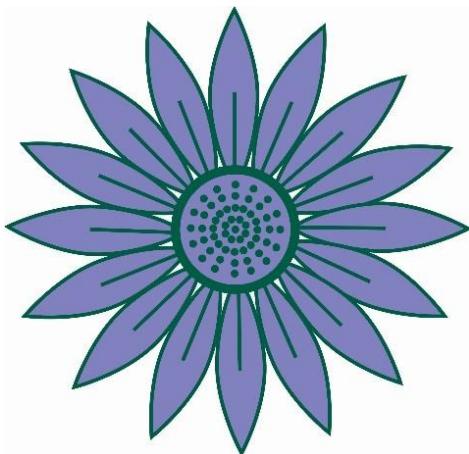


YEAR 9 OPTIONS

2026

For GCSE Examination in Summer 2028



**MAYFIELD GRAMMAR SCHOOL
GRAVESEND**

PER ASPERA AD ASTRA

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Dear Student,

In September 2026, you will begin your General Certificate of Secondary Education (GCSE) courses which will be examined in Summer 2028. This booklet aims to outline the courses which you will study during Year 10 and 11. The core curriculum is compulsory for all students. There is also an element of choice which allows you to have the opportunity to shape aspects of your own learning according to your personal interests and future education and career aspirations. The following pages will enable you, in discussion with your parents/carers and teachers, to select the subjects you will study during this time and will provide a useful point of reference across the next two years.

The school aims to provide you with a broad, balanced curriculum based on current National Curriculum guidelines and legislation. This will give you maximum flexibility in your future choices for academic study or career. The choices, which are detailed in the next section, will allow you to study up to ten subjects at GCSE.

The subject pages within this booklet describe the outline of each course, the work required and the skills gained. All GCSEs are assessed via terminal examination. Some subjects feature NEA (non-examination assessment), which can include written, practical and oral work and will be undertaken largely in lesson time under full examination conditions. At the beginning of Year 10, and again at the beginning of Year 11, you will receive notification of NEA requirements, deadlines and methods of study via a coursework planner, class teachers will also provide you with further details relevant to the course.

Ideas about potential A Level choices and your thoughts about future careers may help you to make your choices. At this point you may not have firm notions about your future, do not worry, choose a balanced set of subjects you enjoy. We would encourage you to speak to your current class teachers regarding their subject as an option choice for you and think carefully about balancing your workload. We will offer further careers information and guidance via the Year 9 PSHE programme, the Year 9 Marketplace event, tutor time and year group assemblies. Miss Johnson, Careers Leader, is also available for advice if needed. You and your parents/carers will also have an opportunity to speak to subject staff at our Parents' Evening in March.

Carefully study all the information available to you, listen to the advice from those around you so that you can make informed choices.

Good luck and enjoy making your decisions.

Mrs C Kemp
Deputy Headteacher

Key Dates for Options 2026

Key dates for the options process:

Monday 12 th January	Year 9 Parents' Evening. Class teachers to share options information regarding their subject
Wednesday 14 th January 2026	Presentation to Year 9 students about the option process shared with Year 9 during PSHE, led by Mrs Gower, with Mrs Kemp and Mr Windle. Parents/Carers Options Information Letter.
Friday 16 th January	Initial Options Form released. Students and parents/carers are sent link and guidance via email regarding how to enter initial options choices.
Tuesday 20 th January 2026	Parents/Carers: Q + A. GCSE Marketplace for students at lunchtime.
Monday 26 th January 2026	Initial choices deadline: Students must have entered their four preferred subjects in rank order and a reserve choice if they so wish by 4pm.
February 2026	Options preferences will be reviewed and discussed with all students.
Friday 27 th February 2026	Final Option Form open for online completion.
Monday 9 th March 2026	Final Option Form deadline: All final options choices must be submitted by 4pm.
April-May	Further discussions with Year 9 pupils if needed.
15 th June – 24 th June 2026	Submission window for Option changes, further guidance will be sent via email at the time to students.
June 2026	GCSE Option confirmation letters are issued at end of the month.

From Monday 12th January class teachers will share information about their subjects with Year 9 students to help guide them in their decisions. New subjects will have presentations during Tutor Time.

On Tuesday 20th January we will hold a GCSE Options Marketplace during lunchtime. Year 9 students will be able to discuss option choices with Year 11 and Sixth Form students, view work and materials to help inform their choices. Miss Johnson, our Careers Leader, will be on hand to provide support.

For parents/carers, information about the process will be shared in January and there is an informal Q+A on 20th January following the release of the options information video. There will be an opportunity to discuss option choices with subject teaching staff at the Parents' Evening in January.

Option Changes: the process

If a student wishes to make any changes following the submission of their final Options Form, we will begin accepting changes from Monday 15th June-Wednesday 24th June 2026 (inclusive). These should be addressed to Mrs Gower, Learning Leader for Year 9, who will begin the process with students on receipt of an email/letter from a student's parent/carer stating the requested change and reasoning. Requests will be considered in strict order of receipt following the closure of the option change window stated above. All other changes will be processed in September.

Year 10/11 Curriculum and Option Choices

You must study the core subjects (details on pages 9-11):

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (Triple or Combined)

You all began your Science GCSE studies in September 2024. A decision will be made regarding either Triple Award (three GCSEs) or Combined Award (two GCSEs), following a recommendation from Science teaching staff during Year 11.

You will also follow additional courses (details on page 13) in:

- Physical Education (Core PE, non-examined)
- Citizenship and Fundamental British Values (delivered via RE and PSHE)
- Religious Education (GCSE Short Course, worth $\frac{1}{2}$ a GCSE)

All students will complete a Personal Development course (DW - Development and Well-Being), which incorporates Personal, Social, and Health Education (PSHE), Work Related Learning and Careers Education. Details of which can be found on page 13.

All students must choose at this stage **four** option subjects.

Submitting your choices online

- Students now make their subject preferences and eventually final choices online.
- Students must have entered their four preferred subjects and a reserve choice by Monday 26th January 2026. Options choices must be received by 4pm on this day. *The order in which subjects are ranked influences which combinations the process will prioritise for students so ensure that your top preference is listed as 1 etc.*
- Options preferences will be reviewed and discussed with all students.
- All subjects will be placed by the Options process into four Blocks A, B, C and D. *Popular choices will be included in more than one block and students will make final options choices between Friday 27th February and Monday 9th March 2026.*
- All information regarding making your electronic submission will be emailed to you by Mr Windle.

We advise that when you make your options choices to ensure that you maintain a broad and balanced curriculum that will keep your options for further study and careers open. Therefore, we strongly advise that you ensure you have a language option, a Humanities option, an Arts option. Subjects are grouped on the next page to help you. You may choose more than one subject from each group, where this is the case, we will discuss your choices with you and the reasons for your decisions as part of the Options discussion process. You may not choose more than one new subject.

i.e. You can choose to study Geography + History.

You can choose to study two languages.

When making your choice, you need to consider carefully:

- what you are good at
- what you are interested in and enjoy
- what you may want to choose to study post-16
- maintaining the breadth of study.

The enjoyment of a subject supports success and high levels of achievement. Please do not make decisions because you like your current teacher, you may have a different teacher next year. Similarly do not choose a subject because your friend is, you may end up in different classes. Miss Johnson, Careers Leader, is available for further guidance for all Year 9 students throughout the year. She can be contacted via e-mail (JohnsonA@mgsg.kent.sch.uk) or can be found in the Upper School Learning Leaders' Office or in the Careers Area.

Your choices will be checked and agreed either with Mrs Kemp, Deputy Headteacher, Mrs Frost, Assistant Headteacher (Years 7-11) or Mrs Gower, Learning Leader for Year 9. All students are offered an individual meeting where a discussion of your choices will take place. You should bring any concerns to this meeting and thereafter to Mrs Gower.

		SUBJECT
A Modern Foreign Languages	French	EBacc subject
	German	EBacc subject
	Mandarin	EBacc subject
	Spanish	EBacc subject
B Humanities	Geography	EBacc subject
	History	EBacc subject
	Religious Studies	
C	Art & Design	
	Classical Civilisation	
	Computer Science	EBacc subject
	Creative iMedia	
	Design and Technology	
	Drama	
	Economics	
	Food Preparation and Nutrition	
	Further Mathematics	
	Music	
	Photography	
	Physical Education	
	Psychology	
	Textiles	

- **There are some combinations which you will not be able to select, these are indicated below:**
 - **Computer Science and Creative i-Media.**
 - **Art & Design and Photography.**
 - **Design & Technology, Food Preparation & Nutrition and Textiles.**
 - **Classical Civilisation and History.**
 - **Classical Civilisation, Economics and Psychology. (These are all new subjects)**

Proviso:

We try to accommodate students' choices but there may be some combinations which are not possible because of staffing or timetable constraints. There may also be some courses which are not finally offered because the number of students opting for them are too few in number. Conversely, there may also be courses which are oversubscribed and additional sets cannot be provided. Students will be kept informed of any issues that may arise as the option process develops.

The English Baccalaureate

- The English Baccalaureate was introduced as a measure of performance in the 2010 performance tables. It is not a qualification in itself but a recognition of a student's achievement (9-5) across a core of selected academic subjects – English (Language and Literature), Mathematics, History or Geography, the Sciences and a modern foreign language.
- The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that opportunities are not closed off to them in terms of future progression.
- The Government believes that schools should offer pupils a broad range of academic subjects to age 16 and the English Baccalaureate (EBacc) promotes this aspiration. The government's ambition is to see 90% of pupils studying the EBacc subject combination at GCSE by 2025.

To pass the English element of the EBacc students need to:

- achieve a strong pass in English Language GCSE and achieve a grade in English Literature GCSE.

To pass the Mathematics element of the Ebacc students need to:

- achieve a strong pass in GCSE Mathematics.

To pass the Science element of the EBacc students need to:

- take 3 single sciences (biology, chemistry, computer science and physics) and to achieve a strong pass in 2 of them
- to take GCSE Combined Science, 2 GCSEs that cover the 3 main sciences.

To pass the full Ebacc students to achieve the above plus:

- achieve a strong pass in History or Geography
- achieve a strong pass in either French, German, Mandarin or Spanish

For students starting Year 10 in 2026 our advice remains, as it has always been, to ensure a broad and balanced curriculum is maintained. We will not be requiring that all students meet the requirements laid out as above for the EBacc. We will, however, be strongly encouraging them to do so.

Examining Groups and Grades

GCSE courses followed at Mayfield Grammar School are run by these Examining Groups:

University of London Examination and Assessment Council	EDEXCEL
Oxford, Cambridge and RSA Examinations	OCR
Assessment and Qualifications Alliance	AQA
Cambridge International Examinations	CIE

Our Curriculum leaders are free to choose courses set by any of these groups and you will therefore sit examinations run by different groups. To ensure fairness and equality GCSE has national specifications for all examinations.

Grades

Final attainment grades for each subject will be awarded as a number from 9-1. Subject staff will give clear guidance on the grading system and what it means when students begin their new courses. A strong pass is considered to be grade 5 or above.

For some subjects there are two levels of entry for GCSE, Higher and Foundation. Most students will be entered at the Higher Level for all subjects. This decision is not made until after the November Prep examinations in Year 11.

Old grades	New grades
A*	9
A	8
	7
B	6
C	5
	4
D	3
E	2
F	1
G	
U	U



CORE SUBJECTS:
STUDIED BY ALL

English Language and English Literature: EDEXCEL

Students will follow a combined course **integrating** English Language and English Literature, leading to **two separate qualifications**. In addition, there will be a mark awarded for Spoken Language (pass, merit or distinction) reported separately on your daughter's certificate. The Language and Literature course is linear, assessed by external examinations at the end of Year 11.

The programme of study follows naturally from the Year 9 syllabus and is designed to extend and improve skills in speaking, listening, reading and writing. At the heart of our approach lies our belief that studying English encourages life-long skills for the real world which will help students in their lives far beyond the examination hall.

Our curriculum is underpinned by the following core concepts:

- The development of **critical understanding** to enable students to make **critical responses** to both **fiction** and **non-fiction texts and knowledge**.
- To develop understanding of different **perspectives** and explore what **influences** a text.
- This empowers students' **written communication of creative fiction** and the **written communication of their point of view** using **technical accuracy** and **verbal communication** to ensure clarity.

In Year 10, students will build upon their skills of analysing and evaluating unseen fiction and non-fiction texts, with an increasingly developed understanding of the writer's craft and perspectives; implicit and explicit meaning; form, genre and structure; comparison of texts; and reader response. Students will have developed their own craft as writers, their technical accuracy and understanding of writing for a specific audience and purpose. Students study a modern text (popular choices include 'Lord of the Flies' or 'An Inspector Calls', a Shakespeare play (typically either 'Romeo and Juliet' or 'Macbeth')). These literature texts will further build their skills in analysing the writer's craft and students will be more confident and ambitious in their exploration of how context shapes the production and reception of a text. Students will hone their ability to build an argument which was practised in Year 9 in the study of the prose and Shakespeare. They will formulate their own personal arguments and work on developing their critical style.

Throughout Year 11, students will review and develop their language skills, improving both the sophistication and maturity with which they both respond to unseen texts and produce texts themselves. Students will also practise and refine their exam strategy. Students will study a 19th century text (typically 'Silas Marner' or 'A Christmas Carol'). Students will revisit the Poetry Anthology and study the remaining 4 poems, honing their skills of writing about the influence of contextual factors, developing their skills in analysing the poet's use of language and poetical devices to create meaning and messages for the reader with a focus on comparison of 2 poems. By the end of Year 11, students will be confident in responding to a range of texts, the methods writers use to craft these texts, forging links between texts and will have become empathetic, critical and empowered readers.

The range of material studied provides an excellent grounding for those students who may wish to study English Literature, the combined English Language and Literature course or Media Studies at Advanced Level.

Mathematics: EDEXCEL

There are three main themes for the current GCSE syllabus that was first taught from September 2015 and first examined in Summer 2017:-

- (1) Applying Standard Techniques making up around 40% of the marks allocated
- (2) Reasoning, Interpreting and Communicating making up around 30% of the marks allocated
- (3) Solving Non-Routine Problems making up around 30% of the marks allocated

There is no Controlled Assessment element for this GCSE subject, meaning that only the examination papers contribute towards the final grade awarded.

Teaching in Year 10 continues with the new Edexcel Linear Syllabus A course that has been commenced in Year 9. The intention is that students will be entered for the Higher Tier in June of Year 11, for which Grades 9 to 4 can be awarded. Following the Year 10 examinations and for Term 6, some students will be placed in a set designed for revision of Grades 3-5 material that will allow for the best performance in November's Year 11 Preparation Examinations. The aim is that every student should achieve Grade 5 at least in her GCSE. As such, at this time, any student for whom Higher Tier is no longer deemed to be a sensible route will be advised to allow herself to be entered for the Foundation Tier papers in June of Year 11, for which Grades 5 to 1 can be awarded.

The appropriate set is considered for each student at all times but primarily after the Year 9, Year 10 and both sets of Year 11 Preparation Examinations. However, in order to help with students' final revision, classes may be set again in the final weeks after the course content has been finished and before Home Study begins.

The length and quantity of papers to be sat by students will be as follows:-

Paper 1	$33\frac{1}{3}\%$	1h 30 mins	Non-Calculator
Paper 2	$33\frac{1}{3}\%$	1h 30 mins	Calculator
Paper 3	$33\frac{1}{3}\%$	1h 30 mins	Calculator

Science: EDEXCEL

Students begin the Science courses in September of Year 9. They will be allocated into a Separate Science or a Combined Science group at the end of Year 10, to be implemented at the start of Year 11. This will be based on the outcomes of the end of year examinations and a review of overall progress made in each Science. Science staff will discuss their recommendations with students, and these will be communicated with you by a letter which will be brought home by your daughter.

The aims of these Science courses are to enable students:

- to acquire a body of knowledge and facts in Biology, Chemistry and Physics and an understanding of scientific concepts, principles, themes and patterns.
- to further their appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques.
- to develop an appreciation of the importance of accurate experimental work to scientific method and reporting.
- to develop their ability to form hypotheses and design experiments to test them.
- to sustain and develop an enjoyment of, and interest in, the scientific world.
- to foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues.
- to select, organise and present information clearly and topically, using appropriate scientific terms and conventions.
- to thoroughly prepare for A-Level courses in Biology, Chemistry and Physics.

Separate Science Awards (Biology, Chemistry and Physics)

The majority of students at MGSG will follow the Separate Science Awards. Students are awarded grades in Biology, Chemistry and Physics. The assessment of investigative skills is integrated within all examination papers through the study of eight core practicals which are incorporated into the course alongside general practical activities. Students will sit six examinations altogether, two in each of the respective Sciences, each paper is 1 hour 45 minutes.

Combined Science Award (All 3 Sciences studied)

Some students at MGSG will follow the Combined Award. This will be based on examination performance. Students are awarded two overall Science grades. These include teaching units from Biology, Chemistry and Physics which comprise approximately two-thirds of the subject content of the single sciences. The assessment of investigative skills is integrated within the written examinations as with the Separate Science Award. Students will sit six examinations altogether, two in each of the respective Sciences, each paper is 1 hour 10 minutes. This award affords students some extra time to consolidate some of the more complex ideas and concepts studied at GCSE level.

Both awards allow students access to A Level Science courses subject to meeting grade entry requirements. There will be constant reviewing of students, with movement between courses possible if necessary. If this is appropriate Science staff will contact the pupil and their parents directly. Equally, if you wish to discuss this information further you should speak to your daughter's class teachers in the first instance.



**ADDITIONAL
COURSES:
STUDIED BY ALL**

Additional Courses

PSHE and Development and Wellbeing Course

All students continue to follow a course of personal, social and health education with a team of experienced teachers across the academic year. The course will include elements of:

- mental and emotional health disorders
- sexual activity and relationships
- substance use and misuse

The course continues into Year 11 with a focus on Citizenship, Ethics, Careers Education and guidance on further education options.

Physical Education

Physical Education remains a compulsory subject in Years 10 and 11. In year 10 all students have two hours of curriculum time dedicated to Physical Education per week, in Year 11, they have 3 hours per fortnight. The emphasis is on participation and enjoyment to promote a prolonged interest in physical activity.

Students participate in a range of options across Year 10, and in Year 11 are given the option to explore some of these activities further as well as experiencing new activities too. In addition, students have the opportunity to represent their house in a range of Interhouse events throughout the year.

Physical Activities in Years 10 & 11

Athletics, Basketball, Cheerleading, Cricket, Dodgeball, Football, Just Dance, Netball, Recreational Games, Rounders, Rugby, Self Defence, Table Tennis, Tchoukball, Tennis, Trampolining, Workout unit

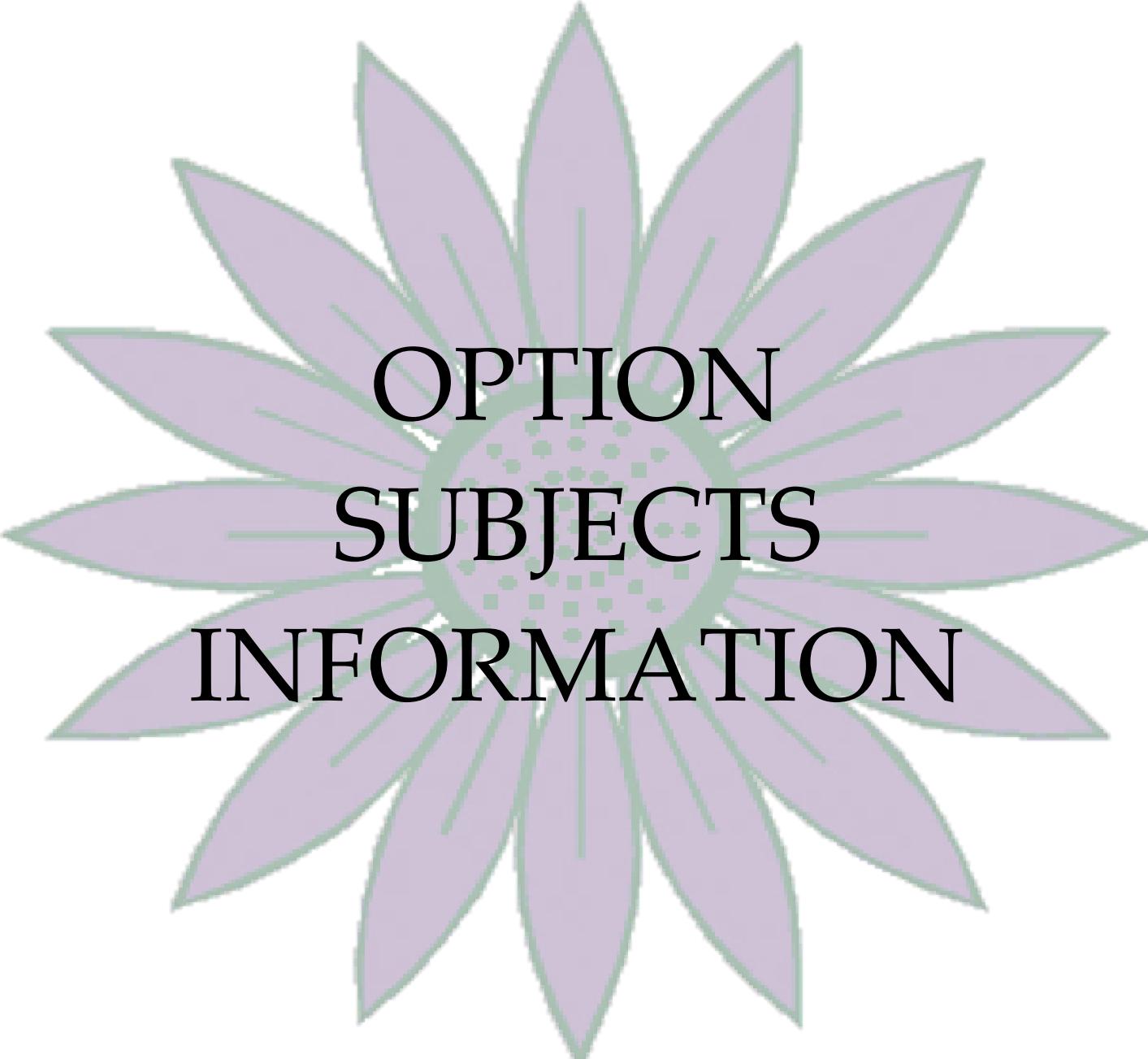
Religious Education (Short Course GCSE – Examination Board AQA)

The compulsory Religious Education programme will include the short course GCSE for which there is an examination which will be taken at the end of Year 11. This will also cover some of the requirements of Citizenship.

The short course GCSE covers the following:

- A study of two religions; we will study Christianity and Judaism. Judaism is a faith that we have not considered before.
- A study of two themes; from a religious and non-religious point of view these themes will be Family and Relationships and War and Peace

For those students who opt to take full course GCSE Religious Studies they will follow alternative online options which are timetabled for them instead of the short course GCSE, these currently include BSL (British Sign Language) and a range of courses from the Open University.



OPTION SUBJECTS INFORMATION

Art & Design: AQA

The GCSE Art & Design course builds an essential foundation of creative skills and is open to all students who show interest, enthusiasm and commitment for work in any area of Art. Within the Fine Art title students have the opportunity to gain experience in a wide range of media and approaches. This may include sculpture, printmaking, photography, in addition to painting and drawing with a wide variety of materials.

You will be encouraged to work imaginatively and expressively as well as learning the practical and transferable skills of problem-solving, observation, interpretation and presentation.

The course is mainly practical and lasts two years, during which time you are expected to build up a collection of Portfolio work and to complete an Externally Set Assignment. Recording and communication through purposeful drawing and written annotation are integral to the development of both of these components. The Portfolio of work will include three sustained projects on the themes of 'Organics and Mechanics', 'Self-Portraits' and 'Advocacy/Celebratory'. Students will follow a personal journey in response to each starting point which will culminate in a final piece or final pieces. Work towards this component is produced throughout the course and represents 60% of your final mark. The Externally Set Assignment paper will offer you a choice of questions/starting points from which you will choose one. You will have a set time frame in which to produce supporting studies and to develop ideas towards a final piece which is created during the ten hour timed assessment. The complete collection of work for the Externally Set Assignment makes up the remaining 40% of your GCSE mark.

During the initial stages of the course you will find that work is quite specific and your teacher will give you direct guidance. As you acquire increased confidence, you will be expected to interpret and research a given theme more independently, using the skills, techniques and processes that you have learnt.

You will study the work of artists, designers and craftspeople from past and contemporary artists as an integral part of each of your projects. Gallery visits in both Years 10 and 11 provide you with the opportunity to research and view real Art works at first hand.

The GCSE Art course opens many opportunities for further study. It is an essential requirement for higher education leading to careers in the following fields: architecture, advertising, teaching creative arts subjects, graphic design, interior design, fashion design, photography and digital imaging, theatre/set design, costume making and jewellery design.

Classical Civilisation: OCR

What is Classical Civilisation?

Classical Civilisation is the study of ancient cultures. The course focuses on Greece and Rome. It covers a wide range of disciplines including literature, art, artefacts, and archaeology as well as history and religion.

You don't need to know any languages, all the texts we study are in translation, and it doesn't matter if you have never studied the Greeks and Romans before. What is important is that you have an interest in a wide range of subjects which include History, Religion, English, Philosophy, Politics and Sociology.

If you have ever wanted to know what the Romans did in the bath or how to insult your ex like a Roman or how to argue like a Greek politician this is the course for you. This is an exciting and fascinating course. You will develop your understanding of the influence of the literature and history of this period and learn how to analyse and evaluate literary and historical evidence. You will also examine the differences and similarities between the classical world and society today.

Course content includes (both units below involve the study of history and literature):

Unit 1: Myth and Religion. This component is the ideal entry point into the study of the ancient world. We will examine many myths from Greece and Rome including the career of Hercules, the roles of gods and heroes and ancient beliefs regarding the Underworld. We will also look at the role of religion in the everyday lives of the ancient Greeks and Romans, studying animal sacrifice, festivals, death, and beliefs in the afterlife. Your investigation into the ancient world will involve the study of a wide range of sources, including magnificent temples, works of art and literature.	Unit 2: Roman City Life. This component explores everyday life for Romans. We will focus on the Imperial period (the time of the emperors) and get to look at popular sites and artefacts from Rome, Pompeii, and Herculaneum. We will learn about the home and family life, housing, and society. We will consider slavery and work, privileges and duties, leisure, and entertainment. The literature section will include poetry and prose fiction and non-fiction from Petronius and Pliny among others.
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The course will be assessed by two examinations at the end of two years of study. Each examination will last 1 hour 30 minutes. There is no coursework.

What skills will I develop?

Classical Civilisation is regarded highly by employers and universities, and would benefit those students interested in a range of careers including Law, the Civil Service, Politics, the Media, Teaching, Art, Medicine. You will develop good essay writing skills, analysis and how to structure a good argument. All of these are useful skills for A Level and further and higher education.

What would be expected of me?

You need to be curious, have a love of learning and a willingness to explore the most exciting parts of the distant past. Lessons will involve a wide range of activities which could include reading and discussion of ideas, texts and artefacts. We will also examine visual and material culture relating to the areas of study. There will be the opportunity to relate your studies to the modern world.

Computer Science and Information Communication Technology

Computing and ICT are an integral part of our lives and nearly all careers require some level of expertise in these areas. According to the latest Association of Graduate Recruiters survey, information technology posts are among the most numerous graduate jobs. To reflect the diverse nature of this subject there will be a choice of two courses available this year.

- Computer Science GCSE
- Cambridge Nationals in Creative iMedia

Students should make their choice of course based on their future career aspirations and interests.

GCSE Computer Science: OCR J277

Computer Science has become a very high-profile subject over the last few years. The ability to program computers is a very valuable skill. Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and GCSE Computer Science has been designed with this in mind.

Career opportunities	
Creative	Business, Industry, Commerce
Web designer Web developer Multimedia programmer Games developer	Business analyst Data analyst Database administrator Information systems manager IT consultant SEO specialist Systems analyst Systems developer

What will I be studying?

The course is made up of six topic areas:

- Problem solving
- Programming
- Data (how do computers store data such as text, images, sound? How is it kept secure?)
- Computers (How do computers function?)
- Communication and the Internet
- The bigger picture (what impact has computing had on the world?)

How will I be assessed?

There are two assessments:

- Principles of Computer Science – a written exam (50%)
- Application of Computational thinking – a written exam (50%)

It is a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course makes excellent preparation for students who wish 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. Computer Science is academically challenging, which is why it is part of the English Baccalaureate group of subjects. The course is suited to those who are more technically, scientifically or mathematically inclined and provides excellent preparation for study in higher education and employment in the field of Computer Science.

Cambridge Nationals Certificate in Creative iMedia : OCR J834

Career opportunities	
Creative	Business, Industry, Commerce
Journalist Media Executive Web administrator	Digital Marketing Digital account executive Online ordering executive

This is a GCSE equivalent Level 2 qualification for students who would like to learn about graphical design, web design and animation design and creation. It is significantly NEA based but also has an external written examination.

Cambridge Nationals in Creative iMedia are media sector-focused web development, graphics and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles.

Skills for the future	Complementary subjects
Confidence in creatively using digital technology Digital literacy Problem solving in a variety of contexts Communication of ideas and concepts Estimation and accuracy Investigational strategies	English History Geography Art Design and Technology

What will I learn?

The OCR Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. Creative iMedia focuses on the creative use of IT to produce media products.

You will study 2 mandatory units and choose 1 optional unit.

Mandatory	Optional
<i>Unit R093: Creative iMedia in the media industry</i>	<i>Unit R097: Interactive digital media</i>
<i>Unit R094: Visual identity and digital graphics</i>	<i>Unit R098: Visual imaging</i>

Unit R094: Visual identity and digital graphics

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Develop visual identity, Plan digital graphics for products, Create visual identity and digital graphics.

Unit R097: Interactive digital media This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products. Topics include: Plan interactive digital media, Create interactive digital media, Review interactive digital media.

Unit R098: Visual imaging This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review portfolios of visual imagery. Topics include: Plan visual imaging portfolios, Create visual imaging portfolios, Review visual imaging portfolios.

How is this course assessed?

There is one written examination paper for the Unit R093: Creative iMedia in the media industry, the other 2 units are NEAs and are marked internally and moderated externally.

Design and Technology: AQA

The new Design and Technology GCSE equips students with the knowledge and skills to be successful in an increasingly technological world. They will look at designing, prototyping and modelling or making of a functional and aesthetic product, drawing upon intellectual, creative and practical skills.

Areas of study

Students are encouraged to work in a range of areas in Design and Technology and will explore a number of materials and products, as listed below:

- Timber
- Plastics
- Metals
- Paper & Board
- Textiles
- Products for specific clients; elderly, young adults, children etc.

Core technical principles

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

Assessment

Component 1: Non-exam assessment (NEA), 50% of GCSE

What is assessed?

The NEA project in its entirety should take between 30–35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper.

Students' work should consist of an investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification.

Students should generate design ideas with flair and creativity and develop these to create a final design solution (including modelling). A manufacturing specification should be produced to conclude your design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation. Students should investigate, analyse, and evaluate throughout the portfolio and evidence all decisions made.

Component 2: Examination, 50% of GCSE

What is assessed?

An examination where theoretical knowledge is applied from the core concepts explored throughout the course.

Upon completion of this course, students will be qualified to go on to further study the D&T course at A level, as well as other similar courses such Engineering, 3D Design etc.

Drama: AQA

Drama GCSE allows students the opportunity to explore drama through written analysis and as a practical art form. Students will describe, create, perform and respond to drama using theoretical knowledge of drama and theatre. They will also develop their understanding of the characteristics of performance texts including genre, structure, language and sub-text. They will explore in written and practical ways, how meaning is interpreted and communicated by focusing on performance conventions and design. Students will explore the importance and influence of social, cultural and historical context and develop their understanding of theatre terminology and the roles and responsibilities of theatre makers. Through the study of drama, students learn to collaborate, think analytically and evaluate effectively. They also develop their confidence and presentation skills. Students must have confident skills in English literature and essay writing as well as a keen interest in the subject. A willingness to actively participate in practical exploration and to discuss and share ideas with others is also needed. Students are expected to attend additional live theatre visits and workshops.

Component 1: Understanding Drama (40% of GCSE)

There is one written examination of 1 hour 45 mins and this is marked by AQA examiners.

The exam is split into 3 sections:

Section A = Theatre roles and terminology (4 marks)

Section B = Study of a set play text (44 marks)

Section C = Live theatre production (32 marks)

Component 2: Devising Drama (40% of GCSE)

You will devise (i.e. develop from scratch) a performance based on a stimulus given to you. This will be accompanied by a devising log (a written documentation of the devising process and evaluation of your final work). This exam is internally examined and externally moderated by AQA.

Devising log (60 marks)

Devised performance (20 marks)

Component 3: Texts in Practice (20% of GCSE)

You will perform two extracts from a set play text. This can be done as:

- a monologue
- a duologue
- an ensemble

This will be assessed by a visiting examiner.

Performance of Extract 1 (20 marks) & Performance of Extract 2 (20 marks)

Economics: OCR

Economics is a challenging and fascinating subject. It is often referred to as a 'real world' subject.

Economics is about people and their economic choices. This GCSE shows students that we are all part of the economy, and that economics relates to every aspect of our lives - from the decisions of individuals or families to the structures created by governments and producers. It develops their understanding of how economic issues affect choices about resources and markets and vice versa.

What skills will you learn?

With GCSE Economics, you will gain transferrable skills that benefit your further study and employment:

- How to use economic data from a range of sources, such as tables, charts and graphs, you will acquire the skills to make informed judgements and to communicate concisely.
- How to explain and evaluate economic problems and possible solutions, you will acquire a way of thinking as an economist and develop a logical approach to thinking and reasoning.
- You will engage in wider reading and be expected to take part in discussion on a variety of economic topics. This will help develop your verbal communication skills, as well as an appreciation of the wider context in which the subject sits.

Wider Interests That Will Help You Succeed

GCSE Economics is new to most, so it helps if you are naturally curious about the world. No prior knowledge required, but these wider interests will make the course more enjoyable and accessible:

- Current events – keeping an eye on news stories about prices, jobs, businesses, or government decisions helps you apply what you learn to real life.
- How businesses work – from your favourite clothing brand to your local café, thinking about how firms make decisions will help you think like an economist.
- A curiosity about people and choices – economics is ultimately about why people make the decisions they do. If you like understanding behaviour, you will enjoy this subject.
- Problem-solving – economics often involves weighing up different options and working out which choice makes the most sense.
- Being comfortable discussing ideas – we frequently share views, debate causes and consequences, using evidence to support our arguments.

What Will Help You Get the Most Out of the Course?

Although GCSE Economics starts from the basics, students do best when they bring the following habits:

- Regular wider reading - Short, accessible articles from BBC News, *The Week Junior*, *Newsround*, or the *Financial Times for Schools* help build confidence and context.
- Confidence with basic numeracy - You'll use simple percentages, indices, and charts. You *don't* need advanced maths, just a willingness to interpret data.
- An organised, proactive approach - Economics builds topic by topic. Keeping notes tidy and reviewing key concepts little and often makes a big difference.
- Willingness to ask questions - If you're unsure why something happens in the economy, ask!
- Openness to different viewpoints - Economists rarely all agree. Being prepared to see issues from more than one perspective is a key skill.

Assessment

OCR's GCSE (9–1) in Economics is a fully linear course and consists of two mandatory components that are externally assessed. There will be two question papers assessing the two components. Each question paper will have 20 multiple choice questions and short case studies with related short and medium response questions as well as the opportunity for extended writing (maximum of 6 marks).

Component 1 Content Overview	Assessment Overview
Introduction to Economics 1.1 Main economic groups and factors of production 1.2 The basic economic problem The role of markets and money 2.1 The role of markets 2.2 Demand 2.3 Supply 2.4 Price 2.5 Competition 2.6 Production 2.7 The labour market 2.8 The role of money and financial markets	Introduction to Economics (J205/01)* 80 Marks 1 hour 30 minute written paper

Component 2 Content Overview	Assessment Overview
Economic objectives & the role of government 3.1 Economic growth 3.2 Low unemployment 3.3 Fair distribution of income 3.4 Price stability 3.5 Fiscal policy 3.6 Monetary policy 3.7 Supply side policies 3.8 Limitations of markets International trade and the global economy 4.1 Importance of international trade 4.2 Balance of payments 4.3 Exchange rates 4.4 Globalisation	National and International Economics (J205/02)* 80 Marks 1 hour 30 minute written paper

Food Preparation and Nutrition: AQA

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Assessments

Theory Examination Paper: Food preparation and nutrition, 50% of GCSE

What is assessed?

Theoretical knowledge of food preparation and nutrition from Sections of the core topics above

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks

Non-Examination Assessment (NEA), 50% of GCSE

What is assessed?

Task 1: Food investigation (15% of GCSE)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (35% of GCSE)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How is it assessed?

- **Task 1:** Written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.
- **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Additional Information: Students will be completing food practical lessons most weeks and will need to provide their own ingredients. Ingredients for experiments will be provided by the department. We recommend that students buy the student text book so that they can annotate it throughout the year to help them with their progress through the NEAs and the examination. Students will need a set of weighing scales at home to help them prepare ingredients for practical sessions.

Upon completion of this course, students will be qualified to go on to further study, such as the Level 3 Applied Diploma in Food and Nutrition, or embark on an apprenticeship within the catering or food industries.

Further Mathematics: AQA

GCSE Further Mathematics is an option that is available to students who, primarily in their Year 9 examination in May, show a sufficiently good aptitude for Mathematics that warrants them considering a course that goes beyond the scope of the GCSE undertaken by all students. The Mathematics Department will consider all students who indicate that they wish to take this option and determine before the summer holidays begin as to whether or not this will be an appropriate course so that a student's reserve option (or an alternative if necessary) can be added to her timetable for Year 10.

Whilst having studied GCSE Further Mathematics is undoubtedly a benefit for those who wish to pursue AS or A Level Mathematics in the Sixth Form, it is not essential. As such, the GCSE Further Mathematics course is only designed for those expected to achieve at least Grade 7 in GCSE Mathematics and so only Grades 9 to 5 are available, meaning that effectively it is deemed to be a Higher Tier entry only subject. It offers the opportunity for stretch and challenge that builds on the GCSE Mathematics curriculum, with an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

The course currently being studied is an updated specification that was first examined in Summer 2020, although the cancellation of examinations in 2020 and 2021 means that only four year groups of students have yet sat any live papers. However, the main purpose of the revisions made to teaching was to bring the course in line with the new GCSE Mathematics that has been taught to students with all examination boards since September 2015 and first examined in Summer 2017. There are six main content areas for the revised GCSE Further Mathematics syllabus:-

- | | |
|--|----------------------------|
| (1) Number | (4) Calculus |
| (2) Algebra | (5) Matrix Transformations |
| (3) Co-ordinate Geometry (2 dimensions only) | (6) Geometry |

There is no Controlled Assessment element for this GCSE subject, meaning that only the examination papers contribute towards the final grade awarded. Students will still sit both the compulsory GCSE Mathematics and the GCSE Further Mathematics sets of papers at the end of Year 11 with the rest of the year group. The GCSE Further Mathematics papers are as follows:-

Paper 1	50%	1h 45 mins	Non-Calculator
Paper 2	50%	1h 45 mins	Calculator

Questions will take one of two forms:-

- (1) Recall and use knowledge of the prescribed content for routine and multi-step procedure making up around 60% of the marks allocated
- (2) Apply mathematical reasoning, skills and knowledge to solve mathematical problems including rigorous justification and formal proof making up around 40% of the marks allocated

Geography: EDEXCEL B

Geography is the study of the world around us, our human and physical environments and the way we interact with them. Our planet is forever changing and so the GCSE course makes use of the very latest global news, from dramatic tectonic events and catastrophic flooding, to the effect of government policies on population, urban planning and resource management. Whilst traditional areas of both physical and human geography are covered, there is a particular focus on understanding the relationships and interdependence between the physical and human worlds and the major issues both face into the twenty-first century.

Students in Year 9 currently follow part of the GCSE course, so are well placed to understand what studying GCSE geography entails. The course utilises the many geographical and general study skills that have been developed in the Lower School and during Year 9, as well as introducing more advanced concepts. The Edexcel GCSE course is split into 3 distinct components all of which are assessed by examination at the end of the course:

- 1. 'Global Geographic Issues' covers global hazards, tectonic processes, climate change, development issues and the challenges of rapid urbanisation. This represents 37.5% of the GCSE.
- 2. 'UK Geographical Issues' covers an overview of the UK's varied physical landscapes, including in depth studies of coastal change and river processes, as well as how the UK's human landscape has been shaped by socio-economic and political processes. In addition, this unit includes the fieldwork component of the course with two distinct fieldwork and research investigations looking at both physical and human environments. This also represents 37.5% of the GCSE.
- 3. 'People and Environment Issues – Making Geographical Decisions' covers global ecosystems, energy supply and demand, energy security and the sustainable use and management of different resources. Component 3 draws synoptic links with components 1 and 2, and a comprehensive resource booklet is provided in the exam which students are expected to use and respond to in order to reach the best geographical decision for a given topic. This represents 25% of the GCSE.

Each of the assessments will test the students' ability to effectively use information and apply their understanding and opinions to other situations. Within the examinations there will be short answer questions as well as the opportunity to use and apply case study material to extended answers.

Geography develops many skills for students and provides an effective springboard to A-Level study. Within the course, students will develop:

- Their ability to produce coherent and effective arguments, using evidence to support their ideas.
- Good analytical skills including the use of statistics
- Fieldwork, research and team-building abilities
- A comprehensive understanding of the world around them

Geography is a subject for our times. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Combining well with both Science and Arts subjects at higher levels, students that pursue an academic path in Geography are amongst the most employable in the UK because of the dynamic skill set used to study the subject.

AQA

The course is made up of four units which are studied over the latter half of Year 9 and into Years 10 and 11.

Year 10:

- Opportunity and Inequality: The USA 1920 - 1973 (continued from Term 6, Year 9)**

This unit focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality during which some Americans lived the 'American Dream', whilst others grappled with the nightmare of poverty, discrimination and prejudice. We explore American life in depth: economic fortunes, society and culture, and the struggle for civil rights. We examine these through the experiences of women, young people and African-Americans. Through our studies, we evaluate how much America changed and remained the same during this time.

- Conflict and Tension: International Relations 1918 - 1939**

This unit focuses on how the world struggled to come to terms with the end of the First World War and how the victors attempted to prevent a second global conflict from ever happening again. The unit will look at the various outbreaks of conflict before the Second World War and consider their significance in influencing the actions of Adolf Hitler. The unit concludes with a reflection on the key causes of the Second World War.

Year 11:

- Britain, Health and the People c1000 - present day**

This thematic unit constructs an overarching framework through which we investigate the nature of change in all facets of medicine – treatment, surgery, public health – and the key factors which explain this change through time: religion, individuals, warfare, technology, government, and luck.

- Elizabethan England c1568 - 1603**

Historians have represented Elizabeth's reign as a 'Golden Age'. Students consider the extent to which this is a fair interpretation, given the challenges she faced from common perceptions regarding the ability of females to lead effectively, threats from abroad, economic challenges and religious strife. A study of Elizabeth shows how a strong female ruler overcame significant challenges and provides an insight into how Britain has come to be the nation it is today.

There is NO coursework element on either course, the grade is determined by performance in the final exams

Students studying history should have a positive attitude towards wider reading and a passion for all areas of the subject.

Modern Languages: EDEXCEL (French, German, Spanish), AQA (Mandarin)

French - German - Mandarin - Spanish

We strongly advise that all students choose **at least one** Modern Foreign Language, e.g. French, German, Spanish or Mandarin. If you are choosing between two languages, choose the one you feel more confident about and the one you enjoy learning the most. It is also possible to choose two languages at GCSE if you are motivated and wish to keep your options open for study of languages at A Level. For students enrolled on the Mandarin Excellence Programme, it is expected that you continue your study of Mandarin at GCSE.

If you are considering not taking a language, please make sure you have considered your options carefully

- Modern Foreign Languages form part of the English Baccalaureate (EBacc) which are a set of subjects recommended by the Department for Education which keep young people's options open for further study and future careers.

The GCSE course follows the Edexcel French/German/Spanish 9-1 syllabuses, Mandarin follows the AQA 9-1 specification. There will be no coursework element, and generally candidates at this school will be aiming at the grades 9-5.

The following tests form the final examination:

1. Listening
2. Reading and Translation
3. Writing and Translation
4. Speaking

Topics are on the following themes:

- | | |
|---------------------------|--------------------------|
| • My personal world | • Media and technology |
| • Lifestyle and wellbeing | • Studying and my future |
| • My neighbourhood | • Travel and tourism |

These topics include:

Family, friends, relationships, equality, physical well-being, mental well-being, food and drink, sports, places in town, shopping, transport, the natural world, environmental issues, social media and gaming, future opportunities (e.g. work, travel), school, music, TV and film, accommodation, tourism

The syllabus aims to:

- provide a coherent, satisfying and worthwhile course of study.
- develop confidence in, and a positive attitude towards the language and to recognise the importance of languages.
- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.
- develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes.
- develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better
- understand relationships between the foreign language and the English language.
- enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

Music: EDUQAS

The GCSE Music course extends the work covered in Key Stage 3. It is a particularly good GCSE for those of you having instrumental or vocal tuition as the work you do with your instrumental or vocal teacher is directly integrated into your class work and counts towards the performing assessment. If you do not have tuition on an instrument, or singing lessons, you can take GCSE Music as long as you play or sing regularly to a good standard and are prepared to spend time practising at home. In addition, you need to have achieved good marks in your Year 9 class work. You will draw on music you have performed to gain ideas to use in your composing work. The course aims to develop skills, knowledge and understanding in the areas of performing, composing and listening through the study of a wide range of musical styles, covering music from the past to the present, including instrumental and vocal music, music for stage and film and fusion music.

Performing – Non-Examined Assessment – 30%

The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and as part of a group. To take this course, you must be able to offer at least one instrument/or voice. Performances take place in the classroom and in school music ensembles. Some of these performances will be recorded and marked by your teacher, and a selection consisting of a minimum of four minutes' worth of performance will be submitted for final assessment. You will gain additional group performance experience by taking part regularly in school extra-curricular music activities.

Composing – Non-Examined Assessment – 30%

You have been introduced to creating music of your own in class and this will be developed on the GCSE course. You will work towards composing two pieces for final submission: one will be composed to a brief set by Eduqas, the other will be a free choice of style. Prior to beginning your final compositions, you will develop your skills as a composer through writing a number of shorter pieces. You will learn to use both notation and Digital Audio Workstation software on the computers to aid your composition work.

Listening and appraising – examination – 40%

You listen to a variety of music in class and these skills will be developed further as you study the GCSE course. The four Areas of Study cover music from the classical eras, popular styles, musical theatre, film music, and music from different traditions. You will sit a listening paper lasting 1 hour and 15 minutes with questions on a range of music and two set works. Responses require short answers and one extended piece of writing.

What other skills will I develop?

As well as covering Music at GCSE level, you will develop Key Skills in Communication and ICT which will be useful in whatever you do afterwards. The subject will continue to build your confidence as a performer, which is a skill that can be transferred to a range of situations.

What can I do after I've completed the course?

If you enjoy the GCSE Music course then you can consider A Level Music, which follows on very well from GCSE.

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 a future career involving presenting to an audience.

Photography: AQA

The GCSE Photography course builds an essential foundation of creative skills and is open to all students who show interest, enthusiasm and commitment for work in any area of lens based art. Within the Photography title students have the opportunity to gain experience in a wide range of media and approaches. This may include contemporary photo collaging, using photographic film, digital methods of development and production of static or moving images.

You will be encouraged to work imaginatively and expressively as well as learning the practical and transferable skills of observation, interpretation and presentation of experimental imagery.

The course is mainly practical and lasts two years, during which time you are expected to build up a collection of Portfolio work and to complete an Externally Set Assignment. Recording and communication through purposeful photography-based creations and written annotation are integral to the development of both of these components. You will learn how to use relevant sources to inspire and develop your own ideas relevant to photography: including how sources relate to historical, contemporary, social, cultural and issues-based contexts. You will also learn how ideas, themes, subjects and feelings can inspire creative responses through an individual's distinctive view of the world. The Portfolio of coursework will include three sustained projects on the themes of 'Identity and the human condition', 'Landscapes' and 'Advocacy/Celebratory'. Students will follow a personal journey in response to each starting point which will culminate in a final outcome(s). Work towards this component is produced throughout the course and represents 60% of your final mark. The Externally Set Assignment paper will offer you a choice of questions/starting points from which you will choose one. You will have a set time frame in which to produce supporting studies and to develop ideas towards a final piece(s) which is created during the ten hour timed assessment. The complete collection of work for the Externally Set Assignment makes up the remaining 40% of your GCSE mark.

During the initial stages of the course you will find that work is quite specific and your teacher will give you direct guidance along with what artists and photographers to study in order to inform your work. As you acquire increased confidence, you will be expected to interpret and research a given theme more independently, using the skills, techniques and processes that you have learnt.

You will study the work of past, but mainly contemporary artists, photographers and craftspeople, as an integral part of each of your projects. Gallery/exhibition visits in both Years 10 and 11 provide you with the opportunity to research and view real Art works at first hand.

The GCSE Photography course opens many opportunities for further study within the creative arts and media routes. It is an essential requirement for higher education leading to careers in the following fields: Photography, artistry, film directing, press photographer, architecture, advertising, teaching creative arts subjects, graphic design, interior design, fashion photography, scientific and medical photography – for the police, sports or wildlife.

GCSE Physical Education: AQA

In addition to the core Physical Education (PE) programme taken by all students there is also the option to take GCSE PE. Students opting for this route will take lessons in GCSE PE timetabled in addition to the core PE programme.

What will I learn?

You will learn 7 units in your **theory** lessons:

- Health and Fitness
- Sport Psychology
- Cardio-Respiratory System
- Biomechanics
- Physical Training
- Socio-Cultural
- Musculo-Skeletal System

You will focus on 3 main sports in your **practical** lessons:

- Trampolining
- Netball
- Cycling

3 Units
Theory Exam x 2(60%)
Practical Sport x 3 (30%)
Coursework - Analysis of Performance (10%)

Is this the right course for you?

- It is **strongly advised** that you participate in at least 1 sport competitively outside of school at an external sports club.
- It is **strongly advised** you score highly in the test completed in your GCSE Introduction unit in Core PE, your PE teacher will be able to advise you on this.
- Do you enjoy learning about the human body in your biology lessons?
- Do you enjoy participating in competitive sports in and outside of school?
- Are you good at identifying strengths and weaknesses in others performance?

Further Information

Practical – You are required to evidence 3 practical sports are graded in each one (skills and full context). Students can be assessed as a player/performer in one team activity, one individual activity and a third in either team or in an individual activity. Students will be required to participate in 3 compulsory sports during the course. One of these will be offsite and facilitated by an external provider. A student can also provide video evidence of them participating outside of school, this is strongly advised. Students can be assessed in any activity listed by the exam board.

Analysis of Performance – You select a sport to analyse and write written coursework about. You will be assessed on your analysis and evaluation of a performance and how to bring about improvement in one activity.

Theory exam – You sit two exams at the end of Year 11 (1 hour 15 minutes for each one) and this is worth 60% of your overall grade. The exam consists of multiple choice, short answer and extended answer questions.

Progression – Follow GCSE PE to A-level PE here at Mayfield Grammar School.

There are also many other progression routes due to the nature of the GCSE PE course, which covers a wide range of areas including Social Sciences, Psychology and Human Biology so it prepares students to study a wide variety of subjects at post 16 level.

There are also PE specific career pathways which the course complements including Physiotherapy, Sports Psychology, Teaching, Coaching, Nutrition, Sports Science, and Sports Development.

Psychology GCSE: AQA

Psychology is fascinating social science, that focuses on the study of the brain and behaviour.

What skills will you learn?

If you choose GCSE Psychology, you will gain transferrable skills that will benefit you in your further study and employment:

- By learning how to handle data (both qualitative and quantitative), and how to analyse data using descriptive statistic.
- You will learn to evaluate psychological research, developing an understanding of both methodological issues and ethical concerns.
- You will develop an understanding of how to design and conduct research, ranging from surveys to experiments.
- Finally, you will engage in wider reading and be expected to take part in discussion on a variety of psychological topics. This will help you develop your verbal communication skills, as well as develop an appreciation of the wider context in which the subject sits.

Wider interests that will help you achieve

- Reading books about science, mental health, the brain and psychology
- Watching relevant factual documentaries
- Voluntary work or involvement in clubs where you are engaging with other people

What will help you get the most out of the course?

- A willingness to engage in a lot of independent study to support your learning; for example, reading the textbook, practising lots of questions, doing your own research to follow up on case studies and psychologists studied in class.
- Excellent grades in Science, Mathematics and English Language will also support Psychology a great deal: these subjects are all highly relevant for success in Psychology.

Assessment

AQA's GCSE Psychology is a fully linear course and consists of two mandatory components that are externally assessed. There will be two question papers assessing the two components. Each question paper will have a range of multiple choice, short answer, and extended writing responses (essays)

For students starting in September 2026, examinations will take place in the summer of 2028.

Paper 1: Cognition and behaviour

What's assessed

- Memory
- Perception
- Development
- Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)

Paper 2: Social context and behaviour

What's assessed

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)

Religious Studies GCSE – Religion, Philosophy and Ethics: AQA

This is an opportunity to explore different areas of Religious Education. We will be looking at Ethics, which is the study of morality; what is right and wrong. This will include issues around what is evil and whether or not people should be punished for wrong actions. We will ask questions about human rights and wealth and poverty. Philosophy is the study of wisdom and ideas. It teaches logical thinking and how to argue a case. Within this part of the course, we will explore the nature and revelations of God, whether or not there is a God and the relationship between scientific ideas and religion.

We will also be looking at the teachings and practices of two religions, Buddhism and Christianity.

Course content includes:

Unit One

Buddhism

- Beliefs and teachings (The Dharma) including: The Three Marks of Existence, the Four Noble Truths, and the Eightfold Path.
- Practices including worship and festivals.
- Buddhist ethics including: the moral precepts and metta, the principle of loving kindness.

Part Two

Christianity

- Beliefs and teachings including: The nature of God, Jesus and salvation and atonement.
- Practices including worship and festivals, the sacraments and evangelism.
- The work of the Church including: a development agency, mission and persecution.

Unit Two

Philosophy and Ethics

- Religion and life including: the origin of the universe, human life and issues around animal rights, abortion and euthanasia.
- The existence of God and revelation which includes: the design and first cause arguments, the nature of revelation and enlightenment.
- Religion, Crime and Punishment which includes: a study of good and evil, mental health issues, retribution, deterrence and the concept of forgiveness.
- Human Rights and social justice which includes: the concept of equality, freedom, sexism, racism and treatment of the poor, refugees and people trafficking.

The course will be assessed by two examinations at the end of two years of study. Each examination will last 1 hour 45 minutes. There is no coursework.

Religious Studies will teach you the skills and fill in the background knowledge that you will find useful in further studies in any subject area. The units chosen will help develop your thinking skills as well as your writing skills. Logical argument and structure are important in most study areas and this subject can help you develop good practice that you will find invaluable. Religious knowledge can help you with the study of English Literature, Art, Music and History through direct knowledge of beliefs and religious thinking. The options chosen will also help in approaches to Science. In addition, we will continue to develop your skills in evaluation, empathy, enquiry, reflection and questioning.

Religious Studies can lead to further studies in Religion, Ethics and Philosophy, Anthropology, Archaeology, History, English, Art and Music, as well as Medicine and other areas of science. It can prove useful for many careers that involve people and it is generally useful because we now live in a multi-faith country that faces constant change and development in thought and technology which we must learn to adapt to. Ethics help you to explore these challenges and develop a way of facing the changes to come.

Textiles Design: AQA

Textiles Design is the creation of artefacts and products in woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study

Students are encouraged to work in a range of areas within textile design, such as those listed below:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and or embellished textiles
- Soft furnishings and/or textiles for interiors
- Digital textiles
- Installed textiles.

Knowledge and understanding

Students develop knowledge and understanding using sources that inspire the development of ideas, relevant to textile design including:

- How sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- How ideas, feelings, forms and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

Skills

Within the context of textile design, students demonstrate the ability to:

- Use textile design techniques and processes, appropriate to students' personal intentions, for example weaving, felting, stitching, appliquéd, construction and printing methods.
- Use media and materials, as appropriate to students' personal intentions, for example inks, yarns, threads, fibres, fabrics, textile materials and digital imagery.

Assessment

Component 1: Portfolio, 60% of GCSE

What is assessed?

A portfolio that will contain a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course of study.

Component 2: Externally set assignment, 40% of GCSE

What is assessed?

A students respond to a chosen starting point from an externally set assignment paper, where they get a preparatory period followed by 10 hours of supervised time.

Upon completion of this course, students will be qualified to go on to further study Textiles at A Level as well as other similar courses such as Fine Art, Art, Craft and Design and Three Dimensional Design, Fashion Design etc.