical applications of science and technology in our society and the problems that scientific discoveries can bring.

Grades Available:

| | |
|---------|-----------------|
| 44 - 99 | Higher Tier |
| 11 - 55 | Foundation Tier |

Outline of the Course:

There are six units studied over Year 10 and 11 and practical work is embedded within each unit. Combined Science is worth two GCSEs.

Biology Content:

Biology 1: Cells and control, genetics, natural selection and genetic modification, ecosystems and material cycles

Biology 2: Plant structures and their functions, animal coordination, control and homeostasis, Exchange and transport in animals, health, disease and the development of medicines.

Chemistry Content:

Chemistry 1: Atomic structure and the periodic table, ionic and covalent bonding, types of substance, calculations involving masses, states of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria.

Chemistry 2: Groups 1,7,0, rates of reaction, fuels, heat energy changes in chemical reactions, earth and atmospheric science

Physics Content:

Physics 1: Motion, forces and conservation of energy, waves, light and the electromagnetic spectrum, particle model, radioactivity, astronomy.

Physics 2: Forces doing work, forces and their effects, electricity and circuits, magnetism and the motor effect, particle model, forces and matter

Examinations and Assessment:

Assessment is by examination. There are six examinations, one for each of the above units, which will each be worth 60 marks. Practical and mathematical skills are also assessed through these written examinations.

Further Study:

Study of Science offers students routes into a variety of difference career options and further education study. Students could study courses that have clear links to the Sciences such as Forensic Science, Engineering, Medicine, Zoology, and Pharmacology.

PE Core (Non-Examined)

Aim

During KS4 Core PE students will explore a wide variety of sporting activities with the majority of learning taking place through gameplay, conditioned games and competitions. Students are given option choices so that they participate in sports they enjoy and can then focus on developing and executing key tactics and strategies. Students studying GCSE PE or Cambridge National Sports Studies can use core PE lessons to provide assessment evidence for their chosen sports as well as preparing to take part in Wellington Sports fixtures. There is also a focus on Health, Fitness and Well-being enabling students to use sport to improve a range of key lifestyle benefits. Students are expected to be actively involved in all aspects of PE and can develop leadership, coaching, officiating and performance analysis skills as well as improving key components of fitness.

Grades Available

Non-examined

Outline of the course

Activities covered: Football, Handball, Netball, Badminton, Basketball, Fitness, Rugby, Tennis, Aerobics, Softball, Rounders, Athletics, Table Tennis, Dodgeball, Yoga, Zumba, Gaelic Football.

Aim

Students will be challenged with questions about belief, value, meaning, purpose and truth, enabling them to develop their own attitudes towards religious, ethical and philosophical issues.

Students will also gain an appreciation of how religion, ethics and philosophy form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. These skills will help to prepare them for future study in REP and in other areas of the curriculum and beyond.

Grades Available:

1 - 9

Outline of the Course

Unless students choose GCSE REP (Full Course) they will study GCSE REP (Short Course). Over the two years of the course, students study the units indicated below:

Component One: The study of beliefs teachings and practice in Islam and Christianity

Component Two: Thematic Studies based on two themes:

Theme A: Relationships and Families

Theme B: Religion, Peace and Conflict

Examinations and Assessment

The course is assessed through 100% examination. Students will complete one exam paper for 1 hour and 45 minutes.

Further Study

This course can lead to a variety of further study options and career paths. After studying this GCSE, students will have the foundational knowledge required to commence an A-Level course in Religion, Ethics and Philosophy. The skills and content within the GCSE Religious Studies specification also offers an excellent base for studying A level subjects such as English, other Humanities subjects and the Social Sciences including Sociology and Psychology.

In relation to careers, this subject is suited to a broad spectrum of jobs in the arena of Social Work, Journalism, Law, Medicine, Medical Ethics, Education, Public Relations, Charity Work and many more.



Key Stage 4

Ebacc. Option Subjects

| | | |
|---------------|-----------------|------|
| French | Exam Board | AQA |
| | Syllabus Number | 8652 |

Aim

GCSE French will give students the opportunity to develop a practical life skill, equipping them with knowledge and confidence they can use both in and outside of the classroom. Students will be supported in gaining linguistic knowledge, understanding and skills which will help them to take their place in a multilingual global society and will also provide them with a suitable basis for further study and /or practical use of the language.

The course will give candidates the opportunity to:

- develop understanding of the language in a variety of contexts
- develop knowledge of language learning skills
- develop the ability to communicate effectively in the language
- build awareness and understanding of the cultures where the language is spoken.

Grades Available

| | |
|-----|-----------------|
| 4-9 | Higher Tier |
| 1-5 | Foundation Tier |

Outline of the Course

Over the two-year course, students will develop their abilities in the following areas:

| | |
|------------------|--|
| Listening | by responding to a variety of spoken French, including authentic materials such as songs, announcements and adverts. |
| Speaking | by taking part in role plays and conversations and making presentations. |
| Reading | by demonstrating understanding of a variety of texts. |
| Writing | by producing a variety of written texts for different purposes. |

We will study three themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Examinations and Assessment

There are four elements assessed:

| SKILL | TIMING & TIER | % OF GCSE |
|---------------------------------|---|------------|
| Listening (Year 11 exam) | 35 minutes Foundation Tier. 45 minutes Higher Tier. | 25% |
| Speaking (Year 11 exam) | Speaking test. 7-9 minutes Foundation Tier. 10-12 minutes Higher Tier. | 25% |
| Reading (Year 11 exam) | 45 minutes Foundation Tier. 1-hour Higher Tier. | 25% |
| Writing (Year 11 exam) | Written exam. 1 hour 10 minutes Foundation tier. 1 hour 15 minutes Higher Tier. | 25% |

Students will be entered for either Foundation or Higher Tier. Students will do the same tier in ALL papers.

Further Study

A GCSE in French will open up many opportunities for further study or apprenticeships beyond the age of 16. Academic routes will take students on to A Level and a variety of degree courses at university. A Modern Foreign Language is an excellent supporting subject for a variety of career paths, for example Banking, Marketing, Law and Tourism. Of course, French can be further studied in its own right, leading to a wide range of employment options including careers in industry, translation, teaching and journalism.

Aim

Throughout the GCSE geography course students have the opportunity to consider a variety of geographical issues and, in doing so, become knowledgeable and critical geographers. There is a strong emphasis on the understanding of physical processes in the environment, as well as the management and mismanagement of resources by people. Students also have the opportunity during this course to develop their fieldwork skills.

Grades Available

1 - 9

Outline of the Course

The course is divided into three main themes:

Section 1: Living with the physical environment

In this section study will focus on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK, including coasts and rivers. Finally, the living world which includes ecosystems such as tropical rainforests and hot deserts or cold environments.

Section 2: Challenges in the human environment

This section covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and in particular detail the demand for food resources globally are also a focus.

Section 3: Geographical applications and skills

This section involves the undertaking two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Pre-released material is received 12 weeks prior to the examination which will be studied in lesson time.

Assessments and Examinations**Examination**

There are three exam papers at the end of Year 11. The first examination focuses on section 1 of the course, physical geography. It is 90 minutes long and makes up 35% of the total GCSE grade. The second paper is also 90 minutes long, also making up 35% of the GCSE grade. This examination focuses on section 2 of the course, human geography. The final paper is 75 minutes long and makes up the final 30% of the total GCSE grade. This examination has a focus on section 3, geographical applications and skills. There is no controlled assessment for geography. The examinations makes up 100% of the final grade.

Further Study

Geography is a strong, traditional subject that can be of use to students when taking up a variety of further educational courses, as well as in the world of work. It also gives students an excellent platform and skills base to move on to A level studies and beyond in a wide range of subject areas.

| | | |
|---------------|-----------------|------|
| German | Exam Board | AQA |
| | Syllabus Number | 8662 |

Aim

GCSE German will give students the opportunity to develop a practical life skill, equipping them with knowledge and confidence they can use both in and outside of the classroom. Students will be supported in gaining linguistic knowledge, understanding and skills which will help them to take their place in a multilingual global society and will also provide them with a suitable basis for further study and /or practical use of the language.

The course will give candidates the opportunity to:

- develop understanding of the language in a variety of contexts
- develop knowledge of language learning skills
- develop the ability to communicate effectively in the language
- build awareness and understanding of the cultures where the language is spoken.

Grades Available

| | |
|-----|-----------------|
| 4-9 | Higher Tier |
| 1-5 | Foundation Tier |

Outline of the Course

Over the two-year course, students will develop their abilities in the following areas:

| | |
|------------------|--|
| Listening | by responding to a variety of spoken German, including authentic materials such as songs, announcements and adverts. |
| Speaking | by taking part in role plays and conversations and making presentations. |
| Reading | by demonstrating understanding of a variety of texts. |
| Writing | by producing a variety of written texts for different purposes. |

We will study three themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Examinations and Assessment

There are four elements assessed:

| SKILL | TIMING & TIER | % OF GCSE |
|---------------------------------|---|------------|
| Listening (Year 11 exam) | 35 minutes Foundation Tier. 45 minutes Higher Tier. | 25% |
| Speaking (Year 11 exam) | Speaking test. 7-9 minutes Foundation Tier. 10-12 minutes Higher Tier. | 25% |
| Reading (Year 11 exam) | 45 minutes Foundation Tier. 1-hour Higher Tier. | 25% |
| Writing (Year 11 exam) | Written exam. 1 hour 10 minutes Foundation tier. 1 hour 15 minutes Higher Tier. | 25% |

Students will be entered for either Foundation or Higher Tier. Students will do the same tier in ALL papers.

Further Study

A GCSE in German will open up many opportunities for further study or apprenticeships beyond the age of 16. Academic routes will take students on to A Level and a variety of degree courses at university. A Modern Foreign Language is an excellent supporting subject for a variety of career paths, for example Banking, Marketing, Law and Tourism. Of course, German can be further studied in its own right, leading to a wide range of employment options including careers in industry, translation, teaching and journalism.

| | | |
|----------------|-----------------|------|
| History | Exam Board | AQA |
| | Syllabus Number | 8145 |

Aim

The aim of the course is to ensure that not only do students achieve an excellent grade at GCSE, but also to develop in students a life-long curiosity and a passion for furthering their knowledge about the past. The students will be guided on how to develop their skills of source analysis and how to evaluate a range of themes and factors that have led to developments and conflict throughout History. They will be encouraged to think independently and to develop their own judgements. Furthermore, their communication skills will be enhanced through the focus on writing a sustained and justified argument, and through lively classroom debate.

Grades Available

1 - 9

Outline of the Course

Students undertake a module which focuses on changes and developments in 'America 1840-1895: Expansion and Consolidation' over a period of around 100 years. In addition, they will study a module on 'Conflict and Tension: The Interwar Years 1918-1939'; this will specifically concentrate on how the governments of Europe tried to deal with the emergence of Hitler, Nazi Germany and the other dictators in the 1920s and 1930s. They will also study 'Britain: The Health and The People c1000-present day', a course that follows the development of medical knowledge and procedures throughout time, and specifically its impact on health in Britain, from medieval plague doctors to modern day keyhole surgery, including the development of Public Health. Finally, we will study 'Norman England: 1066-1100' and this module will include a study of a local historical site (e.g. Durham Cathedral).

Examinations and Assessment

The course is examined through 2 formal examinations, lasting 2 hours each, one for the America and Interwar module; and the other will focus on the Medicine and the Norman modules.

Both of these examinations will take place at the end of Year 11.

Further Study

History is a well-respected academic subject that is viewed favourably by colleges, universities and employers alike due to the rigour of the academic content and the analytical skills that are developed in the process. Furthermore, a good qualification in History suggests that a person is self-disciplined, independent, organised and able to communicate well.

History is a particularly useful course to support the study of English, Politics, Economics and Psychology, as well as offering an interesting alternative area of study alongside the Sciences and Mathematics.



Key Stage 4

Open Option Subjects

Aim

The aim of the GCSE Art & Design course is to develop creative and imaginative individuals who can express themselves and communicate their ideas whilst learning a range of skills and techniques across a broad range of materials.

Students will explore a range of artists, craftspeople and designers to support their development and reflect their understanding of how and why Art is created.

Grades**Available**

1 - 9

Outline of the Course

Students are taught a range of drawing and mark making techniques that explore a range of materials including; pencil, charcoal, ink, monoprint, mixed media, acrylic and pastel. Pattern, shape and colour are also developed to create work that is expressive, creative and experimental.

The work of artists is explored to further extend their use of materials and creativity. Students are supported in independent study to investigate these artists in more depth and to show understanding of the context in which Art is created.

Design work is carried out to take their ideas and work to a final outcome, referencing their studies, photographs, drawings, artists and experiments.

Final outcomes can be in paint, drawing, textiles, graphics, 3D &/or mixed media.

Students have to complete a portfolio of work and explore materials on a number of themes, taking a minimum of one project to a final outcome.

The students will complete up to two different topics and themes over the course of the 2 years to develop the above skills and techniques, potentially including; Decay, Architecture, Music, Animals, Food, Insects, Portraits, Man-made &/or Organic Form.

Examinations and Assessment

Component 1 – Portfolio of Work, 60% of final grade

Component 2 – Externally set Assignment, 40% of final grade. Up to 12 weeks preparatory time, culminating in a 10 hour exam using preparatory studies to make a final outcome.

The externally set assignment replicates the format of the coursework in evidence, materials, artists and designs so students are familiar with expectation and steps.

Both units are internally assessed and externally moderated

Further Study

After studying GCSE Art you can go on to study A-Level Art. It will help access a huge number of potential opportunities in Art including; Architecture, Graphics, Web/App Design, Jewellery, Ceramics, 3D design, Fine Art, Product Design, Film & Photography, Fashion, Interiors, Special Effects, Theatre & Costume and Animation.

It provides a number of skills that employers are looking for in an employee, like independence, team work, communication, problem solving, research skills and creativity. It can be a key influence in the following career paths; Teaching, Hairdressing, Gardening, Merchandising, Childcare and Beauty.

Aim

Studying GCSE Business will provide students with the opportunity to develop a range of skills and knowledge to be able to work in a business, to become leaders of a business, or to start and develop a business of their own. The course provides a broad understanding of all areas of a business; from human resources to finance, and marketing to operations. Students will gain a strong understanding of business theory, but will also develop a range of skills including innovation, enterprise, financial capability and team work. GCSE Business allows students to apply their knowledge and understanding to different business contexts; from small enterprises to large multinationals and from local markets to global markets. The course looks to inspire and enthuse students to consider a career in one of the many business disciplines, such as marketing, finance, sales, recruitment or human resources.

Grades Available

1 - 9

Outline of the course

| Unit | Unit Content | Weighting |
|--|---|-----------|
| Theme 1: Investigating small business | <ul style="list-style-type: none">Topic 1.1 Enterprise and entrepreneurshipTopic 1.2 Spotting a business opportunityTopic 1.3 Putting a business idea into practiceTopic 1.4 Making the business effectiveTopic 1.5 Understanding external influences on business | 50% |
| Theme 2: Building a business | <ul style="list-style-type: none">Topic 2.1 Growing the businessTopic 2.2 Making marketing decisionsTopic 2.3 Making operational decisionsTopic 2.4 Making financial decisionsTopic 2.5 Making human resource decisions | 50% |

Examinations

GCSE Business consists of two examinations that are completed at the end of Year 11:

- Paper one covering Theme 1 Investigating small business (50% of final grade)
- Paper two covering Theme 2 Building a Business (50% of final grade)

Both examinations are 1hr 45 minutes long and consist of multiple choice, calculation, short and long answer questions. There is no controlled assessment for GCSE Business.

Further Study

The successful completion of this course will enable students to progress to whichever business related route they choose. This could be; further study in an A-level or level 3 qualification, or application to a relevant apprenticeship. GCSE Business is also helpful in many careers such as accountancy, law, marketing or the leisure and tourism industry. Students will also develop the knowledge and skills needed to start their own business.

Aim

The incredible developments in computer technology over recent years have led to an explosion of computer usage by businesses and home users. We live in an increasingly digital world where the use of computers is inescapable. Computer Science aims to give those who study it a deep understanding of how computer systems work. It empowers students to be creators of applications, rather than passive consumers of technology.

Grades Available

1 - 9

Outline of the Course

1. Computational Thinking: Create algorithms using common programming constructs. Follow algorithms as a computer would and test them for logical errors using truth tables.
2. Data: Understand how all data (numbers, text, images and sound) can be represented by binary code.
3. Computers: The hardware and software components that make a computer.
4. Fundamentals of computer networks: Understand how data is securely transmitted between devices.
5. Issues and impact: Study the ethical, legal and environmental impacts of digital technology on wider society. Understand the threats to computer systems and how to protect them.
6. Programming: Developing code to solve problems.

Examinations and Assessment

Paper 1: Computing Concepts (1 hour and 30 minute paper-based examination). This paper is worth 50% of the final grade and assesses theoretical content from subject content 1-5 above.

Paper 2: This practical paper requires students to design, write, test and refine programs in order to solve problems. This paper is taken at a computer. It is also worth 50% of the grade and is 1 hour and 30 minutes long.

Further Study

Computer Science GCSE supports further study in Computer Science A-Level or vocational equivalents. Students can then progress to courses at university such as systems engineering, software engineering and artificial intelligence. Career prospects in the computing industry are wide ranging. Other than for those who aspire to work in the computer industry, there are many others who may choose Computer Science. Study of the subject supports progress in Science, Technology, Engineering and Mathematics. It develops transferable skills, particularly logical thinking and problem solving.

Aim

The **Pearson BTEC Tech Award in Creative Media Production** is a hands-on, creative journey into the world of films, games, TV, magazines, and digital media. Rather than only analysing media, students learn by doing- experimenting with real production techniques and exploring how media products are planned, designed, and created. A key element of the course is developing a professional portfolio by responding to real-world media briefs. Through planning, designing, and producing original media products, learners apply both creative and technical skills while demonstrating their ability to meet industry standards.

Grades Available

Level 2: Distinction, Merit, Pass

Level 1: Distinction, Merit, Pass

Outline of the Course**Component 01: Exploring Media Products**

Students will develop understanding of how media products are created for specific audiences and purposes in each of these sectors: audio/moving image, print and interactive media. They will explore the relationship between genre, narrative and representation in media products, and develop understanding of how they are interpreted by audiences.

Component 02: Developing Digital Media Production Skills

Students will develop and apply skills and techniques in pre-production, production and post-production processes when developing a media product from one of the following sectors: audio/moving image, print or interactive design.

Component 03: Component 3: Create a Media Product in Response to a Brief

Students will respond to a client brief and create a product in one of the following media sectors: audio/moving image, print or interactive. They will interpret the client's needs and engage in the process of ideas generation, selecting and refining ideas that meets the requirements of the brief.

Examinations and Assessment

- **Component One:** A non-exam internal assessment set by Pearson, 10 hours. (30%)
- **Component Two:** A non-exam internal assessment set by Pearson, 10 hours. (30%)
- **Component Three:** Task set and marked by Pearson completed under supervised conditions, 10 hours. (40%)

Further Study

Students can continue their study of a vocational qualification at Level 3, such as a BTEC National in Media which prepares learners to enter employment or apprenticeships, or A Levels in a range of subjects.

Aim

GCSE Design and Technology is an exciting and creative course that will prepare students to participate confidently in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. Students will get the opportunity to become creative and critical thinkers, developing skills to design and apply practical expertise to make products that solve real and relevant problems.

Grades Available

1 - 9

Outline of the Course

GCSE Design and Technology will prepare students to study core technical, specialist technical and designing and making principles, which include developing a broad range of design processes, materials processes and techniques using specialist tools and equipment. Students can choose to study Product Design which focusses on the designing & making products using resistant materials or Textiles to design and manufacture products or garments from a range of fibres and fabrics.

- Core technical knowledge of Design and Technology principles
- Specialist technical principles.
- Designing and making principles.

Examinations and Assessment

Students will be required to produce one non-examination assessment which will account for 50% of the final GCSE grade. The non-examination assessment will take place in the final term of Year 10.

| Non-Examination Assessment | 100 marks | Proximately 35-40 hours |
|---|------------------|--------------------------------|
| Students undertake a substantial design and make task where needs and requirements are identified through investigation. Design solutions are created to meet those needs and prototype products are manufactured and evaluated. All work is will be presented in a design portfolio. | | |

A final examination will provide the remaining 50% of the total GCSE grade.

| Written Examination | 100 marks | 2 hours |
|----------------------------|------------------|----------------|
|----------------------------|------------------|----------------|

Further Study

Following the successful completion of GCSE Design and Technology, and depending on the specialist route they have followed: students can go on to study 'A' Level Product Design, Textiles, Art or Graphic Communication. It also provides the knowledge and practical skills that would benefit further study or employment in many areas such as Graphic Design, Website Design, Packaging Design, Video Game Design Interior Design, Architecture, Construction, Civil Engineering, Fashion Design, Fashion Illustration and Garment Technology, to name a few!

Aim

This qualification is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress to further study. Within the qualification a number of engineering sectors are looked at, such as; mechanical, electrical and electronic, aerospace, communications, chemical, civil, automotive, biomedical and software. This qualification is designed to match the rigour and challenge of GCSE study.

Grades Available

Level 2: Distinction *, Distinction, Merit, Pass

Level 1: Distinction *, Distinction, Merit, Pass

Outline of the course

The qualification aims to cover the following areas:

- understand engineering disciplines
- understand how science and maths are applied in engineering
- understand how to read engineering drawings
- understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- understand engineering tools, equipment and machines
- produce hand-drawn engineering drawings
- produce Computer Aided Design (CAD) engineering drawings
- demonstrate production planning techniques
- demonstrate processing skills and techniques applied to materials for a manufacturing task
- understand how to create, present and review art and design work

Examinations and Assessment

Exam Assessment (40%)

A mixture of multiple – choice, short answer and extended response questions.

Non Exam Assessment (60%)

Learners will research, design, build and test a product responding to an externally set brief.

The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

Further Study

The successful completion of this course will enable learners to progress to whichever engineering related route they choose. This could be; further study in an A-level or level 3 qualification, or application to a relevant apprenticeship. Possible career routes are numerous, some to consider are; aerospace engineering, computer engineering, design engineering, biomedical engineering or software engineering.

Aim

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Grades Available

1 - 9

Outline of the Course

GCSE Food Preparation and Nutrition takes a hands-on approach using practical cooking skills to ensure students develop a thorough understanding of nutrition and the working characteristics of food materials, as well as where food comes from and issues affecting food choice. The course is designed to nurture students' practical cookery skills with five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Students will be expected to work alone as well as part of a group and anyone who is interested in food would enjoy this course.

Examinations and Assessment

Students will be required to produce two non-examination assessments which will account for 50% of the final GCSE grade. Both non-examination assessments will take place in Year 11.

| | | |
|---|----------|----------|
| Food Investigation | 30 marks | 10 hours |
| Understanding the working characteristics, functional and chemical properties of ingredients. | | |
| Food Preparation | 70 marks | 20 hours |
| Planning, preparing, cooking, and presenting a final menu demonstrating knowledge, skills and application of nutrition related to a chosen task specified by AQA. | | |

A final examination will provide the remaining 50% of the total GCSE grade.

| | | |
|----------------------------|-----------|------------|
| Written Examination | 100 marks | 1hr 45mins |
|----------------------------|-----------|------------|

Further Study

Following the successful completion of GCSE Food Preparation and Nutrition, it provides students with the knowledge and practical skills that would benefit further study or employment. These areas are Cooking and Food Preparation, Catering, Hospitality, Food Science and Technology, Nutrition, Dietician or training as a Chef.

| | | |
|--------------|----------------------------------|-------------|
| Drama | Exam Board Specification code | AQA 8261 |
|--------------|----------------------------------|-------------|

Aim

The aim of the course is to develop students' ability to create, perform and respond to drama. In addition, students will explore performance texts and seek to understand their social, cultural and historical contexts. Throughout the two years, students will develop a range of theatrical skills and apply them to theatrical performance. Confidence in performance and communication are essential skills for this course.

Grades Available

1 - 9

Outline of the Course

Devising Drama: Students will be given a stimulus from which they must create a piece of drama. Students will create a portfolio to accompany the creative processes of this unit.

Performance from text: Students will be given two extracts from a text which will be performed to, and externally marked by, a visiting examiner. An audience is required for this part of the course. A performance realisation document will also be written before the examiner arrives at the centre.

Theatre Makers in Practice: The written exam is broken down into three sections. Section A consist of multiple choice question based on production. For section B of the exam, students will be given four questions which will be based on an unprepared extract from a text which students will have studied in depth. For section C, students will be given a question which will ask them to analyse and evaluate a piece of live theatre which the students will have seen.

Examinations and Assessment

Devising Drama: Non-Examined Assessment, 40% of the qualification, 80 marks. (20 marks for performance and 60 marks for the portfolio.)

Performance from text: Non-Examined Assessment, 20% of the qualification, 40 marks. Externally assessed by visiting examiner.

Theatre Makers in Practice: Written Examination: 1 hour 45 minutes, 40% of the qualification, 80 marks. Open book.

Further Study

Drama offer a clear route into further and higher education for drama, performance and English-related courses. Career opportunities are numerous, for example, acting, presenting, stage managing, drama therapy and directing. In addition, students develop skills which support other further/higher education courses and career pathways. These include the ability to collaborate with others, think analytically and evaluate effectively.

Vocational and Technical Award in Enterprise and Marketing

Exam Board
Specification
Code

OCR
J837

Aim

This course is designed for students who want an introduction to business which includes a vocational and hands-on element. The course aims to develop students' understanding of enterprise and marketing and encourages creative thinking and decision making. Students learn about the world of business through research and investigation as well as practical tasks. The course will appeal to students who wish to either set up their own business, move into employment or progress onto further study. Students will develop transferable skills including team working; communication skills; presentation skills; using initiative; and working independently.

Grades Available

Level 2: Distinction *, Distinction, Merit, Pass

Level 1: Distinction, Merit, Pass

Outline of the course

| Unit | Unit Content | Weighting | Assessment Type |
|---|---|------------------|-----------------------------|
| Unit R067: Enterprise and marketing concepts | Students will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business | 40% | Examination |
| Unit R068: Design a business proposal | Students will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their proposal | 30% | Synoptic project set by OCR |
| Unit R069: Market and pitch a business proposal | Students will develop pitching skills to be able to pitch their business proposal to an external audience. They will review their pitching skills and business proposal using the learning, self-assessment and feedback gathered | 30% | Synoptic project set by OCR |

Examinations and Assessment

- Unit R067 –External examination (1hr 15mins) sat at the end of Year 11. The examination consists of multiple choice, calculation, short answer and a single long answer question.
- Units R068 & R069 – Internally assessed synoptic project set by OCR

Further Study

The successful completion of this course will enable students to progress to whichever business related route they choose. This could be; further study in an A-level or level 3 qualification, or application to a relevant apprenticeship. In relations to careers, this course can lead to a career in business management, human resources, marketing, administration and finance. Students will also develop the knowledge and skills needed to start their own business.

| | | |
|---------------------------------------|-------------------------------|------------------------------|
| Further Maths & Statistics | Exam Board Syllabus Number | Edexcel (Statistics) 1ST0 |
| | Exam Board Syllabus Number | AQA (Further Maths) 8365 |

Aim

In addition to their Maths GCSE, students who choose this option will study for two extra Mathematics qualifications: GCSE Statistics (Year 10), and Level 2 Certificate in Further Maths (Year 11).

The aim of these qualifications is to enable students to develop the skills and knowledge to excel in Mathematics in an academic environment and beyond. As well as advancing students' theoretical understanding of the subject, the courses acknowledge that mathematics exists in many different aspects of life, including art, finance, politics, economics, science and technology, and will aim to foster a greater understanding of the part that Mathematics plays in these areas.

Due to the academically demanding nature of this course, this is a 'guided' option. A student's level of attainment and their commitment to Mathematics will be used to determine their suitability for the qualification.

Grades Available

GCSE Statistics

4 - 9 (Higher Tier)

Level 2 Certificate in Further Maths

5 - 9

Outline of the Course

GCSE Statistics: Through study of the Statistical Enquiry Cycle, students will learn about the use of statistical techniques to plan, analyse, present and evaluate statistical investigations. During the course, students will use real world data in contexts such as finance, environment and populations. The course will also advance students' knowledge of a number of topics in GCSE Maths, as well as preparing students for potentially studying Mathematics at A Level.

Level 2 Certificate in Further Maths: This qualification is designed to stretch and challenge high achieving mathematicians. It complements GCSE Maths by encouraging students' higher Mathematical skills, particularly numeric, algebraic and geometric reasoning. It also helps students prepare for the extra mathematical rigour required in A Level Mathematics.

Examinations and Assessment

GCSE Statistics: 2 x 1 hour 30 min papers worth 80 marks each (sat at the end of year 10)

Level 2 Certificate in Further Maths: 2 x 1 hour 45 min papers worth 80 marks each (sat at the end of year 11)

Further Study

Candidates who are successful in these qualifications will be well prepared to continue their study of Mathematics and Further Maths at A Level. The acquisition of these qualifications will also be useful for many other lines of future study beyond Mathematics; including Science, Social Sciences, Geography and Engineering.

Aim

In this exciting new course, students will develop practical skills that can be applied to real-life contexts and work situations. They will be encouraged to think creatively, innovatively, analytically, logically and critically. They will learn to plan, design, create, test and review IT solutions and products which are fit for purpose and meet client requirements. They will design with Human Computer Interface (HCI) considerations appropriate for a defined audience and understand the impacts of digital technologies on the individual, organisation and wider society.

Grades Available

Level 2: Distinction *, Distinction, Merit, Pass

Level 1: Distinction *, Distinction, Merit, Pass

Outline of the Course

1. IT In the Digital World:
 - a. Design tools: flow charts, mind maps and wireframes.
 - b. Human-computer interaction.
 - c. Data: types, validation, collection, storage.
 - d. Cyber security and legislation.
 - e. Digital communications.
 - f. Internet of everything.
2. Spreadsheets:
 - a. Designing and creating: design, creating an interface, formulas, functions, graphs
 - b. Testing and review
3. Augmented Reality (AR):
 - a. Purpose and uses of AR, different types and devices used to access.
 - b. Designing and prototyping.
 - c. Creating an AR solution.
 - d. Testing and review.

Examinations and Assessment

Exam: This component is worth 40% of the grade and covers IT in the Digital World.

Assignment 1: Data manipulation using spreadsheets. 12-hour assignment, completed in class, consisting up of up to five practical tasks.

Assignment 2: Using Augmented Reality to present information. 12-hour assignment, completed in class, consisting of up to five practical tasks.

Further Study

The skills, knowledge and understanding students will develop through this qualification could lead to A Levels in subjects such as Computer Science. Alternatively, students may go on to vocational qualifications such as Level 3 Technical Awards in IT and Digital Media or T Levels in Digital Production. It would also support applications for apprenticeships in the IT industry in areas such as Digital Marketer or Business Administrator.

Aim

The **OCR GCSE Media Studies** course is a deep dive into the world of modern media - how it's made, how it influences us, and how we can create it ourselves. Students explore a range of media forms, from TV dramas and film marketing to magazines, news, advertising, radio, video games, and online media. One of the most exciting elements is the **NEA (Non-Exam Assessment)**, where students become creators. Designing media products such as a magazine covers and feature articles, using real-world conventions and creative software skills.

Grades Available

1 - 9

Outline of the Course**Component 01: Television and promoting media**

- In Section A: *Television*, students engage with an in-depth study of one contemporary and one historic television programme, responding to questions covering the whole of the theoretical framework and a range of media contexts
- In Section B: *Promoting media*, students study products from the one global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Component 02: Music and news

- In Section A: *Music*, students engage with one in-depth study covering magazines, a comparative study of music videos and a study of contemporary radio.
- In Section B: *News*, students engage with one in-depth study of online news, including its social and participatory media. Students also study contemporary and historical newspaper front pages and how they illustrate changing social, cultural, historical and political contexts.

Component 03: Creating media

- Students apply their knowledge and understanding of media language and representations to create media products of their own, using the theoretical framework to express and communicate meaning to an intended audience

Examinations and Assessment

- **Component One:** Written examination, 1hr 45minutes (35%)
- **Component Two:** Written examination, 1hr 15minutes (35%)
- **Component Three:** Non Examined Assessment (30%)

Further Study

GCSE Media Studies leads directly into Media Studies and Film Studies A-Level. It also complements A-Levels in English Language and Literature, English Literature, Art and Design and Graphic Communication.

Aim

Studying music at GCSE allows students to continue developing skills from Key Stage 3, with the study of music from different musical periods and genres. They also have to participate in musical performances, either through the use of music technology, playing instruments or singing; as well as being given the opportunity to learn about the recording process. Compositional skills are also taught in a traditional sense, using notation as well as using different software to create electronic music. The course also gives students the opportunity to develop broader life skills, including critical and creative thinking, cultural understanding, self-discipline, self-confidence and self-motivation.

Grades Available

1 - 9

Outline of the Course

The course is split into 3 units: Performing; Composing; and Appraising. The 3 disciplines are taught and developed around the study of 2 set works and non-familiar music from 4 different areas of study: Musical Forms and Devices; Music for Ensemble; Film Music; Popular Music.

Examinations and Assessment

| Unit | Assessment Type | Date of completion | Duration | Weighting |
|---------------|-------------------------|--------------------|----------|-----------|
| 1. Performing | Non-examined assessment | December 2026 | N/A | 30% |
| 2. Composing | Non-examined assessment | March 2027 | N/A | 30% |
| 3. Appraising | Written examination | May 2027 | 1h 15m | 40% |

Further Study

The GCSE in Music leads directly into the Music or Music Technology A-Level. Students will have enough technological and musical knowledge and experience to continue developing their skills at A-Level.

Aim

The aim of this course is to build on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give students exciting opportunities to be involved in a number of different physical activities, promoting an active healthy lifestyle.

Students will be assessed as performers in three sports. They must have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy. Students will also be given the opportunity to develop their leadership skills, organising inter-form activities with staff including Sports Day.

Grades Available

1 - 9

Outline of the course

| | | | | |
|---------|--------------------------------|-------------------|----------------------------|-------------------|
| Year 10 | Health, Fitness and Well Being | Sports Psychology | Social Cultural Influences | Data Analysis |
| Year 11 | Anatomy & Physiology | Movement Analysis | Physical Training | Skill Acquisition |

Practical

Students will take part in a full range of activities; they will cover traditional invasion games, racket sports and athletics. Students can also be assessed in activities that they take part in outside of school, for example, dance, cycling, skiing and horse-riding.

Examinations and Assessment

30% practical assessment in 3 sports/activities

10% personal exercise programme related to a practical activity

60% theory exam at the end of Year 11

Further Study

This course can lead to a variety of further study options and career paths. After studying this GCSE, students will have the foundation knowledge required to commence an A-Level course in Physical Education. The skills and content within the GCSE Physical Education specification also offers an excellent base for studying A-level subjects such as Biology and Applied Science.

In relation to careers this subject is suited to a broad spectrum of jobs in the arena of Education, Coaching, Fitness Industry, Physiotherapy, Sports Journalism, Outdoor Pursuits and many more.

Aim

The Tech Award in Performing Arts is a practical introduction to life and work in the industry. Students will develop specific practical skills and techniques, devise and deliver performances, and analyse and evaluate their performances. This course will suit students with an interest in to the industry of performing arts.

Grades Available

Level 2: Distinction *, Distinction, Merit, Pass

Level 1: Distinction *, Distinction, Merit, Pass

Outline of the Course**Component one: Exploring the Performing Arts**

This unit enables learners to gain a practical understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. They will explore 3 different types of theatre styles and complete assignment tasks in response to this.

Component Two: Developing skills and techniques in the performing arts.

This unit allows student to work as performers, learning, rehearsing and performing an existing piece of professional repertoire.

Component Three: Responding to a brief

This unit gives students the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a stimulus.

Examinations and Assessment

Component One: 30% of the qualification; internally assessed assignment, 60 marks.

Component Two: 30% of the qualification; internally assessed assignment, 60 marks.

Component Three: 40% of the qualification; externally assessed, 60 marks.

Further Study

This vocational Award offers a clear route into further and higher education for drama, performance and directorial courses. Career opportunities are numerous, for example, acting, presenting, stage managing, drama therapy and directing. In addition, students develop skills which support other further/higher education courses and career pathways. These include the ability to collaborate with others, think analytically and evaluate effectively.

Aim

The course aims to encourage students to develop a personal interest in and enthusiasm for psychology and prepare them to make informed decisions about further learning opportunities and career choices. Pupils engage in the process of psychological enquiry in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. They develop an awareness of why psychology matters; acquire knowledge and understanding of how psychology works and its essential role in society. They also develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and the impact of psychology on everyday life.

Grades Available

1 - 9

Outline of the Course

| Module of Study | What will be covered |
|--|---|
| Studies and applications in Psychology 1 | Criminal Psychology, Development, Psychological Problems and Research Methods |
| Studies and applications in Psychology 2 | Social Influence, Memory, Sleep and Dreaming and Research Methods |

Examinations and Assessment

| | |
|--|---|
| Studies and applications in Psychology 1 | One hour and 30 mins. exam. 90 marks. 50% |
| Studies and applications in Psychology 2 | One hour and 30 mins. exam. 90 marks. 50% |

Further Study

After studying this GCSE, students will have the foundation required to commence an A-Level course in Psychology. The skills and content within the GCSE also offer an excellent base for studying A-level subjects such as Sociology, Religion and Philosophy and other Science based subjects. Career opportunities are vast; for example, Psychology, Public Services, Media and Marketing and Sport.

Aim

Students will be challenged with questions about belief, value, meaning, purpose and truth, enabling them to develop their own attitudes towards religious, ethical and philosophical issues.

Students will also gain an appreciation of how religion, ethics and philosophy form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. These skills will help to prepare them for future study in RE but also be useful in other areas of the curriculum and beyond.

Grades Available:

1 – 9

Outline of the Course

Component One: The study of beliefs, teachings and practices in Islam and Christianity.

Component Two: Thematic Studies.

For Component Two, students will complete the themes below:

| | |
|--------------------------------|------------------------------|
| Relationships and Families | Religion, Peace and Conflict |
| Religion, Crime and Punishment | Religion and Life |

Examinations and Assessment

The course is assessed through 100% examination. Students will complete one exam paper for Component One worth 50% of the GCSE (1 hr and 45 minutes). They will then complete a second exam paper on Component Two also worth 50% of the GCSE (1 hour and 45 minutes). The two components will be added together to give a final GCSE grade.

Further Study

This course can lead to further study options and career paths. After studying this GCSE, students will have the foundational knowledge required to commence an A-Level course in Religion, Ethics and Philosophy. The skills and content within the GCSE Religious Studies specification also offers an excellent base for studying A level subjects such as English, Humanities and the Social Sciences including Sociology and Psychology.

In relation to careers, this subject is suited to a broad spectrum of jobs in the arena of Education, Social Work, Journalism, Law, Medicine, Public Relations, Charity Work and many more.

Spanish

Available to pick as a new language. No previous study is necessary.

Exam Board
AQA
Syllabus Number
8692

Aim

This option is available to students who would like to learn Spanish to GCSE as a **new** language. Students may choose to do this as an additional language alongside French or German or they may choose it as a single language. GCSE Spanish will give students the opportunity to develop a practical life skill, equipping them with knowledge and confidence they can use both in and outside of the classroom. Students will be supported in gaining linguistic knowledge, understanding and skills which will help them to take their place in a multilingual global society and will also provide them with a suitable basis for further study and /or practical use of the language.

The course will give candidates the opportunity to:

- develop understanding of the language in a variety of contexts
- develop knowledge of language learning skills
- develop the ability to communicate effectively in the language
- build awareness and understanding of the cultures where the language is spoken.

Grades Available

| | |
|-----|-----------------|
| 4-9 | Higher Tier |
| 1-5 | Foundation Tier |

Outline of the Course

Over the two-year course, students will develop their abilities in the following areas:

| | |
|------------------|---|
| Listening | by responding to a variety of spoken Spanish, including authentic materials such as songs, announcements and adverts. |
| Speaking | by taking part in role plays and conversations and making presentations. |
| Reading | by demonstrating understanding of a variety of texts. |
| Writing | by producing a variety of written texts for different purposes. |

We will study three themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Examinations and Assessment

There are four elements assessed:

| SKILL | TIMING & TIER | % OF GCSE |
|---------------------------------|---|------------|
| Listening (Year 11 exam) | 35 minutes Foundation Tier. 45 minutes Higher Tier. | 25% |
| Speaking (Year 11 exam) | Speaking test. 7-9 minutes Foundation Tier. 10-12 minutes Higher Tier. | 25% |
| Reading (Year 11 exam) | 45 minutes Foundation Tier. 1-hour Higher Tier. | 25% |
| Writing (Year 11 exam) | Written exam. 1 hour 10 minutes Foundation tier. 1 hour 15 minutes Higher Tier. | 25% |

Further Study

Academic routes will take students on to A Level and a variety of degree courses at university. A Modern Foreign Language is an excellent supporting subject for a variety of career paths, for example Banking, Marketing, Law and Tourism. Of course, Spanish can be further studied in its own right, leading to a wide range of employment options including careers in industry, translation, teaching and journalism.

Aim

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance, and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Grades Available

1 - 9

Outline of the Course

| Module of Study | What will be covered |
|---|--|
| Paper 1: The sociology of families and education | The sociology of families The sociology of education Relevant areas of social theory and methodology |
| Paper 2: The sociology of crime and deviance and social stratification. | The sociology of crime and deviance The sociology of social stratification Relevant areas of social theory and methodology |

Examinations and Assessment

| | |
|---|--------------------------------------|
| Paper 1: The sociology of families and education | One hour and 45 mins. 100 marks. 50% |
| Paper 2: The sociology of crime and deviance and social stratification. | One hour and 45 mins. 100 marks. 50% |

Further Study

After studying this GCSE, students will have the foundation required to commence an A-Level course in Sociology. The skills and content within the GCSE also offer an excellent base for studying A-level subjects such as Psychology, politics, History, Religion and Philosophy and other Social Science based subjects. Career opportunities are vast; for example, Social Policy, Public Services, Media and Marketing, Education.

Vocational and Technical Award in Sport Studies

Exam Board
Syllabus Number

OCR
600/5123/1
J803/J813

Aim

This qualification is designed for learners with an interest in current affairs and sport, topics such as the Olympics and barriers to participation. It will provide learners with experience of various team and individual sports as well as the opportunity to officiate and lead others. Learners will also cover the media and its involvement in sport.

Grades Available

Level 2: Distinction *, Distinction, Merit, Pass

Level 1: Distinction *, Distinction, Merit, Pass

Outline of the course

Unit R184 Contemporary issues in sport

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

Unit R185 Developing sport and leadership skills

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

Unit R187 Increasing awareness of Outdoor Adventurous Activities

In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

Examinations and Assessment

- 40% R184 Contemporary issues in sport – (Exam)
- 40% R185 Developing sport and leadership skills - (assessed through controlled assessment work, classroom and computer based and practical performance)
- 20% R187 Increasing awareness of Outdoor Adventurous Activities - (assessed through controlled assessment work, classroom and computer based and practical performance)

Further Study

This course can lead to a variety of further study options and career paths. After studying this course, learners will have the foundation knowledge required to consider industry work, vocational qualifications or coaching roles.

In relation to careers, this course is suited to a broad spectrum of jobs in the arena of nutrition, coaching, fitness industry, physiotherapy, sports journalism, outdoor pursuits and many more.

Biology, Chemistry, Physics (Three Sciences)

Exam Board

Syllabus Number

Edexcel

1BIO, 1CHO, 1PHO

Aim

The course aims to inspire, challenge and motivate students by a broad, in depth and coherent study. Students develop their curiosity about the world around them allowing them to experience how science works across all three disciplines. Due to the academically demanding nature of this course, this is a 'guided' option. A students' level of attainment and their commitment to science will be used to determine their suitability for the qualification.

Grades Available

4-9

Higher Tier

1-5

Foundation Tier

Outline of the Course

Students are awarded 3 separate GCSEs in Biology, Chemistry and Physics. In order to complete the three subjects, students need to use one of their option choices in addition to the compulsory science time all students have.

All GCSE Science courses are linear in nature, meaning that all examinations will be terminal. This means that students will be examined at the end of their studies in Year 11, through examination only.

Every student studying the separate sciences will cover the same base content as students covering the Combined Science course (see earlier pages), however in the separate sciences students cover the topics in more depth; deepening their conceptual understanding of each of the scientific disciplines. They will also cover additional and more academically challenging material. The mathematical skills required are also more challenging so having a good understanding of Maths is beneficial to the Sciences.

Examinations and Assessment

GCSE Chemistry External Assessment 100% 2 x 100 mark written examinations

GCSE Biology External Assessment 100% 2 x 100 mark written examinations

GCSE Physics External Assessment 100% 2 x 100 mark written examinations

Practical skills are also assessed through these written examinations.

Further Study

GCSE Biology, Chemistry and Physics provide the best foundation for studying A-Level Sciences. Career opportunities from studying the three Sciences are highly varied from Medicine and Dentistry to Engineering and Architecture as well as the less obvious links with careers in Law and Business.