

The
Heathland
School

A Mathematics and Science College



KEY STAGE 4

COURSE INFORMATION BOOKLET

2026-28



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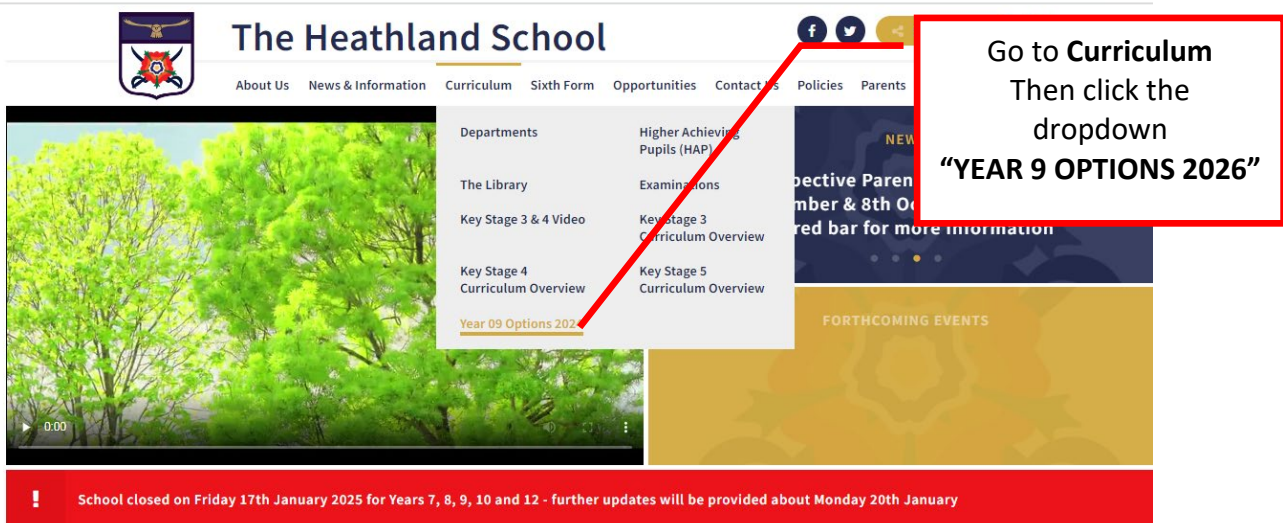
THE OPTIONS PROCESS TIMELINE

- Year 9 Pathways Evening for students and parents will be on **Thursday 30th April 2026**
- The Options online application form will be available from **Friday 1st May 2026, 9.00am**

You can access the online application form through the personal link, which will be emailed to your school email account.

For all other options information, please visit the school website:

www.heathland.hounslow.sch.uk



The screenshot shows the website for The Heathland School. The navigation menu includes 'Curriculum', 'Sixth Form', 'Opportunities', 'Contact Us', 'Policies', and 'Parents'. The 'Curriculum' dropdown menu is open, showing options like 'Departments', 'The Library', 'Key Stage 3 & 4 Video', 'Key Stage 4 Curriculum Overview', 'Higher Achieving Pupils (HAP)', 'Examinations', 'Key Stage 3 Curriculum Overview', and 'Key Stage 5 Curriculum Overview'. The 'Year 09 Options 2024' link is highlighted in yellow. A red box and arrow point to this link with the text: 'Go to Curriculum Then click the dropdown "YEAR 9 OPTIONS 2026"'. A red banner at the bottom of the page reads: 'School closed on Friday 17th January 2025 for Years 7, 8, 9, 10 and 12 - further updates will be provided about Monday 20th January'.

If you are having difficulty with this process, Ms Constandi, Assistant Head Teacher (Progress and Intervention) will be available to support.

Online choices must be completed by **Friday 8th May 2026, 9.00am**

June 2026: Letters will be emailed to parents to confirm course selections

HEADTEACHER'S FOREWORD

Making choices about the subjects they will study in Years 10 and 11 is an important time for all Year 9 pupils. Until now, pupils have covered all the subjects in the National Curriculum. Now that they are approaching the end of Key Stage 3, we ask them to consider the different options open to them at Key Stage 4. It is an exciting opportunity to think very carefully about future aspirations and how one can build upon current talents and strengths to achieve them. This process of reading, reflecting and discussing options is very important.

The Heathland School offers an enriching and meaningful curriculum in Years 10 and 11, which enables pupils to achieve their best qualifications, grow their confidence and develop a passion for learning and succeeding. A large part of the curriculum is compulsory for all pupils but there is also an element of choice which means that pupils can shape their own learning programme according to their interests and future education and career aspirations. The curriculum at Key Stage 4 is another stage in the journey towards higher education or training and a successful career for our pupils. Studying a broad range of subjects will ensure that each pupil's choice of career opportunities are as wide as possible. Most employers and admission tutors for colleges and universities look for young people with a broad general education as well as good grades.

For pupils who wish to study at degree level or aspire for specific study in higher education, they should consider that universities will look carefully at their GCSE results as a predictor of likely success at A Level and Level 3 Vocational Courses (such as BTEC). Success at GCSE also builds confidence and preparation for Sixth Form studies. It is not always necessary to have studied subjects in Years 10 and 11 in order to study them in the Sixth Form. However, this can be useful for some and may be a requirement for others.

To ensure pupils reach their full potential, we personalise the options they can study to match different starting points and achievements to date. As you may be aware, the Government requires the great majority of students to study History and/or Geography and Modern Foreign Languages at GCSE level and they have included these subjects in the English Baccalaureate (EBacc). The EBacc suite of GCSEs is popular but may not meet or suit the needs of all our pupils. Some pupils will need additional time and support to ensure they make sufficient progress in English and Mathematics.

At the heart of our ethos is a 'Commitment to Excellence'. We have always set high standards for achievement in an environment where pupils demonstrate our core values of respect, kindness, aspiration, dedication and discipline. We wish every pupil a successful transition between Key Stage 3 and Key Stage 4.



M.ROSE
HEADTEACHER

IMPORTANT POINTS TO NOTE

Before You Choose

- Read this booklet carefully
- Discuss your choices with parents/carers
- Talk to your subject teachers
- Consider your future career aspirations
- Think about your strengths and interests

Subject Restrictions: You CANNOT choose these combinations:

- Art + Photography + Textiles (*choose only ONE*)
- Information Technology + Computer Science

Requirements

Some subjects have requirements based on your Year 9 performance:

Subject	Requirement
Separate Science (Triple)	Based on Year 9 Science exam results and PIP data <i>If you do not meet these requirements, you will study Combined Science</i>
Computer Science	Based on Year 9 Computing exam results and PIP data

How to Submit Your Choices

STEP 1: You'll receive a personal PIN and link via your school email

STEP 2: Access the form on Microsoft Teams using your PIN

STEP 3: Complete ALL sections carefully

STEP 4: Submit your form **ONCE** - you cannot change it afterwards

WARNING: If you enter your PIN incorrectly, your application will be void and the school will decide your options.

Key Dates

Date	What Happens
Thursday 30th April 2026	<input type="radio"/> Year 9 Pathways Evening
Friday 1st May, 9:00am	<input type="radio"/> Online form opens
Friday 8th May, 9:00am	<input type="radio"/> DEADLINE - Form closes
June 2026	<input type="radio"/> Confirmation letters sent home

Ms Constandi, Assistant Head Teacher (Progress and Intervention), is available to support you with the options process.



KEY STAGE 4 CALENDAR

YEAR 9 2025 / 2026

- *June* Key Stage 4 courses confirmed

YEAR 10 2026 / 2027

- *September* Key Stage 4 courses begin
- *December* Parents' Evening
- *June* GCSE Pre-Public Examinations [provisional]

YEAR 11 2027 / 2028

- *November* Tutor and Sixth Form Opportunities Evening
- *November* Pre-Public Examinations [1]
- *February* Sixth Form Application Forms issued
Subject Evening
- *February / March* Interviews for Sixth Form
- *March* Pre-Public Examinations [2]
- *May/June* GCSE examinations
- *August* Key Stage 4 results published
- *Late August* Final interviews for entry into the Sixth Form



HEADS OF DEPARTMENT

The following members of staff lead the subject departments

SUBJECTS	HEADS OF DEPARTMENT
Art/Photography	Miss F. Harris
Performing Arts (Drama and Music)	Miss E. Evans
English	Dr. S. Purchase
Geography	Mrs S. Sehgal (Acting head of department)
History	Mr. M. Booker
Information Communication Technology and Computer Science	Mrs S. Aujla
Languages (French and Spanish)	Mrs L. Bowers
Mathematics	Mrs R. Bansal
Physical Education	Mrs J. Dark
Personal, Social and Health Education	Mr. C. E. Walsgrove
Religious Studies	Mrs B. Kaur
Science	Mr. D. Simon
Technology (Textiles, Food and Nutrition, Design and Technology)	Mr. J. Pounds

KEY STAGE 4 CURRICULUM

All pupils will study the following GCSE subjects:

English Language
English Literature
Mathematics
Science (Double award) *or* Single Science (triple award)
Religious Education

Most pupils will choose at least one of the following GCSE subjects

French or Spanish
History
Geography

All pupils will choose one or two options from this list

Art
Music
Drama
Geography
History
Computer Science
Information Technology (vocational)
Design and Technology
Food Preparation and Nutrition
Theory of PE
Textiles
Photography

Community Languages

Pupils who speak another language such as Arabic, Urdu, Polish etc can sit their GCSE at the end of Year 10 or Year 11, so long as they can fluently read, write and speak it.

All pupils will study

Core Physical Education
&
PSHE

These are not assessed

Supporting studies

Some pupils will receive supported study lessons focusing on additional skills in literacy and numeracy or life skills.

UNDERSTANDING QUALIFICATIONS AT KEY STAGE 4

What are GCSEs?

GCSEs (General Certificates of Secondary Education) are the main qualifications you will study at Key Stage 4. They provide a broad foundation of knowledge and skills that will prepare you for your next steps, whether that is:

- A Level or Vocational courses at The Heathland Sixth Form
- A Level or Vocational courses at a college
- Apprenticeships
- Employment with training

How are GCSEs graded?

GCSEs use a 9-1 grading scale, where 9 is the highest grade:

Grade	Old Grade Equivalent
9	A*
8	A*
7	A
6	B
5	High C (Strong Pass)
4	Low C (Standard Pass)
3	D
2	E
1	F/G

Key points to remember:

- Grade 4 is a standard pass - this is the minimum expected level
- Grade 5 is a strong pass - many sixth forms and colleges require this for A Level study
- Grades 1-3 are Level 1 qualifications
- Grades 4-9 are Level 2 qualifications

The Heathland School Sixth Form Admissions:

It is also important to consider pathways beyond Key Stage 4. Our Sixth Form requirements for 2026 are as follows:

- Core Pathway of 3 A levels: a total point score of at least 44 in the student's best 8 subjects with at least a grade 5 in Mathematics and English Language.
- Extended Pathway of 4 A Levels: a total point score of at least 56 in the student's best 8 subjects with at least a grade 5 in Mathematics and English Language.

Vocational Qualifications

We also offer a vocational qualification in **Information Technology** which is:

- More directly linked to specific careers or employment sector
- Ideally suited if you prefer practical, hands-on learning
- Assessed through a combination of exams and coursework
- Graded as Pass, Merit, or Distinction (equivalent to GCSE)

Important: Vocational qualifications are not easier than GCSE qualifications. They include challenging external examinations and require strong coursework skills which demand high levels of commitment.

OPPORTUNITIES FOR HIGH ACHIEVERS

Students identified as most able, or those with aspirations to attend top universities, will be offered various opportunities throughout Key Stage 4:

Some opportunities include:

Academic Enrichment

- Urban Scholars programme lead by Brunel University
- Universify - insight into life at university through several residential trips to Oxford University and a one-to-one mentoring programme
- Jack Petchey 'Speak out Challenge' for public speaking
- Bar Mock Trials - insight into the legal justice system

Stretch and Challenge

- Additional support after school for specific subjects
- Higher-tier entry across subjects



CORE SUBJECTS: ENGLISH LANGUAGE

In English Language, pupils are assessed on their skills through two examinations, incorporating reading and writing, and a non-examination assessment of Spoken Language (this is a separate endorsement). In English Language, pupils learn to use written English in a variety of situations. Pupils will also analyse and deconstruct a variety of literary and non-fiction texts. The final grade is based solely on the performance in the two public examinations in Year 11.

Paper 1: Explorations in Creative Reading and Writing (50%)

Paper 2: Writers' Viewpoints and Perspectives (50%)

Spoken Language: this is a separately weighted endorsement, where students will need to write a speech and deliver it to their class, using a variety of presentational skills and correct uses of Standard English.

English Language GCSE is one of the most important qualifications students will achieve at school, and here are some benefits to studying this subject:

Transferable Skills: students will develop skills used in every aspect of life and work and these are regardless of chosen career paths. It is an essential qualification for the future.

Communication Skills: pupils will gain understanding of complex texts, learn to extract key information and analyse writers' techniques. They will build on their writing skills and learn to express themselves clearly and effectively for different purposes and audiences. Their spoken language will be improved as they will learn to present their ideas with confidence in meaningful discussions. There is a focus on critical analysis and pupils will be learnt to evaluate information, identify bias, and learn to form reasoned judgements

SPECIFICATION: <https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification>

ASSESSMENT OF ENGLISH LANGUAGE

Component	TEXTS	PAPER	MARKS
Paper 1: Explorations in Creative Reading and Writing	Literary fiction Descriptive or narrative writing	1	80
Paper 2: Writers' Viewpoints and Perspectives	Non-fiction and literary non-fiction Writing to present a viewpoint	2	80
Spoken Language NEA			0

CORE SUBJECTS: MATHEMATICS

All pupils follow the Edexcel 9-1 GCSE (1MA1) course, which covers the following areas of Mathematics:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics



This will assess their ability to:

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

Mathematics GCSE is assessed by three written examination papers, two calculator and one non-calculator, contributing equally to the final grade. Pupils are recommended to use a calculator from the Casio FX-85GT CW (solar) scientific calculator ranges, which can be purchased from school resources.

Two tiers of entry are possible. The Foundation Tier enables pupils to access grades 1 to 5 and will typically be followed by pupils in sets 4 to 6, while the Higher Tier range is 3 to 9 and will typically be studied by pupils in sets 1 to 3. Pupils will be entered for the tier appropriate to their attainment in this subject. The examinations will be in the summer of Year 11 for both the Foundation and Higher tiers.

SPECIFICATION: <https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

ASSESSMENT OF MATHEMATICS

Exam Board: Edexcel

Assessment Objectives	Foundation GCSE Maths	Higher GCSE Maths
AO1 - using and applying standard techniques	50%	40%
AO2 - reasoning, interpreting and communicating mathematically	25%	30%
AO3 - solving problems in mathematics and in other contexts.	25%	30%

CORE SUBJECTS: SCIENCE

All pupils have to study Science up to the age of 16. At The Heathland there are two different

programmes for pupils to follow depending on their progress and attainment in science in Years 7-9.

Most pupils will study the new 9-1 Combined Science GCSE. This will involve pupils sitting 6 examinations (2 in Biology, 2 in Chemistry and 2 in Physics) at the end of Year 11. Combined Science GCSE is available at Foundation or Higher tier. The Higher Tier pupils can achieve a top grade of 9, 9 and the Foundation Tier pupils a top grade of 5, 5. The qualification counts as two GCSEs.



A number of pupils will be offered the opportunity to study Separate Science GCSEs in Biology, Chemistry and Physics. The Separate Science curriculum provides an additional academic challenge so choosing Separate Science as an option will be dependent on Year 9 attainment. Pupils will be offered the Separate Science option depending on the combined results of their Year 9 Science exam, Year 9 half termly tests and PIP 2 data. Pupils will sit 6 examinations (2 in each subject) at the end of Year 11 and attain three GCSEs. These will be separate grades for Biology, Chemistry and Physics GCSEs.

All of the GCSE courses are taught as separate Biology, Chemistry and Physics modules by specialist teachers. At the end of each module, pupils are given a module test to assess their progress. These tests contribute towards the grades given in pupil reports.

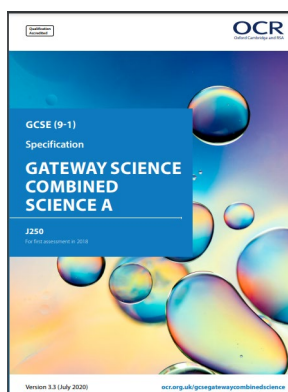
Whichever science programme a pupil follows, there are progression opportunities for learners into the Sixth Form, employment or further learning both within and outside the field of science. Students who study Combined Science rather than Separate Science can, and do, progress on to A-levels and University courses.

SPECIFICATIONS:

- Biology: <https://tinyurl.com/y3ckxdvk>
- Chemistry: <https://tinyurl.com/42dj4u82>
- Physics: <https://tinyurl.com/4byxyjan>
- Combined Science: <https://tinyurl.com/2kdahcn4>

ASSESSMENT OF SCIENCE

See following page



Assessment of GCSE Single Science (Triple)

Exam Board: OCR

Qualification	Exam Papers	Length & Marks	Tiering	Topics Assessed	Practical Skills	Assessment objectives	Mathematical content
Biology A (Gateway) (J247)	Paper 1 & 2 (Foundation) OR Paper 3 & 4 (Higher)	Each: 1h 45m, 90 marks	Foundation (Grades 5–1) / Higher (9–4)	B1 Cell level systems, B2 Scaling up, B3 Organism level systems, B4 Community level systems, B5 Genes & inheritance, B6 Global challenges, B7 Practical skills	15% practical integrated into written papers	AO1: Knowledge & understanding (40%), AO2: Application (40%), AO3: Analysis & evaluation (20%)	At least 10% mathematical skills at the appropriate tier for physics.
Chemistry A (Gateway) (J248)	Paper 1 & 2 (Foundation) OR Paper 3 & 4 (Higher)	Each: 1h 45m, 90 marks	Foundation (Grades 5–1) / Higher (9–4)	C1 Particles, C2 Elements & compounds, C3 Chemical reactions, C4 Predicting reactions, C5 Monitoring & controlling reactions, C6 Global challenges, C7 Practical skills	15% practical integrated into written papers	AO1: Knowledge & understanding (40%), AO2: Application (40%), AO3: Analysis & evaluation (20%)	At least 20% mathematical skills at the appropriate tier for physics.
Physics A (Gateway) (J249)	Paper 1 & 2 (Foundation) OR Paper 3 & 4 (Higher)	Each: 1h 45m, 90 marks	Foundation (Grades 5–1) / Higher (9–4)	P1 Matter, P2 Forces, P3 Electricity, P4 Magnetism, P5 Waves, P6 radioactivity, P7 Energy, P8 Global challenges, C7 Practical skills	15% practical integrated across all papers	AO1: Knowledge & understanding (40%), AO2: Application (40%), AO3: Analysis & evaluation (20%)	At least 30% mathematical skills at the appropriate tier for physics.

Assessment of GCSE Combined Science

Exam Board: OCR

Combined Science A (Gateway) (J250)	6 papers (Foundation: 1–6 / Higher: 7–12)	Each: 1h 10m, 60 marks	Foundation (Grades 5–5 to 1–1) / Higher (9–9 to 4–4)	Biology: B1–B6 (see above); Chemistry: C1–C6 (see above); Physics: P1 Matter, P2 Forces, P3 Electricity & magnetism, P4 Waves & radioactivity, P5 Energy, P6 Global challenges); CS7 Practical skills	15% practical integrated across all papers	AO1: Knowledge & understanding (40%), AO2: Application (40%), AO3: Analysis & evaluation (20%)	At least 20% mathematical skills at the appropriate tier for physics.
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CORE SUBJECTS

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social, Health and Economic (PSHE) education is a subject which focuses on developing the knowledge, skills and attributes for pupils to live healthy and safe lives. It is also to ensure they are prepared for life after school and in the workplace. At the Heathland School pupils' study both PSHE and Citizenship through a 'spiral style' curriculum. There are 6 main components that are used to cover both subjects and across KS3&4 pupils revisit these 6 core units through different lesson content.



- PSHE promotes abilities, competencies and skills in relation to oneself and others. It deals with issues of social responsibility and morality including respect for the differences between people. PSHE also equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. The knowledge developed allows them to make informed choices in life for both them and others. It also encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. Within PSHE pupils will learn about issues surrounding Relationships and Sex Education and they will also study Health Education.
- The purpose of Citizenship is to equip the next generation of voters with the knowledge and drive to create change in the world around them. Not only are they taught the factual knowledge that will help them to understand the way that the world around them works but also provides them with the skills they will need to effect change in the world around them, whether this be at a local, national or international level. The aim of this subject is to help pupils to understand how we make decisions within society so that they can be more actively involved in making those decisions in the future e.g., when we choose a new government in a general election. It also looks to develop pupils' awareness of British Values and ensuring that pupils understand how the Equality Act influences society for the benefit of all its members.

PHYSICAL EDUCATION (CORE)

The Key Stage 4 programme of study provides the opportunity for pupils to study several activities to an advanced level.

In Core P.E. lessons at Key Stage 4, pupils participate in a wide range of options including traditional games, trampolining and orienteering as well as benefiting from the use of the fully equipped Fitness Studio for health-related activities. Pupils are taught in mixed groups. They are encouraged to adopt a positive attitude to health and fitness and its long-term implications for a healthy lifestyle.

The P.E. Department also offers an extensive extra-curricular programme. This provides the opportunity for each pupil in Key Stage 4 to develop their skills further, as well as to participate in the sport of their choice either recreationally or competitively.

CORE SUBJECTS: RELIGIOUS EDUCATION

The full GCSE course involves the study of the following two Areas of Study:

Area of Study 1: Religion and Ethics

For this Area of Study pupils have the option of studying **ONE** of the following religions:

- Hinduism
- Islam
- Sikhism

This Area of Study is divided into four sections:

- Beliefs
- Marriage and the Family
- Living a Religious Life
- Matters of Life and Death



Area of Study 2: Religion, Peace and Conflict

For this Area of Study **ALL** pupils learn about Christianity.

This unit is divided into four sections:

- Christian Beliefs
- Crime and Punishment
- Living a Christian Life
- Peace and Conflict

SPECIFICATION:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/specification-gcse-l1-l2-religious-studies-b-june-2016-draft-4.pdf>

ASSESSMENT RELIGIOUS EDUCATION

Exam Board: Edexcel

Assessment will be through two, 1 hour 45-minute examinations. Each examination will assess all four sections of that Area of Study. Each section has four parts to it, which assess the pupil's knowledge and understanding of the course content and their ability to analyse and evaluate. The examinations are not tiered; therefore, all pupils sit the same examinations.

FURTHER SUBJECTS: ART

These further subjects are offered subject to sufficient pupil demand.

Pursuing Art will help you to develop a range of creative and expressive skills. At the start of the course, you will be guided through a range of materials and techniques, through both traditional and contemporary artists. As the course progresses you will be encouraged to research artists, as well as explore and experiment with artistic techniques in your sketchbook. All of this will inspire you to create your own independent artworks.

As an artist, you will show commitment to study outside the course at clubs and at home. You will also have the opportunity to visit galleries and attend workshops provided by the school.

The Art and Design GCSE is made up of two elements, **portfolio work** and the final **exam**.

You will develop a wide range of creative and expressive skills, exploring both traditional and contemporary art techniques.

Through guided practice and independent research, you'll learn to use various materials including tonal pencil, watercolour, relief work, collage, acrylic paint, ceramics, printmaking and photography.

You'll investigate artists, designers and photographers to inspire your own unique artworks. Some of the key skills you will develop are:

- Working independently
- Creative thinking and problem-solving
- Research and analysis skills
- Planning and time management

Component 1: Portfolio (60% - Coursework)

Created throughout Year 10 and first term of Year 11, you'll complete 2 projects and submit a sketchbook of work for assessment.

Project 1: Explore diverse art materials and techniques while investigating a range of artists, designers and photographers. You'll visit museums and galleries to develop your understanding and create work inspired by professional artists.

What you'll learn: Material handling, artistic techniques, research skills, and how to develop ideas from initial inspiration to final artwork.

Project 2: Respond to a theme given at the end of Year 10 summer term. You'll investigate and develop ideas throughout autumn term, culminating in a 10-hour mock exam in December. This work contributes to your portfolio.

What you'll learn: Independent project development, time management, sustained investigation, and working to a brief.

Component 2: Externally Set Task (40% - Exam)

Choose from exam board questions and develop your own personal response. You'll research, plan and create a proposal using the skills and materials you've mastered. Your final piece is produced over two days in exam conditions, working like a professional artist in their studio.

What you'll learn: Working to deadlines, independent decision-making, applying learned techniques, and producing finished artwork under time constraints.

Beyond the Classroom

You will be expected to work independently outside lessons through art clubs and home study. The school provides gallery visits and workshops to enrich your learning.

This course requires strong commitment to completing substantial coursework both in lessons and at home.

SPECIFICATION: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification>

ASSESSMENT OF ART AND DESIGN

Exam Board: AQA

Assessment Objectives	Year 10	Year 10/11	Year 11
		Introduction to Photography project	Component 1: Portfolio Coursework portfolio (NEA) Sketchbook and final outcome submitted
A01 Developing ideas through research	This body of work is submitted as a selection supplementing the main project within the student's Component 1: Portfolio. It is not awarded a grade - but is compulsory as it demonstrates coverage of the four assessment objectives	15	10
A02 Refinement of work by exploring and experimenting		15	10
A03 Recording of ideas and observations		15	10
A04 Presentation of a personal and meaningful response.		15	10
Weighting of components		60%	40%

PLEASE NOTE: Art cannot be chosen with Photography or Textiles.

FURTHER SUBJECTS: PHOTOGRAPHY

Are you interested in creating images with cameras and learning how to command a camera to take the photograph you want? Did you enjoy your art lessons: experimenting with art materials and researching art movements/artists, but would like to do this with computer technology as well as mixed media? If you answer yes to these questions, you should sign up for GCSE Photography.

The course covers a wide range of themes to explore, investigate and develop photographic ideas. You will have the opportunity to use digital and film cameras. You will also use a wide range of photographic processes including darkroom techniques, studio techniques, cyanotypes, scanners and manipulating images through Photoshop as well as artistic mixed media. You are required to analyse the work of photographers and write about your own images. As a photographer, you will show commitment to study outside the course at clubs and at home. You will also have the opportunity to go on visits to galleries and attend workshops provided by the school.



You will gain skills in

- Using professional camera equipment (DSLR cameras)
- Digital editing with Photoshop
- Traditional darkroom techniques
- Creative thinking and problem-solving
- Research and analysis skills
- Planning and time management

The Photography GCSE is made up of two elements, **portfolio work** and the final **exam**



Component 1: 60% coursework

This component is worth 60% of your final GCSE grade and consists of portfolio work created across Year 10 and the first term of Year 11. Students complete **two distinct projects** during this time, with all work submitted for marking at the end of Year 11.

Project 1: During this project you will explore digital DSLR techniques, use of photographic studio and Photoshop manipulation. You will investigate a range of artists and photographers and use their work to inspire your own work. To assist your development of ideas we will visit museums and galleries.

Project 2: During this project you will explore various techniques such as hand manipulation, mixed media and the dark room. You will also study artists/photographers who manipulate their artwork into amazing photographic compositions.

Component 2: 40% externally set task.

AQA, the exam board, will give you a selection of questions for you to choose from and then you will research and develop your own, self-directed photographic ideas. You will use the techniques that you loved the most over the last two years to produce your final exam piece. You will have two days (10 hours) studio time to create your photographic artworks that showcase all the skills learnt in your coursework.

If you choose GCSE Photography, you must be willing to demonstrate a strong commitment to the demands and expectations of high levels of coursework completion, which we expect you to complete in lesson and at home.

SPECIFICATION: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/photography>

ASSESSMENT OF PHOTOGRAPHY

Exam Board: AQA

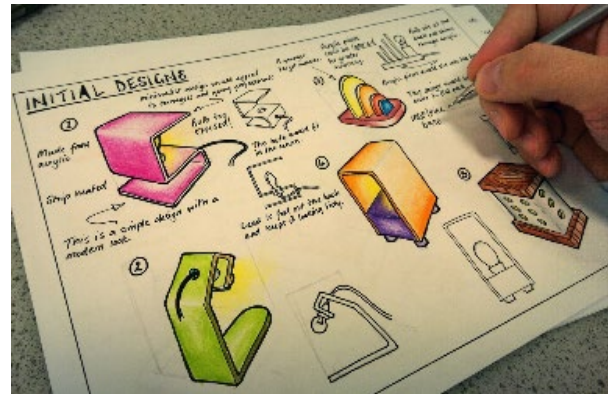
Assessment Objectives	Year 10	Year 10-11	Year 11
		Introduction to Photography project	Component 1: Portfolio Coursework portfolio (NEA) Sketchbook and outcome submitted
AO1 Developing ideas through research	This body of work is submitted as a selection supplementing the main project within the student's Component 1: Portfolio. It is not awarded a grade - but is compulsory as it demonstrates coverage of the four assessment objectives	15	10
AO2 Refinement of work by exploring and experimenting		15	10
AO3 Recording of ideas and observations		15	10
AO4 Presentation of a personal and meaningful response.		15	10
Weighting of components		60%	40%

PLEASE NOTE: Art cannot be chosen with Photography or Textiles.

FURTHER SUBJECTS: DESIGN AND TECHNOLOGY

This new GCSE in Design and Technology is exciting, creative and challenging. If you enjoy experimenting with different materials, generating design solutions and solving problems then this is the course for you.

The new course will combine **Resistant Materials, Electronics, Graphics and Textiles**. It will be based in the Resistant Materials workshops but will allow you to explore all materials to solve real life design problems.



In Year 10 you will build a variety of skills through mini practical projects, looking at all materials. The projects will involve skills such as; using the laser cutter, soldering, understanding a variety of CAD programmes, different workshop tools, drawing techniques, problem solving etc. You will complete the theory element of the course as your homework, which will help embed your practical knowledge. In June of Year 10 you will start your Controlled Assessment Task, which will be completely student led and use the skills you have built up throughout the year.

In Year 11 you will use the skills acquired to continue with the Controlled Assessment Task. You will be required to produce a coursework design folder and a practical outcome, which will respond to one of the design contexts set by the AQA exam board. The coursework is completely student led and you will be setting your own design brief to answer. You will also be continuing to work through the theory element of the course in the weekly single lesson, to fully prepare you for the exam.

50% Coursework – testing your skills in investigating, designing, making and evaluating through producing a design folder and final practical prototype that meets the needs of your client and the brief you have set.

50% Exam – 2 hour written exam split in to three sections:

Section A – core principles based on all areas of Design and Technology

Section B – specialist principles based on materials, components and manufacturing processes of wood, metal and plastics.

Section C – designing and making principles



Studying Design and Technology could lead to a wide variety of careers such as:

Architecture, Product Design, Furniture Design, Graphic Design, Automotive Design, Careers in Engineering, Electronics Industries, Manufacturing Industries, Education, Research, Apprenticeships in a variety of industries, plus many more.

SPECIFICATION: https://cdn.sanity.io/files/p28bar15/green/db64d96d05315e9adcaff43690b58b17be11b5e3.pdf?gl=1*1l8rcow*qcl_au*MjA4Njc0NDk4Ny4xNzY4ODk2MTQ3

ASSESSMENT OF DESIGN AND TECHNOLOGY

Exam Board: AQA

Assessment objectives (AOs)	Content of AO: Students are provided with the title for their NEA on June 1.	Component weightings (approx. %) Paper 1		Designed AO weightings (approx. %)
		Paper 1	NEA	
AO1	Identify, investigate and outline design possibilities to address needs and wants. <ul style="list-style-type: none"> o wider issues in design and technology. 	0	10	10
AO2	Design and make prototypes that are fit for purpose.	0	30	30
AO3	Analyse and evaluate: <ul style="list-style-type: none"> o design decisions and outcomes, including for prototypes made by themselves and others 	10	10	20
AO4	Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> o technical principles o designing and making principles. 	40	0	40
Overall weighting of components		50	50	100



FURTHER SUBJECTS: TEXTILES

An art-based course that allows you to explore the world of Textiles in a creative and exciting way! Using a range of media, materials, fabrics and techniques, you learn new skills and how to apply these to your own outcomes.

The course is all coursework based; component 1 which makes up 60% of the qualification, and the exam board set assignment making up the final 40%. There is no written examination, but a 10-hour practical at the end of the qualification in which you complete planned work.

The projects will involve you experimenting with different creative textile techniques such as dying, free hand machine embroidery, stitch and rip, fabric manipulation and 3D fabric work.

You will look at the work of other artists and designers and develop your own ideas based on their work. There may be visits to galleries /exhibitions, which go towards evidence in your work. Work will be produced in a in sketch books and will incorporate photography, sketching and illustration alongside the Textile elements of the course.

This would be a perfect course for a student that is creative, willing to accept mistakes, open to try new things, can work independently and keep to deadlines.



SPECIFICATION: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8204/specification>

ASSESSMENT OF TEXTILES

Exam Board: AQA

Assessment Objectives	Year 10	Year 10-11	Year 11
	Introduction to Photography project	Component 1: Portfolio Coursework portfolio (NEA) Sketchbook and final outcome submitted	Component 2: Externally examined assessment Sketchbook and final outcome submitted
AO1 Developing ideas through research	This body of work is submitted as a selection supplementing the main project within the student's Component 1: Portfolio. It is not awarded a grade - but is compulsory as it demonstrates coverage of the four assessment objectives	15	10
AO2 Refinement of work by exploring and experimenting		15	10
AO3 Recording of ideas and observations		15	10
AO4 Presentation of a personal and meaningful response.		15	10
Weighting of components		60%	40%

If you choose GCSE Textiles, you must be willing to demonstrate a strong commitment to the demands and expectations of high levels of coursework completion, which we expect you to complete in lesson and at home.



PLEASE NOTE: Textiles cannot be chosen with Art or Photography.

FURTHER SUBJECTS: FOOD PREPERATION AND NUTRITION

If you enjoy creating a wide range of practical food products and want to develop skills that will benefit you throughout your life, this course is an excellent choice.

Food Preparation and Nutrition GCSE combine hands-on cooking with scientific understanding, helping you become confident in the kitchen whilst learning about nutrition, food science and healthy eating.



What will you study?

The course is divided into two parts:

50% Practical Coursework

- **Food Investigation Task:** You'll carry out a scientific investigation into the working characteristics, functional and chemical properties of ingredients
- **Food Preparation Assessment:** You'll plan, prepare and cook a final menu of three dishes in a 3-hour practical exam, demonstrating your technical skills and creativity

50% Written Examination

- 1 hour 45 minutes
- Multiple choice and short answer questions covering food science, nutrition, food safety, and food choice

Throughout the course, you will develop a range of skills, here are some of them:

Practical Skills

- Master a wide range of cooking techniques to create high-quality dishes from scratch
- Make your own cheese, bread, pizza, fresh pasta, pastries, cakes, sauces, chocolate ganache tarts, meringues and much more
- Learn to work safely and hygienically in a kitchen environment

Design and Creativity

- Design and develop your own food products based on specific briefs
- Modify recipes to meet dietary requirements or preferences
- Present dishes attractively and professionally

Scientific Knowledge

- Understand what constitutes a healthy diet
- Learn the principles of planning and preparing a range of healthy meals
- Explore food science concepts including how ingredients work together
- Understand food safety, preservation and storage



If you have an interest and enthusiasm for studying GCSE Food, you may want to join 12% of the UK population who work in the Food Industry. There are wide varieties of careers including Journalism, Marketing, Purchasing, Nutritional Therapist, Dietician, Food Scientist/Technologist, Quality Assurance Manager, Toxicologist, and Chef.

SPECIFICATION:

https://cdn.sanity.io/files/p28bar15/green/a4c15e7bbb429c2ed8b5964d97f01ad22cdb61a3.pdf?_gl=1*en6ewh*_gcl_au*MjA4Njc0NDk4Ny4xNzY4ODk2MTQ3

ASSESSMENT OF FOOD AND NUTRITION

Exam Board: AQA

Assessment objectives	Content	Component Weightings	
		Paper 1	NEA
A01	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	20	0
A02	Apply knowledge and understanding of nutrition, food, cooking and preparation.	20	10
A03	Plan, prepare, cook and present dishes, combining appropriate techniques.	0	30
A04	Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.	10	10
Overall weighting of components		50	50



FURTHER SUBJECTS: DRAMA

In GCSE Drama pupils will focus on directing & performance, learning to:

- Actively engage in the process of academic dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Reflect on and evaluate their own work and that of others
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities
- Learn to evaluate live theatre performances

In GCSE drama pupils will have the following opportunities:

- Stage at least 3 full-length technical performances in the Drama studios and/or main hall
- Get first opportunity to work on the school's multiple theatrical performances
- Watch at least 1 piece of live or streamed piece of theatre a term throughout the course
- A wide variety of visits to professional theatres and performances around London
- Opportunities to meet professionals working in the theatre industries at Q&A events

SPECIFICATION:

https://cdn.sanity.io/files/p28bar15/green/9c9d7827cc7c53c5ec04e49ee14823a111dc0eeb.pdf?_gl=1*1kfe0pb*_gcl_au*MzYyNzMyODgwLjE3Njc2NTk1NjU



COMPONENT 1 UNDERSTANDING DRAMA:

40% - 1 hour 45-minute written exam with essay style questions on the work performed as well as a closed book question on a set play text, 'Noughts & Crosses'.

COMPONENT 2 DEVISING DRAMA:

40% - Devised performance: creation, rehearsal and performance of an original piece of work with a rehearsal log.

COMPONENT 3 TEXTS IN PRACTICE:

20% - Scripted performance: rehearsal and performance of two extracts from a text.

ASSESSMENT OF DRAMA

Exam Board: AQA

Term	Year 10	Year 11
Autumn	Introduction to scripts	Component 2: Devising Drama
	Introduction to devising	Component 3: Texts in Practice
Spring	Introduction to the set text	
	Component 1: Understanding Drama	
Summer	Component 2: Devising Drama	Component 1: Understanding Drama

To follow this course, you must have a strong attendance record as any absence will have a detrimental impact on the learning of others. You will be expected to rehearse with your group in your own time.



FURTHER SUBJECTS: MUSIC

If you pick GCSE Music, the possibilities open to you are endless. Music will enable you to demonstrate many skills which employers, colleges and universities in all subject areas are looking for. It can give you opportunities to travel, meet people and get the most out of life. The music & entertainment sector is one of the largest industries in the UK, with a multitude of job opportunities, contributing record amounts to the UK economy.

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



If you already play an instrument or sing you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing you can take the opportunity to learn new skills which could stay with you for life.

SPECIFICATION: <https://www.eduqas.co.uk/media/akxduier/eduqas-gcse-music-spec-from-2016-e-050225.pdf>

ASSESSMENT OF MUSIC

Exam Board: Educas

Unit	Component title	%	Assessment method
1	Performing	30	Teacher assessed, externally moderated
2	Composing	30	Teacher assessed, externally moderated
3	Appraising	40	External assessed exam

Learners will perform a minimum of 2 pieces lasting a total of 4-6 minutes

Learners will compose 2 pieces of music, 1 to a set brief set by the exam board, 1 free composition.

The listening examination has 8 questions, 2 on each area of study:

AoS 1 - Musical Forms and Devices

AoS 2 - Music for Ensemble

AoS 3 - Film Music

AoS4 - Popular Music

FURTHER SUBJECTS: GEOGRAPHY

“Our world is a unique, diverse, dynamic and beautiful place”.

Learning about the world and its people helps us become truly global citizens. GCSE Geography is an opportunity to learn and discover more about our amazing planet. The GCSE course not only looks at the interactions between the human and physical environment but also helps to develop a number of skills: enquiry, communication, ICT and analysis.

In this course you will apply your learning real-world geographical issues, weighing up different viewpoints and evidence to make and justify your own decisions. You will develop your critical thinking and understanding of geographical issues.



Unit 1: Global Geographical Issues

Hazardous Earth: Explore Earth's climate system works, why extreme weather is increasingly dangerous, and how tectonic hazards like earthquakes and volcanoes impact different locations.

Development Dynamics: Examine global inequality and the factors creating differences in wealth and quality of life between countries.

Challenges of an Urbanising World: Investigate rapid urban growth in developing countries, the opportunities and challenges this creates, and why quality of life varies within cities.

Unit 2: UK Geographical Issues and Investigations

The UK's Evolving Physical Landscape: Discover how natural processes shape the UK's coastline and river systems.

The UK's Evolving Human Landscape: Learn about urban change, migration impacts, regeneration projects and urban sustainability.

Fieldwork and Research: Develop practical geographical skills through two fieldwork investigations, collecting, analysing and presenting real-world data.

Unit 3: People and Environmental Issues

People and the Biosphere: Understand the relationship between humans and the world's major ecosystems.

Forests Under Threat: Investigate why tropical rainforests and taiga forests face pressure from human activities, explore deforestation consequences and protection strategies.

Consuming Energy Resources: Examine global patterns of energy consumption and production, and why energy use varies between countries.

ASSESSMENT OF GEOGRAPHY

Exam Board: Edexcel

There are **three examination papers**; all papers are **1 hour 30 minutes long**. There is no coursework.

Paper 1	Paper 2	Paper 3
37.5% of qualification	37.5% of qualification	25% of qualification
94 marks	94 marks	64 marks
<p>Topic 1: Hazardous Earth</p> <p>Topic 2: Development dynamics</p> <p>Topic 3: Challenges of an urbanising world</p>	<p>Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.</p> <p>Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.</p> <p>Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.</p>	<p>Topic 7: People and the biosphere</p> <p>Topic 8: Forests under threat</p> <p>Topic 9: Consuming energy resources</p>
The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.	The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.	The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.

SPECIFICATION: <https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/gcse-2016-l12-geography-b-spec.pdf>



FURTHER SUBJECTS: HISTORY

History is a fascinating subject which helps you to understand the world around you and your place in it. It will help you develop research, analysis, and problem-solving skills that universities and employers highly value. You'll learn to think critically about information and master the ability to build strong, evidence-based arguments. Students who choose GCSE History should have an interest in world affairs and enjoy analysing the actions and consequences of key historical figures and events. There are 5 key topics over the two-year course, and all will be assessed by three examinations:

Paper 1: Thematic Study and Historic Environment (30%)

Crime and Punishment in Britain, c.1000-present Trace how crime, law enforcement and punishment have evolved over 1,000 years of British history. You'll explore changing definitions of crime, from medieval outlaws to modern cybercrime, and examine how society has punished offenders through methods ranging from public execution to rehabilitation.

Whitechapel, c.1870-1900: Crime, Policing and the Inner City Investigate the dark streets of Victorian London's East End in detail. You'll study poverty, immigration, police methods and the infamous Jack the Ripper case, understanding how this historic environment shaped crime and policing.

Paper 2: British Depth Study and Period Study (40%)

Early Elizabethan England, 1558-88 Gain in-depth insight into Elizabeth I's reign, exploring the challenges she faced as a female monarch, religious tensions between Catholics and Protestants, threats from Spain, and the flourishing of Elizabethan culture and exploration.

Superpower Relations and the Cold War, 1941-91 Study 50 years of global tension between the USA and Soviet Union. You'll examine key events including the Berlin Wall, Cuban Missile Crisis, Vietnam War and the collapse of communism, understanding how two superpowers shaped the modern world.

Paper 3: Modern Depth Study (30%)

Weimar and Nazi Germany, 1918-39 Explore Germany's transformation from democratic Weimar Republic to Nazi dictatorship. You'll investigate how Hitler rose to power, life under Nazi control, persecution of minorities, and how a modern European nation descended into totalitarianism and genocide.

SPECIFICATION: <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

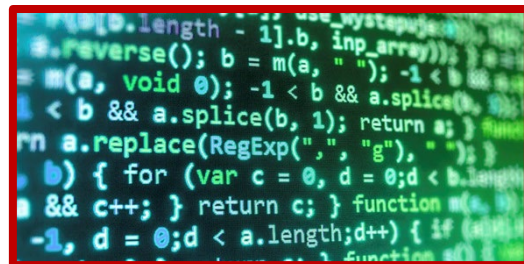
ASSESSMENT OF HISTORY

Exam Board: Edexcel

Students Must:		% in GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35
AO2	Explain and analyse historical events and periods studied using second order historical concepts.	35
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15

FURTHER SUBJECTS: COMPUTER SCIENCE

The course will give pupils a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.



The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

The specification encourages candidates to explore the spiritual, moral, ethical, social, legislative, and cultural aspects of the introduction of computer-based solutions to problems through a study of their effects on society. The units of work consider issues such as changing leisure patterns and work practices, privacy and confidentiality of data held in systems, opportunities for access to information, and environmental issues.

There are two components:

- **Examined component** Computing theory with two exams at end of Year 11, worth 100% of the qualification.
 - **Paper 1: Computer Systems 50%**
 - **Paper 2: Computational thinking, Algorithms and Programming 50%**

The theory includes:

- Hardware and Software
- Networking
- Computational thinking (algorithms & logic)
- Data representation
- Systems Analysis

Computer Programming Project

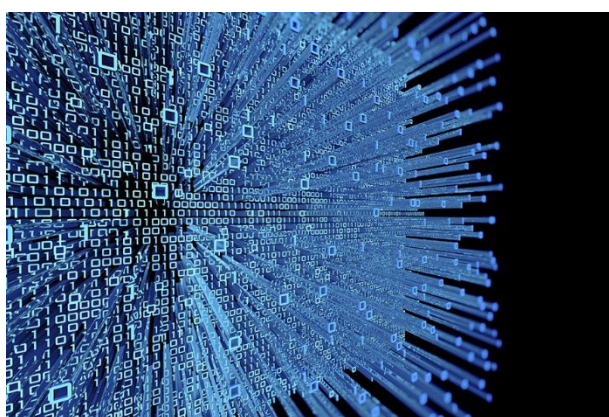
The programming project is completed under 20 hours of controlled conditions, it does not contribute to the final grade but must be completed as part of the GCSE.

SPECIFICATION: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

ASSESSMENT OF COMPUTER SCIENCE

Exam Board: OCR

Component	% of overall GCS1 (9-1) in Computer Science J277		
	AO1 Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.	AO2 Apply knowledge and understanding of key concepts and principles of Computer Science	AO3 Analyse problems in computational terms: <ul style="list-style-type: none"> • to make reasoned judgements • to design, program, evaluate and refine solutions
Computer Systems (J277/01)	21	29	0
Computational thinking, algorithms and programming.	9	11	30
Total (%)	30%	40%	30%

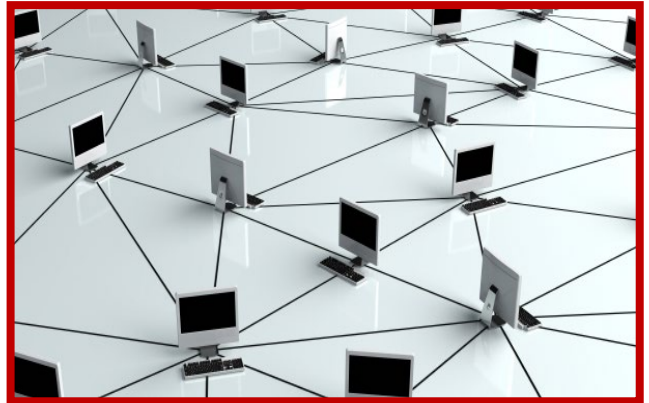


FURTHER SUBJECTS: INFORMATION TECHNOLOGY

Cambridge National in IT

This qualification comprises of several units that are a mixture of external assessment and coursework.

This is an opportunity to explore using IT software to work through an IT project. Using spreadsheets to plan a solution to a problem and then designing the solution to the stated problem.



Students will take an external exam in **IT in a Digital World**. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.

Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and Testing
- Cyber-security and legislation
- Digital Communication
- Internet of Everything

The project units include two set assignments. One of the units is **Data manipulation using spreadsheets**. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements.

Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution

The final unit is **Using Augmented Reality** to present information

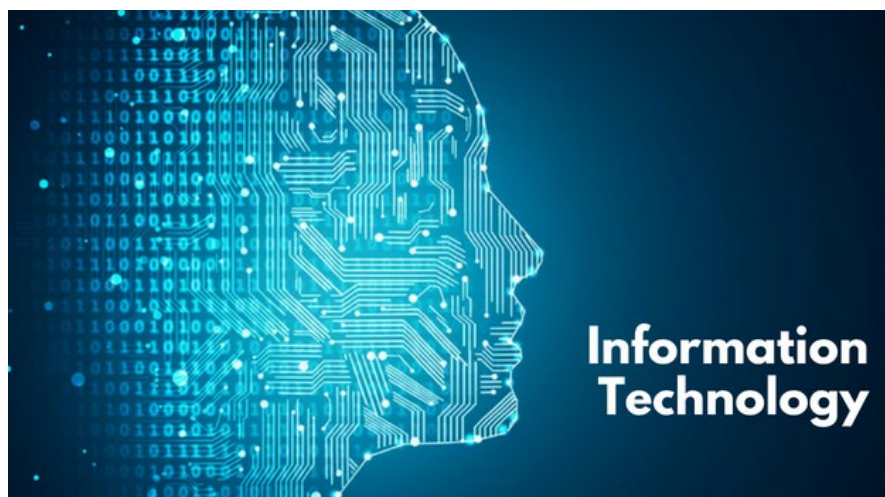
- Augmented Reality – what it is, what types there are and what devices there are
- Designing an Augmented Reality model prototype
- Creating an Augmented Reality model prototype
- Testing and reviewing the mode

SPECIFICATION: <https://www.ocr.org.uk/Images/610951-specification-cambridge-nationals-it-j836.pdf>

ASSESSMENT OF INFORMATION TECHNOLOGY

Exam Board: Cambridge OCR

Component	Externally assessed Exam R050	NEA Component R060 <ul style="list-style-type: none"> Year 10 Spreadsheet Project NEA Submitted 	NEA Component R070 <ul style="list-style-type: none"> Year 10/11 Augmented Reality Project NEA Submitted 	Overall weighting (range)
PO1 Recall knowledge and show understanding	15.5%-19%	n/a		15.5%-19%
PO2 Apply knowledge and understanding	13%-16.5%	18%		31-34.5%
PO3 Analyse and evaluate knowledge, understanding and performance	8-10%	12%		20-22%
PO4 Demonstrate and apply skills and processes relevant to the subject area		30%		30%
Overall weighting of assessments	40%	60%		100%



FURTHER SUBJECTS: FRENCH AND SPANISH

If eligible, pupils continue with the Language they have been studying in Year 9.

Studying a language at GCSE gives students skills and opportunities that will benefit students throughout their lives, both personally and professionally. They will build essential skills for the future here are some of the benefits:

Communication Skills: Students develop the ability to communicate effectively in another language, both in speaking and writing. They learn to express ideas, opinions and information clearly in different contexts. These communication skills transfer to English, improving overall literacy and expression

Problem-Solving and Cognitive Benefits: Learning a language strengthens memory, concentration and analytical thinking. Students develop resilience and perseverance as they tackle challenging new concepts and language learners often perform better across other subjects.

University and Further Education: Many universities value language qualifications, particularly for competitive courses. A language GCSE demonstrates commitment, cultural awareness and intellectual curiosity.

The GCSE course builds on knowledge acquired at Key Stage 3 and develops the skills of Listening, Speaking, Reading and Writing. The content studied will cover the following contexts, as defined in the AQA examination board specifications:

Theme 1: People and lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Theme 2: Popular culture

- Free time activities
- Customs, festivals and celebrations
- Celebrity culture

Theme 3: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live



All GCSE assessments are sent to the examination board for marking (AQA).
Dictionaries are not allowed in the examinations.

There are no Controlled Assessments or Coursework elements.

TIERS OF ENTRY

Please note that GCSE pupils will be entered for either Foundation Tier (grades 1 to 5) or Higher Tier (grades 4 to 9).

The tier of entry must be the same for all examination papers. Decisions on tiers of entry are made in January of Year 11 based on pre public examination results.

SPECIFICATIONS:

French: <https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification/specification-at-a-glance>

Spanish: <https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification/specification-at-a-glance>

ASSESSMENT OF LANGUAGES

Exam Board: AQA

Exam breakdown	%	When
Paper 1 - Listening	25%	One final exam in Summer of Year 11
Paper 2 – Speaking	25%	One final exam in Spring of Year 11
Paper 3 - Reading	25%	One final exam in Summer of Year 11
Paper 4 - Writing	25%	One final exam in Summer of Year 11



FURTHER SUBJECTS: THEORY OF PHYSICAL EDUCATION

GCSE Physical Education is for students who are passionate about sport and want to understand the science behind performance, health, and fitness. This course combines practical skills with academic study, offering a unique blend of physical activity and classroom learning."

Pupils who choose AQA GCSE Theory of PE should have a wide interest in sports and enjoy physical activities. It is essential to be practically able in sporting activities as you will be assessed practically in three sports (40%).

The remaining 60% will be two written examinations studying the different theoretical concepts of sport and exercise science as defined by the AQA examination board specifications.

By Studying *GCSE Physical Education*, you can expect to gain the following skills

- Practical skills - Develop performance in three different sports
- Scientific knowledge - Learn about anatomy, physiology, psychology, and biomechanics
- Analysis skills - Evaluate and improve performance using data and video analysis
- Health awareness - Understand nutrition, fitness, and wellbeing
- Real-world application - Apply theory to practical situations

Studying this subject can lead to future opportunities and can open *doors to careers in the following professions:*

- Sports coaching and development
- Physiotherapy and sports therapy
- Sports science and nutrition
- PE teaching
- Fitness instruction and personal training
- Sports journalism and media
- Sports management and business
- Armed forces and emergency services
- Health and social care

SPECIFICATION:

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification/specification-at-a-glance>

ASSESSMENT OF THEORY OF PHYSICAL EDUCATION

Exam Board: AQA

Component	Year	Topics	Weighting	Length of Exam/Marks
<p>Paper 1:</p> <p>The Human Body and Movement in Physical Activity and Sport.</p> <p>External Exam</p>	Yr10/Yr11	<p>Applied Anatomy and Physiology</p> <p>Movement Analysis</p> <p>Physical Training</p> <p>Use of Data</p>	30% of GCSE	<p>1 Hour 15 Minutes</p> <p>78 Marks</p>
<p>Paper 2:</p> <p>Socio-Cultural Influences and Well-being in Physical Activity and Sport</p> <p>External Exam</p>	Yr11	<p>Sports Psychology</p> <p>Socio-Cultural Influences</p> <p>Health, Fitness and Wellbeing</p> <p>Use of Data</p>	30% of GCSE	<p>1 Hour 15 Minutes</p> <p>78 Marks</p>
<p>Practical Performance in Physical Activity and Sport</p> <p>Non-Exam Assessment</p>	Yr10/Yr11	<p>Practical Assessment</p> <p>Students are assessed practically in the three sports. One team sport, one Individual sport and then another sport which is either a team or individual.</p> <p>Coursework Assessment</p> <p>Students will be assessed on their analysis and evaluation of performance to bring about improvement in one activity.</p>	40% of GCSE	<p>Practical Assessment</p> <p>10 Marks for each sport's progressive drills. 15 Marks for each sport's full context game. 75 Marks in total across 3 sports.</p> <p>Coursework Assessment</p> <p>15 Marks - Analysis 10 Marks - Evaluation</p> <p>100 Marks in Total</p>

CAREERS GUIDANCE

YOUR CAREERS JOURNEY AT THE HEATHLAND SCHOOL

The choices that you make now are very important as they can affect the range of options available to you at the end of Year 11. The school provides opportunities throughout Key Stage 3 to support your journey and planning for your future options.

YEAR 7 (2023-24) DISCOVERING CAREERS

PSHE CAREERS LESSONS

- ✓ What is a career?
- ✓ What is my dream job?
- ✓ Introduction to Unifrog platform
- ✓ Exploring different job sectors

YEAR 8 (2024-25) EXPLORING INTEREST

PSHE CAREERS LESSONS

- ✓ What are my interests?
- ✓ What are the challenges of work?
- ✓ What are the rewards of work?
- ✓ What does success look like?

YEAR 9 (2025-26) MAKING KEY DECISIONS

PSHE CAREERS LESSONS

- ✓ Moving into Key Stage 4
Understanding career pathways
- ✓ How GCSE choices affect your future
- ✓ Linking subjects to careers
- ✓ Using Unifrog for options research

YEAR 9

World of Work Day
Careers fair and employer encounters

YEAR 9

Option Assemblies

YEAR 9

Pathways Evening

NEED CAREERS ADVICE?

Contact: The Careers Officer, based in the **library**. Available for support with:

- ✓ Year 9 options choices
- ✓ University course selection
- ✓ Apprenticeship applications
- ✓ CV building and interview skills
- ✓ Work experience placements

NOTES

Use this space to take notes about the subjects you have researched.

My preferred options *(the option subjects I would ideally prefer to study)*

1

2

My reserve options *(the option subjects I would take should I not be successful with my preferred options)*

1

2