



Ambition • Service • Kindness



# BEAMINSTER SCHOOL

**Year 9 into 10  
Course Booklet  
for September 2026**



Welcome to the Courses Booklet for 2026

Our options process is well established and rooted in our school values of Ambition, Service and Kindness. As such, our intention is for all pupils to receive a broad, high quality and challenging education that prepares them for life in the 21<sup>st</sup> century; that pupils are equipped to compete locally, nationally, and internationally; that pupils are able to develop academic and personal confidence, developing an enjoyment of learning and enabling success at the next stage of their education and in their adult working life.

All students are placed on programmes of study that will maximise their opportunities at the end of Year 11. In Years 10 and 11 we encourage students to want to develop and explore their own interests. However, this has to be balanced against the national picture, current Government expectations, and need for a breadth of curriculum. The age at which students can really specialise in certain areas is 16.

It is of vital importance that the programme of study followed in Years 10 and 11 opens doors and develops opportunities, rather than limits. To this end, and being a school that is so heavily invested in the individual, we have developed a number of routes forward.

Entry onto a route is based on data and information from Key Stage 2, as well as through a pupil's time in school to date, feedback from subject staff, oversight of the Head of Year and Tutor and, of course, discussion with the student.

The routes are designed to promote a breadth of study, while supporting those students for whom a grade 4 in English and Maths will be crucial. These routes are explained in more depth later in this booklet, and should you have any concerns we would welcome the opportunity to discuss these with parents.

The school will identify a particular "Route" for every student, and students will then make their choices in line with their Route. Parents/carers and students will be invited to our **Curriculum Information Evening at 6.30pm on Wednesday 11th March** when you will all have a chance to speak to subject staff and ask any questions. Following the evening, students will be asked to complete a survey and make their initial subject selections, following their Route. These selections will then be used to build the final Option blocks. By doing this, we will have taken the student voice into account as much as we possibly can in creating our Year 10 curriculum. Finally, following their Route, students will make their final selections from the Option blocks, including a reserve choice.

You can rest assured that sympathetic consideration will be given to the needs of every individual. However, we do reserve the right to make the final decision on choices, in consultation with you, depending on timetable and staffing constraints, appropriateness of courses, or where low numbers may preclude us from running a particular course.

As an inclusive school that has high aspirations for all, we seek to ensure that our students follow courses that will allow them to achieve qualifications that will put them in the very best position to make choices at 16 and beyond. We are proud of all our students and their achievements across the curriculum.

Should you have any concerns or queries please do not hesitate to contact your child's Tutor, Mrs Stone or me at your earliest convenience, and we look forward to working with you on these important choices and decisions.

Mr R Barnes  
Deputy Head

## THE PROCESS

Year 9 into 10 Courses Booklet issued  
School Curriculum Information Evening, 6.30pm 11<sup>th</sup> March  
allowing students, parents and carers to discuss subjects with teaching staff



Route letter advising students which Route has been identified for them sent out



Initial interest forms sent out electronically via MS Forms  
These will be used to build the final Option blocks



Final Option blocks published



Students make their final choices (including reserves)  
from the published Option blocks and following their designated Route



Conversations with students around choices (as required)  
Confirm choices or move to reserve choices (if necessary)

We will always seek to balance student interests,  
however, the school reserves the right to amend a student's curriculum  
should we feel it does not have sufficient breadth

## Course Selection

### Courses for 2026

All students follow a timetable of 50 lessons per fortnight (30 compulsory hours and 20 hours based on their Route). Each lesson is 1 hour long.

All mainstream students will have 8 periods of English, 7 periods of Maths, 9 periods of Science, 3 periods of Personal and Religious Studies (PSHE, GCSE RS plus Careers), and 3 periods of PE/Games.

There are no formal tutor lessons for Year 10, but students will be seen on an individual or small group basis by their tutors to check on progress and deal with any problems. **Academic Monitoring Day** in November provides an early opportunity to review student progress.

All students will have access to ICT facilities for the production of coursework etc during Key Stage 4. There will be technical assistance available to students in the ICT room for as much of the time as possible. All students have access to Microsoft Office, both in school and out, through Office365, accessed via the students' school email address. Every student is entitled to undertake a fortnight of **work experience** during Year 10. This provides a relevant insight into the world of work and develops key skills.

### Key Questions for Parents and Carers

#### What subjects do students enjoy and are good at?

- The place to start - what will motivate them?
- What will they learn?
- What skills will they develop?

#### Which Route has the school identified for my child?

- Do they understand the need to have plenty of opportunities available to them later on?
- Can my child see where they might be headed in two or four years' time?
- Is my child ensuring they have as much breadth to their curriculum as possible, or are they limiting themselves?

#### Something new?

- Could new subjects give them a fresh challenge?

#### How do students like to learn?

- Listen - do, individual - group, quantity of reading, research, reports, investigations ...

#### What are the student's interests?

- Projects, helping people, being outdoors, designing or making?

#### Does the student have a particular career path in mind?

- Some jobs require specific qualifications, but most do not at this early stage.
- Keep an open mind and consider opportunities post-16.

The most important thing is to keep options open by choosing a broad and balanced range of subjects. The school will offer advice and direction with the aim of allowing students to maximise their opportunities at the end of Year 11. Students are required to follow their full curriculum until the end of Year 11.

## Government Curriculum Review

Previously the Government had made it clear they expected students to study a broad range of subjects and used the EBacc (English Baccalaureate) measure to drive this. The Curriculum Review, led by Professor Francis and published in November 2025, makes it clear that students should still study a broad range of subjects at Key Stage 4 (GCSE level).

*“The Review is clear that schools should promote a curriculum at Key Stage 4 that is appropriately broad and balanced, enabling young people to pursue their interests and passions whilst ensuring uptake of the subjects that are most likely to support life chances and the needs of our society and economy.  
This should include a strong academic core for all.”*

It does, however, state the EBacc measure that compelled schools to ensure the majority of students were studying Maths, English, Sciences, Geography or History and a Modern Foreign Language, should now be removed from school accountability measures. As such, at Beaminster, we have adapted our Routes system to ensure that students take an appropriately broad range of subjects while allowing them scope to pursue interests and passions.

**Core Subjects** that all mainstream students must follow: English Language and Literature, Maths, Science, Personal and Religious Studies and PE/Games.

**Required Suite** (students must select, according to their Routes, from these): Geography, History, Triple Science, Computer Science, French, Spanish.

**Wider Suite:** Other option subjects that allow students to pursue their interests and passions.

Students identified for the Purple Route will take, as part of their options, two subjects from the Required Suite and then two further subjects from either the Required Suite or from the Wider Suite.

Students identified for the Yellow Route will take, as part of their options, one subject from the Required Suite as well as Study Support and then two further choices from either the Required or the Wider Suite.

In a small number of cases, a bespoke curriculum package may be made available on the basis of special educational need or disability (SEND). These will be communicated directly with students and parents/carers.

Our last Ofsted inspection (September 2023) commented that the school has an: “Ambitious curriculum for pupils”. Our current options routes reflect our ambition for our students to raise their aspirations and be successful in their futures, be this at a local, national or international level.

## The Routes Forward

There are various Routes forward at Key Stage 4. Students' Routes have been identified by the school and their Route letter should be read in conjunction with this booklet before submitting their initial interest forms, and then later their final option form.

### How have the Routes been selected?

We have considered what we know about students based on their time with us and their school performance from Year 6 to date, using the knowledge and experience of their tutors and teachers. We have also considered what has happened in the rest of Dorset and on a national level, as the combination of subjects students study has evolved. We are also maximising future opportunities for students through a breadth of subjects.

### Purple Route

Students must select **two** subjects from the Required Suite (see below) and then **two** other choices from the Wider or Required Suite (four choices in total).

Required Suite: Computer Science, French or Spanish (depending on which language the student is currently studying), Geography, History, Science Option.

Wider Suite: 3D Sculpture, Art and Design, Cambridge National in Creative IMedia, Design and Technology, Drama, Food Preparation and Nutrition, Music, Physical Education, Textiles (Art and Design).

\*Please read the individual subject pages carefully as some combinations of subjects cannot be allowed because of exam board specification overlap.

### Yellow Route

Our aim is always to place students on courses where they will have the maximum chance of success, and with more courses and opportunities post-16 now requiring a grade 4 in Maths and English, we have included a support option which will allow pupils to receive extra input, boosting their chances of successfully securing post-16 routes.

The Yellow Route will also allow students time to be supported in additional study, and underpins our desire for all students to achieve the qualifications they need to enable them to progress seamlessly on to the next stage of their education or career.

Yellow Route students = Study Support plus at least **one** subject from the Required Suite (see below) and then **two** other choices from the Wider or Required Suites (four subjects in total).

Required Suite: Computer Science, French or Spanish (depending on which language the student is currently studying), Geography, History, Science Option.

Wider Suite: 3D Sculpture, Art and Design, Cambridge National in Creative IMedia, Design and Technology, Drama, Food Preparation and Nutrition, Music, Physical Education, Textiles (Art and Design).

\*Please read the individual subject pages carefully as some combinations of subjects cannot be allowed because of exam board specification overlap.



# **Core Subjects**

**These subjects are taken  
by ALL Students**



# CORE SCIENCE

Core subject taken by all students (Double Award)  
AQA Combined Science Trilogy 8464 100% Examination

During Year 10 students will be taught in ability groups based on their performance at Key Stage 3.

They will have 9 lessons per fortnight in which they will be taught Biology, Chemistry and Physics as separate subjects by subject specialists. They will be studying the "AQA Trilogy" course.

This qualification is linear, so students will sit all their exams at the end of the course. They will be awarded 2 GCSEs.

Throughout Year 10 and Year 11 students will cover the following topics:

## Biology

- Cell biology                      Organisation                      Infection and response
- Bioenergetics                      Homeostasis and response
- Inheritance, variation and evolution                      Ecology.

## Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry                      Chemical changes
- Energy changes                      The rate and extent of chemical change
- Organic chemistry                      Chemical analysis
- Chemistry of the atmosphere                      Using resources.

## Physics

- Energy                      Electricity                      Particle model of matter
- Atomic structure                      Forces                      Waves
- Magnetism and electromagnetism.

## Assessments

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas, are 1 hour 15minutes long and are worth 16.7% of the final grade.

The practical aspect of science will be examined in the final exams. It is expected that students complete "Required Practical Activities" as part of their normal lessons.



# ENGLISH LANGUAGE

Core subject taken by all students

AQA 8700 100% Examination

Spoken Language Non-examined assessment: reported separately on the certificate

Students will study GCSE English Language and GCSE English Literature. These are separate courses which lead to two separate GCSE qualifications.

## GCSE English Language

This qualification is made up of two exam papers both of which focus on the development of reading and writing skills. Students will prepare for two written examinations taken during the GCSE exam period at the end of Year 11.

## Non Exam Assessment (NEA)

The speaking presentation is compulsory. The GCSE English Language grade will only be awarded upon completion of the two written examinations and this spoken assessment. The speaking presentation takes place in the classroom setting and is filmed (exam board requirement).

## Language Paper 1 Section A (Reading)

There are 4 questions in this section, all testing reading comprehension of one unseen fiction extract.

## Section B (Writing)

There is one extended writing task in this section and students can choose to do either the descriptive or narrative writing task.

## Language Paper 2 Section A (Reading)

There are 4 questions in this section, all testing reading comprehension and two unseen non-fiction texts.

## Section B (Writing)

There is one extended persuasive writing task in this section.

The Literature and Language course both function to develop independent reading and writing skills that will serve students well, not only towards GCSE success but, importantly, beyond their school days.

It is vital that students take ownership of their own learning, developing resilience in the face of challenge and actively engaging in the learning process. Organisation, persistence and good attendance are absolute necessities to be successful in both of these GCSE courses.



# ENGLISH LITERATURE

Core subject taken by all students  
AQA 8702 100% Examination

## GCSE English Literature

This qualification gives students an opportunity to explore and study a range of prose, drama and poetry.

Students will learn to read texts critically and thoughtfully, enabling them to then write about them analytically and precisely. Students will prepare for *two written examinations* taken during the GCSE exam period at the end of Year 11.

### Literature Paper 1

This paper is made up of two questions in which students have an opportunity to demonstrate their reading comprehension and analytical writing skills. All students study "Macbeth" (Shakespeare) and "A Christmas Carol" (Dickens).

### Literature Paper 2

This paper is made up of three sections.

#### Section A

One question based upon the study of the modern play "An Inspector Calls" (JB Priestley).

#### Section B

One comparison question based upon the study of 15 poems from the "Power and Conflict" anthology.

#### Section C

There are two questions assessing two unseen poems.

The Literature and Language course both function to develop independent reading and writing skills that will serve students well, not only towards GCSE success but, importantly, beyond their school days.

It is vital that students take ownership of their own learning, developing resilience in the face of challenge and actively engaging in the learning process. Organisation, persistence and good attendance are absolute necessities to be successful in both of these GCSE courses.



# MATHS

Core subject taken by all students  
AQA 8300F or 8300H 100% Examination

All students continue to study Mathematics in Key Stage 4 covering the areas defined in the AQA specification.

- Number
- Algebra
- Ratio, proportion and rate of change
- Geometry and measures
- Probability
- Statistics.

Students will continue to be taught in ability groups and will be entered for the GCSE examination.

The GCSE has two tiers of entry - Foundation and Higher - and both tiers allow students to attain a grade 5.

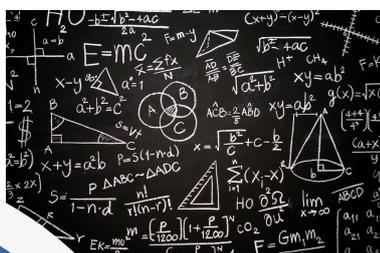
Every student will be encouraged to aim for the highest level within their capabilities.

There are three examinations at the end of Year 11, one non-calculator, the other two with a calculator allowed.

## Entry Tier

Grades available:

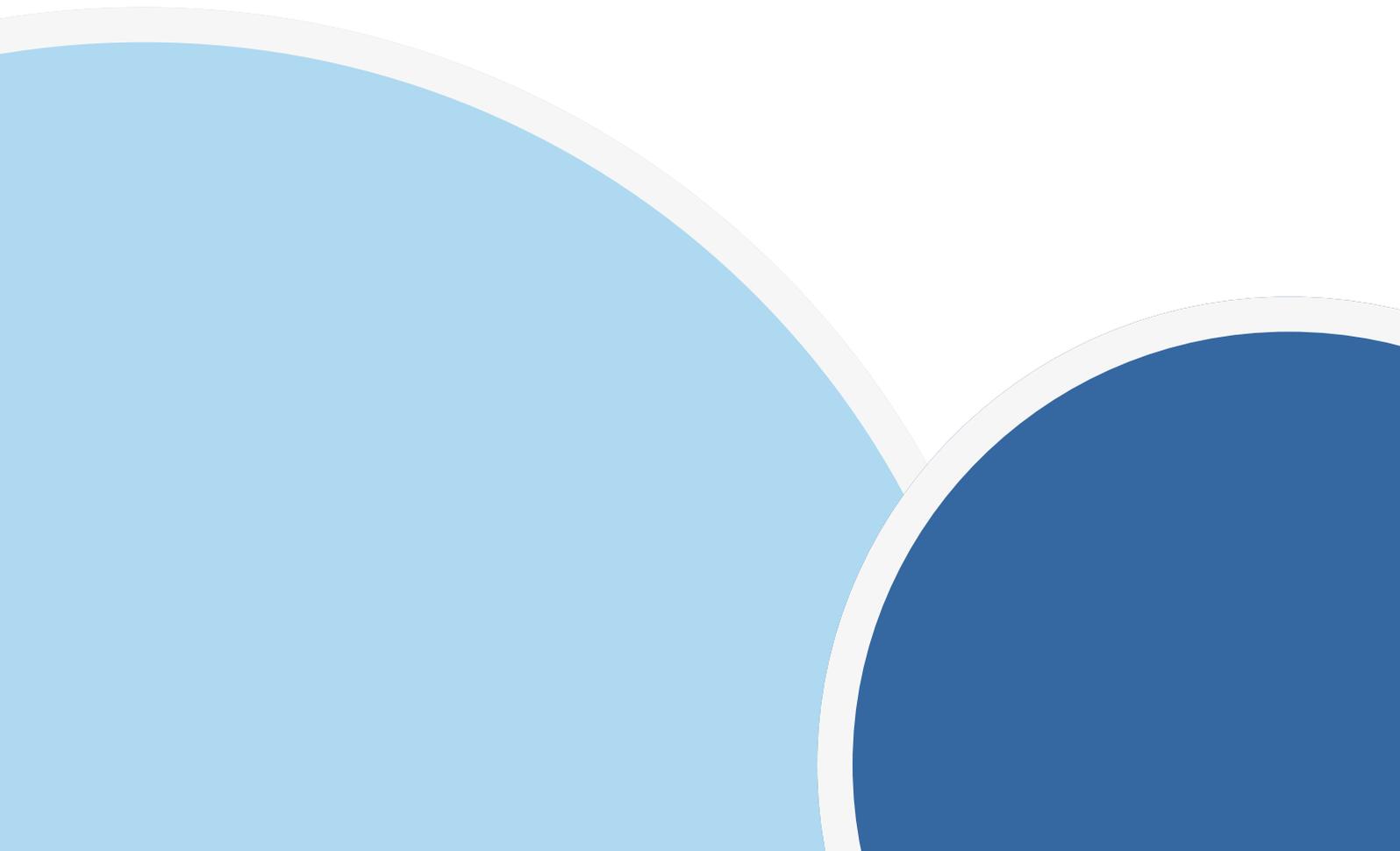
- Foundation 1-5
- Higher 4-9





# **Subject Details**

**Students should select from the following subjects according to their identified Route**



# 3D SCULPTURE

AQA 8205 Fine Art Coursework 60%, controlled test 40%

The GCSE Art/Sculpture course is suited to those students who enjoy working within the Art department and are enthusiastic about expressing their ideas through the process of making.

Sketchbooks are used extensively to record, observe and develop ideas. Students are taught to draw using a range of techniques and materials. They learn to work with pencil, black biro, charcoal, graphite, paint and various other media. All students make huge progress with their drawing skills throughout this course.

The course focuses on the three main traditional sculptural techniques: carving, constructing and modelling. Students are taught to work with clay, plaster, wood, wire, papier-mache and found materials.

Techniques are taught through a series of projects inspired by the work of artists and sculptors from around the world. In Year 11 students are confident and skilled enough to explore their own ideas independently, using any relevant materials or techniques they prefer.

The course requires students to produce a substantial package of coursework (60%) and a final exam project (40%).

Students work hard in an enjoyable, focused, yet fun working environment.

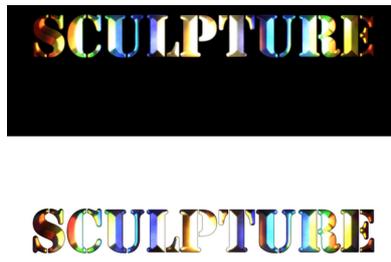
Comments from current Year 10 and Year 11 students:

"It is great fun and really enjoyable."

"Turning our designs into real sculptures is brilliant!"

"There's a great atmosphere in the room when we're all making things."

**Please note students can study 3D Sculpture OR Art and Design OR Art and Design Textiles.**



# ART AND DESIGN

AQA 8201 Coursework 60%, controlled test 40%

## Do you enjoy being creative?

Art and the Arts engage our brains like nothing else. The physical act of using our hands and minds to draw, paint and make artwork is hugely beneficial to our wellbeing. If you enjoy making, thinking, doing, reflecting, working with independence, problem solving, imagination and creativity, then this course is for you.

This is a really exciting and rewarding course. You will experience and gain knowledge of many different types of art, hone your existing skills and try many new techniques and materials. We aim to build your skills, and in turn, your confidence. Well-structured and taught projects lead to a sense of personal accomplishment creating a portfolio of work to submit for your GCSE, and also to be really proud of.

## Year 10: Mark Making Project

In Year 10 we explore mark making; using dip pens and fine liner pens to create forms and shapes in space looking at some graphic and illustration art to help us. We explore natural forms and the landscape as topics that cover this unit.

## Year 10: Collage Project

This is an experimental mixed media project exploring a range of styles, art materials and photography.

## Year 11

For the mock exam unit we visit the exciting London gallery **Tate Modern**. Here you can experience artists' work in person to inspire you in a final project of **your choice**.

Depending on your interests, this could combine drawing, painting, collage, mixed media, three-dimension, digital art, photography or film.

GCSE Art is fun and enjoyably challenging. We aim to broaden your knowledge of art and design and give you an experience of all that it can be. Art is for everyone. It is also the starting point for many careers in the Arts. Our Art students have gone on to study graphics, product design, illustration, fine art, architecture, animation and landscape design.

The course requires students to produce a substantial package of coursework (60%) and a controlled practical test (40%). All the work is completed under the guidance and support of Art Department staff.

Some comments from previous Year 11 Art students:

"The course is a creative release that is different from other subjects."

"I found my artistic skills have really improved drastically."

"I found the course rewarding and satisfying."

**Please note students can study 3D Sculpture OR Art and Design OR Art and Design Textiles.**



# ART AND DESIGN TEXTILES

AQA 8204 Coursework 60%, controlled test, including 10 hour supervised practical (40%)

This course allows students to explore creative ideas through fabrics, materials and surface design. Students develop practical skills while producing personal and imaginative textile work.

## Students will explore:

- Fabric manipulation and construction
- Mixed media text fabric manipulation and construction
- Hand and machine embroidery
- Dyeing, printing and surface decoration
- Weaving, felting and applique
- Mixed media textiles
- Fashion illustration and design development
- Research into textile artists, designers and culture.

## Skills Developed

Creativity, practical textile skills, problem-solving and independent working.

### Year 10

In Year 10 we develop the skills needed for GCSE Textiles. We will explore different textiles techniques and materials through small projects. This includes: hand and machine embroidery, printing, dyeing, fabric manipulation and developing ideas in sketchbooks.

### Year 11

In Year 11 we begin to refine ideas and develop more finished outcomes.

A trip to the American Museum in Bath is planned.

**Please note students can study 3D Sculpture OR Art and Design OR Art and Design Textiles.**



# COMPUTER SCIENCE

Pearson Edexcel L1/L2 ICP2/01 ICP2/02 Practical onscreen assessment 50%, written exam 50%

## Why Study GCSE Computer Science?

Do you like solving complex problems? Do you have a strong passion for applying your mathematical skills in the real world? This course will equip you with essential skills for the digital age. It fosters problem-solving, logical thinking and creativity. Additionally, it opens up future career opportunities in technology, a rapidly growing field.

Understanding computing concepts will also enhance your ability to navigate and innovate in an increasingly tech-driven world. It is important that you have a strong background in Mathematics for this course as you will be studying topics like Boolean logic, binary code and hexadecimal, and there will be lots of coding in the Python computer language as well as data manipulation.

The aims and objectives of this qualification are to enable students to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programmes.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems and how they communicate with one another and with other systems.
- Understand the impact of digital technology on wider society, including issues of privacy and cybersecurity.
- Apply mathematical skills relevant to computer science.

## Course Content

### Paper 1: Principles of Computer Science

Topic 1: Computational Thinking. Understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

Topic 2: Data. Understanding of binary, data representation, data storage and compression.

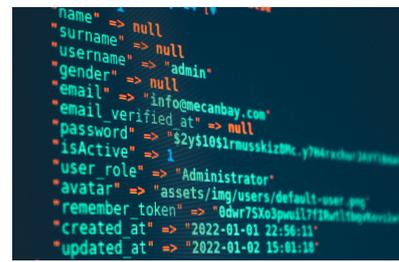
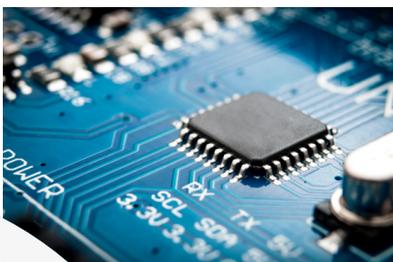
Topic 3: Computers. Understanding of hardware and software components of computer systems and characteristics of programming languages.

Topic 4: Networks. Understanding of computer networks and network security.

Topic 5: Issues and Impact. Awareness of emerging trends in computing technologies and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### Paper 2: Application of Computational Thinking

Topic 6: Problem solving with programming. Understanding what algorithms, what they are used for and how they work in relation to creating programmes; understanding how to decompose and analyse programmes; ability to read, write, refine and evaluate programmes.



# CAMBRIDGE NATIONAL IN CREATIVE IMEDIA

OCR Level 1 / 2 J834

The media industry is vast, covering both traditional and new media sectors, and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. This course helps to prepare students to work in this growing industry.

Delivered using online classroom learning (e.g. Teams and OneNote) with regular written assessments and a practical component, this fast-paced course is split into three different units of work, one of which is an externally assessed written exam (1 hour 30 minutes), and the other two are NEA (coursework) units which are internally assessed (approximately 10 hours per assessment). Organisation and self-motivation are key requirements.

## **Unit 1 R093 Creative iMedia in the Media Industry (Externally assessed exam 1 hour 30 minutes)**

In this unit students will learn about the sectors, products and job roles that form the media industry. You will engage with legal and ethical issues as well as considering the processes used to plan and create digital media products, learning how media codes are used to create media products that convey meaning, create impact and engage audiences. You will also learn how to choose the most appropriate format and properties for different media products.

## **Unit 2 R094 Visual Identity and Digital Graphics (NEA Unit 1 of 2)**

In this unit, you will learn how to develop visual identities for clients. Applying the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

## **Unit 3 R098 Visual Portfolio (NEA Unit 2 of 2)**

In this unit you will learn how to apply the conventions of both static and moving images using language of visual imaging and communication. Planning and capturing photographs and moving images using a digital camera and learning to edit and process photographs and video sequences to create meaningful products in response to client briefs.

This is an ideal subject for anyone who wants to progress on to other related study, such as vocational qualifications in digital media and information technology, A Levels, T Levels and apprenticeships.



# DESIGN TECHNOLOGY

AQA 8552 Coursework 50%, written exam 50%

Design and Technology is a dynamic and creative subject creative that allows students to design, make and innovate. It builds confidence, independence and real-world problem-solving skills that are valuable in any career. Whether students are interested in the creative industries, engineering, medicine, or are taking triple science Design and Technology provides a strong foundation.

Students learn through exciting practical projects while developing key knowledge of materials such as timbers, textiles, electronics, mechanisms and modern manufacturing. They explore smart and modern materials, product design and design history, preparing them for both the NEA coursework and the final written exam.

Creativity is at the heart of the course where students have the opportunity to think and work like a product designer, allowing the development of expert skills using specialist tools and equipment. Students are encouraged to work with timbers, metals, polymers, textiles, papers and electronics, giving them a broad and engaging experience.

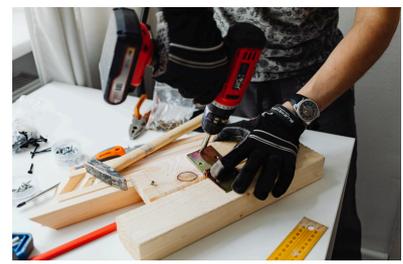
## What will students do?

In **Year 10**, students complete a range of practical projects to build essential design and making skills. Lessons balance hands-on work with theory lessons and allow students to access both traditional skills and modern CAD/CAM technology. Towards the end of the year, students begin the research component of their final coursework project.

In **Year 11**, students focus on their Non-Exam Assessment (NEA), designing and making a high-quality product based on a real-world brief and client needs. This is a chance to showcase creativity, innovation and technical skill. Once completed in early March, lessons focus on exam revision and preparation for success.

Careers supported by Design and Technology include:

- Product, Industrial and Graphic Design
- Fashion and Textile Design
- Furniture Design and Craft
- Architecture, Interior design and Construction
- Silversmithing and Jewellery Design
- Boat building
- Teaching, Apprenticeships and STEM careers
- Engineering (Mechanical, Civil, Electrical, Product)
- Medicine, Dentistry and Healthcare
- Engineering Technician and Manufacturing
- Automotive and Aerospace Industries



# DRAMA

Edexcel IDRO Coursework 40%, performance 20%, written exam 40%

## Should I study Drama at GCSE?

If you:

- Enjoy Drama lessons
- Enjoy acting and performing
- Want to see live theatre
- Can evaluate your work and that of others, then ... YES!

5 hours per fortnight, lots of fun, hard work and commitment and the ability to work as part of a team is essential.

## Component 1: Devising – Practical and written

Coursework: 40% of the qualification (60 marks)

### Content Overview

Create and develop a **devised piece from a stimulus**.

Marked internally.

There are **two parts** to the assessment:

- A **portfolio** covering the creating and developing process, analysis and evaluation
- A **live group performance**.

## Component 2: Performance from text – Practical

Written examination 1 hour 45 minutes, 40% of the qualification (60 marks)

### Content Overview

Practical exploration and study of **one complete performance text** (The Crucible by Arthur Miller).

Live theatre evaluation.

What students say:

“Learn team building and leadership skills.”

“It’s just good fun!”

“It makes you feel good about yourself.”

See Ms Smith for more information.



# FOOD PREPARATION AND NUTRITION

AQA 8585 Non exam assessment (NEA) 50%, written exam 50%

The Food Preparation and Nutrition GCSE focuses on **practical cooking skills** to enable students to make links between theory and practice and be able to apply their understanding of food science and nutrition to **practical cooking**.

## Why study Food at GCSE?

The course will:

- Develop a wide range of practical skills that can be used throughout life
- Learn about nutrition and how to maintain a healthy lifestyle
- Support applications to a wide range of further education courses.

## Year 10 Course Content

### Practical Lessons

Students will develop a wide range of technical skills through practical and experimental work using all of the commodity groups. 3 hours 30 minutes per fortnight will be spent on practical work.

### Theory Lessons

Students will learn about food nutrition and health, food science, food safety, food choice and food provenance.

## Year 11 Course Content

### September Non Exam Assessment (NEA) 1 Food Science Investigation (15%)

Apply food science knowledge to practical investigations and create a portfolio of evidence. *Example task: Shortcrust pastry should have a short, crumbly, melt in the mouth texture. Investigate the best ingredients to achieve the perfect pastry (10 hour assessment).*

### November Non Exam Assessment (NEA) 2 Food Preparation (35%)

Research, plan and produce 3 dishes within a timed 3 hour practical assessment that showcases skills. *Example task: Research, prepare and cook three dishes that promote street food within the UK (20 hours assessment).*

### June Written Paper (50%)

From March to June of Year 11 students will complete targeted revision using both practical and theory lessons to recap topics covered in Year 10 to fully prepare for the 1 hour 45 minutes written exam paper.



# FRENCH (MFL)

AQA 8652 Listening 25%, speaking 25%, reading 25%, writing 25%

The French GCSE is a linear course.

There will be exams to test the 4 skill areas and these will be equally weighted. There are two tiers of entry: Foundation and Higher.

Students taking the Foundation paper will be graded 1-5 and those taking the Higher paper will be graded 4-9.

## Subject Content

Assessment is set in the context of three themes.

### Theme 1: People and Lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work.

### Theme 2: Popular Culture

- Topic 1: Free time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture.

### Theme 3: Communication and the World Around Us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live.

The Government's curriculum review has made it clear that students should follow a broad and balanced curriculum, including through to GCSEs.

GCSE languages clearly contribute to a breadth of curriculum, and as such we anticipate that the majority of students will continue to study languages at GCSE.

French is a Required Suite subject and students following the Purple Route must select a subject from the Required Suite.

We strongly recommend that all students in Set 1 continue to study French, and encourage all other students to select a language which will enhance their future prospects through the development of personal and academic skills.



# GEOGRAPHY

AQA 8035 Written exam 100%

The world in which we live is likely to change more in the next 50 years than it has even done before. Geography explains, why, and helps to prepare you for those changes. As well as studying traditional Geography such as cities, energy, rivers, coasts, earthquakes and volcanoes, the GCSE course also tackles some big issues:

- environmental responsibility
- our global interdependence
- cultural understanding and tolerance
- commerce, trading and industry.

## **Living with the Physical Environment (1 hour 30 minutes, 35%)**

**Challenges of Natural Hazards:** Tectonic hazards, weather hazards, extreme weather and climate change.

**The Living World:** Ecosystems, including tropical rainforests and deserts.

**UK Physical Landscapes:** Coastal and river landscapes in the UK.

## **Challenges in the Human Environment (1 hour 30 minutes, 35%)**

**Urban Issues and Challenges:** City growth, challenges and sustainability.

**The Changing Economic World:** Development and the development gap, employment changes, UK differences.

**The Challenge of Resource Management:** Resource management, energy, water issues and food supply.

## **Geographical Applications (1 hour 30 minutes, 30%)**

**Issue Evaluation:** Based on pre-release material (March of Year 11).

**Fieldwork:** Two days of fieldwork (one human, one physical). You will be asked exam questions about the work you have done.

All exams will be taken at the end of Year 11. Everyone has the same exam, there are no tiers of entry.

## **Where can Geography take you?**

This is a highly regarded subject that complements and links with many others. Careers directly linked with Geography include:

Planner; Market Researcher; Housing Officer; Estate Agent; GIS Specialist; Chartered Surveyor; Remote Sensing Analyst; Cartographer; Crime Analyst; Transport Manager; Location Analyst; Retailer; Regional Development Officer; Travel Agent; Tourism Officer; Media Researcher; Environmental Consultant; Estate Manager; Forestry Ranger; Conservation Officer; Pollution Analyst; Weather Presenter; Disaster Manager; Flood Protection Officer; Water Supply Coordinator; Risk Assessor; Hydrologist Coastal Manager; Geologist Civil Engineer; Soil Conservationist; Aid Worker; Diplomat; Refugee Advisor; Charity Coordinator; Teacher; Marketing Manager; Accountant; Lawyer; Town Planner.



# HISTORY

Edexcel IHIO Written exams 100%

History is about real people whose lives were sometimes exciting, frightening and heroic. We explore their fascinating and, occasionally, tragic stories, and how they impact on the world today. As well as being interesting, this course helps you develop the skills which will be useful in a wide range of jobs or in further studies. Students should be willing to think hard and tackle complex and relevant political, social and cultural questions. The ideal student will be enthusiastic and have an enquiring mind. We offer two trips for GCSE History to support learning, one to the Western Front and one to Berlin.

## What You Will Study

### Themed Study: Medicine in Britain, c 1250–present

Students will investigate which factors helped to improve medical knowledge from the medieval period to today. Included is a study of the historic environment of the British sector of the Western Front 1914–18, injuries, treatment and life in the trenches.

### British Depth Study: Anglo-Saxon and Norman England c 1060–88

Life in Anglo-Saxon England; The Norman Conquest; How William kept control of England; Life in Norman England.

### Period Study: Superpower Relations and the Cold War 1941–91

A study of the major events of the Cold War including: the nuclear arms race, the Berlin Wall, the Cuban missile crisis, the collapse of the Soviet Union.

### Modern Depth Study: Weimar and Nazi Germany 1918–1939

The impact of World War I; The Weimar Republic; The rise of the Nazis; The Nazis and control of Germany; Life in Nazi Germany.

## You will learn the following skills

- How to interpret and evaluate pieces of evidence (sources)
- How to communicate and apply your knowledge
- How to describe and analyse the key features of the period
- Critical thinking and problem solving by studying photographs, films, newspapers and original written sources
- Evaluate historical interpretations of the past.

## How is History relevant to me?

Besides being fascinating and teaching useful skills, History is a highly regarded subject and an A Level facilitating subject for the Russell Group of universities. History can lead to exciting careers in law, journalism, advertising, researching, archaeology, gaming developer and many more.

## Assessment

There are three exam papers, the longest is 1 hour 50 minutes and the full range of historical skills will be tested. An ability to read and write well is important.

## Trips

We offer two trips for GCSE students. The Western Front trip supports the Historic Environment, while the Berlin trip supports the Germany paper and Superpower Relations.



# MUSIC

OCR J536 Coursework – performing 30% composing 30%, listening/appraising 40%

If you enjoy taking part in musical performances, developing instrumental skills, composing your own music and listening to music, then you will enjoy GCSE Music.

The Music course will help you develop self-confidence, self-discipline and teamwork skills. The course provides substantial opportunity for practical and creative music making, composing and use of technology in recording and production of music.

This course is designed to build upon the work done through Years 7 to 9. It is not just for those who are having lessons on an instrument, although this is strongly recommended.

Approximately one third of the course is spend on performance activities, both individual performing and performing with others. A third of the course is spent on composing.

Practical workshops and theory help you to build up the understanding and skills you need to tackle individual composing tasks. The remaining third of the course focuses on listening. You will learn about a wide range of musical styles and traditions, covering a broad historical time span.

Topics covered will include pop and rock music, film music, music from around the world, as well as baroque, classical and romantic music. We will also study the theory of music so that the reading, writing and understanding of music becomes easier.

During practical “workshop” lessons much performing and improvisation work is done in pairs or groups. Composing coursework is done individually, a significant amount of this work is set as homework.

Time will be spent in lessons preparing for individual or group performances which will be assessed. You will be given the opportunity to take part in concerts and you can use some of these performances as part of your performing portfolio.

If you have any additional queries about this course then please do not hesitate to contact Mrs Edwards.



# PHYSICAL EDUCATION

AQA 8582 Practical performance 30%, written exam 60%, analysis and evaluation 10%

Teachers and the Youth Sport Trust worked closely to develop a GCSE in Physical Education that will inspire. New and contemporary topics will help students of all abilities develop a well-rounded skill set and prepare them for progression to further studies. The specification is engaging and assessment is clear. This qualification is linear. Linear means that students will sit all their exams and submit their non exam assessment (NEA) at the end of the course.

## Subject Content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing.

## Assessment

2 papers, both 1 hours and 15 minutes, 78 marks and 30% of the GCSE each.

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 1: The human body and movement in physical activity and sport.

Paper 2: Socio-cultural influences and wellbeing in physical activity and sport.

Non exam assessment: Practical performance in physical activity and sport, 40% of the GCSE. Students must be participating in **at least ONE** sport and competing regularly at school/club standard. It is essential that students attend clubs in order to be involved at a challenging level.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). One activity needs to be a team activity, one an individual and the third can be either.

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity from the specified list.

A list of practical activities can be found at AQA GCSE PE 8582.



# SEPARATE SCIENCE

AQA Biology 8461 Chemistry 8462 Physics 8463 100% Examination (Triple Award)

This course, often referred to as “Triple Science”, is best suited for students with a passion for Science who may want to go on to a career related to the Sciences.

Students who select this Science option currently receive 14 lessons of Science in Year 10 and 15 lessons of Science in Year 11 which will be split between the three core science disciplines of Physics, Chemistry and Biology.

Students will then study three separate GCSEs each with a specific subject specialist. They will be studying an AQA GCSE in each science and leave with three Science GCSE qualifications in Biology, Chemistry and Physics.

Students MUST take all three Sciences if they chose this option.

The course is mostly suited for students who have been in upper sets throughout Key Stage 3 as there is a level of challenge associated with the course.

However, any student who may want to take the course should put it down as their choice and specific conversations about motivation and course suitability may need to take place for some students.

We are limited on class sizes so selection of students may need to take place.

Throughout Year 10 and Year 11 students cover the same basic material as Core Science students studying the AQA Trilogy qualification. However, students doing the Separate Science option go into more detail and study at a higher level than those doing Core Science.

If a student knows they want to follow A Levels or go on to further study in the sciences then we recommend they take this course.

## Assessment

This course is linear and so final grades are based solely on student’s performance in exams.

Students will sit two exams per Science subject (6 exams in total).

Each exam is 1 hour 45 minutes long and contributes 50% towards each Science GCSE.

There is no formal coursework requirement for these GCSEs, however, it is expected that students will complete a series of “Required Practical Activities” as part of their normal studies.



# SPANISH (MFL)

AQA 8692 Listening 25%, speaking 25%, reading 25%, writing 25%

The Spanish GCSE is a linear course.

There will be exams to test the 4 skill areas and these will be equally weighted. There are two tiers of entry: Foundation and Higher.

Students taking the Foundation paper will be graded 1-5 and those taking the Higher paper will be graded 4-9.

## Subject Content

Assessment is set in the context of three themes.

### Theme 1: People and Lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work.

### Theme 2: Popular Culture

- Topic 1: Free time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture.

### Theme 3: Communication and the World Around Us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live.

The Government's curriculum review has made it clear that students should follow a broad and balanced curriculum, including through to GCSEs.

GCSE languages clearly contribute to a breadth of curriculum, and as such we anticipate that the majority of students will continue to study languages at GCSE.

Spanish is a Required Suite subject and students following the Purple Route must select a subject from the Required Suite.

We strongly recommend that all students in Set 1 continue to study Spanish, and encourage all other students to select a language which will enhance their future prospects through the development of personal and academic skills.



# STUDY SUPPORT

Available on the Yellow Route only

This updated course is an essential option for some students.

The course allows students to receive additional support to access Maths and English study.

With 98% of employers rating qualifications in Maths and English as most important, this option on the Yellow Route has been well received.

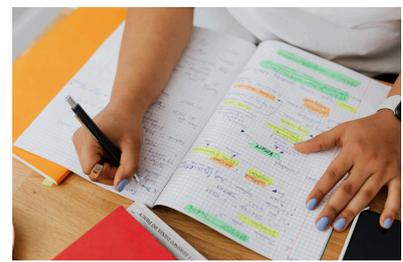
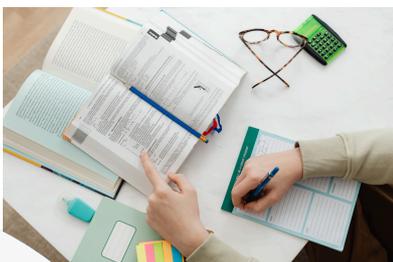
Our redesigned Study Support option focuses on equipping students with the skills and knowledge they require to access their GCSE qualifications.

The Government decided that young people who are in education after Year 11 without the equivalent of a new Grade 4 in Maths and English are required to keep studying these subjects, and re-sitting them until they reach a Grade 4 (or equivalent level).

We are currently finalising the components of this course.

However, during the two years, pupils will receive input in relation to literacy, essential for students to be able to access all GCSEs; input into Maths preparation and support for the GCSE, and input into the preparation and support for the English GCSE.

Therefore, to ensure that all our students can access the widest possible range of opportunities after their GCSEs, this opportunity forms part of the curriculum for students on the Yellow Route.





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