



**2025-2027**

# **Key Stage 4 Subject Handbook**



**NONSUCH**  
HIGH SCHOOL FOR GIRLS

*FORGING OUR PATHS; BUILDING THE FUTURE*



## TO DEEPEN KNOWLEDGE

---

Our KS4 curriculum is designed to provide students with a diverse range of educational opportunities to suit their needs. It is aimed at enabling them to reach the highest levels of achievement and personal development.

Students will continue to develop their oracy to become articulate and **confident** in expressing opinions informed by a knowledge rich curriculum. We aim to develop a **love** of learning and scholarship so that they will flourish in KS5. The curriculum aims to enrich rather than accelerate. Our pastoral system will support our students to prepare for their external examinations and make decisions about their future pathways.

For each subject, this handbook will provide;

- A subject syllabus overview
- GCSE Assessment details
- Teaching schedule for years 10 and 11
- Information on class trips, fieldwork and residentials

# GCSE Art & Design (Fine Art)

## Syllabus overview: Art & Design - Fine Art Endorsement

Art & Design is a largely practical but academic course; it is all about creativity and ideas and it will help students to develop visual perception and understanding of our predominantly visual society. Fine Art is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.



Students will be equipped with a variety of practical skills and gain the confidence and enthusiasm to use them, exploring a range of materials, processes and techniques. They will develop research, experimentation, problem solving and communication skills; encouraging you to express your ideas and opinions, in visual and written forms.

The skills learnt will enable students to act and think creatively, make independent judgements to analyse and evaluate their own work and the work of others, crucial when they visit galleries and exhibitions as part of their contextual research (visits to galleries are expected as part of the course). They will have the opportunity to experiment within the areas of Fine Art in order to explore their strengths and preferences. They will also learn to demonstrate their knowledge and understanding of past and contemporary art relevant to their studies, and to develop imaginative and personal responses that embrace a range of ideas.

## GCSE Assessment

Exam Board:	AQA
NEA	Portfolio 60%
Exam	Externally set assignment 40%

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	<p><b>Portfolio: Preparatory Period</b></p> <p>During the preparatory period, students explore a given theme or issue, developing their ideas and responses through art. This process fosters critical thinking and creativity, helping students transform abstract concepts into visual representations. They enhance their artistic skills in areas like drawing, printmaking, painting, and mixed media by studying influential artists and their techniques.</p> <p>Students experiment with figurative representation, stylisation, and imaginative interpretation, combining technical proficiency with creative exploration. They focus on mastering key visual elements such as colour, line, form, shape, tone, texture, composition, scale, structure, and surface. This comprehensive approach allows students to develop a strong personal style, refine</p>		<p><b>Final Piece: Personal Artistic Practice</b></p> <p>Following the preparatory period, students will create their final piece during the mock exams. The Art-based Final Study involves developing personal work and exploring specific lines of enquiry. This process allows students to focus on their individual artistic interests, investigate a chosen aspect of the theme, concept, or medium, and refine their skills. It encourages critical thinking, self-expression,</p>

	their skills, and effectively communicate their artistic ideas.		and the pursuit of their unique artistic vision.
<b>In Year 11</b>	<p><b>Non- Exam Assignment</b></p> <p><b><u>Preparatory Period</u></b></p> <p>With the guidance of the teacher, students will explore a second theme. Students will deepen their understanding of how sources relate to a range of individual, social, historical, environmental, cultural, ethical, and issues-based contexts. This allows students to explore the broader influences and implications of their work, helping them understand how art can be shaped by, and reflect, various contexts. It encourages them to think critically about how their artistic practice intersects with real-world issues, broadening their perspectives and enhancing their ability to create meaningful, contextually aware work.</p> <p><b><u>Final Study: Personal Artistic Practice</u></b></p> <p>During their mock, students will create an Art-based Final Study, which involves the development of personal work and the exploration of specific lines of enquiry.</p>	<p><b>Externally Set Assignment</b></p> <p><b><u>Preparatory Period</u></b></p> <p>Students will choose a theme from the External Set Assignment and develop a line of enquiry. This will involve investigating the chosen theme, gathering information, and presenting your findings in a well-organised and creative way.</p>	<p><b><u>Final Piece: Personal Artistic Practice</u></b></p> <p>Following the preparatory period, during their unaided exam student will create their final piece.</p>

Students will complete a **'Portfolio'** of work which will consist of two areas of study; (60% of the overall grade) and an examination unit (**'Externally Set Assignment'**) worth the remaining 40%. The portfolio will represent their course of study which will include a **sustained project developed** in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give them the opportunity to demonstrate, through an extended creative response, your ability to draw together different areas of knowledge, skills and/or understanding from across your course of study. Your portfolio will also contain **selected further work** resulting from activities such as trials and experiments; skills-based workshops; responses to gallery, museum or site visits; work placements; independent study and evidence of your specific role in any group work undertaken.

# GCSE Astronomy



## Syllabus overview: Astronomy





Subject content broadly covers the areas of Earth, Moon and Sun; Planetary Systems; Stars; and Galaxies and Cosmology.

There is no controlled assessment element to the course. However, Edexcel requires students to plan, carry out, analyse and evaluate at least **two** observational projects. One project involves unaided (naked eye) observations, and the other project requires a camera, a pair of binoculars or a telescope (amateur or robotic). These projects are assessed by the teacher and results are not reported to the exam board.

### The aims of the course include:

- application of knowledge and understanding of the study and practice of astronomy and its methods of enquiry
- development of an informed interest in current discoveries and space exploration
- awareness of the social, economic, technological and cultural influences in the study of astronomy
- appreciation that the study and practice of astronomy are cumulative activities, involving links between many branches of science.

## Qualifications at a glance

Naked-eye Astronomy		Telescopic Astronomy	
<b>Content overview</b>			
1 Planet Earth	2 The lunar disc	3 The Earth-Moon-Sun system	4 Time and the Earth-Moon-Sun cycles
5 Solar System observation	6 Celestial observation	7 Early models of the Solar System	8 Planetary motion and gravity
9 Exploring the Moon	10 Solar astronomy	11 Exploring the Solar System	12 Formation of planetary systems
13 Exploring starlight	14 Stellar evolution	15 Our place in the Galaxy	16 Cosmology
<b>Assessment overview</b>			
 Written examination: 1 hour 45 minutes		 Written examination: 1 hour 45 minutes	
 50% of the qualification 100 marks		 50% of the qualification 100 marks	
<b>Observational skills</b>			
★ Students must undertake at least one unaided and one aided observation.			
★ Centres must confirm that each student has completed at least one unaided and one aided observation by completing and submitting an Observation Statement.			
★ Students will need to use their knowledge and understanding of observational techniques and procedures in the written assessments.			

## GCSE Assessment

Exam Board:	Edexcel
Paper 1:	Naked Eye Astronomy
Paper 2:	Telescopic Astronomy

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	Planet Earth Celestial Observation Lunar Disc Exploring the Moon	Exploring the Solar System Solar System Observation Early Models of the Solar System	Planetary Motion and Gravity Earth Moon Sun Solar Astronomy Observational Task 1
<b>In Year 11</b>	Time Earth and Moon Cycles Formation of Planetary Systems Exploring Starlight	Observational Task 2 Stellar Evolution Our Place in the Galaxy Cosmology	

# GCSE Computer Science

## Syllabus overview



AQA have designed this specification to address industry concerns about “a lack of skills” in the Computer Science field and to provide an academically rigorous, valuable qualification.

### Theory Topics:

As well as learning practical skills, you will study how and why computers work which then affects how we write the programs that interact with them. With some overlap from Physics, you will discover the micro world of how images appear on our screens, why telephone waiting line music always cuts out, what is inside the black box of a computer and why are Gaming computers so expensive? What is the internet? When we save to “the cloud” where does it really go? Is my digital data truly safe anywhere and what can I do to reduce my risk of cyber-attack? How do we get computers and printers to talk to each other? What impact are we having on our fragile planet through our use of Computer Science? What is the impact on humanity and is it heading in the right direction?

Students will be issued with a textbook specifically written for the AQA GCSE qualification. Lesson content and additional learning materials are provided via SharePoint and Teams, so that students can access, revisit or review content whenever they wish.

We recommend having access to a Windows-based computer for the course so that there are no compatibility issues with the software we use. Whilst we try to keep to online software, we may have to use programming software which requires loading onto a computer. As such, it is assumed that students will have primary or equally shared access to a computer at home that can have software installed or will work during Twilight sessions.

## GCSE Assessment

Exam Board:	AQA
Paper 1:	50%: Computational thinking and Programming
Paper 2:	50%: Computer Science Theory

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	<ol style="list-style-type: none"> <li>1. Computational Thinking</li> <li>2. Programming Basics in VB.Net</li> </ol>	<ol style="list-style-type: none"> <li>1. Programming Basics in VB.Net</li> <li>2. Computer Internals</li> <li>3. Binary representation</li> <li>3. 4. Programming languages and software</li> </ol>	<ol style="list-style-type: none"> <li>1. More data representation</li> <li>2. Programming Advanced</li> </ol>
In Year 11	<ol style="list-style-type: none"> <li>1. Networks</li> <li>2. Cyber security</li> </ol>	<ol style="list-style-type: none"> <li>1. Data bases</li> <li>2. SQL</li> <li>3. Impact of technology</li> </ol>	<ol style="list-style-type: none"> <li>1. Revision</li> </ol>



# GCSE Design and Technology: Product Design



## Syllabus overview

The GCSE Design and Technology aims to prepare students to participate confidently and successfully in an increasingly technological world.

Students will gain awareness of, and learn from, wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. They will also have the opportunity to work creatively when designing and making and to apply technical and practical expertise.

GCSE Design & Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. The qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. There is also a greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

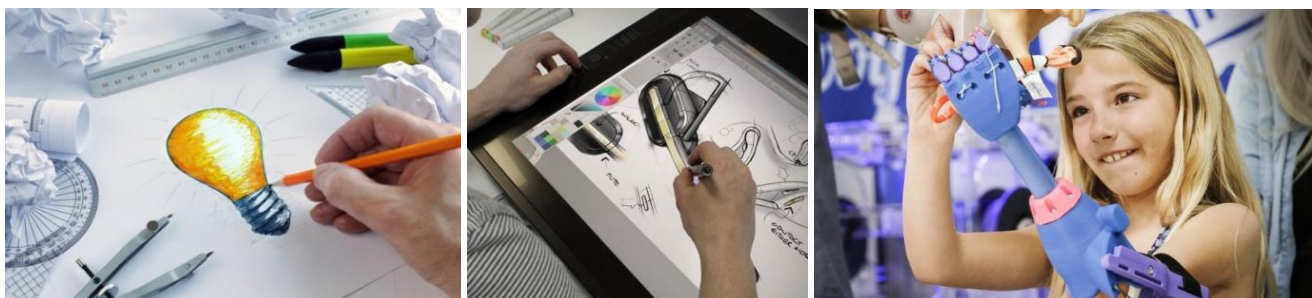
## GCSE Assessment

<b>Exam Board:</b>	<b>AQA</b>
<b>NEA:</b>	NEA 50% (Year 10 June- Year 11 March)
<b>Paper:</b>	Written Exam 50% (Year 11 Summer) 100 marks The paper is made up of: <ul style="list-style-type: none"> <li>• Section A – A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding (20 marks)</li> <li>• Section B – Specialist technical principles - several short answer questions and one extended response to assess a more in-depth knowledge of technical principles (30 marks)</li> <li>• Section C – Designing and making principles - a mixture of short answer and extended response questions including a design question (50 marks)</li> </ul>

## GCSE Teaching Schedule

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>In Year 10</b>	<ul style="list-style-type: none"> <li>• Drawing techniques: Free hand, 1 and 2 point perspective, oblique, isometric, exploded ect.</li> <li>• Design strategies</li> <li>• Forces and stresses</li> <li>• Systems and motions</li> <li>• Linkages and mechanisms; Gears, pulleys, belts, cams</li> </ul>	<p>Ongoing Mock NEA project:</p> <ul style="list-style-type: none"> <li>• Design possibilities</li> <li>• Research</li> <li>• Task specification</li> <li>• Design ideas</li> <li>• Development</li> </ul> <p>Ongoing theory: Paper and board Textiles Smart and Modern materials</p>	<ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Work of others</li> </ul> <p>Real NEA is set by AQA on 1<sup>st</sup> June.</p>

	<ul style="list-style-type: none"> <li>Mechanical delivery system project</li> </ul>	Metals	
In Year 11	<p>Students completing NEA</p> <p>100 marks</p> <ul style="list-style-type: none"> <li>30 - 35 hours (in lessons and after school catch-up sessions)</li> <li>Students will produce a working prototype and portfolio of evidence (max. 20 pages)</li> </ul> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>Identifying and investigating design possibilities</li> <li>Producing a design brief and specification</li> <li>Generating design ideas</li> <li>Developing design ideas</li> <li>Realising design ideas</li> <li>Analysing &amp; evaluating</li> </ul> <p>Work will be marked by teachers and moderated by AQA. Completion of NEA Deadline mid- March.</p>	Revision of theory topics for the Summer exam.	



# GCSE Design and Technology: Textiles



## Syllabus overview

Students will use their knowledge of fabric properties to select appropriate materials and processes to design and make a product. Students will research, design, model and make a final prototype which meets the needs of a consumer. Students will use a wide range of equipment and processes, including ICT, to realise their designs.

## Course Content and Skills

Topics and skills include:

- **Techniques:** sew, pleat, gather, quilt and pipe.
- **Processes;** batik, sewing, bonding
- **Commercial practices/surface treatments;** weaving, dyeing and printing
- **Technical textiles:** How fibres can be spun to make enhanced fabrics eg conductive fabrics, fire resistant fabrics, kevlar and microfibres incorporating micro encapsulation.
- **Source and origins of textile materials;** obtaining raw material from animal, chemical and vegetable sources, processing and spinning.
- **Natural fibres including :** cotton, wool, silk
- **Synthetic fibres including:** polyester, polyamide (nylon), elastane (lycra)
- **Blended and mixed fibres including :** cotton/polyester
- **Woven including :** plain weave
- **Non-woven including :** bonded fabrics felted fabrics
- **Knitted textiles including :** knitted fabrics.

## GCSE Assessment

Exam Board:	AQA
NEA:	NEA 50% (Year 10 June- Year 11 March)
Paper:	<p>Written Exam 50% (Year 11 Summer) 100 marks</p> <p>The paper is made up of:</p> <ul style="list-style-type: none"> <li>• Section A – A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding (20 marks)</li> <li>• Section B – Specialist technical principles - several short answer questions and one extended response to assess a more in-depth knowledge of technical principles (30 marks)</li> <li>• Section C – Designing and making principles - a mixture of short answer and extended response questions including a design question (50 marks)</li> </ul>

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	<p>Bean bag project –</p> <ul style="list-style-type: none"> <li>• Sewing machine recap,</li> <li>• Dyeing fabric,</li> <li>• Quilting,</li> <li>• Applique.</li> <li>• Theory: Natural dyes.</li> </ul> <p>Waistcoat project –</p> <ul style="list-style-type: none"> <li>• Pattern pieces/lay plans,</li> <li>• Stitches and seams,</li> <li>• Buttonholes,</li> <li>• Darts</li> <li>• Theory: Sustainability, the environment, stitches and seams.</li> </ul> <p>Toiletry bag project –</p> <ul style="list-style-type: none"> <li>• Inserting a zip,</li> <li>• Creating a gusset,</li> </ul> <p>Theory: Joining materials,</p>	<ul style="list-style-type: none"> <li>• Drawing techniques</li> <li>• Completion of Mock NEA key sections.</li> <li>• Research, producing a design brief and specification, designing, modelling, testing and evaluating.</li> <li>• Creating prototypes</li> <li>• Theory: Materials.</li> <li>• Printing – T shirt project</li> <li>• Printing – bunting project</li> </ul>	<p>Real NEA is set by AQA on 1<sup>st</sup> June.</p>
<b>In Year 11</b>	<p>Students completing NEA. 100 marks</p> <ul style="list-style-type: none"> <li>• 30 - 35 hours (in lessons and after school catch-up sessions)</li> <li>• Students will produce a working prototype and portfolio of evidence (max. 20 pages)</li> </ul> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>o Identifying and investigating design possibilities</li> <li>o Producing a design brief and specification</li> <li>o Generating design ideas</li> <li>o Developing design ideas</li> <li>o Realising design ideas</li> <li>o Analysing &amp; evaluating</li> </ul> <p>Work will be marked by teachers and moderated by AQA. Completion of NEA Deadline mid- March.</p>		<p>Revision of theory topics for the Summer exam.</p>

# GCSE Food Preparation & Nutrition



## Syllabus overview

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 safety, food provenance and the working characteristics and chemical properties of food ingredients.

## Subject Content – What is covered?

Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health** – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. **Food science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
3. **Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

**Technical skills include:** General practical skills, Knife skills, Preparing fruits and vegetables, Use of cooker, Use of equipment, Cooking methods, Combining and shaping mixtures, Sauce making, Tenderising and marinating, Dough, Raising agents, Setting mixtures.

## What to look forward to in Y10 Food

Practical lessons: Omelette, Burgers, Portioning a chicken, Deep fried drumsticks, Marinated chicken, Stuffed chicken breast, Swiss Roll, Lemon Curd, Meringue, Filleting a fish, Fish pie with Bechamel sauce, Homemade ravioli pasta, Shortcrust pastry, Crème patisserie fruit tarts, Choux pastry, Profiteroles, homemade mayonnaise, Pasta salad.

Ingredient and dish alternatives are offered to students with certain dietary restrictions including vegetarian/vegan/ gluten free/ dairy free options.

## GCSE Assessment

Exam Board:	AQA
Paper:	NEA 50% (Year 10 June- Year 11 March)
NEA:	<p>Written Exam 50% (Year 11 Summer) 100 marks</p> <p>The paper is made up of:</p> <ul style="list-style-type: none"> <li>• Section A – Multiple choice (20 marks)</li> <li>• Section B – Several short and extended answer questions (80 marks) to assess a more in-depth knowledge of:               <ul style="list-style-type: none"> <li>○ Food, Nutrition and Health</li> <li>○ Food Safety</li> <li>○ Food Science</li> <li>○ Food choice</li> <li>○ Food Provenance</li> </ul> </li> </ul>

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	<p>Theory topics accompanied by practical lessons:</p> <ul style="list-style-type: none"> <li>• Food safety</li> <li>• Protein</li> <li>• Food Processing and production: Milk</li> <li>• Carbohydrates</li> </ul>	<p>Theory topics accompanied by practical lessons:</p> <ul style="list-style-type: none"> <li>• Food Processing: Wheat and Plant foods</li> <li>• Fats</li> <li>• Raising agents</li> <li>• Micronutrients</li> <li>• Mock NEA1</li> </ul>	<ul style="list-style-type: none"> <li>• Mock NEA2</li> <li>• Diet related diseases</li> <li>• Factors affecting food choice</li> <li>• Food and the environment</li> <li>• Food labelling</li> <li>• Additive</li> <li>• Cuisines</li> </ul>
<b>In Year 11</b>	<p>Non-Examined Assessment (NEA1):</p> <ul style="list-style-type: none"> <li>• Task 1- Food investigation (15%)</li> <li>• This tests students' understanding of the working characteristics and functional and chemical properties of ingredients.</li> <li>• Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation experiments.</li> <li>• 10 lesson hours.</li> <li>• Deadline: November</li> </ul>	<p>Non-Examined Assessment (NEA2):</p> <ul style="list-style-type: none"> <li>• Task 2- Food Preparation (35%)</li> <li>• This tests students' knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food and application of nutrition related to the chosen task. Students will cook three dishes within a single period of three hours, planning in advance how this will be achieved.</li> <li>• Students will submit a written portfolio (20 A4 pages) including photographic evidence. 20 lesson hours.</li> <li>• Deadline: March</li> </ul>	<p>Revision of theory topics for Summer exam.</p>

# GCSE Drama



## Syllabus overview

Students interested in both drama and the performing arts enjoy the GCSE course, which allows them to build essential transferrable skills for future success in life. The course looks to develop an understanding of the following:

- Creating a role for a devised performance through the use of body and voice
- Developing a character through script analysis and performance
- Communicating an interpretation to an audience
- Accessing and analysing a wide range of play texts
- Considering the social, cultural and historical context of plays and performances
- Theatre styles and techniques
- Technical theatre

## Practical Assessment

The course will assess candidates through a devised performance, supported by a written reflection log, a scripted performance and a written examination at the end of Year 11.

### Component 2: Devising

Students will work together to create a completely original piece of performance based on a stimulus (this could be a photograph, a video, a story, a meme, etc..).

### Component 3: Scripted Performances

Students will select one play from a choice of 4 plays in which to do two extracts from. They will need to have a clear character interpretation and show understanding of the play as a whole. Current script choices include:

- My Mother Said I Never Should by Charlotte Keatley
- Top Girls by Caryl Churchill
- Shakers by John Godbar
- Kindertransport by Diane Samuels
- Chatroom by Edna Walsh
- DNA by Dennis Kelly

## GCSE Assessment

Exam Board:	AQA
Component 1	Written Exam 40% of final grade
Component 2 (NEA)	Creating Original Drama: Devising 40 of final grade
Component 3	Scripted Performances: 20 % of final grade

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	<p>Intro To Course</p> <p>Team Building through Improvisation</p> <p>Component 1: Written Exam Set Text Exploration: The Crucible with focus on the written exam</p> <ul style="list-style-type: none"> <li>• Exploration of context of set text</li> <li>• Essay Structures</li> <li>• Exploration of job roles within the theatre</li> <li>• Exploration of positioning on stage</li> </ul>	<p>Component 1: Continuation of Written Exam Set Text Exploration</p> <ul style="list-style-type: none"> <li>• Building knowledge and deepening understanding of set text</li> <li>• Building knowledge and deepening understanding essay structure</li> </ul> <p>Written Exam Live Theatre Review exploration</p> <ul style="list-style-type: none"> <li>• Watching and reviewing a live theatre production</li> </ul> <p>Component 2: Introduction to Devising (NEA)</p> <ul style="list-style-type: none"> <li>• Practitioner Exploration</li> <li>• Workshops</li> <li>• Stimuli exploration</li> <li>• Devising</li> <li>• Devising Log section 1</li> </ul>	<p>Mock Exams</p> <p>Component 2: Devising (NEA) continued:</p> <ul style="list-style-type: none"> <li>• Rehearsing and refining</li> <li>• Devising Log Sections 2 &amp; 3</li> </ul> <p>Devising Performances Introduction to component 3:</p> <ul style="list-style-type: none"> <li>• Exploration of possible scripted texts</li> <li>• Practitioner workshops</li> </ul>
<b>In Year 11</b>	<p>Component 1:</p> <ul style="list-style-type: none"> <li>• Recall and deepening knowledge of set text and developing exam technique</li> <li>• Preparation for Year 11 mocks</li> <li>• Live Theatre Review- Section C written exam review</li> </ul> <p>Component 3:</p> <ul style="list-style-type: none"> <li>• Script workshops</li> <li>• Script and extract selection</li> <li>• Blocking and Staging scripted extracts</li> </ul>	<p>Component 1:</p> <ul style="list-style-type: none"> <li>• Responding to feedback from mocks – individualised support</li> <li>• Target setting and revision</li> </ul> <p>Component 3:</p> <ul style="list-style-type: none"> <li>• Scripted Extract rehearsals</li> <li>• Scripted extract peer assessments</li> <li>• Scripted extract teacher feedback</li> <li>• Scripted extract development</li> <li>• Externally examined performance of extracts</li> </ul>	<p>Component 1:</p> <ul style="list-style-type: none"> <li>• Revision and development of written exam technique</li> </ul>

# GCSE English Language and GCSE English Literature (Core)

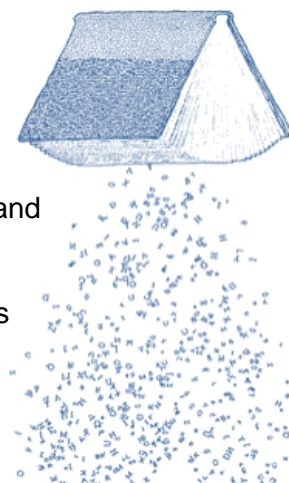
## Syllabus overview

English in Years 10 and 11 is an integrated course leading to two separate GCSE qualifications, in English Language and in English Literature. The course aims to develop the skills of speaking and listening\*, reading and writing to foster an interest in spoken and written language, and especially to encourage a love of literature.

Students are given the opportunity to explore a wide variety of literary texts. Major authors from previous centuries are studied, together with a range of high quality twentieth century literature including plays, novels and poetry.

In both English Language and English Literature, assessment of reading and writing is solely through end-of-course examinations. The GCSE course in Years 10 and 11 builds upon the work done in Years 7, 8 and 9 and we believe that it affords the best chance now available to show what students can achieve in this subject.

**\*Speaking and Listening are a requirement of the GCSE Language course. Although the marks awarded do not go towards the final grade, students will receive a pass, merit or distinction with their English Language result.**



## GCSE Assessment

Exam Board:	AQA English Literature (8702)
Paper 1:	Shakespeare and the 19 <sup>th</sup> century novel
Paper 2:	Modern texts and poetry

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	Language paper 1, section A - reading		Speaking and Listening task, Language paper 1, section B – creative writing
<b>In Year 11</b>	Language paper 2, section A - reading	Language papers 1 and 2, section B - writing	

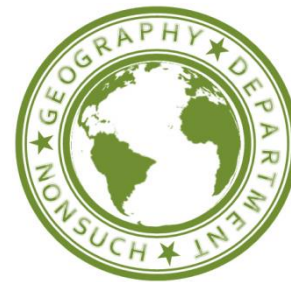
## GCSE Assessment

Exam Board:	AQA English Language (8700)
Paper 1:	Explorations in creative reading and writing
Paper 2:	Writers' viewpoints and perspectives

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	'Macbeth'	The English 19 <sup>th</sup> century novel, Power and Conflict poetry	Power and conflict poetry continued
<b>In Year 11</b>	Modern text	Unseen poetry	

# GCSE Geography



## Syllabus overview

The course in Geography aims to provide a sound knowledge of both the physical and human aspects and challenges of our world. Each student will gain a valuable insight into the main processes which affect the physical environment and peoples' lives and so develop a mature understanding of geographical concepts at local, national and global scales.

Students have the chance to develop their opinion on important geographical issues- how to reduce the development gap between HICs and LICs; how should they defend a stretch of coastal from flooding and erosion; how to mitigate the effects of climate change and how can we make cities more sustainable?

### 1. Paper 1: Living with the physical environment

- ★ The challenge of Natural Hazards (including climate change and extreme weather)
- ★ Physical Landscapes in the UK (Coasts and Rivers)
- ★ The Living World (Tropical Rainforests and Cold Environments)

### 2. Paper 2: Challenges of our human environment

- ★ Urban Issues and Challenges
- ★ Changing Economic World
- ★ The Challenge of Resource Management (with a focus on food)

### 3. Paper 3: Geographical applications

- ★ **Issue evaluation:** This section encourages students to think critically about a particular geographical issue and select proposed solutions as well as justify their choices. This issue can be taken from any part of their course and will involve analysis of a variety of sources such as maps, graphs and images. This is provided to pupils in the form of a pre-release booklet 12 weeks before their GCSE exams.
- ★ **Fieldwork:** Students **must undertake two geographical fieldwork investigations**, to collect primary data, one related to human geography, the other related to physical geography. In previous years, we have visited the River Tillingbourne near Dorking to investigate how rivers change downstream and the Olympic Park in Stratford, East London to study the impacts of regeneration. Students then have to use all the different elements of their fieldwork enquiries, from explaining why their location was suitable for data collection to their final conclusions and evaluation as part of their Paper 3 examination.

## GCSE Assessment

Exam Board:	AQA Geography (8035)
Paper 1:	Living with the physical environment
Paper 2:	Challenges of human environment
Paper 3	Geographical applications

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	Urban Issues + Fieldwork	Ecosystems	Rivers and Fieldwork
In Year 11	Changing Economic World	Resource Management	Issue Evaluation

\*Natural Hazards and Coasts are completed in Year 9.

# GCSE History



## Syllabus overview

At GCSE students study history across different eras and continents. The topics studied and themes we consider continue to be relevant and will give students a valuable insight into the political, social and economic challenges that we face today. It is our intention that students of history at Nonsuch will leave us with a better understanding of the world as it was in the past, as it is today and as it will be in the future.

At GCSE we study topics including China in the twentieth century, the reigns of King Richard and King John, the development of Medicine from 1250 and the Cold War. These modules will help students to better understand the major political and economic systems of the twentieth century world - capitalism, liberal democracy, communism, fascism, autocracy – as well as introducing you to significant historical figures such as Chairman Mao, Florence Nightingale, Mikhail Gorbachev and Richard the Lionheart.

The course develops skills which are vital in a modern society that is so dependent on processing information through the media and the internet. It encourages students to look at evidence, to ask how we know about the past, and to question the reliability of different sources of information. We practise using factual material to develop clear and logical arguments, to consider why things happen and why different people react in different ways.

**Residential:** GCSE history students will also be given the opportunity to attend a two-day visit to the WW1 Battlefields in Belgium, which will prove to be one of the most memorable moments of their time here.

## Class textbook and resources:

## GCSE Assessment

Exam Board:	Edexcel History
Paper 1:	Medicine in Britain 1250 to the present including a study of the British sector of the Western Front 1914-18: injuries, treatment and the trenches.
Paper 2:	Superpower relations and the Cold War, 1941-91 The reigns of King Richard I and King John, 1189-1216
Paper 3	Mao's China, 1945-76

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	The Cold War	Medicine Through Time	Medicine Through Time
In Year 11	Mao's China	The reigns of King Richard and King John	Revision

# GCSE Latin

## Syllabus overview

Half the exam is about Language. In Year 9 we've been working on that, so in Year 10 we move onto the official GCSE coursebook - 'Latin to GCSE'. We work through it in Year 10, generally finishing language by the Christmas break in Year 11.

The coursebook is supported by loads of additional resources to help you learn and revise the vocab and grammar as you go. There's no speaking exam – which takes some pressure off.

Because you've studied Latin since year 7, we'll have plenty of time in Years 10-11 to become total Latin experts. In fact, because we've been pushing you in Y9, you're already well on the way!

## Latin Literature and Roman Culture

Beside the one quite long language paper, there are two *very different* short papers. We study ONE paper of '**Literature and Culture**'. It includes short passages, *already* in English translation, from primary sources: an inscription here, a poem there, a speech or playscript somewhere else – as well as pictures of artworks and architecture. It's really quite easy and a lot of fun. We also study ONE paper of **Literature in the original Latin** – but of course we give you a translation and all the notes you need! We work through the translated 'Literature and Culture' paper first, in Y10 Spring and Summer terms. Then, around the move from Y10 to Y11, we start the Literature-in-Latin. It's all wrapped through the Autumn and part of the Spring term, leaving plenty of time for revision.

For exams in 2025, the '**Culture**' paper (Y10 study) topics are **Beliefs** (Gods, Religion, After-Life and Founding Myths) and **Romans in Britain** (Camp Life, Roads/Invasion; Villas; Roman Bath(s)). For the 'Literature' paper (Y11 study) we'll read **Ovid's** story of "**Pyramus and Thisbe**" - which becomes Shakespeares play-within-a-play in *A Midsummer Night's Dream*.



## GCSE Assessment

Exam Board:	OCR
Paper 1:	Language
Paper 4:	Literature in Latin
Paper 6:	Literature & Culture

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	Latin to GCSE Part 1, ch.6 >> Latin to GCSE Part 2	Latin to GCSE Part 2, chs.7-8(part)  Latin Literature & Culture Topic 1: Roman Myths & Beliefs	Latin to GCSE Part 2, chs.8(part)-9  Latin Literature & Culture Topic 2: Romans in Britain
<b>In Year 11</b>	Latin to GCSE Part 2, ch.10  Latin Literature in Latin: Ovid, Metamorphoses "Pyramus & Thisbe"	Latin to GCSE Part 2, Practice Chapters / Past Papers  Literature & Culture & Literature in Latin Revision	Exams!

# Modern Foreign Languages: French, German, Spanish

## Syllabus overview: Spanish, German and French



The cohort of students starting their GCSE courses in September 2025 will be just the second group taking a new GCSE in MFL as part of a national strategy to encourage the study of languages.

This GCSE has been designed around the three key areas of vocabulary, grammar and phonics. One of the key differences of this course compared to previous specifications is that it is designed around the most commonly used items of vocabulary in the modern language. This means that all items of vocabulary tested in reading and listening comprehension will be covered during the course and that these items of vocabulary will be of huge practical use for any future work, study or travel in the target language countries.

Key Stage 4 work builds on that covered in Years 7 to 9. Students will have opportunities to practise the language in real situations, listen to authentic materials in our brand new (2025) language laboratory, and produce written work, including translations.

New grammar is introduced including different tenses, structures and vocabulary, in addition to revisiting many areas covered in earlier years to refine and develop previously learnt language.

Residential: There are also several educational and cultural visits organised within the department for all languages, most recently to Málaga, Cologne and Paris.

## Assessment across each language

All four skill areas are assessed (Listening 25%, Speaking 25%, Reading 25% and Writing 25%). The course is assessed by formal examination in all skills at the end of year 11, using AQA as our examination board.

## Spanish/French/German GCSE Assessments

Exam Board:	AQA
Paper 1:	Listening Comprehension
Paper 2:	Speaking
Paper 3:	Reading Comprehension
Paper 4:	Writing

## Spanish GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	Identity and relationships with others Healthy Living and lifestyle	Education and Work Free-time activities	Customs Festivals and Traditions
In Year 11	Celebrity Culture Travel and Tourism	Media and Technology The Environment and where people live	Revision of topics and key grammar. Exam skills

### German GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	Identity and relationships with others Healthy Living and lifestyle	Education and Work Free-time activities	Customs Festivals and Traditions
In Year 11	Celebrity Culture Travel and Tourism	Media and Technology The Environment and where people live	Revision of topics and key grammar. Exam skills

### French GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	Identity and relationships with others Healthy living and lifestyle	Education and work Free-time activities	Customs, Festivals and traditions
In Year 11	Celebrity culture Travel and Tourism	Media and Technology The environment and where people live	Revision of topics and key grammar Exam skills

# GCSE Mathematics (Core)

## Syllabus overview

The course is the continuation of National Curriculum Mathematics leading to Key Stage 4 at the end of year 11.

**GCSE Mathematics** is designed to give students confidence in the handling of everyday mathematical problems, to develop their insight into mathematical ways of thinking and to provide a basis on which further mathematical understanding may grow. Areas of the subject covered are Number, Geometric Measures, Algebra and Statistics.



**The GCSE qualification consists of three papers**, each of which is 1 hour 30 minutes in length and each carries equal weighting. Paper 1 is a non-calculator paper and papers 2 and 3 are calculator papers. All students take this qualification.

The examination board (EDEXCEL) offers Mathematics GCSE at Higher or Foundation level. **All students at Nonsuch will sit the Higher-Level specification.** There is no coursework component for GCSE Mathematics.

### Support materials include;

- Textbook and Homework book
- Online website access
- Sparx website

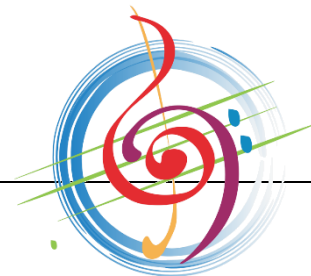
### GCSE Assessment

Exam Board:	Edexcel
Paper 1:	<b>Non-calculator</b> paper assessing any topic from the higher specification 1 hour and 30 minutes. 80 marks available
Paper 2:	<b>Calculator</b> paper assessing any topic from the higher specification 1 hour and 30 minutes. 80 marks available
Paper 3:	<b>Calculator</b> paper assessing any topic from the higher specification 1 hour and 30 minutes. 80 marks available

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	<b>Number:</b> Structure & calculation; Fraction, decimals & percentages <b>Algebra:</b> Notation, vocabulary & Manipulation; Graphs; Solving equations & inequalities; Sequences <b>Ratio, proportion &amp; Rates of Change</b> <b>Statistics</b>	<b>Number:</b> Measures & accuracy <b>Algebra:</b> Notation, vocabulary & Manipulation; Graphs; <b>Ratio, proportion &amp; Rates of Change</b> <b>Geometry &amp; Measures:</b> Mensuration & calculation	<b>Algebra:</b> Solving equations & inequalities <b>Ratio, proportion &amp; Rates of Change</b> <b>Geometry &amp; Measures:</b> Mensuration & calculation
In Year 11	<b>Number:</b> Structure & calculation <b>Ratio, proportion &amp; Rates of Change</b> <b>Probability</b>	<b>Algebra:</b> Notation, vocabulary & Manipulation; Graphs; Solving equations & inequalities <b>Geometry &amp; Measures:</b> Mensuration & calculation; Vectors	<b>Revision</b>

# GCSE Music



## Syllabus overview

The GCSE Music course allows students to further develop their own musical talents and gives them the opportunity to explore a diverse range of musical styles and traditions. Music students will also study how musical works reflect their historical and social context.

Component	Music GCSE is assessed through the following core components:
Paper 1: <i>Performing</i>	<p>Students perform for at least four minutes' combined duration:</p> <ul style="list-style-type: none"> <li>• Solo performance: this must be of at least one minute in duration and may comprise one or more pieces. Out of 30 marks.</li> <li>• Ensemble performance: this must be of at least one minute in duration and may comprise one or more pieces. Out of 30 marks.</li> <li>• Internally marked and externally moderated.</li> </ul>
Paper 2: <i>Composing</i>	<p>Students compose <b>two</b> compositions, of at least three minutes' combined duration.</p> <ul style="list-style-type: none"> <li>• One composition to a brief set by Edexcel, of at least one minute in duration.</li> <li>• One free composition set by the student, of at least one minute in duration.</li> <li>• Each composition will be out of 30 marks.</li> <li>• Internally marked and externally moderated.</li> </ul>
Paper 3: <i>Listening and Appraising</i>	<p>The paper is made up of two sections and is out of a total of 80 marks.</p> <p><b>Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)</b></p> <ul style="list-style-type: none"> <li>• Six questions related to six of the eight set works.</li> <li>• One short melody/rhythm completion exercise (dictation)</li> <li>• One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.</li> </ul> <p><b>Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)</b></p> <ul style="list-style-type: none"> <li>• One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.</li> <li>• An audio track with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.</li> </ul>

## GCSE Assessment

Exam Board:	Edexcel
Paper 1	Listening & Analysis Examination 40%
NEA	Performance 30%
NEA:	Composition 30%

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	<p><b>Introduction to Musicianship</b> <i>Focus on theory exercises and note reading.</i></p> <p><b>Area of Study: Vocal Music</b></p>	<p><b>Introduction to Composition</b> <i>Compositional exercises highlighting melodic,</i></p>	<p><b>First Composition-Theme and Variations</b></p> <p>Year 10 Exam</p>

	<p>H Purcell: Music for a While Queen: Killer Queen (from the album 'Sheer Heart Attack')</p> <p><i>For each area of study students listen to additional examples of the style and analyse each work in detail.</i></p>	<p><i>rhythmic and harmonic devices.</i></p> <p>Introduction to 12-mark essay question</p> <p><b>Area of Study: Music for Stage and Screen</b></p> <p>S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)</p>	<p>Ensemble Performance Preparation <i>Students choose a song, and the teacher confirms if it is suitable for an ensemble performance.</i></p> <p><b>Area of Study: Music for Stage and Screen</b> J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</p>
<p><b>In Year 11</b></p>	<p><b>Brief Composition (published on the 1st of September)</b></p> <p>Preparation for Year 11 Mock Exams</p> <p>Recording of Performance NEA (Solo and Ensemble)</p> <p><b>Area of Study: Instrumental Music 1700-1820</b></p> <p>Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</p> <p>L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</p>	<p><b>Free Composition</b></p> <p><b>Completion of NEA</b> <i>Two compositions, with audio recordings and two recorded performances (solo and ensemble).</i></p> <p><b>Area of Study: Fusions</b> Afro Celt Sound System: Release (from the album 'Volume 2: Release')</p> <p>Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</p>	

# GCSE Photography

## Syllabus Overview: Art & Design - Photography Endorsement

Photography lens and light-based media includes work in film, video, digital-imaging and light sensitive materials, including experiencing the dark room. Work in this area should be a means of personal enquiry and expression involving the selection and manipulation of images, whilst extending your knowledge and technical understanding. Student will be required to develop work that goes far beyond simply recording images with a camera. Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.



In Component 1 and Component 2, students will be required to work in one or more areas of Photography. They may wish to explore overlapping areas and/or combinations of areas below:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Portraiture</li> <li>• Location photography</li> <li>• Studio photography</li> <li>• Experimental imagery</li> <li>• Installation</li> <li>• Documentary photography</li> <li>• Photo-journalism</li> <li>• Moving image: film, video and animation</li> <li>• Fashion photography</li> </ul> | <p>Students will be required to cover at least two of the following disciplines:</p> <ul style="list-style-type: none"> <li>• Film-Based Photography</li> <li>• Digital Photography</li> <li>• Moving Image</li> <li>• Photographic Genres</li> </ul> |
|--|---|

### Component 1: Portfolio (Controlled Coursework 60%)

In Year 10 you will undertake a sustained project on the theme of 'Sense of Place' which will be resolved in a final outcome in supervised time in your mock exam. In Year 11 you will undertake a sustained project on the theme of 'Surrealism' which will be resolved in a final outcome in supervised time in your mock exam. These components will be internally moderated throughout and externally moderated as they form your 'Portfolio'.

### Component 2: Externally Set Assignment (Exam 40%)

This component represents the culmination of the GCSE course. The ESA will have seven broad based thematic starting points of which students will choose one to develop in a preparatory period followed by a 10-hour period of supervised, unaided study where they may refer to a student's preparatory work.

### GCSE Assessment

Exam Board:	AQA
NEA	Portfolio 60%
Exam	Externally set assignment 40%

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	<p><b>Portfolio: Preparatory Period</b></p> <p>Students explore the theme "<i>Sense of Place</i>," capturing how environments evoke moods and connections. They experiment with technical aspects like shutter speed, depth of field, contrast, focal length, and ISO to enhance their images. They also explore exposure settings (high key, low key), lighting setups, photograms, layer stacking, and composite photography.</p> <p><b>Presentation &amp; Annotation:</b> Students learn to present their work professionally, explaining their creative process and connection to the theme.</p> <p><b>Famous Photographers:</b> Studying renowned photographers helps students understand how to capture a "sense of place."</p>		<p><b><u>Final Development</u></b></p> <p>Following the preparatory period, students will create their final development during the mock exams. The Photography-based Final Study involves developing personal work and exploring specific lines of enquiry. This process allows students to focus on their individual artistic interests, investigate a chosen aspect of the theme, concept, or medium, and refine their skills. It encourages critical thinking, self-expression, and the pursuit of their unique artistic vision.</p>
In Year 11	<p><b>Non- Exam Assignment</b></p> <p><b><u>Preparatory Period</u></b></p> <p>With the guidance of the teacher, students will explore a second theme 'Surrealism'. Students will deepen their understanding of how sources relate to a range of individual, social, historical, environmental, cultural, ethical, and issues-based contexts. This allows students to explore the broader influences and implications of their work, helping them understand how art can be shaped by, and reflect, various contexts. It encourages them to think critically about how their artistic practice intersects with real-world issues,</p>	<p><b>Externally Set Assignment</b></p> <p><b><u>Preparatory Period</u></b></p> <p>Students will choose a theme from the External Set Assignment and develop a line of enquiry. This will involve investigating the chosen theme, gathering information, and presenting your findings in a well-organised and creative way.</p>	<p><b><u>Final Piece: Personal Photographic Practice</u></b></p> <p>Following the preparatory period, during their unaided exam student will create their final piece.</p>

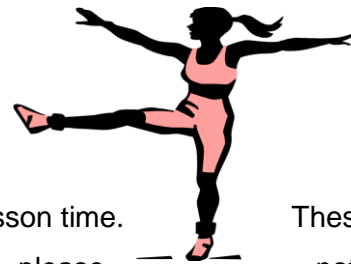
broadening their perspectives and enhancing their ability to create meaningful, contextually aware work.

**Final Study: Personal Photographic Practice**

During their mock, students will create a Photography-based Final Study, which involves the development of personal work and the exploration of specific lines of enquiry.

# GCSE Physical Education

## Syllabus overview



All PE students follow courses in at least three different sporting activities in lesson time. These may include netball, trampolining, football, badminton and athletics. However, please note that these may vary in order to take into account the experience of the group and the facilities that are available for practical work at the time.

There are also many other sports available that students can be assessed in if they are performing at a suitable standard outside school.

Students will be assessed on their practical ability in these activities – looking at both the skills in isolation and how they are applied in game situations. It is necessary to produce video footage of the students performing in some of their practical assessments; this is the case for activities that are completed within school and those undertaken outside school.

Attendance at **extra-curricular activities and fixtures is a requirement** in order to reach their full potential in the practical aspect of the examination.

A component of the practical element involves an evaluating and improving section where students will be required to analyse their strengths and weaknesses.

## Theoretical component

The main areas of study are as follows:

- The human body and movement in physical activity and sport
- Movement analysis
- Physical training
- Use of data
- Socio-cultural influences and well-being in physical activity and sport
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

## GCSE Assessment

Exam Board:	AQA
Exam	<p><b>Theoretical component 60%</b> Two 1 hour and 15-minute papers worth 30% each</p> <p>Paper 1 – The human body and movement in physical activity and sport</p> <p>Paper 2 – Socio-cultural influences and well-being in physical activity and sport</p>
NEA	<p><b>40%: Practical component</b> 10% - Sport/Activity 1 10% - Sport/Activity 2 10% - Sport/Activity 3 10% - Written NEA</p>

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b> <b>Paper 1</b>	Bones and Muscles  Joints  Aerobic and Anaerobic Exercise  Immediate, short and long-term effects of exercise  Cardiovascular System  Respiratory System	Physical Training  Planes and Axes  Levers  Mechanical Advantage  <b>Introduction to written NEA</b> Students choose their sport to write about and decide on fitness and skill strengths and weaknesses.	<b>Start Paper 2 Content</b>  Arousal in Sport  Guidance in Sport  Feedback in Sport  Goal Setting
<b>In Year 11</b> <b>Paper 2</b>	<b>Continue Paper 2 Content</b>  Skills and Ability  Personality in Sport  Aggression in Sport  Motivation in Sport  Skill Classification  Information Processing  Stress Management	Socio-cultural Influences  Health and Fitness  Data	Revision of theory topics for the summer exams.

# GCSE Religious Studies (Full course)



## Syllabus overview

OCR's GCSE in Religious Studies specification will encourage students to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs

Students will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness

Topics	Full course RS is assessed through the following core topics:
Paper 1: Religion	<p>Students will study the topics from short course (Christianity Beliefs &amp; Teaching and Islam Beliefs &amp; Teachings) <b>PLUS:</b></p> <ul style="list-style-type: none"> <li><b>Christian Practices</b> - worship, prayer and sacraments, pilgrimage, the role of the church in the local community and wider world, mission</li> <li><b>Islamic Practices</b> - Islam as a way of life, public and private worship, the 5 pillars, festivals and holy days, the true meaning and nature of jihad</li> </ul>
Paper 2: Philosophy & Ethics	<p>Students will study the topics from short course (Dialogue and Relationships &amp; Families) <b>PLUS:</b></p> <ul style="list-style-type: none"> <li><b>The existence of God and ultimate reality:</b> arguments on the existence and nature of God, the problem of evil, religious experiences</li> <li><b>Religion, peace and conflict:</b> war and peace, views on violence, use of technology in war, forgiveness and reconciliation, liberation theology</li> </ul>

For full specification details see website [www.ocr.org.uk](http://www.ocr.org.uk)

## Skills Developed:

You will develop the ability to:

- Recall, select and deploy knowledge under timed pressure
- Describe, analyse and explain the key elements of the religions studied
- Describe, analyse and explain the effect of the religions studied on individual and societies' moral behaviour
- Evaluate different arguments to a high level – a key skill for future study in many disciplines

## GCSE Assessment

Exam Board:	OCR
Paper 1:	Religion (Christianity & Islam) 50% 2 hours
Paper 2:	Philosophy & Ethics 50% 2 hours

**GCSE Teaching Schedule**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>In Year 10</b>	Existence of God	Existence of God/Christian Practices	Christian Practices
<b>In Year 11</b>	Peace and Conflict	Islamic Practices	Revision

# GCSE Religious Studies (Short Course)



Topics	Short course RS is assessed through the following core topics:
1 Exam:  Religion, Philosophy and Ethics in the modern world	Over the course you will study: <ul style="list-style-type: none"> <li>• <b>Christian Beliefs and Teachings</b> - Nature of God and the Trinity, creation, evil and suffering, the person of Jesus Christ and his role in salvation, eschatological beliefs (the afterlife)</li> <li>• <b>Islam Beliefs and Teachings</b> - Nature of Allah, core beliefs, Sunni and Shia Islam, prophethood, sources of wisdom, angels, eschatological beliefs</li> <li>• <b>Relationships and families:</b> changes in the family, gender roles, issues of quality and diversity within Christianity and wider UK society</li> <li>• <b>Dialogue between religious and non-religious beliefs and attitudes:</b> religion in British society and the challenge of secularism, controversial issues: abortion, euthanasia, genetics, potential clashes between religion and modern society, atheism and humanism</li> </ul>

For full specification details see website [www.ocr.org.uk](http://www.ocr.org.uk)

## Skills Developed:

You will develop the ability to:

- Recall, select and deploy knowledge under timed pressure
- Describe, analyse and explain the key elements of the religions studied
- Describe, analyse and explain the effect of the religions studied on individual and societies' moral behaviour
- Evaluate different arguments to a high level – a key skill for future study in many disciplines

## GCSE Assessment

Exam Board:	OCR
Paper 1:	All topics in one 2 hour paper 100%

## GCSE Teaching Schedule

	Autumn Term	Spring Term	Summer Term
In Year 10	Christian Beliefs and Teachings (CBT)	CBT / Dialogue	Dialogue
In Year 11	Islam Beliefs and Teachings	Relationships and Families	Revision

## GCSE Science (Triple)

*“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”*

**Marie Curie**



**3 GCSE courses are studied in science:**

**Biology:** OCR Gateway Science – Biology A (9-1)

**Chemistry:** OCR Gateway Science – Chemistry A (9-1)

**Physics:** OCR Gateway Science – Physics A (9-1)

**External Examination:** 100%

**Practical Skills Endorsement:** Pass / Fail

All students will achieve three independent GCSE grades - for Biology, Chemistry and Physics.

**GCSE in Biology A** (Gateway Science) helps students develop their biological knowledge and scientific thinking. They discover how key concepts in biology make sense of the observed diversity of natural phenomena. Practical skills are integrated with the theoretical topics.

**GCSE Chemistry A** (Gateway Science) qualification develops students' broad scientific knowledge as well as their conceptual understanding of a range of topics within chemistry itself. They develop practical and problem-solving skills and an ability to evaluate claims based on science through critical analysis.

**GCSE in Physics A** (Gateway Science) introduces students to the key concepts of physics, integrating theory with practical skills. It helps students develop their knowledge of scientific methodology and their conceptual understanding of physics and how this can be applied to the world around them.

Students will be entered for public examinations at the end of Year 11 and will sit two exams per subject.

During the course the students will complete a series of required practical experiments for each subject.

Biology, Chemistry and Physics lessons are taught as separate subjects with a subject specialist teacher for each subject.

Entry to the examination will be at Higher Tier – giving access to GCSE Grades 9 to 4.

*“Science is a way of thinking much more than it is a body of knowledge”*

**Carl Sagan**

**BIOLOGY GCSE Assessment**

Exam Board: OCR	
Paper 1:	Paper 03 (Topics B1-3) 50%
Paper 2:	Paper 04 (Topics 4-6) 50%

**BIOLOGY GCSE Teaching Schedule**

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	B2.1 Suppling the cell B2.2 Challenges of size 6Rdio	B3.1 The nervous system B3.2 The endocrine system	B3.3 Maintaining internal environments B4.1 Ecosystems
<b>In Year 11</b>	B 6.2 Feeding the human race B6.3 Monitoring and maintaining health	B5.1 Inheritance B5.2 Natural selection and evolution	

**CHEMISTRY GCSE Assessment**

Exam Board: OCR	
Paper 1:	Paper 03 (Topics C1-3) 50%
Paper 2:	Paper 04 (Topics C4-6) 50%

**CHEMISRTY GCSE Teaching Schedule**

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	C3: Chemical reactions	C4: Predicting and identifying reactions and products	C5: Monitoring and controlling chemical reactions 5.1 Monitoring 5.2 Controlling
<b>In Year 11</b>	C5: Monitoring and controlling chemical reactions 5.3 Equilibria	C6: Global challenges	Revision

**PHYSICS GCSE Assessment**

Exam Board:	
Paper 1:	Paper 03 (Topics P1-4) 50%
Paper 2:	Paper 04 (Topics P4-8) 50%

**PHYSICS GCSE Teaching Schedule**

	Autumn Term	Spring Term	Summer Term
<b>In Year 10</b>	P6 Radioactivity	P2 Forces	P3 Electricity P7 Energy
<b>In Year 11</b>	P4 Electromagnetism	P8 Global Challenges	Revision

