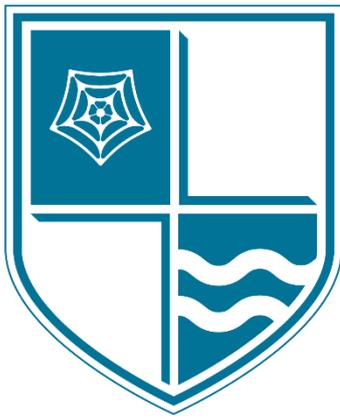


# Testbourne Community School

## KEY STAGE 4 OPTIONS INFORMATION BOOKLET





# Testbourne Community School

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Achievement • Excellence • Integrity

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# Introduction

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This is an exciting and important time in your child's school career. At the end of this year, they will be finishing their Key Stage 3 studies, and they will be ready to move on to the Key Stage 4 curriculum. They will be studying for their GCSEs and, for some, level 1/2 vocational award qualifications during Years 10 and 11. Whilst the process of selecting Key Stage 4 options subjects is an important time for Year 9 students and their families, it should be an enjoyable and exciting time, with much discussion to be had and key choices to be made. Ultimately, I hope that all our Year 9 students:

- Choose appropriate subjects for their Key Stage 4 studies, that interest them and support their future study or career plans.
- Choose new activities in which to become involved in the next part of their education at Testbourne.
- Choose to do well and be successful by engaging fully with our school community.

GCSEs are the main national qualifications for students at Key Stage 4. It stands for General Certificate of Secondary Education and almost all our subjects, apart from Engineering, Child Development, and Health & Social Care, which are offered as a Level 1/2 Vocational Awards, are offered as GCSEs. The Level 1/2 Vocational Awards offered at Testbourne are taught in the same amount of time as one GCSE option subject and are practical qualifications designed to give learners the skills and knowledge they need for employment, an apprenticeship or further technical study post-16.

In the Key Stage 4 curriculum, students will continue to have 'core' or 'compulsory' subjects which they are familiar with from Key Stage 3. These core subjects include:

- English (GCSE English Language and GCSE English Literature)
- Maths (GCSE Mathematics)
- Science (GCSE Combined Science or GCSEs in Biology, Chemistry & Physics)
- Physical Education (PE) – core PE is non-examined
- Personal Development (PD) – core PD is non-examined
- Religious Education (RE) – core RE is non-examined

In addition to these core subjects, students will be able to choose four 'option' subjects to study during Year 10 and 11. All students are asked to pick reserve choices, alongside their four preferred options choices, as part of the Key Stage 4 options process. Students will sit written examinations in their core and option subjects at the end of Year 11, with some subjects requiring students to complete coursework or 'non-examination assessment' (NEA) during their Year 10 or Year 11 studies that also contributes towards the final grades. At the end of Year 11, students' Key Stage 4 studies finish with them collecting their GCSE (and vocational award) results, to much fanfare and celebration at GCSE Results Day, which takes place in August each year.

At Testbourne, we have many students who are academically able enough to achieve the highest of grades in their Key Stage 4 studies and should aim to stretch themselves by considering choosing options that have academic rigour, such as a Modern Foreign Language (either French or Spanish, continued from Year 9) **and** a humanity (History or Geography). These students follow our 'Russell' pathway for their Key Stage 4 options. The Russell pathway is inspired by the prestigious Russell Group of Universities (a collaboration of 24 leading UK universities) which are world-class, research-intensive universities. They are unique institutions, each with their own history and ethos, but they share some distinguishing characteristics. Each university is committed to conducting the very best research, providing an outstanding teaching and learning experience and unrivalled links with local and national business and the public sector. They expect students to have breadth of study as well as rigour in what they study at both GCSE and A level. This generally means they consider the traditional academic subjects as more appropriate for entry to their universities.

If a student has Key Stage 2 results which predict them to be capable of achieving GCSE grades from 1-5, we recommend that they follow a broad curriculum which inspires and engages them. These students are recommended to follow our 'Open' pathway for their Key Stage 4 options process. The Open pathway encourages students to choose a humanity (Geography or History) **or** language (either French or Spanish, continued from Year 9), along with three other option subjects, providing a broad suite of qualifications which should enable students to access further education and employment post-16. It is not compulsory for Open pathway students to choose a Modern Foreign Language and Geography or History, as is required for students who follow the Russell pathway.

Whilst a recommendation is made for your child to follow either the Open or Russell pathway during the options process, it is only a recommendation – we understand that students may wish to deviate from their recommended options pathway to help facilitate their future intended studies or support their career aspirations. Any specific queries regarding the options process should be directed to [curriculum@testbourne.school](mailto:curriculum@testbourne.school) so that it can be passed to the most appropriate member of staff to respond to.

I hope that the information contained within this booklet helps to guide you and your child through the options selection process – please do get in touch if you have questions or need further support during this exciting time!

Best wishes,



Dr Richard Wilson  
Assistant Headteacher (Curriculum)

# Russell & Open Pathways

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## Russell Pathway Options

Russell pathway students should choose, with guidance from the Languages Department, which foreign language they will study in Years 10 & 11 (French or Spanish). They should then choose, with guidance, a humanity subject (History or Geography).

They are then able to choose two further subjects that they will study for the next three years. These are called "options". In these choices, students will be allowed to choose, if they wish to, a second language and a second humanity subject.

Russell pathway students will therefore make the following choices:

- **Option 1:** Language - **one preferred choice**.
- **Option 2:** Humanity - **one preferred choice**.
- **Option 3:** Open block – **one preferred choice** & **one reserve choice**.
- **Option 4:** Open block – **one preferred choice** & **one reserve choice**.

Total choices: 4 preferred choices & two reserve choices.

## Open Pathway Options

Open pathway students should choose, with guidance from subject teachers, the four subjects they will study for the next three years. These are called "options". In these choices, Open pathway students can choose their four preferred subjects, which must include a humanity subject (Geography or History) or a language subject (French or Spanish).

Whilst Open pathway students are not guided to select both a humanity **and** a language subject by default, many choose to do so as part of their preferred choices. Open pathway students are free to choose preferred options that match the Russell pathway, should they choose to do so.

Open pathway students will therefore make the following choices:

- **Option 1:** Humanity or Language – **one preferred choice**.
- **Option 2:** Open block – **one preferred choice** & **one reserve choice**.
- **Option 3:** Open block – **one preferred choice** & **one reserve choice**.
- **Option 4:** Open block – **one preferred choice**

Total choices: 4 preferred choices & two reserve choices.

# Choosing Subjects to Study

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## Preferred Choices

All students need to select four preferred choices for the option subjects they wish to study in Key Stage 4. These preferred choices should be the four subjects they most would like to study in Year 10 and 11. These choices must meet the criteria for either the Russell or Open pathway, depending on which pathway a student is on, whilst also meeting the restrictions in place for some of our practical subjects.

When subjects are allocated to students, consideration will always be given to students' four preferred choices. Whilst we will make every effort to accommodate students' preferences for their options subjects, there is no guarantee that this will happen for every subject they choose as a preferred option. Allocation of options subjects may be constrained by:

- The number of students choosing the subject.
- Availability of specialist accommodation/facilities.
- Availability of specialist teachers.

It is therefore important that students choose **two reserve choices**, in addition to their **four preferred options**.

## Reserve Choices

All students are required to select two reserve choices as part of the options process. These are the subjects that students would wish to study if they were not allocated to one of their four preferred choices. Through selecting two reserve choices, students can identify appropriate reserve subjects that are appropriate alternatives to their preferred choices.

For example, a student wants to choose Geography, French, Engineering, and Music as their four preferred option subjects. As their two reserve choices, the student picks Design & Technology and Drama, as appropriate reserve subjects in case they weren't allocated to either Engineering or to Drama.

If a student needs to be allocated to one of their reserve subject choices, a meeting will be had with the student affected where they have the opportunity to review which of their reserve choices would be most appropriate as a substitute to their preferred option subject choice.

## English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

To achieve the EBacc, students need to achieve a grade 5 or above in each of these subjects:

- English Language & English Literature
- Maths
- Science – Combined Science (double award) or three single sciences
- Geography or History
- A language

Students on the Russell pathway will study a suite of subjects that would enable them to achieve the EBacc, providing they meet the grade threshold in all EBacc subjects.

Students on the Open pathway may opt to choose a suite of subjects that would enable them to achieve the EBacc, providing they meet the grade threshold in all EBacc subjects.

## Restrictions

- Art, Craft & Design cannot be studied with Art Photography.
- Child Development cannot be studied with Health & Social Care.
- Design & Technology cannot be studied with Engineering or Food Preparation & Nutrition.
- Engineering cannot be studied with Design & Technology or Food Preparation & Nutrition.
- Food Preparation & Nutrition cannot be studied with Design & Technology or Engineering.
- French can only be chosen if it was studied by the student during Years 7-9.
- Spanish can only be chosen if it was studied by the student during Years 7-9.

## Further Considerations

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### Heritage Languages

If your child is already fluent in a language other than English, we may be able to support your child to be examined in it so they can achieve an additional GCSE. In recent years, we have been able to support students to achieve additional language GCSEs in German, Italian, Mandarin, Polish, Portuguese, and Russian.

For more information about heritage language GCSEs, please contact our Exams Officer by emailing [admin@testbourne.school](mailto:admin@testbourne.school).

### Science – Combined & Separate Sciences

Students begin their Key Stage 4 science GCSE studies during Year 9. Most students will study a combination of Biology, Chemistry, and Physics topics throughout Years 9-11 and then sit examinations for GCSE Combined Science: Trilogy (double award) at the end of year 11. These students will achieve a science qualification worth two GCSEs.

Testbourne also offers the opportunity for students with a keen interest and proven record of accomplishment in science to study separate sciences, which will mean that they will sit individual examinations in GCSE Biology, Chemistry, and Physics at the end of year 11. These students will achieve three separate science GCSEs.

All students will follow a rigorous curriculum that covers biology, chemistry, and physics, during their Key Stage 4 science lessons, whether they are studying for GCSE Combined Science or the separate science GCSEs in Biology, Chemistry & Physics. It is not an option for students to drop any of the individual science disciplines, as they are integral to the science curriculum we provide.

The Science department will work with all students throughout Year 9 to identify those who show the aptitude and personal characteristics to excel in the study of separate science GCSEs. Students studying the GCSE Combined Science course will not prevent students from following a particular strand of the Sciences at A-level should they achieve well enough to meet the entry requirements of their chosen sixth form.

### Future Studies and Employment

It is worth remembering that colleges, universities, and future employers will be looking for:

- Breadth of study at Key Stage 4 (it is not until A Level and University that students should start to 'specialise' in particular subject disciplines).
- Quality rather than quantity of results (it is much better to do very well in 8 or 9 subjects than to do more qualifications and get fewer results at the highest grades).
- Well-rounded students who are actively involved with extra-curricular groups and activities.

# STEM – Science, Technology, Engineering, Maths

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STEM subjects teach you important transferable skills that include critical thinking, problem solving, and teamwork. These skills can be applied to different professions and to problem solve throughout your life.

An education in STEM subjects gives you skills that makes you more employable and ready to meet the current labour demand. Each STEM component brings a valuable contribution to a well-rounded education.

- **Science:** Science explores and discovers everything. It is the pursuit of understanding how everything in the universe works and how we can apply that knowledge to making the world a better place.
- **Technology:** Technology is the application of scientific knowledge for practical purposes. It enables machinery and equipment to be developed which can change or manipulate our environment.
- **Engineering:** Engineering is the study of materials and the application of science and mathematics to create working machines, structures, and processes. Without engineers, we would have no way to bridge the gap between theory and making something real.
- **Mathematics:** Mathematics is a way to describe and understand everything in the universe using formulae and numbers. Maths is the basis for other STEM disciplines and mathematicians are needed in all areas.

## 7 Reasons to Study a STEM Subject

1. It's exciting!
2. There are excellent job opportunities.
3. It could help you unlock a highly paid job.
4. You can make an impact.
5. You develop transferable skills.
6. There are great travel opportunities.
7. There's a STEM field to suit everyone!

## STEM Subjects at Testbourne

- *Mathematics – GCSE – core subject*
- *Science – Combined or Separate Sciences – GCSE – core subject*
- *Computer Science – GCSE – option subject*
- *Design & Technology – GCSE – option subject*
- *Engineering – L1/2 Vocational Award – option subject*

## Key Stage 4 Curriculum Overview

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GCSE study begins in Year 10. The depth and breadth of study required demands that all students are taught both skills and content for the full three years of this key stage. This also allows students to develop the resilience necessary for these highly academic courses.

In Year 10, students will study for GCSEs in the core subjects of English & English Literature, Maths and Science (Combined Science or separate Biology, Chemistry, and Physics) for 10-11 lessons each per fortnight. They will also study 4 options subjects of their own choice, which are allocated 5 lessons each per fortnight. As per Years 7-9, students will follow a two-week timetable, with 60 fifty-minute lessons per fortnight. To assist you in decoding a student's individual timetable, the subject names, subject code, and approximate number of hours allocated per fortnight across Years 10-11 are detailed below.

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<b>Subject</b>	<b>Subject code</b>	<b>Typical lessons per fortnight in Years 10 &amp; 11</b>
English	En	11
Maths	Ma	10
Science	Sc	11
Personal Development	Pd	2
Physical Education	Pe	4
Religious Studies	Re	2
Option W	W/ *	5
Option X	X/ *	5
Option Y	Y/ *	5
Option Z	Z/ *	5

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\* Indicates where the two-letter subject code is found for option subject class codes. Each option subject class code can be found on the subject information page within this booklet. Each option subject class will have a class code in the format **10W/Tf1**, where:

- **10** is the Year group
- **W** is the option block
- **Tf** is the option subject (Food Preparation & Nutrition, for example)
- **1** is the class number within the option block (1 or 2, for example).

# English Language (En) – GCSE – Core Subject

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Students will study both GCSE English Language and GCSE English Literature at Key Stage 4, benefitting them with the transferable skills developed across the two subjects. This should result in students gaining two distinct GCSEs for English; both will be graded from 9-1, with 9 being the highest award. The courses are completely exam based with written exams for both subjects at the end of the two-year study period.

## Exam Board & Specification

AQA 8700 GCSE English Language

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>	<b>Non-exam Assessment</b>
Explorations in Creative Reading & Writing	Explorations in Creative Reading & Writing	Spoken language assessment
Written exam 1h 45m, 80 marks	Written exam 1h 45m, 80 marks	Spoken presentation 10 minutes
50% of GCSE	50% of GCSE	0% of GCSE (endorsement)
Section A – Reading: questions on an unseen 19 <sup>th</sup> -century fiction text.	Section A – Reading: questions on two linked, unseen non-fiction texts.	A pass, merit, or distinction can be awarded based upon competency.
Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.	Section B – Writing: one writing task. The task is linked by a theme to the reading extracts and takes the form of a discursive essay on a chosen topic.	Students must prepare in advance and agree their topic with their teacher. Candidates must listen to and respond appropriately to questions and feedback.

There are no tiers of entry for GCSE English Language – all candidates complete the same exam papers.

## Course Content

Students will:

- read and develop understanding of a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts

- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

## Skills Development

- Reading, understand and analyse a wide range of different texts covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century time periods.
- Writing clearly, coherently and accurately using a range of vocabulary and sentence structures.

## Additional Information

The spoken language assessment is a compulsory requirement of the GCSE English Language qualification, the result of which will appear on students' GCSE certificates as a separate endorsement – pass, merit or distinction. It does not contribute towards the overall GCSE grade for English Language. This non-exam assessment will be assessed by teachers throughout the course.

## How to Support Your Child

- Encourage reading for pleasure, ensuring that your child reads a range of different texts: novels (fiction), articles (non-fiction), autobiographies etc.
- Open a dialogue with your child about current affairs, perhaps even watching documentaries as a family and encouraging discussion of social issues.
- Encourage your child to read books that are linked to the current topic of study (a list of suggested books is provided on the school website).

*For more information, please speak to Mr Matthews, Head of English.*

# English Literature (En) – GCSE – Core Subject

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Students will study both GCSE English Language and GCSE English Literature at Key Stage 4, benefitting them with the transferable skills developed across the two subjects. This should result in students gaining two distinct GCSEs for English; both will be graded from 9-1, with 9 being the highest award. The courses are completely exam based with written exams for both subjects at the end of the two-year study period.

## Exam Board & Specification

AQA 8702 GCSE English Literature

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>
Shakespeare and the 19 <sup>th</sup> century novel	Modern texts and poetry
Written exam 1h 45m, 64 marks	Written exam 2h 15m, 96 marks
40% of GCSE	60% of GCSE
Section A – Shakespeare: a two-part question, with the first task focused on a short extract. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.	Section A – Modern prose or drama: a choice of 2 different questions on a set text.
Section B – 19th century novel: a two-part question, with the first task focused on a short extract. The second task is focused on how a theme reflected in the extract is explored elsewhere in the novel.	Section B – One question: one comparing two poems from the Anthology.
	Section C – Two questions analysing an unseen poem and a question comparing two unseen contemporary poems.

There are no tiers of entry for GCSE English Literature – all candidates complete the same exam papers. The assessments are closed book: any stimulus materials required will be provided as part of the assessment.

## Course Content

Students will study:

- A whole Shakespeare play
- A whole 19<sup>th</sup> century novel
- A whole modern text (prose fiction or drama)
- A cluster of 15 thematically linked poems taken from the AQA poetry anthology.

- Unseen poems to analyse and compare key features such as their content, theme, structure and use of language.

## Skills Development

- Literal and inferential comprehension.
- Critical reading.
- Evaluation of a writer's choice of vocabulary, grammatical and structural features.
- Comparison of texts.
- Production of clear and coherent text.
- Accurate spelling, punctuation and grammar.

## Additional Information

The AQA poetry anthology, *Poems Past and Present*, contains three clusters of poems, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day. Students will study all 15 poems in their chosen cluster and will need to be prepared to write about any of them in their paper 2 written examination.

In preparation for the unseen poetry section of paper 2 written examination, students will need to experience a wide range of poetry in order to develop their ability to closely analyse unseen poetry.

## How to Support Your Child

- Encourage reading for pleasure, ensuring that your child reads a range of different texts: novels (fiction), articles (non-fiction), autobiographies etc.
- Open a dialogue with your child about current affairs, perhaps even watching documentaries as a family and encouraging discussion of social issues.
- Encourage your child to read books that are linked to the current topic of study (a list of suggested books is provided on the school website).

*For more information, please speak to Mr Matthews, Head of English.*

# Mathematics (Ma) – GCSE – Core Subject

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Students will study GCSE Mathematics at Key Stage 4, which is graded from 9-1, depending upon a student's tier of entry; higher tier is awarded grades from 9-4, with foundation tier awarded grades from 5-1. The course is assessed in the summer of Year 11, across three written papers, where content from any part of the specification may be assessed. There is no non-exam assessment component.

## Exam Board & Specification

AQA 8300 GCSE Mathematics

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>
Non-calculator	Calculator	Calculator
Written exam 1h 30m, 80 marks	Written exam 1h 30m, 80 marks	Written exam 1h 30m, 80 marks
33 $\frac{1}{3}$ % of GCSE	33 $\frac{1}{3}$ % of GCSE	33 $\frac{1}{3}$ % of GCSE
A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

GCSE Mathematics has a foundation tier (grades 5-1) and a higher tier (grades 9-4). Students must take all three question papers at the same tier. All question papers must be taken in the same series (in May/June of Year 11). Students will be entered for exams at the appropriate tier, decided by the class teacher and Head of Department.

## Course Content

<b>Topic Areas</b>	<b>Foundation Tier (%)</b>	<b>Higher Tier (%)</b>
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability & statistics	15	15

## Skills Development

AO1: Use and application of standard mathematical techniques

AO2: Reasoning, interpretation and mathematical communication

AO3: Problem solving within maths and other contexts

Assessment objectives	FOUNDATION TIER Component Weightings approx. %			Overall weighting approx. %	HIGHER TIER Component Weightings approx. %			Overall weighting approx. %
	Paper 1	Paper 2	Paper 3		Paper 1	Paper 2	Paper 3	
AO1	40-60	40-60	40-60	50	30-50	30-50	30-50	40
AO2	15-35	15-35	15-35	25	20-40	20-40	20-40	30
AO3	15-35	15-35	15-35	25	20-40	20-40	20-40	30
OVERALL	<b>33<math>\frac{1}{3}</math></b>	<b>33<math>\frac{1}{3}</math></b>	<b>33<math>\frac{1}{3}</math></b>	100	<b>33<math>\frac{1}{3}</math></b>	<b>33<math>\frac{1}{3}</math></b>	<b>33<math>\frac{1}{3}</math></b>	100

## Additional Information

The exam board specification for GCSE Mathematics requires students to be able to recall, select and apply mathematical formulae. However, the Department for Education (DfE) and Ofqual have confirmed that students taking exams in 2025, 2026 and 2027 will not need to memorise the usual formulae for GCSE Maths, as formulae sheets will be provided – example formulae sheets are available from AQA.

A scientific calculator is required throughout the Key Stage 4 mathematics curriculum. Full school equipment including a pencil, pen, rubber, ruler, protractor and pair of compasses are also required in addition to the scientific calculator.

## How to Support Your Child

- Encourage your child to read around the subject - looking at mathematics articles in the news or reading interesting articles related to mathematics in newspapers.
- Encourage them to visit fun websites related to maths and maths-based games.
- Ensure your child is using the revision materials to prepare for unit tests and exams.
- Check they are doing their homework, ask to see it.
- Test their general numeracy skills especially their times tables skills.
- Test their mathematical skills, and ensure they have memorised key facts, equations and processes.
- Encourage the weekly production of mind maps or revision cards, and completion of practice exam questions. Students should make use of mark schemes to check any practice papers or exam questions they have completed so that they can identify where they have gained and lost marks.

*For more information, please see Mr Roll, Head of Mathematics.*

# Combined Science (Sc) – GCSE – Core Subject

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Most students will study science following the AQA Combined Science: Trilogy (8464) specification. This qualification is equivalent to a **double award**, graded on a 17-point scale, 9-9 to 1-1 across two tiers; higher tier is awarded grades from 9-9 to 4-3, with foundation tier awarded grades from 5-5 to 1-1. Grade 9-9 is the highest grade that can be awarded. Students must study all three sciences (biology, chemistry and physics) for GCSE Combined Science. There is no non-exam assessment component.

## Exam Board & Specification

AQA 8464 GCSE Combined Science: Trilogy

## Assessment & Course Content

<p><b>Biology Paper 1</b> Written exam 1h 15m, 70 marks</p> <p>16.7% of GCSE</p> <ul style="list-style-type: none"><li>• B1 Cell biology</li><li>• B2 Organisation</li><li>• B3 Infection &amp; response</li><li>• B4 Bioenergetics</li></ul>	<p><b>Chemistry Paper 1</b> Written exam 1h 15m, 70 marks</p> <p>16.7% of GCSE</p> <ul style="list-style-type: none"><li>• C1 Atomic structure &amp; the periodic table</li><li>• C2 Bonding, structure, &amp; properties of matter</li><li>• C3 Quantitative chemistry</li><li>• C4 Chemical changes</li><li>• C5 Energy changes</li></ul>	<p><b>Physics Paper 1</b> Written exam 1h 15m, 70 marks</p> <p>16.7% of GCSE</p> <ul style="list-style-type: none"><li>• P1 Energy</li><li>• P2 Electricity</li><li>• P3 Particle model of matter</li><li>• P4 Atomic structure</li></ul>
<p><b>Biology Paper 2</b> Written exam 1h 15m, 70 marks</p> <p>16.7% of GCSE</p> <ul style="list-style-type: none"><li>• B5 Homeostasis &amp; response</li><li>• B6 Inheritance, variation &amp; evolution</li><li>• B7 Ecology</li></ul>	<p><b>Chemistry Paper 2</b> Written exam 1h 15m, 70 marks</p> <p>16.7% of GCSE</p> <ul style="list-style-type: none"><li>• C6 The rate &amp; extent of chemical change</li><li>• C7 Organic chemistry</li><li>• C8 Chemical analysis</li><li>• C9 Chemistry of the atmosphere</li><li>• C10 Using resources</li></ul>	<p><b>Physics Paper 2</b> Written exam 1h 15m, 70 marks</p> <p>16.7% of GCSE</p> <ul style="list-style-type: none"><li>• P5 Forces</li><li>• P6 Waves</li><li>• P7 Magnetism &amp; electromagnetism</li></ul>

GCSE Combined Science has a foundation tier (grades 5-5 to 1-1) and a higher tier (grades 9-9 to 4-3). Students must take all six question papers at the same tier. All question papers

must be taken in the same series (in May/June of Year 11). Students will be entered for exams at the appropriate tier, decided by the class teacher and Head of Department.

Students will have 21 required practical activities to carry out during their lesson time; students understanding of working scientifically and the required practical activities will be assessed within the six written examination papers. Mathematical skills will be tested across all exam papers, with the questions accounting for 10% of available biology marks, 20% of chemistry marks, and 30% of physics marks.

## Skills Development

AO1: Demonstration of knowledge and understanding of scientific ideas, scientific techniques and procedures.

AO2: Application of knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures.

AO3: Analysis of information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

## Additional Information

The exam board specification for GCSE Combined Science: Trilogy requires students to be able to recall, select and apply physics equations. However, the Department for Education (DfE) and Ofqual have confirmed that students taking exams in 2025, 2026 and 2027 will not need to memorise the usual physics equations for GCSE Combined Science, as full physics equation lists will be provided – example equation lists are available from AQA.

A scientific calculator is required throughout the Key Stage 4 science curriculum. Full school equipment including a pencil, pen, rubber, ruler, and protractor are also required in addition to the scientific calculator.

## How to Support Your Child

- Encourage your child to read around the subject - looking at science in the news or reading interesting articles in science publications (websites, journals).
- Ensure your child is using their revision guide and online resources to prepare for in class assessments and to assist with homework activities.
- Check they are doing their homework – ask to see it.
- Test their mathematical skills, and ensure they have memorised key facts, equations and processes.
- Develop your child's resilience by encouraging them to research challenging science questions they have – don't give answers straight away.
- Encourage the weekly production of mind maps or revision cards, and completion of practice exam questions. Students should make use of mark schemes to check any practice papers or exam questions they have completed so that they can identify where they have gained and lost marks.

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*For more information, please see Mr Mead, Head of Science.*

## Separate Sciences (Ts) – GCSE – Core Subject

Separate sciences, often referred to as triple science, is the name given to the study of the separate GCSEs in Biology, Chemistry, and Physics. The Science department will work with students throughout Year 9 to identify those who show the aptitude and resilience to excel in the study of the separate sciences. Students cannot opt to study separate sciences as part of the Key Stage 4 options process; students are invited to study separate sciences from Year 10 onwards.

GCSEs in Biology, Chemistry and Physics, are graded individually from 9-1, across two tiers; higher tier is awarded grades from 9 to 4, with foundation tier awarded grades from 5 to 1. Grade 9 is the highest grade that can be awarded. Students must study all three sciences (GCSEs in Biology, Chemistry and Physics) if they are studying separate sciences, and will be awarded **three distinct GCSE grades** for science. There is no non-exam assessment component for any of the three science disciplines.

### Assessment & Course Content

<p><b>Biology Paper 1</b> Written exam 1h 45m, 100 marks</p> <p>50% of GCSE Biology</p> <ul style="list-style-type: none"> <li>• B1 Cell biology</li> <li>• B2 Organisation</li> <li>• B3 Infection &amp; response</li> <li>• B4 Bioenergetics</li> </ul>	<p><b>Chemistry Paper 1</b> Written exam 1h 45m, 100 marks</p> <p>50% of GCSE Chemistry</p> <ul style="list-style-type: none"> <li>• C1 Atomic structure &amp; the periodic table</li> <li>• C2 Bonding, structure, &amp; properties of matter</li> <li>• C3 Quantitative chemistry</li> <li>• C4 Chemical changes</li> <li>• C5 Energy changes</li> </ul>	<p><b>Physics Paper 1</b> Written exam 1h 45m, 100 marks</p> <p>50% of GCSE Physics</p> <ul style="list-style-type: none"> <li>• P1 Energy</li> <li>• P2 Electricity</li> <li>• P3 Particle model of matter</li> <li>• P4 Atomic structure</li> </ul>
<p><b>Biology Paper 2</b> Written exam 1h 45m, 100 marks</p> <p>50% of GCSE Biology</p> <ul style="list-style-type: none"> <li>• B5 Homeostasis &amp; response</li> <li>• B6 Inheritance, variation &amp; evolution</li> <li>• B7 Ecology</li> </ul>	<p><b>Chemistry Paper 2</b> Written exam 1h 45m, 100 marks</p> <p>50% of GCSE Chemistry</p> <ul style="list-style-type: none"> <li>• C6 The rate &amp; extent of chemical change</li> <li>• C7 Organic chemistry</li> <li>• C8 Chemical analysis</li> <li>• C9 Chemistry of the atmosphere</li> <li>• C10 Using resources</li> </ul>	<p><b>Physics Paper 2</b> Written exam 1h 45m, 100 marks</p> <p>50% of GCSE Physics</p> <ul style="list-style-type: none"> <li>• P5 Forces</li> <li>• P6 Waves</li> <li>• P7 Magnetism &amp; electromagnetism</li> <li>• P8 Space Physics</li> </ul>

GCSEs in Biology, Chemistry and Physics have foundation tiers (grades 5 to 1-1) and higher tiers (grades 9 to 4). Students must take both question papers at the same tier for each GCSE. All question papers must be taken in the same series (in May/June of Year 11). Students will be entered for exams at the appropriate tier, decided by the class teacher and Head of Department.

Students will have 28 required practical activities across all three science disciplines to carry out during their lesson time; students understanding of working scientifically and the required practical activities will be assessed within the six written examination papers. Mathematical skills will be tested across all exam papers, with the questions accounting for 10% of available biology marks, 20% of chemistry marks, and 30% of physics marks.

## Skills Development

AO1: Demonstration of knowledge and understanding of scientific ideas, scientific techniques and procedures.

AO2: Application of knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures.

AO3: Analysis of information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

## Additional Information

Students not invited to study separate sciences will complete the double award GCSE in Combined Science during their Science lessons. Studying for GCSE Combined Science will not prevent students from studying A levels in the sciences, providing they are able to achieve highly enough to meet the entry requirements of their desired sixth form college. All of our local sixth form colleges currently publish entry requirements for science A levels for students who have either GCSE Combined Science or the separate GCSEs in Biology, Chemistry and Physics. It is more important that a student meets the entry requirements for their desired science A-level course, than whether they have or have not studied separate sciences at school. With this in mind, students studying separate sciences may subsequently be transferred to the GCSE Combined Science course if it is predicted to make it more likely for them to secure the grades required for their intended future studies.

The exam board specification for GCSE Physics requires students to be able to recall, select and apply key equations. However, the Department for Education (DfE) and Ofqual have confirmed that students taking exams in 2025, 2026 and 2027 will not need to memorise the usual equations for GCSE Physics, as full physics equation lists will be provided – example equation lists are available from AQA.

A scientific calculator is required throughout the Key Stage 4 science curriculum. Full school equipment including a pencil, pen, rubber, ruler, and protractor are also required in addition to the scientific calculator.

## How to Support Your Child

- Encourage your child to read around the subject - looking at science in the news or reading interesting articles in science publications (websites, journals).
- Ensure your child is using their revision guide and online resources to prepare for in class assessments and to assist with homework activities.
- Check they are doing their homework – ask to see it.
- Test their mathematical skills, and ensure they have memorised key facts, equations and processes.
- Develop your child’s resilience by encouraging them to research challenging science questions they have – don’t give answers straight away.
- Encourage the weekly production of mind maps or revision cards, and completion of practice exam questions. Students should make use of mark schemes to check any practice papers or exam questions they have completed so that they can identify where they have gained and lost marks.

*For more information, please see Mr Mead, Head of Science.*

# Option Subjects at TCS

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Listed in alphabetical order, all courses are GCSEs, unless specified otherwise.

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# Art, Craft & Design (Ar) – GCSE

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A GCSE in Art and Design provides a solid foundation for many of the career paths that this sector has to offer for example: graphic design, illustration, editorial illustration both digital and in published media, product design, product illustration, fashion, concept art in both the gaming industry or in film and television, advertising, art editing, textile design, animation, architecture, games design and so on.

This course will cover a broad range of skills, students will explore a wide range of 2D and 3D media, they will research and analyse artworks from the pantheon of historical artists and those working today, they will develop ideas from first conception to final pieces, documenting each stage as they go.

## Exam Board & Specification

AQA 8201 GCSE Art and Design (Art, craft and design)

## Assessment

<b>Component 1</b>	<b>Component 2</b>
Portfolio	Externally set assignment
Teacher assessed, externally moderated 96 marks	Supervised time (exam) 10 hours, 96 marks
60% of GCSE	40% of GCSE
A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.	Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

There are no tiers of entry for GCSE Art, Craft & Design – all candidates complete the same exam papers.

## Course Content

During Year 10, the students follow a programme of projects whereby they develop basic skills and learn what is required within a unit of work. As the course develops, the students are given the opportunity to specialise and develop their own work.

During Year 11, the students will create a final unit of work as part of their Mock Exam, where students practise everything they will do for their final exam. In January, the real exam paper will be handed out; the preparation work will be completed prior to the exam, around Easter time. Naturally, we expect that students should enjoy their time spent in the art room. We must stress, however, that we are fully committed to a serious study of the subject and therefore expect those opting to be dedicated.

## Skills Development

Students will develop the following skills during the course:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

## Additional Information

There may be visits to view the work of other artists or take photographs to collect stimulus material for the portfolio (which students are asked to contribute towards – funding is available for students entitled to free school meals). Materials are provided but it is sometimes beneficial for the students to have their own. More specialist resources requested by individual students may need to be bought individually. We can supply these at cost.

Art, Craft and Design (Ar) **cannot** be taken with Art Photography (Ap).

## How to Support Your Child

- Take your child out to interesting locations to collect photographs they could use in their projects.
- Allow them a space where they can spread out and work. Ideally this would be a place they could also leave their work, as it may need time to dry, or there may be too much to continually pack everything away each time.
- Encourage experimentation and new ideas. Give new ideas and suggestions but be prepared it may not be taken on.

*For more information, please see Mr John, Head of Art.*

# Art Photography (Ap) – GCSE

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Art Photography is an exciting course where students will produce images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. In this course, students will get the opportunity to work in one or more areas of photography, such as: portraiture; location photography; studio photography; experimental imagery; installation; documentary photography; photo-journalism; moving image; fashion photography.

## Exam Board & Specification

AQA 8206 Art and Design (Photography)

## Assessment

<b>Component 1</b>	<b>Component 2</b>
Portfolio	Externally set assignment
Teacher assessed, externally moderated 96 marks	Supervised time (exam) 10 hours, 96 marks
60% of GCSE	40% of GCSE
A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.	Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

There are no tiers of entry for GCSE Art and Design (Photography) – all candidates complete the same exam papers.

## Course Content

During Year 10, students will develop their basic photographic skills and learn how to do more advanced manipulation of images on the computer. The students follow a programme of projects where they learn what is required within a unit of work. As the course develops, the students are given the opportunity to specialise and develop their own work.

During Year 11, students will create a final unit of work as part of their mock exam, where students practise everything they will do for their final exam. In January, the real exam paper

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will be handed out; the preparation work will be completed prior to the exam, around Easter time.

## Skills Development

Students will develop the following skills during the course:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

## Additional Information

There may be visits to take photographs on location or to view the work of other photographers (which students are asked to contribute towards – funding is available for students entitled to free school meals). Materials and equipment are provided but it would be beneficial for the students to have a camera of their own including phone cameras. A Bridge Digital Camera or a full DSLR are also recommended. Most of the work will stay on the computer as digital images. software we use at school can also be made available to have at home, should the students wish, at a cost.

Art Photography (Ap) **cannot** be taken with Art, Craft and Design (Ar).

## How to Support Your Child

- Take your child out to interesting locations to collect photographs they could use in their projects.
- Allow them a space where they can spread out and work. Ideally this would be a place they could also leave their work, as it may need time to dry, or there may be too much to continually pack everything away each time.
- Encourage experimentation and new ideas. Give new ideas and suggestions but be prepared it may not be taken on.

*For more information, please see Mr John, Head of Art.*

# Child Development (Cd) – Cambridge National L1/2

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Students will apply their learning to real-life scenarios, studying components that build on each other so that they grow in confidence throughout the course. There are practical tasks throughout the course, as well as a project involving taking a virtual baby home for the weekend. This qualification opens up a world of opportunities within the childcare sector.

This course is a level 1/2 Cambridge National vocational award, not a GCSE.

## Exam Board & Specification

Cambridge National in Child Development Level 1/Level 2 – J809

## Assessment

<b>Unit R057</b>	<b>Unit R058</b>	<b>Unit R059</b>
Health and well-being for child development	Create a safe environment & understand the nutritional needs of children from 0-5 years	Understand the development of a child from 1-5 years
Written exam 1h 15 minutes, 70 marks	Set assignment, teacher assessed 60 marks	Set assignment, teacher assessed 60 marks
40% of qualification	30% of qualification	30% of qualification
The exam has six compulsory questions, requiring a mixture of short, medium, and extended response answers.	Non-exam unit made up of several topic areas which are assessed through a set assignment which should take 10-12 hours for students to complete.	Non-exam unit made up of several topic areas which are assessed through a set assignment which should take 10-12 hours for students to complete.

There are no tiers of entry for Level 1/Level 1 Cambridge National in Child Development – all candidates complete the same exam papers.

## Course Content

The course is split into three units, each made up of several key sub-topics:

- Health and well-being for child development
  - Pre-conception health and reproduction; antenatal care and preparation for birth; postnatal checks, care and the conditions for development; childhood illnesses and a child safe environment.
- Create a safe environment and understand the nutritional needs of children from birth to five years

- Creating a safe environment in a childcare setting; choosing suitable equipment for a childcare setting; nutritional needs of children.
- Understand the development of a child from one to five years
  - Physical, intellectual and social developmental norms; stages and types of play and how play benefits development; observe the development of a child; plan and evaluate play activities for a child for a chosen area of development.

## Skills Development

Child Development allows students to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment in the childcare sector. Skills developed include:

- Communicating effectively with individuals or groups. Communication is at the heart of childcare development and is taught or applied in all units. Students will develop the ability to convey or share ideas and feelings effectively.
- Researching topic areas and recording research resources and using them to interpret findings and present evidence. Students will use primary or secondary research techniques to help make decisions on an area of study.
- Planning and providing play activities to support children in their development.

## Additional Information

The award is graded at level 1 and level 2, with 3 grades at level 1 (pass, merit, distinction) and 4 grades at level 2 (pass, merit, distinction, and distinction\*).

The grades awarded are broadly equivalent to the following GCSE grades:

Distinction *	<b>L2</b>	8.5
Distinction		7
Merit		5.5
Pass		4
Distinction	<b>L1</b>	3
Merit		2
Pass		1.25

Child Development (Cv) **cannot** be taken with Health & Social Care (Hs).

## How to Support Your Child

- Encourage your child to read articles on childcare and early years in the news.
- Support your child if they are involved in the Virtual Baby programme, offering guidance and promoting patience and emotional support.
- Ensure your child is using their revision guide to prepare for unit tests and exams.

*For more information, please see Mrs Cooper, Subject Leader for Child Development.*

# Computer Science (Cs) – GCSE

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Computer Science enables students to develop logic, mindset and practical skills and can be used and applied in all areas of disciplines and our daily lives. With technology changing at such a rapid pace, in order to thrive and succeed in the 21st century we need to understand how computers work. We therefore aim to transform users of technology into creators of technology by giving all our students the opportunity to think, program, build, create, persevere and grow.

## Exam Board & Specification

OCR GCSE Computer Science (J277)

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>
Computer Systems	Computer Systems
Written exam 1h 30m, 80 marks	Written exam 1h 30m, 80 marks
50% of GCSE	50% of GCSE
Non-calculator paper. This paper consists of multiple-choice questions, short response questions and extended response questions.	Non-calculator paper. This paper has two sections, A and B. Section B specifically assesses algorithm writing and refinement. Competence in a high-level programming language is essential for success.

There are no tiers of entry for GCSE Computer Science – all candidates complete the same exam papers.

## Course Content

The course consists of 2 components and a programming project:

### **Component 1: Computer Systems (50%)**

This component focuses on eight key areas: understanding systems architecture, exploring computer memory and storage, examining modern network layouts and their functionality, and developing essential skills in cyber and system security. It also involves investigating how different types of software are used within computer systems and broadening comprehension of the ethical, legal, cultural, and environmental issues that arise from the use of computers and computing technologies.

## **Component 2: Computational thinking, Algorithms and Programming (50%)**

This component provides a practical approach to studying fundamental algorithms in computer science while building a strong foundation in programming techniques. Students develop skills and understanding in computational thinking, including algorithms, programming methods, creating robust programs, applying computational logic, and working with translators. To fully access the curriculum, students are expected to be competent in writing solutions using high-level programming language (Python).

### **Programming Project**

Students are given the opportunity to undertake a programming task during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.

## Skills Development

Students will develop the following skills during the course:

- valuable thinking and programming skills that are extremely attractive in the modern workplace
- a deep understanding of computational thinking and how to apply it through a chosen programming language.

## Additional Information

Due to the logic and computational thinking elements of this course, students must be confident in their use of mathematics to support their Computer Science studies.

## How to Support Your Child

- Encourage your child to stay informed about new technologies and their impact on various stakeholders, such as the economy, businesses, and the local community. The technology section on the BBC website offers many interesting articles and updates.
- Logic is crucial for a good programmer. Support your child by engaging them in logic games, puzzles, and challenges.
- Ensure your child reviews and consolidates any work completed in class using revision guides, organisers, mind maps, etc. Verify that they understand the definitions of key terms and can spell them correctly.
- Encourage your child to spend at least one hour per week on programming challenges or debugging exercises.
- Students should make use of mark schemes to check any practice papers or exam questions they have completed so that they can identify where they have gained and lost marks - a great deal can be gained from unpicking questions and understanding what marks are awarded for.

*For more information, please see the Head of Computer Science.*

## Dance (Da) – GCSE

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The GCSE Dance course is a combination of both practical work and critical appreciation of professional dance works.

The GCSE Dance allows you to explore the three strands in dance: Performance, Choreography and Appreciation. Through this course you will develop self-awareness, sensitivity to others, teamwork and problem-solving. Within the performance strand, you will learn technical and expressive skills that are vital to be a dancer. Choreography will help you express yourself as you create movement. This will develop leadership and communication skills when you direct your dancers. You will learn the theory work through fun and engaging practical lessons. The appreciation strand is based around 6 professional dance works. These dance works are selected to broaden both your cultural and artistic experiences.

### Exam Board & Specification

AQA 8236 GCSE Dance

### Assessment

<b>Component 1</b>	<b>Component 2</b>
Performance and choreography	Dance appreciation
Teacher assessed, externally moderated 80 marks	Written exam 1h 30m, 80 marks
60% of GCSE	40% of GCSE
Performance: Set phrases through a solo performance (1 minute) and a duet/trio performance (3 minutes).	Section A: Choreographic skills and performance skills.
Choreography: Solo (2-2.5 minutes) or group choreography (3-3.5 minutes).	Section B: Critical engagement with own work.
	Section C: Critical engagement with professional works from the anthology.

There are no tiers of entry for GCSE Dance – all candidates complete the same exam papers.

## Course Content

### **Performance**

The performance component is split into 2 elements. Firstly, students will be taught 2 dance phrases that are set by AQA, which will be performed as a solo. The second element is a Duet or Trio performance.

### **Choreography**

AQA will provide a list of stimuli (start points), which students need to pick from. From this stimulus, students will research and develop movement. They will be taught the fundamental skills of choreography to support their studies. This component requires students to direct your own work as a choreographer and to write a short 150-word programme note which explains how they have used the stimulus to create their choreography.

### **Appreciation**

Section A discusses what is needed by a dancer and choreographer. Section B is questions based on students' practical work. Section C is the analysis of 6 professional works. Students will learn to be able to describe, analyse, interpret, evaluate and reflect on the works for a mixture of short and essay-type questions.

## Skills Development

Students will develop the following skills during the course:

- Physical skills
- Technical skills
- Expressive skills
- Mental skills.
- Choreographic skills.

## Additional Information

Students will be expected to wear their Dance kit for their practical dance lessons. There may also be theatre visits throughout the course (which students are asked to contribute towards – funding is available for students entitled to free school meals).

## How to Support Your Child

- Encourage your child to rehearse and practice the things they are learning in lesson at home. It is recommended that they practice for an extra 1 hour per week on top of their lesson time.

*For more information, please see Mrs Lowry, Subject Leader for Dance.*

# Design & Technology (Dt) – GCSE

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Design Technology is the ideal subject for those who want to use Maths and Science theory in a practical situation. The course encourages students to be able to design and make products with creativity and originality. It will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences of Design Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

## Exam Board & Specification

AQA 8552 GCSE Design & Technology

## Assessment

<b>Paper 1</b>	<b>Non-exam assessment</b>
Application of theory	Practical application
Written exam 2 hours, 100 marks	Teacher assessed, externally moderated 100 marks
50% of GCSE	50% of GCSE
Section A: Core technical principals (20 marks)	Practical application of: <ul style="list-style-type: none"><li>• Core technical principals</li><li>• Specialist technical principles</li><li>• Designing and making principles</li></ul>
Section B: Specialist technical principles (30 marks)	
Section C: Designing and making principles (50 marks)	Students will produce a prototype and a portfolio of evidence for assessment.

There are no tiers of entry for GCSE Drama – all candidates complete the same exam papers.

## Course Content

In Design & Technology, students will:

- design and develop innovative, functional, aesthetic and marketable products that respond to needs, solve problems and are fit for purpose.
- select and work with appropriate materials and components in order to manufacture functioning solutions in a variety of contexts.
- use specialist tools, techniques, processes, equipment and machinery safely to produce high quality products/prototypes, including CAD and CAM.

- demonstrate and apply knowledge and understanding of designing, making and technical principles, including the wider effects of Design Technology. The technical principles are split between core (which everyone is expected to learn irrespective of their area of interest) and the technical principles which a student would expect to learn in respect of their chosen area of interest.
- learn about the types and properties of natural and man-made materials such as papers and cards, woods, metals, plastics, composites, woven and non-woven fabrics and smart/modern materials.
- learn about new and emerging technologies.
- justify design decisions and analyse and evaluate products and prototypes.
- understand the importance of sustainable design.

## Skills Development

Students will develop skills to:

- critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- plan and organise their time and resources when managing their own project work
- develop high quality, imaginative and functional prototypes
- demonstrate safe working practices in design and technology.

## Additional Information

Students will be able to specialise in one or a combination of the following areas:

- Paper and Boards
- Timber
- Metal
- Polymer and Textile Materials

Materials are provided but it is sometimes beneficial for the students to have their own. More specialist resources requested by individual students may need to be bought individually.

## How to Support Your Child

- Encourage your child to read around the subject – there are some excellent textbooks and revision guides available which support the study of GCSE Design & Technology.
- Encourage your child to read around the subject - looking at engineering or design magazines and news articles.
- Ensure your child is using their revision guide to prepare for unit tests and exams.

*For more information, please see Mr Homewood, Director of STEM and Head of Technology.*

# Drama (Dr) – GCSE

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This course will encourage creativity and will focus on practical work so that students can learn and develop acting skills. It will also develop knowledge and understanding so that students can analyse texts (scripts) and devise their own. Drama students will learn how to work successfully in groups through research and negotiation to devise their own performance text (script), developing their creativity, performance and design skills. Students will also develop knowledge, understanding and skills in exploring and performing from a variety of texts. Students will interpret these texts and rehearse and refine two key extracts, leading to a final performance.

## Exam Board & Specification

Pearson Edexcel GCSE Drama (1DR0)

## Assessment

<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>
Devising	Performance from Text	Theatre Makers in Practice
Teacher assessed, 60 marks	Externally assessed, 48 marks	Written exam 1h 45m, 60 marks
40% of GCSE	20% of GCSE	40% of GCSE
Part 1: A portfolio covering the creating and developing process and analysis and evaluation of this process.	Students will either perform in and/or design two key extracts from a performance text.	Section A: Bringing texts to life. Questions on an unseen extract.
Part 2: A devised performance/design realisation.	This component is externally assessed by a visiting examiner or remotely by providing a recording to the examiner.	Section B: Live theatre evaluation. Two questions requiring students to analyse and evaluate the live theatre performance.

There are no tiers of entry for GCSE Drama – all candidates complete the same exam papers.

## Course Content

- How to imaginatively devise a piece of theatre.
- Learn how scripts can be interpreted and performed (you will be involved in performances to the public)

- How to recognise and understand the roles and responsibilities of performer, designer and director.
- The study and exploration of texts and extracts. How to analyse and evaluate your own work and the work of others.

## Skills Development

In GCSE Drama, students will develop the following core skills:

- the ability to recognise and understand the roles and responsibilities of performer, designer and director
- the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts
- the ability to analyse and evaluate their own work and the work of others
- the ability to understand how performance texts can be interpreted and performed.

## Additional Information

If a student enjoys performing, wants to develop their personal presentation and communication skills, and enjoys the challenge of working on something creative with others, then this is the course for them. There is also a compulsory trip to the theatre (which students are asked to contribute towards – funding is available for students entitled to free school meals).

## How to Support Your Child

- Encourage your child to make the most of performing opportunities, including opportunities to be recorded and watch back their performance.
- Encourage your child to learn their lines and regularly rehearse ahead of performances – frequent rehearsal helps students to build confidence ahead of their assessed performances.
- Accompany your student to live theatre performances and engage them in dialogue about the performance afterwards in preparation for their written examination paper.

*For more information, see Mr Carrington, Head of Drama.*

# Engineering (Eg) – L1/2 Vocational Award (Technical)

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Engineering is a Level 1/2 Vocational Award (Technical Award) and is delivered in a specialist workshop enabling students to have access to the latest technologies and equipment including CAD and CAM as well as specialist engineering hand tools and materials. The course enables students to apply research, analysis, practical and problem-solving skills within the different units covered.

Studying Engineering involves independently investigating and researching as well as designing and making a range of different products. There is a very high expectation of all students being able to work in a safe and responsible manner especially within the workshop. Students need to be able to record their learning through written and design work, therefore students need to be able to confidently write and communicate in detail using subject specific language.

## Exam Board & Specification

Eduqas Level 1/2 Vocational Award in Engineering (Technical Award)

## Assessment

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Manufacturing Engineering Products	Designing Engineering Products	Solving Engineering Problems
Set assignment, teacher assessed 80 marks	Set assignment, teacher assessed 40 marks	Written exam 1h 30 minutes, 80 marks
40% of qualification	20% of qualification	40% of qualification
Non-exam unit assessed through a set assignment which should take 20 hours for students to complete.	Non-exam unit assessed through a set assignment which should take 10 hours for students to complete.	Questions requiring objective responses, short and extended answers, based around applied situations.

There are no tiers of entry for Level 1/2 Vocational Award in Engineering (Technical Award) – all candidates complete the same exam papers.

## Course Content

The course is split into three units, each made up of several key sub-topics:

- Manufacturing engineering products
  - Understanding engineering drawings; planning operations; using engineering tools and equipment; implementing engineering processes.

- Designing engineering products
  - Understanding function and meeting requirements; proposing design solutions; communicating an engineered design solution; solving applied engineering problems.
- Solving engineering problems
  - Understanding the effects of engineering achievements; understanding properties of engineering materials; understanding methods of preparation, forming, joining and finishing of materials; solving engineering problems.

## Skills Development

Students will develop skills to:

- Use a range of engineering tools and equipment in order to produce and test an end product.
- Use processes and materials, to allow successful products to be produced.
- Work safely with a range of engineering processes, equipment and tools.
- Interpret and present engineering drawings and information.

## Additional Information

The award is graded at level 1 and level 2, with 4 grades at level 1 (pass, merit, distinction, and distinction\*) and 4 grades at level 2 (pass, merit, distinction, and distinction\*).

The grades awarded are broadly equivalent to the following GCSE grades:

Distinction *	<b>L2</b>	8.5
Distinction		7
Merit		5.5
Pass		4
Distinction *	<b>L1</b>	3
Distinction		2
Merit		1.5
Pass		1

## How to Support Your Child

- Encourage your child to read around the subject - looking at engineering or design magazines and news articles.
- Encourage your child to help construct furniture when opportunities arise, following instructions to help make products that require assembly.
- Encourage your child to construct models (e.g. Lego, Airfix etc.) in their free time.
- Ensure your child is using their revision guide to prepare for unit tests and exams.

*For more information, please see Mr Homewood, Director of STEM and Head of Technology.*

# Food Preparation & Nutrition (Tf) – GCSE

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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. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## Exam Board & Specification

AQA 8585 GCSE Food Preparation and Nutrition

## Assessment

<b>Paper 1</b> Food preparation and nutrition  Written exam 1h 45m, 100 marks  50% of GCSE  Multiple choice questions (20 marks) followed by five questions each with a number of sub questions (80 marks).	<b>Non-exam assessment</b> Task 1: Food investigation (30 marks) Task 2: Food preparation assessment (70 marks)  Teacher assessed, externally moderated 100 marks  50% of GCSE  Two non-exam tasks, submitted as written or electronic reports/portfolios, including photographic evidence of the investigation and three final dishes.
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There are no tiers of entry for GCSE Food Preparation and Nutrition – all candidates complete the same exam papers.

## Course Content

Students will develop in depth knowledge of nutrition and diet choice. At least 30% of Food Preparation and Nutrition lessons involve practical activities, ranging from sensory analysis to cooking a variety of foods using high level skills and techniques to allow students to make connections between theory and practice. Students will focus on a range of dishes from various cultures and develop their skills through recipe modification and using specialist equipment. They will undertake food investigations and learn about the chemical properties and functions of certain ingredients and regularly evaluate and analyse their work.

Students will do two non-examination assessments (NEAs) set by the exam board in the Autumn and Spring Term of Year 11. These combined account for 50% of the GCSE.

### **NEA Task 1: Food investigation (30 marks)**

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

### **NEA Task 2: Food preparation assessment (70 marks)**

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. Practical investigations are a compulsory element of this NEA task.

## Skills Development

Food preparation skills are integrated into five core topics:

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

## Additional Information

GCSE Food Preparation and Nutrition **cannot** be taken with GCSE Design and Technology **or** Level 1/2 Engineering.

Students will be expected to provide ingredients regularly for practical lessons, and for their NEA 2 practical exam element. Students are also expected to provide a container to use to transport their ingredients to school and their cooking home in. Support is available to provide ingredients for students in receipt of free school meals.

Ingredients for food science investigations and NEA 1 will be provided by school.

## How to Support Your Child

- Encourage your child to read around the subject - looking at food magazines and news articles.
- Encourage your child to watch and engage with cooking programmes on TV.
- Cook with your child and discuss how they can adapt meals at home and improve their skills and understanding of health and nutrition.
- Ensure your child is using their revision guide to prepare for unit tests and exams.

*For more information, please see Miss Kerry, Subject Leader for Food Preparation & Nutrition.*

# Geography (Ge) – GCSE

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GCSE Geography provides students with two years of fascinating learning in a subject that matters to everyone. Studying geography helps us to understand many of the issues we currently face around the world, for example: the impacts of climate change or preparing for natural hazards around the world. Geography develops key skills and knowledge which can be transferred to a variety of jobs, for example, international aid/development worker, tourism officer or landscape architect.

## Exam Board & Specification

AQA 8035 GCSE Geography

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>
Living with the physical environment	Challenges in the human environment	Challenges in the human environment
Written exam 1h 30m, 88 marks	Written exam 1h 30m, 88 marks	Written exam 1h 30m, 76 marks
35% of GCSE	35% of GCSE	35% of GCSE
A mixture of multiple choice, short answer, and extended prose questions.	A mixture of multiple choice, short answer, and extended prose questions.	A mixture of multiple choice, short answer, and extended prose questions. Pre-release resources booklet available 12 weeks before exam.

There are no tiers of entry for GCSE Geography – all candidates complete the same exam papers.

## Course Content

### Living with the physical environment

- The challenge of natural hazards (natural hazards, tectonic hazards, weather hazards & climate change)
- Physical landscapes in the UK (UK physical landscapes, coasts and rivers)
- The living world (ecosystems, tropical rainforests & hot deserts)

### Challenges in the human environment

- Urban issues and challenges (Rio de Janeiro and Southampton)
- The changing economic world (Nigeria and the UK)
- The challenge of resource management (resource management and food)

## Geographical applications

- Issue evaluation: This involves analyzing a geographical issue that comes from one of the compulsory sections of subject content (human or physical geography). A resource booklet will be given 12 weeks before the exam to enable students to become familiar with the content.
- Fieldwork: Two compulsory fieldtrips will be carried out to investigate two geographical enquires in contrasting environments.

## Skills Development

Students will have the opportunity to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their studies. Geographical skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

## Additional Information

There will be two compulsory fieldtrips to two contrasting environments (exam paper 3), we will endeavour to keep the costs for these fieldtrips to a minimum. We are running a fieldtrip to Iceland in October 2026 with the current Year 10 Geography students and we hope to run this again in 2027. This is a non-compulsory activity but will have links to the GCSE specification to enrich students' learning.

## How to Support Your Child

- Encourage your child to read around the subject - looking at articles in the news or reading interesting articles from publications such as National Geographic or Geographical magazine are a great way for students to develop their understanding of geography.
- Encourage your child to watch geographical documentaries and the news – this is a great way for your child to widen their breadth of knowledge and understanding of places, people and geographical processes.
- Ensure your child is using their revision materials (e.g. revision guide, knowledge organisers, flash cards, mind maps) to prepare for unit tests and exams.
- Encourage the weekly production of mind maps or revision cards, and completion of practice exam questions.
- Students should make use of mark schemes to check any practice papers or exam questions they have completed so that they can identify where they have gained and lost marks - a great deal can be gained from unpicking questions and understanding what marks are awarded for.

*For more information, please see Mrs Knab, Head of Geography.*

# Health & Social Care (Hs) – Cambridge National L1/2

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Health and Social Care places care values at the heart of the students learning. Students will apply their learning to real-life scenarios, studying components that build on each other so that they grow in confidence throughout the course. There are practical tasks which involve working with other Testbourne students and members of the community. A qualification in Health and Social Care opens up a world of opportunities within the industry.

This course is a level 1/2 Cambridge National vocational award, not a GCSE.

## Exam Board & Specification

Cambridge National in Health and Social Care Level 1/Level 2 – J835

## Assessment

<b>Unit R032</b> Principles of care in health and social care settings	<b>Unit R033</b> Supporting individuals through life events	<b>Unit R035</b> Supporting individuals through life events
Written exam 1h 15 minutes, 70 marks	Set assignment, teacher assessed 60 marks	Set assignment, teacher assessed 60 marks
40% of qualification	30% of qualification	30% of qualification
The exam has six compulsory questions, requiring a mixture of short, medium, and extended response answers.	Non-exam unit made up of several topic areas which are assessed through a set assignment which should take 10-12 hours for students to complete.	Non-exam unit made up of several topic areas which are assessed through a set assignment which should take 10-12 hours for students to complete.

There are no tiers of entry for Level 1/Level 1 Cambridge National in Health & Social Care – all candidates complete the same exam papers.

## Course Content

The course is split into three units, each made up of several key sub-topics:

- Principles of care in health and social care settings
  - The rights of service users in health and social care settings; person-centred values; effective communication in health and social care settings; protecting service users and service providers in health and social care settings.
- Supporting individuals through life events

- Life stages; impacts of life events; sources of support.
- Health promotion campaigns
  - Current public health issues and the impact on society; factors influencing health; planning and creating a health promotion campaign; delivering and evaluating a health promotion campaign.

## Skills Development

Health and Social Care allows students to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Skills developed include:

- Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.
- Researching topic areas and recording research resources and using them to interpret findings and present evidence.
- Planning a health promotion campaign, requiring time management, identifying aims, purpose, resources, methods.
- Creating, presenting or delivering information to a group or an individual.

## Additional Information

The award is graded at level 1 and level 2, with 3 grades at level 1 (pass, merit, distinction) and 4 grades at level 2 (pass, merit, distinction, and distinction\*).

The grades awarded are broadly equivalent to the following GCSE grades:

Distinction *	<b>L2</b>	8.5
Distinction		7
Merit		5.5
Pass		4
Distinction	<b>L1</b>	3
Merit		2
Pass		1.25

Health & Social Care (Hs) **cannot** be taken with Child Development (Cv).

## How to Support Your Child

- Encourage your child to read around the subject – look at articles relating to public health in the news or reading interesting articles from publications such as the health and fitness industry.
- Ensure your child is using their revision guide to prepare for unit tests and exams.

*For more information, please see Mrs Cooper, Subject Leader for Health and Social Care.*

# History (Hi) – GCSE

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Taking History will give students an understanding of how and why our world has developed in the way that it has over the last 1000 years. They will develop the ability to investigate, interpret and analyse the major events, characters and ideas of the 20th Century.

According to the 'Which?' Consumer guides, "Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions and this is a very useful quality in many walks of life and careers. History is an excellent preparation for many other jobs".

## Exam Board & Specification

Pearson Edexcel GCSE History (1HI0)

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>
Thematic study and history environment	Period study and British depth study	Modern depth study
Written exam 1h 20m, 60 marks	Written exam 1h 50m, 64 marks	Written exam 1h 30m, 52 marks
30% of GCSE	40% of GCSE	30% of GCSE
Section A: Students answer two questions that assess knowledge plus a two-part question on two provided sources.	Booklet B: Students answer four questions that assess their knowledge and understanding.	Section A: Students answer a question on a provided source and one question from a choice of two.
Section B: Students answer three questions that assess their knowledge and understanding.	Booklet P: Students answer four questions that assess their knowledge and understanding.	Section B: Students answer a single four-part question, based on two provided sources and two interpretations.

There are no tiers of entry for GCSE History – all candidates complete the same exam papers.

## Course Content

GCSE History comprises 4 elements, assessed across three written examination papers:

## **Crime and Punishment in Britain**

- Medieval England
- Early modern England
- Eighteenth- and nineteenth-century England
- Modern England

## **Early Elizabethan England**

- Queen, government and religion
- Challenges to Elizabeth at home and abroad
- Elizabethan society in the Age of Exploration

## **Superpower relations and the Cold War**

- The origins of the Cold War
- Cold War crises
- The end of the Cold War

## **Weimar and Nazi Germany**

- The Weimar Republic
- Hitler's rise to power
- Nazi control and dictatorship
- Life in Nazi Germany

## Skills Development

In GCSE History, students will develop the following skills:

- Analysis of sources
- Evaluation of sources
- Critical thinking
- Communication skills.

## Additional Information

We usually offer an optional three-night visit to Berlin at approximately £600 for Year 11 GCSE History students. Students visit key sites covered in the Germany (paper 3) and Cold War (paper 2) curriculum.

## How to Support Your Child

- Encourage your child to read around the subject - looking at historical articles, or the news or reading interesting articles from publications such as History Today or BBC History Magazine are a great way for students to develop their understanding.
- Ensure your child is using their revision guide and other revision tools to prepare for unit tests and exams.
- Encourage the weekly production of revision tools (such as mind maps, revision cards, timeline, past paper question plans) and the completion of practice questions.

*For more information, please see Mr Juddery, Head of History.*

# MFL – French (Fr) or Spanish (Sp) – GCSE

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A GCSE in a Foreign Language is a real asset in the workplace as well as for future study. Being fluent in another language can build your communication, interpersonal, intercultural, and public speaking skills – as well as making you more valuable as a future employee!

## Exam Board & Specification

Pearson GCSE French (1FR1) & Pearson GCSE Spanish (1SP1)

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
Speaking	Listening and understanding	Reading and understanding	Writing
Non-examination assessment, 50 marks	Written exam 50 marks	Written exam 50 marks	Written exam 50 marks
25% of GCSE	25% of GCSE	25% of GCSE	25% of GCSE
15 min. preparation time THEN 7-9 min. speaking (F tier) OR 10-12 min. speaking (H tier).	45 minutes (foundation) or 60 minutes (higher).	45 minutes (foundation) or 60 minutes (higher).	1h 15 minutes (foundation) or 1h 20 minutes (higher).

GCSE French and GCSE Spanish have a foundation tier (grades 5 to 1) and a higher tier (grades 9 to 4). Students must complete all examination papers and assessments at the same tier. Students will be entered for exams at the appropriate tier, decided by the class teacher and Head of Department.

## Course Content

Students will follow six broad thematic contexts to provide a focus for the teaching and learning of the vocabulary and grammar required for GCSE French and GCSE Spanish.

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

## Skills Development

Skills will be assessed equally across each of the four examination papers:

### **Paper 1: Speaking in French / Spanish**

- Task 1: Read aloud a short text and undertake a short, unprepared interaction.
- Task 2: Role play.
- Task 3: Picture task with conversation.

### **Paper 2: Listening and understanding**

- Section A: Listening. Students listen and then answer questions in English.
- Section B: Dictation. Students listen and transcribe spoken French/Spanish into written French/Spanish.

### **Paper 3: Reading and understanding**

- Section A: Reading and understanding. Students read questions in English and produce responses in English.
- Section B: Translation into English. Students translate a passage from Spanish into English, with instructions in English.

### **Paper 4: Writing**

- Students are assessed on their ability to communicate effectively through writing in French or Spanish for different purposes and audiences. They are required to produce responses of varying lengths and types to express ideas and opinions in Spanish.

## Additional Information

Additional expenses will be incurred if students wish to take up any extra-curricular opportunities to visit either France or Spain. Families travelling abroad to France or Spain on holiday provide an opportunity for students to try out their language skills, with such experiences proving invaluable.

Students will also find a bi-lingual dictionary beneficial when preparing work and consolidating their learning at home. Revision books and course materials are available to purchase to support your child's learning.

## How to Support Your Child

- Deliberate practice is an excellent way to involve and immerse yourself in your child's MFL learning. For example, you could watch TV together with subtitles in the foreign language or listen to foreign radio/songs, follow foreign websites or social media accounts.
- If possible, arrange a visit to a country where the language your child studies is spoken.
- Encourage your child to learn and practice their MFL vocabulary and grammar each week.

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*For more information, please see Mrs Prunty, Head of Modern Foreign Languages.*

# Music (Mu) – GCSE

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GCSE Music is an academic course with a practical element. It offers the opportunity to develop students' skills through the areas of performing, composing and listening and appraising. It will enable students to develop their own interests in music as well as investigate new styles, expanding and widening your knowledge and experiences. Studies will centre on the four areas of study set by the exam board and will include performance, composition and music analysis.

Students will develop their own instrumental/vocal skills throughout the course with support from their music teacher. To study GCSE Music, students need to be self-disciplined and practice their instrument or singing throughout the course to develop their performing skills. To achieve the higher grades at GCSE, students need to be able to play or sing to grade 4 or 5 standard by the end of the course.

## Exam Board & Specification

Eduqas GCSE Music C660QS

## Assessment

<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>
Performing	Composing	Appraising
Teacher assessed, 72 marks	Teacher assessed, 72 marks	Written exam 1h 15m, 96 marks
30% of GCSE	30% of GCSE	40% of GCSE
A minimum of two pieces, one of which must be an ensemble piece (>1 min.) and the other may be either solo and/or ensemble. Total duration of performances: 4-6 minutes.	Two compositions, one of which is in response to a brief set by the exam board, the other is a free composition. Total duration of compositions: 3-6 minutes.	Eight questions, two on each of the four areas of study: musical forms and devices; music for ensemble; film music; popular music.

There are no tiers of entry for GCSE Music – all candidates complete the same exam papers.

## Course Content

Students will have theory and practical lessons, involving study across three components:

## **Component 1 – Performing**

In all performances, students will be expected to display: technical control; expression and appropriate interpretation; accuracy of rhythm and pitch; appropriate pace and fluency; effective use of dynamics; stylistic awareness; empathy (in ensemble playing).

## **Component 2 – Composing**

In both compositions, students will be expected to display: creativity in response to the chosen brief; development of musical ideas; technical control of musical elements and resources; musical coherence and understanding.

## **Component 3 – Appraising**

There are two prepared extracts which students must study in depth in preparation for component 3 - appraising. The first links to area of study 1, musical forms and devices: Badinerie by J. S. Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No. 2 in B minor). The second links to area of study 4, popular music: Africa by Toto. Within the written exam, two questions will be on the prepared extracts, the remaining six questions will be on unprepared musical extracts.

## Skills Development

Students will have the opportunity to learn and improve performing skills on an instrument of their choice, participating in an informal concert or recording session each year to build up the solo and ensemble pieces required for their final assessment. They will also learn and develop composition skills in a range of genres and will learn how to analyse and appraise music based on the four areas of study.

## Additional Information

At Testbourne, we provide a range of instrumental lessons and ensembles for students and although tuition is not a requirement of the course, it is encouraged. Please see our website for further information: <https://www.testbourne.school/home/parents/music-tuition/>. We also recommend a revision and study guide for GCSE Music students, which are both readily available to buy or can be loaned to students from the Music department.

## How to Support Your Child

- Encourage your child to practice their keyboard skills on a regular basis – access to a piano or keyboard at home would be beneficial.
- Encourage your child to join a music ensemble.
- Encourage your child to play and perform – performance is integral to the course!
- Purchase the GCSE Music study and revision guide for your child.

*For more information, please see Mrs Middleton, Head of Music.*

# Physical Education (Pe) – GCSE

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GCSE Physical Education is a challenging course that would be suitable for any student who is participating in their chosen sports regularly and intends to continue with this throughout the GCSE PE course. Please note that it is a requirement of this course that students are participating in team and/or individual sports outside of school: students must have a high level of fitness in order to develop their skills through GCSE PE. Students should also be aware that there is a large amount of Scientific study in the course, and that 60% of the course relies on the knowledge assessed in the GCSE examinations.

## Exam Board & Specification

AQA 8582 GCSE Physical Education

## Assessment

<b>Paper 1</b>	<b>Paper 2</b>	<b>Non-exam Assessment</b>
The human body and movement in physical activity and sport	Socio-cultural influences and well-being in physical activity and sport	Practical performance in three different physical activities (one team, one individual, one either)
Written exam 1h 15m, 78 marks	Written exam 1h 15m, 78 marks	Teacher assessed practical performance, 100 marks
30% of GCSE	30% of GCSE	40% of GCSE
A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	Assessment of skills in progressive drills and in the full context for all three activities. There is also assessment on analysis and evaluation of performance to drive improvement in one activity.

There are no tiers of entry for GCSE Physical Education – all candidates complete the same exam papers.

## Course Content

Students will have theory and practical lessons for GCSE Physical Education, where they will study a variety of different sports. The course covers the following topics:

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

Topics 1-4 are examined in exam paper 1 and topics 4-7 are examined in exam paper 2.

## Skills Development

Students will take part in the following sports when studying GCSE Physical Education and will be assessed in their ability to perform skills in isolation and within a full context situation (either match or performance):

- Athletics
- Badminton
- Football
- Handball
- Netball
- Table Tennis

## Additional Information

In addition to the two examinations, there is a non-exam assessment: practical performance in physical activity and sport. This will assess practical performance in **three different physical activities** in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity): this is 75 marks and worth 30% of the GCSE. We assess in school the sports mentioned above, if students take part in any other sport outside of school then video evidence needs to be taken outside of school and given to the PE department to assess.

Students will also be required to write an analysis and evaluation of performance to bring about improvement in one activity: this is 35 marks and worth 10% of the GCSE.

## How to Support Your Child

- It is important that students are encouraged to take part in physical activity and sport in school and outside of school as children and young adults should be taking part in at least 1 hour of exercise every day!
- Support your child to participate in structured sporting activities outside of school – they need to have both team and individual sport experience to support their GCSE Physical Education studies.
- Encourage your child to keep up to date with sporting news headlines.

*For more information, see Mr Mills, Head of Physical Education.*

# Advice & Guidance

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## How to choose option subjects

This booklet is very important. Students should read it several times and discuss their thoughts with their family, tutor, and teachers.

If at any time students need advice regarding their options, they should first speak to their tutor and then, if appropriate, to the Head of Department for the subject they have questions about.

## General advice

Most students will not know yet they want to do later in life. This is completely fine. There is lots of time to make those important decisions and there is plenty of support available to help students make the right choice.

Our advice is to choose those subjects for study in Key Stage 4 that students enjoy and in which they feel they could be successful. These two things should be priorities when considering option subject choices. Parents, tutors, subject teachers and the Head of Year will be able to support students in making their final decisions.

Some students may have some specific ideas of what they might like to do later in life. Make sure students share their thoughts and feelings about future careers with parents, tutor, Head of Year and teachers as these people will be able to give some pointers and help students to choose appropriate subjects.

In many ways, the trickiest position to be in is if a student enjoys lots of subjects and feels they could be successful in all of them! This is where talking at home and talking with their teachers at school can help students to think clearly and make the right decision.

## Useful websites for careers and options guidance

- Unifrog (<https://www.unifrog.org>), a careers and destinations platform which can be accessed by Testbourne students using their school email address. Students can make their own profile and see which careers match their interests.
- National Careers Service (<https://nationalcareers.service.gov.uk/>), which can be accessed at home. It has some excellent information on KS4 subject option choices and careers that option choices could lead onto.
- Andover College (<https://www.andover.ac.uk>)
- Basingstoke College of Technology (<https://www.bcot.ac.uk>)
- Peter Symonds College, Winchester (<https://psc.ac.uk>)
- Queen Mary College, Basingstoke (<https://www.qmc.ac.uk>)
- Sparsholt College (<https://www.sparsholt.ac.uk>)

## Submitting Options Choices

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To simplify the Options process, TCS will be using the SIMS Options Online solution to allow students to electronically select, review, and submit their options preferences using an internet-enabled device. This includes most PCs, Macs, and mobile devices. Parents are then able to view their child's option selections, add a comment, and approve them, after which the school receives notification of the options choices.

Students will have activated their SIMS Options Online account using their school email address and password. For parents to view, comment upon, and approve their child's option selections, they must have a valid email address registered with TCS. Parents will receive a registration email, to the email address on registered with TCS, which will then enable them to access the SIMS Options Online website.

The stages involved in the selection and submission of a student's options are:

1. The student completes their registration for SIMS Options Online – the invitation to register will be sent to their school email address.
2. The student logs onto [www.sims-options.co.uk](http://www.sims-options.co.uk) using Microsoft with their school email address and password (e.g. [firstname.lastname@testbourne.school](mailto:firstname.lastname@testbourne.school)).
3. The student selects their preferred options choices and reserves. Once the selection criteria are met, all tick boxes will appear green. The student needs to add a comment to support their options choices. When they click 'Save', the parents are then able to log in to SIMS Options Online to view, comment upon, and approve their child's option selections.
4. The parent logs onto [www.sims-options.co.uk](http://www.sims-options.co.uk) using the method they selected after receiving their registration email for SIMS Parent Lite (e.g. FaceBook, Twitter, Google, Microsoft).
5. The parent views their child's preferred options choices and reserves, adding a parental comment if desired. The 'approve' box should be ticked, which will prompt the website to automatically save and notify the school that the student's choices have been approved by a parent.
6. The Senior Leadership Team will review all students' options to ensure that pathway and subject-specific criteria are met. Meetings will be arranged with students, where necessary, to discuss their option choices.
7. When approved by the Senior Leadership Team, students will then be allocated to provisional classes for Year 10. Allocation of student options will be communicated to students and their parents/carers in the first half of the summer term.

A step-by-step guide with example screenshots showing how to select a student's options choices using SIMS Options Online is available to view on the Key Stage 4 Options page of the school website - [www.testbourne.school](http://www.testbourne.school).

# Contact Us

To help you understand our school communication procedure, please refer to the flow charts below for who to contact for different enquiries.

Pastoral: [pastoral@testbourne.school](mailto:pastoral@testbourne.school)



SEND: [send@testbourne.school](mailto:send@testbourne.school)



Curriculum: [curriculum@testbourne.school](mailto:curriculum@testbourne.school)



Administration: [admin@testbourne.school](mailto:admin@testbourne.school)



Safeguarding: [staysafe@testbourne.school](mailto:staysafe@testbourne.school)



We welcome any general feedback about our school at [admin@testbourne.school](mailto:admin@testbourne.school)

*“Students act with integrity; achieve excellence together; enjoy and value their education; feel and demonstrate respect for themselves and others and become highly skilled learners prepared for a successful future.”*