

# Castle Newnham

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY



**Options  
2026-2028**

# YOUR KEY STAGE 4 OPTIONS: THE NEXT CHAPTER

## A MESSAGE FROM THE ASSISTANT HEADTEACHER

You are about to begin the most significant part of your education so far. Choosing the right Key Stage 4 courses will shape your experience over the next two years and help you finish Year 11 with a set of results you can be proud of.

### Our Curriculum

At Castle Newnham, we believe what you learn matters. Our curriculum is designed to help you become a well-informed, confident citizen:

- Most pupils will continue with French and a Humanities subject (Geography or History).
- Your Choices: You will also choose two additional subjects that align with your individual interests and future goals.

### How to Choose Wisely

Success at Key Stage 4 requires maturity, and that starts with making informed decisions. Use the following tips to guide you:

- **DO** choose subjects you enjoy and are good at.
- **DO** choose subjects that support your future career plans.
- **DO** aim for a broad and balanced range of learning.
- **DON'T** choose a subject just to be with friends.
- **DON'T** choose a subject just because you like the teacher.

### Support and Guidance

You are not alone in this process. Your CORE Tutor, Ms Waheed (Head of Year), and all your teachers are here to help. Use your options booklet to explore your choices, ask plenty of questions, and discuss your ideas with your family.

We are incredibly proud of the high-quality teaching and opportunities we offer here at Castle Newnham. This is an exciting and challenging time, and we are committed to helping you achieve the best possible outcomes.

Good luck with your decisions!



Mr S Stevens

Assistant Headteacher - Secondary Curriculum

# IMPORTANT DATES AND MILESTONES

DATE	MILESTONE
5 <sup>th</sup> February	<b>Options Assembly Launch:</b> Including introduction to new GCSE subjects
9th February	<b>Parents Information Evening</b>
9th February	<b>Curriculum Review &amp; Options Intention Form:</b> Shared with all pupils
9th February	<b>Parent Enquiry Form:</b> Shared with parents/carers
23rd February	<b>Pupil Interviews Commence</b>
16th March	<b>Y9 Parents Consultation:</b> Including a Subject Fair
19th March	<b>Parent Enquiry Form Closes</b>
20th March	<b>Options Form Closes:</b> Final deadline for pupil submissions
June 2026	<b>Final Allocations:</b> Choices sent home & "Request for Changes" form opens
9th July	<b>Request for Changes Form Closes</b>
September 2026	<b>Two-Week Review:</b> Pupils must complete 2 full weeks of learning before any further change requests are considered
21st September	<b>Request for Changes Form Reopens</b>
25th September	<b>Final Deadline:</b> Request for Changes form closes for the academic year



The following pages offer further clarification about how we organise Key Stage 4 as well as explaining the key staff involved in the options process. Also included is information on the core curriculum that all pupils will follow.

## KEY STAFF

### FOR ANYTHING RELATED TO THE OPTIONS PROCESS

Mr S Stevens                      Assistant Headteacher - Secondary Curriculum  
Ms A Waheed                      Head of Year 9

### FOR SPECIFIC 'NEXT STEPS' ADVICE AND GUIDANCE

Mr A Stark                          Careers Lead  
Mr R Francis                      Secondary SENDCO

### FOR SPECIFIC SUBJECT QUERIES

Miss L Wood                      Head of English  
Mr E Boakye                      Head of Mathematics  
Mrs P Dawe                        Head of Science  
Mrs R Hambley                    Head of Modern Foreign Languages  
Mrs K Mohrasri                    Head of Geography  
Mr D Winter                        Head of History  
Miss E Green                        Head of Music  
Mr L Skeel                          Head of Drama & Dance  
Mr C Phillips                        Head of Physical Education  
Mr P Cook                          Head of Creative and Technical Arts (DT)  
Mrs A Edwins                        Head of Creative and Technical Arts (Food)  
Miss E Robinson                    Head of Art  
Mrs R Moore                        Head of Religious Studies and Citizenship Studies  
Mrs A Scott                         Head of Classical Civilisation

### WHERE CAN PUPILS GET FURTHER HELP AND ADVICE?

Sometimes it may help pupils to talk things through with people who may not know them but who can offer professional help and advice. Castle Newnham has their own in-school careers coach who is able to offer advice for our pupils. Appointments can be made using the Parent Enquiry Form.

External careers advisers are also available to offer advice from 8am to 10pm every day. They can be contacted on 0800 100 900 or on the National Careers Service webpages:

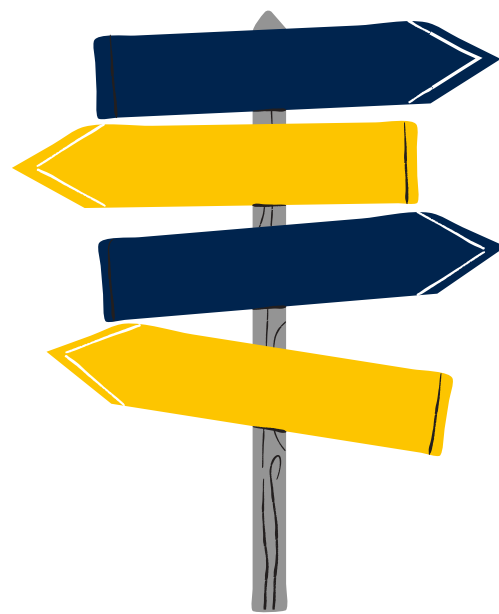
<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

# POST 16 DESTINATIONS

To support parents with understanding post 16 choices it is useful to know that GCSEs and vocational subjects count as Level 2 qualifications. As a general rule post 16 colleges and sixth forms require the following:

Post 16 Destination	Qualification Type	Minimum Entry Requirements
Sixth forms A level colleges	A Levels & BTEC's	On average 5 GCSE passes at grade 4, including English and maths. Colleges and Sixth forms will have their own entry requirements for each subject. BTEC's usually require lower grades than A level courses.
Colleges Vocational courses	Level 2 Qualifications	3 GCSEs at grade 3 including English and Maths or a qualification at Level 1
	Level 3 Qualifications	4 GCSEs at grade 4 including English and Maths or a Level 2 qualification
	T Level Qualifications	4 GCSEs grades 9-4 including English, Maths and Science or equivalent
Apprenticeships Level 2 and Level 3	Linked to college courses and T level Qualifications.	

English and maths must be continued at any Post 16 destination should a grade 4 not be achieved at GCSE.



# GCSE CURRICULUM

## CORE CURRICULUM:

All pupils will study the following core curriculum subjects:

GCSE English Language  
GCSE English Literature  
GCSE Mathematics  
GCSE Combined Science  
GCSE French  
Core Physical Education  
Core RSHE

## OPTIONS CHOICES:

Humanities Option: All pupils will choose between History or Geography

In addition to the core curriculum and humanities, pupils study two elective subjects. Please select four preferences in order of priority. In the rare event that we cannot provide the first two choices - or if a course is cancelled due to low enrolment - we will allocate a subject from the remaining preferences.

### Option Subjects

Art and Design	Drama
Citizenship Studies	Hospitality and Catering
Classical Civilisation	Music
Dance	Physical Education
Design Technology (3D Design)	Religious Studies
Design Technology (Graphic Communication)	Spanish
	Sports Studies
	*Triple Science

\* Nationally the Triple Science programme is regarded as being a very demanding course which comprises the Combined Science content along with extension content. Pupils will be invited to select the Triple Science option based upon their prior attainment in Science.

# CORE CURRICULUM

## GCSE ENGLISH LITERATURE GCSE ENGLISH LANGUAGE

### EXAM BOARD: AQA

#### Why is English a core subject?

Reading, writing, speaking and listening are central to managing adult life successfully and to learning other subjects in school. Pupils at Castle Newnham School can expect to experience a broad and engaging GCSE English curriculum. The skills they will acquire in their studies will help them to unlock the curriculum in school and life skills beyond the school setting.

Pupils will continue to learn how to comprehend what they have read and be given strategies that will enable them to get the most out of every text. Pupils will develop a wide range of writing skills. They will gain further experience in writing for different purposes and different audiences. Pupils will continually improve their verbal communication skills. Whether it's delivering a formal speech, working as part of a team or taking on a role, they will have the opportunity to express themselves and grow as a result of listening to what others have to say.

In English Literature pupils will be exposed to many key figures from Britain's literary heritage. They will learn more about the nature of humanity, the social and historical contexts of works they study, and the power of the written word whilst studying some brilliant novels, plays and poems. We teach English in order to help pupils to find their own answers to the 'big questions' relating to the human condition, and help them to define their own experiences of the world around them.

### COURSE CONTENTS - ENGLISH LANGUAGE

Paper 1: Explorations in creative reading and writing - 50% of GCSE

Section A: Reading one literature fiction text four written tasks rising in challenge

Section B: Writing one extended piece of descriptive or narrative writing

Assessment - written exam: 1 hour 45 minutes

Paper 2: Writer's viewpoints and Perspectives - 50% of GCSE

Section A: Reading one non-fiction text and one literary non-fiction text four written tasks rising in challenge

Section B: Writing One piece of extended writing to present a viewpoint

Assessment - written exam: 1 hour 45 minutes

### COURSE CONTENTS - ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th Century Novel - 40% of GCSE

Shakespeare play (Macbeth)

The 19th-century novel (A Christmas Carol)

Assessment - written exam: 1 hour 45 minutes

Paper 2: Modern Texts and Poetry - 60% of GCSE

Modern prose or drama texts (An Inspector Calls)

The poetry anthology (Power and Conflict cluster)

Unseen poetry

Assessment - written exam: 2 hour 15 minutes

### SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Literacy is essential for everyday life and understanding our world. All careers involve the skills of oral communication, evaluative and analytical writing skills and creativity and written communication skills that pupils will develop as a student of English. For those with a specific interest in English or English Literature, this GCSE can lead on to media-related careers, publishing, law, marketing, advertising, theatre-related careers, teaching and careers including communication skills generally. English qualifications are very important for entry to all courses in Higher Education and to employers.



# GCSE FRENCH

## EXAM BOARD: EDEXCEL

### Why is French a core subject?

As the official language of 29 countries from Canada to the Democratic Republic of the Congo, learning French can take you much further than France itself! With an estimated 320 million French speakers worldwide, you can join 3.6% of the world's population with knowledge of an extremely popular language.

If you do have a fascination with all things French – be this art, film, literature, food or fashion – learning French is sure to help you enjoy France's fascinating culture even more. For those who are looking to work internationally, being able to speak the native language can be extremely beneficial and, in some cases, essential.

As there are many countries which use French as their first language, you'll also have the freedom to work all over the world. From forming life-long friendships to unexpected career and travel opportunities, the impact of learning an additional language can be far-reaching.



## COURSE CONTENTS

The aim of the GCSE course is to develop skills in your speaking, listening, reading and writing French; building on the language work covered in KS3. You will develop a greater awareness of the culture of French-speaking communities and countries. During the course, you will learn to understand, and provide information and opinions, in a range of contexts:

- My personal world (family, friends, relationships and equality)
- Lifestyle and wellbeing (physical and mental well-being, food and drink, sports)
- My neighbourhood (places in town, shopping, the natural world and environmental issues)
- Media and technology (music, TV, film, social media and gaming)
- Studying and my future (school and future opportunities)
- Travel and tourism (transport, accommodation and tourist attractions)

## ASSESSMENT

You are entered for either Foundation (grades 5-1) or Higher Tier (grades 9-4).

Paper 1 Speaking 25% - set by the exam board and conducted by your teacher

Paper 2 Listening 25% - written paper

Paper 3 Reading 25% - written paper

Paper 4 Writing 25% - written paper

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Learning a language helps you build on, and develop new skills beyond the classroom. You will learn to communicate effectively and use French in 'real World' situations.

GCSE French provides a sound basis for further study, work, and also for learning another language. French is widely available as an A-Level subject and can also be studied as a subject in the International Baccalaureate Diploma Programme. In a 'global economy', the ability to speak more than one language and knowledge of different cultures can be very useful, and give you the edge in many different job sectors.

There are many possible career paths both using linguistic skills directly or as part of your job. It is estimated that the ability to speak a foreign language can add 10-30% to your wage.



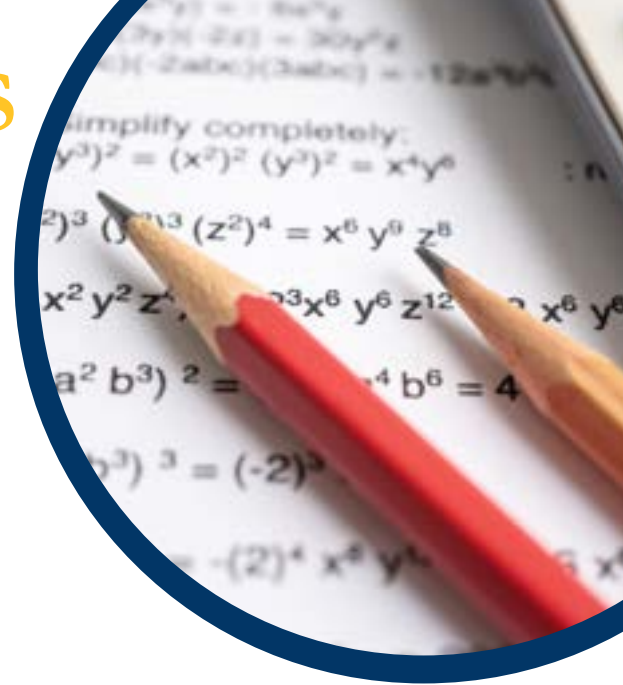
# GCSE MATHEMATICS

**EXAM BOARD: EDEXCEL**

## Why is Mathematics a core subject?

Mathematics is a core subject because it is essential for everyday life and understanding and existing in our world. It is also essential to science, technology and engineering, and the advances in these fields upon which our economic future depends.

While studying Mathematics pupils will learn about a range of techniques and methods, develop their problem solving skills and improving their ability to think logically. It is therefore fundamentally important to ensure that all pupils have the best possible mathematics education.



## COURSE CONTENTS

There are 243 topics which are tested on the Mathematics papers. These are broadly divided into 19 areas including Number, Algebra, Geometry, Probability and Statistics. Some of the content that pupils will study is listed below:

- Algebra: expressions, equations, graphs, sequences, functions, direct and inverse proportion, etc
- Number: percentages, rounding, ratio and proportion, surds, standard form, calculator use, etc
- Geometry: area, perimeter, trigonometry, transformation, circle theorems, vectors, etc
- Statistics: averages, quartiles and statistical diagrams
- Probability: set notations, theoretical probability, combined events and experimental probability

## ASSESSMENT

All pupils will sit 3 exam papers at the end of their time with us. Pupils will be allowed to use a calculator in three of these exams and one exam is completed without a calculator. Higher papers are graded from grade 3 to 9 and Foundation papers are graded from grade 1 to 5. Pupils who do not meet the lowest grade boundary for the tier will be ungraded (U).

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Numeracy is essential for everyday life and understanding our world. It is also essential to science, technology and engineering and so by teaching our pupils GCSE mathematics we are able to prepare them for their next steps and build their mathematical skills to enable them to play a full and active role in society.

Mathematics forms the basis of most subjects and so pupils successful at GCSE mathematics are able to pursue several post 16 courses such as A - level Maths, Further Maths, Psychology, Physics, Chemistry, Economics, Engineering, Geography, Sociology etc. These courses might lead to careers in teaching, engineering, cyber security, pharmacology, law, artificial intelligence, medicine and more. Most university courses require a grade 5-9 at GCSE.



# GCSE COMBINED SCIENCE

## EXAM BOARD: AQA

### Why is Combined Science a core subject?

Science is part of the core programme of study in all secondary schools. This means all pupils will study science. They will receive a double award GCSE for this, which means it has the value of 2 GCSE grades. Studying science gives pupils a broad knowledge of the world around them and how to use their curiosity to question and investigate ideas. They will learn about prominent scientific moments in our history that have developed our world. They will also learn, develop and practise new skills that will enable them to investigate and discover their own ideas and hypotheses, as well as preparing them for any career path in science they may wish to explore.

## COURSE CONTENTS

All pupils will study a range of topics in all 3 sciences, such as;

**Biology:** Cells and Transport; Organisation in Humans and Plants; Infection and Response; Photosynthesis and Respiration; The human body; Reproduction; Variation and Evolution; Adaptations and Competition; and Ecosystems and Biodiversity

**Chemistry:** Atomic Structure and the Periodic Table; Bonding and Matter; Quantitative Chemistry; Chemical changes and Energy changes during reactions; Electrolysis  
Rate of Reactions; Crude Oil and Fuels; Chemical Analysis; Earth's Atmosphere; and Using our Earth's Resources

**Physics:** Energy; Electricity; States of Matter; Radioactivity and Matter; Forces in Motion; Electromagnetic Spectrum and Waves; and Electromagnetism

## ASSESSMENT

At the end of year 11 pupils will sit two papers in each science specialism consisting of;

Biology Paper 1: Topics 1-9

Biology Paper 2: Topics 10-18

Chemistry Paper 1: Topics 1-7

Chemistry Paper 2: Topics 8-14

Physics Paper 1: Topics 1-7

Physics Paper 2: Topics 8-15

Each of these papers will be worth 75 marks and will be a 1hr 15 minute exam. The marks from all 6 papers will be combined to give students an overall grade, worth 2 GCSE grades. There are no coursework aspects of the course.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

There are many skills involved in the GCSE science curriculum. All pupils will develop their skills of investigation, experimentation, data collection and analysis and how to design and evaluate an effective experimental method. They will work with a large variety of equipment. These skills will be developed in lessons and a through a set of required practicals, which are;

**Biology:** Microscopy; Osmosis; Testing for Nutrients; Measuring enzyme activity

**Chemistry:** Making crystals; Electrolysis; Investigating exo and endothermic reactions; Investigating rates of reaction; Paper chromatography; Testing and Treating; Water

**Physics:** Investigating specific heat capacity of materials; Investigating the insulating properties of materials; investigating resistance in circuits; Investigating different circuit components; Calculating density of regular and irregular objects; Investigating Acceleration; Investigating Hooke's Law; Investigating waves in a ripple tank; Investigating infrared radiation

These practicals are designed to allow pupils to develop a set of investigative skills to access a wide range of further study and career paths in science.



# OPTIONS CHOICES

## GCSE ART & DESIGN

**EXAM BOARD: AQA**

### Why pupils should study Art?

You will learn many transferable skills in Art; problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to adapt, refine and present ideas. Art adds a balance to your educational journey by embracing the discovery of success through mistakes and experiments. Art is a way of seeing things and making sense of the world around you. You will delve into the world of Art from classical artists such as Picasso to contemporary artists like Banksy!



### COURSE CONTENTS

Component 1 – consists of two portfolios – one of experimental work and another themed portfolio that follows a journey of exploration to a final response. This component is worth 60% of your GCSE. Pupils will have a 5 hour mock exam in the summer term of Year 10 and a 10 hour mock exam in December of Year 11.

Component 2 – consists of an externally set assignment – one portfolio of work culminating in a final piece. This component is worth 40% of your GCSE. Pupils will have a 10 hour exam at Easter time to bring their final piece to completion.

### ASSESSMENT

Portfolio's will be moderated by the Art Department teachers several times over the two years;

Spring term in Year 10

Spring term of Year 11

Summer term of Year 11

There will be an external moderation by someone from AQA in June of Year 11

### SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The Art and Design sector includes a wide and varied range of careers; from Professional Artist to Graphic Designer, Animator to photographer, Set Designer to Fashion Designer, Architect to Interior Designer. The UK Creative Industries employ over two million people and grow faster than other industries.

The skills gained when studying Art are transferable and sought after across all employment sectors. This course allows pupils to progress to study Art and Design at a higher level and gives pupils the necessary skills and technical language to be able to work in the industry.



# GCSE CITIZENSHIP STUDIES

## EXAM BOARD: EDEXCEL

### Why pupils should study Citizenship Studies?

With its emphasis on active citizenship, this course will help pupils discover what it takes to be a practical citizen, and about being involved in their community. Pupils will also have an opportunity to put what they learn into practice in a group project on an 'active citizenship' issue. In addition to this, pupils will study in depth many of the issues that they see, hear and encounter in the news and in society today.

## COURSE CONTENTS

With rights, come responsibilities. Pupils will learn about both – and what they mean to individuals in their everyday life. Pupils will also learn about rights and responsibilities with regard to each other, within families, within a democracy and as a global citizen. They will find out about the legal and justice systems, democracy, voting and more.

The syllabus (Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Citizenship Studies (1CS0) covers five themes as detailed below:

### Theme A: Living Together in the UK

1. How have communities developed in the UK?
2. What is identity?
3. What are democratic values and where for they come from?
4. How does local democracy work?

### Theme B: Democracy at work in the UK

1. Who runs the country?
2. How does Parliament work?
3. How is power shared between Westminster and the devolved administrations?
4. How does government manage public money?

### Theme C: Law and Justice

1. What is the law for and how does it affect us?
2. How does the justice system work?
3. Is crime increasing in society?

### Theme D: Power and Influence

1. What power and influence can citizens have?
2. What role and influence should the media have?
3. Does the UK have power and influence in the wider world?

### Theme E: Taking Citizenship Action

1. Identify an issue – form a team and carry out initial research
2. Undertake primary research
3. Represent their own and different points of view
4. Plan the action
5. Apply skills of collaboration, negotiation and influence as they deliver the activity
6. Critically evaluate their learning and the impact of the action

## ASSESSMENT

All of the above units are assessed in two exams at the end of Year 11. Each paper is worth 50% of the qualification and is One hour and 45 minutes long

### Paper 1:

This paper is broken down into four sections. Pupils will answer short answer KNOWLEDGE RECALL questions in the first three sections and these are focused on Themes A-C. In the fourth section pupils will be provided with a source which they will analyse and an essay question which will require them to use knowledge from Themes A-C.

### Paper 2:

This paper is broken down into three sections. The first section will require pupils to reflect on and evaluate their own Citizenship action (Theme E), the second section will provide them with a source on someone else's action and they will evaluate it. In the final section of the paper will assess pupils' knowledge of Theme D and will also include essay questions.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Citizenship Studies would be most useful if you are interested in a career involving government (local and national); charities (especially those concerned with human rights, international development or environmental issues); law, advisory bodies, the police, the Crown Prosecution Service, community groups, teaching or journalism. However, it would also be extremely useful for anyone planning on working abroad in any capacity in the future, or just spending some time travelling.



# GCSE CLASSICAL CIVILISATION

**EXAM BOARD: OCR**

## Why pupils should study Classical Civilisation?

Classical Civilisation is a humanities subject and is highly respected by post 16 establishments, universities and employers. This GCSE is useful for developing analysis and evaluation skills as well as critical thinking and essay writing. It is also helpful in demonstrating an interest in people and cultures as well as being fascinating in itself!

## COURSE CONTENTS

Pupils will study the Classical Worlds of Ancient Greece and Ancient Rome across the time period 3000 BCE to 500 CE. The course will look at surviving examples of written and archaeological evidence in different contexts. It is suitable to anyone interested in the Classical world and there are no requirements to have studied any ancient languages like Latin or Greek.

Pupils at Castle Newnham will study the following two components: Myth and Religion and Roman City Life. They will learn to read original texts (in translation) and form their own responses to these texts. Pupils will also investigate artifacts and gain understanding of their place in the Ancient World. Myth and Religion - this unit includes a close study of the Greek and Roman gods, their festivals and temples, mythology and ancient beliefs in the Underworld. Roman City Life - this unit has a particular focus on the urban areas of the Roman Empire such as Rome and Pompeii.

Topics range from housing all the way to gladiatorial shows back to dinner parties.

Paper 1 - Myth and Religion

Paper 2 - Roman City Life

## ASSESSMENT

The course is assessed via two written exams - both are 1 hour 30 minutes in length. Each exam is worth 50% of the course. Questions range from short comprehension questions worth 1 mark to extended written answers worth 15 marks.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

If you are planning to go on to sixth form then Classical Civilisation GCSE is great preparation for A Levels in a wide variety of subjects like English Literature and History as well as subjects like Politics or Law.

If you want to go on to do vocational courses at sixth form or into a training scheme, then Classical Civilisation will demonstrate a wide range of interests as well as teaching you valuable skills like evaluation and communication.

If you are thinking about university, Classical Civilisation provides a really useful introduction to subjects like Ancient History and Archaeology as well as Classical Civilisation itself.





# GCSE DANCE

**EXAM BOARD: AQA**

## Why pupils should study Dance?

Dance is a powerful and expressive subject which encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and pupils will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

## COURSE CONTENTS

The subject content details the knowledge, understanding and skills that students are expected to learn during the course of study. This is set out in three core areas of dance:

- Performance
- Choreography
- Dance Appreciation

## ASSESSMENT

Component 1: Performance and Choreography (practical)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)
- 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)

Component 2: Dance Appreciation (written paper)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Skills Developed:

Systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve, body awareness and control, proper body alignment and posture, understanding of weight and balance, coordination of movement, flexibility and range of motion, strength and endurance, musicality and rhythm, clear and precise placement of limbs and body.

Possible Careers: Dance, Performing Arts and/or PE Teacher; Choreographer; Yoga instructor; Personal trainer; Dance therapy; Community arts worker; professional dancer

# GCSE DESIGN TECHNOLOGY (3D DESIGN)

## EXAM BOARD: AQA

### Why pupils should study Design Technology (3D Design)?

The GCSE develops knowledge and understanding of the design, prototyping and modelling or making of products, objects, and environments, using intellectual, creative and practical skills. Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas in independent portfolios, have the opportunity to present a personal response to a design problem and improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies. Pupils will use visual language and the formal elements such as colour, line, form, shape, tone and texture to critically evaluate their work and develop their visual communication skills to create a toolbox of drawing skills for different needs and purposes.

## COURSE CONTENTS

Pupils will develop a broad knowledge of materials, processes, techniques and equipment and during their studies. They will develop their skills in material manipulation to produce high quality products in a mixture of resistant materials which build a portfolio showing explicit coverage of the four assessment objectives, this will be evidenced through in class project-based learning. Pupils will produce a sustained project evidencing the journey from initial engagement of a design problem or idea to the realisation of intentions in design work, modelling and final prototype.

Work undertaken throughout the course will embed pupils with the skills required to plan and prepare for the externally set task, pupils will put these skills into practice for a final 10 hour manufactured product.

## ASSESSMENT

There are two components to the course:

Component 1 - Portfolio (60% of final grade)

Pupils produce a sustained project and a selection of further work that represents the course of study covering the assessment objectives

Component 2 - Externally set assignment (40% of final grade)

Pupils are set an externally supplied contextualised task paper featuring a range of tasks, pupils will select one to explore which they get to complete preparatory work for in advance of ten hours of supervised time where the final piece will be constructed.

Examples of tasks set previously include:

- Mechanical objects - Research relevant sources and create your own three-dimensional work inspired by Mechanical Objects.
- Decorative Frames - Research appropriate examples and design and make your own decorative frame
- Landscapes - Research relevant sources and create your own response to a rural, urban or industrial landscape known to you

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The creative sector for product design pupils offers a great variety of career opportunities in fields such as automotive design, product design, stage and theatre, materials engineer or mechanical engineering. Product design offers the designer a chance to take on challenging briefs for a range of clients, working individually or part of a team to problem solve and explore solutions creating prototypes which could end up being commercially produced.

Learning product design skills can elevate the work of entrepreneurs and inventors by expanding their toolkit, as well as benefit those with a creative eye for detail looking to build a personal brand or business bringing their ideas to life. This course allows pupils to progress onto level 3 courses and gives them the necessary skills, technical language and portfolio to be able to apprentice in the industry.



# GCSE DESIGN TECHNOLOGY (GRAPHIC COMMUNICATION)



## EXAM BOARD: AQA

### Why pupils should study Design & Technology (Graphics)?

The GCSE will allow pupils to explore a range of areas within graphics such as advertising, packaging design, printing, illustration, branding and design for film and television. Pupils will get the opportunity to explore design methods, prototyping and making graphic products using a variety of hand drawn and computer aided skills.

Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas in independent portfolios, have the opportunity to present a personal response to a design problem and improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies.

Pupils will use visual language and the formal elements such as colour, line, form, shape, tone and texture to critically evaluate their work and develop their visual communication skills to create a toolbox of drawing skills for different needs and purposes.

## COURSE CONTENTS

Pupils will develop a broad knowledge of materials, processes, techniques and equipment used in graphic based media during their studies. They will develop their skills in image creation and manipulation to evoke emotion and interest in the viewer; they will produce high quality products in a mixture of media such as paper, board and digital formats to build a portfolio showing explicit coverage of the four assessment objectives, this will be evidenced through in class project-based learning. Pupils will produce a sustained project evidencing the journey from initial engagement of a design problem or idea to the realisation of intentions in design work, modelling and final prototype.

Work undertaken throughout the course will embed pupils with the skills required to plan and prepare for the externally set task, pupils will put these skills into practice for a final 10hr assessed product.

## ASSESSMENT

There are two components to the course

Component 1 - Portfolio (60% of final grade)

Pupils produce a sustained project and a selection of further work that represents the course of study covering the assessment objectives below :

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Component 2 - Externally set assignment (40% of final grade)

Pupils are set an externally supplied contextualised task paper featuring a range of tasks, pupils will select one to explore which they get to complete preparatory work for in advance of ten hours of supervised time where the final piece will be constructed.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The creative sector for graphic design pupils offers a great variety of career opportunities in fields such as advertising, branding, marketing, stage and theatre, media and communications or publishing. Graphic design projects can vary widely, from traditional print mediums to digital projects and infographics allowing graphic designers to express their creativity working on challenging briefs solving design problems for a range of clients.

Learning graphic design skills can elevate the work of artists and creatives by expanding their toolkit, as well as benefit those with a good eye for detail looking to build a personal brand or business bringing their ideas to life. This course allows pupils to progress onto level 3 courses and gives them the necessary skills and technical language to be able to work in the industry.

# GCSE DRAMA (PERFORMER OR DESIGNER)

## EXAM BOARD: AQA

### Why pupils should study Drama?

Our GCSE Drama offers pupils the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Pupils have the option to follow the below routes in GCSE Drama for the practical performances:

- Performer
- Lighting Designer
- Sound Designer
- Set Designer
- Costume Designer

Pupils will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that pupils are expected to develop throughout the course of study.

## COURSE CONTENTS

The subject content for GCSE Drama is divided into three components:

- Component 1: Understanding drama (written exam)
- Component 2: Devising drama (practical with written logbook)
- Component 3: Texts in practice (practical)

For the practical units pupils choose to work as performers or designers (design students may choose lighting, sound, set, costume or puppets).

## ASSESSMENT

Component 1 assesses the pupils knowledge and understanding of drama and theatre. Pupils study of one set play and analysis and evaluate the work of live theatre makers. In the practical units pupils understand the process of creating devised drama, analysis and evaluation of own work and perform extracts from one play.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Pupils develop a range of skills whilst studying drama at GCSE.

- Fosters a spirit of cooperation.
- Build teamwork.
- Teaches communication skills.
- Sharpens visualisation and creative skills.
- Hones your critical thinking skills.
- Develops public speaking skills.
- Boosts self-confidence.
- Deepens your well of empathy.

Possible careers: Actor; Broadcast presenter; Community arts worker; Drama therapist; Set construction; Stage manager; Teacher; Television and radio presenter; and Theatre director, to name a few!



# GCSE GEOGRAPHY

**EXAM BOARD: EDEXCEL**

## Why pupils should study Geography?

Without geography, where would we be? Geographers know how the world works, and why, and can also suggest how we can live in it sustainably, providing for all, both now and in the future. They can plan and carry out research and can combine a variety of sources of information to reach conclusions and make informed decisions. This, combined with many other skills needed in today's workplace and those of the future, make geography a great choice, both for itself and as a subject which supports others.



## COURSE CONTENTS

The course has a focus on the physical and human geography of The United Kingdom together with other countries and places from around the world. You will also learn more about the processes that shape our world and our lives in it, and current and developing issues we face.

Our study is divided into:

The Physical Environment: geology and distinctive landscapes of The United Kingdom; coastal and river landscapes and processes weather hazards and climate change; ecosystems, biodiversity and management (including tropical rainforests and deciduous woodlands)

The Human Environment: changing cities; global development; resource management – including the supply and management of fresh water

Geographical Investigations: two investigations on two days – at the coast and an urban enquiry

Throughout the course, you will learn how processes have led to our world today, about the interaction between people and environments and how we might manage sustainable development.

## ASSESSMENT

Three exams at the end of Year 11:

Paper 1 - the physical environment - 37.5% of your GCSE

Paper 2 - the human environment - 37.5% of your GCSE

Paper 3 - geographical investigations - 25% of your GCSE

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

An academically challenging GCSE, geography combines much knowledge and many skills both unique to itself and which reinforce those met in other subjects.

A Geography GCSE grade 4 and above will support applications for all post-16 education courses. Most sixth-forms will expect a GCSE grade 6 or above to move on to study geography at A-level.

A geography A-level will be needed in order to study geography at degree level – or degrees linked with geography. Many other degrees can be accessed with geography A-level linked with either arts or science based A-levels.

Geography is a subject highly regarded by a wide range of employers and geography graduates have one of the highest rates of employment six months after graduation.

# GCSE HISTORY

## EXAM BOARD: EDEXCEL

### Why pupils should study History?

History is not just dates, kings, leaders and wars: it is the story of how our world has developed. It explains why the events we view on the news, or how we live our lives, has been made possible. History allows us to learn from previous events and mistakes in order to shape a better future. You will develop core skills that are influential in many jobs in the modern job market, enhancing what you already learnt at KS3. You will gain a greater depth of understanding on how the world is portrayed by the media, governments and society. Most importantly, you will open a window on a fascinating subject that surrounds us in every aspect of our lives, our landscape and the way we think. History enables you to look to the future by looking at the past.



## COURSE CONTENTS

### Anglo-Norman England c.1042 - c.1088

All pupils will begin their study with Anglo-Norman England c.1042-c.1088. This topic focuses on life in England before the Norman Conquest and how the Normans adapted, changed or continued aspects of English life. As well as 'big events' such as the Battle of Hastings, the rebellions against William I's rule and succession crises, we also explore the impact on the lives of everyday people.

### Weimar and Nazi Germany 1918 - 1939

This is a hugely influential period of time and focuses on the challenges faced by Germany following World War 1 and how these challenges allowed extremist political groups such as the Nazis to flourish. We also investigate how and why the Nazi Party grew in popularity, gained power and then everyday life under the Nazis before the start of World War 2. This topic is a source-based topic drawing upon the skills developed over Key Stage 3 in critical thinking of evidence and source analysis.

### Medicine Through Time c.1250 - c.2020 and Medicine on the Western Front 1914-1918 (mini-topic part of Medicine Through Time)

This module explores how medical knowledge, practice and thinking develop from the middle-ages through to the modern day. A focused topic explores the importance of the Western Front of World War for the development of medical treatment. This module is a blend of sources and knowledge and enhances the practice and skills taught in all other modules.

### Superpower Relations and the Cold War 1941 - 1911

Our studies begin by exploring the changes in the relationship between the U.S.A and U.S.S.R. from 1941-1947. During the rest of this topic, our GCSE study will continue to investigate the key events of this period such as the Cuban Missile Crisis, the development of NATO and the Warsaw Pact as well as explore the changing relations between the Superpowers and the impact that this still has on modern politics.

## ASSESSMENT

3 exams at the end of Year 11

Paper 1 - Medicine Through Time c.1250 - c.2020 and Medicine on the Western Front 1914-1918

Paper 2 - Anglo-Norman England c.1064 - c.1087 and Superpower Relations and the Cold War 1943 - 1911

Paper 3 - Weimar and Nazi Germany 1918 - 1939

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Over the GCSE course you will develop many skills you have begun to use over Key Stage 3: you will be able to create a critical viewpoint from different pieces of information, analyse a piece of data to decide how useful it is. You will learn to view other viewpoints critically, decide how they have created these ideas and how accurate these views are. Alongside this will be a development of your ability to create your own arguments using evidence and clearly explain these to a reader.

These are all skills which are becoming vital in the modern workplace and are sought after by a wide number of employers. Beyond obvious jobs such as historians, research assistants, librarians and education, history is also widely regarded in the following jobs because of the analytical and critical thinking skills that you will acquire: journalism, politics, officers in the armed forces, managerial roles, marketing, law, police and civil service.

# TECH AWARD HOSPITALITY & CATERING

## EXAM BOARD: EDUQAS

### Why pupils should study Hospitality & Catering?

This award is equivalent to a GCSE and has more practical and vocational elements within the course. This course develops knowledge and understanding which is sector specific. You will get the chance to practise and demonstrate a large range of practical skills, designing and making a variety of food products. You will also need to consider how to cater for a range of nutritional needs and a range of Hospitality and Catering settings. It is important to remember that this course is not solely practical and does include many theory elements, leading to a written exam.

## COURSE CONTENTS

Pupils will develop a broad knowledge of ingredients, techniques, equipment and nutrition during their studies. They will develop the practical skills to produce high quality food products, developing their own menus and recipes and maintain safe and hygienic working practices. Pupils will use materials and equipment efficiently considering both financial cost and environmental impact. Alongside this, pupils will also develop an understanding of the commercial kitchen and opportunities within the industry.

## ASSESSMENT

### Unit 1: The Hospitality and Catering industry - 40%

This unit will be externally assessed and is made up of 1 assessment which tests pupil knowledge of the Hospitality and Catering sector. It will cover the following topics

- Roles and responsibilities in the industry; Health and safety requirements including food legislation; and Food induced ill health

### Unit 2: Hospitality and Catering in Action - 60%

Pupils will undertake an extended project based on a given brief. The briefs change yearly and have themes such as “Waste not Want not” and “British Produce”.

Pupils will be expected to:

- Analyse the given brief; Research the topic; Select an appropriate customer to profile; Design, test, develop and make suitable products; and Evaluate the dishes selected in terms of nutrition and why they are suitable for the given task.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The Hospitality and Catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues: businesses where hospitality and catering is not their primary source but increasingly important to their success.

In Britain, Hospitality and Catering accounts for around 10% of the overall workforce. Since 2010 25% of all new jobs have been within this industry, the majority of these roles falling within the 18-24 age group.

This course allows pupils to progress onto level 3 courses and gives them the necessary skills and technical language to be able to work in the industry.



# GCSE PHYSICAL EDUCATION

## EXAM BOARD: OCR

### Why pupils should study Physical Education?

The OCR PE curriculum at GCSE is carefully structured to capture the interest of pupils, incorporating a diverse range of physical activities that promote both physical well-being and cognitive development. The coursework focuses on refining practical skills, deepening theoretical knowledge, whilst encouraging pupils to apply scientific principles to enhance their own physical performance.

It is imperative that pupils take part in at least one sport outside of school, in order to support their learning and understanding of this course. Please note there are no practical lessons for GCSE PE, only theory.

## COURSE CONTENTS

Paper 1: Physical Factors affecting performance

- Applied anatomy and physiology
- Physical training

Paper 2: Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

## ASSESSMENT

Written exams (60%)

2 x 60-minute exams (30% each)

Pupils are tested on their theoretical knowledge of PE, including topics such as anatomy and physiology, sports psychology, socio-cultural influences on sport, and contemporary issues in physical activity and sport. The paper consists of a mixture of multiple choice, short and extended answers.

Non-exam assessment (40%)

Practical Performance 30%

Pupils are assessed on their ability to perform in various physical activities, such as team sports, individual sports, and outdoor adventurous activities. This involves demonstrating skills, techniques, tactics, and strategies. Pupils will be assessed based on their competence, consistency, and improvement in these activities.

Analysis and Evaluation of Performance (AEP) 10%

This component requires pupils to evaluate their own and others' performance in specific activities. They analyse strengths and weaknesses, identify areas for improvement, and demonstrate an understanding of relevant theoretical concepts. This is a written task that is produced under controlled conditions.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

A-Level PE or BTEC Sport: Many pupils choose to continue their studies by taking A-Level Physical Education or pursuing a BTEC in Sport. These courses provide a more in-depth understanding of sports science, physiology, psychology, and other related subjects. A-Level PE can be a stepping stone to university-level studies in sports-related disciplines.



# GCSE MUSIC

**EXAM BOARD: EDUQAS**

## Why pupils should study Music?

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.



## COURSE CONTENTS

**Composing:** Over the course of the 2 years, pupils will learn how to write music in various different ways and genres. We compose on Macs and use both Garageband and Musescore to learn how to build a piece of music.

**Performing:** Pupils will have the chance to develop their musicianship on their chosen instrument. We will look at developing ensemble playing skills so pupils learn how to make themselves fit into a group setting. We will also look at ways to perform a piece of music further than just the notes that are on the page, all to make them a better performer.

**Appraising:** Over the course of the 2 years, we learn the theoretical context, history and development of 4 Areas of Study: Music for Ensemble, Film Music, Musical Forms and Devices and Popular Music. The last two areas of study contain set works which are chosen by the exam board and studied in more detail. We will also spend the two years developing knowledge of reading music and other theoretical knowledge around the elements of music.

## ASSESSMENT

**Composing:** Pupils will be expected to write 2 pieces of music. One as a response to a brief and one free composition of the pupils choice.

**Performing:** Towards the end of Year 11, pupils are expected to complete 2 performances, one solo and one ensemble.

**Appraising:** At the end of Year 11, there is a listening exam that will test pupils on their knowledge of the Areas of Study and general music theory by listening to music and answering a range of 1-10 mark questions.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

Eduqas Music teachers were recently asked to give details of the next steps of former students and many had continued to study Music at Music Colleges, or University. Others had gone on to read Acting, Art, Arts Journalism, Biology, Business, Chemistry, Classics, Computer Science, English and Drama, English Literature, French, Geography, Japanese, Liberal Arts, Marine Biology, Maths, Medicine, Midwifery, Modern Languages, Journalism, Occupational Therapy, Physics, Politics, Primary Education, Psychology, Sports Science, and Veterinary Medicine. Others had started Apprenticeships in Accountancy, joined the Royal Marines or other Armed Forces. At least one is starring in the West End, and others have started (or continued) careers in performance and tuition.

**Entry Requirements:** Instrumental lessons in their instrument of choice and Grade 3 standard or above on their instrument of choice (or equivalent)

# GCSE RELIGIOUS STUDIES

**EXAM BOARD: AQA**

## Why pupils should study Religious Studies?

Religious Studies enables pupils to gain a deeper understanding of religious philosophical and ethical issues. You will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards a variety of different issues.

You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture, legal system and moral codes; this will mean that you will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

All of these skills are vital in helping you understand issues that face the modern world and will prepare you for how you will respond to this both in your personal and professional life.



## COURSE CONTENTS

The course is broken up into two main areas :

- Component 1- Religious Beliefs, Teachings and Practices
- Component 2- Philosophical and Ethical themes

Year 10

Component 1:

Christianity: Beliefs and Teachings

Christianity: Practices and Worship

Islam: Beliefs and Teachings

Component 2:

Relationships and Family

Religion and Life

Year 11

Component 1:

Islam: Practices and Worship

Component 2:

Existence of God and Revelation

Religion, War, Peace and Justice

## ASSESSMENT

This GCSE is 100% exam based with two exams at the end of the course. Each component is examined and is worth 50% of the overall grade. The exams are both 1 hour and 45 minutes long and include a mixture of shorter mark answers and essay questions.

Throughout the course we will do regular exam practice which will support your preparation for the final paper.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

A GCSE in Religious Studies shows that pupils have a high level of literacy and that they are able to analyse complex information and reach balanced conclusions. The qualification is suitable for pupils who plan to pursue A Levels or BTECS.

Careers which Religious Studies would be useful for include: Law, the Police Force, Nursing, Medicine, Business, Scientific research, HR and Recruitment and the Charity Sector. The top three industries that people enter after graduating with a degree in Religious Studies (or related subject) are education, professional, scientific and technical activities and human health and social studies.

# GCSE SPANISH

**EXAM BOARD: EDEXCEL**

## Why pupils should study Spanish?

With more than 400 million native speakers, and ranking fourth on the list of most spoken languages in the world, there are many reasons to learn Spanish! It's a particularly great choice if you dream of travelling; Spanish is the official language of 20 countries across the globe, including Mexico, Chile, Costa Rica and Argentina. Knowledge of Spanish not only opens a window to Spain's history, tradition and lifestyle, but is also the key to expanding your cultural horizons; giving you an insight into a wide variety of different traditions and customs in countries all over the world. In today's business landscape there is also a growing demand for Spanish-speaking employees, particularly in companies with an interest in Latin America or Spain. Fluency in Spanish is increasingly required for administrative and commercial roles, as well as for effective communication with customers and suppliers.

## COURSE CONTENTS

The aim of the GCSE course is to develop skills in your speaking, listening, reading and writing in Spanish Edexcel, building on the language work covered in KS3. You will develop a greater awareness of the culture of Spanish-speaking communities and countries. During the course, you will learn to understand, and provide information and opinions, in a range of contexts:

- My personal world (family, friends, relationships and equality)
- Lifestyle and wellbeing (physical and mental well-being, food and drink, sports)
- My neighbourhood (places in town, shopping, the natural world and environmental issues)
- Media and technology (music, TV, film, social media and gaming)
- Studying and my future (school and future opportunities)
- Travel and tourism (transport, accommodation and tourist attractions)

## ASSESSMENT

You are entered for either Foundation (grades 5-1) or Higher Tier (grades 9-4).  
Paper 1 Speaking 25% - set by the exam board and conducted by your teacher  
Paper 2 Listening 25% - written paper  
Paper 3 Reading 25% - written paper  
Paper 4 Writing 25% - written paper

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Learning a language helps you build on, and develop new skills beyond the classroom. You will learn to communicate effectively and use Spanish 'real World' situations.

GCSE Spanish provides a sound basis for further study, work, and also for learning another language. Spanish is widely available as an A-Level subject and can also be studied as a subject in the International Baccalaureate Diploma Programme.

In a 'global economy', the ability to speak more than one language and knowledge of different cultures can be very useful, and give you the edge in many different job sectors. There are many possible career paths both using linguistic skills directly or as part of your job. It is estimated that the ability to speak a foreign language can add 10-30% to your wage.



# CAMBRIDGE NATIONAL SPORTS STUDIES

## EXAM BOARD: OCR

### Why pupils should study Sports Studies?

Studying Cambridge National Sports Studies can offer various benefits, as it covers not only the physical aspects of sports but also the theoretical and socio-cultural elements, allowing pupils to develop a comprehensive knowledge base. The curriculum often incorporates real-world applications, case studies, and practical experiences. This can help pupils apply their theoretical knowledge to practical scenarios, enhancing their problem-solving and critical-thinking skills. Covering a wide range of topics within the realm of sports studies, including anatomy, physiology, psychology, sociology, and ethics.

Due to the weighting of examination to coursework, this may suit individuals more than GCSE PE, whilst incorporating much of the same content.

## COURSE CONTENTS

Unit R184 - Contemporary Issues in Sport: Ethical considerations; The impact of commercialization on sport; and The role of national governing bodies in sport

Unit R185 - Developing Sports Skills and Sports Leadership: Principles of skill acquisition; Application of skills in a chosen sport; Analysis and improvement of sports performance; Leadership styles and their application; Planning and leading sports activities; and Reviewing and evaluating leadership in sport

Unit R186 - Sport and the Media: The influence of media on sport; Positive and negative impacts of media coverage; and How media affects the perception of sport

## ASSESSMENT

Written exams (40%)

Unit R184: Contemporary issues in sport

Non-exam assessment (60%)

Unit R185: Performance and leadership in sports activities

Unit R186: Sport and the Media

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The curriculum often incorporates real-world applications, case studies, and practical experiences. This can help students apply their theoretical knowledge to practical scenarios, enhancing their problem-solving and critical-thinking skills. If you plan to pursue higher education in sports-related fields, Cambridge National Sports Studies can serve as an excellent foundation.

The program provides a solid base of knowledge that can make the transition to advanced studies smoother. Cambridge National Sports Studies can open up various career opportunities in the sports industry. Whether you're interested in coaching, sports management, sports science, or another field, the program provides a solid foundation for pursuing further studies or entering the workforce directly.



# GCSE TRIPLE SCIENCE

**EXAM BOARD: AQA**

## Why pupils should study Triple Science?

Triple science is an option for pupils who genuinely enjoy science and are keen to gain a more detailed understanding of the different science disciplines.

Triple science adds additional knowledge on top of the combined science course to help gain experience of more specialised areas of science and provides a platform to make the transition into next steps, such as science A Levels, less challenging. Students receive additional learning hours to study more specialised topics which will give them knowledge of specialised fields of science and career paths they may wish to pursue.

It is right for someone who passionately believes they will study science at A-Level and one day enter STEM employment.  
It requires a lot of dedication and hard work



## COURSE CONTENTS

All pupils will study a range of topics in all 3 sciences, where triple science students will also study these additional and more specialised topics

**Biology:** Plant diseases and defences; Monoclonal antibodies; Structure and problems of the eye; Removing waste from the body and kidney function; DNA structure and Gene expression; Adult cell cloning; History of Genetics and Theories of evolution; and Food production

**Chemistry:** Organic Chemistry; Quantitative Analysis of Substances; Chemical engineering (polymers); Using our Earth's resources in Industry; and Chemical Analysis of Substances

**Physics:** Space; Light; Extended learning on electromagnetism; Nuclear Fission and Fusion

## ASSESSMENT

At the end of year 11 students will sit two papers in each science specialism consisting of;

- Biology Paper 1: Topics 1-9 and Biology Paper 2: Topics 10-18
- Chemistry Paper 1: Topics 1-7 and Chemistry Paper 2: Topics 8-15
- Physics Paper 1: Topics 1-7 and Physics Paper 2: Topics 8-16

Each of these papers will be worth 100 marks and will be a 1hr 45 minute exam. The marks from both papers will be combined to give pupils a grade for each of the 3 sciences. There are no coursework aspects of the course.

## SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

There are many skills involved in the GCSE science curriculum. All pupils will develop their skills of investigation, experimentation, microscopy, data collection and analysis and how to design and evaluate an effective experimental method. Triple scientists will also gain additional skills to help prepare them for a career in science, such as;

- Investigating and identifying unknown solutions.
- Investigating and calculating unknown concentrations of solutions.
- Observing and recording the rate of decay.
- Investigating aseptic techniques.
- Investigating reflection and refraction of light.







# Castle Newnham

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Community  
Opportunity  
Respect  
Excellence

**South Site**  
Reception to Year 4  
Goldington Road  
MK40 3EP

**North Site**  
Year 5 to 11  
Polhill Avenue  
MK41 9DT



01234 303403



/CastleNewnhamSchool



[www.castlenewnham.school](http://www.castlenewnham.school)



@castlenewnham.official