

The Sacred Heart Language College



**Key Stage 4 Curriculum Booklet
2026 – 2028**

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February 2026

Dear Year Nine Student,

I am delighted to write to you and introduce your GCSE Curriculum Booklet at one of the most important and exciting points in your College career.

This is also a time when you need to think about your future studies and, in particular, which subjects you will follow at GCSE. Here at The Sacred Heart Language College you will follow a broad pathway to ensure success for the future.

In Years 10 and 11, all students will take a core GCSE programme in RE, English, Maths, Science. In addition, everyone will complete their GCSE in Modern Languages in Year 10. All students will also continue to follow lessons in PSHE and PE.

Our pathways approach to study at GCSE will ensure that you are taking the appropriate courses.

We ask you to express a preference for subjects that you wish to be taken into consideration when deciding your courses. To do this you must find out as much as you can about the course details and the nature of learning that will be required. In understanding your curriculum offer ahead please take the time to talk to your parents. Your Form Tutor and Head of Year will also help you. However, whatever the pathway that lies ahead, remember that you are responsible for your future success.

Yours sincerely

Miss Nicola Walsh
Headteacher

Introduction

At The Sacred Heart Language College, we offer a broad, balanced and ambitious curriculum for our students, which in Key Stage 4 comprises Core subjects, which are compulsory for all students, and the Options subjects. Students will study a total of 9 GCSE subjects.

Curriculum Structure in Year 10

The curriculum time allocated to the subjects in Years 10 and 11 is outlined below:

Year 10

English	Maths	Science	RE	French / Spanish	PE (Core)	Option Block 1	Option Block 2
5	5	5	3	5	1	3	3

Year 11

English	Maths	Science	RE	PE (Core)	Option Block 1	Option Block 2
5.5	6	6	3.5	1	4	4

Our students begin their GCSE in either French or Spanish when they are in Year 9, sitting the final exam in the summer of Year 10. In order to prepare them for this, their 4 lessons per week in Year 9 increases to 5 lessons per week when they are in Year 10.

Once they have finished the GCSE Languages exam, these 5 lessons will be allocated across the curriculum subjects. This is designed to provide students with the opportunity to achieve the highest possible grades in their GCSE subjects.

Core Subjects

All pupils study:

English Language
English Literature
Mathematics
A Modern Language
Science
Religious Education

All of these subjects will lead to a GCSE qualification.

In addition, as part of the core curriculum offer, all pupils study:

Physical Education (Core)
PSHE

These subjects are not examined.

Information on these subjects can be found in the next section.

English Language

The GCSE (9-1) in English Language is a linear course. It consists of two externally examined components which are examined in year 11. There is also a compulsory endorsement for Spoken Language which is completed in Year 10.

AQA is the examination board.

Component 1: Fiction and Imaginative writing	
<ul style="list-style-type: none"> Externally assessed Availability: June 	50% of the Total GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> Study selections from a range of prose fiction. Develop skills to analyse and evaluate fiction extracts. Develop imaginative writing skills to engage the reader. Use spelling, punctuation and grammar accurately. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Section A- reading: questions on an unseen fiction extract. Students must be able to demonstrate understanding of unseen content, analysis of language, analysis of structure and evaluative skills Section B – writing: a choice of two writing tasks. The tasks are thematically linked to the reading extract. Students must be able to communicate clearly, coherently and convincingly at sentence, paragraph and whole text level. <p>Assessment duration: 1 hour and 45 minutes</p>	
Component 2: Non-fiction and Transactional Writing	
<ul style="list-style-type: none"> Externally assessed Availability: June 	50% of Total GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> Study a range of 19th-21st century non-fiction texts Develop skills to analyse, evaluate and compare non-fiction extracts. Develop transactional writing skills for a variety of forms, purposes and audiences. Use spelling, punctuation and grammar accurately. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Section A- reading: questions on two thematically linked, unseen non-fiction extracts. Students must be able to demonstrate understanding of unseen content, analysis of language and authorial method, inference skills and comparative skills. Section B – writing: A transactional task whereby candidate should be asked to present their viewpoint on a topic. The task is thematically linked to the reading extracts. Students must be able to communicate clearly, coherently and convincingly at sentence, paragraph and whole text level. <p>Assessment duration: 1 hour and 45 minutes.</p>	

English Literature

The GCSE (9–1) in English Literature is a linear course. It consists of two externally examined components. Students must complete all assessment in May/June in any single year. Edexcel is the examination board.

Component 1: Shakespeare and Post -1914 Literature	
<ul style="list-style-type: none"> Externally assessed Availability: May/June 	50% of Total GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> Study a Shakespeare play ('Macbeth') and a post-1914 British play ('An Inspector Calls'). Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Section A Shakespeare – "Macbeth": two-part question <ul style="list-style-type: none"> (i) deep analysis focusing on an extract of approximately 30 lines from any given point in the play (AO2) (ii) explore how a theme reflected in the extract is presented throughout in the play and how it would have been influenced by the era in which it was written (AO1, AO3) Section B Post-1914 British play – J B Priestley's 'An Inspector Calls': one essay question whereby students must explore how a theme or character is presented throughout the play and how the playwright and audience were influenced by the era in which it was written (AO1, AO3) <p>The total number of marks available is 80. Assessment duration: 1 hour and 45 minutes.</p> <p>Closed book (texts are not allowed in the examination).</p>	
Component 2: 19 th Century Novel and Poetry since 1879	
<ul style="list-style-type: none"> Externally assessed Availability: May/June 	50% of Total GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> Study a 19th-century novel, ('Jekyll and Hyde') study of poems from the Pearson Poetry Anthology under the theme of relationships and the study of unseen poetry. Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Section A Stevenson's 'Jekyll and Hyde': two-part question <ul style="list-style-type: none"> (iii) deep analysis focusing on an extract from any given point in the novel (AO2) (iv) explore how a theme reflected in the extract is presented throughout in the novel (AO1) Section B Poetry <ul style="list-style-type: none"> Part 1: One question comparing a named poem from the Pearson Poetry Anthology Relationship cluster under the theme of relationships to another poem from that collection. The named poem in the question will be shown in the paper. (AO1,AO2, AO3) Part 2: One question comparing two unseen contemporary poems. (AO1, AO2) <p>The total number of marks available is 80. Assessment duration: 2 hours and 15 minutes. Closed book (texts are not allowed in the examination).</p>	

Mathematics – KS4 Curriculum



The Mathematics Department aims to ensure that all pupils find the subject **meaningful, stimulating, and worthwhile**. Teaching places a strong emphasis on the role of mathematics in the **real world**, helping pupils develop key skills in **reasoning, problem-solving, and numeracy**, which prepares them for further study in mathematics and other disciplines.

Mathematics is also approached as a **form of communication**, and pupils are encouraged both orally and in written work to deepen their understanding of core concepts. Lessons are structured to provide every pupil with the **appropriate level of stretch and challenge**, ensuring a solid grasp of mathematical principles and structure.

Course Structure.

The GCSE Mathematics course follows the National Curriculum and covers the following key areas:

- **Number**
- **Ratio, Proportion and Rates of Change**
- **Algebra**
- **Statistics and Probability**
- **Geometry and Measures**

Across Years 9, 10, and 11, the curriculum builds on the knowledge developed at Key Stage 3. Learning takes place through a blend of **formal, investigative, and practical work**, providing a well-rounded mathematical experience. The examination board used is **Pearson Edexcel**.

GCSE Requirements & Assessment

There is **no coursework component** for GCSE Mathematics. Assessment consists of **three written examination papers**, all equally weighted:

- **Paper 1:** Non-calculator-calculator
- **Papers 2 & 3:** Calculator

Pupils are entered at one of two tiers: There is an approximately 30% overlap in the two tiers

Tier	Examinations	Grades Available
Foundation	Papers 1, 2 and 3	1–5
Higher	Papers 1, 2 and 3	4–9

Enrichment Opportunities

The Mathematics Department offers a range of enrichment activities designed to extend pupils' learning beyond the classroom and inspire a deeper appreciation of the subject. Opportunities typically include:

- **UKMT Maths Challenge & Team Competitions**

Pupils are invited to take part in the nationally recognised **UK Mathematics Trust (UKMT)** Junior, Intermediate and Senior Challenges. Selected pupils may also participate in **team competitions**, encouraging collaborative problem-solving and high-level reasoning.

- **Maths Clinics & Support Sessions**

Weekly drop-in sessions provide pupils with targeted support, help with GCSE topics, and opportunities to practise problem-solving in a relaxed environment. These sessions are open to all students, regardless of tier.

- **Revision Masterclasses & Exam Skills Sessions**

In the lead-up to GCSE exams, the department runs structured revision days and targeted masterclasses to build exam technique, improve confidence, and consolidate key concepts.

Modern Languages

At The Sacred Heart Language College, all pupils are expected to continue with languages Key Stage 4.

We offer GCSE courses in both French and Spanish which enable pupils to study familiar topics such as holidays, education, the world of work and the environment. In these lessons, students are given the opportunity to learn key vocabulary and grammar in much greater depth. They will also gain the opportunity to work independently in the Multimedia Lab using the various software and websites available in order to improve their languages skills.

Your daughter will be receiving five lessons of French or Spanish per week in Year 10 to ensure she is fully prepared for her exams which will be taking place at the end of Year 10.

Whichever language they study, students will be able to, not only develop their competence in a foreign language, but also gain key transferable skills that will place them in an advantageous position in our current multilingual, multicultural and global society.



GCSE Spanish/French

Key features:

Four exams:

Listening, Reading, Speaking, Writing (each worth 25%)

Two tiers of entry - Foundation (Grades 1-5) or Higher (Grades 4-9)

All four exams are to be taken at the end of Year 10

Key topics studied over the course include:

- Family and Relationships
- Holidays
- Health
- Free-time and The Media
- My Town and The Environment
- Education and Work
- Social issues
- Technology
- Cultural events and Festivals



Science

All students study Science at Key Stage 4. Our courses aim to help students develop a deeper understanding of the workings of the world and be confident in asking questions and engaging in scientific discussion. Pupils will develop an awareness of current issues and recognise the impact of Science on everyday life. Pupils will also develop the skills required to be a Scientist.



To reach the standard required to achieve a strong Science GCSE, students should expect to do a range of different activities for homework. They will also need to spend time consolidating their learning using the wide variety of resources available.

We study the AQA syllabus.

Pupils will study one of the following courses:

Combined Science (part of core curriculum – 5 lessons)

- The course is assessed through six written examinations – two in Biology, two in Chemistry and two in Physics – each 1 hour 15 minutes and each 70 marks.
- The course leads to **two GCSE grades**.
- There are two tiers of entry (foundation and higher), which have different degrees of complexity both in examination and material studied during the course.
- Pupils will have to complete and write up practical investigations.

Separate Science (5 lessons of 'core' time + Options Block time)

- The course is assessed through six written examinations – two in Biology, two in Chemistry and two in Physics – each 1 hour 45 minutes and each 100 marks.
- The course leads to **three GCSE grades** – one for Biology, Chemistry and Physics.
- There are two tiers of entry (foundation and higher), which have different degrees of complexity both in examination and material studied during the course.
- Pupils will have to complete and write up practical investigations.

Separate Science GCSE is offered to pupils who have the ability to study the three separate sciences at a more complex level.

This option is only available to pupils whose 'Progress 2: Working At' grade was, at minimum 5-.

They should also have a strong understanding of maths.

Religious Studies

They begin the GCSE in year 10. In year they will look at Judaism as a world religion, which will help them in Year 11 for Paper 2.

The aim of the course is to give students an in-depth study on the Catholic faith, by looking at beliefs, teachings, practices, sources of authority and forms of expression within Catholic Christianity. Students will then apply these Catholic principles to contemporary ethical issues in the second year. Students will also broaden their understanding of religion by studying the beliefs and practices of Judaism. This specification will not only help students understand theological concepts and religious doctrines, but it will also promote and equip students with valuable skills for their future development, such as analytical and critical thinking, the ability to work with abstract ideas, leadership and research skills.

The exam consists of two written papers (paper 1: Catholic Christianity, Paper 2: Catholic Ethics and Judaism), each worth 50% of the marks and lasting 105 minutes each. The exams will take place in the summer term of Year 11. There will be no coursework. The marks from the two papers will be added together to give their overall grade. Internal assessment of student progress will take place throughout the year in the form of homework's and end of unit tests.

Throughout the GCSE course, students are expected to familiarise themselves with the content of the textbooks (which will be available on Kerboodle from April), conduct independent research on the topics studied, read voraciously, complete homework twice weekly and learn the skills of evaluation and analysis which will aid their development as mature thinkers who are passionately engaged in the dialogue between faith and reason.

There will be a full PPE GCSE in the autumn term of Year 11. Therefore, it is crucial that student revision for GCSE Religious Education is continuous and regular throughout Year 10 and Year 11.

Component 1: Catholic Christianity (50% of GCSE)

- Creation
- Incarnation
- The Triune God, Mission and prayer
- Redemption
- Church and the Kingdom of God
- Eschatology



Component 2: Perspectives on Religion – Judaism (25% of GCSE)

- Key beliefs and Authority
 - Nature of God
 - Life after death
 - The Messiah
 - Covenant
 - Mitzvoh
- Key practices
 - Worship
 - Family Life

Component 3: Catholic Ethics (25% of GCSE)

Both of the following units are studied

- Theme A: Religion, relationships and families
- Theme C: Religion, human rights and social justice

More information on the syllabus can be found by visiting the AQA website – <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-8063>

Students will be able to purchase the RE revision guide on parent pay in Year 10.

PSHE / Citizenship

Citizenship education is part of our core curriculum as it is compulsory for all schools to teach this subject. Personal, Social, Health, Economic Education (PSHE) is also part of our core curriculum.

These subjects provide pupils with the opportunity to think about and discuss issues of importance in society, at local, national and global level. At Key Stage 4 the curriculum includes:

- Careers
- Human rights and responsibilities
- How the economy functions and money/economy awareness
- Politics – British values, the European Union, the Commonwealth and the United Nations
- Relationships, Sex and Health Education, personal safety, healthy lifestyles, wellbeing
- Wider issues of global interdependence

Citizenship is taught in a variety of ways:

- (i) in PSHE lessons and the Pastoral Curriculum
- (ii) in other subjects, most notably RE, History, Geography, Science
- (iii) through assemblies and special days e.g. sessions in Activities Week (iv) through school trips

Citizenship education, however, is not just about a body of knowledge. It aims to help pupils become informed, thoughtful and responsible citizens who are aware of their duties and rights. It seeks, therefore, to encourage a spirit of community service both within and outside school. Pupils are encouraged to use their Record of Achievement to reflect upon what this means to them.



Work Related Learning

Learning about the world of work is a priority for our students so that they can make fully informed decisions about their future. This is taught as part of our PCT programme throughout years 7-11, and also in subject lessons where links regularly are made to careers.

During Year 9 all pupils attend a Careers Day as a part of Activities Week, throughout this day students will reflect on their own skills and attributes, learn about CV writing and interview techniques and will hear from other adults. In Year 10, students undertake a work experience placement in the summer term so that they acquire an insight into the world of work. All year 10 pupils attend a taster day at St Dominic's Sixth Form College which is an opportunity for students to experience studying A-level subjects. Throughout the year pupils have a range of careers related PCT lessons on topics such as work experience and managing their online identity.

During year 11 students undergo a programme of education, information and guidance to help them make vital decisions about their future. A series of PCT lessons teaches them about effective decision making, explores their options and gives support in making their post 16 applications. It covers the full range of routes including sixth form, FE College and apprenticeships programmes. Pupils also have the chance to re-visit and update their CV's. Our careers advisor, K. Bartlett, and guest speakers lead assemblies with the whole year group about pathways, as well as inviting specific students to smaller group seminars to develop their employability skills. Pupils also attend a Careers and University Fair at both St Dominic's and at The Salvatorian College. Students are made aware of a wide range of on-line and face to face work experience through the careers board located by student services, the electronic pupil notice board and our online careers platform, Unifrog.

All students have a 1:1 career interview with K. Bartlett, and an interview with a member of the Leadership Team at St Dominic's Sixth Form College. Pupils also have an assembly led by St Dominic's and other local colleges such as West Herts. This allows our students to make well informed choices about their career journey once they leave The Sacred Heart Language College.



Physical Education (Core)



All pupils will follow a Core PE course during years 10 and 11.

This is a vital part of adopting a healthy lifestyle. Pupils will follow an exciting programme of individual and team sports equipping them with the skills to engage in sporting activities for the future.

Year 10 and 11

All pupils have a double lesson in KS4 incorporating the following sports: Athletics, Basketball, First Aid, Fitness, Football, Netball, Rounders, Table Tennis, Trampolining and Volleyball.

We have also introduced CPR training for pupils which can lead to accreditation.



Options Subjects

Whatever combination of GCSE's you follow you will be prepared for future studies. Our commitment is to ensure that you follow an ambitious and broad curriculum at Key Stage 4 that will provide you with the skills set needed beyond your time at The Sacred Heart.

The school will identify a pathway for you which will assist this process.

We do ask you to express your preference for subjects you will follow. When you come to state your preferences for options subjects you will be asked to state a first and a second preference in each case. You must choose a different subject as your second choice, and **this second choice should be a subject you would be happy studying.**

Possible Options subjects, depending upon Pathway are:

- Art & Design
- Classical Civilisation
- Computer Science
- Design & Technology
- Drama
- Food Preparation and Nutrition
- Geography
- History
- Music
- P.E.
- Photography
- Separate Science

The following pages give information about the options subjects.



Art and Design

The Art and Design GCSE is an exciting and enriching course that equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject.

The precise title of the course is '**Art, Craft and Design**' with Edexcel selected as the examining board. This title ensures that in the qualification as a whole, there is a breadth and flexibility in content, including: Fine Art, Graphic Communication, Textile Design, Three-Dimensional Design, Photography. The course comprises Critical and Contextual studies, relating to Knowledge and Understanding, with Drawing remaining at the base of all skills.

During a two-year course students will learn a variety of transferable skills. These include: applying a creative approach to problem solving, analysing critically their own work and the work of others, expressing individual thoughts and choices confidently, taking risks, experimenting and learning from mistakes and finally developing and presenting original ideas.



Past student's work

Course structure and Assessment:

Component 1: Personal Portfolio, 60% of the qualification

This component allows students opportunities to: develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and finally present personal response(s) to theme(s) set by the centre. Current themes included in the Personal portfolio and that make up Component 1, with work starting at the very beginning of year 10 are "Identity" and "Surfaces" and with final pieces to be created during the Year 11 PPE examination.

Component 2: Externally Set Assignment, 40% of the qualification

The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. This includes a 10-hour final exam and the preparatory sketchbook that is produced in the period leading up to the exam.

Assessment overview

Students' work must comprise supporting studies (normally collected in a sketchbook or art folder) and personal response(s). This work must show evidence of four Assessment Objectives (AOs).

- A01 - develop ideas through investigations
- A02 - refine ideas through experimenting and selecting appropriate resources and techniques
- A03 - record ideas, observations and insights
- A04 - present a personal, informed and meaningful response demonstrating analytical and critical understanding

Some of the possible career paths linked with studying GCSE Art:

Architect, Fine Artist, Designer, Photographer, Art Conservation, Animation, Set Design and much more.

Resources: As a minimum, students will need to purchase three A3 presentation books for Art over the 2 years.

Classical Civilisation

What is Classical Civilisation

GCSE Classical Civilisation is the study of the literature and culture of the classical (Greek-Roman) world drawn from the time period 3000 BC to 100 AD. You will learn about the ancient world through the medium of art, architecture and literature. We will also explore the legacy of the classical world, and its relevance to modern culture.

What are the exam modules?

(i) **The thematic study:**

Women in the Ancient World (J199/12). We will be learning about the realities of life for Roman and Greek women. This involves a study of how women were expected to behave and how they were treated in the Ancient World. Our studies explore the lives of the pleasant women of 'good virtue' to those whose lives caused scandal and shock!



(ii) **Literature and Culture study:**

War and Warfare (J199/23). We will be learning about the military of ancient Sparta, Athens and Rome, focusing on key historical figures such as Mark Antony and famous battles such as the Battle of Actium. We will also read extracts from ancient poetry such as Homer's Iliad and Virgil's Aeneid, coming face to face with brave and noble heroes such as Achilles and Aeneas.

How will I be assessed?

Thematic study: Women in the Ancient World	1 hour 30 minute exam paper worth 50%	90 minutes
Literature and Culture Study: War and Warfare	1 hour 30 minute exam paper worth 50%	90 minutes

How can I use Classics in the future?

Classics will develop and sharpen the essential analytical, evaluative and higher thinking skills that are required for many subjects at A Level and professions:

Law
History
Classical Literature

English Literature
Art
Architecture, and many more.



Computer Science

Why choose GCSE in Computer Science?

Worthwhile

The qualification will build on the knowledge, understanding and skills established through the Computing elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

Learner-focused

The specification will enable learners to develop computational thinking skills built on a sound base of conceptual learning and understanding.

Teacher-centred

The Programming Project is designed to be engaging, enabling learners to demonstrate their skills in a way which suits them.

What do you need to succeed in Computer Science?

A logical thinking mind with a penchant for mathematics and science. If the idea of writing code and coming up with great tech solutions, then Computing is certainly for you. The top five skills you would enhance are: *Analytical, problem-solving, creativity, critical-thinking and above all resilience*. One of the key tenets of programming (at any level) is understanding that you are most likely to fail before you succeed!

Aims and learning outcomes

OCR's GCSE (9–1) in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, and logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically. Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

Learners undertake Component 01, Component 02 and a programming project to be awarded the GCSE.

Component 01

80 marks 1 hour and 30 minutes written paper 50% of total GCSE. **Computer systems**

Component 02

80 marks 1 hour and 30 minutes written paper 50% of total GCSE. **Computational thinking, algorithms and programming**

Controlled Assessment - Formal requirement of 20 hours. The intention is to consolidate the learning across the specification through practical activity. **Programming Project**

Design Technology

“GCSE Design and Technology will prepare students to participate confidently and successfully 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 work creatively when designing and making and applying technical and practical expertise.” AQA Design and Technology is an exciting and challenging course for those pupils who have enjoyed Design and Technology in Years 7, 8 & 9 and wish to continue their interest. The course aims to encourage students to problem solve, through the design and manufacture of prototype products, and develop knowledge and understanding of Design & Engineering industries.

Pupils will complete a range of practical projects and theory subjects. Over **the first half of the course** pupils are introduced to the more demanding nature of the subject at this level with a wide range of material uses and processes. The use of CAD/CAM and technology is encouraged through all stages of the course. Their work is complemented by an on-going graphics programme covering presentation techniques as well as marketing, commercial and industrial practices. The wider social, cultural, moral and environmental implications of Design and Technology are also considered.

Textiles are also taught as a core element of the GCSE Design & Technology course. Students explore a wide range of textile materials, techniques and processes, developing skills such as freehand stitching, machine embroidery, fabric dyeing, printing, fabric manipulation and construction methods. This allows pupils to understand textiles as a specialist material area and to apply these techniques within both practical projects and their NEA, whether working solely with fabrics or combining textiles with other materials in mixed-media design work.

In the **second part of the course**, students complete a large design project for the NEA (non-examined assessment) that is set in June of year 10 by the exam board. Pupils work to develop a design solution to the set design context. Research, sketching and modelling are used to develop a design idea, and a range of manufacturing methods used to create a working prototype of the students' own design.

Scheme of Assessment:

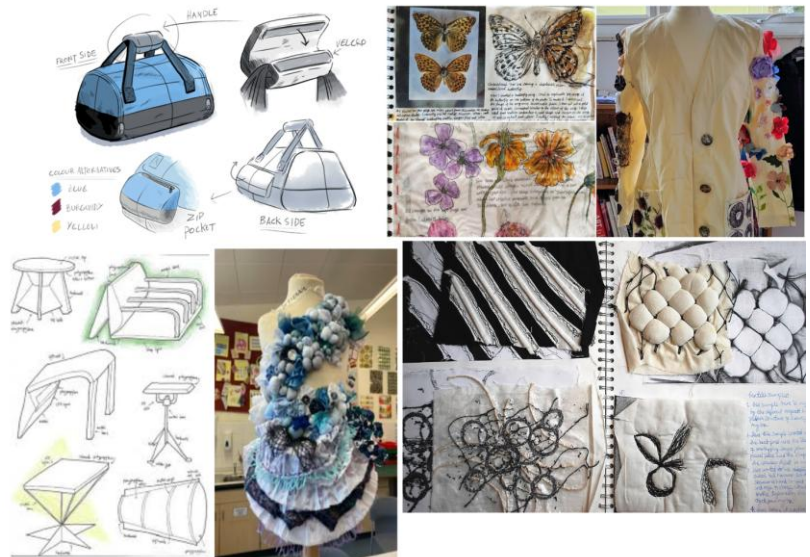
Written Paper: 50% of total marks.

Candidates will be tested on their knowledge and understanding of the design and development process, a range of different materials and manufacturing processes.

Non-Examined Assessment: 50% of total marks.

One practical project (which should typically represent about 40 hours of workshop time) together with a supporting design folder detailing all aspects of the piece. A range of materials may be selected for use including paper/card, wood, metal, plastics, textiles and electronic components.

This is an exciting course for those who enjoy designing and making.



Drama

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Drama consists of two coursework components and one externally examined paper.



Core skills

The core skills developed in this qualification are:

the ability to recognise and understand the roles and responsibilities of performer, designer and director
the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts
the ability to analyse and evaluate their own work and the work of others.
the ability to understand how performance texts can be interpreted and performed.

Component 1: Devising (*Component code: 1DR0/01)
Coursework – 40% of the qualification – 60 marks
Content overview Create and develop a devised piece from a stimulus (free choice for centre).
Assessment overview There are two parts to the assessment: <ul style="list-style-type: none"> • a portfolio covering the creating and developing process and analysis and evaluation of this process • a devised performance/design realisation
Component 2: Performance from Text (*Component code: 1DR0/02)
Coursework – 20% of the qualification – 20 marks
Content overview Students will either perform in and/or design for two key extracts from a performance text.
Assessment overview <ul style="list-style-type: none"> • Externally assessed by visiting examiner or uploaded to the portal to be assessed by an examiner.
Component 3: Theatre Makers in Practice (*Paper code: 1DR0/03)
Written examination: 1 hour 30 minutes – 40% of the qualification – 60 marks
Content overview Practical exploration and study of one complete performance text, An Inspector Calls . Live theatre evaluation – free choice of production.
Assessment overview Section A: Bringing Texts to Life <ul style="list-style-type: none"> • This section consists of one question based on an unseen extract, from An Inspector Calls. Section B: Live Theatre Evaluation <ul style="list-style-type: none"> • This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

Food Preparation and Nutrition

The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills, AQA exam board. The course will ensure students develop an understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about British and international culinary traditions, food security and food safety. At the heart of the qualification is a focus on developing practical cookery skills and a strong understanding of nutrition.

Students will develop a broad range of knowledge, understanding and technical skills related to food preparation and nutrition. The emphasis is upon enabling learners to make connections between theory and practice and apply understanding of food science and nutrition when preparing and cooking food now and in the future.

Assessment Structure

Single examination paper 50%

Time: 1 hour 45 minutes

Section A (20 marks) Multiple choice questions, structured to reflect sections of the specification.



Non-exam assessment 50%

Two tasks

Task 1: NEA1
Food investigation
(15%) 10 hours

Task 2: NEA2
Food Preparation
(35%) 20 hours

The course has been organised into the following sections:

- Food Preparation Skills
- Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice
- Preparing for Assessment



The following skills are not intended to be taught separately from the main content, but integrated into schemes of work:

General practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, cooking methods, prepare, combine and shape, sauce making, tenderising and marinates, dough, raising agents and setting mixtures.

Geography



Geography GCSE (9-1)

Examination Board: AQA

This exciting specification has been developed to enable learners to develop their understanding of geographical concepts, processes and issues. By following this specification your child will achieve the following objectives:

- To develop the ability to think critically
- To develop the ability to think scientifically
- To develop the ability to think independently

The content of the specification is organised into three broad themes:

Paper 1: Physical Geography

The Challenge of Natural Hazards

The Living World

Physical Landscapes in the UK (Rivers and Coasts)

Paper 2: Human Geography

Urban Issues and Challenges

The Changing Economic World

The Challenge of Resource Management

Paper 3: Geographical Application

Issue Evaluation (this is pre-release material)

Fieldwork

Summary of assessment

There will be three written examinations in May/June 2027

- Paper 1: Living with the physical environment – 35% of qualification
- Paper 2: Challenges in the human environment – 35% of qualification
- Paper 3: Geographical applications – 30% of qualification

AQA specification aims to enable learners to become well-informed global citizens. Greater emphasis is made on fieldwork and as a result it is hoped that all GCSE geography students will be able to undertake fieldwork enquiry in a coastal location.



History

History offers exciting opportunities at GCSE level. The course will allow you to study a wide range of key events from different periods of British and world history, whilst gaining important and highly valued skills for the workplace.

What you will study?

Weimar and Nazi Germany 1919-1945

This examines the problems faced by Germany after its failure in the First World War, leading to Adolf Hitler coming to power and setting up a Nazi dictatorship. The unit concentrates on how Germany became a democracy after the war and experienced period of great creativity and economic growth in the late 1920s. However, we go on to examine how this period of democracy came to an end with the arrival of Hitler to power, and how this impacted the lives of women, children and Jews in the Nazi totalitarian state, through a study of sources.



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Crime and Punishment in Britain 1000-Present Day

This is a thematic study which examines how crime and punishment has changed over time from the medieval period to present day. Pupils will study topics as diverse as the Gunpowder Plot, witchcraft and terrorism. A case study is also carried out on problems facing Whitechapel in the Victorian age with the notorious 'Jack the Ripper' murders of 1888. **As**

Part of this unit, a trip will be taking place in Year 10 involving 'Jack the Ripper walk' led by the History Department and a visit to the 'London Dungeon'.



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Anglo-Saxon and Norman England 1060-1088

This depth study focuses on England under the later Anglo-Saxon Kings and how it changed following the victory of William of Normandy at the battle of Hastings in 1066. It provides an exciting opportunity to study in detail how the Normans changed England forever, from our names, diet, language and landscape littered with castles and cathedrals.



The Cold War 1941-1991

This period study examines the causes and events of the Cold War. Pupils will study the Communist take-over of Eastern Europe, how the Cuban Missiles Crisis nearly brought the world to war, the building of the Berlin Wall and the Soviet invasion of Afghanistan. A fascinating topic which makes sense of the world and political environment today!



What will you gain?

Studying History at GCSE has a number of benefits; It is viewed highly by universities. It develops important skills for the workplace such as analytical writing, research skills and critically evaluating evidence. It is very interesting!

Assessment: The exam board is **Edexcel**.

Music

Music is an exciting and creative GCSE. It is about making and listening to a wide range of music, from pop music to classical music and music from all over the world.

You will use music technology throughout the course to create your compositions and for recording your performances.

Music GCSE is a good preparation for further musical study, through its development of your performance, composition and listening skills. It provides a solid foundation for AS/A2 levels in Music or Music Technology.

It is a requirement that every candidate participates in at least one extra-curricular music activity at school.

Assessment

The qualification is split into 3 areas:

Controlled Assessment

Unit 1 - Performance worth 30% of the marks.

You will perform (play or sing) two pieces. One of the pieces will be a solo and can be in any style or on any instrument or a vocal performance. The other performance will be an ensemble, where you will perform with other players or singers.

Unit 2 - Composition worth 30% of the marks.

You will create two pieces in different styles such as a pop song, a piece of classical music or a piece using ternary or theme and variation form. You will use music technology (Sibelius) to help you compose your pieces. One composition will be based on a given brief by the exam board.

Final Exam

Unit 3 - Listening and Appraising Exam worth 40% of the marks.

You will have a 90-minute written paper that will involve answering questions on 8 pieces of music studied throughout the course. There are also listening questions on unfamiliar but related music.



Photography

Course Description:

AQA Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of Study

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- photo-journalism
- fashion photography.
- moving image: film, video and animation
- documentary photography

They may explore overlapping areas and combinations of areas.

Knowledge, Understanding and Skills

Students study the way sources inspire the development of ideas, relevant to photography including:

- how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements
- how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.



The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of:

- figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation
- visual and tactile elements

Skills developed in this course:

Within the context of photography, students must demonstrate the ability to:

- use photographic techniques and processes, appropriate to students' personal intentions, for example:
 - lighting
 - depth of field
 - chemical and/or digital processes
 - viewpoint
 - shutter speed and movement
 - aperture
 - use of enlarger
- use media and materials, as appropriate to students' personal intentions, for example:
 - film
 - photographic papers
 - digital media, programs and related technologies
 - chemicals appropriate to darkroom practices
 - graphic media for purposes such as storyboarding, planning and constructing shoots

How is the course assessed?

The course is made up of two components. Both components are essentially made up of personal responses to a starting point and practical study.

- Component 1: Portfolio 60% of total GCSE
- Component 2: Externally set assignment. You will be given a period of preparation then a 10-hour period of sustained focussed study in which to realise your intentions. 40% of total GCSE

Resources:

We provide 3 SLR cameras

As a minimum, students will need to purchase three A3 presentation books for photography over the 2 years, and should have access to a camera such as their phone camera.



Physical Education

The GCSE course consists of both practical and theory lessons. It includes the physical activities covered in the lower school, but the topics are studied in much greater depth.

COMPONENT	CONTENT	ASSESSMENT	WEIGHTING
Component 1 Factors affecting performance	- Applied anatomy and physiology - Physical training	Written paper 1 hour Multiple choice questions Short answer questions Extended response questions	30%
Component 2 Socio-cultural issues Sports Psychology	- Health, fitness and well-being - Sport psychology - Socio-cultural influences	Written paper 2 - 1 hour Multiple choice questions Short answer questions Extended response questions	30%
Component 3 Practical Performances	- 3 assessed activities, one team, one individual and one free choice. - skills during individual activities - skills during team activities - all performed in competitive situations	Non-examine assessment	30%
Component 4: Analysing and evaluating performance (AEP)	This component draws upon knowledge, understanding and skills a student has learnt. This enables them to analyse and evaluate their own or a peer's performance in one activity.	Internal moderation Written task under controlled conditions.	10%

Practical:

Candidates are assessed on their practical performance in **three** activities. The activities covered in school are:

Volleyball, Trampolining, Netball, Athletics

The opportunity to be assessed in other activities will also be available e.g. swimming, football, if pupils participate in sports outside school, however in a competitive environment.

The candidates will also have to plan, perform and evaluate, under controlled exam conditions, a safe health-related exercise/training programme, designed to improve their performance in a chosen sport.

All the practical sessions will focus on opportunities to improve their skills. They will also analyse and improve their performance, plus that of others.

Knowledge of skills, tactics and rules in each activity will be necessary for the examination.

It is a requirement that every candidate participates in at least two extra-curricular activities at school.

It is also required that every candidate is involved in competitive sporting activities outside of school.

Important Dates

19-23 January Introduction to Options in Tutor Time

24th February Year 9 Curriculum Evening

27th February Year 9 Pathways Assembly: Curriculum Booklet and 'Expression of Interest' Link to online form sent home
Progress 2 report sent home

5th March Year 9 Parents' Evening

12th March 'Expression of Interest' online form completed

13th-17th April Year 9 Assessment Week

5th June Year 9 Progress 3 report sent home



→ DON'T
FORGET!



Important
DATE!



Reminder!