



Key Stage 4 Curriculum Handbook

Class of 2024 – 2029

For courses starting in September 2026



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Year 9 courses commencing September 2026

SUBJECT COMBINATIONS

The following combinations are not permitted.

Physical Education **and** Sport

Art **and** Art Textiles

Art **and** 3D Art

3D Art **and** Art Textiles



KEY STAGE 4 CORE CURRICULUM

At Maiden Erlegh School, all students at Key Stage 4 will study the following courses to examination level at GCSE:

- English Language
- English Literature
- Mathematics
- Science
- Religion and Philosophy
- A humanity (Geography or History)

In addition, they will have lessons in:

- Physical Education
- Personal, Social & Health Education, which will include health education and work-related learning, and will be delivered through the pastoral programme and some other subjects.

OPTIONAL CURRICULUM

Details of the core curriculum can be found on the website in the relevant Key Stage 4 curriculum booklets.

The remainder of the curriculum is chosen by the students, but each individual student's option form reflects what the school believes is the best combination of subjects for them. Please note, this booklet contains all courses, but you must refer to your options form for what is available.

It is important for students to consider the courses most suitable for them, taking into account their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about courses at the **Year 8 Options Evening on Wednesday 11 February 2026.**

We believe that our recommendations on the options form for your child will offer the best route to success at KS4. This suggestion has been based on the student's performance and aptitude so far at Foundation Stage. Students should find that within the recommended pathway they will be able to choose the subjects that are appropriate for them. Further guidance and advice are available from Mr T Crockford throughout the options process. Both will be available at the parents' meetings for consultation over this process.

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Key Dates

Monday 2 February 2026 - Key Stage 4 Options Handbook available

Wednesday 11 February 2026 - Key Stage 4 Options Evening

Monday 16 – Friday 20 February 2026 - HALF TERM HOLIDAY

Wednesday 25 February 2026 - Spring tracking report available on MCAS and student portal.

Tuesday 3 March 2026 – Year 8 Parents Evening (online)

Friday 6 March 2026 - Deadline for submission of Options Form



For further information, or if you have any questions,

or queries, please contact:

Mr T Crockford
Head of Year 8

KS4Options@maidenerleghtrust.org



Any Notes or Questions

Please use the space on this page to add any notes, questions etc. that you need in order to help you through the options process.



OPTIONS



ART AND DESIGN
ART TEXTILES: AQA

ART 3-DIMENSIONAL DESIGN (Sculpture): AQA

OVERVIEW

Following courses in the Visual Arts can lead to a wide range of careers. At GCSE, Art, and Design covers: drawing and painting; print; photography; textiles; fashion; jewellery; graphic design; sculpture; ceramics and mixed media. If you choose to specialise in 3D Design, then you will focus on sculpture and ceramics. If you choose to specialise in Textiles, you will focus on exploring many diverse and interesting ways of working with cloth from sculpting fabric to batik and free stitch machine drawing. The study of other artists and cultures forms an important part of the course and underpins your work.

Many of our students have gone on to have careers in the following areas – architecture, interior design, product design, theatre and set design, make up for television and film, film cameraman, film editors, special effects for film and television, animation, fashion design, fashion journalism, art historians, gallery directors, art directors in advertising, graphic designers, florists, store visualisation and merchandising, jewellers, community artists, art teachers, stained glass designers and many more exciting careers.

Following a visual arts course encourages you to have personal ideas and to be creative, often thinking outside the box. You will learn many new practical skills and how to present a good portfolio which can be used in interviews for college or employment. Presentations to your peers throughout the course develop your communication skills and working and learning from artists showing in The Peacock Gallery introduces you to the world of work.

COURSE CONTENT

Year 9

Term 1 - Skills workshops, enabling students to: take better photographs, print in many colours, model, and construct in clay, use recycled materials in innovative and creative ways, draw and paint in a range of styles, use Photoshop for manipulating images and creating new ones. Learning what makes a good sketchbook.

Term 2 - Trip to a gallery or museum to inspire students to create more independent and confident responses within coursework portfolio by experiencing artwork and an art environment first-hand. This is an ideal opportunity to resource, gather and inspire students to develop their portfolios.

Term 3 - Critical studies which involve the investigation of textile artists, cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art.

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Year 10

Term 1 - Students will attend a workshop with local artists creating profiles on the artists learning new techniques and methods of working in a variety of media or will visit a museum or gallery.

Term 2 - Personal extended project which is planned, developed, and executed according to the individual's strengths and interests. The project will be developed from suggested themes where students will select a topic area to investigate in a personal way. E.g., Archive, The Elements, Colour, and Pattern.

Term 3 - Personal extended project continued.

Year 11

Term 1 - Personal extended project completed.

Term 2 - Unit 2 AQA exam paper issued 1 January. The externally set assignment with a paper set by AQA with a choice of 7 or 8 questions. Preliminary studies culminate in a 10-hour final exam usually taken at the end of March.

Term 3 - Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

ASSESSMENT OBJECTIVES

- **AO1** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **AO3** Record ideas, observations, and insights relevant to intentions as work progresses.
- **AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

AQA Unit 1 96 marks 60% of total GCSE mark The Portfolio (including more than one project)

- **A01** 24 marks Developing ideas through research and critical studies.
- **A02** 24 marks Refine ideas by experimenting with materials and processes.
- **A03** 24 marks Record their ideas and observations relevant to their intentions.
- **A04** 24 marks Present a personal response making connections between all of the assessment criteria.

AQA Unit 2 96 marks the externally set assignment - 40% of final mark.



GCSE BUSINESS: OCR

OVERVIEW

Business Studies is all about the functional areas of a business and strategies to make them successful. Skills learned in business provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses. Study of this sector will examine different businesses to develop their knowledge and understanding of the Operations, Marketing, Finance and HR departments; exploring how they function together. They will learn how market research helps businesses meet customer needs and understand competitor behaviour. All leading to how they all contribute to the success of a business.

COURSE CONTENT

Business 1: Business activity, Marketing and People (01)

1. Business activity

- 1.1 The role of business enterprise and entrepreneurship
- 1.2 Business planning
- 1.3 Business ownership
- 1.4 Business aims and objectives
- 1.5 Stakeholders in business
- 1.6 Business growth

2. Marketing

- 2.1 The role of marketing
- 2.2 Market research
- 2.3 Market segmentation
- 2.4 The marketing mix

3. People

- 3.1 The role of human resources
- 3.2 Organisational structures and different ways of working
- 3.3 Communication in business
- 3.4 Recruitment and selection
- 3.5 Motivation and retention
- 3.6 Training and development
- 3.7 Employment law

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Business 2: Operations, Finance and Influences on Business (02)

4. Operations

- 4.1 Production Processes
- 4.2 Quality of goods and service
- 4.3 The sales process and customer service
- 4.4 Consumer Law
- 4.5 Business Location
- 4.6 Working with suppliers

5. Finance

- 5.1 The role of the finance function
- 5.2 Sources of finance
- 5.3 Revenue, costs, profit and loss
- 5.4 Break-even
- 5.5 Cash and cash flow

6. Influences on business

- 6.1 Ethical and environmental considerations
- 6.2 The economic climate
- 6.3 Globalisation

7. The interdependent nature of business

ASSESSMENT OBJECTIVES

	Assessment Objective	Command Words
A01	Demonstrate knowledge and understanding of business concepts and issues	Identify, State, Explain
A02	Apply knowledge and understanding of business concepts and issues to variety of contexts	Calculate, Complete, Explain
A03	Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.	Analyse, Discuss, Evaluate, Recommend.



ASSESSMENT

Content Overview	Assessment Overview	
<ul style="list-style-type: none">• Business activity• Marketing• People	Business 1: Business activity, marketing and people (01) 80 marks 1 hour 30 minutes paper	50% of total GCSE
<ul style="list-style-type: none">• Operations• Finance• Influences on business• The interdependent nature of business	Business 2: Operations, Finance and Influences on business (02) 80 marks 1 hour 30 minutes paper	50% of total GCSE



CAMBRIDGE NATIONAL SPORTS SCIENCE: OCR

OVERVIEW

This is a vocationally related qualification that takes an engaging, practical, and inspiring approach to learning and assessment. This course provides students with a broad knowledge and understanding of different aspects of sports science including sports nutrition, sport injuries and equips students with practical skills such as learning to design and evaluate a training programme. There are also opportunities throughout the course for insights into future careers based on topics taught. For example, physiotherapy, sports coach, working in the media, sports psychology, and teaching.

ASSESSMENT STRUCTURE

Unit R181 Reducing the risk of sports injuries and dealing with common medical conditions.

What is assessed?

Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor.

By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.

How is it assessed?

This unit is externally assessed by OCR.
Written paper 1 hour – 40%

Unit R181: Applying the principles of training: fitness and how it affects skill performance

What is assessed?

In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. High quality training programmes apply

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principles of training to the requirements of the individual in their development and implementation.

By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

How is it assessed?

This unit is internally assessed by the Physical Education department and externally moderated by OCR. 40%

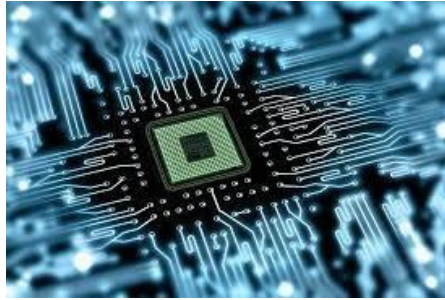
Unit R183: Nutrition and sports performance

What is assessed?

In all walks of life, appropriate nutrition and diet are vital to our health and wellbeing. In the world of sport, the right nutrition is as important as the right equipment and the right training methods, because without suitable nutrition a performer's body would not be able to cope with the stresses and strains put upon it. This would lead not only to deterioration in performance, but also in health. The amount of legislation and media coverage that surrounds the use of supplements in elite sport, some of which are approved and some of which are prohibited, highlights the value placed on nutrition in modern day sport. By completing this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer. How is it assessed? This unit is internally assessed by the Physical Education department and externally moderated by OCR. The assignment is marked out of 60. Unit 4 - R046 Technology in sport What is assessed? Elite sport is big business, and the amounts of money invested in, and available for, achieving success are increasing. In such a competitive environment, innovation which can provide an advantage is much sought-after and it is in this context that the application of technology to sport is becoming more and more prevalent and providing a growing range of career opportunities as a result. By completing this unit, learners will consider the variety of ways in which technology is being used in sport to enhance both performance and the experience of sport for performers and for spectators. They will also develop an appreciation of some of the counterarguments regarding the increasing use of technology in sport. How is it assessed? This unit is internally assessed by the Physical Education department and externally moderated by OCR.

How is it assessed?

This unit is internally assessed by the Physical Education department and externally moderated by OCR. 20%



COMPUTER SCIENCE: AQA

OVERVIEW

This course will suit students who enjoy problem solving or have an interest in computers or programming. They must overall be patient and never give up on trying to solve problems. The programming language that is taught is Python 3.

Computer Science allows for students to gain problem solving skills, appropriate across all forms of careers. Students typically go on to study the subject at A Level/Degree level and go into the many different fields of Computer Science including software engineering, games development, cyber security and AI. It is also a great feeder course for those wishing to study engineering.

COURSE CONTENT

Fundamentals of algorithms, programming, fundamentals of data representation, computer systems, fundamentals of computer networks, cyber security, relational databases, and structured query language (SQL) and ethical, legal, and environmental impacts of digital technology on wider society, including issues of privacy.

ASSESSMENT OBJECTIVES

- **AO1** Demonstrate knowledge and understanding of the key concepts and principles of computer science.
- **AO2** Apply knowledge and understanding of key concepts and principles of computer science.
- **AO3** Analyse problems in computational terms:
 - to make reasoned judgements; and
 - to design, program, evaluate and refine solutions.

ASSESSMENT STRUCTURE

Paper 1: Computational thinking and programming skills

Written exam assessing computational thinking, code tracing, problem solving, programming concepts including the design of effective algorithms and the designing, writing, testing, and refining of code.

- 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

Written exam assessing fundamentals of data representation, computer systems, fundamentals of computer networks, cyber security, relational databases, and



structured query language (SQL) and ethical, legal, and environmental impacts of digital technology on wider society, including issues of privacy.

- 1 hour 45 minutes
- 90 marks

50% of GCSE



Design & Technology AQA



OVERVIEW

Design and Technology is important in all areas of the modern world, from railway stations to space stations, adverts to inventions and yogurt pots to yachts and fashion. Without Design and Technology, human beings would find every task a great deal more difficult. The first computers required the art of invention and designers strive to create the next new and exciting thing. Design and Technology combine skill, talent and creativity and allows pupils to work in a practical way to problem solve, innovate, and change the way we live.

COURSE CONTENT

Design and Technology is an excellent pathway to many careers. These range from direct pathways such as design, fashion, manufacturing, and production to other areas such as retail, education, training, sales, and marketing. There are in excess of 100 different career options that directly relate to Design and Technology, and the subject has a high employability rating.

Many of our students have gone on to have careers in the following areas –

Engineering and Technology

Aerospace, Automotive, Biomedical, Civil Electrical, Mechanical, robotics engineering and textile technology, fashion cad, wearable technology to accessories and product environmental engineering.

Design

Augmented reality (AR) designer, furniture, graphic, interior, product designer, UX (user experience) designer, video game designer Architect, Fashion, Product designers, Design managers, Teacher, merchandisers in product, visual product development and film. So many more exciting careers.

Design & Technology is an incredibly exciting and dynamic subject. It encourages you to explore your own ideas, think creatively, and often push beyond conventional solutions. In D&T, you're not just learning about design—**you're becoming a designer yourself.**

Throughout the course, you'll develop a wide range of practical skills, from model-making to digital design, and you'll learn how to research, present, communicate your ideas

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clearly and professionally. You'll also create a high-quality design portfolio, which is an asset for university interviews, apprenticeships, and future employment in the creative and technical industries.

D&T helps you grow in confidence through presenting your work to your peers, explaining your design decisions, and receiving constructive feedback—skills that are essential in any career. You'll also take inspiration from the work of artists, designers, and engineers, learning how their approaches can influence and strengthen your own creative thinking.

Ultimately, Design & Technology is about design imagination, innovation, and real-world problem-solving. It's a subject that empowers you to shape the future by designing the products, systems, and experiences that people will use every day.

In a world increasingly shaped by artificial intelligence, design skills are more important than ever. AI can generate ideas, analyse data, and automate processes—but it cannot replace human creativity, empathy, or the ability to design meaningful solutions. By studying D&T, you become a well-rounded thinker: someone who understands materials, technology, users, communication, and problem-solving. This combination of creativity and technical knowledge makes you uniquely prepared for the future, where the designers who can work with AI—rather than be replaced by it—will be the innovators who drive our world forward. **That will be you!**

ASSESSMENT STRUCTURE

• Component	• Maximum raw mark	• Scaling factor	• Maximum scaled mark
• Paper 1	• 100	• x 1	• 100
• NEA	• 100	• x 1	• 100
Total scaled mark:			• 200

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

Paper – Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

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In addition:

- at least 15% of the exam will assess maths
- at least 10% of the exam will assess science.

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

The **non-exam assessment** will contribute towards 50% of the student's overall mark.

The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

ASSESSMENT OBJECTIVES

- **AO1:** Identify, investigate, and outline design possibilities to address needs and wants.
- **AO2:** Design and make prototypes that are fit for purpose.
- **AO3:** Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology.
- **AO4:** Demonstrate and apply knowledge and understanding of technical principles. Designing and making principles.

The assessment criteria for the NEA are split into six sections as follows:

	Section	Criteria	Maximum marks
AO1 Identify, investigate and outline design possibilities	A	Identifying and investigating design possibilities	10
	B	Producing a design brief and specification	10
AO2 Design and make prototypes that are fit for purpose	C	Generating design ideas	20
	D	Developing design ideas	20
	E	Realising design ideas	20
AO3 Analyse and evaluate	F	Analysing and evaluating	20
Total			100



What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks

50% of GCSE





DRAMA: AQA

OVERVIEW

AQA GCSE in Drama encourages students to:

- Develop transferrable skills necessary for a wide range of careers including ICT, law, politics, HR, business, health care, and journalism.
- Develop their ability to work as part of team.
- Develop essential skills in oracy, communication, presentation, problem solving, time management, application of ICT, research, discipline, empathy, motivation, and above all, the ability to work independently.
- Work imaginatively and creatively in collaborative contexts, generating, developing, and communicating ideas.
- Help build self-esteem, self-confidence, and self-awareness.
- Consider and explore the impact of social, historical, and cultural influences on drama texts and activities.
- Reflect and evaluate their own and the work of others.
- Develop and demonstrate competence in a range of practical, creative and performance skills.
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible study of drama.
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

ASSESSMENT OBJECTIVES

- **AO1** Create and develop ideas to communicate meaning for theatrical performance.
- **AO2** Apply theatrical skills to realise artistic intentions in live performance.
- **AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
- **AO4** Analyse and evaluate their own work and the work of others.

ASSESSMENT STRUCTURE

Component 1: Understanding drama – Written exam (80 marks - 40% of total GCSE) Written exam of 1 hour and 45 minutes.

- **Section A:** multiple choice (4 marks).
- **Section B:** 4 questions on extract from chosen set play (44 marks).
- **Section C:** 1 question on a live theatre production seen (32 marks).
- **AO3** “Demonstrate knowledge and understanding of how drama and theatre is developed and performed.”

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- **AO4** “Analyse and evaluate their own work and the work of others.”
Component 2: Devising drama (40% of total GCSE)
Internally assessed and externally moderated by AQA.

- **Devised Performance: (20 Marks - 10% of total GCSE)** Student group work from a stimulus to create a piece of theatre. They must contribute as either a **performer or designer**.

Students will write a **STATEMENT OF DRAMATIC INTENTION** stating what style, they are working in, what the aims of the piece are and personal aims.

The performance will be internally assessed and externally moderated.

Students will be expected to book in for after school rehearsals.

- **Devising Log: (60 Marks-30% of total GCSE)** The Devising Log must comprise of three sections, each marked out of 20 marks:

Section 1: Response to a stimulus.

Section 2: Development and collaboration.

Section 3: Analysis and evaluation.

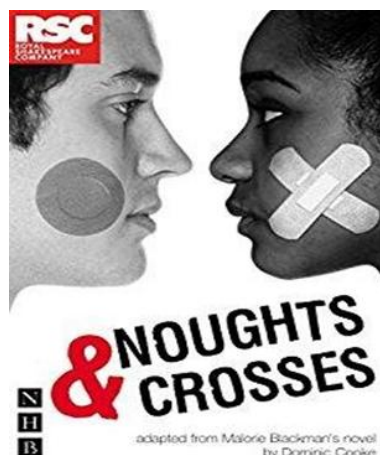
- **AO1** “Create and develop ideas to communicate meaning for theatrical performance.”
- **AO2** “Apply theatrical skills to realise artistic intentions in live performance.”
- **AO4** “Analyse and evaluate their own work and the work of others.”

Component 3: Texts in practice (20% of total GCSE)

Examined by a visiting AQA examiner.

Performance of TWO extracts: (20%)

- You will perform two extracts from the same play.
- You will produce a Statement of Dramatic Intention.
- Students will be expected to book in for after school rehearsals.
- **AO2:** “Apply theatrical skills to realise artistic intentions in live performance”.





GCSE DANCE: AQA

Overview

GCSE Dance with AQA is a creative and practical subject that allows students to express themselves through movement while developing technical, choreographic, and performance skills. The course combines both the artistic and academic sides of dance, encouraging creativity, confidence, and physical fitness.

Skills Developed:

- Creativity and problem-solving
- Teamwork and communication
- Confidence and presentation skills
- Physical coordination and fitness
- Analytical and evaluative thinking

Why Choose Dance?

Dance is ideal for students who enjoy being active, creative, and expressive. It complements subjects like Drama, Performing Arts, and Music, and can lead to further study in Performing Arts, Dance, or Sports Science and physiotherapy as well as careers in teaching, choreography, performing, and creative industries.

Course Content

Y9

Term 1 - Introduction to the GCSE Dance Course / GCSE Dance Anthology

Term 2 - Introduction to choreography / Set Work (Shadows)

Term 3 - Group choreography (mock) / Set Work (Within her eyes)

Y10

Term 1 - Emancipation of Expressionism & contemporary technique

Term 2 - Set Work Infra and Set Phrase 1 and 2

Term 3 - Artificial Things and Performance in a duet/trio

Y11

Term 1 - Set Phrases and Duet/trio & Professional works revision

Term 2 - Choreography Professional works revision & Section A, B and professional works revision

Term 3 - Theory revision & Exams

Assessment Objectives

- AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.

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- AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.
- AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.
- AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

Assessment Structure

The GCSE Dance AQA assessment structure involves two components:

Component 1 (60% of the final grade) requires practical work in performance (solo and duet/trio) and choreography (solo or group)

Component 2 (40% of the final grade) is a written dance appreciation exam covering professional works from the prescribed anthology and your own dance work.

Performance

- Students must develop and apply the following knowledge, understanding and skills to perform dance as a soloist for approximately one minute and in a duet/trio for a minimum of three minutes. The total duration of a student's performance must be no less than three and a half minutes.

Choreography

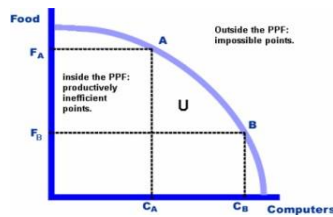
- Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either:
- a solo dance of a minimum of two minutes and a maximum of two and a half minutes

or

- a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers.
- Which includes: a chosen aural setting, can be in any style or style fusion(s) (as long as it meets the assessment criteria), communicates their own chosen choreographic intention.

Dance Appreciation

- Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.
- Dance appreciation is assessed through a written exam of one and a half hours duration.



ECONOMICS: OCR

OVERVIEW

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy, and that economics relates to every aspect of our lives, from the decisions of individuals or families to the structures created by governments and producers. The course will equip learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints, and need.

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, politics, retail, public sector, accountancy, and management.

COURSE CONTENT

Economics encourages learners to think as economists and develop the appropriate range of analytical, critical, and reasoning skills to achieve this objective.

This qualification will teach learners to explain, analyse and evaluate the role of markets and the government within a market economy. They will learn about the basic market models and are encouraged to deepen their understanding of the economic concepts studied by applying these to relevant current and historical economic issues. This should include reading articles with economic data, graphical representations, or discussions of economic problems.

Learners will be encouraged to make reasoned and informed judgements using both qualitative and quantitative evidence. They will learn how to select and interpret data as well as understand its possible limitations.

Economics provides an engaging and comprehensive introduction to economics drawing on local, national and global contexts.

Component 01 introduces learners to the main economic agents, the basic economic problem, and the role of markets, including the labour market and the importance of the financial sector.



Component 02 focusses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government.

Other aspects are the importance of international trade and the impact of globalisation.

ASSESSMENT OBJECTIVES

- **AO1** Demonstrate knowledge and understanding of economic concepts and issues.
- **AO2** Apply knowledge and understanding of economic concepts and issues to a variety of contexts.
- **AO3** Analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.

ASSESSMENT STRUCTURE

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The Role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.



FOOD, PREPARATION AND NUTRITION: EDUAQS/WJEC

OVERVIEW

This course aims to equip students with the knowledge, understanding and skills required to prepare, cook and present complex dishes with a range of different ingredients. There is large focus on the principles of food science, food nutrition and food choice and origin.

It offers valuable preparation for those wishing to progress to further or higher education, leading to careers in food science, dietetics, sports nutrition/ science manufacturing, or a role within the catering industry.

It also develops vital life skills which will enable students to feed themselves and others affordably and nutritiously, both now and later in life.

COURSE CONTENT

Unit 1 – Principles of Food and Nutrition (Exam)

1. **Food commodity groups:** Carbohydrate foods (fibre, starch, sugar), dairy (and alternatives), fats and oils, fruit & vegetables, protein foods (meat, fish, eggs, plant-based). Learners should know nutritional value, functions, characteristics, origins, and storage.
2. **Nutrients for a balanced diet:** How to calculate energy and nutritional values.
3. **Diet and health:** How nutritional needs change across life stages (infancy, childhood, adolescence, adulthood, later adulthood), dietary needs for health conditions (e.g. coeliac, diabetes), and factors affecting food choice.
4. **Cooking food:** Reasons to cook (safety, shelf life, digestibility), methods of heat transfer (conduction, convection, radiation), cooking methods (dry, fat-based, water-based).
5. **Food spoilage:** Storage & temperature control, hygiene & safety, preservation techniques (pickling, canning, freeze-drying, etc.), food poisoning / microbiological risks.
6. **From field to fork:** Food origin (caught, grown, reared), environmental impacts (food miles, sustainability), primary and secondary processing



Unit 2 – Food Investigation (NEA)

1. Apply knowledge of the science of food: working characteristics, functional and chemical properties of ingredients.
2. Plan an investigation: develop a hypothesis, identify variables, control variables, design experiments.
3. Test sensory qualities.
4. Conduct the experiment: follow plan safely, modify variables. Collect, analyse and present data: reflect on validity and reliability.
5. Reflect and evaluate: draw conclusions, discuss findings, suggest improvements.

Unit 3 – Food and Nutrition in Action (NEA)

1. **Factors affecting food choices:** Cultural influences, seasonality, lifestyle, dietary needs, socio-economic factors, nutritional needs, personal preference.
2. **Food planning, preparation and cooking techniques:** Planning a production plan (recipe selection / adaptation, quantities, sequencing, hygiene, timing), choosing and using cutting / cooking / presentation techniques
3. **Cooking for an audience and purpose:** Selecting/adapting recipes for a particular brief, using appropriate techniques, considering nutrition, presenting food (garnish, portion control), evaluating success (taste, nutrition, presentation, time, hygiene, feedback)

ASSESSMENT OBJECTIVES

AO1: Demonstrate knowledge and understanding of food and nutrition, and preparing, cooking and presenting food.

AO2: Apply knowledge and understanding of food and nutrition and preparing cooking and presenting food.

AO3: Analyse and evaluate different aspects of food and nutrition, preparing, cooking and presenting food (including food made by themselves and others).

AO4: Plan, prepare, cook and present dishes, using appropriate skills and technique.

ASSESSMENT STRUCTURE

Unit 1: Principles of Food and Nutrition

- **Type:** Written Exam
- **Duration:** 1 hour 30 minutes
- **Marks:** 80 marks
- **Weighting:** 40% of the total GCSE
- **Question styles:** Objective responses, quick-response, short- and extended-answer questions.

Unit 2: Food Investigation (NEA)

- **Type:** Non-exam assessment
- **Marks:** 40 marks
- **Weighting:** 20% of the GCSE
- **Structure:** Based on pre-released briefs



Unit 3: Food and Nutrition in Action (NEA)

- **Type:** Non-exam assessment
- **Marks:** 80 marks
- **Weighting:** 40% of the GCSE
- **Structure:** Also based on pre-released briefs tasks include research, planning, cooking, presentation, evaluation.



HOSPITALITY AND CATERING LEVEL 1 / LEVEL 2: EDUQAS/WJEC

OVERVIEW

This course gives students a practical introduction to the hospitality and catering industry. Learners develop essential cooking skills and explore how hotels, restaurants and catering services operate.

The course combines theory with hands-on practical work, allowing students to understand nutrition, menu planning, equipment, and professional working practices.

This qualification is ideal for learners interested in food, cooking, service, or future careers in catering, hospitality, or related industries.

COURSE CONTENT

Unit 1: The Hospitality & Catering Industry

Hospitality and catering provision

- Types of provision: commercial (restaurants, hotels, cafés, takeaways etc.) and non-commercial (schools, hospitals, prisons, etc.)
- Types of service
- Standards & ratings

How hospitality and catering providers operate

- Front of house vs back of house workflow, roles, equipment, documentation
- Customer requirements: how different customers' needs are met
- Adapting provision for specific requirements.

Health and safety in hospitality and catering

- Legislation: COSHH, Health & Safety at Work Act, Manual Handling, PPE, RIDDOR etc.
- Risk assessments, accidents, personal safety, employer / employee responsibilities.

Food safety in hospitality and catering

- Hazard Analysis & Critical Control Points (HACCP)
- Food-related causes of ill health: allergies, intolerances, bacteria, chemicals
- Symptoms / signs of food-induced ill health
- Preventative control measures: cross-contamination, correct temperature, physical contamination.
- Role of the Environmental Health Officer (EHO)



Unit 2: Hospitality & Catering in Action

The Importance of Nutrition

- Functions of different nutrients: macronutrients and micronutrients
- Nutritional needs across life stages: babies, children, teenagers, adults, elderly.
- Special dietary / medical needs
- How cooking methods affect nutritional value.

Menu Planning

- Factors affecting menu planning: cost, portion control, nutritional advice, customer / client needs, time of day, equipment, skills, sustainability, seasonality, organoleptic qualities
- Production planning: creating a commodity list (ingredients), contingency planning, equipment list, health & safety, quality control, “mise en place”, timing (sequencing, dovetailing), serving, cooling, storage.

Skills & Techniques of Preparation, Cooking, Presentation

- Preparation techniques: blending, beating, creaming, folding, kneading, marinating, piping, etc.
- Knife techniques: chopping, dicing, julienne, mincing, slicing, filleting.
- Cooking techniques: basting, baking, blanching, braising, frying, grilling, steaming, stir-frying, sous-vide, tempering
- Presentation techniques: creativity, garnishing, portion control
- Food safety practices in practical work: correct hygiene, safe use of equipment, safe storage, correct working practices

Evaluating Cooking Skills

- Reviewing dishes: reflecting on planning, preparation, presentation, health & safety, hygiene, waste, what went well and what could be improved.
- Reviewing own performance: analysing personal strengths/weaknesses

ASSESSMENT OBJECTIVES

AO1: Demonstrate knowledge and understanding from across the specification.

AO2: Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3: Analyse and evaluate information, making reasoned judgements and presenting conclusions

ASSESSMENT STRUCTURE

Unit 1: The Hospitality & Catering Industry

- **Type:** Written exam.
- **Duration:** 1 hour 20 minutes.
- **Marks:** 80 marks.
- **Weighting:** 40% of the qualification.
- **Question style:** Short and extended answer questions; based on applied situations using stimulus material.

Unit 2: Hospitality & Catering in Action

- **Type:** Non-exam assessment
- **Marks:** 120 marks.
- **Weighting:** 60% of the qualification.

Task: Learners complete an assignment based on a brief provided by WJEC.

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FRENCH: AQA

We expect students to carry on with the language studied since Year 7. Some students with a native background or who have already demonstrated an excellent aptitude to language learning might be able to join French in Year 9 in addition to or instead of, their previous language. This will be discussed with the Head of Department on a case-by-case basis.

OVERVIEW

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world.

France is the world's top tourist destination and attracts more than 79.5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication, and business.

Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

COURSE CONTENT

The new GCSE French specification is a linear course with terminal examinations in listening, speaking, reading, and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

The specification covers three distinct themes. These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in

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the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

Theme 1: People and lifestyle	Theme 2: Popular culture	Theme 3: Communication and the world around us
<ul style="list-style-type: none"> • Identity and relationships with others • Healthy living and lifestyle • Education and work 	<ul style="list-style-type: none"> • Free-time activities • Customs, festivals and celebrations • Celebrity culture 	<ul style="list-style-type: none"> • Free-time activities • Customs, festivals and celebrations • Celebrity culture

Each theme will contain a number of topics, and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons.
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation and stretch and challenge).
- the appropriate lexical and grammatical content.

ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives.

- **AO1:** Listening – understand and respond to different types of spoken language.
- **AO2:** Speaking – communicate and interact effectively in speech.
- **AO3:** Reading – understand and respond to different types of written language.
- **AO4:** Writing – communicate in writing.

ASSESSMENT STRUCTURE

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading, and writing at the end of Year 11. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - **Listening: 25% of GCSE**, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Teacher- conducted Examination- **Speaking: 25% of GCSE**, 7- 9 minutes (Foundation), 10-12 minutes (Higher)

Paper 3: Examination – **Reading: 25% of GCSE**, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – **Writing: 25% of GCSE**, 1 hour 10 minutes (Foundation), 1 hour 15 minutes (Higher)

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GEOGRAPHY: AQA

OVERVIEW

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes. The transferable skills which geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically, and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers.

COURSE CONTENT

The examination board is AQA, and the qualification is linear so all students will sit the three papers at the end of the course.

- The challenge of resource management – water option.
- Urban issues and challenges.
- River landscapes in the UK (Physical landscapes in the UK).
- Issue evaluation practice.
- The changing economic world.
- Ecosystems and tropical rainforests (The living world).
- Cold environments (The living world).
- Tectonic hazards (The challenge of natural hazards).
- Fieldtrip involving physical and human investigation.
- Weather hazards and climate change (The challenge of natural hazards).
- Coastal landscapes in the UK (Physical landscapes in the UK).
- Geographical skills (cartographic, graphical, numerical, statistical skills).
- Issue evaluation preparation.



ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- **AO1** Demonstrate knowledge of locations, places, processes, environments, and different scales **(15%)**.
- **AO2** Demonstrate geographical understanding of concepts and how they are used in relation to places, environments, and processes; the interrelationships between places, environments, and processes **(25%)**.
- **AO3** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **(35%, including 10% applied to field work context(s))**.
- **AO4** Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings **(25%, including 5% used to respond to fieldwork data and context(s))**.

ASSESSMENT STRUCTURE

There are three main parts to the GCSE assessment structure:

Paper 1: Living with the physical environment (35%)

This is a 1 hour 30-minute written examination that assesses all the physical modules of the course. It is in 3 sections, section A (The challenge of natural hazards) is worth 33 marks, section B (UK Physical Landscapes) is worth 30 marks and section C (The living world) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 2: Challenges in the human environment (35%)

This is a 1 hour 30-minute written examination that assesses all the human modules of the course. It is in 3 sections. Section A - Urban Issues and Challenges is worth 33 marks. Section B - The Changing Economic World is worth 30 marks and section C - The Challenge of Resource Management is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.



Fieldwork

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on a fieldtrip which covers these requirements, which will cost around £20. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.



GERMAN GCSE (5-year course starting in Year 7): AQA

OVERVIEW

Being able to converse and understand a foreign language is an extremely useful life skill and opens many exciting opportunities. Whether you are using German on holiday in the Alps or in a high-powered job, speaking a foreign language fluently is rewarding, enjoyable and impressive. In fact, if many British businesses are to survive and thrive post-Brexit, companies will be very glad of German speakers. Studies also show that having an additional language can boost your salary considerably and if you can compete with other people from around the world who often speak multiple languages, you will be very employable. German companies like BMW, Daimler, Siemens, Lufthansa, and Bosch like to employ candidates with good language skills. German is also an asset to careers in law, journalism, tourism, translating and many more.

A significant body of the world's great science and literature has been written in German, and knowledge of the language will greatly enhance your appreciation of German culture in general. It is also worth bearing in mind that top universities hold linguists in great esteem.

We expect students to carry on with the language studied since Year 7. Some students with a native background or who have already demonstrated an excellent aptitude to language learning might be able to join German in Year 9 in addition to or instead of, their previous language. This will be discussed with the Head of Department on a case-by-case basis.

A popular trip to Cologne is offered in the September of Year 11 to immerse students in the language and culture.

COURSE CONTENT

The new GCSE German specification is a linear course with terminal examinations in listening, speaking, reading, and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned, and thematic and linguistic progression will be linked.

There are three broad themes:

1. People and Lifestyle – Identity and Relationships with Others, Healthy Living and Lifestyle, Education and Work

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2. Popular Culture – Free-time Activities, Customs, Festivals and Celebrations, Celebrity Culture
3. Communication & World Around Us – Travel and Tourism, including Places of Interest, Media and Technology, The Environment and Where People Live.

Each theme will contain the sub-topics listed above and will be taught through:

- a sequence of lessons.
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation and stretch and challenge).
- the appropriate lexical and grammatical content.

ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives:

- **AO1:** understand and respond to spoken language in speaking and writing
- **AO2:** understand and respond to written language in speaking and writing
- **AO2:** demonstrate understanding and accurate application of grammar and vocabulary prescribed in the specification.

ASSESSMENT STRUCTURE

The GCSE German specification is a linear course with terminal examinations in listening, speaking, reading, and writing at the end. There are two tiers of entry, Foundation (**Grades 1-5**) and Higher (**Grades 4-9**). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - **Listening: 25% of GCSE**, 35 minutes (Foundation), 45 minutes (**Higher**).

Paper 2: Examination by Teacher Examiner - **Speaking: 25%** of GCSE, 7 – 9 minutes + 15 minutes preparation (**Foundation**), 10 – 12 minutes + 15 minutes preparation (**Higher**)

Paper 3: Examination – **Reading: 25% of GCSE**, 45 minutes (**Foundation**), 1 hour (**Higher**)

Paper 4: Examination – **Writing: 25% of GCSE**, 1 hour 10 minutes (**Foundation**), 1 hour 15 minutes (**Higher**).



BTEC FIRST AWARD HEALTH AND SOCIAL CARE: PEARSON EDEXCEL

Do you imagine yourself supporting others, working in hospitals, care homes or community settings, or helping people stay healthy and safe?

If so, the **BTEC First Award in Health and Social Care (Pearson Edexcel)** could be the perfect starting point for you.

OVERVIEW

This qualification is designed to give you a **strong foundation** for progressing to Level 3 courses and, eventually, into one of the UK's fastest-growing career sectors. You will explore real-life situations, learn practical skills, and discover what it takes to work in a profession that makes a genuine difference every day.

You will study:

Coursework Units

- Year 9 - *Human Lifespan Development*. **30% of your final grade**
- Year 10 - *Health and Social Care Values*. **30% of your final grade**

An Exam Unit

- Year 11 - This final unit builds on knowledge learned in Components 1 and 2 and enables you to bring these together and related to a real-life situation.

ASSESSMENT OBJECTIVES

You will be assessed on your ability to:

- **AO1:** Show knowledge and understanding of factors affecting health and wellbeing
- **AO2:** Interpret health indicators
- **AO3:** Design a person-centred improvement plan
- **AO4:** Understand how to overcome barriers to achieving health goals

WHY CHOOSE THIS QUALIFICATION?

This BTEC First Award:

- Is a **Level 2 qualification** with a full range of grades from Level 1 Pass up to Level 2 Distinction*.



- The qualification is structured over a three-year period, making the workload manageable and allowing steady progress. each year's assessment forms an important part of your final qualification grade.
- Has **40% external assessment**, set and marked by Edexcel.
- Teaches knowledge and skills through **realistic, work-related tasks**.
- Prepares you for a sector that employs **around 3 million people** in the UK – including doctors, nurses, midwives, care workers, therapists, and many more.
- With demand for health and social care rising every year, this course sets you on a path towards a career that will always matter.



“We are not makers of History.
We are made by History.”

– Martin Luther King Jr.



HISTORY: AQA

OVERVIEW

The History GCSE supports students in learning more about the history of UK and that of the wider world. It will inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful, and active citizens.

The discipline of history and a knowledge and understanding of the past will also help students to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study both at A Level and university. The skills learnt in GCSE History are linked to a variety of careers from law and the police force by supporting an argument and reaching judgements with evidence, to politics, media, public relations, and sales through learning how to argue and convince using research and critical thinking.

History is enjoyable and teaching is based on a number of different learning strategies, including independent work, collaborative work, debates, note taking, discussion work and others.

COURSE CONTENT

At GCSE students will:

- Develop and extend their knowledge and understanding of specified key events, periods, and societies in local, British, and wider world history, and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been given historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

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ELEMENTS

- A period study: it will focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.
- A thematic study: it will require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages. They will understand wider changes in aspects of society over the centuries and make comparisons between different periods of history. These aspects will include (but are not restricted to) some or all of the following: Culture, Economics, Politics, Religion, Science technology, and War.
- A wider world depth study: it will focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the particular society or historical situation selected for study, these aspects may include (but are not restricted to) social, economic, political, religious, technological, and military factors. For European or wider world depth studies the complexity may stem from the number and diverse interests of the different nation states involved. Students will have to study at least one British in-depth study and at least one European or wider world in-depth study chosen from the historical eras defined above.
- A British in-depth study including the historic environment will focus on one particular site in its historical context. The study will examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. There is no requirement that students visit the site. This study may be linked to another part of the course or may stand alone.

ASSESSMENT OBJECTIVES

- **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- **AO2** Explain and analyse historical events and periods studied using second-order historical concepts.
- **AO3** Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- **AO4** Analyse, evaluate, and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

ASSESSMENT STRUCTURE

This qualification is linear so students will sit their written exams at the end of the course in Year 11. There are 2 Papers that students sit: **50% of the GCSE for each**; 84 marks each (including 4 marks for spelling, punctuation, and grammar); 2 hours each.



Paper 1: Understanding the modern world

Section A: Period study - AC Russia, 1894–1945: Tsardom and communism.

Section B: Wider world depth study - BB Conflict and tension: The inter-war years, 1918-1939.

Paper 2: Shaping the nation

Section A: Thematic study - AA Britain: Health and the people: c1000 to the present day.

Section B: British in-depth studies including the historic environment – BB Medieval England: the reign of Edward I, 1272–1307.



MUSIC: EDEXCEL

OVERVIEW

GCSE Music aims to engage students in music-making and project-planning, providing a real focus for creativity and performance skills. The course will also widen students' understanding of the world of music through interesting studies of particular genres and in-depth studies of special pieces.

Students who opt for music are expected to play an instrument or sing. You do not have to be able to read music notation to take this option, however students who can, will be stretched and challenged further on this course.

Studying music allows students to improve their co-ordination skills, memory, teamwork, self-discipline and gives them an opportunity to express themselves.

ASSESSMENT OBJECTIVES

- **AO1** Perform with technical control, expression, and interpretation.
- **AO2** Compose and develop musical ideas with technical control and coherence.
- **AO3** Demonstrate and apply musical knowledge.
- **AO4** Use appraising skills to make evaluative and critical judgements about music.

ASSESSMENT STRUCTURE

The course is made up of three components:

- **Performing (30%)**
- **Composing (30%)**
- **Appraising (40%)**

Performing

You will have to submit two performances - one solo and one ensemble piece. Each performance must be a minimum of one minute and together they must be a minimum of four minutes. Each piece is marked out of 30. Credit is given for pieces that are of a standard (grade 4) and more difficult level.

You will be marked on technique; expression and interpretation; and accuracy and fluency. You must submit music with your performance so that the accuracy can be assessed.

Composing

You will have to submit two compositions - one to a set brief and one free composition. Each composition must be a minimum of one minute and a minimum



of three minutes combined. The briefs will relate to each of the areas of study. They will be published in the September before you sit your GCSEs.

You will be marked on developing musical ideas; demonstrating technical control; composing with musical coherence. Each composition is marked out of 30.

You must submit a score and a recording of your work.

Appraising

This consists of an exam which lasts 1 hour and 45 minutes. 80 marks are available

There are four areas of study with two set works each.

Area of Study	Set Works
Instrumental Music 1700-1820	J.S. Bach: 3 rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1 st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	H. Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba En Preludio (from the album 'Esperanza')

The exam is divided into two sections.

Section A will assess your ability to identify the key musical features in some of the set works. You should understand the context within which the set works were composed and their place within the Area of Study.

You will also be expected to express and justify opinions on the extracts and complete short musical dictation questions.

This section consists of eight questions. You will be required to respond to extracts of music. One of these pieces will be unfamiliar but it will be related to a set work.

This section is worth 68 marks.

Section B will assess your ability to compare pieces of music. You will be asked to compare one of the set works with an unfamiliar listening piece. This section is worth 12 marks.



PHOTOGRAPHY: AQA

OVERVIEW

This course will give you opportunities to explore how photographs are made and how they represent the world. You will learn to use a variety of light and lens-based photographic techniques and processes using traditional and new technologies. This will include working in the darkroom to create cyanotypes and pinhole images, as well as making collages and photomontages. You will become a proficient user of digital cameras and Photoshop to create a variety of effects. You will gain knowledge of a range of photographic processes and create images in various genres including portraiture, landscape, still-life, documentary, abstract, conceptual, moving image and installation. You will learn how to conduct research about the history of photography, explore the work of individual photographers, generate exciting and imaginative ideas for projects and work collaboratively with others. You will document your work using a sketchbook. As well as projects that you undertake there will be opportunities to participate in workshops, attend galleries and museums, and support sessions after school.

Studying photography enhances your creative, social, and cultural understanding as well as developing your specialist technical knowledge. These qualities would support your success in a wide range of careers in a variety of fields such as magazine editor, television camera operator, press photographer, advertising, creative art director, web designer, animator, fashion photographer and visual merchandiser.

COURSE CONTENT

Year 9

Term 1 - Skills workshops: discovering how to take better photographs, use Photoshop for manipulating images and creating new ones. Learning what makes a good portfolio.

Term 2 - Trip to a gallery or museum to inspire and create more independent and confident responses within coursework portfolio by experiencing artwork in an art environment first-hand. This is an ideal opportunity to resource, gather and motivate for development of portfolios.

Term 3 - Critical studies which involve the investigation of cultures and art movements which have helped to shape contemporary practice through the theme of Art from Art.

Year 10

Term 1 - Opportunity for a workshop with a local artist; creating profiles on the artist, learning new techniques and methods of working, developing own practice.

Term 2 - Personal extended project which is planned, developed, and executed according to individual strengths and interests. The project will be developed from

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suggested themes, selecting a topic area to investigate in a personal way. E.g., Movement, Distortion, Colour and Pattern.

Term 3 - Personal extended project continued.

Year 11

Term 1 - Personal extended project completed.

Term 2 - Unit 2 AQA exam paper issued 1 January. The externally set assignment with a paper set by AQA choosing 1 out of 7 questions. Preliminary studies culminate in a 10-hour final exam usually taken at the end of March.

Term 3 - Careful presentation of preparatory studies for assessment and exhibition. The GCSE exhibition is held in June every year.

ASSESSMENT OBJECTIVES

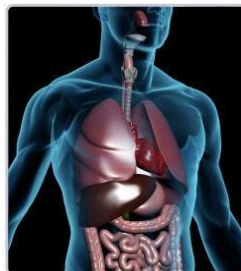
- **AO1** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2** Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.
- **AO3** Record ideas, observations, and insights relevant to intentions as work progresses.
- **AO4** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

AQA Component 1 96 marks **60% of total GCSE mark: The Portfolio** (including more than one project).

- **A01** 24 marks Developing ideas through research and critical studies
- **A02** 24 marks Refine ideas by experimenting with materials and processes
- **A03** 24 marks Record ideas and observations relevant to intentions
- **A04** 24 marks Present a personal response making connections between all the assessment criteria

AQA Component 2 96 marks **40% of total GCSE mark: The externally set assignment.**



PHYSICAL EDUCATION: EDEXCEL

OVERVIEW

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding other subjects, such as science.

The practical components of the course ensure that even the most energetic and talented students are constantly challenged. The dedicated PE staff will support the development of students into all round sports performers and ensure good fitness habits are instilled.

Both elements of this course are taught by an extremely enthusiastic team of teachers, who endeavour to bring lessons to life and enjoy excellent relationships with all students.

There are also opportunities throughout the course for insights into future careers based on topics taught. For example, physiotherapy, sports coach, working in the media, sports psychology, and teaching.

COURSE CONTENT

Theoretical Component:

The course requires a theoretical and practical understanding of the following areas: muscular system, cardiovascular system, skeletal system, respiratory system, health related fitness, and safety aspects of sport.

Each of these topics also have a numeracy link as students will be required to analyse data and graphs to evaluate performance.

Practical Component:

Students study a range of sports and activities during the 3 years, including football, netball, basketball, handball, badminton, volleyball, trampolining, athletics, and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school. For example, climbing, skiing, swimming and golf.



Regardless of their eventual assessment portfolio students will be assessed in combination of:

- Skills in isolation.
- Performance of skills in the game situation.
- Providing feedback.
- Observation and analysis.
- Rules and regulations.

Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in personal fitness. In addition, it would be an advantage if students were actively involved in sports outside of school.

ASSESSMENT OBJECTIVES

- **AO1** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO2** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO3** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

Theoretical Component (60%)

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes.

36% of the qualification.

90 marks.

Content overview

Topic 1: Applied Anatomy and Physiology.

Topic 2: Movement Analysis.

Topic 3: Physical Training.

Topic 4: Use of Data.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes.

24% of the qualification.

70 marks.

Content overview

Topic 1: Health, Fitness and Well-being.

Topic 2: Sport Psychology.

Topic 3: Socio-cultural Influences.

Topic 4: Use of Data.

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

Practical Component (30%) Component 3: Practical Performance

Coursework Component (10%) Component 4: Personal Exercise Programme (PEP)

Key Stage 4 Prospectus



BTEC TECH AWARD PERFORMING ARTS: PEARSON EDEXCEL

OVERVIEW

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the performing arts sector. This course enables learners to develop the foundational skills that are integral to a wide range of roles (from performing to designing and directing) across the creative industries, including film and television, theatre, games, and advertising. Learners will receive a general introduction to the sector, crammed with opportunities to learn and try out new skills, techniques, and styles, allowing them to make an informed decision about their future learning and career.

KEY FEATURES OF THIS QUALIFICATION

This qualification:

- Is a level 1/2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 Pass, Level 1 Merit, Level 1 Distinction and Unclassified.
- Is a 120-hour guided-learning qualification (equivalent in teaching time to one GCSE)
- Has external assessments for 40% of the qualification. Edexcel sets and marks these assessments. There is no written examination for this course.
- Presents knowledge in a work-related context.
- The performing arts industry employs over 100,000 people in the UK; just over a third are performers, such as actors, dancers, musicians, and the majority work backstage and offstage in roles such as directors, agents, managers, technicians, designers, and promoters. These exciting roles require many skills such as research, communication, administration, IT, and finance skills.

COURSE CONTENT

Through this course, learners will acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role.

Learners will also have the opportunity to develop their own technical, practical, and interpretative skills through workshops and classes, and to apply them in the internal and external assessments. In addition, learners will develop transferable and employability skills such as responding to a brief, self-development, planning, time management and communication.



Component 1: Exploring the Performing Arts

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Component 3: Responding to a Brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

ASSESSMENT STRUCTURE

Component 1: Exploring the Performing Arts – 30%

This is an internal assessment set by Pearson's, marked by the centre and then moderated by Pearson's.

The key purpose of this assessment is for learners to demonstrate an awareness of the techniques, processes and elements used by professionals in performing arts.

The assignment for this component consists of two tasks:

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions, and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

Component 2: Developing Skills and Techniques in the Performing Arts –30%

This is an internal assessment set by Pearson's, marked by the centre and then moderated by Pearson's.

The key purpose of this assessment is for learners to develop their skills in producing a performance or production based in existing repertoire. The assignment for this component consists of three tasks:

- In response to Task 1, learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire.
- In response to Task 2, learners will showcase performance or production designs for an audience.
- In response to Task 3, learners will review the development and application of skills and techniques during the process and after.



Component 3: Responding to a Brief – 40%

This is an external synoptic task, set and marked by Pearson's.

This assessment requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience.

The assessment contains four main tasks:

- Activity 1: an ideas log
- Activity 2: a skills log
- Activity 3: performers – digital recording of a workshop performance to an audience (7–15 minutes per group performance); designers – digital recording of their presentation of between 3 and 10 minutes.
- Activity 4: an evaluation report



SPANISH continuation (5-year course in total): AQA

We expect students to carry on with the language studied since Year 7. Some students with a native background or who have already demonstrated an excellent aptitude to language learning might be able to join Spanish in Year 9 in addition to, or instead of their previous language. This will be discussed with the Head of Department on a case-by-case basis.

OVERVIEW

Having a Spanish GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose Spanish.

The business world is in a continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This made language proficiency a very important business skill that will boost anyone's career.

COURSE CONTENT

The new GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading, and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

The specification covers three distinct themes. These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities.

Key Stage 4 Prospectus



In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

Theme 1: People and lifestyle	Theme 2: Popular culture	Theme 3: Communication and the world around us
<ul style="list-style-type: none"> • Identity and relationships with others • Healthy living and lifestyle • Education and work 	<ul style="list-style-type: none"> • Free-time activities • Customs, festivals and celebrations • Celebrity culture 	<ul style="list-style-type: none"> • Free-time activities • Customs, festivals and celebrations • Celebrity culture

Each theme will contain a number of topics, and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons.
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation and stretch and challenge).

the appropriate lexical and grammatical content.

ASSESSMENT OBJECTIVES

Covering the 4 skills – speaking, writing, reading, and listening. Students to get used to the AQA new grading criteria.

ASSESSMENT STRUCTURE

The GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading, and writing at the end. **There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9).** Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - **Listening: 25% of GCSE**, 35 minutes (**Foundation**), 45 minutes (**Higher**)

Paper 2: Teacher- conducted. Examination- **Speaking: 25% of GCSE**, 7- 9 minutes (Foundation), 10-12 minutes (Higher)

Paper 3: Examination – **Reading: 25% of GCSE**, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – **Writing: 25% of GCSE**, 1 hour 10 minutes (Foundation), 1 hour 15 minutes (Higher)