QUEEN MARY'S GRAMMAR SCHOOL

MERCIAN

GCSE Options 2026

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Making decisions about GCSE options

Throughout Year 9 you have been following a common curriculum which has provided a broad and balanced education and, at the same time, prepared you for the GCSE courses which, for most subjects, begin in Year 10. Aptitudes and interests vary from student to student and when you enter Year 10 in September your curriculum will be more selective, so that you may develop your particular skills, interests and understanding to the full.

All courses starting in Year 10 will lead to examinations in the General Certificate of Secondary Education. Students starting Year 10 in September 2026 will be working towards the GCSE examinations to be held in May and June 2028.

All students will follow a common core curriculum including seven GCSE courses in English Language and English Literature, Mathematics, Biology, Chemistry, Physics and RPE (Religion, Philosophy & Ethics - leading to a Religious Studies GCSE qualification). Students will also study three further GCSE subjects from the enclosed list of options. There are a number of national curriculum changes under discussion at Government level at the moment, and we will need to review our offering in line with any changes, as they are announced.

All examinations demand hard, persistent work, both in school and at home and this is as much a test of your character and determination as of your academic ability. The academic work of Years 10 and 11 is balanced by a programme of non-examination courses which includes: PSHEE and Physical Education/Games. There is also the opportunity for you to take part in activities which widen your personal interests and provide for the expression of individual personalities. The varied activities include sporting and cultural activities and the wide range of school clubs and societies.

Our aim over the five years of compulsory secondary education is to develop academic ability and personal qualities of responsibility, independence and integrity to the full and to provide a sound basis for entry to the Sixth Form at Queen Mary's or elsewhere, before university, apprenticeship, or employment at the age of 18.

The next few weeks will involve you and your parents in decisions affecting the choice of subjects you will be taking in Years 10 and 11. Heads of Departments have included details of the courses available in this booklet: please read it carefully. Discussions with your parents and staff are important. Please talk to all staff and ask for help when you need it.

Pathways to making a decision about future careers

Year 9

- Pupils make options decisions for GCSEs

Year 10

- GCSE courses commence

Year 11

- GCSE courses finish and final examinations take place
- Pupils make options decisions for A Level

Entry requirements

- Pupils must achieve 54 points in their best 8 GCSEs, including grade 6s in English (language or literature) and Mathematics. At least 3 must be at level 7 or higher, in the subjects wished to be taken at A Level.

6th form

- Pupils study for A Levels in their chosen subjects
- The current policy is that students chose 3 main A levels, along with an additional academic qualification (e.g. EPQ)

University

- Access to the top universities is highly competitive and will depend upon GCSE grades and A Level grades, as well as wider personal and social skills and involvement in wider activities.

Careers

- The vast majority of our pupils go on to university, however some may decide at age 18 to pursue other apprenticeship or career options.
- We offer wide-ranging support to help pupils to make these crucial decisions.

GCSE Options: Frequently Asked Questions

Q. My child has a particular career in mind. How important are these options decisions?

A. While these decisions are important, there is no need to worry too much at this stage. We have designed the curriculum to ensure that all our students will maintain a balanced combination of lessons. It is almost impossible to limit career options at this early stage. For example, even if your child is determined to become an accountant, there is no requirement for him to study Business at GCSE. A far more important requirement is to strive to get a high grade in English Language and Mathematics.

Q. Looking forward, what are the requirements for studying a subject at A Level?

A. Choices for Post-16 education are a long way off, but it is certainly worth beginning to think about this. The admissions policy for the sixth form states that students should usually gain a grade 7 in those subjects they wish to study at A Level, alongside a total points score of 54 from the best 8 GCSE results, including grade 6 in English and mathematics. However, this is increasingly seen as a minimum requirement. 54 points may be enough for re-entry to the sixth form at Queen Mary's but will not be enough for a number of aspirational degree courses, apprenticeships or jobs in the future. It is important to work as hard as possible to achieve higher than this.

Q. What happens if subjects are over-subscribed?

A. This can happen and there are no easy solutions to this. We cannot simply create more sets as we do not have the staff or teaching rooms to do this. It is for this reason that each student is asked to include a reserve subject on their options form. There is little point in worrying unduly about this. The vast majority of students will get their first-choice options and where set sizes preclude the first choice; your child will be able to take their reserve choice. In the case of over-subscription, we reserve the right to look at previous student performance in a subject to inform any decision-making.

Q. What if only small numbers of students opt for a particular subject or the curriculum provision changes?

A. The school reserves the right to remove a subject from the curriculum if the set size is not viable or if there has been a change in staffing. In this instance, we will endeavour to give the student their reserve option.

Q. My child is keen on a career in medicine/dentistry/pharmacy. What options should he choose?

A. All students are required to take Biology, Chemistry and Physics as part of the core curriculum. Therefore, the most important thing is to gain high grades in these subjects plus English Language and Maths. Places to study these subjects at university are incredibly competitive and the stark truth is that only students with outstanding GCSE results stand any realistic chance of being successful in their applications. Your child should aim to achieve at least 7 grades 8 and above at GCSE and then continue to get straight A*/A grades at A Level.

Q. What is the FSMQ Additional Mathematics course? Can my child opt to do this?

A. This is not an option choice. This course is offered to our most able mathematicians in Key Stage 4. This is a bridge between GCSE work and the more challenging A Level work that your child will face in the sixth form should he choose to study Mathematics. Final decisions have not been made on the exact entries for these qualifications (due to the increased difficulty of the Mathematics GCSE).

Q. I still have questions, whom can I contact?

A. You are welcome to contact Mr Lax (Deputy Head) or myself at school should you have any questions that are not answered by the information in this booklet. You might find another link useful for further impartial advice: https://www.bbc.co.uk/bitesize/articles/zrjh92p

At the Parents' Information Evening, parents of the Year 9 students are invited in to listen to/ask questions of key curriculum and pastoral staff on the expectations at GCSE level. Mr Lax will also be available for further discussion about options choices.

Please contact Mr Lax at the school via the central email address: enquiries@qmgs.merciantrust.org.uk or via telephone on 01922 720696

Richard Langton

Headmaster

The Core Curriculum:

Mathematics

English Language

English Literature

Biology

Chemistry

Physics

Religion, Philosophy and Ethics
(Leading to a GCSE qualification in Religious Studies)

Physical Education and Games

Personal, Social, Health and Economic Education

GCSE Mathematics

Examination board:	OCR
Examinations:	OCR Mathematics Higher This course will be followed by all pupils in Years 10 and 11. 3 papers in total, maximum of 80 marks available. Each paper carries equal weighting. Paper 2 is non-calculator, whilst Paper 1 and Paper 3 are calculator papers
Non-examined assessment:	N/A

Course content:

The weighting of the topic areas has been prescribed by Ofqual and is common to all exam boards. The table below shows the approximate weightings of the topic areas for the overall tier of assessment, not for each individual question paper.

Subject topics

Number	15%
Algebra	30%
Ratio, proportion and rates of change	20%
Geometry and measures	20%
Probability Statistics	15% (combined)

The GCSE in mathematics is a continuation of the study of mathematics from lower school. As seen above covering many of the topics already familiar to pupils; however, studying these topics are studied at a much more demanding level.

GCSE mathematics requires knowledge pupils to be able to: recall facts and apply skills, reason and interpret in a logical and mathematically accurate way, solve problems within a mathematical or other context; these questions will require application of skills from several topics all within the same question.

OCR FSMQ (Free-Standing Maths Qualification) in Additional Maths

Examination board:	OCR
Examinations:	*Year 11:* A single two-hour paper accounting for 100% of the marks available
Non-examined assessment:	There is no controlled assessment in Mathematics

Course content:

Algebra:
- Manipulation of algebraic expressions
- Inequalities
- Recurrence Relations
- The factor theorem
- Solutions of equations

Enumeration:
- Binomial expansion
- Permutations
- Combinations

Coordinate Geometry:
- The straight line
- The co-ordinate geometry of circles
- Two Dimensional Inequalities
- Applications to linear programming

Trigonometry:
- Ratio of any angles and their graphs
- Trigonometry identities
- Solving equations

Calculus:
- Differentiation
- Integration
- Applications to kinematics
- Numerical methods

Exponentials and Logarithms:
- Properties of exponentials and Logarithms
- Reduction to Linear Form
- Equations involving exponentials

The Level 3 FSMQ: Additional Mathematics provides the foundations on which a large number of learners continue the subject beyond GCSE. It also supports the study of AS and A Level Mathematics, and Further Mathematics. The Level 3 FSMQ: Additional Mathematics prepares learners for further study and employment in a wide range of disciplines involving the use of mathematics, including STEM disciplines. Only our very best mathematicians in the year group sit this examination, as a result the material is only taught in the top set of the year; this gives them the best preparation for the study of Further Mathematics at A-Level.

GCSE English Language

Examination board:	Eduqas
Examinations:	***Year 11:*** **Exam Component 1**: **20th Century Literature: Reading and Creative Prose Writing** (01) • 80 marks • 1 hour 45 minutes written paper *40% of total GCSE* This unit focuses on reading and writing prose fiction texts. • Learners read an extract from an unseen 20th-Century literature prose text. • Learners write one piece of original fiction from a choice of 4 titles. **Exam Component 2**: **19th and 21st-Century Non-fiction: Reading and Transactional Persuasive Writing** (02) • 80 marks, • 2 hour written paper *60% of total GCSE* • This unit focuses on reading two unseen non-fiction texts, with one from the 19th and one from the 21st Century. • Learners also write two pieces of non-fiction writing.
Internal assessment:	**Component 3: Spoken Language Endorsement (03 or 04)** This is an internally assessed component, externally moderated, and leading to a separate endorsement. It does not contribute to the final GCSE English Language grade. • Learners present information and ideas in a spoken presentation and listen and respond to others appropriately.

Course content:

<u>Exam Component 1:</u>

Component 01 has two sections:

• Section A: Reading

• Section B: Writing

For Section A, learners read and respond to an unseen prose extract from the 2Oth Century.

For Section B, they produce a piece of creative prose writing.

Learners develop knowledge and understanding of writers' use of language and techniques to create meaning and effects in narrative fiction and literary non-fiction.

Learners read a wide range of high-quality prose fiction texts drawn from the 20th Century. This will include extracts from novels and short stories. Learners engage with the detail in texts to draw inferences and recognise the possibility of different reactions. They explore the impact of writers' uses of language, structure and grammatical features on the reader. Learners support their ideas about texts with carefully selected evidence. They develop knowledge and understanding of linguistic and literary terminology to support their analysis of texts.

Learners produce imaginative, original texts of their own. They use narrative techniques identified from their wide reading of prose fiction texts to achieve deliberate effects in their own writing. Learners explore how vocabulary and grammatical features can be used to achieve particular effects. Learners apply their knowledge and understanding of linguistic and literary conventions to create impact in their own writing.

Exam Component 2:

Component 02 has two sections:

- Section A: Reading
- Section B: Writing

For Section A, learners read and respond to unseen non-fiction texts drawn from the 19th and 21st centuries.

For Section B learners produce two pieces of non-fiction or transactional writing, such as speeches, articles, letters. They will have a specific focus in terms of context, purpose and audience.

In general, learners develop knowledge and understanding of how writers communicate for different audiences, purposes and contexts.

Learners read a wide range of high-quality non-fiction texts drawn from the 19th and the 21st centuries. This may include essays, journalism (both printed and online), travel writing, speeches and biographical writing. Learners are required to read in different ways for different purposes. They read and analyse texts that are designed, for example, to persuade, inform, instruct, or advise. They explore how effectively texts achieve their purposes by comparing and evaluating the usefulness, relevance and presentation of ideas and information. Learners engage with texts, developing independent viewpoints and recognising different interpretations. They develop knowledge and understanding of linguistic and literary terminology to support their analysis of texts.

Learners produce clear and coherent non-fiction pieces for different purposes.
Learners produce original texts in a range of non-fiction forms, including articles, speeches and letters. They develop skills to adapt their writing for different purposes, audiences and contexts. Learners explore how vocabulary and grammatical features can be used to achieve particular effects. They use techniques identified from their wide reading of non-fiction texts to achieve specific effects. Learners apply their knowledge and understanding of appropriate linguistic conventions and use rhetorical devices effectively.

Component 3: Spoken Language

Learners plan and organise a spoken presentation. They identify the subject for their presentation in advance. Learners should have previously agreed the subject of their presentation with their teacher. Learners give a prepared spoken presentation to an audience which must include the teacher. As part of the presentation, learners must listen to and respond appropriately to questions and feedback.

GCSE English Literature

Examination board:	Eduqas
Examinations:	***Year 11:*** **Exam Component 1**: **Shakespeare and Poetry (01)** Reading and responding to: • One studied Shakespeare play: *Macbeth* (Section A) • The Eduqas poetry anthology (Section B) • Closed text, 80 marks, 2 hour written paper *40% of total GCSE* **Exam Component 2**: **Post-1914 prose/drama, 19th Century prose and unseen poetry (02)** Reading and responding to: • *Leave Taking* by Winsome Pinnock • *Jekyll and Hyde* by R.L Stevenson • Unseen poetry from the 20th/21st centuries • Closed text, 120 marks, 2 hrs and 30 mins written paper *60% of total GCSE*
Non-examined assessment:	None

Course content:

Exam Component 1: Shakespeare and Poetry (01)

For this component, learners study one Shakespeare play and the Eduqas poetry anthology. The focus is on learners engaging with their reading through exploring key themes, ideas and issues, characterisation and language use, in order to build confidence in their skills of critical evaluation.

This exam lasts 2 hrs.

Section A: Shakespeare

- *Macbeth*
- One extract-based question and one whole-text question

Section B: Poetry

- Eduqas poetry anthology
- Two questions, one of which involves comparison.

Across the two sections:

- Learners develop comprehension skills
- Learners develop critical reading skills.

- Learners reflect on the contexts in which texts are set, for example, those relating to social and cultural situations or experiences.
- Learners develop their own viewpoints supported by textual evidence and recognising that there are different interpretations that other readers could make.
- Learners analyse and evaluate how language, form and structure inform and impact on their reading of texts.
- Learners develop critical and comparative understanding of texts.
- Learners develop writing skills.

Exam Component 2: Post-1914 prose/drama, 19th Century prose and unseen poetry (02)

For this component, learners study *Leave Taking* by Winsome Pinnock and *Jekyll and Hyde* by R.L Stevenson. They also learn and practise the skills of poetry analysis when presented with a new or so-called *unseen* text.

The examination lasts 2 hrs and 30 minutes.

Across the three sections:

- Learners develop comprehension skills
- Learners develop critical reading skills.
- Learners analyse and evaluate how language, form and structure inform and impact on their reading of poetry, plays and novels.
- Learners develop their critical and comparative understanding of texts.
- Learners develop writing skills.

GCSE Biology

Examination board:	AQA (course code 8461)
Examinations:	***Year 11:*** **Paper 1** Topics 1–4 • Cell biology • Organisation • Infection and response • Bioenergetics. **How it's assessed?** Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE • Multiple choice, structured, closed short answer and open response. **Paper 2** Topics 5–7 • Homeostasis and response • Inheritance • Variation and evolution • Ecology. **How it's assessed?** Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE • Multiple choice, structured, closed short answer and open response.
Non-examined assessment:	There is no directly assessed practical work in Biology. However, questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical in lessons. These questions will count for at least 15% of the overall marks for the qualification.

Course content

1. Cell Biology – Year 9
2. Organisation – Year 9
3. Infection and response – Year 10
4. Bioenergetics – Year 10
5. Homeostasis and response – Year 10
6. Inheritance, variation and evolution – Year 11
7. Ecology – Year 11

More detailed information on the course content as well as the assessment procedures is available on the AQA website: www.aqa.org.uk.

GCSE Chemistry

Examination board:	AQA
Examinations:	***Year 11:*** **Paper 1** (100 marks - 50% of the total GCSE mark) – 105 minutes Topics 1 to 5 **Paper 2** (100 marks - 50% of the total GCSE mark) – 105 minutes Topics 6 to 10 Multiple choice, structured, closed short answer and open response questions
Non-examined assessment:	None

Course content:

1. Atomic structure and the periodic table - The periodic table provides chemists with a structured organization of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.

2. Bonding, structure, and the properties of matter - Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies.

3. Quantitative chemistry - Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions. Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations provide a means of representing chemical reactions and are a keyway for chemists to communicate chemical ideas.

4. Chemical changes - Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.

5. Energy changes - Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximize the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimization processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.

6. The rate and extent of chemical change - Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximize the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimization processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way.

7. Organic chemistry - The chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.

8. Chemical analysis - Analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate. Instrumental methods provide fast, sensitive, and accurate means of analyzing chemicals, and are particularly useful when the amount of chemical being analyzed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work.

9. Chemistry of the atmosphere - The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.

10. Using resources - Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimize the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.

GCSE Physics

<table>
<tr><td colspan="2">Examination board:
AQA</td></tr>
<tr><td>Examinations:
All at the end of Year 11:
Paper 1
• Energy
• Electricity
• Particle model of matter
• Atomic structure
How it's assessed
• Written exam: 1 hour 45 minutes
• Foundation and Higher Tier
• 100 marks
• 50% of GCSE
Questions
• Multiple choice, structured, closed short answer and open response.</td><td>Paper 2
• Forces
• Waves
• Magnetism and electromagnetism
• Space physics
How it's assessed
• Written exam: 1 hour 45 minutes
• Higher Tier
• 100 marks
• 50% of GCSE
Questions
• Multiple choice, structured, closed short answer and open response.</td></tr>
<tr><td colspan="2">Non-examined assessment: Frequent set experiments but no formal assessment</td></tr>
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Subject content

1. **Forces** – gravity, resultant forces, elasticity, levers, pressure, acceleration, Newton's Laws, stopping distances and momentum.
2. **Energy** – conservation, thermal transfer, kinetic, potential, work, power, efficiency and the National Grid.
3. **Waves** – transverse, longitudinal, frequency, the wave equation, sound, ultrasound, seismic waves, electromagnetic spectrum, light, lenses and black body radiation.
4. **Electricity** – current, potential difference, resistance, series and parallel circuits, mains electricity, power, the National Grid and static.
5. **Magnetism and electromagnetism** – making magnets, electromagnets, the motor effect, loudspeakers, induced potential, generators and transformers.
6. **Particle model of matter** – density, changes of state, temperature, specific heat capacity, specific latent heat and pressure in gases.
7. **Atomic structure** – atoms, isotopes, alpha scattering, nuclear radiation, decay equations, half-life, contamination, uses of radiation, nuclear fission and nuclear fusion.
8. **Space physics** – the Solar system, life cycle of a star, satellites and orbits, red shift and Big Bang theories.

GCSE Religious Studies

Examination board:	AQA 8062
Examinations:	*There are two components, equally weighted, and assessed on two separate examinations, each lasting 1hr 45 mins.* Paper 1: *The study of religions: beliefs, teachings and practices* Paper 2: *Thematic Studies*
Non examined assessment:	There is no non-examined assessment

Religion, Philosophy and Ethics (RPE) is an intellectually stimulating course that aims to provide answers to a number of questions about meaning, origin, purpose, truth and the fundamental nature of reality. Unlike the staid courses of religious education offered in many schools, RPE is designed for bright and able children, and it covers not only **statutory Religious Education**, but also Psychology, Philosophy, and social science. It is designed not only to meet the needs of a standard GCSE qualification, but also to allow pupils from diverse religious and ethnic backgrounds to consider issues of religious extremism, radicalism, social cohesion, political engagement and processes, FGM, so-called "honor-based" violence and a wealth of other topics that address cultural, social and ethnic diversity in modern Britain. Lessons are a lively mix of debate, critical thinking, academic writing and reading in a judgment free and brave space.

The first component ("Religion") tackles religious worldviews. Currently, we study Christianity and Islam. The Christianity component is compulsory. The course focuses on theories of truth and reality, the ethical response of humanity to questions of existence, especially the existence of God, and religious practices. We are keen to address issues of social cohesion arising from an understanding of religious teachings, ethics and scriptural or doctrinal ideas found in faiths and worldviews relevant to our community.

The second component ("Philosophy & Ethics") consists of the study of the following themes, and encompasses religious, humanist and secular worldviews:

- **Sexual Ethics** and human relationships.
- **Philosophical Metaphysics**, including arguments for the existence of God, revelation, and psychology.
- **War and Conflict**: violence, terrorism (including religious terrorism, holy war, jihad, pacifism) and war, including Just War Theory and nuclear weapons.
- **Crime and Punishment**: the nature and causes of crime and the varieties of punishments available, sanctity of life, the death penalty and options for political dissent.
- **Human Rights and Social Justice**: issues of equality, discrimination, racial and social prejudice, wealth and poverty (charity, poverty, exploitation).

The Options:

You will choose three from the following list of subjects. The government is currently consulting on the national curriculum and it may be necessary to amend options in line with changed guidance. It is really important that you think carefully about reserve subjects, as well as your preferred three choices.

Those students already following the MEP pathway must continue with Mandarin Chinese as one of their three GCSE options.

Art

Business

Computer Science

Design & Technology

French

Geography

History

Mandarin Chinese

Music

Physical Education

Psychology

Sociology

Spanish

GCSE Art and Design – Art or Graphic Communication

Examination board:	OCR
Examinations:	• 10 hr practical examination in April of year 11. This runs across two school days and takes place in the specialist art room. • Paper released January 2nd where pupils are given a choice of starting points to focus on for this exam project. • **40% of overall mark**
Non-examined assessment:	• Coursework portfolio derived from centre-determined starting points which pupils choose from in year 10. • Focus on exploration, research, acquisition of techniques, skills and outcomes. • Single project with defined structure and progression evidenced towards final outcome. • Flexible presentation options. • **60% of overall mark**

Course content

GCSE in Art and Design requires candidates to complete two mandatory units. These are a centre set coursework project making up 60% of pupils GCSE grade, and an externally set project making up the remaining 40% of pupils GCSE grade.

The GCSE in Art and Design is organised so that candidates have several different specification titles available for study.

- Art, Craft and Design
- Fine Art
- Graphic Communication
- Photography

Candidates can choose one of the above specialism options available to base the production of their two components of coursework and exam projects on.

GCSE Components

The components contained within each GCSE in Art and Design are listed below. For each GCSE, candidates will be required to achieve two components *1: Art and Design Portfolio* and *2: Art and Design OCR-set Task*. Each unit must contain work that is appropriate to the chosen endorsement or combined appropriately for the unendorsed option.

OCR GCSE in Art and Design

1: Art and Design Portfolio

2: Art and Design OCR-set Task

Skills and knowledge gained.

- To be able to research Art History and develop their own work with knowledge taken from several artist sources.
- Understand and realise ideas into a final concept using a creative process.
- Excellent recording of ideas through accurate and detailed observational pieces.
- Experiment with a range of mediums successfully.
- Develop ideas into a final piece based on a set theme and by using influence from others work.
- To be able to evaluate their own work and their peers.
- Understand Art within the wider creative context and potential career development.

Studying GCSE Art and Design leads to a multiple of career options in the fast-growing creative industries. Pupils gain transferable skills of problem solving, communication and presentation skills, time management and organisation skills, self-confidence and the ability to experiment, and take risks where needed.

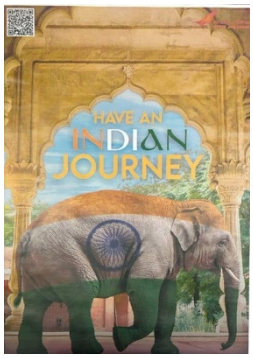
Assessment

Both components are assessed against 4 assessment objectives.

AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

All work is internally marked according to OCR specification by staff through cross moderation techniques.

Centre marks are submitted to OCR and candidates are selected for moderation. External moderator assesses candidate selection in school.



GCSE Business

Examination board:	Edexcel (course code 1BS0)
Examinations:	There are 2 external examinations at the end of Year 11 covering the two themes taught. **Paper 1** 'Investigating small business' covers theme one taught in Year 10 **Paper 2** 'Building a business' covers content from theme 2 taught in Year 11.

Course content:

Theme 1 – Investigating small business (Taught in Year 10)

Theme 1 comprises five topic areas.

- **Topic 1.1 Enterprise and entrepreneurship** – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- **Topic 1.2 Spotting a business opportunity** – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research.
- **Topic 1.3 Putting a business idea into practice** – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- **Topic 1.4 Making the business effective** – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- **Topic 1.5 Understanding external influences on business** – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology and the economy.

Theme 2 – Building a business (Taught in Year 11)

Theme 2 comprises five topic areas.

- **Topic 2.1 Growing the business** – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- **Topic 2.2 Making marketing decisions** – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- **Topic 2.3 Making operational decisions** – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- **Topic 2.4 Making financial decisions** – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- **Topic 2.5 Making human resource decisions** – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.

AQA GCSE Chinese (Spoken Mandarin) (8673)

https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content
Students study all of the following themes on which the assessments are based. The specification covers three distinct themes. These themes apply to all four question papers.
Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Chinese is spoken.

Theme 1: Identity and culture covers four topics with related sub-topics shown:

- Topic 1: Me, my family and friends - Relationships with family and friends/Marriage/partnership
- Topic 2: Technology in everyday life -Social media/ Mobile technology
- Topic 3: Free-time activities: Music /Cinema and TV /Food and eating out / Sport
- Topic 4: Customs and festivals in Chinese-speaking countries/communities

Theme 2: Local, national, international and global areas of interest cover the following four topics with related sub-topics shown:

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues - Charity/voluntary work /Healthy/unhealthy living
- Topic 3: Global issues -The environment /Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

In Year 9, pupils study four GCSE topics:

- Topic 1: Me, my family and friends.
- Topic 2: My studies.
- Topic 3: Life at school.
- Topic 4: Free-time activities.

In Year 10, pupils study four topics including:
Travel and tourism.
Home, town, neighbourhood and region.
Customs and festivals in Chinese-speaking countries and communities.
Technology in everyday life.

In Year 11, pupils study four topics which are:
Education for post-16.
Jobs, career choices and ambitions.
Social issues.
Global issues.

Students also practise for the speaking and writing exams and revise all topics for the reading and listening exams.

Assessments

GCSE Chinese (Spoken Mandarin) has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. **Our pupils are entered for higher tier papers only.**

Paper 1: Listening
What's assessed Understanding and responding to different types of spoken language
How it's assessed • Written exam: 45 minutes (Higher Tier) • 50 marks for Higher Tier (25% of GCSE) (The exam includes 5 minutes' reading time of the question paper before the listening stimulus is played)
Questions for the Higher Tier - Questions in English, to be answered in English or non-verbally
Paper 2: Speaking
What's assessed Communicating and interacting effectively in speech for a variety of purposes
How it's assessed • Non-exam assessment • Consist of three parts: role play, describing a photo card and general conversation • 10 – 12 minutes (Higher Tier) + supervised preparation time of 12 minutes • 60 marks for the Higher Tier (25% of GCSE)
Questions for the Higher Tier • Role-play – 15 marks (2 minutes at Higher Tier) Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question. • Photo card – 15 marks (3 minutes at Higher Tier)

Teachers will ask five prescribed questions based on the Photo card.

- General conversation – 30 marks (5–7 minutes at Higher Tier)
  The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card. A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test.

Paper 3: Reading

What's assessed Understanding and responding to different types of written language

How it's assessed

- Written exam: 1 hour (Higher Tier)
- 60 marks for the Higher Tier (25% of GCSE)

Questions for the Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – translation from Chinese into English (a minimum of 50 characters for Higher Tier)

Paper 4: Writing

What's assessed Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour 15 minutes (Higher Tier)
- 60 marks at Higher Tier (25% of GCSE)

Questions for the Higher Tier

- **Question 1** – structured writing task (student responds to four compulsory detailed bullet points, producing **approximately 75 characters in total**) – there is a choice from two questions – 16 marks
- **Question 2** – open-ended writing task (student responds to two compulsory detailed bullet points, producing **approximately 125 characters in total**) – there is a choice from two questions – 32 marks
- **Question 3** – **translation** from English into Chinese **(minimum 40 words)** – 12 marks

Useful revision websites

AQA GCSE Chinese Specification
https://filestore.aqa.org.uk/resources/chinese/specifications/AQA-8673-SP-2017.PDF
AQA GCSE Chinese Assessment resouces
https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673/assessment-resources
Vocabulary revision website - Quizlet AQA Chinese online flashcards
https://quizlet.com/class/2574469/
Learn Chinese Online (topic based which is good for accumulating vocabulary and sentences)
https://www.youtube.com/@LearnChineseOnline
Mandarin Click (topic based which is good for listening and reading)
https://youtu.be/KoWJ7YrCuf0
Twin Cities Chinese Tutor (grammar focused website)
https://www.youtube.com/@ChineseGrammarSimplified
Chinese Zero to Hero (grammar focused website)
https://youtu.be/jUvSYzT0WWA

GCSE Computer Science

Examination board:	OCR (Course Code: J277)
Examinations:	***Computer Systems:*** 90 minutes, 80 marks, *50% of the total GCSE* ***Computational Thinking, Algorithms and Programming:*** 90 minutes, 80 marks, *50% of the total GCSE*
Non-examined assessment: Year 10 Summer Term:	***Programming Project*:** 20 hours (approx.), compulsory part of the course, internally assessed.

Course content:

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

Focus on cyber security – It looks at phishing, malware, firewalls and people as the 'weak point' in secure systems.

Encourages mental versatility – Students use their new-found programming skills on an independent coding project by solving a real-world problem of their choice. The primary language used at QMGS is Python.

Unit J277/01: Computer systems

- Systems architecture
- Memory & Storage / Data representation
- Network topologies, protocols & layers, Wired & wireless networks
- System software & System security
- Ethical, legal, cultural & environmental concerns

Unit J277/02: Computational thinking, algorithms and programming

- Algorithms & Programming techniques
- Computational logic
- Translators & facilities of languages

Unit J277/03: Programming project

- Programming techniques
- Analysis, Design, Development, Testing, Evaluation & conclusion

Example non-exam assessment tasks are provided by OCR. Learners will produce a report that details the iterative development for the project. While this is not marked by the exam board, it is a vital part of the course to build computational thinking and programming skills for the written examination and to gain a rounded understanding of the subject. Annually the best project receives a prize on Speech Day.

GCSE Design and Technology

Examination board:	AQA (Course code 8552)
Examinations:	**Year 11:** Written paper 2 hours. 100 marks available. 50% of the marks available for the course. All questions in the examination are compulsory. 15% of marks available in the examination will be awarded for the application of Mathematics. **Section 1**: Core technical principles (20 marks) **Section 2:** Specialist technical principles in the chosen material area (30 marks) **Section 3:** Design and making principles (50 marks)
Non-examined Assessment:	**NEA: Design and Making Practice** Approximately 30-35 hours' work. 100 marks are available. 50% of the marks available for the course. Consists of a single design and make activity that comes from study one of the contextual challenges released annually by the examination board on 1st June. NEA will start on 1st June in Year 10 and the deadline will be at Easter in Year 11.

Course content:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and 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.

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

The course encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as manufacturing and engineering.

Course Structure:

Year 10: September to the end of May

Students will study all the following material areas:

- Papers and boards
- Timber
- Metals and alloys
- Polymers
- Textiles
- Electronics and mechanical systems

Students will then study at least one material area to develop specialist knowledge in terms of applications and working properties.

1st June in Year 10 to Easter in Year 11

Non-examined Assessment (NEA)
The NEA will consist of a design and make task worth 100 marks.
Assessment criteria:

- Identifying and investigating design possibilities (10 marks)
- Producing a design brief and specification (10 marks)
- Generating design ideas (20 marks)
- Developing design ideas (20 marks)
- Realising design ideas (20 marks)
- Analysing and Evaluating (20 marks)

In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner. The work will be marked by teachers and moderated by AQA.

Candidates should undertake a single design and make activity which is selected a choice of three contextual challenges set annually by the examination board and released on 1st June in year 10. Students then have until Easter in Year 11 to complete the iterative design challenge. It is a requirement that all students write their own design brief following a period of analysis of one of the issued contexts.

Students should submit a 3-dimensional outcome (prototype) and a concise design folder and/or appropriate ICT evidence. The design folder should consist of approximately 20 pages. An ePortfolio is the preferred method at the school. It is expected that candidates should spend approximately 30-35 hours on the NEA.

It is essential that all students follow an iterative design process and that the ePortfolio is used as a diary of all work completed. Students must work independently, and it is hoped that the process involves much cross-over between doing and thinking and designing and making. Every project is different, and every student will work in a different way. Creativity and innovation will be rewarded.

Twitter (X)
Keep up to date with the Design and Technology department at the school: @QMGSDT

GCSE French

Examination board:	AQA (course code 8652)
Examinations:	**Year 11: SUMMER** Paper 1- Listening 25% - 45 minutes Paper 2- Speaking 25% - 10-12 minutes (+ 15 mins' prep) Paper 3- Reading 25% -1 hour Paper 4- Writing 25% - 1 hour 15 minutes
Non-examined assessment:	

Course content:

Theme 1: People and lifestyle
Theme 1 covers the following three topics:

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

Theme 2: Popular culture
Theme 2 covers the following three topics:

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

Theme 3: Communication and the world around us
Theme 3 covers the following three topics:

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

Grammar

By the end of the course students will be able to manipulate the three tenses, including the main irregular verbs, and use more complex language (ie. object pronouns, clauses, negatives, demonstratives, adverbs...)

Speaking

Students have a session with our language assistant once a fortnight in groups of 5.

GCSE Geography

Examination board:	AQA, GCSE Geography (8035)
Examinations:	***Year 10:*** Internal examination based on Year 10 content ***Year 11:*** • Unit 1 *Living with the Physical Environment* (35% of the total GCSE mark) – 1 hour 30 mins • Unit 2 *Challenges in the Human Environment* (35% of the total GCSE mark) – 1 hour 30 mins • Unit 3 *Geographical Applications* (30% of the total GCSE mark) – 1 hour 15 mins
Non-examined assessment:	None

Studying geography gives you the opportunity to travel the world via the classroom, learning about both the physical and human environment. You'll understand how geography impacts your life every day and discover the key opportunities and challenges facing the world today and in the future. Throughout the course you will develop an understanding of the human and physical landscapes in the UK whether it be through looking at regeneration projects in UK cities, the changing economy of the UK or the fluvial and glacial landscapes located throughout the UK.

Course content:

Unit 1 – Living with the Physical Environment

Candidates answer questions on these three topics:

- The Challenge of Natural Hazards (Tectonic Hazards; Weather Hazards; Climate Change)
- The Living World (Ecosystems; Tropical Rainforests; Hot Environments)
- Physical Landscapes in the UK (River Landscapes; Glacial Landscapes)

Unit 2 – Challenges in the Human Environment

Candidates answer questions on these three topics:

- Urban Issues and Challenges (Urbanisation; Cities; Sustainable Urban Living)
- The Changing Economic World (Development; Life in Nigeria; Economy of the UK)
- The Challenge of Resource Management (Resource Management; Energy)

Unit 3 – Geographical Applications

Section A – Issue Evaluation

- Questions related to an information booklet released 12 weeks before the exam

Section B – Fieldwork

- Two separate pieces of fieldwork (both human geography and physical geography) and questions asked upon different aspects of the process in the examination.
- Geographical Skills will also be tested in this paper.

GCSE History

Examination Board: AQA History 8145

Examinations: *Sat at the end of Year 11*

Paper 1: Understanding the Modern World

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Paper 2: Shaping the nation

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Paper 1 – Understanding the Modern World

Topic 1. Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

- Part one: Germany and the growth of democracy
- Part two: Germany and the Depression
- Part three: The experiences of Germans under the Nazis

Topic 2. Conflict and tension between East and West, 1945–1972

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

- Part one: The origins of the Cold War
- Part two: The development of the Cold War
- Part three: Transformation of the Cold War

Paper 2 - Shaping the nation

Topic 1 - Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

- Part one: Medicine stands still
- Part two: The beginnings of change
- Part three: A revolution in medicine
- Part four: Modern medicine

Topic 2 - Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

- Part one: Elizabeth's court and Parliament
- Part two: Life in Elizabethan times
- Part three: Troubles at home and abroad

GCSE Music

Exam Board:	Edexcel (course code 1MU0)
Examinations:	Year 11. Unit 3. 40% of the total GCSE **Listening & Appraising exam.** 1 hr 45 mins written paper in 2 sections **Section A:** • 6 questions based on short audio extracts from the 8 set works listed below. • One short melody/rhythm completion exercise. • One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language. **Section B** • Extended response comparison between one of the set works and one unfamiliar piece
Non-examined assessment:	**Unit 1 – Performing (minimum standard: grade 4).** 30% of total GCSE • Pupils perform 1 solo piece and 1 ensemble piece (both free choice). Both are recorded, internally assessed and then sent to the board for moderation. **Unit 2 - Composing.** 30% of total GCSE • 2 compositions with a combined duration of at least 3 minutes • 1 piece on a brief set by the exam board and 1 free choice

Course Content:

Unit 1:	Unit 2:	Unit 3:
• Solo performance practice • Ensemble practice	• How to use Sibelius software • Composing techniques	An in-depth study of eight set works, covering the history of music from the 18th Century to present day.

Unit 3 set works:

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album'Esperanza')

GCSE Physical Education

Examination board:	AQA
Examinations:	• Paper 1: The human body and movement in physical activity and sport - 1hr 15mins (30% of course) • Paper 2: Socio-cultural influences and well-being in physical activity and sport - 1hr 15mins (30% of course)
Non-examined assessment:	• 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) • Analysis and evaluation of performance to bring about improvement in one activity • 40% of course

Course Content:

The GCSE in Physical Education covers a wide and varied range of content, consisting of:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

GCSE Components

There are three main components to the GCSE in Physical Education.

The first two are exam based and cover the content above.

The final component is a 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).

GCSE Psychology

Examination board:	**Pearson Edexcel GCSE Psychology (9-1)** https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html
Examinations:	*All examinations take place after two years of study at the end of Year 11. There are two components:* *1. Psych 1: 1 paper, 1hr 45 minutes,* The paper consists of six sections. Students must answer all questions in each section. The first five sections will contain multiple-choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology. *2. Psych 2: 1 paper, 80 minutes* *3.* This paper contains six sections. The paper will include calculations, multiple-choice, short-open, open-response and extended-writing questions. The paper will include questions that target mathematics at Key Stage 3. Calculators may be used in the examination.
Non-examined assessment:	There is no controlled assessment

Course content:

The QMGS GCSE curriculum in Psychology is designed to inspire and engage you by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. You will be equipped with psychological literacy that enables you to apply knowledge and skills in everyday life, including making informed decisions about further study and career choices.

It builds substantially on concepts and ideas learned in Biology, RPE and others. This highly academic course prepares students for academic study at A Level and beyond – if genuine intellectual thought appeals to you, then this is the course for you. Psychology uses scientific methods, intellectual rigour and mathematical analysis in order to provide an empirical and theoretical insight into human behaviour; among the fascinating behaviour that we will explore includes what we mean by 'disorders' (e.g. "What is 'madness'?"), why are we so easily manipulated (and how do we stop ourselves from being manipulated?), and what happens when a one metre long iron rod goes through your head? (no, really?).

Subject topics

- **CRIMINAL PSYCHOLOGY**: You will study different types of crime, including violent and sexual offences, and understand the psychological causes of and responses e.g., of victims to crime.
- **DEVELOPMENT:** What impact do your parents have on you as you grow up? You will also study IQ as a measure of intelligence, growth mindsets, and education.
- **PSYCHOLOGICAL PROBLEMS and DISORDERS:** You will study mental and psychological disorders in general, and depression, stress and addiction in particular.
- **SOCIAL INFLUENCE:** You will study how and why people comply with authority, how they behave in crowds, and the nature and scope of antisocial behaviour.
- **MEMORY:** You'll learn how to implant memories, how to avoid deception, how to read minds, and most importantly how to remember a whole bunch of stuff.
- **SLEEP AND DREAMING:** Flying. Running but not getting away. Falling. Teeth. Hiding from something. Running through houses and streets. Death. Naked in public. What do these dreams mean?
- **THE BRAIN and NEUROSCIENCE:** How does the brain work? How is it structured? What happens to it when it gets damaged? What are split brains? Who was Phineas Gage? What is consciousness?
- **RESEARCH METHODS:** How do we know any of this stuff? You'll learn. And you'll also get the chance to run your very own psychological study.

Full details are available on the Pearson Edexcel website.

Direct & Indirect Career Options

Careers in Psychology range from Therapeutic and Clinical roles such as Forensic Psychology, Sports Psychology, Occupational & Clinical Therapy, to Applied Psychology roles such as Marketing and Research. Even without a direct career path in psychology the number of transferrable skills acquired is truly ahead of the game – we use statistical analysis and mathematical skills, but also the written word to communicate our findings. Hence, if you wish to make the claim that you have both the skills of the sciences and the humanities, then there really is no better place to look.

It's recommended that you take a look online at sources such as the British Psychological Society (BPS) for more information about careers and skills. You can have a look at the following links:

https://www.bps.org.uk/getting-started

https://cms.bps.org.uk/sites/default/files/2022-09/Psychology%20Careers%20Guide.pdf

https://cms.bps.org.uk/sites/default/files/2022-07/Toolkit%20-%20psychology%20skills.pdf

Examination board:	**AQA GCSE Sociology** More information at the AQA website here.
Examinations:	**Exam component 1: The sociology of families and education** Written exam | 1 hour 45 minutes | 100 marks | 50% of GCSE • The sociology of families • The sociology of education • Relevant areas of social theory and methodology **Exam component 2: The sociology of crime and deviance and social stratification** Written exam | 1 hour 45 minutes | 100 marks | 50% of GCSE • The sociology of crime and deviance • The sociology of social stratification • Relevant areas of social theory and methodology Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics. Both components have two sections – A and B. Both sections A and B have two multiple choice questions followed by a range of short and extended responses.
Non-examined assessment:	There is no controlled assessment.

GCSE Sociology

What is Sociology?

Sociology is all about understanding how people live, interact, and relate to each other in society. It looks at the bigger picture of human behaviour, culture, and relationships. By studying Sociology, you'll develop valuable skills: critical thinking, analysing data, and using research methods. You'll also learn to see beyond your own perspective, understand how social factors influence outcomes in areas like health, education, and crime and learn to be an active, thoughtful participant in today's diverse society. The subject has a rich history, starting in the 19th century, and you'll explore fascinating ideas from thinkers like Marx, Durkheim, and Weber. You'll look at theories such as Functionalism, Feminism, Marxism, and Postmodernism, and use them to form your own views.

Sociology takes a broad view of how society works and why. It links well with PSHEE and subjects like Geography, History, RPE, English, Maths, and Science. It's a subject that complements many others because it helps you understand people and the world around you.

Where can Sociology take me?

Careers that benefit from a sociological perspective include medicine, nursing, government, social research, law, politics, diplomacy, business, law enforcement, teaching, social work, counselling, marketing, data analysis, and human resources – almost any job that involves working with people.

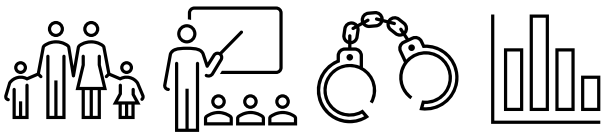
Course Content

Paper 1: The Sociology of Families and Education

- **The sociological approach** – Start by learning key ideas from Marx, Durkheim, and Weber, plus important concepts and terms. You'll even get to design your own small research projects, using appropriate methods and considering practical and ethical issues.
- **Social structures, social processes and social issues** – Build your understanding of sociological theories and learn to think critically about them. Explore real-world issues like inequality, violence, and modern slavery.
- **Families** – Why do families exist? How have family relationships changed over time? What types of families are there? Should one parent stay at home or should both work? How does divorce affect families? Why do some people criticise family life?
- **Education** – What is education for? Are schools fair? Do they prepare us for work or something more? Does where you live affect your academic success? Should schools have rules and detentions?

Paper 2: The Sociology of Crime and Deviance and Social Stratification

- **Crime and deviance** – How do people become criminals? What are society's unwritten rules? Why do we follow them? What punishments should exist? Are teenagers really rebellious? How much crime goes unnoticed?
- **Social stratification** – Does good behaviour guarantee success? Why do some people have more than others? How does family background affect your chances? How do governments tackle poverty and unemployment? Do these solutions work? Who holds power in society – and should they?
- **Sociological research methods** – Learn how to design research, collect data (both qualitative and quantitative), use primary and secondary sources, interpret findings, and consider practical and ethical issues.



For more information, please speak to Ms Morgan or any of our current year 10 or 11 pupils.

GCSE Spanish

Examination board:	AQA (course code 8692)
Examinations:	**Year 11: SUMMER** Paper 1- Listening 25% - 45 minutes Paper 2- Speaking 25% - 10-12 minutes (+ 15 mins' prep) Paper 3- Reading 25% -1 hour Paper 4- Writing 25% - 1 hour 15 minutes
Non-examined assessment:	

Course content:

Theme 1: People and lifestyle
Theme 1 covers the following three topics:

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

Theme 2: Popular culture
Theme 2 covers the following three topics:

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

Theme 3: Communication and the world around us
Theme 3 covers the following three topics:

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

Grammar

By the end of the course students will be able to manipulate the three tenses, including the main irregular verbs, and use more complex language (ie. object pronouns, clauses, negatives, demonstratives, adverbs...)

Speaking

Students have a session with our language assistant once a fortnight in groups of 5.