



Guided Choices Booklet for 2026-28

Your guide to making your choices for Key Stage 4 at
Tytherington School

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KEY EVENTS AND DATES TO REMEMBER

| DATE | EVENT |
|---|---|
| Tuesday 6 th January 2026 | Year 9 Guided Choices Booklet Published This booklet is published and emailed out to parents to share with their Year 9 children. |
| Thursday 8 th January 2026 6:00pm-8:00pm | Year 9 Guided Choices Evening An in-school open evening for students and parents/carers, opening the process. The evening will consist of a presentation in the Main Hall and opportunity to visit teachers and course leaders in classrooms. |
| Friday 23 rd January 2026 | Year 9 Assessment & Monitoring Reports Sent Home Assessment & Monitoring Reports will be sent home. |
| Thursday 29 th January 2026 4:00pm – 7:00pm ¹ | Year 9 Parents’/Carers’ Evening (Virtual) Opportunity to discuss performance and possible choices with teachers. |
| Friday 30 th January 2026 | Guided Choices Form Opens An online form opens for submission of students’ “Year 9 Guided Choices”. |
| Friday 6 th February 2026 By 11:45pm | Choices Form Submission Deadline Final date for submission of students’ online “Year 9 Guided Choices”. |
| March & April 2026 | Guided Choices Review If additional consultations are required, they will take place between selected students and a senior member of staff before final allocations are confirmed. Please note – As a rule of thumb, any subjects with less than 15 students choosing them may not run. If this happens, students and their parents/carers will be informed during this review period. |
| April/May 2026 | Confirmation of Choice Allocations A confirmation letter informing you and your parents/carers of the choices that have been allocated is sent home. |

INFORMATION FOR YEAR 9 STUDENTS

So far, you may not have given much thought to the timetable that you have followed in school or to what you want to do in the future. However, for Years 10 and 11 you can choose some of the subjects that you will study. The courses that you choose will lead to a range of qualifications that will help to prepare you for further education and life when you leave school.

This booklet is for you and your parents/carers. It is to help you to think about the future, not only in the next two years when you will be at school, but also beyond where you may choose to stay on for the Sixth Form as a precursor to University or beginning your career, choose to go to College, or apply for an Apprenticeship and enter further training. It is therefore very important and please read it carefully...

¹ Appointments with some staff may fall outside of 4:00pm – 7:00pm, owing to travelling before starting the evening.

KEY STAGE 4 AT TYTHERINGTON SCHOOL AND COURSE LIST

All students follow a compulsory core of subjects where you will achieve a qualification, which include:

- English Language & English Literature (as GCSE courses)
- Mathematics (as a GCSE course)
- Science (Biology, Chemistry & Physics as the combined "Trilogy" course that is equivalent to 2 GCSEs)
- One "Academic Breadth" course

Alongside the above compulsory core of subjects where you will achieve a qualification, you will also have lessons in:

- Physical Education (a national statutory requirement throughout KS4 – you can opt to take the GCSE qualification as well)
- Personal Development

You will then choose three additional "Academic Breadth" or "Other" courses to complete your curriculum at KS4. The full list of available courses can be found below.

Key Stage 4 Curriculum at Tytherington School

Compulsory Core Courses

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Sciences
- One "Academic Breadth" Course

Compulsory Core Lessons

- Physical Education
- Personal Development

Additional Courses

- Three Additional "Academic Breadth" or "Other" Courses
- Please note that "Separate" Sciences take up one of these Additional Course slots

Core Courses

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE "Trilogy" or "Separate" Sciences²
- One "Academic Breadth" course – see the "Additional Course Options – Academic Breadth" list to the right

Additional Course Options – Academic Breadth

- GCSE Computer Science
- GCSE Geography
- GCSE History
- GCSE Modern Foreign Languages - French, German, Mandarin and Spanish
- GCSE Religious Studies

Additional Course Options – Other

- | | |
|---|---|
| <ul style="list-style-type: none"> • GCSE Art and Design: Fine Art • GCSE Art & Design: Textile Design • OCR Cambridge National Certificate in Child Development • GCSE Design Technology³ | <ul style="list-style-type: none"> • GCSE Drama • GCSE Food Preparation & Nutrition⁴ • GCSE Music • GCSE Physical Education • GCSE Psychology |
|---|---|

Please note – As a rule of thumb, any subjects with less than 15 students choosing them may not run. If this happens, students and their parents/carers will be informed during the "Guided Choices Review".

² Please note that "Separate" Sciences take up one Additional Course slot, leaving 2 additional "Academic Breadth" or "Other" courses to be chosen.

³ Please note that GCSE Design Technology will be limited to one class of 22 students.

⁴ Please note that GCSE Food Preparation & Nutrition will be limited to one class of 20 students.

MAKING YOUR CHOICES

This booklet contains information about each of the courses that you may wish to study. Please read the details to ensure that the courses are right for you through gaining an understanding of their content and how the courses are assessed.



Use the information in this booklet in combination with the decision-making process above.

It is good to consider the careers that you would be interested in the future and the level of qualification that you would like to or need to achieve for them (i.e., “Where am I going?” and “How do I get there?”). To help with this, use the table below that shows levels of qualifications available in the United Kingdom alongside your [Unifrog Careers Platform login](#) and other information.

| Level | Qualifications | | |
|-------|---|--|------------------------------------|
| 8 | NVQ 8 | Doctorate | |
| 7 | NVQ 7 / Level 7 Apprenticeship | Master's Degree/ Postgraduate Certificate | |
| 6 | Higher Degree/ Apprenticeships NVQ 4, 5 & 6 | Honours Degree | |
| 5 | | Foundation Degree HND | Diploma in Higher Education |
| 4 | | HNC | Certificate in Higher Education |
| 3 | Advanced Apprenticeship / NVQ 3 | T-Level/ BTEC Certificates | A-Levels |
| 2 | Apprenticeship / NVQ 2 | V-Cert / OCR National Certificate | GCSE Grades 9-4 |
| 1 | Traineeship / NVQ 1 | Provided by Tytherington School | GCSE Grades 3-1 |
| Entry | Basic Skills / Skills for Life | | |
| | Work-Based Learning | Vocationally Related Learning | Academic Learning |

THE UNIFROG CAREERS PLATFORM

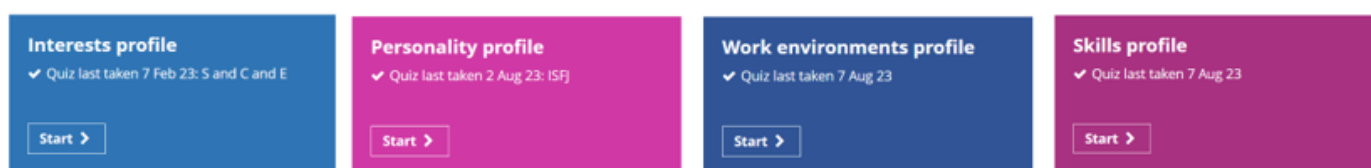
You have the opportunity to make your choices in an informed way, using research you can carry out on your **Unifrog Careers Platform**. We advise completing the quizzes on your **Unifrog Homepage** and exploring the Careers Library and Subject Library links that are shown at the end of each set of quiz results.



To access and use the platform, use your login details on the following page:

- **Unifrog Student Homepage** - <https://www.unifrog.org/student/home>
- Download the **Unifrog Student Guide** by [clicking here](#)

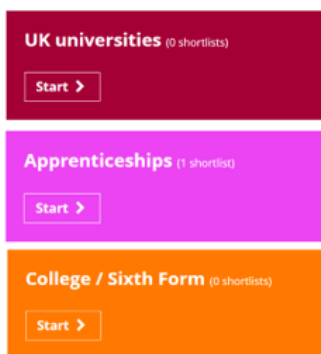
Complete as many of the **Profile quizzes** on your **Unifrog Homepage** as you can. As a minimum, we advise completing the **"Interests Profile"** and the **"Work Environments Profile"**.



The earlier you do it, the better and the more quizzes you do, the more accurate your results!

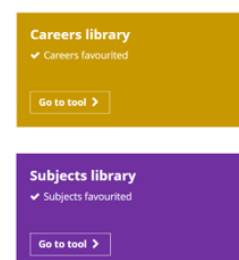
To take your careers education and research further you can use the following functions:

- You may have a specific career in mind so enter that into your **"Careers Library"** search and explore the suggested careers – *Remember to 'favourite' the career profiles you like.*



- You may also have one or more subjects you enjoy or excel at, enter them into the **"Subjects Library"** search and explore the suggested careers – *Remember to 'favourite' the career profiles you like.*

- You may wish to explore, College, Sixth Form, Apprenticeships or Universities. Select the **Universities**, **Apprenticeships** and/or the **College / Sixth Form** tiles on your Unifrog Homepage.



GUIDED CHOICES REVIEW PROCESS

During March and April, we will be carrying out a review process when we set up the subject blocks with the choices that have been made, consider the numbers in each subject/class and then begin communication with students and parents/carers. This communication may include informing you of subjects that are unable to run owing to too few selecting them, clashes between choices, or oversubscription of subjects. In the event of these situations happening, we will always communicate with student and parents/carers.

Where no problems arise, choices will be confirmed in writing in April/May.

Enjoy the Guided Choices process and choose wisely, for you!

CORE COURSES

GCSE ENGLISH LANGUAGE

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

What is GCSE English Language all about?

GCSE English Language will develop your reading and writing skills. You will read a range of texts written between the 19th century to the 21st century, covering a range of themes and genres. You will develop your writing so that you can write in a range of different styles and purposes as well as for different audiences.

Course Structure

You will study a range of extracts from texts on different topics and themes to develop your knowledge about how writers use language and structure to influence and interest their audiences. These extracts will be from both fiction and non-fiction texts written from 1800 to the present day.

You will have the opportunity develop your creative writing in a wide range of styles for a range of different purposes and audiences. You will build upon the techniques you already know from Key Stage 3 so that you are able to express your views in a way that will achieve the maximum amount of impact on your audience.

How will I be assessed?

There are two written examinations for English Language - there are no tiers of entry for this subject. At the end of the two-year course, candidates will be awarded a grade from 1 to 9.

| Unit Title | Description / Method of Assessment |
|--|---|
| Explorations in creative reading and writing | A 1 hour 45 min exam worth 80 marks and 50% of the GCSE: <ul style="list-style-type: none"> Section A – Reading (40 marks 25% of GCSE) 4 questions about a fiction extract you have read. Section B – Writing (descriptive or narrative) (40 marks 25% of GCSE) 1 extended creative answer. |
| Writers' viewpoints and perspectives | A 1 hour 45 mins exam worth 80 marks and 50% of the GCSE: <ul style="list-style-type: none"> Section A – Reading (40 marks 25% of GCSE) 4 questions about a two non-fiction extracts you have read. Section B – Writing – writing to present a viewpoint (40 marks 25% of GCSE) 1 extended creative answer. |
| Spoken language | Spoken language will be tested by your teacher. For this element of the course, you will receive a Spoken Language endorsement which will not count towards your GCSE grade. For this element of the course, you will be assessed on how you present, respond to questions/feedback and your use of Standard English. |

What could I do next with GCSE English Language?

This GCSE will open the door to a wide variety of sixth form or college courses. In the sixth form at Tytherington School, we offer A Level English Language and English Literature that this course will prepare you for.

GCSE ENGLISH LITERATURE

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

What is GCSE English Literature all about?

GCSE English Literature will develop your reading and analysis skills. You will read a variety of texts by many different authors from different time periods.

Course Structure

You will have four lessons of English a week in which both the GCSE English Language and GCSE English Literature courses will be delivered.

You will study a wide range of texts including “Macbeth” by William Shakespeare, “A Christmas Carol” by Charles Dickens and “An Inspector Calls” by J.B. Priestley. You will also study a collection of poetry on the theme of “Power and Conflict” and learn how to analyse “unseen” poems.

How will I be assessed?

There are two written examinations for English Literature. There are no tiers of entry for this subject. At the end of the two-year course, candidates will be awarded a grade from 1 to 9.

| Unit Title | Description / Method of Assessment |
|--|---|
| Shakespeare and the 19th century novel | <p>A 1 hour 45 min exam worth 64 marks and 40% of the GCSE:</p> <ul style="list-style-type: none"> Section A – Shakespeare: one question on “Macbeth”. Section B – The 19th-century novel: one question on “<i>A Christmas Carol</i>” by <i>Charles Dickens</i>. |
| Modern texts and poetry | <p>A 1 hour 45 mins exam worth 80 marks and 50% of the GCSE:</p> <ul style="list-style-type: none"> Section A – Modern texts: one essay question on “An Inspector Calls” by JB Priestley. Section B – Poetry: compare two poems on the theme of “power and conflict.” Section C – Unseen poetry: Analyse an unseen poem and compare it to another unseen poem. |

What could I do next with GCSE English Literature?

This GCSE will open the door to a wide variety of sixth form or college courses. In the sixth form at Tytherington School, we offer A Level English Language and English Literature which this course will prepare you for.

GCSE MATHEMATICS

| Exam Board | Course Length |
|------------|---------------|
| EdExcel | 2 Years |

Summary of course

- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods in every day and real-world situations
- Reason mathematically, make deductions and inferences and draw conclusions
- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context

“Mathematics is the language with which God has written the Universe.”

Galileo Galilei

Key components

| Unit Title | Description / Method of Assessment |
|------------|--|
| IMA1 | <p>Two tiers of entry:</p> <ul style="list-style-type: none">• Higher tier with available grades of 9 to 4• Foundation tier with available grades of 5 to 1 <p>Three examination papers equally weighted each of 1 hour and 30 minutes, the first of which is non-calculator.</p> |

GCSE COMBINED SCIENCES (TRILOGY SCIENCE)

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

The traditional route followed by many students is a core GCSE in Science started in Year 9 and completed in Year 11. This route gives students an excellent education in all three science disciplines and will adequately prepare students for the study of Biology, Chemistry and Physics at Advanced level in our expanding Sixth Form.

Key components

| Unit Title | Description / Method of Assessment |
|----------------------|---|
| Biology | Two terminal examinations with structured questions based on topics of: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation & Selection and Ecology. |
| Chemistry | Two terminal examinations with structured questions based on topics of: Atomic structure and the Periodic Table, Bonding, Structure, and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, the Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources. |
| Physics | Two terminal examinations with structured questions based on topics of: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism. |
| Practical Activities | The course will also include 21 required practical activities, carried out across all scientific disciplines. Practical skills are examined in the final examinations alongside the topics listed above. |

ACADEMIC BREADTH COURSES

GCSE SEPARATE SCIENCES

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

This involves the study of Biology, Chemistry and Physics as separate subjects at GCSE. This enables students to study the three science disciplines in more depth and prepares them very well for A-Level and beyond. This option is suitable for many students and is recommended for those students who have the ability to achieve a 6 grade or above in the GCSE Science examinations. If a student is considering going on to read a science at university or is considering a career as a vet or medical practitioner, separate science would be our recommended course at GCSE.

Key components

| Unit Title | Description / Method of Assessment |
|------------|---|
| Biology | <p>Two terminal examinations with structured questions based on topics of: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation & Selection and Ecology.</p> <p>The course will also include 10 Biology required practical activities performed over the three years. These practical skills are examined in the final examinations alongside the specification content.</p> |
| Chemistry | <p>Two terminal examinations with structured questions based on topics of: Atomic structure and the Periodic Table, Bonding, Structure, and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, the Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.</p> <p>The course will also include 8 Chemistry required practical activities performed over the three years. These practical skills are examined in the final examinations alongside the specification content.</p> |
| Physics | <p>Two terminal examinations with structured questions based on topics of: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism.</p> <p>The course will also include 10 Physics required practical activities performed over the three years. These practical skills are examined in the final examinations alongside the specification content.</p> |

GCSE COMPUTER SCIENCE

| Exam Board | Course Length |
|------------|---------------|
| OCR | 2 Years |

Summary of course

Computer Science is **one of the most important skills anyone can have** in the current year.

Every **job opportunity** from **fashion design** to **aviation** and **medicine**, benefit from understanding these meritorious machines that we keep in our pockets and on our desks!

| Careers that benefit from Computer-Science : | Direct Computer-Science Career Opportunities: |
|---|---|
| <ul style="list-style-type: none"> Fashion design (<i>the amount of AI and 3D modelling software used in this field in current year is astounding</i>) Mathematics (<i>data modelling and advanced visualisations are super useful in high level maths</i>) Graphic design Aerospace engineering General engineering Medicine (<i>The amount of AI being used in diagnosis now is astonishing</i>) Scientific research/consultation (<i>constructing / using data models is super useful in high level research</i>) <p><i>If you're curious as to how these careers are advanced by Comp-Sci, please email me at RSinger@tytheringtonschool.co.uk</i></p> | <ul style="list-style-type: none"> Software developer Games programmer Systems architect PC hardware builder (<i>we have had a y13 who has his own PC building business</i>) Ethical Hacker Cyber security expert Military Intelligence / system engineering Robotics & mechatronics <p><i>If you're curious as to the amazing job opportunities and wages provided by these careers, please email me at RSinger@tytheringtonschool.co.uk</i></p> |

Who will get the most out of this course?

Being an **exemplary Computer Scientist** is not about prior achievement; it is about your **attitude** and **effort**.

If you are **motivated**, you have a **strong work attitude** **and** want to learn about one of the most important subjects in the current year with a **smile on your face**, then **Computer Science is for you**.

For your reference, in the Tythy Computer Science department, we have **3 pillars** that our students and teachers are expected to live by:



| Expectation | Connection | Destination |
|--|---|--|
| Extremely high expectations for student behaviour, notes completed in class, and homework / assignment pieces out of class. | <p>Knowing our students, and continually learning about their interests and goals, strengths and weaknesses. Putting us in the best position to develop them as Computer Scientists.</p> <p>Connecting with parents / guardians, building solid relationships throughout the course.</p> <p>Teachers sharing their interests with the class, in video games, software, media, tech news and any other area of the computing. Building connection.</p> | <p>Students know the doors that Computer Science opens. Incredible universities, outstanding employment, and showing our students that GCSE and A Level can get them there.</p> <p>Students know why they are learning what they're learning. Knowing precise exam terminology to prepare for their exams, reducing cognitive overload.</p> <p>Students know that CS is the destination of so many of their hobbies and interests, social media, phones, video games, digital art (audio or visual), YouTube etc.</p> |

Key components

| Unit Title | Description / Method of Assessment |
|--|---|
| Paper 1 – Computer Systems 50% (1hr 30min Exam) | <p>Students will learn the incredible physical nature of Computers in all their forms and about the ethics and moral issues in CS:</p> <ul style="list-style-type: none"> • Hacking & networks • Security risks and human hacking (manipulation / social engineering) • Computer Hardware (Graphics cards, CPUs, SSDs, building amazing PCs etc) • Operating systems, system protection & maintenance • Binary, hexadecimal and other CS based maths (<i>it's tough but fun and simple maths, don't stress</i>). • The ethics of CS. This goes super deep. Please email me if you want to know more. |
| Paper 2 - Computational thinking, algorithms and programming 50% (1hr 30min Exam) | <p>Students will learn how to code, solve problems develop amazing solutions:</p> <ul style="list-style-type: none"> • Real programming using industry standard tools and languages • Designing programs to meet the needs of a client, like you would in the real world. • Boolean logic Advanced (and or not gates etc) • Advanced program diagnostics and protections |

The Tythy MMA (Multi-Media Award)

Please see details of the supplementary “Bolt-On” Multi-Media Award (MMA) by **clicking here** or visiting <https://tytheringtonschool.co.uk/wp-content/uploads/2024/09/Tytherington-Multi-Media-Award-Dec-2024-v1.pdf>

GCSE GEOGRAPHY

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

Geography gives you a broad and powerful knowledge of the world, it takes you to different places and helps you understand them and how they are connected. It is a subject for the 21st century, it is topical, relevant and makes use of the latest technologies. Geography enables students to understand the inter-relationships between people and their environment. It helps make sense of the changes that are happening in the world, and to make informed decisions. Geographical skills are taught throughout the course and students will develop an appreciation of values as they investigate the world around them.

It is an English Baccalaureate (EBacc) course that could support application to further study.

Who will get the most out of this course?

Geography suits students who are enquiring, good communicators, creative thinkers and those who are socially, economically and environmentally aware. Geography is assessed through 3 x papers, all of which include multiple choice, short and extended answers with testing geographical skills questions in each paper.

Key components

| Unit Title | Description / Method of Assessment |
|---|--|
| “Living with the Physical Environment” (Physical Geography) 35% | <p>A 1 hour 30 minutes examination at the end of Year 11 where you will be tested on your knowledge and understanding of the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <ul style="list-style-type: none"> • The Challenge of Natural Hazards – You will be looking at natural hazards, tectonic hazards, weather hazards and climate change. • The Living World – You will be looking at ecosystems, tropical rainforests and hot deserts. • Physical Landscapes in the UK – Here you will be looking at the characteristics and features of rivers from source to mouth and the causes, effects and management of flooding. You will also be looking at erosion, landforms, coastal protection and flooding. You will also study coastal systems, including erosional and depositional landforms, the ongoing process that create them and how to manage coastline effectively. |

| Unit Title | Description / Method of Assessment |
|--|---|
| <p>“Living with the Human Environment” (Human Geography) 35%</p> | <p>A 1 hour 30 minutes examination at the end of Year 11 where you will be tested on your knowledge and understanding of human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <ul style="list-style-type: none"> • Urban Issues and Challenges – You will be looking at population, urbanisation, urban change in UK cities and in Lagos. There is a requirement to look for sustainable solutions to housing, waste and transport issues. • The Changing Economic World – You will be looking at global economic development, quality of life, the development gap, LICs and NEEs, the UK economy. • Resource Management – You will be looking at issues associated with meeting the requirements of our essential resources (food, energy and water). |
| <p>Geographical Applications 30%</p> | <p>A 1 hour 15 minutes examination in the June of Year 11 where you will demonstrate your knowledge and understanding of:</p> <ul style="list-style-type: none"> • How to recognise the different sides in debates and make decisions based on sound argument. • How to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation. • Written/verbal communication skills, including report writing and data presentation. • The highly regarded skills of being able to work independently and within a team, considering different ideas and coming to an agreed consensus. • How to develop and use a wide range of maps from atlas to Ordnance Survey to maps in association with photographs. • Numerical and statistical skills. |

GCSE HISTORY

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

Why do History at GCSE?

History isn't just the study of 'the past'. Studying History helps us understand how the past made things the way they are today. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

History GCSE is not only fascinating and thought-provoking, but also helps to develop skills that provide a strong foundation for any study at A Level and beyond. History teaches you how to think critically, to consider motive and assess fact from fiction, and how to weigh up evidence, and develops your ability to analyse information and present arguments clearly- skills valuable in any job, but particularly important for those considering a career in law, journalism and the media, and government. As an English Baccalaureate (EBacc) course, it would support application to further study.

Who will get the most out of this course?

History suits students who are enquiring and analytical thinkers. It asks questions of evidence and differing views of the same event. Since History is assessed through extended writing it usually suits students who have confidence in these skills and an ability to create an argument on paper.

Key components

| Unit Title | Description / Method of Assessment |
|---|--|
| Paper 1- Understanding the Modern World <ul style="list-style-type: none"> Section A- Period Study Section B- Wider World Depth Study | A 2-hour examination at the end of Year 11 where you will be tested on your knowledge and understanding of: <ul style="list-style-type: none"> Germany, 1890-1945: Democracy and Dictatorship (Period Study) – This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Conflict and Tension: The Interwar Years, 1918-1939 (Wider World Depth Study) – This wider world depth study enables students to understand the complex and diverse interests of different individuals and states. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations. |
| Paper 2- Shaping the Nation | A 2-hour examination at the end of Year 11 where you will be tested on your knowledge and understanding of: |

| Unit Title | Description / Method of Assessment |
|---|---|
| <ul style="list-style-type: none"> Section A- Thematic Study Section B- British Depth Study | <ul style="list-style-type: none"> Britain: Health and the People, 1000 to present day (Thematic Study)- This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of developments, their impact on British society. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that have had an. Students will have the opportunity to see how ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation. Elizabethan England, c1568-1603 (British Depth Study)- This option allows students to study in depth the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. This option also provide students with the opportunity to study a historic environment relevant to Elizabethan England, and to see how this reflects the attitudes, fears and changes of the period. |

GCSE MODERN FOREIGN LANGUAGES – FRENCH, GERMAN & SPANISH

| Exam Board | Course Length |
|------------|---------------|
| EdExcel | 2 Years |

Summary of course

Why do a language at GCSE?

- It improves your grasp of English.
- It allows you to achieve the English Baccalaureate (EBacc).
- It enhances your confidence.
- It gives you a wider understanding of world affairs.
- It widens your career / job options, for example you have a much better chance of being offered a place on a course to do Primary teaching.
- It makes travelling easier and more enjoyable.
- It helps you to communicate effectively and for a variety of purposes in the worlds of work and leisure.
- It helps you make and communicate with new friends in different countries.
- It boosts brain power.

Who will get the most out of this course?

Languages suit students who are keen communicators with enquiring and analytical minds. The course is assessed equally through listening, speaking, reading and writing exams, so those who have confidence in all four skill areas will benefit the most. Languages are a good complement to other subjects as many of the skills are transferable to other GCSE courses. Languages are also favourably looked upon by universities and employers.

Key components

| Unit Title | Description / Method of Assessment |
|------------------------------------|---|
| Listening and Understanding 25% | <p>This examination paper worth 25% of the qualification draws on vocabulary and structures from across all the themes and topics. (Identity and culture, local area, holiday, travel, school, future aspirations, study and work, international and global dimension).</p> <p>Students are assessed on their understanding of the standard spoken target language by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female native speakers.</p> <p>Students must answer all questions in both sections.</p> <p>There is no requirement for students to produce written responses in the target language.</p> |

| Unit Title | Description / Method of Assessment |
|----------------------------------|--|
| Speaking 25% | <p>Students are assessed on their ability to communicate and interact effectively through speaking in the target language for different purposes and in different settings.</p> <p>There are three tasks which must be conducted in the following order:</p> <ul style="list-style-type: none"> • Task 1 – a role play based on one topic that is allocated by Pearson. • Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson. • Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. |
| Reading and Understanding 25% | <p>This paper draws on vocabulary and structures from across all the themes and topics.</p> <p>Students are assessed on their understanding of the written target language across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.</p> <p>Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections:</p> <ul style="list-style-type: none"> • Section A – instructions in English • Section B – instructions in the target language • Section C – includes a translation passage from the target language into English. |
| Writing 25% | <p>This paper draws on vocabulary and structures from across all the themes and topics.</p> <p>Students are assessed on their ability to communicate effectively through writing in the target language for different purposes and audiences.</p> <p>The instructions to students are in the target language. Word counts are specified for each question. Students must answer all questions.</p> <ul style="list-style-type: none"> • Foundation tier – 3 extended response questions and 1 translation into the target language. • Higher tier – 2 extended response questions and 1 translation into the target language. |

GCSE MODERN FOREIGN LANGUAGES – MANDARIN

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

Why do a language at GCSE?

- It improves your grasp of English.
- It allows you to achieve the English Baccalaureate (EBacc).
- It enhances your confidence.
- It gives you a wider understanding of world affairs.
- It widens your career / job options, for example you have a much better chance of being offered a place on a course to do Primary teaching.
- It makes travelling easier and more enjoyable.
- It helps you to communicate effectively and for a variety of purposes in the worlds of work and leisure.
- It helps you make and communicate with new friends in different countries.
- It boosts brain power.
- Having a qualification in Mandarin will make your application for work or university stand out.

Who will get the most out of this course?

Languages suit students who are keen communicators with enquiring and analytical minds. The course is assessed equally through listening, speaking, reading and writing exams, so those who have confidence in all four skill areas will benefit the most. Languages are a good complement to other subjects as many of the skills are transferable to other GCSE courses. Languages are also favourably looked upon by universities and employers.

Those that have studied Mandarin during Key Stage 3 are able to take it at GCSE. In line with the requirements of the Mandarin Excellence Programme, there will be some additional lessons scheduled at lunchtime / after-school as part of the GCSE Mandarin provision.

Key components

| Unit Title | Description / Method of Assessment |
|------------------------------------|---|
| Listening and Understanding 25% | <p>This examination paper worth 25% of the qualification draws on vocabulary and structures from across all the themes and topics – i.e., Identity and culture; Local, national, international and global areas of interest; Current and future study and employment.</p> <p>Students are assessed on their understanding of Mandarin spoken by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female native speakers.</p> <p>Students must answer all questions in both sections.</p> <p>There is no requirement for students to produce written responses in the target language.</p> |
| Speaking 25% | <p>Students are assessed on their ability to communicate and interact effectively through speaking in Mandarin for different purposes and in different settings.</p> <p>There are three tasks which must be conducted in the following order:</p> <ul style="list-style-type: none"> • Task 1 – a role play • Task 2 – questions based on a picture stimulus • Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by AQA. |
| Reading and Understanding 25% | <p>This paper draws on vocabulary and structures from across all the themes and topics.</p> <p>Students are assessed on their understanding of the written target language across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.</p> <ul style="list-style-type: none"> • Section A - a range of question types in English, requiring non-verbal responses or responses in English. • Section B – includes a translation from Chinese (Mandarin) into English |
| Writing 25% | <p>This paper draws on vocabulary and structures from across all the themes and topics.</p> <p>Students are assessed on their ability to communicate effectively through writing in the Mandarin for different purposes and audiences.</p> <p>Word counts are specified for each question. Students must answer all questions.</p> <ul style="list-style-type: none"> • Foundation tier – 4 extended response questions and 1 translation into the Mandarin. • Higher tier – 3 extended response questions and 1 translation into Mandarin. |

GCSE RELIGIOUS STUDIES

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

GCSE Religious Studies will develop the following:

- The ability to interpret and synthesise information and formulate questions and solve problems.
- The ability to understand the meaning of complex written documents.
- Writing skills and the ability to construct a reasoned argument.
- Empathy and the ability to understand people and take on board others' views.
- The ability to work methodically and accurately.
- Independence of mind and the ability to think for yourself.

Who will get the most out of this course?

This course would suit anyone wishing to enter today's multicultural workplace and global economy, basic knowledge about other cultures, religious and philosophical outlooks are indispensable. In addition, good interpreters of information such as gathering, organising and understanding data are skills that are essential for progression onto A Level courses. Success in your future career path also depends on making connections with people. Studying philosophy is about people and their viewpoints. You will need to relate to others, build bridges and learn to incorporate many diverse perspectives at once; this GCSE will provide an excellent foundation.

Key components

| Unit Title | Description / Method of Assessment |
|---|--|
| The Study of Christianity & another world faith - 50% | A 1 hour 45 minutes examination based on the study of the beliefs, teachings and practices of Christianity (and another world faith – Buddhism/ Hinduism/ Judaism/ Islam and Sikhism). |
| Thematic Studies - 50% | A 1 hour 45 minutes examination based on religious, philosophical and ethical studies of Christianity (and another world faith -Buddhism/ Hinduism/ Judaism/ Islam and Sikhism). |

OTHER COURSES

GCSE ART & DESIGN: FINE ART

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

The GCSE Art course:

- Provides personalised interactive learning.
- Helps students to develop their own ideas and express their creativity.
- Is a route to many education and careers opportunities in the creative industries.

Who will get the most out of this course?

This course will suit students who enjoy being creative and are committed to working hard in their Art lessons. It takes a great deal of concentration, effort and imagination to build the collection of work that is required to achieve this GCSE qualification. Drawing skills are essential and students should already have some ability to independently develop their own ideas for their own work. Students who can analyse and comment on the meaning of images will be suitable for this course.

Key components

| Unit Title | Description / Method of Assessment |
|-----------------------------|---|
| Coursework Portfolio 60% | <p>The coursework portfolio requires a minimum of two individual units of work. Both units will be predominantly teacher lead. In these units, students will extend their knowledge, skill and understanding in a range of materials, techniques and processes. At the same time, they will research and present information about artists to support and validate their practical work.</p> <p>Students who achieve their target grade in the teacher led units will produce a third unit of work at the beginning of Year 11. In this unit students will create a personal response by:</p> <ul style="list-style-type: none"> • Exploring and recording their ideas to a theme of their choice • Analyse appropriate artists to substantiate and develop their ideas • Experiment with appropriate materials, techniques and processes • Produce large scale work that reflects their investigations <p>To support this unit teachers will:</p> <ul style="list-style-type: none"> • Provide examination type themes to inspire, motivate and challenge students • Provide a range of learning opportunities to further develop student's knowledge and skills • Monitor individual progress against success criteria |

| Unit Title | Description / Method of Assessment |
|----------------------------|---|
| | Students who do not achieve their target will undertake work to refine, improve and add to either of the teacher led units of work until they achieve their target grade. |
| Externally Set Task 40% | The externally set task is similar to coursework. Students will choose one theme (out of a choice of approximately seven) from an examination paper set by AQA. Students are required to produce a portfolio including a full sketchbook and external work in preparation for a 10-hour examination in which one or more pieces of work will be created. |

GCSE ART & DESIGN: TEXTILE DESIGN

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

Why do Textile Design at GCSE?

- Allows you to express yourself creatively and develop your own ideas and understanding about the Textile Industry in a practical way.
- Develops creative making and key design skills in disciplines such as embroidery, printing, fibre arts and construction.
- Builds analytical and critical thinking skills which are key elements to perusing any A-level course.
- Provides a route into future career prospects into the creative industry.

Who will get the most out of this course?

Textile Design is for students who love being creative, innovative and have keen eye for detail. Students will be expected to complete a portfolio of work and larger external pieces so being committed and working hard is key to achievement. Drawing skills are an essential component to the Textiles course and student should have an interest in creative making and surface decoration. This course is suitable for creative problem solvers, who want to develop their expertise to create high quality products and decorative items using both traditional skills and modern technologies.

Key components

| Unit Title | Description / Method of Assessment |
|--|---|
| Component 1: Portfolio 60% of GCSE | <p>The coursework portfolio requires a minimum of two individual units of work where students will be required to work in one or more area(s) of Textile Design, such as art textiles, fashion design, interiors, digital textiles, or installed textiles.</p> <p>Units will be predominantly teacher lead. Textile students will develop a portfolio of evidence throughout the course which will demonstrate their skill and understanding of a range of materials, techniques and processes. Students will develop ideas through investigations and contextual research, which will be recorded in a number of ways to validate their practical work.</p> <p>At the end of the project student will produce larger scale work that reflects their successful experimentation and investigations and present this as a final outcome.</p> |
| Component 2: Externally set task 40% of GCSE | <p>The externally set task is similar to the coursework units. Students will choose one theme (out of a choice of approximately seven) from an examination paper set by AQA. Students are required to produce a portfolio including a full sketchbook and external work in preparation for a 10-hour examination in which one or more pieces of work will be created in response to the theme.</p> <p>This response provides evidence of a student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.</p> |

OCR CAMBRIDGE NATIONAL CERTIFICATE (CNC) IN CHILD DEVELOPMENT

| Exam Board | Course Length |
|------------|---------------|
| OCR | 2 Years |

Summary of course

Children's Learning and Development is an open and valuable option subject for boys as well as girls. The development of this course in recent years has removed the female stereotyped image it has endured in the past.

The main areas of study are related to understanding and applying the fundamental principles and concepts of Child Development including health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years

Who will get the most out of this course?

This course is of immense value in itself, developing fundamental skills required for family life but for others it may be the first step towards a career in one of the caring professions e.g., nursing, teaching, midwifery, teaching assistant, nursery nurse, nanny, social worker or health service worker.

Students frequently use this course to continue studies at A-level in Health and Social Care.

Key components

| Unit Title | Description / Method of Assessment |
|---|---|
| Unit R057 Health and well-being for child development External exam | A written examination, worth 40% of the final mark. In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment. |
| Unit R058 Create a safe environment and understand the nutritional needs of children from birth to five years NEA | An internally assessed NEA task, worth 30% of the final grade. In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs. |
| Unit R059 Understand the development of a child from one to five years NEA | An internally assessed NEA task, worth 30% of the final grade. In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development. |

GCSE DESIGN TECHNOLOGY

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

This new course offers a unique opportunity in the curriculum for students to identify and solve real problems by designing and making products. Unit 1 covers a selection of knowledge and understanding from all areas of Design & Technology including Graphics, Electronics and Textiles as well as the chosen technology specialism of Resistant Materials in Unit 2 Design & Make Challenge Coursework.

Through studying GCSE Design Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Who will get the most out of this course?

Students who enjoy combining learning with practical work and designing. Students will focus the coursework on a Resistant Materials challenge theme set by the exam board.

Key components

| Unit Title | Description / Method of Assessment |
|--------------------------------------|--|
| GCSE Design & Technology Exam 50% | <p>A 2-hour examination worth 50% of the final grade.</p> <p>A mix of short answer, structured and extended writing questions assessing students' knowledge and understanding of:</p> <ul style="list-style-type: none"> • Technical principles. • Designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in design and technology. |
| Design & Make Challenge NEA 50% | <p>A 35-hour+ internally assessed coursework task, worth 50% of the final mark.</p> <p>This unit is a design and make task, based on a challenge set by the exam board, assessing students' ability to:</p> <ul style="list-style-type: none"> • Identify, investigate and outline design possibilities. • Design and make prototypes. • Analyse and evaluate design decisions and wider issues in design and technology. |

GCSE DRAMA

| Exam Board | Course Length |
|------------|---------------|
| EdExcel | 2 Years |

Summary of course

Why do Drama at GCSE?

- You will develop your improvisation and acting skills to a higher level
- You will have the opportunity to create your own work, as well as look at plays written by other people
- You will also look at plays in more detail and look at different ways of bringing a script alive on stage

Who will get the most out of this course?

Drama suits students who are practical, creative and highly imaginative. The course is highly practical, so students need to have a real passion for performing and creating performance work from a range of texts. Students also need to be analytical and be able to evaluate their own work and that of their peers. Since Drama is a practical subject it suits students who enjoy working as part of a team.

Key components

| Unit Title | Description / Method of Assessment |
|-------------------------------|--|
| Devising Theatre 40% | <p>Learners will be assessed on their acting through a realisation of their piece of devised theatre, worth 15 marks, and a portfolio of supporting evidence, worth a further 30 marks.</p> <p>The portfolio covers the creating and developing process and analysis and evaluation of this process and allows a range of forms of submission, that:</p> <ul style="list-style-type: none"> • can be handwritten/typed evidence between 1500–2000 words, or; • can be recorded/verbal evidence between 8–10 minutes, or • can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes). |
| Performing from a Text 20% | <p>This non-examination assessment unit, worth 20% of the final grade, provides students with the opportunity to demonstrate their knowledge and understanding of practical drama skills through their application to a live performance and communicate to an audience. Students will prepare two monologues and be assessed on:</p> <ul style="list-style-type: none"> • voice and movement • roles and characterisation • communication • content, style, form. |

| Unit Title | Description / Method of Assessment |
|------------------------------------|---|
| | Learner's study two extracts from the same performance text chosen by the centre and participate in one performance using sections of text from both extracts. |
| Interpreting Theatre 40% | <p>A 1 hour 45 minutes examination worth 40% of the final mark and split in to two sections:</p> <ul style="list-style-type: none"> • Section A (Bringing Texts to Life) consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text. Performance texts are not allowed in the examination as the extracts will be provided. • Section B (Live Theatre Evaluation) is a live theatre review where learners answer one question from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production (or live streamed) seen during the course. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words. |

GCSE FOOD PREPARATION & NUTRITION

| Exam Board | Course Length |
|------------|---------------|
| AQA | 2 Years |

Summary of course

This is a re-developed GCSE and focuses on Food and Nutrition.

In studying Food Preparation and Nutrition students will:

- Understand in-depth nutrition, diet and health issues
- Learn about different food components, ingredients, production processes and techniques
- Develop food investigation skills as the course has a food science focus
- Plan, prepare and cook a range of dishes based on skill development
- Develop practical cooking skills.

Who will get the most out of this course?

Students who have a passion for learning about food and the impact it has on our diet and health. Those who wish to enter a food related profession in the future benefit the most from taking this GCSE. This GCSE allows students to develop existing practical skills with enthusiasm and to increase the overall joy of working with food in a creative manner. Students will learn in-depth theory of a range of topics including nutrition, food science, food provenance and sustainability. Students who like to explore, investigate and experiment 'the how and why' of food will really get the most from this GCSE.

Key components

| Unit Title | Description / Method of Assessment |
|----------------------------------|---|
| Written Examination 50% | A 1 hour 45 min-hour examination worth 50% of the final mark and split in to two sections: Section A contains questions based on stimulus material Section B contains structured, short and extended response questions to assess content related to food preparation and nutrition. |
| Controlled Assessment NEA 50% | A two-part, 20-hour controlled assessment worth 50% of the final mark: Part A – <u>Food investigation assessment worth 15% of the total GCSE</u> . This task requires you to investigate and evaluate the working characteristics, functional and chemical properties of ingredients creating a 1500-word report about their findings (8 hours). Part B – <u>Food preparation assessment worth 35% of the total GCSE</u> . This task requires you to research and plan a menu of three dishes, where you will prepare, cook and present it in a 3-hour practical exam period (20 - hours of total work, including a written portfolio of work). |

GCSE MUSIC

| Exam Board | Course Length |
|---------------|---------------|
| WJEC / EDUQAS | 2 Years |

Summary of course

Why do Music at GCSE?

- The GCSE course provides a fascinating insight into a wide range of musical genres and cultures. It incorporates the study of Western Classical music, Popular music and Film music.
- Coursework makes up 60% of the content and allows students to work creatively within their own musical interests.
- Unlike in years 7-9, performances now take place on a student's own instrument/voice and with other musicians in or outside of school.
- The introduction of composition and specialist music software sets students up with the skills to take music further or access other post-16 courses such as Music Technology.

Who will get the most out of this course?

Music suits students who have a passion for performing on their instrument/voice. Students must have instrumental/vocal lessons during the GCSE course due to 30% being performance based. An ability to read standard notation is not essential at the start of the course but students will be expected to read music early in the course. The willingness to listen to all genres of music and study them in detail is absolutely essential. GCSE music is a demanding course where those students who are committed and hardworking will thrive. All students are expected to perform in front of an audience.

Key components

| Unit Title | Description / Method of Assessment |
|----------------------------------|---|
| Component 1 – Performance 30% | Students give two performances on their instrument/voice: one individually (solo) and one as a group (ensemble). Total performance time must be between 4 and 6 minutes. There will be frequent performance opportunities throughout the course. |
| Component 2 – Composition 30% | A composition component where students are required to compose two pieces of music lasting for 3-6 minutes, combined. One free composition and one to a brief set by the exam board. Each composition is accompanied by a short written appraisal. |
| Component 3 – Examination 40% | A 1 hour 15 minutes examination, worth 40% of the final mark, where students complete a written paper based on listening examples and contextual understanding. The skills for this element is developed through the study of Popular and Classical music. For each area there is a study piece(s) on which students are to answer questions. |

GCSE PHYSICAL EDUCATION

| Exam Board | Course Length |
|-----------------|---------------|
| Pearson Edexcel | 2 Years |

Summary of course

- Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.
- Students will engage with key issues and themes relating to contemporary global influences on physical education and sport.
- Students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support progression to the next level of study.

You will have four classroom based theory lessons and one practical lesson each fortnight.

Who will get the most out of this course?

- Students who have a keen interest in sport and recreation and always look forward to P.E lessons.
- Students who take part in sport and physical activity outside of P.E. lessons.
- Students who want to follow a course that develops knowledge and understanding through practical involvement.
- Students who want to know more about the benefits of sport and exercise.
- Students who want to improve their own performance in a range of sports roles.
- Students who are considering a sports-related career or an A Level/higher education related sports course in the future.
- Students who are interested in learning the theory about training, and what happens to our body systems when we exercise.

Key components

| Unit Title | Description / Method of Assessment |
|---------------------------------|--|
| Fitness and Body Systems 36% | A 1 hour 45 minutes examination, worth 36% of the final grade, covering four areas: <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data |
| Health and Performance 24% | A 1 hour 15 minutes examination, worth 24% of the final grade, covering four areas: <ul style="list-style-type: none"> • Health, fitness and well-being • Sport psychology • Socio-cultural influences • Use of data |

| Unit Title | Description / Method of Assessment |
|--|---|
| Personal Exercise Programme (PEP) 10% | The assessment, worth 10% of the final grade, consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. |
| Practical Performance 30% | Students complete and are assessed on their performance (worth 30% of the final grade) in three physical activities from a set list: <ul style="list-style-type: none"> • One must be a team activity • One must be an individual activity • The final activity can be a free choice |

GCSE PSYCHOLOGY

| Exam Board | Course Length |
|------------|---------------|
| Edexcel | 2 Years |

Summary of course

Psychology at A Level has enjoyed popularity and success in the Sixth Form and is available to study at GCSE. It is hoped that studying Psychology will support students in the following ways:

- Providing an opportunity, in the context of real-life issues for students to appreciate psychological concepts and contexts.
- Allow students to understand the methodologies and the basis of how psychology works.
- Provide a course of learning that is relevant to everyday life.
- It is important that students have a good grasp of scientific and mathematical methods to be able to access this course.

Who will get the most out of this course?

- Students who have an awareness or interest in the study of the human mind and behaviours
- Students who are effective verbal and written communicators
- Students who enjoy discussion, debate and analytical thinking

Key components

| Unit Title | Description / Method of Assessment |
|---------------------------|--|
| Compulsory Element 55% | <p>A 1 hour 45 minutes examination, worth 55% of the final grade, covering six topics:</p> <ul style="list-style-type: none"> • <u>Topic 1: Development</u> <ul style="list-style-type: none"> ○ Understanding brain development ○ Understanding the role of education and intelligence, including Piaget. ○ Understand the effects of learning; Dweck and Willingham's theories. ○ Issues and debate – morality • <u>Topic 2: Memory</u> <ul style="list-style-type: none"> ○ Structure and process of memory ○ Understanding amnesia ○ Features of memory ○ Reconstructive memory ○ Multi-store model ○ Issue and debate – Reductionism and holism • <u>Topic 3: Psychological problems</u> <ul style="list-style-type: none"> ○ Depression and Addiction ○ Issue and debate – The nature/nurture debate • <u>Topic 4: Brain and neuropsychology</u> <ul style="list-style-type: none"> ○ Structure of the brain and function |

| Unit Title | Description / Method of Assessment |
|---|--|
| | <ul style="list-style-type: none"> ○ Lateralisation ○ Structure and function of neurons ○ Impact of neurological damage ○ Issue and debate: How psychology has changed over time • <u>Topic 5: Social Influence</u> <ul style="list-style-type: none"> ○ Obedience ○ Conformity ○ Deindividuation ○ Bystander effect ○ Behaviour of crowds ○ Issue and debate: Societal and cultural issues • <u>Topic 6</u> – will contain <i>two extended open-response questions</i>. These questions will focus on issues and debates within psychology and the interrelationships between the core areas of psychology. |
| Compulsory element, with optional topic choice 45% | A 1 hour 20 minutes examination, worth 45% of the final grade, divided into two sections: <ul style="list-style-type: none"> • Section A: Research Methods – How do you carry out psychological research? Student’s knowledge and understanding of research methods will be assessed in depth in this section. The contexts used in question papers for this topic will draw on the topics from the Compulsory Element (Section 1-6). • Section B: A combination of 1) <u>Criminal Psychology</u>: operant and social learning theory, biological explanations, understanding the effects of punishment, and understanding the effects of two treatments; and 2) <u>Sleep and Dreaming</u>: understand the functions, features and benefits of sleep, the internal and external influences on sleep, sleep disorders, Freudian theory of dreaming and the Activation Synthesis theory. |

Notes Pages

Please feel free to use this page to make any notes that you may wish.

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