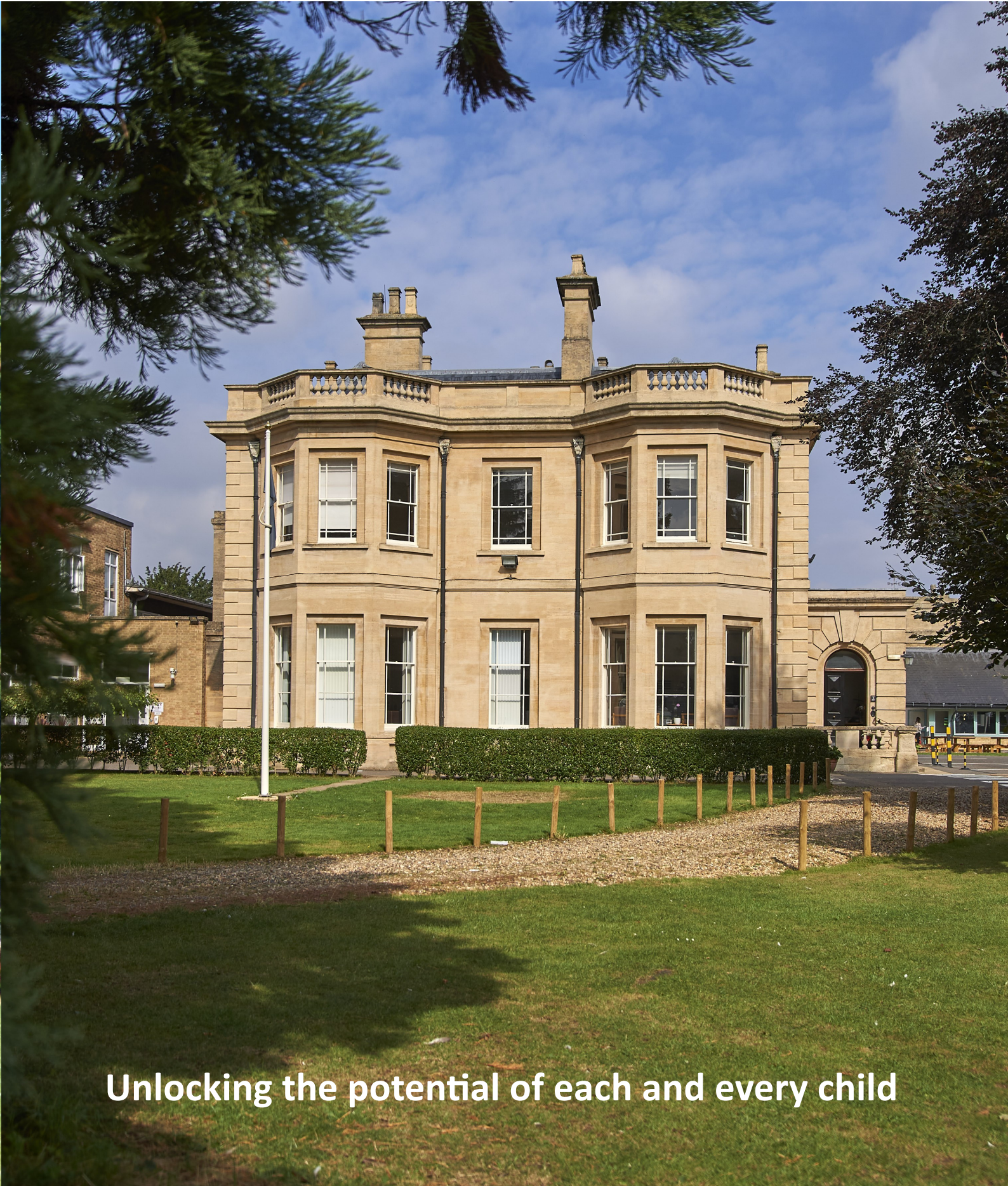




The
Peterborough
School

GCSE Curriculum Brochure 2026



Unlocking the potential of each and every child

FOREWORD

I am very pleased to introduce you to the GCSE Curriculum at The Peterborough School. This is an exciting educational phase because in choosing their option subjects pupils gain an important element of choice in their future. The qualifications they gain over the next two years will help to inform the future paths that they may take. We are committed to enabling your child to achieve the best results possible. Pupils will need to work hard but they will be supported by excellent teaching in well-resourced academic departments.

As they proceed through the GCSE curriculum, pupils are encouraged to develop good independent study habits in order to manage their time and workload. They also begin to consider more seriously their future career prospects. Pupils have the expert advice of Mr Cameron, the Deputy Head, who monitors each pupil's academic progress in conjunction with Miss Cummings, our Head of Key Stage 4, Mrs Rees our Head of Careers, the Key Stage 4 Form Tutors, who know the pupils very well, and of course individual subject teachers. In Year 11, we work closely with the pupils to construct a Sixth Form programme which fits precisely their strengths and ambitions.

We also encourage pupils to make the most of all that the School has to offer beyond the taught curriculum, both in terms of departments' wider activities and in a range of other activities which develop talent and confidence. I hope that pupils will wish to undertake the Duke of Edinburgh's Award Scheme; most Year 10 pupils work towards the Bronze Award and find the course extremely fulfilling. With maturity, your child's capabilities in extra-curricular activities will grow stronger and we will provide every opportunity for them to take leadership roles. I always look forward to watching the pupils develop into increasingly accomplished young men and women.

I hope you find the curriculum details here helpful. Please get in touch with teachers, Heads of Departments or the Deputy Head if you would like any further information. The progress and well-being of the pupils is always our top priority.

Mr A D Meadows

Headmaster



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INTRODUCTION

We are committed to providing a broad and balanced academic curriculum, which rests on a blend of tradition and modernity. The curriculum is designed to develop essential academic skills such as literacy, numeracy and information technology, while promoting an enquiring mind and a capacity to think rationally. Pupils are given opportunities to be creative, innovative and enterprising in all the major curriculum and intellectual disciplines. Our main focus is on equipping pupils with the skills and attributes that will stay with them for life and enable them to be happy and successful adults.

The academic curriculum at GCSE is built around a number of core curriculum subjects and a wide range of options choices. Subjects are drawn from academic disciplines such as the creative arts, science and technology, sports, modern foreign languages, humanities, mathematics and English. In this way, pupils are able to shape their own academic programme and influence their future direction in a meaningful way.

We would advise pupils to choose a **broad balance of subjects**, and ones that they enjoy, so that they are not restricting their options at this early stage. In today's global society it is important that pupils have a foreign language at GCSE and therefore we expect that one of the options choices will be a modern foreign language. Beyond this they should choose subjects that they are interested in and that they are going to enjoy studying: ultimately education should be about fun and inquiry as much as hard work and challenge, because enjoyment and success normally lead to better learning.

We continue to see the GCSE curriculum as more than the sum of its parts, and firmly believe that the wider curriculum extends far beyond the classroom to include the many clubs and activities that run at lunchtime and after school, the local and foreign trips at weekends and in the holidays, and the habits of thought that characterise our School ethos.

Please do not hesitate to contact me should you have any queries about the GCSE options process or about any wider issues regarding GCSE.

Mr Ross Cameron
Deputy Head

Structure of the Curriculum

In order to study each GCSE subject in appropriate depth and allocate sufficient time to each subject, the number of subjects in the curriculum is reduced to ten. Some subjects are compulsory and form part of the 'core' curriculum, but pupils are also able to choose four subjects from the list of optional subjects.

In Years 10 and 11 the core curriculum consists of the following subjects;

- English Language
- English Literature
- Mathematics
- Science
- Physical Education [Non-Examined]
- Personal, Social and Health Education [PSHE], including Careers [Non-Examined]

This curriculum is then completed by the addition of four options subjects chosen from Art, Craft and Design, Computer Science, Design & Technology, Drama, Food Technology, French, Geography, History, Music, Physical Education, Religious Studies and Spanish.

In order for the timetable to be written effectively, these subjects are arranged into "option blocks". Pupils eventually select one subject from each block to complete their GCSE profile.

Below are the option blocks which were created for a **previous year**, to illustrate the process:

EXAMPLE ONLY:

Option Column 1	Option Column 2	Option Column 3	Option Column 4
Art and Design	Drama	French	Music
History	French	History	Religious Studies
Geography	Geography	Spanish	Physical Education
	Spanish		

Once pupils have made their selection from the option blocks, they complete the final options form, which is signed by parents and returned to school via the Form Tutor. The School timetable for September 2025 will then be constructed.

Choosing Your Options

Year 9 is an important year because for the first time pupils take direct responsibility for deciding which subjects they will study for the next two years. Although the wide variety of choices may seem daunting at first, some subjects are compulsory, and the requirement to follow a balanced programme of study means that in practice choices occur within sensible parameters. This booklet is designed to help pupils make their choices. It summarises information about each of the GCSE courses and contains the option choices form.

What other resources are available?

Pupils will receive guidance during Form periods, subject lessons, informal discussions with staff, and at home. Additionally, the Careers Library is always open for them to find out about specific careers and any relevant subject requirements. Our Head of Careers is Mrs Rees.

What is a balanced programme of study?

A balanced programme of study ensures that beyond GCSE pupils retain the possibility of studying mathematics, the sciences, languages, the humanities and creative subjects at A Level. It means that pupils receive a broad education but also have the opportunity to develop their own interests and abilities. Pupils will therefore have a wide choice of potential career and training paths.

To achieve this flexibility, all pupils follow a 'core' programme of English Language, English Literature, Mathematics and Science. For the majority of pupils, we also recommend the choice of at least one modern foreign language.

The four subject choices should also be chosen carefully so that a balanced programme is achieved. It would not be advisable, for example, to choose four creative subjects and exclude a humanity subject or a language.

Can we guarantee you will be able to take your chosen options?

In the majority of cases, pupils are able to study the subjects of their choice and a great deal of time and effort is involved in trying to achieve this goal. ***Sometimes, however, it is not possible to study specific combinations and negotiated compromises have to be made in these cases. Occasionally pupils may also be advised that a particular choice is not in their best interests.***

A final word

We hope that pupils will find choosing their GCSE options an exciting and rewarding task, and will gain enjoyment and benefit from the programme that they eventually study.

Pupils should always feel free to seek advice from subject staff before making their final decisions.

Independent Study

INDEPENDENT STUDY (HOMEWORK) GUIDELINES and ASSESSMENT

All pupils are set independent study each night, according to a timetable for the Year group drawn up at the start of each academic year. Years 10 and 11 must adapt to a more flexible timetable dictated by the demands of examination courses, which may include coursework. Approximate expectations of independent study are as follows:

- Year 10: 2 hours per evening
- Year 11: At least 2 hours per evening

There will, naturally, be occasions when independent study takes a shorter or a longer period of time.

Independent study is allocated between each subject as shown in the following table;

English, Maths	2 tasks per week
Subject Option 1	2 tasks per week
Subject Option 2	2 tasks per week
Subject Option 3	2 tasks per week
Subject Option 4	2 tasks per week
Biology, Chemistry, Physics	1 task per week

If, for any reason, pupils are not able to complete their independent study they should speak to their subject teacher or Form Tutor.

COMPLETION OF INDEPENDENT STUDY AT LUNCHTIME

The purpose of independent study is that it provides an opportunity for individual reflection on the work of lessons and preparation for those to come, in the peaceful environment of the home, free from distraction. Lunchtime is better spent in recreation, if a pupil is not involved in any of the activities that take place, to provide a break from academic work.

There may be times, however, when a pupil is very busy in the evening with fixtures or rehearsals, or family activities; in these circumstances we allow pupils to work in the Learning Resource Centre at lunchtime. Pupils should ask for their Form Tutor's permission to do this at morning registration.

ASSESSMENT

Pupils' work is assessed on a regular basis throughout the year with classwork and independent study tasks being marked by the teacher. End of topic assessments take place regularly and there are summer examinations at the end of Year 10. These examinations cover all work studied in the year. Additional guidance and support is given to pupils by subject and Form staff to help them prepare for these examinations. Pupils then sit two sets of 'mock' GCSE examinations in Year 11: the first at the end of the Autumn Term and the second in the Spring Term.

Independent Study



Some common sense advice given to pupils about the completion of independent study:

Keep your equipment and books at home in a place where you can always find them.

Try to work away from other sources of distractions such as the TV, PS5 or sources of loud music etc.

Listen carefully to your teacher's instructions in class and note in your planner what you need to do and when it needs to be handed in. If it is not clear, ask your teacher to clarify.

Sit comfortably at a desk or table to work and make sure that your working area is well lit. Try to avoid working on your knee or on the floor for example.

Concentrate properly on your work: try not to multitask: working with your phone or device on the table is rarely effective because it is too distracting.

Use your phone or device only if it is directly relevant or helpful in completing the task: turn it to 'do not disturb' in Settings so that you are not fielding unwanted calls/texts/notifications.

Try not to break off from your work every few minutes, but do make sure you are giving yourself a short break every 20 minutes: this actually helps concentration levels.

Don't let work pile up. If you are given several days to complete it, do not leave it until the last minute because work completed in a rush is unlikely to be your best.

Try to plan your independent study so that your activities and commitments outside school do not interfere with your studies: try to start taking responsibility for managing your time.

Set yourself a sensible work target and then reward yourself after it is finished. You can spend time on social media or gaming or watching TV when your homework has been successfully completed.

Above all, think several days ahead using your planner, to make the best use of time and do not leave projects, coursework or homework to the last minute.

Academic Difficulties

We are proud of our caring and friendly environment; it is the duty of all teaching staff to support pupils in their academic and personal lives.

Dedicated members of staff that are always available to help with academic or pastoral concerns include the following;

- Form Tutors
- The Head of Year 10 & 11, **Miss Cummings**
- The Head of Pastoral Care, **Mr Pryor**
- The Deputy Head, **Mr Cameron**
- The Head, **Mr Meadows**

Each pupil's immediate care is the responsibility of their Form Tutor, who should be able to identify and discuss any difficulties early, support thoroughly, celebrate achievements and liaise with other members of staff as necessary.

In the Senior School, subject teachers usually manage immediate academic difficulties. Pupils are guided in their organisation by Form Tutors and can ask subject teachers for extended deadlines if they find it difficult to complete work on time.

If pupils fail to meet deadlines, or submit inadequate independent study tasks, or work which is clearly below their usual standard of which they are known to be capable, their names will be referred to their Form Tutor or the Head of Years 10 & 11.

Additional support and monitoring can then be arranged to ensure that each pupil fulfils their potential.



Subjects

GCSE artwork produced by
a former GCSE pupil

GCSE Exam Boards

Faculty	Subjects	Head of Faculty	Exam Board
English	English Literature English Language	Mrs J Roberts	AQA
Mathematics	Mathematics	Mrs M Silvester	Edexcel
Science	Biology	Mr S Law	AQA
	Chemistry		
	Physics		
	Combined Science Double Award		
Art and Design Technologies	Art and Design	Mr A Harwin	AQA
	DT (Product Design)		AQA
	Food Technology		AQA
Computer Science	Computer Science	Ms A Kupara	AQA
Drama	Drama	Mrs R Shang	AQA
Humanities	Geography	Mrs L Wisdom	OCR
	History		AQA
Modern Foreign Languages	French	Mrs A Paleoca	EdExcel
	Spanish		
Music	Music	Mrs R Leyton-Smith	Edexcel
Physical Education	Physical Education	Mrs E Kay Mr A Boxall	AQA
Religious Studies	Religious Studies	Mrs A Buxcey	Eduqas/WJEC

English Language and English Literature

Head of Faculty: Mrs J Roberts

Introduction

During the English GCSE course, pupils build on key literacy skills acquired throughout Key Stage 3 and develop further confidence and accuracy in Reading, Writing and Speaking, and Listening skills.

The study of Literature provides opportunities to read, analyse, discuss and evaluate a range of literary texts.

GCSE English Language and English Literature skills are complementary, hence they are taught concurrently.

Both are assessed through examination and we follow the AQA course.

English Language	Further Notes
Spoken English Component	Pupils are required to give a talk and to answer questions. Spoken English is assessed and is reported separately from the GCSE.
Reading	Pupils are required to read a wide range of fiction, non-fiction and media texts. Reading skills are assessed in the examination.
Writing	Pupils are required to demonstrate their ability to communicate clearly, accurately and imaginatively, using a range of structural and linguistic features. Writing skills are assessed in the examination.
English Literature	
English Literature	Pupils are required to demonstrate their ability to respond to texts critically and sensitively, examining language, structure and form, exploring and comparing texts. They should be aware of social, cultural and historical contexts. English Literature is assessed in the examination.

Career Destinations

Most employers look to GCSE qualifications as an indication of literacy and communication skills. GCSE English qualifications are desirable for anyone pursuing a further education and are essential when applying for university places. Students will need to retake English Language if a Grade 4 is not achieved

English Language		
Paper 1: Explorations in Creative Reading & Writing Written Examination	Section A: Reading	One Literature Fiction Source
	Section B: Writing	Descriptive or Narrative Writing
Paper 2: Writer's Viewpoints and Perspectives Written Examination	Section A: Reading	One Non-Fiction Source and one Literary Non-Fiction Source
	Section B: Writing	Writing to Present a Viewpoint
Non Examination Assessment	Spoken English Component	
English Literature		
Paper 1: Shakespeare and the 19th Century Novel Written Examination	Section A: Shakespeare	Response to one play by Shakespeare, usually 'Macbeth'
	Section B: The 19 th Century Novel	Response to one novel written between 1800 - 1900, 'A Christmas Carol'
Paper 2 Modern texts & Poetry Written Examination	Section A: Modern Prose or Drama	Response to one modern text 'An Inspector Calls'
	Section B: Poetry	Response to studied poetry 'Power and Conflict'
	Section C: Unseen Poetry	Response and comparison of two previously unseen poems

Mathematics

Head of Faculty: Mrs M Silvester

Introduction

The Maths GCSE specification aims to encourage pupils to:

- develop a positive attitude to Mathematics
- consolidate basic skills and meet appropriately challenging work
- apply mathematical knowledge and understanding to solve problems
- think and communicate mathematically – precisely, logically and creatively
- appreciate the place and use of Mathematics in society
- apply mathematical concepts to situations arising in their own lives
- understand the interdependence of different branches of Mathematics
- acquire skills needed to use technology such as calculators and computers effectively
- work cooperatively, independently and practically.
- acquire a firm foundation for further study

Specification Overview

A course based on this specification requires candidates to demonstrate their knowledge, understanding and skills in the following four areas:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measure

Paper 1	33.3% of qualification Non Calculator 1 hour 30 minutes
Paper 2	33.3% of qualification Calculator allowed 1 hour 30 minutes
Paper 3	33.3% of qualification Calculator allowed 1 hour 30 minutes

- Handling Data

In addition pupils are expected to develop Functional Skills which allow them to interpret mathematical ideas in content and select information in order to solve a problem. In years 10 and 11 they will be encouraged to take increasing responsibility for planning and executing their work and learn the importance of precision and rigour in Mathematics. They will refine their calculating skills, extend their skills in algebra, geometry and graphs, and learn to handle data through practical activities. They will be encouraged to choose appropriate ICT tools.

Scheme of Assessment: Pupils may sit at Foundation or Higher level.

Topics Covered	
Number	Numbers and arithmetic, fractions and decimals, ratio and proportion, percentages, decimal calculations, fractions, powers and proportionality
Algebra	Graphs, expression, sequences, equations and formulae
Geometry	Area and volume, angles and circles, transformations, enlargements, Pythagoras' Theorem, constructions, loci and Trigonometry
Probability and statistics	Collecting and analysing data, displaying and interpreting data, probability, averages and frequency graphs
Ratio, proportion and rates of	Units, scale factors, ratio, direct and inverse proportion, growth and decay problems and compound interest

Science

Head of Faculty: Mr S Law

Introduction

All Year 9 pupils will have completed aspects of the AQA GCSE Combined Science: Trilogy course (Specification 8464). Year 10 and subsequently Year 11 pupils will be following on the routes below:

GCSE Combined Science: Trilogy. This will cover the three Science disciplines in the traditional fashion, much like the current Core and Additional Science GCSE. This is a 2 GCSE route.

Triple Science: This will include GCSE Biology, GCSE Chemistry and GCSE Physics. This is a 3 GCSE route.

Pupils will have 2 lessons of Biology, Chemistry and Physics in Year 9 and 3 lessons of each subject in Year 10 and 11. The specifications follow on directly from the course taught at Key Stage 3, which uses the Science Works Scheme together with some extension material and broadly follows National Curriculum guidelines.

The specification aims to encourage pupils to:

- develop their interest in, and enthusiasm for science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- acquire scientific skills, knowledge and the understanding necessary for progression to further learning.

The content is linked to a wide range of experimental activities designed to develop practical and analytical skills. The use of ICT is integral to this approach.

Mathematical skills will be introduced to Year 9/10 pupils. Bespoke lessons will be completed throughout these two years, focusing on the reinforcement and development of scientific related mathematical skills.

Career Destinations

The specifications are accepted as a qualification that will lead directly to the study of all three sciences at A Level and on to scientific careers (including medicine, research and engineering). It is also a frequently required entrance qualification for many non-scientific careers and courses in Higher Education.

Specification Overviews and Assessment

Biology	Chemistry	Physics
Cell Biology	Atomic structure and the periodic table	Forces
Organisation	Bonding, structure and the properties of matter	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical changes	Electricity
Homeostasis and response	Energy changes	Magnetism and electromagnetism
Inheritance, variation and evolution	The rate and extent of chemical change	Particle model of matter
Ecology	Organic chemistry	Atomic Structure
	Chemical analysis	Space (Separate GCSE only)
	Chemistry of the atmosphere	
	Using resources	

Science

Combined Science Examinations

Papers: 6 papers - 2 Biology, 2 Chemistry and 2 Physics. Each will assess different topics.

Duration: All papers are 1 hour 15 minutes each.

Tiers: Foundation and Higher.

Weighting: Papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

Question types: Structured, multi-choice, closed, short answer and open response.

Grading

Combined Science will have a 17 point grading scale from 9-9, 9-8 through to 2-1, 1-1.

GCSE Triple Science Examinations

Each of the single GCSE Biology, GCSE Chemistry and GCSE Physics will have:

Papers: 2 papers. Each paper will assess knowledge and understanding from different topics. The questions will use clear and simple language to assess pupils only on their scientific ability.

Duration: Both papers are 1 hour and 45 minutes each.

Tiers: Foundation and Higher.

Weighting: Papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: Structured, multi-choice, closed, short answer and open response.

Grading

In GCSE Biology, GCSE Chemistry and GCSE Physics, the grades will be 9 to 1.

Practical Work

Pupils will do 8 practicals for each of Biology, Chemistry and Physics. They will do 16 practicals for Combined Science.

Pupils will be assessed on their practical skills in their exams with at least 15% of the marks coming from questions relating to practicals.

Resources Used

CGP GCSE AQA Biology, Chemistry & Physics

Pupils have the option to purchase a revision guide or source their own.

Further Information

www.aqa.org.uk/gcse-trilogy

www.aqa.org.uk/gcse-biology

www.aqa.org.uk/gcse-chemistry

www.aqa.org.uk/gcse-physics



Art and Technologies: Art and Design

Head of Faculty: Mr A Harwin

Introduction

The GCSE Art and Design course is exciting and challenging; pupils are introduced in greater depth to a wide range of media in this broad-based course.

Art and Design(AQA)

In this course there is an expectation that pupils will explore the making of artwork using a wide range of techniques and materials. In the early stages of the course pupils will make work in painting, drawing, textiles, photography, mixed media and sculpture. As they develop their ideas they will make work that culminates in a final piece in one of these techniques. Pupils wishing to work primarily in **Textiles** will be entered for the **Textiles Design** endorsement of the specification, whilst those working in the other areas listed above will be entered for **Fine Art**. This means that a pupil with a desire to work in **Fine Art** can do so, whilst another pupil may focus their work on **Textiles** based outcomes, a mixture of techniques is also appropriate.

This course is taught by different members of the Department meaning, for example, there will be input from Fine Art and Textiles specialists.

What type of pupil is this course for?

These courses are for a wide range of pupils, not only those who wish to follow a career in Art and Design. Art and Design develops a wide range of inter-disciplinary skills such as communication, lateral thinking and creative problem-solving, general intellect, the willingness to learn, an ability to find things out, flexibility and adaptability, as well as self-

motivation.

Career Destinations

This course can lead to a variety of career destinations. Pupils would normally go on to A Level and then often undertake a further one year pre BA 'Foundation' course before completing their chosen degree (though some courses such as Architecture are usually accessed directly).

This enables pupils to develop their skills further, create a professional portfolio for interview and most importantly enables them to make an informed choice about which specialism to choose.

Career destinations are then most directly related to their course experience, though as Art and Design degrees enhance creative and imaginative thinking, graduates move into many other commercial and professional environments. Opportunities include:-

Working as independent professional Artists, Designers and Photographers; within design agencies and corporations, national and international art organisations, museums and galleries, and as teachers at all levels of education. British Designers working in all disciplines including Fashion, Furniture, Product, Interiors, Graphics, Illustration, Theatre, Model-making, Multi Media, Textiles and Three-Dimensional Design are sought after all over the world, and graduates from Fine Art and other Art and Design disciplines have unparalleled influence in the visual arts, based on the high quality and professional relevance of their educational experience.

Recommended reading

The Story of Art By E H Gombrich

Art Today By Edward Lucie - Smith

Art and Technologies: Art and Design

Coursework requirements

Candidates produce a portfolio of work developed from personal and/or centre-devised starting points. The focus is on including work that shows exploration, research, acquisition of techniques and skills.

Resources/materials used

Candidates will use a range of resources including Art Books and the internet, they will respond to a wide range of stimuli and starting points. Candidates will be required to purchase an A3 spiral bound hard covered sketchbook, available from the Department, for each coursework unit and be equipped with their own paints.

Links with other subject areas

Art and Design creates links with many other subject areas; practically ICT skills are regularly used.



Scheme of assessment

Unit	Topic	Further notes
1	Art and Design Portfolio - Theme set by teacher. The focus is on including work that shows exploration, research, acquisition of techniques and skills. Assessed internally, moderated externally.	Candidates have a maximum of 15 weeks to produce work to be assessed under controlled conditions (within school). Work created outside of school cannot be assessed but can take the form of research etc.
2	Externally Set Task (set by AQA). Assessed internally, moderated externally	Minimum 6 week preparation time, 10 hour examination

Unit	Name	Duration	Mode of Assessment	Weighting
1	Portfolio Unit	15 Weeks	Internal / Externally Moderated	60%
2	Externally Set Task	6 weeks minimum (10 Hour exam)	Internal / Externally Moderated	40%

Art and Technologies: Design Technology

Introduction

Design and Technology is an exciting and creative subject to study. The subject will prepare pupils to participate confidently and successfully in an increasingly technological world.

The New AQA GCSE allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth

At The Peterborough School pupils will have access to a variety of specialist tools, materials and equipment – such as the laser cutter and 3D printer – and they will combine design, modelling and making to realise their own ideas.

Design and Technology covers the following:

RESEARCHING

Investigating a design brief

Looking at new and innovative products already on the market

DESIGNING

Showing creativity and imagination when coming up with new ideas

Demonstrating skills in drawing, rendering, modeling and CAD/CAM

Constantly exploring alternative solutions

MAKING

Selecting and experimenting with a range of materials

Showing skill and accuracy when working with Design and Technology tools

What type of pupil is this course for?

These courses are for a wide range of pupils, not only those who wish to follow a career in a design profession. Design and Technology develops a wide range of inter-disciplinary skills such as communication, lateral thinking and creative problem-solving. You will use English, Mathematics, Science and ICT skills combined with aesthetic skills in your designing.

Career Destinations

This course can lead to a variety of career destinations. Pupils would normally do an A Level in Product Design or possibly Art and Design. They would then go on to study a design specialism such as Graphic Design, Product Design, Advertising, Interior Design, Architecture, Model-making, Set Design.

What subject does this go well with?

Design and Technology fits well with Art and Design if pupils are interested in Visual pathways (such as Graphics, Packaging, Typography, Advertising etc.), and it fits well with Physics and Mathematics if pupils are interested in more technical pathways (such as Engineering, Architecture, Industrial Design and Product Design).

Coursework requirements

During the course candidates will undertake a number of design-and-make tasks that will develop their skills in key areas. They will then go on to design and make a product in the 'Non-exam Assessment' which is worth 50% of their final grade.

Art and Technologies: Design Technology

Resources/Materials used

Candidates will use a range of resources. A range of materials will be used including woods, metals, papers, card and plastics. Candidates will use a range of tools and machinery including CAD/CAM.

Previous knowledge and experience required

Most pupils will have completed their Design and Technology studies at KS3 and will normally have satisfied the department of their ability to progress well in the subject before entering the course.

Pupils new to the school should discuss their suitability to study this course with the Department.

Most important is an ability to work with care and attention to detail.

Recommended reading

Course Textbook

'New Design' magazine

Candidates should maintain an interest in contemporary design



Scheme of assessment

Unit	Format	Duration	Mode of Assessment	Weighting
1	Written examination	2 hours	Externally moderated	50%
2	Non-exam Assessment	1 Year	Externally moderated	50%

Unit	Format	Further notes
1	A 2-hour written examination worth 50% of the final grade	This will require you to apply what you have learned throughout the course in an
2	A coursework project called the 'Non-Exam Assessment' worth 50% of the final mark	This requires you to respond to a chosen brief and produce a product and a portfolio of design work.



Art and Technologies: Food Technology

Introduction

This is a GCSE course with a strong practical focus. The pupils will master a variety of technical skills and become proficient in making a wide variety of foods including pastries, breads, sauces, meat and fish cookery and desserts. More importantly than this, they will learn that nutrition is the basis of so much to do with our diet and health, and they will be able to adapt recipes to suit specialities such as specific diets including those who are gluten or lactose intolerant, vegetarianism or veganism, in a fun and informative way. It links brilliantly with other subjects such as Science and PE, and the Duke of Edinburgh award, or alternatively it is an essential life skill.

Specification Overview

EXAM – 50 % of GCSE ● This is a 1 hour 45 minute exam paper—The questions are a mixture of short answer and long answer questions ● The written exam is taken at the end of the course.

Plus, you will complete two non-exam assessments:

Task 1 is a Food investigation worth 30 marks. This will show your understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2 is a Food preparation assessment worth 70 marks. This will allow you to showcase your knowledge, skills and understanding in a practical way, completing an exam board set task, which is based around making a selection from three choices set each year.

Finally, you will prepare, cook and present a final menu of three dishes within three hours

Where will GCSE Food Preparation and Nutrition take you?

GCSE Food Preparation and Nutrition opens you up to a world of further study. You could work in the Hospitality or Catering industry, you could work within Medicine , Sports or other industries such as the food industry in a development or technical role.. You will also have the knowledge and skills to feed yourself (and others) affordably and nutritiously for life.



Computer Science

Head of Department: Ms A Kupara

Introduction

In Computer Science pupils will learn:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal, and environmental impacts of digital technology on wider society, including issues of privacy.

What type of pupil is this course for?

This course is well suited to pupils who enjoy:

- Learning about all types of computerised devices and control programs (including smart devices, robotics, AI, gaming, home automation and industrial systems)
- Problem solving, analysis & critical thinking.
- Investigating current trends in computing
- Mathematics or Science
- Creating solutions for use on computers

Career Destinations

Having programming and other technical computer skills will open up many career opportunities for pupils across a wide variety of industries. All industry sectors need people with programming skills to create applications for them; in particular Software Developers, Analysts, Project Managers, Engineers and even the Computer Games programmers. As more people depend on their Smart device, creating apps for

these devices will continue to be a growth area requiring programming skills.

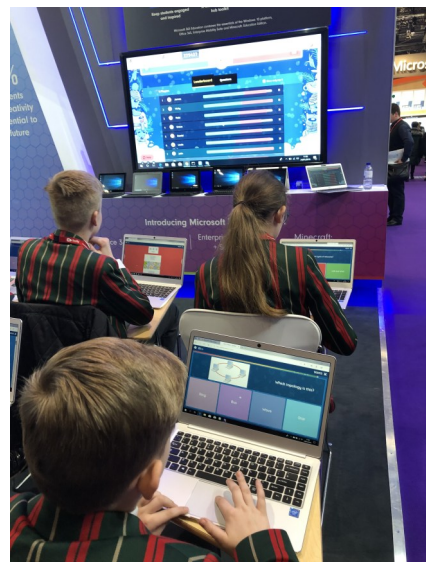
Computer Science skills used in analysing and decomposing problems so that solutions which address specific requirements are valuable in many fields.

What do pupils need to know before taking this course?

Pupils will have already gained some of the basic skills needed for this course in Key Stage 3 Computing lessons having been introduced to:

- creating flow charts of program structures
- using functions & conditional statements in a spreadsheet
- basic programming techniques in Scratch, Microbit or Python
- designing the user experience in presentation software or website authoring
- using web based tool for research or creating programs
- Researching trends in technology e.g AI currently

These are a good starting point for the GCSE course.



Computer Science

How will pupils be assessed?

Examinations

Paper 1 Computational Thinking and Programming Skills

Written exam set in practically based scenarios: 2 hours

90 Marks 50% of the GCSE Externally assessed.

What's assessed?

Computational thinking, problem solving, code tracing, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. Content of assessment is drawn from Fundamental of algorithms and Programming topics.

Questions

A mix of multiple choice, short-answer and longer-answer questions assessing programming, problem solving and computational thinking skills.

Paper 2 Computing Concepts

Written exam set: 1 hour 45 minutes

90 Marks 50% of the GCSE Externally assessed.

What's assessed?

Theoretical knowledge of Computer science from all other Subject content points outlined in the Introduction section.

Questions

A mix of multiple choice, short-answer, longer-answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Practical programming

On the current specification practical programming work is informally assessed through activities set by the subject teacher and programming questions in Paper 1 of the exam. There are talks to introduced screen based assessments for this aspect of the specification in the future.

Note: Practical work does not contribute to the overall GCSE grade. The programming element of the course will be assessed as part of the written exam.

Next steps

If you want to find out more about this GCSE Computing course then you can visit the AQA website at:

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/specification-at-a-glance>

You can also talk to Ms Kupara , Head of Digital Strategy & Computing, who will be able to provide more detail.

Drama

Head of Faculty: Mrs R Shang

Introduction

GCSE Drama is about working together, imaginatively and creatively, to develop and communicate ideas through performance. Performing underpins all the work in the subject however there is also a focus on exploring plays theoretically; by developing understanding of plays and how they can be interpreted practically. Pupils will reflect on their work and the work of others. They will study a plays historic, social and cultural context as well as its potential in performance. Pupils create work of their own as well as performing extracts from plays written by other people.

What type of pupil is this course for?

Pupils who want to work both practically and creatively would enjoy this course. In addition to skills involved in creating and performing Drama, pupils acquire skills in working with others, evaluative skills, problem solving and communication. Drama helps pupils develop self-confidence and prepares them to deal with a range of different situations and people. Pupils who enjoy studying a play practically and theoretically will enjoy the course, as well as those who enjoy devising their own drama.

Career Destinations

Careers possibilities, in which Drama experience is useful, could be any aspect of theatre: Front of House, Back Stage, Stage or Costume design and Performing. Skills developed through the course would be required in fields such as teaching, law, business, sales and marketing or any career that involves meeting people

face to face. The study of Drama helps develop transferable skills which can be taken into any career or job. Drama is a well-regarded subject at Universities, where the confidence, creativity and teamwork skills embedded in the subject are highly sought after.

There is only one tier entry for GCSE Drama. The full range of grades 1 to 9 will be awarded and differentiation will be by the quality of assessed outcomes.

Pupils will demonstrate their knowledge and understanding of drama through their:

Previous knowledge and experience required

GCSE Drama follows on from work done in Year 7, Year 8 and Year 9. Performance and creative skills are developed to a higher level, along with evaluative skills. Pupils will look at plays in more detail and look at different ways of bringing a script alive on stage. Pupils will explore and develop their understanding of different strategies and ways of interpreting stimuli.

Links with other GCSE subjects

English – The ability to interpret, evaluate and analyse texts plays a key part in the Written Exam paper component, similar to skills used in English.

Pupils will use multi-media and ICT to present their devising project logbooks.

Pupils will have to use their essay writing skills to present relevant information in the correct form, answer questions accurately and ensure their meaning is clear.

Drama

Scheme of assessment

Paper	Component	Name	Mode of Assessment	Weighting
1	1	Understanding Drama	Written Exam 1 hour 45 minutes	40%
2	2	Devising Drama	Devised Performance and Logbook	40%
3	3	Texts in Practice	Performance	20%
Topic		Further Notes		
Comp. 1 Understanding Drama Externally Assessed Written Exam		This component is a written exam which examines pupils understanding, appreciation and evaluation of stage craft, a live theatre performance they have seen, as well as the set play they practically study during the course. Pupils are examined on the key characteristics of performance texts, the social, historical and cultural context of a play, how meaning is communicated and interpreted in performance, key drama terminology and how it is used, and the roles and responsibilities of theatre makers. The exam will be split into three sections, one section will be multiple choice questions, and the second section will be shorter essay questions, with the last section a longer essay section.		
Comp. 2 Devising Drama Teacher Assessed Externally Moderated <i>Practical performance work supported by a log – which can be written or filmed.</i>		In this component pupils learn how to create and develop ideas to communicate meaning through a devised theatrical performance. Pupils draw on and demonstrate a practical understanding of drama and theatre through their own devised performance. Pupils must develop their ability to: <ul style="list-style-type: none"> • carry out research • develop their own ideas • collaborate with others • rehearse, refine and amend their work in progress • analyse and evaluate their own process of creating devised drama. For assessment, pupils must produce an individual Devising log documenting their devising process and an analysis and evaluation of their contribution. The pupils perform their devised performance as an exam to an audience.		
Comp. 3 Texts in Practice Assessed practically by a visiting examiner		Pupils study and interpret two extracts from a play and then present them for a performance. Pupils can chose to be a performer or can chose to take on a technical theatre skill instead. Pupils learn how to contribute ideas and develop drama for an audience. Pupils develop their ability to: <ul style="list-style-type: none"> • interpret texts • create and communicate meaning • realise intentions through the drama. For assessment, pupils must perform two extracts from one play.		

Humanities: Geography

Head of Faculty: Mrs L Wisdom

Introduction

The study of Geography stimulates an interest in, and a sense of wonder about, places. It helps us make sense of a complex and dynamically changing world. Geography explains how places and landscapes are formed, how people and their environments interact and how a diverse range of economies, societies and environments are interconnected. Whether it is the threat of global warming, the consequences of our ageing population or controversial planning decisions in our local area, the media provide a constant reminder of the importance of 'Geography' in our lives.

Aims of the Course

To enable pupils to develop:

- A clear overall view of the world in the first part of the 21st century.
- An 'awe and wonder' which will allow pupils to fully appreciate and learn from the world around them.
- Their understanding of their responsibilities to other people, the environment and the sustainability of the planet.
- Communication skills, graphical and cartographical skills, technological skills, including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy and problem solving skills.
- A sound foundation for those pupils who intend to continue to study the subject to a higher level.

Fieldwork Opportunities

During the two year course pupils will have contrasting fieldwork opportunities. These will include enquiries into both one physical and one

human aspect of the course content covered. The geographical and statistical skills gained through these enquiries will then form a section of the Paper 1 and Paper 2 exams. There is no coursework element.

Learning Approaches

We are an innovative curriculum area and try to make our lessons engaging and thought-provoking. As a result Geography lessons are taught through a range of different learning strategies. Pupils are encouraged to become actively involved with their learning. This may be through group discussions, presentations or fieldwork opportunities.

OCR Geography B Specification Structure

This GCSE course has an equal balance between 'Physical' and 'Human' aspects of Geography. Topics which will be studied during the course include: global hazards (weather, tectonics); changing climate; distinctive landscapes (coasts); sustaining ecosystems (tropical rainforest, polar environments); urban futures (population, cities); dynamic development, UK in the 21st century and resource reliance (food security). Pupils' knowledge and understanding of these units will be assessed by three exam papers: Paper 1 Our Natural World (35%); Paper 2 People and Society (35%) and Paper 3 Geographical Exploration (30%).

Paper 3 focusses on synoptic assessment from the topics studied for the Our Natural World and People and Society papers. Pupils will be provided with a range of resources to answer a range of different questions and a decision making activity.

Who should take GCSE Geography?

If pupils have enjoyed the subject at KS3, and always strive to achieve their best, then Geography at GCSE may well be the subject for them.

Humanities: History

Head of Faculty: Mrs L Wisdom

Introduction

This course helps pupils develop a variety of key skills, like: communication of information; evaluation of information and analysis of information. Most interestingly, however, the course is about **real people** and their impact on the societies in which they lived. Pupils will also develop a knowledge and understanding of past events, as well as the actions of key individuals, and this will enable them to gain a better understanding of contemporary events and political arrangements.

What type of pupil is this course for?

This course is suitable for any candidate with an interest in people and their motivations, and is interested in how the past shapes our present and future. All abilities are catered for, although a commitment to researching and communication is vital for success. Pupils need to be able to organise their own time to a large extent and to be willing to undertake independent research. The ability to express ideas concisely and to develop key points cogently is vital for top grades.

AQA 8145 Specification Structure

The GCSE History content comprises of the following elements: period study, thematic study, world depth study and one British depth study including a historic environment. A historic environment study is where pupils focus on a

particular site in its historical context.

The course is examined in as follows:

- Paper 1, two hours, covering Germany 1890-1945 and Conflict and Tension. There are ten compulsory questions including some source interpretation questions.
- Paper 2, two hours, covering Britain: Health and the People and the Normans. The exam includes eight compulsory questions.

Career Destinations

A GCSE qualification in History equips the pupil for further study of the subject and provides evidence of the ability to collect, analyse, evaluate and communicate, in different ways, a wide range of information. Employers recognise that the study of a non-vocational subject like History equips pupils for a variety of careers, for example: broadcasting, civil service, diplomatic service, journalism, law, politics and publishing.

Links with other GCSE subjects

History is a very popular subject at GCSE level. It has links with a wide range of subjects across the curriculum. In particular it complements other Humanities subjects such as Geography and RS, as well as Art, Business Studies and English.

Modern Foreign Languages: French and Spanish

Head of Faculty: Mrs A Paleoca

Introduction

Thanks to new technology and improved travel and communications, the world has become a much smaller place. It is crucial, therefore, that we learn to speak with and understand each other. This can only be done effectively by learning other languages and appreciating associated cultures.

A GCSE in a modern foreign language rewards practical communication skills and adds a European and international dimension to your studies. Learning another language will improve your general communication and literacy skills, help you to understand and appreciate different countries and cultures, improve your employability both at home and abroad and deepen your understanding of English.

In short, it will better equip you for life in the multilingual and multicultural world we live in.

What type of pupil is this course for?

You will enjoy a GCSE in French and/or Spanish if you want to develop a range of personal and communicative skills within a variety of learning activities in topics as diverse as leisure, entertainment and youth culture, health and fitness and education, training and employment.

A GCSE in French and/or Spanish will appeal to you if you are keen on travel, different countries and cultures, and are interested in more than the confines of Anglo-Saxon and American culture. A GCSE in a foreign language includes learning about communities and regions around the world where French and Spanish is spoken.

Career Destinations

A language qualification at GCSE will enable you to study French or Spanish at Advanced Level. It will also facilitate the learning of other languages later in life. In the multinational nature of modern business and commerce, employers are always looking for employees with language skills and experience, and a language qualification will put you in a stronger position for interesting employment with good career and travel opportunities. Examples of employment where language skills are particularly valued include journalism and media, engineering, marketing, travel and tourism, customer service, the Civil Service (diplomatic service, customs and excise, immigration) and teaching, both in the UK and abroad.

Previous knowledge and experience required

You have developed important foundation language skills and knowledge at Key Stage 3. The GCSE course will build substantially on this and introduce you to a wider range of language structures and vocabulary.

Assessment

This qualification is linear; you will sit all your examinations at the end of the course. GCSE French and Spanish has a Foundation Tier (GCSE grades 1-5) and a Higher Tier (grades 4-9). You must take all four papers at the same tier. Each of the four skills is worth 25% of the total GCSE mark.

Modern Foreign Languages: French and Spanish

Scheme of assessment

Paper 1: Listening			Paper 3: Reading		
<p><i>Understanding and responding to spoken extracts comprising of the vocabulary and grammar for each tier</i></p> <p><i>Dictation of short, spoken extracts</i></p> <p>Written examination:</p> <p>Foundation Tier (35 minutes/40 marks)</p> <p>Higher Tier (45 minutes/50 marks)</p> <p style="text-align: center;"><u>Section A</u></p> <p>Questions in English to be answered in English or non-verbally</p> <p style="text-align: center;"><u>Section B</u></p> <p>Dictation where students transcribe short sentences</p>			<p><i>Understanding and responding to different types of written texts</i></p> <p>Written examination:</p> <p>Foundation Tier (45 mins/50 marks)</p> <p>Higher Tier (60 mins/50 marks)</p> <p style="text-align: center;"><u>Section A</u></p> <p>Questions in English to be answered in English or non-verbally</p> <p style="text-align: center;"><u>Section B</u></p> <p>Translation from TL into English, 35 words F, 50 words H</p>		
Paper 2: Speaking			Paper 4: Writing		
<p><i>Communicating and interacting effectively in speech for a variety of purposes</i></p> <p>Non-examination assessment:</p> <p>Foundation Tier 7-9 minutes + prep time</p> <p>Higher Tier 10-12 minutes + prep time</p> <p>50 marks for each tier</p> <p style="text-align: center;"><u>1. Role Play</u></p> <p>(10 marks, 2 minutes F/H)</p> <p style="text-align: center;"><u>2. Photo Card</u></p> <p>(25 marks, 5 minutes F, 7 minutes H)</p> <p style="text-align: center;"><u>3. Reading Aloud and Conversation</u></p> <p>(15 marks, 2-3 minutes F, 3-4 minutes H)</p>			<p><i>Communicating effectively in writing for a variety of purposes</i></p> <p>Written examination:</p> <p><u>Foundation Tier (60 mins/50 marks)</u></p> <p>Q1 sentences, Q2 short piece of writing, Q3 grammar tasks, Q4 translation into TL, Q5 90 words writing task</p> <p style="text-align: center;"><u>Higher Tier (75 mins/60 marks)</u></p> <p>Q1 translation of sentences into TL, Q2 90 words writing task, Q3 150 words writing task</p>		
Theme 1:	Theme 2:	Theme 3:			
People and lifestyle	Popular Culture	Communication and the world around us			

Music

Head of Faculty: Mrs R Leyton-Smith

Introduction

If you enjoy composing and performing music, learning an instrument or singing, creating music on computers and learning about all types of music, including classical, popular and world, then our GCSE Music is the ideal subject for you.

The GCSE Music course is a balance of coursework and examinations. Coursework is worth 60% of the course: Performing (30%) and Composing (30%). Pupils are expected to supplement class lessons with individual instrument tuition, instrument practice, and attending a variety of ensemble rehearsals. The remaining 40% of the course is assessed in a listening examination at the end of year 11. Regular homework tasks are set to support learning in this unit.

What type of pupil is this course for?

You have already gained many of the basic skills needed for this course in your Music lessons over the last few years.

- You have been introduced to **creating music of your own** in class and this is developed during the GCSE course as you choose two topics for composition. For example, this could be a popular song, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths.
- You have already **listened to a variety of music** in class and these skills are developed as you study some set pieces taken from the classical, 20th century, popular and world music areas of study.
- You enjoy **making music**, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer at least one instrument or voice at a minimum of Grade 3 level, rising to at least Grade 4 during the course.

Career Destinations

If you enjoyed the GCSE Music course then you can consider an A Level in Music.

Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

What will I learn?

You will learn how to improve your performing skills; how music is constructed from initial ideas through to the finished product; to analyse music in a variety of styles; discover the social and historical context in which music has been composed over the last 400 years or so.

Performing	Two performances: One solo and one ensemble performance Combined duration must be at least 4 minutes.
Composing	Two compositions: · One composition must be based on a brief set by the examination board (released on 1 September in year of certification) related to the areas of study, · One free choice composition Combined duration must be at least 3 minutes.
Historical and Analytical Studies in Music	This unit is an externally marked timed examination paper of 1 hour 45 minutes · Section A (68 marks) Six questions related to the eight set works One musical dictation exercise One question on an unfamiliar piece (related to set works) with skeleton score provided · Section B (12 marks) One comparison/evaluative question This will be based on one of the set works and one unfamiliar piece (related to the set works) for both of which recordings and scores will be provided

Music

You will enjoy this course if you want to study a subject that:

- involves performing on an instrument or voice
- involves composing
- involves learning about how different styles of music are written
- gives you the opportunity to perform with others in bands, instrumental / vocal groups
- gives you the opportunity to gain more experience using music technology

How is the course structured?

There are 3 units in the GCSE specification: Unit 1 Performance; Unit 2 Composition; Unit 3 Appraising. In Unit 1 – Performance, you will perform both a solo and an ensemble piece. In Unit 2 – Composition, you will compose two pieces of original music. In Unit 3 – Appraising, you will study eight set works from four areas of study (AOS1 Instrumental Music from 1700-1820, AOS2 Vocal Music, AOS3 Music for Stage and Screen, AOS4 Fusions) and you will also be asked to compare one set work with an unfamiliar piece of music.

How will I study?

Pupils will be expected to be proficient in their instrument or voice and have individual instrumental/vocal lessons. You will be required to be at a minimum of Grade 3 standard at the start of the course and will have a developing grasp of music theory. In composition, you will learn how basic structures work, how to write a simple melody and harmonise it, and also how to create musical variety in texture, tonality, dynamics and a number of other elements. The set works necessitate a more academic approach, allied with the chance to experience the set works practically, where possible.

How will I be assessed?

Performances and compositions are recorded and assessed by the Head of Music throughout the course and moderated by external examiners. The Listening and Analysis unit is assessed by a formal written examination of 1 ¾ hours. Unit 1 Performance is worth 30%, Unit 2 Composition 30% and Unit 3 Appraising is worth 40% of the final grade.



Physical Education

Introduction

This course will be enjoyed by those pupils who wish to enhance and extend their knowledge of sport. It is important to realise that both the practical and theoretical aspects will be covered. Pupils will be required to improve their skills in three activities of their choice, in addition to studying the social and physical factors that increase performance, the effect of sport on health and fitness and the safety issues involved.

What type of pupil is this course for?

This course is one for those pupils who wish to improve their own standard of performance in sport. It is for those eager to practise above and beyond the allocated curriculum time but who is also interested in the theory behind the performance. This course will ensure that pupils acquire confidence, self-esteem and respect for themselves and others, along with an understanding of the rules of their chosen activities. It will develop a greater sporting knowledge and understanding through practical involvement.

Career Destinations

For pupils who wish to study Physical Education at A level it is obviously an advantage to have completed the GCSE course. A qualification in Physical Education can enhance a pupil's understanding of several other subjects, for example Biology and Psychology. The knowledge and understanding of the topics covered can be useful in jobs needing a level of physical fitness, such as a career in the armed forces, police force or fire service. It would also be useful to those hoping to pursue a career in the ever rapidly expanding sports and leisure industry, in the teaching or coaching profession, or as a participant at any level.

Resources used

Main text book used:

AQA Physical Education – Third Edition – Kirk Bizley will be provided by the PE team.

Pupils will be encouraged to use ICT skills to find information from a variety of sources and also to present their written analysis. Analysis of Performance with iPads will be used to identify strengths and weaknesses and improve their own and others' practical performances.

Recommended reading

The 'Know the Game' series of books that cover the majority of the practical activities

Specific sports magazines appropriate to the chosen activities. Sports supplements of the quality press.

Previous knowledge and experience required

This course will continue to develop those sports that have already been included in the curriculum in Key Stage 3. Although not an essential requirement, it will undoubtedly be a great advantage for pupils who have reached the standard to represent the School in their chosen activities.

Coursework requirements

The practical assessment will require the pupils to select and apply advanced skills and compositional techniques effectively in both an isolated condition and in applied conditions, showing tactics and strategies while also observing the rules and conventions of the activity. Pupils will also have to demonstrate their ability to analyse performance, both orally and in writing, in order to determine strengths and weaknesses and to improve quality and effectiveness.

Physical Education

Head of PE: Mr A Boxall

Head of Academic PE: Mrs E Kay

Scheme of assessment

Paper 1: The human body and movement in physical activity and sport		
What's assessed	How it's assessed	Questions
Applied anatomy and physiology	Written Exam: 1 hour 15 minutes 78 marks 30% of GCSE	Answer all questions.
Movement analysis		A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
Physical training		
Use of data		

Paper 2: Socio-cultural influences and well-being in physical activity and sport		
What's assessed	How it's assessed	Questions
Sports psychology	Written Exam: 1 hour 15 minutes 78 marks 30% of GCSE	Answer all questions.
Socio-cultural influences		A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
Health, fitness and well-being		
Use of data		

Non-exam assessment: Practical performance in physical activity and sport		
What's assessed	How it's assessed	Questions
<p>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p> <p>Analysis and evaluation of performance to bring about improvement in one activity.</p>	<p>Assessed by teachers</p> <p>Moderated by AQA</p> <p>100 marks</p> <p>40% of GCSE</p>	<p>For each of their three activities, pupils will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Pupils will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p>

Physical Education

Practical and Theoretical Programme of Study

The lists of activities below is a full and complete list of all available activities. Pupils must be assessed in three different activities in the role of player/performer, one of these must be a team sport/activity and one must be an individual sport/activity. The third activity may come from either list. Candidates can only be assessed once in any sport or activity, e.g. they may not be assessed in doubles tennis and then singles tennis.



Individual Activity	Regulations and Rules	Individual Activity	Regulations and Rules
Amateur Boxing		Rock Climbing	Can be indoor or outdoor climbing.
Athletics	Long distance track running must not exceed 5,000 metres. Cross country running must not exceed 6,500 metres.	Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Badminton	Cannot be assessed with doubles	Sculling	Cannot be assessed with rowing, canoeing or kayaking
Canoeing/Kayaking (Slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling.	Skiing	Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes
Canoeing/kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling.	Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes.
Cycling	Track (indoor/outdoor) road cycling or BMX (racing, not tricks) only. This can only be used for one activity.	Squash	Cannot be assessed with doubles
Dance	Can only be used for one activity. Cannot be assessed with rhythmic gymnastics. Cannot be assessed with figure skating.	Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Diving	Platform diving only	Table Tennis	Cannot be assessed with doubles
Equestrian		Tennis	Cannot be assessed with doubles
Figure skating	This can only be used for one activity. Cannot be assessed with dance.	Trampolining	
Golf		Windsurfing	
Gymnastics	Floor routines and apparatus/specialism only. Can only be used for one activity. Students choosing rhythmic as their specialism cannot also be assessed in dance.		
		Individual Activity	Regulations and Rules
		Specialist Activity	
		Boccia	
		Polybat	

Physical Education

Team Activity	Regulations and Rules
Acrobatic gymnastics	Cannot be assessed with gymnastics.
Association Football	Cannot be five-a-side. Cannot be assessed with futsal.
Badminton	Cannot be assessed with singles
Basketball	
Camogie	Cannot be assessed with hurling
Cricket	
Dance	Can only be used for one activity. Cannot be assessed with figure skating.
Gaelic Football	
Handball	
Hockey	Must be field hockey.
Hurling	Cannot be assessed with camogie
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking.

Team Activity	Regulations and Rules
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tag rugby.
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tag rugby.
Sailing	Royal Yachting Associated recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm.
Squash	Cannot be assessed with singles
Table Tennis	Cannot be assessed with singles
Tennis	Cannot be assessed with singles
Volleyball	
Water Polo	

Team Activity	Regulations and Rules
Specialist Activity	
Blind cricket	
Goal ball	
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	



Religious Studies

Head of Faculty: Mrs A Buxcey

Introduction

The Full Course GCSE syllabus encourages pupils to:

acquire knowledge of fundamental facts

explore topical issues

grow in understanding of the Christian and Islamic faith

learn skills of analysis and the presentation of balanced argument

develop personal awareness and empathic responses.

The subject is relevant for all offering the opportunity to learn about religious beliefs, facts, to develop empathy and to make judgements based on evidence.

Career Destinations

The GCSE qualification in Religious Studies is widely accepted by employers and higher education institutions as providing a firm foundation in an academic discipline and for personal skills in employment with people.

Coursework requirements

There is **no** coursework with the Full Course in Religious Studies.

	Title	Summary of Assessment
1	Religious, Philosophical and Ethical Studies in the Modern World	<p>Written Examination 2 hours – 50% of qualification</p> <p>Candidates will study the following four themes. All questions are compulsory:</p> <p>THEME 1: Issues of Relationships THEME 2: Issues of Life and Death THEME 3: Issues of Good and Evil THEME 4: Issues of Human Rights</p> <p><i>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.</i></p>
2	Study of Christianity	<p>Written Examination 1 hour – 25% of qualification</p> <p>Candidates will study the beliefs, teaching and practices of Christianity.</p> <p><i>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.</i></p>
3	Study of a World Faith	<p>Written Examination 1 hour – 25% of qualification</p> <p>Candidates will study the beliefs and teachings of one world faith:</p> <p>OPTION 3: Islam</p> <p><i>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.</i></p>

Careers

Head of Careers: Mrs S Rees

The KS4 Careers Programme is designed to be an integral part of the whole curriculum. Links with the 'outside world' are an essential feature, to ensure that pupils have a broad overview of the many choices beyond GCSEs. By the end of Key Stage 4, pupils will have:

Taken part in a one to one careers interview, which assists them in identifying a range of careers that match their interests and abilities. Following the assessment, pupils receive access to the Unifrog online platform, which includes a copy of their profile and a careers and study guide to support further research. The platform includes a range of suggested career options with information on suitable study options and apprenticeships to help match their interests to their abilities, attributes, and achievements. Profiling will also highlight skills that need to be further developed through additional support and work experience, which in turn encourages pupils to start building a careers plan.

They will have carried out work experience and reflected on how their experiences have added to their knowledge and shaped future decisions. The primary focus on KS4 work experience is develop the 'softer' skills that are transferable through multiple disciplines. All pupils are required to undertake work experience in June and complete a work experience journal which can be used to support a second work experience opportunity in the Sixth Form. As part of the work experience programme, pupils will receive support applying for the role, interviewing and conduct whilst on placement. All pupils will have contact with a member of staff, either in person or by phone whilst at their work experience placement, as well as a reference from the employer.

They will have engaged with a range of professionals, providing an opportunity for pupils to gain a clear understanding of the many careers that are available.

Reviewed a large range of careers related resources using online sources. Pupils are also encouraged to make independent use of the Careers Library within the senior LRC and other information sources sent to them via Teams.

Personal, Social and Health Education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face.

During Key Stage 4 pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 3.

PSHE will aid them in planning choices for their courses and career as they look towards life in the Sixth Form. They continue to develop and maintain a healthy lifestyle with sessions on mental health and physical health. They also learn to cope with managing relationships and understand how these can affect their wellbeing, along with their own roles and responsibilities towards maintaining healthy relationships.

Personal, Social and Health Education is delivered through weekly timetabled lessons with Miss Holt, Head of PSHE. Weekly PSHE lessons are supplemented by stand-alone sessions from external speakers throughout the year, who help to address specific areas.

OVERVIEW OF PSHE PROGRAMME

PSHE lessons cover three core themes:

Health and Wellbeing: covers topics such as drugs and alcohol, mental health, and lifestyle choices.

Living in the Wider World: developing skills in financial decision making, careers, and life aspirations.

Relationships: helping to inform students about building healthy relationships, diversity, and discrimination.



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