

Key Stage 4 Options



St. Thomas More

CATHOLIC VOLUNTARY ACADEMY

Guidance for Students

2026-27

#BeMore & ASPIRE

2026-2027

A close-up portrait of a young boy with blonde hair and freckles, smiling warmly. He is holding a violin, which is partially visible on the right side of the frame. The background is blurred, showing what appears to be a school setting. A large, semi-transparent blue diagonal shape covers the lower half of the image, serving as a background for the text.

Contents

Choosing the GCSE courses you will study for the next two years marks an exciting phase in your life. This period allows you to build on your earlier learning and prepare for adult life, post-16 education, university, higher education, and employment. It is a fantastic opportunity for you to select and design part of your own curriculum through to Year 11 at St Thomas More Catholic Voluntary Academy.

Mr. Redfern.

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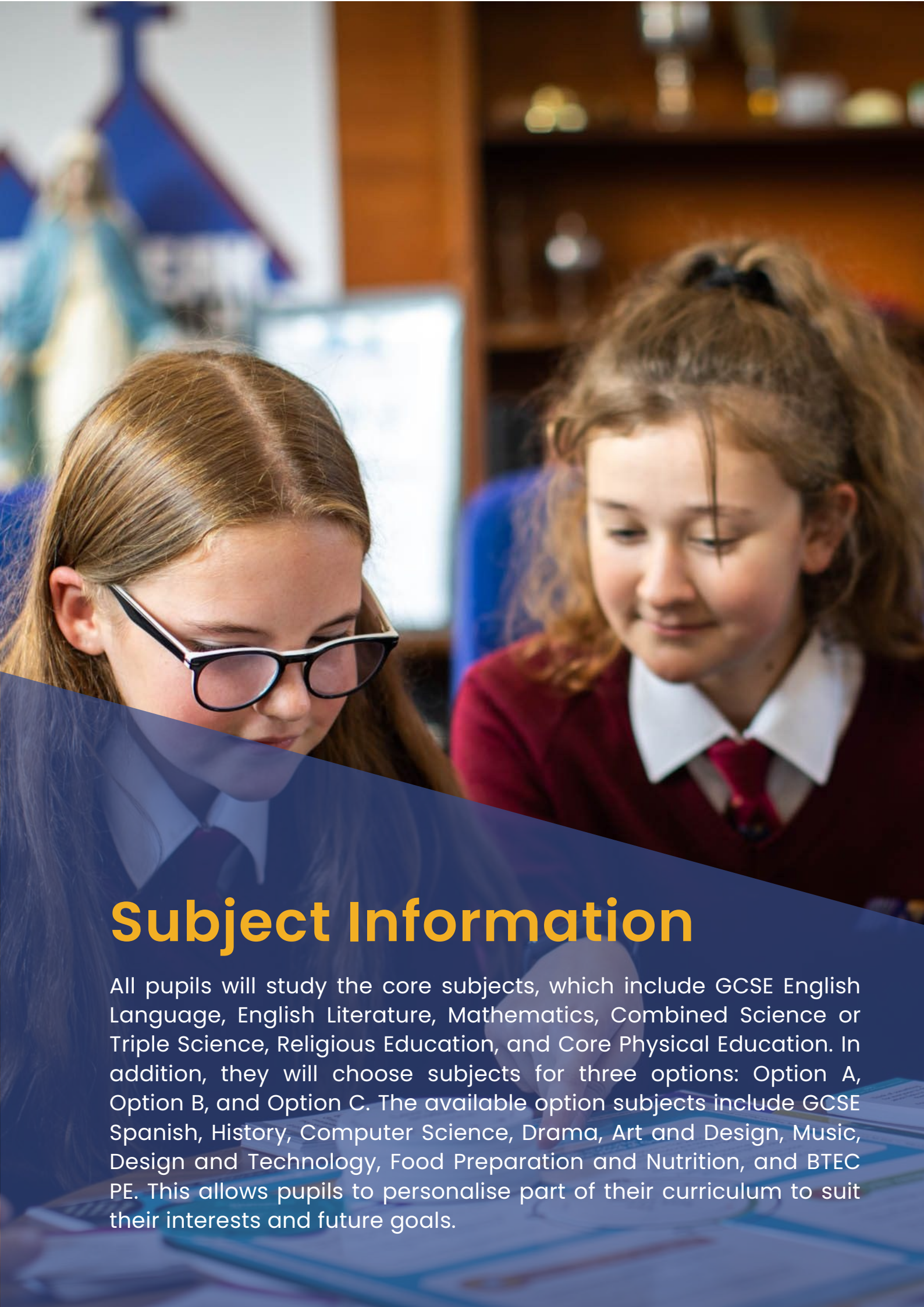
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Subject Information

All pupils will study the core subjects, which include GCSE English Language, English Literature, Mathematics, Combined Science or Triple Science, Religious Education, and Core Physical Education. In addition, they will choose subjects for three options: Option A, Option B, and Option C. The available option subjects include GCSE Spanish, History, Computer Science, Drama, Art and Design, Music, Design and Technology, Food Preparation and Nutrition, and BTEC PE. This allows pupils to personalise part of their curriculum to suit their interests and future goals.

Core Subjects

All pupils will study the following core subjects;

Subject
GCSE English Language
GCSE English Literature
GCSE Mathematics
GCSE Combined Science / GCSE Triple Science
GCSE Religious Education
Core Physical Education
Option A
Option B
Option C

Option Subjects

The options available for pupils to choose from are listed below.

GCSE Spanish
GCSE History
GCSE Computer Science
GCSE Art and Design
GCSE Music
GCSE Geography
GCSE Design and Technology
GCSE Food Preparation and Nutrition
BTEC PE

Definitions of Terms

Core Subjects - Compulsory courses that are studied by all students at Key Stage 4.

GCSE - General Certificate of Secondary Education

GCSEs are graded 1-9. In some subjects, students are entered for one of two GCSE tiers: Foundation or Higher. In most subjects the Foundation tier has a grade range of 5- 1 and the Higher Tier of 9 - 4.

Assessment of GCSE is usually by an examination, with some subjects completing controlled assessments in addition. The proportion of controlled assessment is higher in some creative and practical subjects.

BTEC - Business and Technology Education Council

BTEC courses develop a broad range of skills in work related areas. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and practical's. Students study core and specialist units. Units are assessed and graded by teachers, with a written external exam. An overall grade for the qualification is awarded to students who successfully complete all units.

The grades are a Pass (currently equivalent to a grade 4 at GCSE), a Merit (currently equivalent to a grade 5/6) or a Distinction (currently equivalent to a grade 8.5 at GCSE).

Choosing your Options – Guidance for Students

In Key Stage 4, at St Thomas More Catholic Voluntary Academy students follow the core subjects of English Language and Literature, Mathematics, Science and Religious Education. Pupils also take Core PE each week, and can also opt to study PE as a BTEC.

Statutory elements of the Spiritual, Moral, Social and Cultural curriculum will also be part of our core, known as Personal Development. E-safety and aspects of Information Technology will be covered and across all subject areas.

In addition to the core subjects, students will make **three** choices from a range of GCSEs and BTEC subjects.

The information in this booklet, on pages 5-21, gives more detailed information on both the **core** and **option** subjects in Key Stage 4.

The information in this booklet is correct at the time of going to print and we are committed to the structure and courses described. We try our hardest to make sure that every student can follow the courses they choose.

However, if after analysing students' choices we find that some courses are not viable due to small numbers we may have to offer students an alternative. If this happens both students and parents will be informed.

Making the right choice

It is important that students choose subjects that they enjoy and can commit to for two years of study. For each choice carefully consider, **in this order**:

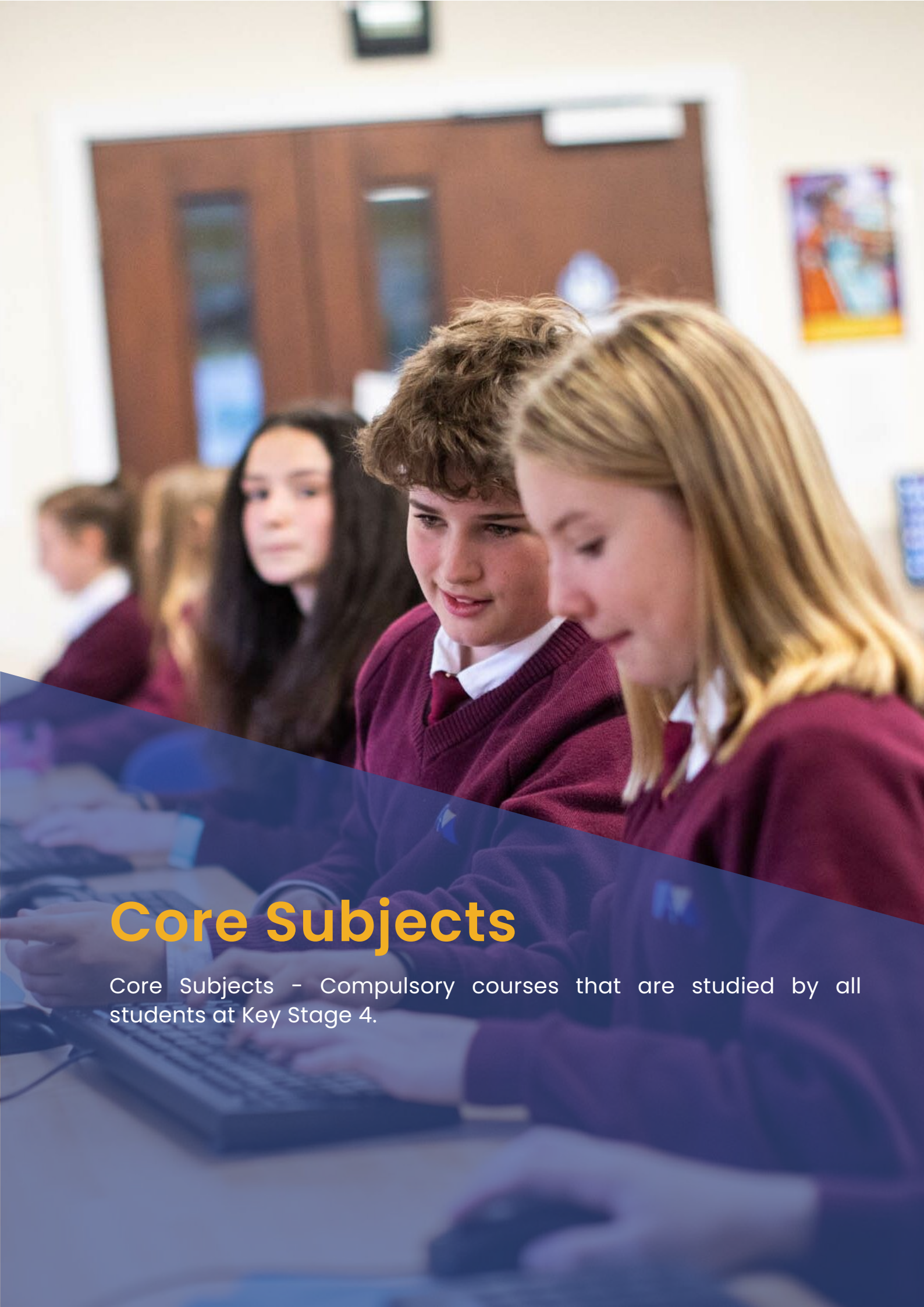
- How good is he/she at the subject?
- What might he/she be studying at college / Sixth Form?
- Which subjects does he/she most enjoy?

Common mistakes

Students must **not** choose a course just because they like the teacher. That teacher may not be teaching the course next year. It is far more important for students to like the subject they will be studying.

Students must **not** follow their friends' choices. They may not have the same interests or needs, and may not be in the same classes next year anyway.

Please study the course descriptions of the **option subjects** on pages 12-21. These provide more detailed information about options and how they are assessed. If you have any questions please speak to the Head of Department.

A photograph of several students in a classroom, wearing maroon school sweaters. They are looking at a computer screen, which is partially visible on the left. The background shows a wooden door and a poster on the wall. A blue diagonal overlay covers the bottom half of the image, where the text is located.

Core Subjects

Core Subjects - Compulsory courses that are studied by all students at Key Stage 4.

English Language and Literature (WJEC)

All pupils will follow the Key Stage 4 curriculum for both English Language and Literature; pupils will be entered for **three separate qualifications**, English Language, Literature and Spoken Language.

As a core subject students will have a natural transition from KS3 to KS4 and will build on previous skills secured in KS3. All GCSE assessments will be linear, and students will be assessed at the end of their two-year course in Y11. Pupils will complete their **Spoken Language** assessment in Y10 which will be awarded separately.

Pupils will study the following texts during GCSE English Literature:

- A Christmas Carol by Charles Dickens
- An Inspector Calls by J B Priestley
- Power and Conflict Poems (WJEC)
- Romeo and Juliet by William Shakespeare



Pupil assessment for English Language:

- **Component 1:** 20th Century Literature Reading and Creative Prose Writing (1 hour 45 minutes) 40%
- **Component 2:** 19th and 21st Century Non- Fiction Reading and Transactional Writing (2 hours) 60%

Pupil assessment for English Literature:

- **Component 1:** Shakespeare and Poetry – Romeo and Juliet and WJEC Power and Conflict Poetry (2 hours) 40%
- **Component 2:** Post- 1914 Prose/Drama, 19th Century Prose and Unseen Poetry – An Inspector Calls and A Christmas Carol (2 hours and 30 minutes) 60%

Where to get more information?

1. English Literature Past Papers – www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_pastpapers
2. English Language Paper Papers – www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers
3. Revision Playlist A Christmas Carol – www.youtube.com/watch?v=F2kuQsbazUo&list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh
4. Revision Playlist An Inspector Calls – [‘An Inspector Calls’: Edna Character Analysis \(animated\) \(youtube.com\)](https://www.youtube.com/watch?v=F2kuQsbazUo&list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh)

GCSE Mathematics (AQA code 8300)

Aims:

We aim to develop and encourage the use of mathematics both as a discipline in its own right and as a means of solving problems in a clear and logical way. Written, practical and oral skills are to be used.

This syllabus will allow and encourage candidates to develop:

- a positive attitude to mathematics, including confidence, enjoyment and perseverance.
- an appreciation of the place of mathematics in society, including historical and cultural influences.
- an increased knowledge of terminology needed to express themselves fluently about maths.
- problem –solving, mathematical reasoning and financial skills including stretching thinking skills with investigations and challenges.
- an appreciation of how the different branches of mathematics relate to each other.
- an appreciation of the various ways mathematics is used.
- the knowledge, skills and understanding needed to apply mathematics to situations which arise in their own lives.
- an ability to use mathematics across the curriculum.
- a firm foundation for further study of mathematics at any level.

Course Content:

The syllabus is divided into 6 areas:

Number, Algebra, Ratio and proportion, Probability, Statistics and Geometry.

Method of Assessment:

Pupils will be assessed using tests specifically aimed at:

- checking your students understanding
- identifying areas where intervention is needed.
- getting students used to how GCSE papers look and feel.
- become familiar with command words and question styles for GCSE.

Studying Maths Post GCSE:

There are **three** main paths involving advanced maths qualifications.

1. Core Maths is a relatively new type of qualification.

- It's designed for students who have passed GCSE Mathematics at grade 4 or above,
- Where it differs is its focus on developing the skills you need to apply maths to the kinds of real-life problems, you'll meet in study, work and life.

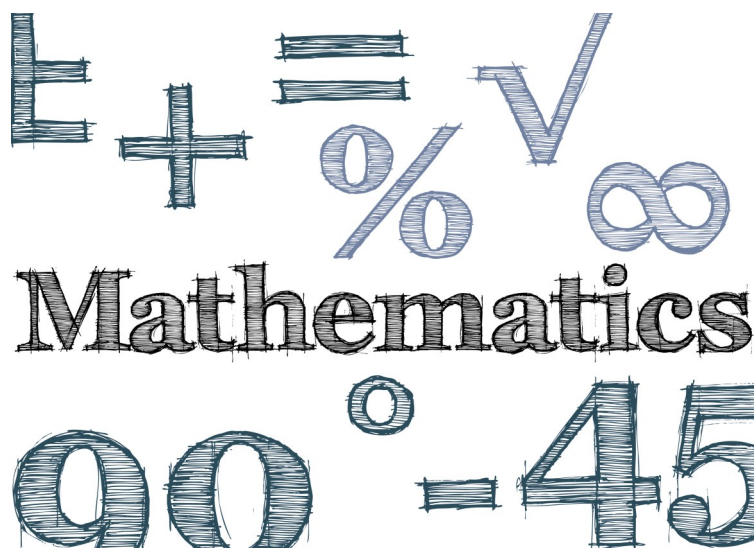
2. AS/A level Mathematics

A level Mathematics is the most popular A level subject.

- It involves studying pure maths – use of algebra, graphical techniques and new material such as calculus.
- Statistics – including analysis of data, interpretation of graphs such as scatter diagrams, and new topics including the Normal distribution and hypothesis testing.
- Mechanics – studying the motion of objects by considering forces.

3. AS/A level Mathematics with AS/A level Further Mathematics

- A level Further Mathematics is a second A level in maths, designed to broaden and deepen the maths covered in A level Mathematics. It's usually taken alongside A level Mathematics.



GCSE Combined Science Trilogy or separate GCSE Biology, GCSE Chemistry & GCSE Physics AQA

All students will be entered for at least 2 GCSEs in Science through the AQA Combined Science Trilogy route (at Foundation or Higher tier entry) or through separate science entry where three GCSEs will be obtained, one in each of the three science disciplines.

The Year 9 students have already started the fundamental units of the GCSE after Christmas which underpin the remaining GCSE course content.

At the end of Year 9 an assessment will be given to the students which will only assess the first unit of each Biology, Chemistry and Physics GCSE. The outcomes from the assessment will provide evidence to direct students into to correct sets to access the correct pathway of entry for GCSE.

From September of Year 10, there will be three groups where the following courses will be delivered:

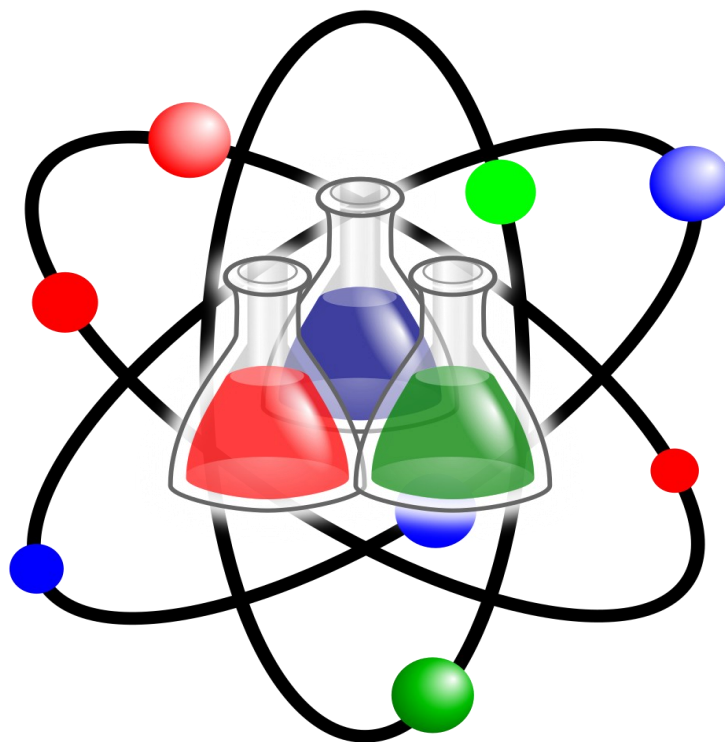
- Separate Science – Three GCSE following the AQA Specifications in Biology (8461), Chemistry (8462), and Physics (8463). The additional GCSEs worth of content will introduce more complex concepts across the three GCSEs however this additional content will be delivered in the same curriculum time as the other two classes.
 - ◊ Entries for Year 11 will be 6 exams in total (two in each of the three disciplines), at an hour and 45 minutes each. Each grade is determined out of a raw score of maximum 200 marks.

With an increase in demand and pace to ensure all the content is delivered in sufficient time, this pathway is only offered to the more able scientists and academically inclined students. Science staff through regular assessments and monitoring of academic potential will identify students for this pathway. Only one of the three classes will be taught the full separate science content.

- Combined Science Trilogy – Two GCSEs following the AQA Combined Science Trilogy (8464) route which will be offered at two tiers of entry of Foundation or Higher. The foundation entry will allow students to obtain two grades at 1 and 1 to a maximum of 5 and 5, whereas higher entry will allow students to obtain two grades from 4 and 4 to grades 9 and 9. The final entry of tier will be decided in the lent term of Year 11 to ensure that each student is best entered success.
 - ◊ All students will complete 6 exams in total (two in each of the three disciplines), at an hour and 15 minutes each. The raw score from all 6 exams is then added together and a grade is then determined by the total raw score.

Two of the three classes will be taught the combined science pathway.

We will direct students to the most appropriate pathway/route for them based on previous and current attainment, and their future potential. If the students feels that they are not on the correct pathway, we will discuss this on a case-by-case basis with the students and their family.



Religious Studies GCSE (Eduqas Route B)

Why study Religious Studies?

RS covers a wide range of topics, all of which help to improve your understanding of people and the religious influence on their lives. A GCSE in RS will enable you to gain a qualification in a subject you will have been studying for most of your school life and build on the foundation that this has provided. You will discover how the beliefs and practices of religions and beliefs influence the ways in which believers lead their lives.

This course provides you with the skills to move on to a Level in Religious Studies/Theology. Achieving a GCSE in RS will enable you to acquire a range of skills; interpreting and evaluating information, communicating and applying your knowledge, describing and analysing the key features of a religion or belief studied, critical thinking and problem solving.

RS is welcomed by employers and further education colleges. It is useful for careers in Law, Police, Social work, Teaching, Medicine, Carer work, Nursing, examples of just a few vocations.

Structure of the Examination – pupils will complete three Religious Studies examinations:

Component 1: Foundational Catholic Theology – 1 hour 30 minutes

Component 2: Applied Catholic Theology – 1 hour 30 minutes

Component 3: Judaism – 1 hour

Content

Component 1 explores two areas: Origins and Meanings, which focuses on attitudes towards where the universe came from, is human life sacred, how we should treat our planet.

The second area: Good and Evil explores attitudes towards evil and suffering in the world.

Component 2 explores two area: Life and Death, which explores what happens when you die, how Roman Catholic's celebrate the end of a person's life, the importance of prayer.

The second area: Sin and Forgiveness focuses on what it means to be saved, four types of punishment, what is the Church.

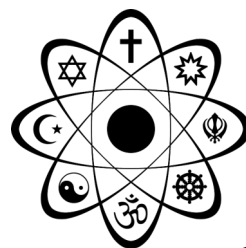
Component 3 explores Jewish belief and practices.

Assessment Methods

Pupils will need to demonstrate knowledge and understanding of religion and belief.

Questions take the form of Define, Describe, Explain and Discuss .

Regular assessment will be carried out within class.



Core PE

Core PE is a compulsory part of the school curriculum. All pupils will participate in at least one hour of PE every week. In this lesson pupils will be allowed to choose from several options.

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Students should be able to demonstrate a development in their technique and show an improved performance in competitive sports or other physical activities.

Students should be able to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.



A young girl with dark hair, wearing a school uniform consisting of a white shirt, a blue tie, and a maroon sweater, is smiling and looking down. She is in a classroom setting with other students and colorful posters on the wall in the background. A dark blue diagonal overlay covers the bottom half of the image, containing text.

Option Subjects

From the options, students must choose 3.

Please see Option Form for further guidance.

GCSE Modern Languages (Spanish – AQA)

Aims

We aim to ignite a lifelong love of learning in our students and to equip our student with the emotional resilience and confidence to communicate with increasing spontaneity and grammatical accuracy in a variety of different contexts. Our students cover the full range of the National Curriculum at GCSE and success in MFL allows students to become competitive for places at university and in the job market. An effective languages education will foster pupils' curiosity, deepen their understanding of the world and of their role as global citizens. Students also develop transferable language learning skills and the confidence to use them for study or work abroad.

Overview

The new GCSE Spanish specification to be introduced in September 2024 aims to develop language skills in a variety of contexts and to teach students to write, discuss and give opinions in Spanish on a wide range of issues under three themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture

Theme 3: Communication and the world around us

All assessments will be carried out at the end of Year 11. Candidates will be entered for either foundation or higher tier. There are 4 components to this qualification: Assessment is set in the context of these three themes.

Listening (25%)

Section A- listening comprehension questions in English to be answered in English

Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list

Speaking (25%)

Speaking using clear and comprehensible language to undertake a roleplay. Carry out a reading aloud task. Talk about visual stimuli.

Reading (25%)

Understanding and responding to written texts which focus primarily on the vocabulary and grammar for each tier. Inferring plausible meanings of single words embedded in written sentences. Translating from Spanish into English.

Writing (25%)

Writing text in the target language in a lexically and grammatically correct way in response to simple and familiar stimuli. Translating from English into Spanish



GCSE Geography (AQA)

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Paper 1 – Living with the Physical Environment

Section A: The challenge of natural hazards (tectonic hazards; weather hazards; climate change)

Section B: The living world (ecosystems; tropical rainforests; hot deserts or cold environments)

Section C: Physical landscapes in the UK and two units from coastal landscapes; river landscapes; glacial landscapes

There is a 1 hour 30 minutes written examination for this section, comprising 35% of the total marks.

Paper 2 – Challenges in the Human Environment

Section A: Urban issues and challenges (urbanisation; case study of city in the less developed world; case study of a city in the more developed world; sustainability)

Section B: The changing economic world (measuring development; reducing the development gap; Nigeria: a newly emerging economy; the UK economy)

Section C: The challenge of resource management and one unit from food; water; energy

There is a 1 hour 30 minutes written examination for this section, comprising 35% of the total marks.

Paper 3 – Geographical Applications

Section A: Issue Evaluation (critical thinking and problem-solving tasks. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources).

Section B: Fieldwork (2 geographical fieldwork skills enquiries undertaken outside the classroom).

There is a 1 hour 15 minutes written examination for this section, comprising 30% of the total marks and this is based on an issue evaluation, fieldwork and geographical skills.

GCSE History – SCHOOLS' HISTORY PROJECT

(OCR SHP History B)

You will learn about how the modern world has been shaped by its past. You will study important individuals who had a massive impact on people at the time and the future development of their countries. You will learn about the history around you in a local study of the development of the Crescent in Buxton. You will build upon important key skills, which will prepare you to embrace further education, work or training when you leave school. Below is a summary of the course.

Aims:

- To develop pupils' skills as young historians through careful selection, interpretation and evaluation of a variety of types of historical evidence.
- To develop an understanding of the world around us in its local, national and international dimensions through studies of the past, present and possible future.

Full GCSE Course

Unit 1. British thematic study: The People's Health

Unit 2. British depth study: The Elizabethans

Unit 3. History around us: The development of Buxton

Unit 4. World period study: The Making of America

Unit 5. World depth study: Living under Nazi Rule

Assessment

Paper 1 – The People's Health (20%) and the Elizabethans (20%)

Paper 2 – History around us – Local study (20%)

Paper 3 – The Making of America (20%) and Living under Nazi Rule (20%)

The exams are a mixture of source analysis and knowledge-based questions. There is no coursework element to this GCSE subject. All students will sit the same papers.

What can you do with GCSE history?

The simple answer is...**ANYTHING!**

History students are:

- | | | | |
|--------------|-----------------------|-------------|---|
| *Resourceful | *Opinionated | *Curious | *Problem solvers |
| *Motivated | *Interested in people | *Decisive | * 'Desirable qualities' that employers value in the workplace. |
| | *Critical | *Analytical | |

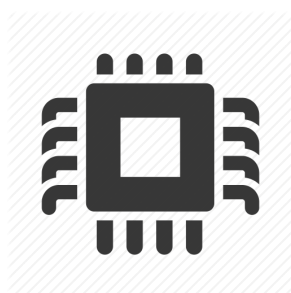
GCSE Computer Science (OCR)

In Computer Science, students will learn about the fundamental computing principles and concepts, such as logic and algorithm design. They will learn to analyse problems in computational thinking terms by solving real problems and will design, code and debug their own programs. Students will also learn how to think creatively and analytically. Students will do this by learning about how digital systems like computers and smart phones work and communicate with one another. Finally, they will study the impacts of digital technology on individuals and the wider society.

OCR GCSE Computer Science has two main topics:

- | | | |
|--------------------------------|--------------------------|---------------------|
| 1. J277 Computer Systems | 80 marks 1 hr 30 minutes | Y11 Examination 50% |
| 2. J277 Computational Thinking | | |
| Algorithms and Programming | 80 marks 1 hr 30 minutes | Y11 Examination 50% |

Content		
J277 01 Computer systems	1.1 Systems architecture, 1.2 Memory and storage, 1.3 Computer Networks, connections and protocols, 1.4 Network security, 1.5 Systems software, 1.6 Ethical, legal, cultural and environmental	
J277 02 Computational Thinking, algorithms and programming	2.1 Algorithms, 2.2 Programming fundamentals, 2.3 Producing robust programs, 2.4 Boolean logic, 2.5 Programming languages and Integrated Development Environments	



The advantage of learning computer science is that computers are used in every sector of the job market. It is nearly impossible to find a job where a computer is not used in some way. As a result, businesses will always need software, and will always need someone to write it and maintain it. The following are just some career opportunities that can lead on from studying computer science.

BTEC Sport (Pearson)

During this course you will complete work from three components: -

- Component 1-Preparing Participants to take Part in Sport and Physical activity (internally-externally moderated)
- Component 2-Taking Part and Improving Other Participants Sporting Performance-(internally-externally moderated)
- Component 3-Developing Fitness to Improve Other Participants in Sport and Physical Activity (external exam 1hr 30 mins)

Component	Description of Set Assignment	What this involves	Assessment Window
Component 1: Preparing Participants to Take Part in Sport and Physical Activity 30% of course	Non-exam internal assessment, marked by staff and moderated by exam board The Assignment will be completed in approximately 5 hours of supervised assessment 60 marks	Here students will have to undertake 3 tasks. 1. Create an essay (around 4 pages of A4 typed) suggesting two sports for a participant to undertake linked to vocational context given by the exam board. 2. Create a PowerPoint Presentation explaining all equipment needed to take part in one of the chose sports. 3. Plan and justify (written) a warmup. We then must be comfortable being videoed undertaking the warmup.	Dec/Jan
Component 2: Taking Part and Improving Other Participants Sporting Performance 30% of course	Non-exam internal assessment, marked by staff and moderated by exam board The Assignment will be completed in approximately 4 hours of supervised assessment 60 marks	Here students will undertake 4 tasks. 1. Students will create an essay or table around the components of fitness and their importance in a given sport. 2. Students are required to video themselves in an internal and external setting undertaking sports in a competitive situation for a sport of there choosing. 3. Students are to create a PowerPoint around the officials role and responsibilities and detailed information of two chosen areas of their sport e.g. – non-adherence to the rules. 4. Students are to plan and justify (written) and deliver (videoed) a progressive coaching drill of a chosen sport.	May/ June

Component	Description of external assessment		Assessment
Component 3: Developing Fitness to Improve Others Participants Performance in Sport and Physical activity 40% of course	External assessment set and marked by the exam board, completed under supervised conditions. Exam -1.5hrs 60 marks	Here students will undertake learning around all area's fitness, including testing, methods of training. This will be done predominately in a classroom setting where we learn around the exam questions and how to answer those successfully.	Jan/Feb and May/ June At the end of year 2.

Please note that this course is learning all things sport and fitness. The course time is mostly spent in a classroom setting and will teach aspects practically where we can but a large part of the course is taught in the classroom.

GCSE Art and Design (AQA)

Opting for a GCSE course in Art and Design offers students a unique blend of academic enrichment and personal growth. This course fosters creativity and provides a vital outlet for self-expression and emotional well-being. Through exploring diverse artistic styles and techniques, students develop technical proficiency and cultural awareness, while also building a strong portfolio essential for further education and career opportunities in the creative industries.

Component 1: Portfolio
What's assessed This is a sustained project that is a set theme, task or brief investigated through four objectives; <i>observation, ideas, techniques</i> and <i>research</i> into other artists.
How it's assessed ⇒ Starts in September of Year 10 and ends in June of year 11. It will form ONE of TWO projects that must be submitted by the end of the course. Work in the portfolio can consist of drawing, painting, print, photography and graphic design. ⇒ 96 marks (60% of GCSE) Non-exam assessment, marked by the centre and moderated by AQA visiting examiner during June 2026
Component 2: Externally set assignment
What's assessed A ten-hour test, and you will receive the examination paper at the end of January in Year 11. You select ONE from a set of SEVEN questions. Your preparation is completed over a ten-week period and all of this work is marked alongside your examination piece. Preparatory studies must be handed in once the first exam session has begun.
How it's assessed ⇒ Preparatory period followed by 10 hours of supervised time ⇒ 96 marks (40% of GCSE) Non-exam assessment, marked by the centre and moderated by AQA visiting examiner during June 2026
Assessment Objectives AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Drawing must be evident throughout the work, especially in assessment objective 3, which involves observing and recording ideas. Students must record ideas and observations visually and in writing for both components 1 and 2. All work should be mounted and submitted at the start of the first exam period.

Post-16 Opportunities include A-Levels in Art and Design, Photography, Textiles, Graphic Design, Ceramics; BTEC Level 3 National Extended Diploma in Art and Design; UAL Level 3 Extended Diploma in Art and Design; Cambridge Technicals in Art and Design; Art Foundation Diploma; Foundation Degree in Art and Design; Specialised Courses in Digital Media and Design, Ceramics, and Glass.

Careers: Fine Artist, Illustrator, Graphic Designer, Photographer, Fashion Designer, Interior Designer, Product Designer, Textile Designer, Ceramic Artist, Animator, Web Designer, Video Game Designer, Multimedia Artist.

GCSE Music (AQA)

GCSE Music offers students a unique opportunity to enrich their academic journey and personal growth. This subject is not just about learning to play instruments or understanding musical theory; it enhances cognitive abilities, fosters creativity, and cultivates a deeper appreciation for cultural diversity. Through music, students develop critical skills such as discipline and teamwork, which are invaluable in any field. By opting for GCSE Music, students open doors to a lifetime of enjoyment and numerous career opportunities, making it a truly rewarding choice for their education and beyond.

What will I study?

Year 10 – develop the 3 strands of learning; performing, composing and understanding music through a range of activities based around the following units;

- AoS2: Musical Theatre, Rock music, Film and Gaming Music. Set work – Bohemian Rhapsody, The Seven Seas of Rye, Love of My Life – ‘Queen’.
- AoS1: study works by Handel, Haydn, Mozart, Beethoven, Verdi and Fauré. Set work – Symphony No.1, mov. 1: Adagio molto – Allegro con brio – ‘Beethoven’.
- AoS3: Blues music and jazz styles, Fusion music/Reggae/Ska, Contemporary Latin music/Salsa/Samba. Work begins on composition 2 – free choice piece.

Year 11

- Completion of the free choice composition.
- AoS4: Minimalism, Modern orchestral composers and their styles.
- Continuation of the set work pieces – AoS1 & AoS2
- Work begins ‘composing to a brief’.
- Performance exams – early March 2025.

Component 1: Understanding Music	Component 2: Performing Music	Component 2: Composing Music
What's assessed? Listening & Contextual Understanding	What's assessed? 2 Performances	What's assessed? 2 Compositions
How it's assessed; Exam paper with listening exercises and written questions using excerpts of music.	How it's assessed; As an instrumentalist and/ or vocalist and/or via technology: Performance 1: Solo performance * Performance 2: Ensemble performance*	How it's assessed; Composition 1: Compose to a brief* Composition 2: Free composition*
Section A: Listening – unfamiliar music (68 marks) Section B: Study pieces. Exam - 1 hour and 30 minutes. This component is worth 40% of GCSE marks.	Performances must total at least 4 minutes. One minute of this time must include performing with at least one other live performer. This component is 30% of GCSE marks	A minimum of three minutes of music in total is required. This component is 30% of GCSE marks (72 marks).
* Centre assessed and externally moderated by AQA. <i>As the course is practical based it requires some experience on a musical instrument and/or voice. A regular course of tuition from an instrumental teacher is advised.</i>		

Post-16 Opportunities include A-level Music, BTEC Level 3 National in Music, Cambridge Technicals in Performing Arts. Further and Higher Education; Diploma in Music, Foundation Degree in Music, bachelor's degree in music, Conservatoire Training, Jazz Studies or Popular Music Programs, Music Therapy Courses.

Possible Music related careers

GCSE Music can lead to a wide variety of career opportunities, both directly within the music industry and in related fields, such as; *professional musician, composer/songwriter, music producer, music teacher/educator, conductor, music therapist, sound engineer, music journalist/blogger*

GCSE Design & Technology (AQA 8552)

Why study AQA GCSE Design & Technology?

Design and Technology teaches young people to 'think with their hands.' The ability to use tools and materials to solve problems is vital, and is as important in medicine and surgery as in the jeweller's workshop or the sculptor's studio. Now more than ever, D&T is a crucial subject for every young person. GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries. Lessons are a mixture of theory and practical and a broad range of materials and processes can be accessed in the school workshop. CAD and CAM will be used to ensure students learning stays current and software used in industry will be introduced to students during Y10. This is an exciting course and will help students gain a wide variety of designing and making skills.

You will study:

- Problem solving skills
- Computer Aided Design (CAD) and Computer Aided Manufacture (CAM)
- Environmental impacts of design
- Enterprise—how businesses develop innovative products
- Smart and modern materials
- Properties of materials
- Geometry and measures
- Selecting appropriate tools and production aids

You will:

- Learn to interpret a design brief
- Develop a range of creative and innovative ideas#
- Produce manufacturing specifications
- Read working drawings
- Manufacture a range of commercially viable products to take home
- Analyse and evaluate your own products

Assessment:

Component 1: You will sit a 2 hour exam paper in the June of Y11, worth 50% of your GCSE grade
Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

Component 2: You will complete a 35 hour NEA (Non Exam Assessment) which starts in June of Y10 and covers the following areas. This will cover the following 6 areas: Identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas, analysing and evaluating. This part of the course is worth 50% of your final GCSE grade.

GCSE Food Preparation & Nutrition (*WJEC Eduqas*)

Why study Food Preparation & Nutrition?

Food preparation and nutrition builds on Y7-9 skills and is suited to self-motivated students with a passion for cooking and a willingness to improve their knowledge and understanding of all things food related! Regular practical lessons are vital to develop skills, therefore students must be organised when it comes to bringing in ingredients.

Students will develop their understanding of the huge role food plays in keeping us healthy, alongside having the scientific understanding of how food is cooked and prepared.

You will study:

- Food commodities
- Principles of nutrition
- Diet and Good Health
- The Science of food
- Food origins
- Cooking and food preparation
- Presentation skills

You will:

- Plan, prepare and cook a variety of dishes using a range of cooking techniques
- Learn about the functions of ingredients and foods
- Learn about the link between food, diet, nutrition and health
- Understand the different influences on food choices
- Learn about food safety and hygiene when preparing, storing, cooking and serving food
- Learn about ingredients and cooking processes from different culinary traditions

Assessment:

Component 1: Students will sit a 1 hour 45 minute exam which will make up 50% of their final GCSE grade. This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Students will complete two internally assessed NEA's (non exam assessments) during Y11.

Assessment 1: The Food Investigation Assessment. This is a scientific food investigation which will assess pupil's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: Students will prepare, cook and present a menu which assesses their knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

GLOSSARY

ASSIGNMENT	A task or project to be completed by the pupils.
ASSESSMENT	Formal test to determine the final examination grade.
AQA ASDAN EDEXCEL Eduqas NOCN OCR	 The examining boards which administer GCSEs and other qualifications
Attainment 8	A decimalised score used to measure the attainment performance of a student across 8 qualifications – English, Maths, 3 EBacc Subjects and 3 Non-Ebacc Subjects
BTEC	Business and Technical Education Council. A national body which has put its name to qualifications now organised by EDEXCEL exam board
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
COMPONENT	A section or part of the course or assessment
CONTROLLED ASSESSMENT	A coursework style assessment method carried out in school under examination conditions and externally assessed.
CORE	These subjects are studied by all key stage 4 students
CURRICULUM	The planned teaching programme of a school.
DFE	Department for Education - government department
EBacc	The English Baccalaureate – an indication of good GCSE passes in <u>all of</u> the following 6 subjects: English, Maths, at least 2 Sciences, a modern language, a humanities subject (History/Geography).
ENTRY LEVEL	A course of work designed for work below GCSE level
GCSE	General Certificate of Secondary Education.
Good GCSE Pass	Grade 9 to 5 (previously a grade A* to C)
Level 1 & 2	Level 1 qualification – equivalent to grades D to G (grades 1 to 3); Level 2 qualification – equivalent to grades A* to C (grades 4 to 9)
Progress 8	A decimalised score used to measure the progress of a student across 8 qualifications – English, Maths, 3 EBacc Subjects and 3 Non-Ebacc Subjects
SYLLABUS/ SPECIFICATION	The topics covered within the course in any subject.



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