



# Upper School Options Booklet

2026 - 2028

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# Information on the options process

The choices students and parents/carers make in the weeks and months ahead will lead to the GCSE courses which students follow in Years 10 and 11. It is important that options choices are made by considering student interest, inclination and having considered courses which have not yet been taught.

We have created an options system which maintains a broad and balanced curriculum for all students, while allowing choice in some areas. Our intention with the curriculum is that it will inspire students and prepare them for the next stage in their education, keeping options open and flexibility of choice post 16.

We aim to provide a structured programme of support and guidance to help students and parents/carers make these choices. This programme includes:

1. December 2025                      Introduction to GCSE Options
2. Tuesday 13<sup>th</sup> January              Options Evening (parents, carers and students)
3. w/b 26th January                      Tutor session on the online options process/form
4. Early February                      Online Options form login details will be shared and the form will be open to be completed
5. Thursday 26<sup>th</sup> February              Year 9 Parent and Carers' Evening
6. Friday 6<sup>th</sup> March                      Latest return of the Option form

# Why are these choices so important?

We believe that giving this process careful consideration is a vital component in helping students to achieve the best grades that they can, along with a curriculum which interests and focuses them, building on skills, knowledge and understanding from Years 7-9. Offering a curriculum with a degree of choice helps students to thrive in their studies. This also helps students ensure that they make balanced choices keeping educational, career and interests open as they move beyond Thornden.

We hope that this booklet and the other opportunities offered this term give students and parents/carers the confidence to make informed choices. The partnership of students, parents/carers and the school, are vital in ensuring the success of Year 9 students when they take their examinations in the Summer of 2028.

If you have any further questions, please do not hesitate to contact me by phone or by emailing me at [options@thornden.hants.sch.uk](mailto:options@thornden.hants.sch.uk).

Phil Balmond

Assistant Headteacher

# The Curriculum in Years 10 & 11

In Years 7, 8 & 9 all students follow a broad curriculum. However, the curriculum in Years 10 & 11 is rather different, as students follow courses leading to GCSE certification. There are some significant choices to be made, as students can move away from certain subjects and opt for others, some of which may be new to them. The curriculum that students study in Year 10 can be divided into three parts:

Core Subjects (taken by all students)			
	Number of lessons		Notes
	Year 10	Year 11	
English	3	3	English and Mathematics provide life skills and qualifications which are required by almost all employers and all institutions of higher education. English Literature as well as English Language will be taken by all students.
Maths	3	3	
Science	4	4	The Science course receives twice the normal time allocation for GCSE courses because it covers all three mainstream Science subjects (Biology, Chemistry and Physics) and also leads to the award of <b>two</b> GCSE certificates in Science. Our most able scientists can be entered for <b>three</b> separate GCSE courses in Biology, Chemistry and Physics, within the same time frame.
Personal Development	1	1	In accordance with the various Education Acts and the Hampshire syllabus, a programme of Ethics and Beliefs and personal development will be taken by all students. This also comprises elements of citizenship and health education.
PE*	1	1	There is a full programme of Physical Education, which will involve a range of options in diverse sports and activities.

1. Core subjects – the group of subjects that is studied by all students.
2. EBacc subjects – subjects where some choice is available.
3. Option subjects – the group of subjects that students can personalise to respond to their specific strengths, needs and aspirations for further education or potential career paths.

\*Personal Development and Physical Education will be taken by all students as part of the core curriculum. GCSE PE can also be studied as separate, discrete GCSE qualification.

# Option Subjects

It is our view that it is important for all students to take a broad and balanced curriculum. A choice from each of the subject areas below automatically produces such a broad and balanced package with room for flexibility. We will look carefully at all alternative choice requests, but do not guarantee that we will be able to accommodate them.

There are sometimes timetabling constraints which mean that a particular combination of choices is not possible. In all cases where there are problems or changes in option choices, from those entered on the options form, we will discuss them with the individual students and parents/carers.

The option courses are divided into the following four subject areas to provide a broad, balanced curriculum:

<b>Languages</b>	We would like all students to choose at least one Foreign Language. However if parents/carers wish to discuss the choice of a language subject or that their child does not wish to take a language, they should contact the options email address ( <a href="mailto:options@thornden.hants.sch.uk">options@thornden.hants.sch.uk</a> ) to discuss this with Mr Balmond.
<b>Humanities</b>	The subjects in the Humanities provide an experience, which balances the commitment to Science and helps to develop important literacy and analytical skills.
<b>Two 'Free Option Choices'</b>	This allows students the opportunity to select option choices that reflect their own personal strengths and interests.

## **Important Note:**

Whilst we do expect to be able to meet most option choices, there may be cases where timetable constraints and either under-subscription or over-subscription mean that we will be unable to accommodate every choice. If such a situation occurs, we will discuss the issues with students and parents/carers on an individual basis.

# Guidance on Foreign Languages

We firmly believe that studying a Language at GCSE level benefits the vast majority of students at Thornden. This is based on the benefits that it can bring to students in terms of their learning as well as their social and cultural outlook on the world.

For those reasons, Thornden strongly believes that all students who have the aptitude to benefit from it (which is a large majority at Thornden) should take a Language to GCSE level. The main reasons for this have been discussed by the Governors and are set out below;

- Learning a language is a different discipline involving specific learning styles which may well be needed in later life. It is the case that studying another language, and thinking about how grammar works, helps with the study of English. The study of one foreign language also makes the study of a second foreign language easier.
- Although the use of English is now more widespread than it used to be, there are still many places in the world where a foreign language is needed, whether for business or pleasure.
- In the upper school years, students apply the foreign language they have learned to practical situations. They also study the culture of the foreign country. In an increasingly interdependent world, this is an important perspective.
- Having a language GCSE qualification does carry weight in applications for higher education courses and, of course, many employment situations as well. If your child does not take a language to GCSE, they may be jeopardising future opportunities.
- Although some schools locally and nationally are making a Language optional, others are keeping it compulsory for all or highly recommended for most. Parents/carers and students should be in no doubt that if their sons and daughters drop a Language, they will find themselves in future in competition both locally and nationally for further and higher education courses as well as job opportunities with other young people who have such a qualification.

In summary, it would be our strong advice that continuing with a Foreign Language to GCSE level should be part of the curriculum for a large majority of our students. It has indeed been the case that a very large majority of our students have continued with a language.

We will therefore be prepared to consider a student not taking a Language but only if this is clearly in the best interests of the student.

# Trips

The intention is that we try to run a range of trips (when it is safe to do so) and activities to support or enrich the curriculum, which will vary in cost with some being day trips and others being residential, or trips abroad.

With residential trips or activities that go abroad, some trips will be oversubscribed, and students may not be able to participate.

When trips are launched, students are selected randomly once they have applied to go on the trip. The trips are subject based, but not a pre-requisite to taking the subject. Nor will students be disadvantaged if they do not participate in a trip.

# Questions and Answers

## **Who is the GCSE for?**

It is designed as a two-year course of study for all Year 10 and 11 students.

## **Can everybody take the GCSE?**

The GCSE is open to everyone at school whatever their ability.

## **Why do I need to take the GCSE?**

Sixteen is a time of change in every young person's life. A few will leave school and start a job, apprenticeship, or training scheme, most will continue their education at Further Education Colleges, such as Barton Peveril, Eastleigh College or Peter Symonds. Therefore, 16 is a time when your skills, knowledge and abilities need to be assessed.

## **What grades are available?**

Since September 2017, all GCSE grades have been based on a 9-1 system.

## **How will the marks for my GCSE grades be arrived at?**

Increasingly, grades will be awarded based on terminal examinations, although a number of subjects include controlled assessments, which are internally or externally marked.

## **What are internally assessed exam components?**

In some subjects, there are internally assessed components known as Non-exam assessments (NEA). Those pieces of work will be marked by your teachers and the marks will go towards your final results. These will often be in a specific time frame in classroom controlled 'exam conditions' usually for practical subjects.

## **When will I do the internally assessed exam components?**

In some subjects, you will start in Year 10, while in most subjects these components may not start until Year 11.

# Vocational Option

The vocational option is Child Development.

## **Who is it for?**

It is designed for students who have an interest in these specific areas. It is also designed for students who would benefit from starting at Level 1 with the possibility of moving to Level 2.

## **Can everybody take these courses?**

It is appropriate for students who may need to start a Level 1 course.

## **How will the marks be decided?**

The grades will be awarded based on a combination of externally examined units and internally assessed components. The internally assessed components take place across Year 10 and Year 11.

## **What grades are available?**

Grades area available at Level 1 and Level 2 at Pass, Merit and Distinction.

## **What are internally assessed exam components?**

In some subjects, there are internally assessed components. Those pieces of work will be marked by your teachers and the marks will go towards your final results. These will often be in a specific time frame and in classroom controlled 'exam conditions'. These commonly take place in practical subjects.

## **When will I do the internally assessed exam components?**

In some subjects, you will start in Year 10, while in most subjects these components may not start until Year 11.

# How each subject is assessed

SUBJECT	INTERNALY ASSESSED COMPONENTS	EXAMINATION
<b>English Language:</b> Reading Writing		100% - 50% paper 1, 50% paper 2
<b>English Literature</b>		100% - 40% paper 1, 60% paper 2
<b>Mathematics</b>		100% - 3 equally weighted papers
<b>French, German &amp; Spanish</b>		100% - divided equally amongst the four skill areas of listening, speaking, reading and writing
<b>History</b>		100% - 2 equally weighted papers
<b>Geography</b>		100% - 3 papers - 35%, 35%, 30%
<b>Religious Studies</b>		100% - 2 equally weighted papers
<b>Art</b>	60%	40%
<b>Dance</b>	60%	40%
<b>Drama</b>	60%	40%
<b>Engineering</b>	40%	60%
<b>Food Preparation &amp; Nutrition</b>	50%	50%
<b>Media Studies</b>	30%	70% - 2 equally weighted papers
<b>Music: Performing Composing</b>	30% 30%	40%
<b>Design &amp; Technology</b>	50%	50%
<b>Physical Education</b>	40%	60% - 2 equally weighted papers
<b>Computing</b>		100% - 2 equally weighted papers
<b>Science</b>		100% - 6 equally weighted papers 2 papers in each subject: Biology, Chemistry, Physics.
<b>Business</b>		100% - 2 equally weighted papers
<b>Enterprise</b>	60%	40%

# Tiering in GCSE Examinations

Most subjects will be examined with one tier, meaning that the questions in the examination papers should be accessible and challenging to students across the whole ability range.

In Mathematics, Science and Modern Foreign Languages, there will be two tiers; higher tier where possible grades range from 9-3 and foundation tier with possible grades from 5-1.

These tiers allow students of varying ability to access questions at an appropriate level of ability.

## **How will the tier of entry for a student be decided?**

Students will be entered for the tier that will give them the best opportunity to show their ability. Teachers will know their students' work very well by the time decisions have to be made.

There may be students who produce some work at grade 4 or 5 standard but who find the style, or presentation, of the higher tier questions difficult to respond to consistently.

It would be more appropriate to enter such students for the foundation tier, where grade 4 or 5 is still available.

## **What happens to a student who does not meet the minimum requirements for the lowest grade in a tier?**

A student who does not achieve the minimum grade for a tier of entry will be ungraded (U). It is essential, therefore, that care is taken to enter students for the tier that is most appropriate for their level of attainment. The overlap of two grades between tiers provides a safety net.

## **What will colleges look for?**

A grade 4 is deemed to be equivalent to an 'old grade C', but a 5 is regarded as a "good pass" grade according to Ofqual. We will endeavour with all students to work with them to achieve the highest possible grades in all their subjects.

# Careers Advice

We believe that students selecting a broad and balanced curriculum will help them ensure that they are prepared for the next stage of their education.

We also work closely with further education providers to ensure that students can make thoroughly informed decisions about their next stage of education.

Those students who may require or wish to seek further careers guidance at this stage can speak to a specific career's advisor.

To support your student's decision making we have created a Thornden School careers website with links to each of the local colleges, information on apprenticeships and general careers information and guidance. See link below:

<https://sites.google.com/view/thorndenschoolcareers/home>

# Student Video Guides

If you would like to hear from former Year 11 students about why they chose a particular option, what they have enjoyed or found interesting about a GCSE and what they have found challenging about the subject, please access them via [this link](#). This will be updated with videos from current year 11 in the new year (2026).

Please note that you must be logged in to your (the student's) office 365 student account to view these videos.

# Subject Guides

## The Core Subjects



**Examined Subjects:**

**English**

**Mathematics**

**Science**

**Non-examined Subjects:**

**RS – Ethics & Belief**

**Physical Education (PE)**

**Personal Development**

# GCSE English

Exam Board: AQA / Head of Department: Miss K Piddington

## Outline of the subject

- Students will read a variety of literature including prose, poetry, drama and non-fiction texts.
- Shakespeare Play: Macbeth
- Modern Drama: An Inspector Calls
- Poetry: Power and Conflict anthology
- Non-fiction and fiction extracts for English Language skills

## Course Structure

Year	Term 1		Term 2		Term 3	
10	The Strange Case of Dr Jekyll and Mr Hyde	How Non-Fiction works Power and Conflict Poetry	Hero to Tyrant: Macbeth	Power and Conflict Poetry How fiction works [English Language skills]	English Language Paper 1	English Language Paper 1 Revision of An Inspector Calls
11	Power & Conflict Poetry An Inspector Calls	English Language Paper 2	The Strange Case of Dr Jekyll and Mr Hyde Macbeth	Final exam preparation	Final Exam Preparation	Final Exam Preparation

## Assessment

- 100% Examination (4 papers: English Language & English Literature)
- A range of written tasks are produced throughout the GCSE course for formal assessment; these will be marked using the GCSE assessment criteria.
- Students will be given clear targets that will show them how to achieve higher marks in future exams.
- Some assessment tasks will be planned and redrafted over more than one lesson, whilst others will be unseen tasks in test conditions.
- Teachers will use live marking, whole-class feedback, peer and self-assessment activities and formative marking to assess student progress.

## Skills You'll Develop

- Reading: Comprehension, analysis, exploring context and writer's intentions
- Writing skills using a variety of forms and audiences. Students are expected to plan, draft, and proof-read their work.
- Writing accurately and grammatically using Standard English.
- Speaking skills in a variety of contexts that include skills such as asking questions, shaping discussion and presenting key ideas and information.

## Additional Information

- All students are encouraged to read independently and to include a range of fiction and non-fiction in their choices
- Reading regularly and widely is essential for students as the texts they are going to be exploring are challenging and varying in their vocabulary and context.
- We will provide all Y10 and 11 students with a suggested reading list and invite students to make regular use of the expertise of our excellent school librarians.

# GCSE Mathematics

Exam Board: EDEXCEL / Head of Department: Mrs McLeonards

## Outline of the subject

Mathematics course is designed to support students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Course Structure

Year	Term 1	Term 2	Term 3
10	Area and Volume (H) Transformations and Constructions (H) Averages (F) Area and Volume (F)	Equations and Inequalities (H) Probability (H) Graphs (F) Transformations (F)	Multiplicative(H) Reasoning (H) Similarity and Congruence (H) Ratio & Proportion (F) Pythagoras and Trigonometry (F)
11	Advanced Trigonometry (H) Advanced Statistics (H) Probability (F) Multiplicative Reasoning (F) Constructions, Loci & Bearings (F)	Equations & Graphs (H) Circle Theorems (H) Algebraic Fractions (H) Quadratic Equations & Graphs (F) Area and Volume (F) Indices and Standard Form (F)	Vector and Geometric Proof (H) Proportion & Graphs (H) Similarity and Congruence (F) Vectors(F) Simultaneous Equations. (F)

## Assessment

- The assessment consists of three equally weighted written papers at the higher and foundation tier of entry.
- The first paper is a non-calculator paper.

- All papers test the subject content across the full range of grades available and questions will be set in both mathematical and non-mathematical contexts.
- There is no requirement for a formal coursework element within the GCSE.
- The qualification will be graded on a nine-point scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

## Skills You'll Develop

Many areas of mathematics are connected and understanding always builds on previous knowledge and skills.

- There is an emphasis on problem-solving, communication, proof and interpretation.
- Lessons will be varied throughout the course to promote and develop these skills.
- There will be whole class teaching, pair or group work and individual working.
- A variety of resources will be used including ICT and other practical activities.

## Additional Information

Students are entered for the GCSE in Mathematics at one of the two levels i.e. Higher (grades 9-3) or Foundation (grades 5-1)

# GCSE Science

Exam Board: AQA / Head of Department: Mrs Drabble

## Outline of the subject

Science lessons are developed and produced by our own staff, with the aim of incorporating scientific skills and knowledge into lessons; so that students are fully prepared for their exams at the end of Year 11.

- All students will study aspects of Biology, Chemistry and Physics regardless of whether they study Combined science or the three Separate science GCSEs.
- Students will study the;
  - Biology of humans and plants,
  - Chemistry of reactions and material structures,
  - Physics of Energy, Forces and Motion, as well as further topics across all three disciplines.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	Organisation Radioactivity Bonding and structures	Quantitative chemistry Particle theory	Bioenergetics Electricity Infection and response	Infection and response Mains electricity	Chemical changes Forces	Ecology Forces
11	Homeostasis Energy changes Rates of reaction	Electromagnets Organic chemistry Chemistry of the atmosphere	Waves Inheritance	Earth's resources	Revision GCSE Exams	GCSE Exams

## Assessment

- All students will complete six externally marked exams at the end of Year 11 which will form 100% of their final grade.
- Combined exams each last 75 minutes whereas Triple exams each last 105 minutes.
- Combined Science students achieve two linked Combined Science GCSE grades and are entered at one of the two tiers.
  - These grades are on a scale from 9-9 to 1-1
- Separate Science students are awarded three GCSEs (Biology, Chemistry and Physics) using the total mark across the two papers they sit for each GCSE.
  - These qualifications will be graded on a nine-point scale from 9 to 1 where 9 is the highest grade.

## Skills You'll Develop

There is an emphasis on problem-solving, communication, proof and interpretation. Over the two years the science course covers a wide variety of skills including but not limited to the following;

- Using scientific vocabulary, terminology and definitions.
- Applying the cycle of collecting, presenting and analysing data.
- Using a variety of models to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.
- Using scientific theories and explanations to develop hypotheses.
- Planning experiments to make observations, test hypotheses, check data and explore phenomena.
- Carrying out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.

## Additional Information

In order to study the Separate Sciences students need to:

- Have their Science teacher's backing
- Have higher than 70% in their Year 9 tests
- Have excellent attendance and be able to work at a faster pace to cover the content

# Core RS

*(Taught as part of the Personal Development Carousel) | Head of Department:  
Mrs Heron*

## Outline of the subject

It is a legal requirement that even if you do not choose to take Religious Studies as a GCSE option, you must continue to study some RS.

At Thornden we fulfil that requirement by considering a number of issues in units that form part of the Personal Development carousel.

These units are not only there because the law requires them, they also examine topics which are of interest or concern for society and the world we live in.

## Course Structure

Ethics	Beliefs and Philosophy
<p>Key concepts:</p> <ul style="list-style-type: none"><li>• Inequality</li><li>• The Holocaust</li><li>• Racism</li><li>• Sexism</li><li>• Poverty</li><li>• Abortion</li><li>• Euthanasia</li><li>• Organ Donation</li><li>• New Religious Movements and Cults</li></ul>	<p>Key concepts:</p> <ul style="list-style-type: none"><li>• Reality (Plato's Cave and the Matrix)</li><li>• Fake News</li><li>• Identity</li><li>• Utilitarianism and Kantianism</li><li>• The Nature of God</li><li>• Moral Evil and Moral Good</li><li>• Evil and Suffering</li></ul>

## Assessment

Core RS is a non-examined course however, students' knowledge and understanding will be regularly assessed through classroom dialogue, lesson activities and lesson reflections at the end of each lesson.

## Skills You'll Develop

The Core RS course is designed to further develop a range of necessary skills and experiences to prepare students for their role in the adult and wider world. These include:

- Communication (expressing ideas clearly in writing, confidently in speech and listening to the views of others)
- Participation (using a range of social skills, working confidently with a group and building positive working relationships with others as a team player)
- Critical thinking (identifying, constructing and evaluating arguments).

## Additional Information

Core RS is taught by subject specialists.

We teach using a range of teaching activities including discussion, debating, group work and use of clips.

As with all RS at Thornden, students are free to have and express their own points of view and are always expected to treat the views of others

# Core PE

*Non examined/ Head of Department: Mr Hall*

## Outline of the subject

In Years 10 & 11 all students are required by the National Curriculum to participate in Physical Education (PE) as a core subject. They will be taught for one double period of PE a week.

## Course Structure

Games	Fitness	Athletics
<p>In Games lessons, students will be taught a range invasion, net and team sports. The focus of these is to develop individual skills further and apply them in full game context alongside a variety of different tactics and strategies.</p>	<p>In Fitness lessons, students will be taught a variety of different methods of training. They will learn easy, accessible ways to keep fit and will have an understanding of the benefits of a healthy active lifestyle that they can continue to develop once they leave Thornden.</p>	<p>In Athletics, students will continue to develop a range of track and field events focusing on fitness and maximum performance. This will be done competitively and as part of a team. These lessons are known as team challenge.</p>

Practical assessment is continuous and based on both effort and skill.

## Assessment

We expect students to participate and try their best regardless of their ability and because of this groups are structured to ensure students are in a comfortable, safe environment so they can work to their full potential.

## Skills You'll Develop

We have a very broad curriculum that aims to develop physical skills to take part in:

- Invasion games e.g. Football, Netball, Hockey, Basketball, Rugby
- Net games e.g. Tennis, Badminton, Table Tennis
- Striking and fielding e.g. Rounders, Softball, Cricket, Athletics
- Working at maximal levels; HRE, Circuit training, HIIT, Trampolining

We also aim to develop students' mental and social skills. This is done as they learn to work with others, solve problems, be creative, explore different ideas and push themselves.

### Additional Information

Extra-curricular activities are available in a wide variety of sporting activities at break, lunchtime and after school.

These are advertised on notice boards and promoted through the daily bulletin to students.

School teams continue to compete at local, regional and national levels.

# Personal Development

*(Taught as part of the Personal Development Carousel) | Head of Department:  
Mr Thomas*

## Outline of the subject

Topics are introduced in an unbiased way and delivered so that it encourages a responsible informed attitude. The ideal outcome is for students to make their own decisions and the correct life choices without pressure or influence. Specialist staff and sometimes qualified outside speakers deliver lessons to all students on a rotation basis. In addition, we work closely with National Citizen Service (NCS) who deliver a session to our Year 11 students.

## Course Structure

Relationships & Sex Education	Health	Citizenship & Finance
<ul style="list-style-type: none"><li>Developing healthy relationships including LGBTQ</li><li>Sexual exploitation, abusive relationships and coercive behaviour</li><li>Decision making &amp; consent</li><li>Pregnancy &amp; choices</li><li>Contraception</li><li>Sexually transmitted infections</li><li>Child sexual exploitation</li><li>Managing sexual pressure</li></ul>	<ul style="list-style-type: none"><li>Being Healthy</li><li>Body image</li><li>Mental health</li><li>Cancer</li><li>Drugs – both legal and illegal</li><li>New psychoactive substances</li></ul>	<ul style="list-style-type: none"><li>Meaning of citizenship</li><li>Democracy</li><li>Government &amp; Public spending</li><li>Rights and responsibilities of citizens</li><li>Judicial system &amp; sentencing</li><li>Money</li><li>Gambling</li><li>Careers</li></ul>

## Assessment

PD is a non-examined course; however, students' knowledge and understanding will be regularly assessed through classroom dialogue and short quizzes on Satchel One.

## Skills You'll Develop

Students are encouraged to develop skills such as debating, researching and discussion work so that they can make informed and appropriate decisions as young people

### Additional Information

Parents/Carers have the right to request that their child be withdrawn from some or all of Sex Education but not the Relationships or Health Education. Please see our policy on the website.

# The Option Subjects



- 1. Art & Design (3D Art, Fine Art, Photography)**
- 2. Business**
- 3. Child Development**
- 4. Computer Science**
- 5. Dance**
- 6. Design & Technology**
- 7. Drama (Acting)**
- 8. Drama (Design & Technical)**
- 9. Engineering**
- 10. Enterprise (BTEC)**
- 11. Food Preparation & Nutrition**
- 12. Geography**
- 13. History**
- 14. Media Studies**
- 15. MFL - French**
- 16. MFL - German**
- 17. MFL - Spanish**
- 18. Music**
- 19. GCSE - Physical Education**
- 20. GCSE - Religious Studies**

# Art and Design: 3D Art & Design

Exam Board: AQA | Head of Department: Mrs Willis

## Outline of the subject

Art can encourage self-expression and creativity and can build confidence as well as a sense of individual identity. A study (carried out by the Tate gallery) commented that Art lessons acted as an outlet for releasing the pressures of studying as well as those of everyday life.

As part of our GCSE Art course, we encourage students to take control of their own projects, leading to a greater understanding of:

- project management
- focus
- patience
- resilience
- problem solving
- self-expression and organization

The Creative Industry is still one of the fastest growing industries in the UK. Choosing GCSE Art and Design is a vital steppingstone into this industry.



## Course Structure

Year	Term 1	Term 2		Term 3	
10	<p><b>NATURAL FORMS:</b></p> <p>This initial project introduces students to a variety of 3D materials, such as clay, wire and papier mâché. They will have the opportunity to explore this media in order to develop skills, confidence, and a range of techniques.</p> <p>Students will be introduced to the work of a variety of 3D Artists for inspiration, to enable them to further develop their own ideas and skills.</p>	<p>Students learn how to develop a project from initial ideas through to final artwork, specialising in a medium of their choice.</p> <p>Students will design and make an original 3D sculpture, which has been inspired by their own photography, sketches, and the work of other artists.</p>	<p><b>PORTRAITURE &amp; DISGUISE:</b></p> <p>This second project offers students the chance to learn new skills and processes, such as mixed-media work, as well as building on existing techniques and working at a larger scale.</p>	<p>The 5-hour Year 10 exam is based on Portraiture, with students creating a 3D sculpture inspired by their chosen 3D artist.</p>	<p>The design work and 3D work from both projects will be entered as part of the students' coursework portfolio.</p>
11	<p><b>TRIAL EXAM:</b></p> <p>The preparation for this, runs from September to December. The exam is based on Disguise, is 5 hours long and is held in the Art room over one day.</p>	<p><b>EXTERNAL EXAM:</b></p> <p>The external exam is set by AQA and runs from January to April.</p>	<p>Students choose the exam question they wish to study and demonstrate the skills they have learned by producing appropriate preparatory work</p>	<p>In the final exam in March/April, students are given 10 hours to produce their final piece.</p>	<p>3D Art, as a subject, finishes in May - prior to the rest of the exams starting.</p>

## Assessment

This specification (AQA 3D Art & Design) has two elements which are assessed separately:

The Portfolio (Unit 1) includes both the Natural Forms and Portraiture projects - 60% of the total GCSE grade.

The Exam (Unit 2) -the remaining 40%.

Assessment is based on 4 Assessment Objectives: Research, Development, Recording and Final Outcome.



## Skills You'll Develop



Students learn a range of different skills and techniques over the 2-year course, exploring media, such as clay, papier mâché, wire, board, found objects and materials. Designing is also an important component of the course, and students will be encouraged to develop their design skills using a variety of 2D processes, such as mono-printing, collage and photomontage, as well as sketching. The only required written element is brief annotation of their own work – no essays.



The 3D Art & Design GCSE course will prepare students for courses such as: A level sculpture, A level Fine Art, Level 3 Diploma and Extended Diploma in Performing and Production Arts, Level 3 Extended Diploma in Art and Design, A level Textile Design, A level Product design, A level Film, Photography and Moving image.

## Additional Information

All Home Learning is submitted as part of the portfolio and involves completing existing work, carrying out research, taking photographs and mounting work for submission. The department provides all materials necessary for the implementation of this course, as well as drop-in one-to-one support sessions after school, for students who wish to use the Art space and gain extra help when needed. **There is no written exam for the Art GCSE.**

# Art and Design: Fine Art

*Exam Board: AQA | Head of Department: Mrs Willis*

## Outline of the subject

Art can encourage self-expression and creativity and can build confidence as well as a sense of individual identity. A study (carried out by the Tate gallery) commented that Art lessons acted as an outlet for releasing the pressures of studying as well as those of everyday life.

As part of our GCSE Art course, we encourage students to take control of their own projects, leading to a greater understanding of:

- project management
- focus
- patience
- resilience
- problem solving
- self-expression and organization

The Creative Industry is still one of the fastest growing industries in the UK. Choosing GCSE Art and Design is a vital steppingstone into this industry.

## Course Structure

Year	Term 1	Term 2	Term 3	
10	<p><b>NATURAL FORMS:</b> Students learn new skills, such as painting in acrylics and become familiar with a variety of different artists' work. They will visit Kew gardens to sketch and photograph unusual plants for their coursework. This extended project will last approximately 2 terms.</p>	<p>Students learn how to develop a project from their initial ideas through to a final piece.</p>	<p>The 5-hour Year 10 exam allows students to create a final piece for their Natural Forms project. They will use all their preparatory studies to decide on the best medium to work in.</p>	<p><b>GALLERY PROJECT</b> This 2nd project is inspired by a gallery visit where students choose their own theme to study. They then learn new skills and processes and learn how to work independently, preparing them for their final exam.</p> <p>Students work in sketchbooks and artwork from both projects is entered as part of the students' portfolio (worth 60% of their grade).</p>

11	<p><b>TRIAL EXAM:</b> The preparation for this, runs from September to December. The exam is based on creating a final piece for their Gallery Project, is 5 hours long and is held in the Art room over one day.  Between the Trial and final exam, students have the chance to improve any Year 10/11 work that needs refining.</p>	<p><b>EXTERNAL EXAM:</b> The external exam is set by AQA and runs from January to April.</p>	<p>Students choose the exam question they wish to study and demonstrate the skills they have learned by producing appropriate preparatory work.</p>	<p>In the final exam in April, students are given 10 hours (2 full days in the Art room) to produce their final piece.</p>	<p>Fine Art, as a subject, finishes in early May - prior to the rest of the exams starting.</p>
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## Assessment

Assessment: This specification (AQA Fine Art) has two elements which are assessed separately:

The Portfolio (Unit 1) includes both the Natural Forms and Gallery projects - 60% of the total GCSE grade.

The Exam (Unit 2) -the remaining 40%.

Assessment is based on 4 Assessment Objectives: Research, Development, Recording and Final Outcome.



## Skills You'll Develop



Students learn a range of different skills and techniques over the 2-year course, working in collage, watercolours, acrylics, oils, gouache, pencil, charcoal, inks and mixed media. The only required written element is brief annotation of their own work – no essays.

The Fine Art GCSE course will prepare students for courses such as: A level Fine Art, Level 3 Diploma and Extended Diploma in Performing and Production Arts, Level 3 Extended Diploma in Art and Design, A level Textile Design.

## Additional Information



All Home Learning is submitted as part of the portfolio and involves completing existing work, carrying out research, taking photographs and mounting work for submission. The department provides all materials necessary for the implementation of this course, as well as drop-in one-to-one support sessions after school, for students who wish to use the Art space and gain extra help when needed.



**There is no written exam for Art GCSE.**

# Art and Design: Photography

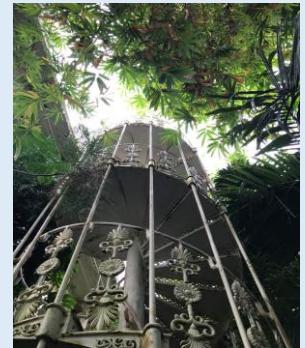
Exam Board: AQA | Head of Department: Mrs Willis

## Outline of the subject



Art can encourage self-expression and creativity and can build confidence as well as a sense of individual identity. A study (carried out by the Tate gallery) commented that Art lessons acted as an outlet for releasing the pressures of studying as well as those of everyday life.

As part of our GCSE Art course, we encourage students to take control of their own projects, leading to a greater understanding of:



- project management
- focus
- patience
- resilience
- problem solving
- self-expression and organization

The Creative Industry is still one of the fastest growing industries in the UK. Choosing GCSE Art and Design is a vital steppingstone into this industry.

## Course Structure

Year	Term 1	Term 2	Term 3	
10	<p><b>NATURAL FORMS:</b></p> <p>This initial project introduces students to new skills, media, and techniques including Photoshop, photography and print. Taking inspiration from current photographers, students will create artworks inspired by their first-hand Photography from the school Art trip to the Royal Botanical Gardens, Kew.</p>	<p>Students learn how to develop an original outcome from initial ideas, combining digital and traditional photography techniques. Experimentation and consideration of photographic elements such as exposure, rule of thirds, lighting, colour and composition lead to artistic and informed photography outcomes.</p>	<p><b>PORTRAITURE &amp; DISGUISE:</b></p> <p>This second project offers students the chance to experience a different range of skills and processes. Building on existing knowledge and understanding students will learn new photographic techniques documenting everything in their digital portfolio.</p>	<p>The 5-hour in Year 10 exam is based on the theme of Portraiture and Disguise, where students will create a study of their chosen artists' work.</p> <p>Work from both projects is eligible for submission as coursework and this becomes their digital portfolio which will showcase their coursework, including techniques and outcomes.</p>

11	<p><b>TRIAL EXAM:</b> The preparation for this, runs from September to December. The exam is based on creating a final piece for their Portrait &amp; Disguise Unit, is 5 hours long and is held in the Art room over one day.  Between the Trial and final exam, students have the chance to improve any Year 10/11 work that needs refining.</p>	<p><b>EXTERNAL EXAM:</b> The external exam is set by AQA and runs from January to April.</p>	<p>Students choose the exam question they wish to study and demonstrate the skills they have learned by producing appropriate preparatory work.</p>	<p>In the final exam in April, students are given 10 hours (2 full days in the Art room) to produce their final piece.</p>	<p>Photography, as a subject, finishes in early May - prior to the rest of the exams starting.</p>
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## Assessment

**Assessment:** This specification (AQA Photography) has two elements which are assessed separately:

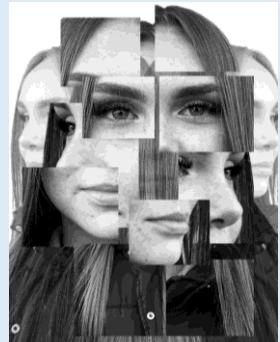
The Portfolio (Unit 1) includes both the Natural Forms and Portrait & Disguise projects - 60% of the total GCSE grade.

The Exam (Unit 2) -the remaining 40%.

Assessment is based on 4 Assessment Objectives: Research, Development, Recording and Final Outcome.



## Skills You'll Develop



Students learn a range of different skills and techniques over the 2-year course, working in collage, photography, Photoshop, print, and mixed media. The only required written element is brief annotation of their own work – no essays. The Photography GCSE course will prepare students for courses such as: A level Photography, Level 3 Extended Diploma in Art and Design, A level Graphic Communication, A level Film, Photography and Moving image.

## Additional Information

All Home Learning is submitted as part of the portfolio and involves completing existing work, carrying out research, taking photographs and mounting work for submission. The department provides all materials necessary for the implementation of this course, and **it is not necessary to have your own camera.** Drop-in one-to-one support sessions after school are provided for students who wish to use the Art space and gain extra help when needed. Access to Photoshop is also provided through the school. **There is no written exam for the Art GCSE.**



# Business

Exam Board: Edexcel | Head of Department: Miss Reid

## Outline of the subject

Successful businesses are essential to the functioning of any country's economy. Starting small, we look from the perspective of an entrepreneur spotting a business opportunity and putting their idea into practice. Moving on, we look at how a business can develop into a huge multinational dealing with customers, employees, suppliers, rivals and governments in a global market place.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	Enterprise and entrepreneurship, spotting a business opportunity	Making marketing decisions	Making financial decisions	Understanding external influences on business	Growing the business	Making human resource decisions
11	Making human resource decisions continued	Revision and exam technique for the trial examinations	Making operational decisions	Revision	Revision/Exams	Exams

## Assessment

The exam consists of 2 papers, each lasting 1 hour and 45 minutes.

Paper 1: Investigating a small business.

Paper 2: Building a business.

The papers are identical in structure containing multiple choice responses, short answer questions, data response questions and finally a lengthy evaluative question. The paper is "ramped" to allow students of all abilities to demonstrate their knowledge and understanding.

## Skills You'll Develop

Business employs a range of skills. Students are encouraged to be observant, noticing what is going on in the world around them and what is reported in the media. Discussions in class then help them to make sense of what they have seen. A standard business response is, “It depends,” so students learn to articulate both sides of an argument and form their own conclusion. Students learn to listen, think, speak, agree, disagree and then write in a clear, concise manner.

## Additional Information

It is essential that students who choose this subject are interested in local, national and global events. As we move through the syllabus, every concept is related to a current issue / event which students are expected to be aware of. This leads to interesting discussions in the lessons and prepares students for the stimulus material that will appear on their final exam papers.

# Child Development

Exam Board: Cambridge National Certificate (Level 1½) | Head of Department: Ms Parker

## Outline of the subject

This is a technical qualification that aims to develop knowledge, understanding and practical skills associated with all aspects of Child Development. This course will be relevant to those who aspire to work with children, nursing, midwifery, social work and teaching. Students will study; health and well-being for child development, learn how to create a safe environment for children under 5 and understand the nutritional needs of children from birth.

## Course Structure

Year	Term 1	Term 2	Term 3
10	<p>You will study:</p> <p>The developmental norms and milestones for children from birth to five years. You will also learn about common childhood illnesses and accidents and how to prevent them.</p>	<p>You will learn about:</p> <p>The equipment that is used to keep babies and young children safe in their play and development.</p> <p>The nutritional needs of children from birth to five years, hygiene practices and design and evaluate meals that will meet these requirements as part of your NEA.</p>	<p>You will learn about:</p> <p>Preconception health, prenatal and antenatal care.</p> <p>Also: the different types of contraception, stages of reproduction and the development of the foetus.</p>
11	<p>You will complete your second NEA. You will study the factors that can impact a child's development and the different types of play. You will also observe children play and design activities to support their developmental needs.</p>	<p>You will learn:</p> <p>About the stages of labour and birth and the different options available during pregnancy.</p> <p>How to care for a child from birth to 5 years considering their physical, intellectual, emotional and social development.</p>	<p>You will revisit and revise content from year 10 and 11 in the RO57 unit in preparation for the examination. You will learn and use a variety of revision techniques to support your revision.</p>

## Assessment

The course consists of three units: one examined and two internally assessed and externally moderated, comprising 50% for the exam and 25% for the other two units.

Unit 1 (RO57) - Health and well-being for child development (externally assessed in year 11-50% of the course)

Unit 2 (RO58) - Understand the equipment and nutritional needs of children from 0-5 years (internally assessed- 25% of the course)

Unit 3 - Understand the development of a child from 0-5 years (internally assessed- 25% of the course)

## Skills You'll Develop

Throughout this course you will not only learn about the stages of a child's development between birth and the age of five years, but you will use this knowledge practically in participating in activities and developing resources aimed at supporting a child's development. You will also learn about the importance of choosing appropriate equipment for children and also learn to prepare a feed and a meal for a young child that meets national guidance.

## Additional Information

This is a technical level 1/2 qualification and fulfils entry requirements for academic and vocational study post-16 and will count as equivalent to one GCSE. (Level 2 = grades 9-4 at GCSE) It is a non-EBacc subject and is ideally suited to learners with a preference for practical, in addition to, theoretical learning.

Students that study Child Development may often go on to study a T-Level in Education and Children, or Health and Social Care, an apprenticeship (e.g. Early Years Education) or A-Levels in Biology or Sociology.

# Computer Science

Exam Board: Edexcel | Head of Department: Miss Reid

## Outline of the subject

GCSE Computer Science is **critically important** because it teaches students to be **creators, not just consumers, of technology**. In a world driven by data and digital systems, this subject provides the fundamental knowledge of **computational thinking and programming logic**. These are the analytical tools needed to understand and *build* the future.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	System Architecture & Programming Practice	Memory, Data Representation & Programming Practice	Computer Networks and Connections & Programming Practice	Network Security & Programming Practice	System Software, Impacts of ICT & Programming Practice	Programming Project
11	Programming Fundamentals	Algorithms	Producing robust programs & Boolean Logic	Programming languages and IDEs	Revision	Exams

## Assessment

Computer systems (80 marks)

1 hour & 30 minutes Written paper 50% of total GCSE

Computational thinking, algorithms and programming (80 marks)

1 hour & 30 minutes Written paper 50% of total GCSE

## Skills You'll Develop

This qualification gives students the opportunity to develop valuable thinking and programming skills that are attractive in the modern workplace. This is done through an understanding of key computing concepts and the fundamentals of programming. This focuses on students creating a range of different programs to suit a requirement. It will also encourage the students to think creatively, innovatively, analytically, logically and critically when solving a problem.

## Additional Information

Successful completion of this course would provide students with excellent progression to follow an ICT or Computer Science course at AS/A level.

# Dance

Exam Board: AQA / Head of Department: Mr Burnham

## Outline of the subject

“GCSE Dance is a fresh and vibrant specification which includes popular performance and choreography, alongside a new collection of shorter, more diverse and accessible professional works. To engage and inspire your students, we’ve taken a creative new approach to the written paper.” AQA

The course will seek to promote knowledge, skill and understanding of dance through performance, composition and appreciation of each candidate’s own work and that of others, including fellow students and professionals.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	Safe Dance Practice Motif Development	Anthology 1	Anthology 3	Anthology 5	Anthology 6	Preparation for Written Paper
		Anthology 2	Anthology 4	Prepare for Performance	Into – Solo Composition	Introduction to Stimuli
11	Group Choreography Begins Performance in a Duo Trio	Group Choreography Trial Exam Performance in a Duo Trio Exam	Trial Choreography Exams Set Phrases	Practical Exams Last Dance Start Written Paper Preparation	Preparation for Written Exam Paper	Written Paper

## Assessment

Dance is assessed through a mixture of practical controlled assessment and external examination.

### **Practical Performance – 40 marks (30%):**

Set phrases through a solo performance (approximately one minute in duration) 15 marks

Duet/trio performance (three and a half minutes in duration) 25 marks

### **Practical Choreography – 40 marks (30%):**

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

**A written paper**, Critical Appreciation of Dance including information on anthology of dance works (40%).

## Skills You'll Develop

There will inevitably be an emphasis on practical work with plenty of opportunities for you to be creative. You will learn and practise a range of dance styles with the focus predominantly on contemporary dance.

You will develop performance skills such as co-ordination, flexibility, focus and projection. You will be taught the craft of choreography and how to create your own dances. We explore choreographic devices such as motif development and manipulation of number along with how to work with music, space and contact work.

You will also learn how to analyse, describe and compare dances, placing them in their cultural and historical context, with a detailed focus on an anthology of dance works.



## Additional Information

A keen interest in dance as a performing art and in a range of dance genres is essential, although previous experience or formal training is *not*. A good personal fitness level and suppleness is desirable but not essential these can be acquired! The ability to work creatively within a group as well as independently is vital. A range of extra-curricular dance activities will be on offer to students studying this course including GCSE Dance Rehearsals, theatre trips and workshops with professional dance artists.



# Design and Technology: Graphics

## (Papers & Boards)

*Exam Board: Edexcel | Head of Department: Mrs Coles*

### Outline of the subject

Design and Technology Graphics (Paper & Boards) will prepare you to participate confidently and successfully in an increasingly technological world. You will understand and apply the design processes through which you explore, create and evaluate a range of outcomes. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You will have the opportunity to develop your practical skills, alongside designing skills and ICT skills when using CADCAM facilities within the department.

### Course Structure

Year	Term 1	Term 2	Term 3	
10	You will work on designing and making a hanging mobile. This will involve being creative, developing ideas, mastering CADCAM by using the department laser cutter to manufacture the mobile. You will build up the key knowledge about Graphics & Paper & Boards whilst having a hands-on experience of learning.	During the second term you will work on specific Graphical techniques whereby you will design your own book cover, chocolate box packaging and experiment with different printing techniques. You will also learn about the core elements of design and technology such as the range of materials open to us, emerging technologies, environmental, social and economic challenges.	You will continue to learn about the Core elements of the course and through Graphics, you will prepare for the NEA by practising and developing your skills	The contexts for the NEA are published and you can begin your major project in your specialist material area. This moves into year 11.
11	This is when you will complete a major project that will count for 50% of your final mark. The exam board will set a series of contextual challenges from which you choose one based on Graphics. You will be asked to investigate the context; come up with a series of designs; manufacture the product and then evaluate it.		You will complete a series of revision tasks, that will include practical work based on your chosen material and the core knowledge section of the specification.	

### Assessment

50% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in your chosen material and is known as the non-examined assessment (NEA).

The other 50% of the grade is based on a written exam of different styles including graphical, calculations and open response questions.

## Skills You'll Develop

You will understand and apply the design processes through which you explore, create and evaluate products. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You will develop decision making skills, including the planning and organisation of time and resources. You will build a broad knowledge of materials, components and technologies develop practical skills to create high quality, creative and imaginative functional prototypes.

## Additional Information

Throughout the course you will be predominately working in Graphics, but you will need to have a core knowledge of the whole subject. We will always try and link our work to that of industry and you will be encouraged to use ICT extensively throughout the course, in the presenting of your work and in manufacture of some of your products using CAD/CAM. There is also a significant element of Mathematics and Scientific skills, knowledge and understanding required throughout the course.

# Design and Technology: Textiles

Exam Board: Edexcel | Head of Department: Mrs Coles

## Outline of the subject

D&T Textiles will prepare you to participate confidently and successfully in an increasingly technological world. You will understand and apply the design processes through which you explore, create and evaluate a range of outcomes, using a wide variety of textile methods such as printing, sublimation, screen, block, felting, machine stitching, hand embroidery, fabric construction and decorative embellishment techniques. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems.

## Course Structure

Year	Term 1	Term 2	Term 3	
10	You will be introduced to the world of Textiles by exploring the different fabrics and how they are manufactured. You will work on designing and making a Hoodie. This will involve being creative, developing ideas, mastering the sewing machine, and the use of CAD/CAM. You will build up the key knowledge about Textiles whilst having a hands-on experience of learning.	During the second term you will work on your sketchbook exploring all the practical technical techniques required for D&T Textiles. You will learn about the core elements of design and technology such as the range of materials open to us, emerging technologies, environmental, social and economic challenges.	You will continue to learn about the Core elements of the course and through Graphics, you will prepare for the NEA by practising and developing your skills	The contexts for the NEA are published and you can begin your major project in your specialist material area. This moves into year 11.
11	This is when you complete a major project that will count for 50% of your final mark. The exam board will set a series of contextual challenges from which you choose one based on Textiles. You will be asked to investigate the context; come up with a series of designs; manufacture the product and then evaluate it.		You will complete a series of revision tasks, that will include practical work based on your chosen material and the core knowledge section of the specification.	

## Assessment

50% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in your chosen material and is known as the non-examined assessment (NEA).

The other 50% of the grade is based on a written exam of different styles including graphical, calculations and open response questions.

## Skills You'll Develop

You will understand and apply the design processes through which you explore, create and evaluate products. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You will develop decision making skills, including the planning and organisation of time and resources. You will build a broad knowledge of materials, components and technologies develop practical skills to create high quality, creative and imaginative functional prototypes.

### Additional Information

Throughout the course you will be predominately working in Textiles, but you will need to have a core knowledge of the whole subject. We will always try and link our work to that of industry and you will be encouraged to use ICT extensively throughout the course, in the presenting of your work and in manufacture of some of your products using CAD/CAM. There is also a significant element of Mathematics and Scientific skills, knowledge and understanding required throughout the course.

# Design and Technology: Timbers

Exam Board: Edexcel | Head of Department: Mrs Coles

## Outline of the subject

D&T Timbers will prepare you to participate confidently and successfully in an increasingly technological world. You will develop a strong understanding of the design process as you explore, create and evaluate a range of timber-based outcomes. Throughout the course, you will learn essential practical skills such as wood joints, manufacturing processes with timber, safe and effective use of general hand tools, and CAD/CAM applications including laser cutting. These skills will enable you to use your imagination and creativity to design and make high-quality prototypes, applying technical knowledge to solve real and relevant problems.

## Course Structure

Year	Term 1	Term 2	Term 3	
10	You will work on a design and make Timbers practical project by investigating coffee tables and manufacturing your own. This will involve the design and making of a product; learning and improving skills in the use of hand, machine tools, the laser cutter and building up knowledge about your subject area.	During the second term you will work on a number of small projects that will concentrate on the core elements of design and technology such as the range of materials open to us and emerging technologies, environmental, social and economic challenges.	You will prepare for the NEA by practising and developing your skills on a mini NEA project.	The contexts for the NEA are published and you can begin your major project in your specialist material area. This moves into year 11.
11	This is when you will complete a major project that will count for 50% of your final mark. The exam board will set a series of contextual challenges from which you choose one. You will be asked to investigate the context; come up with a series of designs; manufacture the product and then evaluate it.		You will complete a series of revision tasks, that will include practical work and the core knowledge section of the specification.	

## Assessment

50% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in your chosen material and is known as the non-examined assessment (NEA).

The other 50% of the grade is based on a written exam of different styles including graphical, calculations and open response questions.

## Skills You'll Develop

You will understand and apply the design processes through which you explore, create and evaluate products. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You will develop decision making skills, including the planning and organisation of time and resources. You will build a broad knowledge of materials, components and technologies develop practical skills to create high quality, creative and imaginative functional prototypes.

## Additional Information

Throughout the course you will be predominately working in Timbers, but you will need to have a core knowledge of the whole subject. We will always try and link our work to that of industry and you will be encouraged to use ICT extensively throughout the course, in the presenting of your work and in manufacture of some of your products using CAD/CAM. There is also a significant element of Mathematics and Scientific skills, knowledge and understanding required throughout the course.

# Drama (Acting)

Exam Board: AQA / Head of Department: Mrs Smith

## Outline of the subject

Drama (Acting) is a practical, artistic subject allowing students to explore and perform both devised and scripted work while honing their acting skills. Students will study a set text and will be encouraged to accompany us to lots of exciting trips to the theatre. The nature of the work and our teaching methodology make Drama highly accessible and enjoyable for the widest range of abilities.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	Exploration of key acting skills using both improvisation and script work.	Devised piece based on the theme 'secrets'.	'Understanding Drama' – a study of a text.	'Devising in Drama' – working towards a performance of a devised piece of theatre.	'Devising in Drama'.	Performance of devised piece for examination.  'Understanding Drama' – script work.
11	'Understanding Drama' – study of set text, Blood Brothers by Willy Russell.	'Texts in Practice' – work towards a scripted piece.	'Texts in Practice'  Visit to the theatre.	'Texts in Practice' – performance showcase.  'Understanding Drama'	'Understanding Drama' – working towards the written exam.	

## Assessment

Assessment is based on 60% practical work which is marked by a teacher and moderated externally for the Devising unit, and marked by an examiner for the scripted unit, 'Texts in Practice'. A Devising Log will also be marked by a teacher for the Devising unit.

The written exam accounts for 40% of the overall mark.

## Skills You'll Develop

Students all learn and perfect their skills of performance such as voice, movement and stagecraft and it is through these that they can communicate their ideas and explore their

creativity effectively. Students are encouraged to think for themselves and therefore enjoy the feeling of genuine achievement and success. Students also practise their writing skills by writing a Devising Log which demonstrates their understanding of the creation and performance of devised Drama.

### Additional Information

Actors will get the opportunity to work collaboratively with the Drama (Design & Technical) candidates, who will design and operate elements of their devising pieces which are performed in our studios.

Candidates will be actively encouraged to audition for our many productions which take place in Thornden Hall during the year.

# Drama (Design and Technical)

Exam Board: AQA / Head of Department: Mrs Smith

## Outline of the subject

Drama (Design & Technical) is a practical, artistic subject allowing students to explore design and technical theatrical skills from both devised and scripted productions. Students will study a set text and will be encouraged to accompany us to lots of exciting trips to the theatre. The nature of the work and our teaching methodology make Drama highly accessible and enjoyable for the widest range of abilities.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	Introduction to key design & technical skills.	Shadow team for a production. Choice to specialise in chosen skill.	Completion of production work.  'Understanding Drama' – a study of a text.	'Devising in Drama' – working towards a performance of a devised piece of theatre.	'Devising in Drama'.	Performance in operation of devised piece for examination.  'Understanding Drama' – script work.
11	'Understanding Drama' – study of set text, Blood Brothers by Willy Russell.	'Texts in Practice' – work towards a scripted piece.	'Texts in Practice'  Visit to the theatre.	'Texts in Practice' – performance showcase.  'Understanding Drama'	'Understanding Drama' – working towards the written exam.	

## Assessment

Assessment is based on 60% practical work which is marked by a teacher and moderated externally for the Devising unit, and marked by an examiner for the scripted unit, 'Texts in Practice'. A Devising Log will also be marked by a teacher for the Devising unit.

The written exam accounts for 40% of the overall mark.

## Skills You'll Develop

Students all learn and perfect their skills of performance such as voice, movement and stagecraft and it is through these that they can communicate their ideas and explore their creativity effectively. Students are encouraged to think for themselves and therefore enjoy the feeling of genuine achievement and success. Students also practise their writing skills by writing a Devising Log which demonstrates their understanding of the creation and performance of devised Drama.

## Additional Information

Actors will get the opportunity to work collaboratively with the Drama (Design & Technical) candidates, who will design and operate elements of their devising pieces which are performed in our studios.

Candidates will be actively encouraged to audition for our many productions which take place in Thornden Hall during the year.

# Engineering

Exam Board: AQA / Head of Department: Mrs Coles

## Outline of the subject

Engineering is about the design and manufacture of products using a range of materials. It is about creating and developing ideas quickly to solve Engineering problems, finding out how products work and how they are manufactured. You will apply Mathematical and Scientific principles to Engineering problems, explore ideas and model them using ICT, whilst also developing practical skills with hands on construction techniques and explore different materials.

## Course Structure

Year	Term 1	Term 2	Term 3
10	<p>You will work on a number of FPT's (Focused Practical Tasks) to explore the Engineering materials and Manufacturing processes covered in the specification. i.e. Students manufacture a selection of tools, enabling them to cover the different manufacturing and engineering skills.</p> <p>You will investigate structures to include practical testing and investigation.</p> <p>You will learn about the impact of modern technologies.</p>		<p>You will learn about Electronic and Mechanical Systems, producing small engineered practical outcomes, including programmable electronic circuits and you will undertake some electronic programming.</p>
11	<p>This is when you will complete a major project that will count for 40% of your final mark. The exam board will set a contextual challenge. You will be asked to investigate the context, then design and make an engineered product to include testing and investigation and practical engineering skills.</p>	<p>You will complete a series of revision tasks in preparation for the exam which is 60% of the GCSE.</p> <p>This will include a range of maths and science-based examination type questions relating to Engineering.</p>	

## Assessment

40% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in the school workshop and is known as the non-examined assessment (**NEA**). The other 60% of the grade is based on a written exam of different styles including calculations and open response questions, students will need to apply their understanding of these in relation to practical contexts.

## Skills You'll Develop

Emphasis of the GCSE Engineering course is in the manufacture and development of products to Industrial Engineering standard. High practical, organisational & safety skills will need to be acquired to gain higher grades. The course is divided into the following areas: Engineering materials; Engineering manufacturing processes; Systems; Testing and investigation; The impact of modern technologies and Practical engineering skills.

### Additional Information

15% of this course will be the theoretical and practical application of Mathematics and Science. It is advised that you have an appreciation of Engineering and Design. We will always try and link our work to that of industry, and you will be encouraged to use IT extensively throughout the course to present your work, use CADCM to help design and manufacture products and to program components.

# Enterprise (BTEC Tech Award)

*Exam Board: Pearson / Head of Department: Miss A Stickland*

## Outline of the subject

This course gives students the opportunity to develop business knowledge and skills in a more independent learning environment. The focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes market research, business planning, financial transactions, communication and problem solving. The course also includes characteristics of an enterprise and entrepreneurs as well as internal and external factors that can affect the performance of an enterprise. The course requires students to apply their knowledge through extended writing. They will complete 2 coursework projects, one of which includes a presentation to the teacher.

## Course Structure

Year	Term 1		Term 2		Term 3
10	Component 1: Exploring Enterprises		(IA)	Component 2: Planning and Presenting a Micro Enterprise Idea	
11	Comp 2	(IA)	Component 3: Marketing and Finance for Enterprise		(EA)

## Assessment

Assessment will be a combination of internally assessed coursework (IA) and externally assessed examination (EA). Internal assessment forms 60% of the course and is in depth coursework carried out in class under controlled conditions and marked by the teacher. There is one externally assessed unit which is 40% of the course and is a synoptic examination which builds on the knowledge and skills learnt in Components 1 and 2. BTECs use Pass, Merit and Distinction grades. A Distinction star can also be achieved as a final grade if there is consistent high-quality work submitted across all components.

## Skills You'll Develop

BTEC courses are a fantastic opportunity to develop not only subject specific skills but also transferable skills in a vocational, work-related context. The lessons, coursework and exam all encourage students to develop skills such as team working, communication, independence, organisation and self-motivation. These are skills that are highly valued by both further education institutions as well as employers.

### Additional Information

BTEC Enterprise has a very large written requirement. Each coursework unit is 30% of the final grade so the expectation of the level of depth students write in is high.

Due to this, it is important students have a suitable level of written skills to be able to complete the work to a standard that reflects their full potential. Students who struggle to complete large pieces of written work independently or who find extended writing difficult would find this course a challenge.

# Food Preparation & Nutrition

Exam Board: Edexcel | Head of Department: Mrs K Coles

## Outline of the subject

This course is designed to develop knowledge and understanding of food, nutrition and health; food science; food safety; food choice & food provenance. Emphasis is placed on developing excellent practical skills whilst safely and hygienically making a variety of both sweet and savoury dishes. Learners will make connections between theory and practice and apply understanding of food and nutrition when preparing and cooking food.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	<b>Cultural street food:</b> Kebabs, soups, filo parcels, goujons & meatballs. Nutrition, seasonality & sustainability	<b>Luscious layers:</b> Scones, sauces, savoury main courses. Sensory analysis, food trials & time planning.	<b>Crazy for carbohydrate:</b> Homemade pasta & bread. Apprentice Food Investigation Task 1.	<b>Apprentice Food Preparation Task 2:</b> 3-hour practical exam. Research, menu planning & nutritional analysis.	<b>Sweet Treats:</b> Puff, choux, Swiss roll. Food safety, hygiene, labelling & packaging of food.	<b>Technical Challenge:</b> Tasting and testing, revision & Year 10 summer exams.
11	<b>NEA Task 1</b> Food Investigation Task.	<b>NEA Task 1 &amp; NEA Task 2</b> Food Preparation Task.	<b>NEA Task 2</b> Food Preparation Task.	<b>NEA Task 2 &amp; Revision</b>	<b>Revision &amp; exam preparation.</b>	<b>Revision &amp; exam preparation.</b>

## Assessment

15% NEA Task 1, Food Investigation: Practical assessment and written portfolio.

35% NEA Task 2, Food Preparation Task: 3-hour practical exam and written portfolio.

50% Written exam paper (mixture of multiple choice, and themed 2-12 mark questions).

## Skills You'll Develop

Students will learn a wide range of high-level practical cooking skills using a wide range of tools and equipment to make high quality, predominantly healthy and savoury, dishes. Emphasis is placed on learning food science and theory through practical work and some practical lessons will be food experiments.

### Additional Information

Students will need to provide their own ingredients for the practical lessons which take place most weeks in Year 10 and as appropriate for the NEA Tasks.

# Geography

Exam Board: AQA / Head of Department: Mr N Shepherd

## Outline of the subject

The new Geography GCSE is full of exciting and compelling content. It has been refreshed to include a strong focus on the Geography of the UK, whilst maintaining its exploration of global issues. There are clear Human Geography and Physical Geography aspects to the course, but these are approached by teaching that shows the inter-relationships between them. Lessons include up-to-date examples and case studies that illustrate the background theory.

## Course Structure

Year	Term 1		Term 2		Term 3	
<b>10</b>	The Challenge of Natural Hazards	UK Physical Landscapes - Rivers	The Changing Economic World - Introduction and Nigeria Case Study	The Living World – Hot Deserts The Living World – Tropical Rainforests	Challenges in the Urban Environment – London and Lagos	Revision for Year 10 Exams Skills and Maps
<b>11</b>	UK Physical Landscapes – Coasts	Fieldwork - the South Coast and the New Forest	The Challenge of Resource Management - in the UK and globally: Water	The Changing Economic World - UK	Paper 3 – pre-release prep Scheduled Revision for Final Exams	Scheduled Revision for Final Exams

## Assessment

Throughout the two-year course students will learn how to communicate their understanding clearly. This skill is monitored regularly within lessons and home learning tasks. GCSE-style questions will assess their understanding of key content, and at the end of individual units, assessment can take the form of full GCSE questions or decision-making exercises. At the end of Year 11 there are three exams that will examine content, case studies and issues-analysis from the Human Geography and Physical Geography parts of the course, along with practical skills developed during fieldwork.

## Skills You'll Develop

Students will learn real-world examples that illustrate the theory behind the processes and features that make up both Human and Physical Geography. They will understand the people–planet relationships that make-up our lives, the spaces that we inhabit and the places that we go. Students will develop an appreciation that when studying Geographical issues, it is important to understand the whole story. Students will be able to interpret evidence from a number of sources such as images, maps, data and graphs; and they will learn how to communicate their conclusions in a clear and coherent

### Additional Information

Geography is a dynamic subject and has always been a very popular choice of GCSE at Thornden. The new GCSE course provides many opportunities to study current affairs and environmental issues. It enables students to develop an understanding of the key issues that we face in the UK and around the world, not only today, but also as we move into the future.

# History

*Exam Board: AQA / Head of Department: Miss H Bramwell*

## Outline of the subject

History helps us understand change and how the world we live in came to be. Studying History provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making.

## Course Structure

Year	Term 1		Term 2		Term 3	
<b>10</b>	Germany: 1890-1945	Germany: 1890-1945	Britain: Migration, empires and the people: c790 to the present day	Britain: Migration, empires and the people: c790 to the present day	Britain: Migration, empires and the people: c790 to the present day	Elizabethan England: 1568–1603
<b>11</b>	Elizabethan England: 1568–1603	Elizabethan England: 1568–1603	Cold war in Asia, Korea and Vietnam: 1950-1975	Cold war in Asia, Korea and Vietnam: 1950-1975	Cold war in Asia, Korea and Vietnam: 1950-1975	Exam preparation

## Assessment

History helps students to improve a range of important skills. Students will develop their literacy skills as well as techniques of critical thinking, analysis and argument. The skills which you employ when studying History are highly transferable and are valued in many different careers. The expertise you develop within your History lessons will also help you to succeed across the curriculum and beyond your time at school.

## Skills You'll Develop

History helps students to improve a range of important skills. Students will develop their literacy skills as well as techniques of critical thinking, analysis and argument. The skills which you employ when studying History are highly transferable and are valued in many different careers. The expertise you develop within your History lessons will also help you to succeed across the curriculum and beyond your time at school.

## Additional Information

We offer a residential trip for GCSE students, which is open to Year 10 and Year 11. In the past we have visited various sites in Germany, Poland and France connected with the GCSE course. These trips are optional but offer a great experience and a unique perspective on many of the issues studied at GCSE.

# Media

Exam Board: OCR | Head of Department: Ms. J Jeffries

## Outline of the subject

Media Studies invites students to explore the fast-moving world of communication, creativity and culture. From film and television to news, online platforms, music, advertising and gaming, students learn how media products are created, how they influence audiences, and how the industry has evolved over time.

The course helps students develop a confident understanding of both contemporary and historical media, analysing everything from representation and storytelling to branding and technology. Alongside this, students gain practical skills by planning and creating their own media work, giving them hands-on insight into how real media products are produced.

## Course Structure

Year	Term 1	Term 2	Term 3
10	<p><b>Introduction to Media Studies</b></p> <ul style="list-style-type: none"><li>• Audience Theory</li><li>• Representation Theory</li><li>• Gender and Stereotypes</li><li>• Practical: Film Poster</li></ul> <p><b>Audio-Visual Language</b></p> <ul style="list-style-type: none"><li>• Camera movement/angles</li><li>• Editing</li><li>• Mise-en-scene</li><li>• Sound</li><li>• Practical: Film standard Storyboard</li></ul>	<p><b>Promoting Media: Lego</b></p> <ul style="list-style-type: none"><li>• Marketing</li><li>• Film Industry</li><li>• The Lego Movie Posters</li><li>• The Lego Movie trailer</li><li>• The Lego Movie Video Game</li></ul> <p><b>Television (Crime Drama)</b></p> <ul style="list-style-type: none"><li>• The Avengers (1964)</li><li>• Vigil (2021)</li><li>• Audience, representation, and contextual analysis</li></ul>	<p><b>Revision</b></p> <ul style="list-style-type: none"><li>• Television</li><li>• Promoting Media</li><li>• Trial Exam</li></ul> <p><b>Music Videos:</b></p> <ul style="list-style-type: none"><li>• Teenage Dirtbag by Wheatus</li><li>• Sk8er Boi by Avril Lavigne</li></ul> <p><b>Radio:</b></p> <p>BBC Live Lounge</p>
11	<p><b>Magazines</b></p> <ul style="list-style-type: none"><li>• MOJO Magazine</li><li>• Practical: Magazine front cover</li></ul> <p><b>Online, Social and Participatory Media:</b></p> <ul style="list-style-type: none"><li>• The Observer</li><li>• Historical Newspapers</li><li>• Social Media News</li></ul>	<p><b>NEA (Non-exam assessment):</b></p> <ul style="list-style-type: none"><li>• Practical: Magazine front cover and Double page spread.</li><li>• Research phase</li><li>• Design phase</li><li>• Evaluation phase</li></ul>	<p><b>Revision and Exam Preparation</b></p>

## Assessment

The course consists of:

- 30% controlled assessment (NEA, formerly 'coursework') which is completed in term 2 of Year 11. Multiple opportunities for practice and feedback in Year 10.
- 70% external assessment (2 exams) completed at the end of Year 11.

Exam Breakdown:

- Paper 1 - Television and Promoting Media (1hr 45mins). Written paper - 70 marks (35% of GCSE)
- Paper 2 - Music and News (1hr 15mins). Written paper - 70 marks (35% of GCSE)

## Skills You'll Develop

Media Studies helps you become a sharper and more confident critical thinker. You'll learn how to break down TV, music videos, news stories and other media content to understand both how they influence different audiences and how audiences shape them in return. You'll also develop a deeper sense of empathy and cultural awareness by exploring why representation matters and how it has played a role in shaping society. Alongside this analytical work, you'll build practical creative skills using accessible, industry-relevant design software, giving you hands-on experience in planning, producing and refining your own media products.

## Additional Information

This course is well suited to students who enjoy analytical work in subjects like English and who are curious about how media operates in an academic context.

We run an annual trip to the Warner Bros. Studios, giving students a behind-the-scenes look at professional film production and the wider industry.

The media sector is one of the fastest-growing industries in the UK, offering a wide range of career pathways. Studying Media at GCSE, and potentially at A-Level or degree level, can lead to roles in television and film production, journalism, advertising, digital marketing, interactive media, technical production, special effects, game and web design and post-production. This course provides a strong foundation for students interested in creative and communication-based futures.

# MFL - French

*Exam Board: AQA / Head of Department: Mrs L Stillman*

## Outline of the subject

You will continue to develop your foreign language knowledge and skills in listening, speaking, reading and writing. You will also increase your knowledge of grammar, enabling you to be more creative with language and learn more about countries where French is spoken. This course will equip you with the knowledge and skills to continue to study the language at a higher level e.g. as an AS / A level. There are many university degree courses in which a language can be combined with a wide range of other subjects. Even if you do not choose to pursue your language studies beyond GCSE, your knowledge of a foreign language should make any visit to a country where it is spoken a more enjoyable and satisfying experience.

## Course Structure

Year	Term 1	Term 2	Term 3
10	Identity and relationships Healthy Living	Education and work Free time Festivals part 1	Cultural knowledge Festivals part 2 Celebrity culture part 1
11	Celebrity culture part 2 Travel and tourism	Media and technology Environment and where people live	Revision and exams

## Assessment

All four skill areas will be assessed at the end of year 11. Students will be entered at either Foundation or Higher tier but cannot mix tiers of entry across the skill areas.

There is a new GCSE for this year group. All instructions and questions are now in English.

## Skills You'll Develop

Learning a language encompasses a wide variety of skills. You will improve your memory and communication techniques. You will develop analytical skills and extend your knowledge of how to apply rules. You will also improve your abilities to complete various types of listening, speaking, reading and writing tasks, including translation and reading aloud.

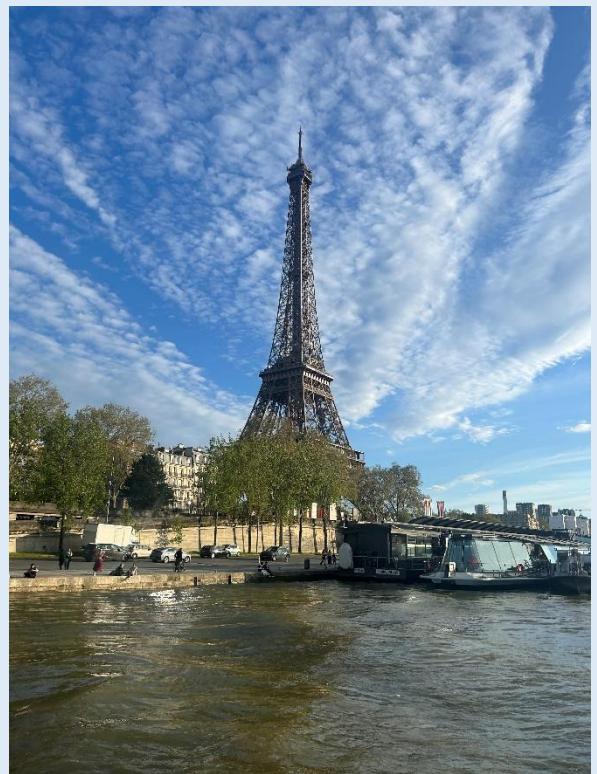
### Additional Information

There is the possibility to take part in the French exchange in Year 10 with our exchange school in Biarritz. (Our visit to Biarritz will overlap with May half-term.)

There is also the possibility of a trip to Paris in Year 11.

Students will be provided with a complete list of vocabulary and grammar to assist them in their independent learning.

If you wish to purchase a revision guide as a department we recommend PG Online Clear Revise. We are able to get these with a 50% discount. We will make these available on Arbor prior to Year 10 exams.



# MFL - German

*Exam Board: AQA /*

## Outline of the subject

You will continue to develop your foreign language knowledge and skills in listening, speaking, reading and writing. You will also increase your knowledge of grammar, enabling you to be more creative with language and learn more about countries where German is spoken. This course will equip you with the knowledge and skills to continue to study the language at a higher level e.g. as an AS / A level. There are many university degree courses in which a language can be combined with a wide range of other subjects. Even if you do not choose to pursue your language studies beyond GCSE, your knowledge of a foreign language should make any visit to a country where it is spoken a more enjoyable and satisfying experience.

## Course Structure

Year	Term 1	Term 2	Term 3
10	Identity and relationships Healthy Living	Education and work Free time Festivals part 1	Cultural knowledge Festivals part 2 Celebrity culture part 1
11	Celebrity culture part 2 Travel and tourism	Media and technology Environment and where people live	Revision and exams

## Assessment

All four skill areas will be assessed at the end of year 11. Students will be entered at either Foundation or Higher tier but cannot mix tiers of entry across the skill areas.

There is a new GCSE for this year group. All instructions and questions are now in English.

## Skills You'll Develop

Learning a language encompasses a wide variety of skills. You will improve your memory and communication techniques. You will develop analytical skills and extend your

knowledge of how to apply rules. You will also improve your abilities to complete various types of listening, speaking, reading and writing tasks, including translation and reading aloud.

## Additional Information

We hope to offer a trip to the Christmas Markets in Stuttgart, Germany for our year 10 and 11 students.

Students will be provided with a complete list of vocabulary and grammar to assist them in their independent learning. Access to a bilingual dictionary is highly beneficial, although an online dictionary website would also suffice.

If you wish to purchase a revision guide as a department we recommend PG Online Clear Revise. We are able to get these with a 50% discount. We will make these available on Arbor prior to Year 10 exams.

# MFL - Spanish

*Exam Board: AQA /*

## Outline of the subject

You will continue to develop your foreign language knowledge and skills in listening, speaking, reading and writing. You will also increase your knowledge of grammar, enabling you to be more creative with language and learn more about countries where Spanish is spoken. This course will equip you with the knowledge and skills to continue to study the language at a higher level e.g. as an AS / A level. There are many university degree courses in which a language can be combined with a wide range of other subjects. Even if you do not choose to pursue your language studies beyond GCSE, your knowledge of a foreign language should make any visit to a country where it is spoken a more enjoyable and satisfying experience.

## Course Structure

Year	Term 1	Term 2	Term 3
10	Identity and relationships Healthy Living	Education and work Free time Festivals part 1	Cultural knowledge Festivals part 2 Celebrity culture part 1
11	Celebrity culture part 2 Travel and tourism	Media and technology Environment and where people live	Revision and exams

## Assessment

All four skill areas will be assessed at the end of year 11. Students will be entered at either Foundation or Higher tier but cannot mix tiers of entry across the skill areas.

There is a new GCSE for this year group. All instructions and questions are now in English.

## Skills You'll Develop

Learning a language encompasses a wide variety of skills. You will improve your memory and communication techniques. You will develop analytical skills and extend your knowledge of how to apply rules. You will also improve your abilities to complete various types of listening, speaking, reading and writing tasks, including translation and reading aloud.

## Additional Information

There is the opportunity to take part in the Spanish exchange in Year 10. (Our visit to our exchange school, in San Sebastian will overlap with May half-term.)

Students will be provided with a complete list of vocabulary and grammar to assist them in their independent learning.

If you wish to purchase a revision guide as a department we recommend PG Online Clear Revise. We are able to get these with a 50% discount. We will make these available on Arbor prior to Year 10 exams.



# Music

Exam Board: Eduqas / Head of Department: Mrs M Gale

## Outline of the subject

GCSE Music aims to develop the core elements of performing, composing, listening and appraising in a practical and fully integrated manner. In doing so students develop many skills which are essential for the workplace and Further Education whether in a music related environment or not. If you do not continue with music at college etc... this qualification still shows that you have a wide range of practical, academic, artistic and creative skills.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	<b>Rhythm!</b> <i>Performance &amp; Composition</i> Solo 1 rec	<b>The Blues</b> <i>Performance &amp; Composition</i> Solo 1 rec	<b>Ground Bass</b> <i>Performance &amp; Composition</i> Solo 2 rec	<b>Minimalism</b> <i>Performance &amp; Composition</i> Solo 2 rec	<b>Film Music</b> <i>Performance &amp; Composition</i> Solo 3 rec	<b>Popular Music</b> <i>Set Extract 1: Set Extract 2: + Revision</i> Solo 3 rec
11	<b>Composition coursework</b> <i>Set Extract 2: Solo final rec</i>	<b>Composition coursework</b> <i>+ Listening skills Ensemble rec</i>	<b>Composition coursework</b> <i>+ Listening skills Ensemble rec</i>	<b>Listening exam work</b> <i>Revising the 2 set extracts Ensemble rec</i>	<b>Listening exam work</b> <i>+ Revision</i>	

## Assessment

Performing and Composing coursework is worth **60%** of your final mark. There is only **one** written exam; a **1 ¼ hour** listening exam at the end of year 11 which is worth **40%**.

Component 1: Performing - Coursework 30% (*One solo and one ensemble recording*)

Component 2: Composing - Coursework 30% (*Two compositions*)

Component 3: Examination - 40% (*1 ¼ hr listening exam*)

## Skills You'll Develop

You will develop and improve your composing skills by composing pieces of music in different styles. You will learn how to use music technology to aid composing. For home learning you will be asked to practise your instrument to improve your technique. Composition coursework and performance coursework can be in any style/ genre you wish, that suits your skills and interests. The course focuses on practical music making (composing and performing) as much as possible. You will gain confidence as a performer and composer as the course progresses, through listening to and learning about different styles of music.

## Additional Information

This course is suitable for instrumentalists and vocalists who already have music lessons in or out of school and are at least grade 2- 3 standard. Being able to read music notation to a basic level would be an advantage. This course is also suitable for students who enjoy using Music Technology as all coursework, can be created using a DAW such as Logic Pro X which we use in school.

GCSE Music is a flexible course in terms of musical style / genre, and we allow as much free choice as possible. Pupils can choose their own performance pieces (*component 1*) as well as their own chosen style to compose in (*component 2*).

# Physical Education

Exam Board: AQA / Head of Department: Mr Hall

## Outline of the subject

GCSE PE is 70% theory and 30% practical. It requires students to be academic as well as accomplished sports people. Over the 2 years, students will learn content relating to anatomy and physiology, physical movement analysis, physical training, use of data, sports psychology, sporting socio-cultural influences, health, fitness and wellbeing. Students will also maintain high levels of health and fitness to perform in games and individual activities to a high standard.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	<b>Theory:</b> Physical training Use of data  <b>Practical:</b> Initial assessment of sports.	<b>Theory:</b> Physical training Use of data Anatomy and Physiology  <b>Practical:</b> Football, Netball, Hockey, Basketball, Badminton. (Dependent on group and facilities available)	<b>Theory:</b> Anatomy and Physiology Movement analysis Physical training Use of data  <b>Practical:</b> Football, Netball, Hockey, Basketball, Badminton. (Dependent on group and facilities available)	<b>Theory:</b> Movement analysis  <b>Practical:</b> Football, Netball, Hockey, Basketball, Badminton. (Dependent on group and facilities available)	<b>Theory:</b> Movement analysis Analysis and evaluation coursework.  <b>Practical:</b> Tennis, Athletics, Cricket. (Dependent on facilities available).	<b>Theory:</b> Analysis and evaluation coursework.  <b>Practical:</b> Tennis, Athletics, Cricket. (Dependent on facilities available).
11	<b>Theory:</b> Sports psychology Socio-cultural influences Health, fitness and well being Use of data  <b>Practical:</b> Football, Netball, Hockey, Basketball, Badminton. Reassessment of activities. (Dependent of group and facilities).	<b>Theory:</b> Sports psychology Socio-cultural influences Health, fitness and well being Use of data Trial exam  <b>Practical:</b> Practical lessons finished. External activities for individual students. (after school)	<b>Theory:</b> Revision for final exam.	<b>Theory:</b> Final exam revision.	<b>Theory:</b> Final exam revision.	<b>Practical:</b> Completed!

## Assessment

Practical: Students will be assessed in three activities, 1 team, 1 individual and 1 team or individual activity (30% in total).

Theory: Students will complete two written exam papers of 1hour 15 minutes (30% each).

Written component: Students will write a piece of coursework on analysis and evaluation during lesson time (10%).

## Skills You'll Develop

Practical: During these lesson students will develop their skills and tactical strategies within a range of different sports. These sports vary from year to year as they depend on the cohorts needs. Usually, these are sports such as football, badminton, table tennis, hockey, netball, athletics, cricket and trampolining.

Theory: Students will learn the course content over 18 months and will be given the skills to answer long, medium, short and multiple-choice questions.

## Additional Information

For students to do well in in GCSE PE, they must:

Be doing extra-curricular activities, maintaining excellent level of fitness both inside and outside of school.

Have a good understanding of science, particularly biology from Key Stage 3.

**Be regular and accomplished sports people, playing for teams inside or outside of school - THIS IS A MUST!**

# Religious Studies

Exam Board: AQA | Head of Department: Ms Heron

## Outline of the subject

RS GCSE covers two of the major world religions and four contemporary ethical themes, ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

## Course Structure

Year	Term 1		Term 2		Term 3	
10	Component 1	Component 1	Component 1	Component 1	Component 2	Component 2
	<b>Islam - Beliefs</b>	<b>Islam - Practices</b>	<b>Christianity - Beliefs</b>	<b>Christianity- Practices</b>	<b>Relationships and Families</b>	<b>Religion and Life</b>
11	Component 2	<b>Revision of Components 1 and 2 (so far) for Year 11 Trial Exams</b>	Component 2	Component 2	<b>Revision of Components 1 and 2 for final exams</b>	<b>Revision of Components 1 and 2 for final exams</b>
	<b>Religion, Peace and Conflict</b>		<b>Religion, Peace and Conflict Contd.</b>	<b>Religion, Human Rights and Social Justice</b>		

## Assessment

Component 1 - Study of religions: beliefs, teachings and practices: Christianity and Islam, is assessed in a 1 hr 45 minutes written exam paper (50% of the final GCSE grade).

Component 2 - Religious, philosophical and electrical studies: Religion and Life, Relationships and Families, Peace and Conflict, and Human Rights and Social Justice is assessed in a 1 hr 45 minutes written exam paper (50% of the final GCSE grade).

## Skills You'll Develop

Students will develop knowledge and understanding of religion and beliefs including beliefs, practices, sources of authority, influence on individuals, communities and societies, and similarities and differences within and/or between religions and beliefs. They will also develop skills of analysis and evaluation as they consider aspects of religion and belief, including their significance and influence. In addition, students will develop critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

### Additional Information

Enrichment opportunities include a visit to a Mosque in Year 10 and a RS Conference, with a range of guest speakers related to the topics studied throughout the GCSE course, in Year 11.

RS GCSE is a recognised Humanities subject and qualification, recognised by colleges and employers. It is useful for all students, in particular, those who hope to work in medicine, with the public or in the media, or who are interested in people centred subjects or philosophy.

# Important Dates

At the present time, we do not have GCSE Examinations timetables for 2028. We can estimate, however, at the approximate dates for the start and finish of the exam period. A detailed timetable is produced in the Spring of Year 11, showing the dates, durations and venues of exams. A copy will be issued to you around the middle of March. A calendar with key events and dates is also published.

Year 10 Information Evening	Early October 2026
Year 10 Interim Assessments	Feb 2027
Year 10 Exams	June 2027
Year 11 Trial Exams	Late November 2027
GCSE entries confirmed by letter	Mid-January 2028
Additional Trial exams	February 2028
Year 11 begin exam timetable	Mid-May 2028
GCSE exams begin	Mid-May 2028
GCSE exams end	End of June 2028
GCSE results issued	Late August 2028
Certificate Presentation	Mid-October 2028

# Home Learning and Controlled Assessment

The last two years of compulsory education are going to be very busy; students will have to spend a lot of time on home learning, controlled assessment and revision for final exams. We try to ensure that each piece of home learning will take around forty-five minutes during Years 10 and 11, and that each subject will set two pieces each week - (Science counts as two subjects). Students are taking up to ten subjects, this can total around thirteen hours per week.

All parents/carers and students are issued with a home learning timetable at the beginning of the Autumn Term. To ensure that your parents/carers are kept fully in the picture about home learning/controlled assessment, we would ask that as a matter of routine they continue to inspect and sign your logbook each week. Teachers will do their best to ensure that at least two evenings are available for completing home learning, so that it can be fitted in with your other activities and commitments.

Students, therefore, need to get into a routine of planning your evenings to allow enough time for home learning. Remember that in several subjects you will be set extended projects, with deadlines that can, at first, seem a long way off.

After the Parents and Carers Information Evening in October of Year 10, a comprehensive document outlining controlled assessment commitments and deadlines for the year is issued to students and parents/carers.

Subject teachers and tutors will be offering useful advice on study skills and time management techniques. We will continue to ask parents/carers to monitor your work and check logbooks. Such help may serve to avoid the rush to complete overdue assignments that might otherwise occur during Year 11. In some subjects, teachers have broken down long assignments into a group of smaller, more manageable sections, and have set mini deadlines for their completion. If students keep to these deadlines, they will find it easier to cope with the workload.

For home learning and controlled assessment to be done well, students need to have access to a good working environment. If this is difficult to arrange, you can always use a quiet room, ICT room or the Library at lunch time, or the Library after school until 4.00. A large number

of computers are available at lunch times and after school. Senior staff may be able to provide a place to work beyond 4.00 pm with mutual agreement.

Although we would wish to encourage students to discuss pieces of home learning with your parents/carers, we must stress that where controlled assessment is concerned this must be **students own work**. If a teacher becomes suspicious that a student has received outside assistance without declaring it, the work will not be submitted for assessment. Indeed, if such misconduct were to be detected at a later stage by the GCSE Awarding Body, the student would be disqualified from that subject altogether.

It is, of course, very important that you do not end up having to sacrifice all your leisure time in the build up to examinations and controlled assessment deadlines. Students are likely to achieve better results if you include in your plans opportunities to unwind, through sport, social activities or whatever. The more that they plan their work patterns from the start, the more time they will have later for such pursuits.

## Absence and Illness

It is a sad reality that each year a few students will go down with some long-term illness or other. In most cases it is possible for you to catch up afterwards with your controlled assessment, without detriment to the GCSE grade of which you are capable. In the unlikely event that this is not possible, the Awarding Bodies are prepared to consider a request for special consideration, provided that medical evidence is available, and the school supports the request. If such a situation seems to be arising, ask your parents/carers to contact Mr Collar as soon as possible.

# Holidays

Given that any absence during Years 10 or 11 is likely to result not only in normal work being missed but also in controlled assessment and possibly examinations being missed, we feel that it would be ill-advised for you to take holiday during these years. Under no circumstances will the Awarding Bodies make allowances for the consequences of such absences.

## Examination Entries

You are likely to sit all formal examinations at the end of Year 11. GCSE examination entries, for the Summer of Year 11, are made early in the Spring Term of the Year 11. Your parents/carers will be informed of the details by letter in mid-January in Year 11. Any queries about entries must be resolved within a week of this date, so that entries may be processed and sent to the Awarding Bodies before the entry deadline in early February.

## Provision for Specific Special Educational Needs

If you have a significant special need, the Awarding Bodies will, given medical evidence, agree to special arrangements for the sitting of examinations. More often than not this amounts to a period of additional time in examinations, but it can consist of large-type exam papers, rest breaks, etc. Although we have our own checking procedures, it is worth contacting Mrs Roadnight, Mrs Little or the Special Educational Needs Department early in Year 10 to find out if special provision might be available and appropriate.

# Illness During the Examination Period

The Awarding Bodies may make some allowance for temporary illness such as glandular fever, provided that medical evidence is available, and the school supports the request. Each year we have a few candidates whose performance may be impaired by such an illness. Indeed, we have had to make very specific arrangements for certain students. If you are totally unable to take a paper, you may still be awarded a grade in the right circumstances, since controlled assessment and trial examination papers can sometimes provide sufficient evidence of achievement. Medical or other evidence will be needed to be provided if examinations are missed.

## Leaving School

You can leave school as soon as you have completed your last examination and have returned all your schoolbooks, paid for project materials being taken home etc.

A return form must be completed by each of you for this purpose. Under normal circumstances this will result in a leaving date in early July.

## GCSE Exam Results

Examination results arrive at school towards the end of August and can be collected from school on the day the results are released. The results will also be email to students' school email addresses.

## Certificate Presentation

This event takes place in the Autumn term following your departure from the school. You and your parents/carers are encouraged to come to attend the award of your GCSE Certificates, and, equally importantly, to meet socially with the staff. You and your parents/carers will receive a formal invitation to Certificate Presentation in the September or October following your departure.

# Options Form

The options form will be available online and students will be given access and information on how to complete it via their assemblies and tutor time, and this information will also be emailed to you as parents and carers.

Please direct any queries to [options@thornden.hants.sch.uk](mailto:options@thornden.hants.sch.uk).