



Stoke Newington School  
& Sixth Form

# KS4 Options

**Subject information  
booklet**

**2026-2027**

**Compassion I Ambition I Resilience I Excellence**

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# Core subjects

English Language, English Literature, Mathematics and Science are core subjects that must be taken by all students.

## English Language

Examination board | AQA  
Syllabus number | 8700

### Course content

- Explore a range of fiction and non-fiction texts.
- Plan and produce a range of different creative writing pieces.

### Course structure

Half-termly units interspersed between English Language and English Literature content.

### Assessment information

Two assessments completed every half term with the second assessment receiving a grade that is logged on the internal English spreadsheet and progress checks.

### Examination information

Two exam papers completed at the end of Year 11:

- Paper 1 – Read an unseen extract of fiction and answer four comprehension style questions about it. Write a piece of descriptive narrative writing.
- Paper 2 – Read an unseen extract of non-fiction and answer four comprehension style questions about it. Write a piece of persuasive writing.

### What do you have to do to be successful in this subject?

Students need to be confident readers of fiction and non-fiction and be able to use the things they learn in their reading in their own creative writing.

### What you will need to do as part of your learning at home?

Read regularly and complete regular writing tasks set twice a half term.

### Links to post-16 pathways

Students who enjoy English Language at GCSE are well suited to studying A level English Literature.

# English Literature

Examination board | AQA

Syllabus number | 8702

## Course content

- Macbeth
- The Strange Case of Dr Jekyll & Mr Hyde
- An Inspector Calls
- Power & conflict poetry

## Course structure

Half-termly units interspersed between English Language and English Literature content.

## Assessment information

Two assessments completed every half term with the second assessment receiving a grade that is logged on the internal English spreadsheet and progress checks.

## Examination information

Two exam papers completed at the end of Year 11:

- Paper 1 – Respond to a question based on an extract about Macbeth. Respond to a question based on an extract about The Strange Case of Dr Jekyll & Mr Hyde.
- Paper 2 – Respond to an essay question about An Inspector Calls. Respond to a comparison question about two power and conflict poems. Respond to a question on an unseen poem. Respond to a comparison question between two unseen poems.

## What do you have to do to be successful in this subject?

Students need to be confident readers of fiction and read a range of historical context to solidify interpretations of texts.

## What you will need to do as part of your learning at home?

Read regularly and complete regular writing tasks set twice a half term.

## Links to post-16 pathways

Students who enjoy English language at GCSE are well suited to studying A level English literature.

# Mathematics

**Exam board** | Edexcel  
**Syllabus number** | 1MA1

## Course content

There are three assessment objectives for Mathematics GCSE:

- AO1 - Use and apply standard techniques
- AO2 - Reason, interpret and communicate mathematically
- AO3 - Solve problems within mathematics and in other contexts

Topics include:

- Venn diagrams
- Product rule for counting
- Iteration to find approximate solutions
- Solve quadratic inequalities
- Find the  $n$ th term of a quadratic sequence
- Apply the concepts of average and
- Instantaneous rate of change to graphs
- Interpret areas under graphs and gradients of
- Graphs in real-life contexts e.g. velocity-time
- Equation of a tangent to a circle at a given point

Students will learn and are expected to know these formulae:

- Quadratic formula
- Circle formulae
- Pythagoras' theorem
- Trigonometry formulae for right angled triangles
- Sine rule, cosine rule and area formula

The curriculum has an emphasis on problem-solving and the key mathematical concepts that relate to rates of change and proportionality.

## Course structure

Mathematics will be taught as one, continuous, five year progression from Year 7 to Year 11.

## Examination information

There are three examinations taken in June of Year 11, two calculator papers and one non-calculator paper. The balance of the assessment objectives is as follows:

AO1 45-55 AO1 40% 50%	AO1: Use and apply standard techniques
AO2 25-35 AO2 30% 25%	AO2: Reason, interpret and communicate mathematically
AO3 15-25 AO3 30% 25%	AO3: Solve problems within mathematics and in other contexts

## What do you have to do to be successful in this subject?

Students need to be punctual and engaged in learning. Both classwork and homework should be completed with effort. The most successful students are resilient problem solvers, proactive and take ownership of their learning in mathematics. They seek advice from teachers, peers and online resources to develop their understanding of the subject.

### **What you will need to do as a part of your home learning**

Pupils in years 9 and 10 will be set mathematics homework once a week on Sparx, an online learning platform. It is expected that pupils complete homework on time and in full to support with consolidating their learning. In Year 11, homework will alternate between an online Sparx homework one week and an exam past paper the next. This is to help pupils familiarise themselves with exam style questions.

The following websites can be used to support home learning:

- [sparxmaths.com](https://sparxmaths.com)
- [www.mathsgenie.co.uk](https://www.mathsgenie.co.uk)
- [corbettmaths.com](https://corbettmaths.com)

### **Links to post-16 pathways**

Many students go on to study mathematics and further mathematics at A level. At higher education, a degree in mathematics opens the way to many and varied career choices. Possible careers include those in engineering, medicine, actuarial science, operational research, and financial and IT related professions, among many others.



# GCSE Combined Science Pathway

**Exam board** | AQA

**Syllabus number** | 8464

## Course content

Combined Science is a core subject. Students study all three disciplines (Biology, Chemistry and Physics) and receive two Science GCSEs.

Biology units	Chemistry units	Physics units
B1 Cell biology B2 Organisation B3 Infection and response B4 Bioenergetics B5 Homeostasis and response B6 Inheritance and evolution B7 Ecology	C1 Atomic structure C2 Bonding C3 Quantitative chemistry C4 Chemical changes C5 Energy changes C6 Rates of reaction C7 Organic chemistry C8 Chemical analysis C9 Chemistry of the atmosphere C10 Using resources	P1 Forces P2 Energy P3 Waves P4 Electricity P5 Magnetism P6 Particle model of matter P7 Atomic structure

## Course structure

Content is taught over three years from the beginning of Year 9.

## Examination information

Students sit six examinations at the end of the course, each lasting 1 hour and 15 minutes. Students may either sit higher or foundation tier papers.

## What do you have to do to be successful in this subject?

Getting things wrong is part of being a good scientist. Work really hard and don't give up. Enjoy the process of scientific investigation and discovery!

## What you will need to do as a part of your home learning

Students will need to:

- Practise exam questions
- Focus on work related to required practicals
- Be committed to revision

# Option subjects

We offer a wide range of subjects at GCSE and students are asked to select four options. Within their selection students must choose at least one of the following subjects - Computer Science, French, Geography, History and Spanish - and they may choose more than one.

Students also cannot choose the following subjects together:

- **Art and Art and Design: Textiles**
- **Design and Technology: Graphic Products and Design and Technology: Product Design**

## Art

**Examination board** | AQA

**Syllabus number** | 8202

### Course content

The course is divided into two components: component 1, the personal portfolio and component 2, the externally set assignment which is on a theme set by the examining board.

Students create a personal portfolio of work in response to two themes 'Nature into Abstraction' and 'Identity.' Students' work must comprise of supporting studies and personal responses related to these themes. Students start work on these themes in Year 9 and continue with them at a higher and more individual level in Year 10 and Year 11. Research and development of ideas is carried out in the sketchbook and themes are developed through drawing, printmaking, photography, painting, mixed media and sculpture. Students will also have plenty of opportunities to visit galleries and museums during the course.

### Course structure

Component 1: Personal portfolio

Component 2: Externally set assignment

### Assessment information

Component 1: Personal portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade.

Component 2: Externally set assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.

All work is marked according to the four assessment objectives which are consistently referred to during teaching to imbed a clear understanding of the criteria for all students. Books are marked regularly and feedback, both written and oral, is given to students so that they know what they need to do to succeed and achieve highly on the course.

### Examination information

Component 1: Personal Portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade. Component 2: Externally Set Assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.

Component 2: Students receive their examination paper in January on a broad-based theme set by the exam board. Over the following period of preparation students use the skills they have learned throughout the course to develop their own personal response to the chosen theme, showing development of ideas and making links with the work of artists. This work leads to a final personal response and demonstrates excellent technical skill. Students are supported throughout

the preparation period and have a ten-hour practical examination set over two days to finalise their sketchbook and personal outcomes according to the assessment objectives. Both components are teacher assessed and externally moderated.

### **What do you have to do to be successful in this subject?**

The course is practical, so success comes from doing the work. You will need to be creative. You will learn about artists and how they produce their work, what their influences are and how they look at the world around them. Art helps you to acknowledge and celebrate your own uniqueness and diversity. You will need to be organised, be prepared to work independently to develop exciting work, be experimental, be open to ideas and suggestions, work with others to share ideas and resources, be prepared to make mistakes and learn from them and work hard to develop your self-confidence.

### **What you will need to do as part of your learning at home?**

You are expected to complete a minimum of an hour a week on your art GCSE. This will vary between written artist analysis, reviewing your own work and drawing/painting/sculpting tasks. You should visit museums and galleries as often as you can. It is essential that you are organised and that you bring your sketchbook to every lesson. Every piece of work that you complete will contribute towards your overall GCSE grade.

### **Links to post-16 pathways**

After GCSEs students can continue studying Art. Choosing an arts pathway develops students' creativity in areas including painting, textiles, printmaking, sculpture, graphics, fashion, visual studies, design, computer design software, photography, historical and contextual studies, personal and professional development. Students can choose to study Art A level, BTECs, NVQs and apprenticeships in an arts-related field.



# Art and Design: Textiles

Examination board | AQA

Syllabus number | 8204

## Course content

This is an exciting and creative course that involves the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students are required to work in one or more area(s) of textile design, such as those listed below:

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

Students are taught through practical skills, in a series of small projects ranging from interior design, costume design, fashion and accessories design. Students are taught fashion illustration and textiles design techniques using a range of design tools including computer aided design. Students learn how to add colour and pattern to a variety of fabrics using a range of printing processes, dyeing, and embroidery and embellishment techniques, using a range of equipment and technology. Students will also learn basic pattern block making and pattern cutting, as well as a variety of construction techniques, so they develop the skills to both design and make garments or products. Students will learn about the design and manufacturing industry, technological developments, environmental issues and sustainability in relation to manufacture and use of a range of products and materials.

The course has excellent work-related learning links. We have connections industry professionals, designers and illustrators and offer a supportive range of trips for enrichment, including summer schools and workshops delivered by outside agencies such as University of the Arts London, FAD and TRAID. These often provide a platform for showcasing designs and creations.

## Course structure

Component 1: personal portfolio

Component 2: externally set assignment

In Year 9 students complete two practical projects based around textiles, fashion and interior design. They will learn a range of skills, processes and techniques that they can apply to their portfolio unit over years 10 and 11. From January until May of Year 11 students will complete the externally set assignment.

## Assessment information

- Component 1: a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. No time limit, 60% of GCSE.
- Component 2: externally set assignment: Students respond to their chosen starting point from

an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Preparatory period followed by 10 hours of supervised time, 40% of GCSE.

### **Examination information**

Component 2: externally set assignment. This is based on independent sketchbook research and students' final outcome. Students will receive a themed examination paper in January or February.



## Course content

Our specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme. Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance, and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

## Course structure

### Year 9

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective

### Year 10

- Understanding external influences on businesses
- Growing the business
- Making marketing decisions

### Year 11

- Making product decisions
- Making financial decisions
- Making human resource decisions
- Preparation for external examinations

## Assessment information

Students will take two written examinations where a variety of tasks are undertaken. The final exams are a mixture of multiple choice, short answer, extended writing, and data response questions. Students must complete all assessment in May/June in any single year.

- Theme 1 (Investigating Small Business) is examined by written examination lasting 1 hour and 45 minutes. The paper consists of questions totalling 90 marks and is worth 50% of the qualification. Paper code 1BS0/01.
- Theme 2 (Building a Business) is examined by written examination lasting 1 hour and 45 minutes. The paper consists of questions totalling 90 marks and is worth 50% of the qualification. Paper code 1BS0/02.

Additionally, formative assessment will take place throughout the course in the form of end of topic tests.

## Examination information

Paper 1 1BS0/01    Paper 2 1BS0/02

Theme 1: Investigating Small Business Compulsory paper  
50% of the total GCSE

## External assessment:

- 1 hour 45 minutes

- Multiple choice, short, extended answers, and calculations (90 marks)

Questions will relate to the content that appears in Theme 1 and students may draw on underpinning knowledge and understanding developed through Theme 2 as appropriate.

Theme 2: Building a Business

Compulsory paper

50% of the total GCSE

**External assessment:**

- 1 hour 45 minutes
- Multiple choice, short, extended answers, and calculations (90 marks)

Questions will relate to the content that appears in Theme 2 and students may draw on underpinning knowledge and understanding developed through Theme 1 as appropriate.

Quantitative skills will be assessed in each paper and will comprise 10% of the total marks for the qualification.

**What do you have to do to be successful in this subject?**

The skills to apply knowledge and understanding to business decision making, analysing financial and business data, problem-solving, attention to detail and creativity. Working in a team and working hard are two qualities required to succeed in Business. An interest in current business affairs and willingness to discuss issues are a must. Additionally, mathematical competency is essential as students will be looking at data response.

**What you will need to do as a part of your home learning**

Students will complete regular pieces of business homework. These will be interesting and meaningful tasks which include case study questions, independent research, exam questions and additional reading.

**Links to post-16 pathways**

A GCSE in Business Studies allows students to understand more about the business world and motivates and challenges students, preparing them to make informed decisions about further study and career pathways.

GCSE Business opens exciting opportunities to study business-related subjects at A-level or as L3 BTEC here at Stoke Newington School and Sixth Form. We live in a corporate world and the markets operate around us constantly. Because of this, business is a universal subject. There are few, if any, careers for which an understanding of business would not be of some benefit. Business studies is also a key to attaining highly paid and challenging roles in all levels of management.

Some careers include banking, sales, product management, general management (consulting, entrepreneurship, and general management), marketing, accountancy and even running your own business.

# Citizenship

**Examination board** | AQA  
**Syllabus number** | 8100

## Course content

Citizenship is a contemporary subject which explores issues that affect people on a local, national and global level. It is a subject that instructs and guides students on how to fully participate in a range of activities such as political debates and campaigns. Citizenship gives you knowledge of the legal and political systems in the UK as well as its role in the global community. It teaches you to think critically about controversial issues and develops your presentation and advocacy skills. It comprises four themes:

Theme 1 - Life in Modern Britain: identity, diversity, migration, tax, government spending, the media, the role of NGOs, global governance and forms of citizen action.

Theme 2 - Rights and Responsibilities: the theory of rights and responsibilities, rationale for evolution of human rights, legal rights, conflicting rights and responsibilities, rationale for law, rule of law, criminality and the criminal justice system, punishment and sentencing.

Theme 3 - Politics and Participation: democracy and other government systems, power of the executive, the legislature and the judiciary in the UK (separation of powers) electoral systems, the role of the political parties and the role of pressure groups.

Theme 4 - Active Citizenship: Students investigate a citizenship issue of their choice and set up a campaign; it involves research, action and reflection. Students additionally use examples of successful campaigning and how it draws links to their own campaign.

## Course structure

Year 9:

- Introduction to Citizenship - developing students' understanding of citizenship concepts and skills through the four themes stated above.
- Theme 1 Life in Modern Britain
- Theme 2 Rights and Responsibilities

Year 10:

- Theme 1 Life in Modern Britain
- Theme 2 Rights and Responsibilities
- Theme 3 Politics and Participation
- Theme 4 Active Citizenship

Year 11:

- Theme 2 Rights and Responsibilities
- Theme 3 Politics and Participation
- Active Citizenship revisited
- Revision

## Assessment information

- Two written examinations at the end of Year 11 = 100% of GCSE grade
- Multiple choice, short answer, source based questions and extended answer questions
- Content and subject knowledge - 75%
- Student action - 15%
- Knowledge of other Citizenship actions – 10%

## Examination information

Exam Paper 1: 1 hr 45 mins written exam

- Total marks: 80
- 50% of GCSE Questions

- Section A Active citizenship - Active citizenship questions – (40 marks): questions on the citizenship action of others and questions on the students taking citizenship action investigation (40 marks)
- Section B: Politics and participation – (40 marks): question types: multiple-choice, short answer, source-based questions, extended answer (8 marks) questions based in short sources with marks differing values and requiring additional knowledge application and evaluation

Exam Paper 2: 1hr 45mins written exam

- Total marks 80
- 50% of GCSE questions
- Section A: Life in modern Britain questions (40 marks): Questions based in short sources with marks differing values and requiring additional knowledge application and evaluation
- Section B: Rights and responsibilities questions (40 marks): Question types: multiple-choice, short answer, source-based questions, extended answer, questions based in short sources with marks differing values and requiring additional knowledge application and evaluation

### **What do you have to do to be successful in this subject?**

Students will need to:

- Have an awareness and interest of issues in the news which affect the UK.
- Read around topics by watching the news, reading the news and debating the news.
- Be prepared to debate issues and participate in active citizenship activities.
- Be organised and be able to work independently and within a group in order to take responsible action in school, on local and global community issues.
- Be keen to practise skills such as negotiation, collaboration, discussion and debate.
- Be able to evaluate, analyse, critique and argue points both verbal and in written form.

### **What you will need to do as part of your learning at home?**

Students will:

- Need to keep up to date with major news events and important political developments.
- Be expected to devise, plan, carry out and evaluate their own active citizenship campaign.
- Need to review all content of the course.
- Be expected to complete longer essays and written answers including exam questions.

### **Links to post-16 pathways**

Post 16 courses: government and politics, law, philosophy and ethics, sociology, economics, journalism.

Careers: member of parliament, lawyer, political journalist, human rights campaigner, prison officer, police officer, teacher, social worker, youth worker, fraud officer, trade union official, working for charities and non-governmental organisation, working for bodies such as the United Nations or Home Office, welfare rights worker.

# Computer Science

**Examination board** | OCR

**Syllabus number** | J277

## Course content

This is a GCSE which involves understanding how computers work both in terms of hardware and coding. Students will find out how different elements function, and they will also develop an understanding of how to use computational logic to develop programming solutions.

The course is made up of two units:

### 1) Computer systems

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

### 2) Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Programming languages and translators and facilities of languages

## Course structure

The course is made up of two units.

- J277/01: Computer systems
- J277/02: Computational thinking, algorithms and programming

## Examination information

Hardware theory: Exam of 1 hour 30 minutes (50% of final mark).

Computational logic: Exam of 1 hour 30 minutes (50% of final mark).

## What do you have to do to be successful in this subject?

Students must show aptitude in Maths and be able to spend time solving problems and work independently. Students should have a logical mind and be able to work independently outside lesson time and have an interest in solving puzzles and interested in latest technology. Being good at playing games does not mean a student will be a computer scientist. It is an academic subject and the fourth science you will be studying. Students just using lesson time cannot complete this course successfully.

## What you will need to do as a part of your home learning

Students will be expected to develop their understanding of theory and programming through homework tasks linked to the syllabus which will be set throughout the year.

## Links to post-16 pathways

Students studying GCSE Computer Science can then move on to study A level Computer Science. Students can, alternatively, enrol in an apprenticeship or vocational programmes focusing on IT.

# Creative Media Production

**Exam Board** | Pearsons

**Syllabus number** | 603/7053/1

## Course content:

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production (603/7053/1) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing their creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## Topics covered

Component 1 - Exploring media products:

- The different media sectors (print, moving image, interactive media)
- The purposes of different media products (inform, entertain etc.)
- The different genres of media products (horror films, shooter games etc.)
- Audience demographics and response
- Representation in media
- How media products create meaning through different techniques

Component 2 - Developing media production skills

- How to respond to a client brief
- How to plan for a media production
- Production skills through use of camera equipment
- Post production skills in software such as photoshop and Premiere Pro

Comp 3 - Create a media product in response to a brief

- Taking production skills and applying them within a timed controlled assessment

## Course structure

Year 9 - Component 1

Year 10 - Component 2

Year 11 - Component 3

## Assessment info

Comp 1 - 30% (Internally graded coursework)

Comp 2 - 30% (Internally graded coursework)

Comp 3 - 40% (Externally graded controlled assessment)

## What do you have to do to be successful in this subject

- A strong interest in a variety of media.
- A creative mind set able to generate lots of ideas.
- Self motivated, independent learner.
- Interest in practical production skills such as filming and editing.

## What will you need as part of home learning

- Access to online materials and tutorials to further develop understanding practical production skills.

### **Link to post 16 pathways**

We run courses at SNS in A Level Film Studies and BTEC Film and Television Production. Alternatively, one of our partner organisations like the SAE Institute may offer more tailored media progression pathways. There are a whole host of Film and TV Apprenticeships coming online from 2021. For more information about working in the UK Creative Industries, including the sorts of roles available, you may wish to consult [www.screenskills.com](http://www.screenskills.com)



# Design and Technology: Graphic Products

Examination board | Eduqas

Syllabus number | C600

## 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 places 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. Within the core technical content there is an increased emphasis on the application of maths and science and students will be required to understand the properties and uses of a range of materials used across all the design and technology material areas. Students will learn to design and make products with creativity and originality, using a range of graphic and modelling materials. They will be encouraged to learn through images to use, understand and apply colour and design, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make products using a graphic media and new technologies to prepare them for the world of work.

The course is designed to foster awareness of the need to consider sustainability and the environmental impact of their designing. Students are taught by developing their practical skills through projects ranging from packaging design, illustration, hand drawn and computer aided design, branding and promotional materials and technical drawing. Students will also learn about industrial processes, materials and the work of existing designers.

Graphic products specialism can provide an excellent platform for students interested in study at university level or pursuing a career in any graphical discipline such as product design, illustration, architecture, games design and CAD.

## Course structure

In Year 9 and Year 10 students learn a range of design development skills through the completion of mini projects and tasks. They will follow the design process from research, design, development of ideas and evaluation. They will develop their communication techniques through the use drawing, computer aided design and modelling. Theory content is also imbedded into lessons giving students a foundation for the exam. In Year 11 they will complete their design and make task. Students are required to submit a single design and make project which should be selected from a list of tasks provided by the exam board at the start of the academic year. This non-exam assessment combines both theory and design development work and includes research, planning and evaluation work: this is worth 50% of the final mark. In May/June of Year 11 students sit a written theory exam. This is worth 50% of the final mark.

## Assessment information

The course is assessed through two units.

Paper 1 exam is worth 50% of the marks:

What is assessed?

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles
- designing and making principles along with their ability to analyse and evaluate design

decisions and wider issues in design and technology

- Students will also be tested on their In-depth knowledge & understanding of Papers & Boards

Non-exam assessment - design and make task worth 50% of the marks:

What is assessed?

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

Non-exam assessment: 100 marks, 50% of GCSE

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and evaluating

### **Examination information**

Paper 1 is sat in May/June of Year 11 and is worth 50% of the final mark. It is two hours long.

### **What do you have to do to be successful in this subject?**

- Have a high level of artistic ability
- Enjoy modelling and designing
- Be inventive and creative
- Be good at problem solving
- Have an interest in design
- An interest in studying the subject at a higher level

### **What you will need to do as a part of your home learning**

- Complete exam questions to reinforce learning
- To take an active interest in design
- Visit museums and galleries
- Enjoy drawing and developing techniques
- Use revision guide to build on learning in class
- Complete all homework to the best of your ability

### **Links to post-16 pathways**

This subject provides the perfect platform of learning for students looking to study graphic communications at A level. This A level is much more directed towards an artistic approach and will serve students who have an eye on going to university to study a degree in the arts.

# Design and Technology: Product Design

Examination board | Eduqas

Syllabus number | C600

## Course content

To be a good designer and manufacturer it is important to understand how products have developed. On this course you will learn how a product is designed and made. A designer must consider the effect their design will have on others and so we cover social, moral and cultural significance of our work. This course is for students who are interested in designing and making using a variety of resistant materials and processes using wood, plastic and metals. Students are taught through a range practical skills.

## Course structure

There will be three design/make projects in Year 9 and 10 concentrating on the three main materials (wood, plastic, metal). The major project (non examination assessment) will start at the summer term in year 10 and will continue until the end of the spring term in Year 11. This is worth 50% of final mark. Students are required to submit a single design and make project which should be selected from a list of tasks provided by the exam board at the start of the academic year. The NEA combines both theory and design development work and includes research, planning and evaluation work: this is worth 50% of the final mark. In May/June of Year 11, students sit a written theory exam. This is worth 50% of the final mark.

## Assessment information

The course is assessed through two units.

Paper 1 - exam is worth 50% of the marks:

What is assessed?

- Core technical principles and specialist technical principles.

How is it assessed?

- Written exam, 2 hours 100 marks, 50% of GCSE
- Section 1-5 – Core technical principles (75 marks)
- Section 6 – Specialist technical principles (25 marks) - several short answer questions and one extended response to assess a more in-depth knowledge of technical principles.

Non-examined assessment - design and make task is worth 50% of the marks:

What is assessed?

- Practical application of core technical principles, specialist technical principles, designing and making principles.

How is it assessed?

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks, 50% of GCSE

Assessment criteria:

- Investigating
- Designing
- Making
- Analysing and evaluating

## Examination information

A two-hour written exam at the end of Year 11. This will consist of a design task and subject knowledge based questions.

### What do you have to do to be successful in this subject?

Students need to:

- Enjoy working with woods, metals and plastics

- Be confident using tools and machinery
- Be able to draw both freehand and technically
- Be inventive and creative
- Have an interest in sustainability and ethical design issues
- Want to carry on the course at A level and want a career in product design or manufacture

### **What you will need to do as a part of your home learning?**

Each week students will be given tasks to research, design and evaluate. Along with these, they will be given exam questions to complete. These exam questions will give students better exam technique as well as reinforcing the subject knowledge they learn in class.

### **Links to post-16 pathways**

This course will prepare students for a variety of design-based subjects in further education, as well as providing a good base of information for students looking to have a career in this field.



## Course content

Drama GCSE at Stoke Newington is a varied course designed to allow students to explore and communicate ideas through various aspects of Drama. It provides students with opportunity to explore a wide range of Themes, Practitioners (such as Stanislavski and Brecht amongst others) and Theatre History alongside developing skills in group work and performance. Pupils can gain knowledge, skills and understanding through practical participation and performance utilising a range of different explorative strategies and performance techniques. The course culminates in a written exam which draws upon students' understanding from across the course and explores aspects of being a performer, a director and a designer. The skills they learn on the course will prepare them for all forms of further education in both sixth form and college as well as university or employment.

## Course structure

- In Year 9, students explore all aspects of the GCSE course including a mock devising exam. Students will develop understanding of theatrical conventions and practitioners and studying a script for a mock performance and written exam.
- In Year 10, students further explore devising skills and look at non naturalistic performance styles. In spring of Year 10, students devise their own original performance and will be formally assessed as part of Component 1 – Devising (40% of GCSE). In summer of Year 10, students begin exploring Component 3 - Theatre Makers in Practice by reading and performing extracts of the set text *An Inspector Calls* by JB Priestley. There is a mock paper in June of Year 10.
- In Year 11, students consolidate and further explore their understanding of *An Inspector Calls* and sit a mock examination of component 3. In March students rehearse and perform their Component 2 performance from text (20% of GCSE) pieces to an external examiner. In May, students will sit their component 3 Theatre Makers in Practice (40% of GCSE).

## Examination information

- Component 1 - Devising - 40% of GCSE - students perform a 10-25 minute devised piece and are assessed on performance or design realisation (lighting/sound/costume/props/set). This is worth 10% of the GCSE and will be in spring term in Year 10. There is also an accompanying portfolio which is worth 30% of the GCSE.
- Component 2 - Performance from text - 20% of GCSE - students perform two extracts from a scripted piece to a visiting examiner. A combination of two of the following: monologue (2-3 mins), duologue (3-5mins) or group piece (10-15 mins).
- Component 3 - Theatre makers in practice - 1 hour 45 minutes exam paper - 40% of GCSE - students are assessed in two sections. Section A is 45 marks and explores a set text (currently *An Inspector Calls* by JB Priestley). Section B is 15 marks and is an evaluation of a live performance.

## What do you have to do to be successful in this subject?

An outstanding Drama student is one who is passionate about and committed to the subject. The course is practical in nature but is not necessarily all about performance. To be successful students need to possess good communication skills, be adaptable and able to work as part of a team, as well as being comfortable to work independently. Students have to direct themselves and others, organise and record rehearsal schedules, keep notes and ideas for their portfolio as well as working closely with others. It is a collaborative subject in nature; there is lots of time spent with others in lesson and after school. It is expected that for Component 2 in particular

students will need to organise extra rehearsal time outside of lessons. Students need to possess strong organisational skills and a good work ethic. Students will explore performing, directing and designing – the ability to make justified and informed opinions is an important part of the course.

### **What you will need to do as part of your learning at home?**

Homework is an important part of the course. Students will be expected to carry out independent research, evaluate their own work and that of others, learn lines and annotate scripts. Homework is set weekly. Set texts are expected to be read and continuously revisited at home.

### **Links to post-16 pathways**

We firmly believe that our drama curriculum should underpin all aspects of a student's education and allow them to flourish as they move towards the world of work. Drama is taught not only to be a specialist arts subject but also to ensure that students have key skills required in any industry. To this end whilst many students continue to study drama at A level and go on to study performance or drama degrees we have also supported many young people as they move into the performing arts industry.

Our GCSE and A level courses are designed to allow students to fully explore the roles of performer, director and designer and so whilst we fully encourage actors, we also see many students continue to study stage and set design, or lighting and music production. Our teachers have a variety of experience and we support students in preparation for auditions for drama schools, universities and acting agents. The expertise in the department include professional acting and Fringe Theatre and we are best positioned to support those students who wish to move into the performing arts industry.

However, it's not all about acting – we truly feel that studying drama allows young people to grow in confidence, feel that their voices can be heard and consolidate a love of learning. Skills that any young person can take with them into whatever they wish to achieve in the future.



# Film Studies

Examination board | Eduqas  
Syllabus number | 603/0889/8

## Course content

Learning about Film is learning about all the ways people tell stories. Some stories make us laugh; some make us scared to turn off the lights; some stories are true; some are fantastical. This subject is about the stories we tell and how to tell them.

GCSE Film Studies allows student with the specific love of film to explore their interest at a specialist level. The course is analytical and asks big questions like how film-makers make their audiences feel different things, how you can tell the same story in different ways, and how different groups (e.g. women and teenagers) are represented on film. The course is 70% exam and 30% coursework.

GCSE Film Studies is fully accredited and counts towards important milestones like Sixth Form entry and University places, as well as key markers like Progress 8 and Attainment 8.

## Topics covered

- US film comparative study (e.g. Dracula (1932); The Lost Boys (1987))
- Key developments in film and film technology
- US independent film (e.g. Ladybird)
- Global English/non-English language film (e.g. Slumdog Millionaire)
- Contemporary UK film (e.g. Attack The Block)
- Film extract production [coursework] (screenplay or video production)

\*As the films offered by the syllabus are being updated this year, no final decision has been made yet about which films will be studied for this year group.

## Course structure

- In Year 9, we lay foundation of studying film, including camera decisions, editing and mise-en-scene.
- In Year 10, students study a further four films in preparation for their exam in Year 11. Students end the year by preparing for their production coursework: to make the opening sequence of a horror film.
- In Year 11, students complete their production coursework in the first term of the year and then study the remaining film of their six, before revision and exam preparation starts.

It is a GCSE qualification (fully accredited; Level 2 equivalent) which consists of 30% coursework and 70% exam (2 exams).

## Assessment information

Students will take an analytical approach to British, American and international film. Assessment will be through two 1 hour 30 minute exams (70%) and one piece of film production, including an evaluative analysis (30%).

## Examination information

Film pathway

- One 1 hour 30 minutes exam on key developments of US film (35%)
- One 1 hour 30 minutes exam on key developments of global film (35%)

### **What do you have to do to be successful in this subject?**

- A love of all kinds of storytelling, especially visual.
- The desire to learn about cinematography, movies and the history of film
- A willingness to learn how to use new production hardware/software (Mac computers/DSLRs/Adobe Premiere Pro).
- The passion to see a creative vision through from start to finish.
- GCSE film studies is an essay-based subject, so be prepared to write essays

### **What you will need to do as a part of your home learning**

- Produce your own films – we have tons of equipment that's ready to lend, and you can download all the software we use at home for free!
- Read reviews of key film products.
- Analyse films and in your own time and for fun (e.g. by watching Cinemasins).
- Enhance your own knowledge by watching films and TV outside the set-texts of the course.

### **Links to post-16 pathways**

We run courses at SNS in A Level Film Studies and BTEC Film and Television Production (with an animation component). Alternatively, one of our partner organisations like the SAE Institute may offer more tailored media progression pathways. There are a whole host of Film and TV Apprenticeships coming online from 2021. For more information about working in the UK Creative Industries, including the sorts of roles available, you may wish to consult [www.screenskills.com](http://www.screenskills.com)



## Course content

The course is delivered through three main units which comprise several sub-topics spanning human and physical geography and geographical skills and fieldwork. These are as follows:

- Living with the physical environment
  - Section A: The challenge of natural hazards: tectonic hazards – volcanoes, earthquakes, tropical storms, extreme weather in the UK, climate change – evidence and impacts.
  - Section B: Physical landscapes in the UK: coastal landscapes, river landscapes
  - Section C: The living world: ecosystems, tropical rainforests, hot deserts
- Challenges in the human environment
  - Section A: Urban issues and challenges: a case study of a major city in an LIC or NEE and a major city in the UK to highlight issues in countries ranging in development.
  - Section B: The changing economic world: global variations in development, reducing the development gap, rapid economic development in an LIC or NEE.
  - Section C: The challenge of resource management: resource management and water
- Geographical applications
  - Section A: Issue evaluation: an issue based set of exam questions which are synoptic so will incorporate elements from all of the other taught topics. Students will receive a pre-release resource based on the issue prior to the exam in order to guide their preparatory work
  - Section B: Fieldwork: students are asked a range of questions based on 1. Fieldwork materials from an unfamiliar context and 2. Students own fieldwork enquiries.

## Course structure

- Year 9 - Living with the physical environment.
- Year 10 - Challenges in the human environment (Year 10 students will also complete fieldwork in Walton on the Naze and the London Docklands and complete a geographical investigation in class based on their findings).
- Year 11 - Students receive the pre-release booklet with information on a geographical issue in March and will spend a number of lessons breaking down the information and interpreting the contents in order to prepare themselves for paper 3. Students revisit the Year 9 and Year 10 topics in revision sessions in class as well as going over the findings from their fieldwork in Year 10.

## Examination information

There are three exam papers at the end of Year 11:

- The first examination focuses on section 1 of the course, physical geography. It is 90 minutes, worth 88 marks and makes up 35% of the total GCSE grade.
- The second paper is also 90 minutes and worth 88 marks, also making up 35% of the GCSE grade. This examination focuses on section 2 of the course, human geography.
- The final paper is 75 minutes. It is worth a total of 76 marks and makes up 30% of the total GCSE grade. This examination has a focus on section 3, geographical applications and skills.

There is no controlled assessment for geography. The examination makes up 100% of the final grade. Students are also assessed on a half-termly basis in class, at the end of each sub-topic as well as mock exams at the end of Year 10 and January of Year 11.

### **What do you have to do to be successful in this subject?**

- Enjoy maths and statistical analysis.
- Comfortable with extended writing in exam situations.
- Be interested in other places around the world.
- Have an interest current affairs.
- Can draw connections between a range of issues.
- Enjoy standing out in the cold (and rain) during fieldwork.
- Have graph drawing skills.

### **What you will need to do as part of your learning at home?**

- Take responsibility for your learning outside the classroom by dedicating 60 minutes to Geography homework each week. If students do not have 60 minutes of homework they must use thier time to review the learning from the lessons.
- Miss no more than one deadline for a piece of homework without a parent/carer note and students must rectify this by arranging and meeting a revised deadline.
- Take responsibility for catching up on missed lessons by asking a friend.
- Home learning in Geography will involve vital exam practice, research for case studies and knowledge based online tests. All activities are essential to students' success as geography students.

### **Links to post-16 pathways**

A levels in Geography, Economics, Sociology, Biology, Politics.



# History

**Examination board** | AQA

**Syllabus number** | 8145

## Course content

Paper 1 - Understanding the modern world

- Unit 1: Conflict and tension 1894-1918
- Unit 2: America 1920-1973 opportunity and inequality

Paper 2 - Shaping the nation

- Unit 3: Britain - Migration Empire and the People
- Units 4/5: Elizabethan England C1568-1603 including study of the historic environment

## Course structure

- Year 9 - Skills building, Elizabethan England
- Year 10 - Conflict and tension: World War One, America: opportunity and inequality
- Year 11 - Migration and Empire.

## Examination information

Two written exams:

Paper 1 - Understanding the modern world

- Written paper - 2 hours - 84 marks 50% of the GCSE

Paper 2 - Shaping the nation

- Written paper - 2 hours - 84 marks 50% of the GCSE

## What do you have to do to be successful in this subject?

Students must:

- Ask the question 'why?'
- Investigate problems
- Understand the world we live in today
- Debate
- Read
- Write
- Remember information

## What you will need to do as part of your learning at home?

- Take responsibility for your learning outside the classroom by dedicating 60 minutes to history homework each week. If students do not have 60 minutes of homework they must use their time to review the learning from the lessons.
- Miss no more than one deadline for a piece of homework without a parent/carers note and they must rectify this by arranging and meeting a revised deadline.
- Take responsibility for catching up on missed lessons by asking a friend.

## Links to post-16 pathways

- History opens doors to many A levels and professions, including archaeology, academia, the museum sector, teaching, law, politics and many more.

# Hospitality and Catering - Level 2 Vocational Award

**Examination board** | Eduqas  
**Syllabus number** | 5409

## Course content

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The Eduqas Vocational Award in Hospitality and Catering equips learners with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.

This course is for students who are interested in the food industry, nutrition, catering and the related industries. This course will teach students how to prepare, cook and serve a wide range of healthy and nutritious dishes using a range of techniques. Students learn a wide variety of culinary skills, how to present and serve food. They also learn about the environmental, ethical and economic effects of food preparation. Students will sometimes have to supply additional ingredients on top of the basic ones the school supplies. They are expected to take their food home, taste and evaluate it.

The course we are delivering is equitable to the GCSE and counts to the progress 8 measures, so this will not affect your child's progress or outcomes. Instead of a 1-9 grade students will be graded a pass, merit, distinction or distinction\*.

## Course structure

Eduqas Vocational Awards in Hospitality and Catering consist of two units:

- Unit 1- hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.
- Unit 2 - hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.

In years 9 and 10, students will work practically to build a range of essential food preparation skills as required by the specification. In Year 9 students will complete a Level 2 Health and Hygiene certificate which is an industry recognised award in hospitality and catering hygiene practices. Students will complete mock non-examination assessment in preparation for Year 11. For example, they will be given a brief to investigate and plan and prepare dishes which meet a brief set by the exam board. In Year 11, students will complete their non-examination assessments this year. The task will require written coursework which is made up of research, investigating, trialling, time planning and a final practical exam. In May/June of Year 11 students will sit a written theory exam which comprises 40% of the final mark.

## Summary of Assessment

Unit 1: The hospitality and catering industry

- Written examination: 1 hour 20 minutes 40% of qualification (80 marks). Questions requiring short and extended answers, based on the five main learning outcomes from unit 1.

Unit 2: Hospitality and catering in action

- Controlled assessment: approximately 12 hours 60% of qualification (120 marks). An assignment brief will be provided by WJEC which will include a scenario and several tasks.

## **What do you have to do to be successful in this subject?**

### **Practical Skills**

- Food Preparation and Cooking: Master basic techniques like chopping, frying, baking, and grilling.
- Hygiene and Safety: Know how to maintain cleanliness and safety in the kitchen.
- Customer Service: Develop excellent communication skills and a friendly manner to interact with customers.

### **Theoretical Knowledge**

- Nutrition: Understand the basics of nutrition and dietary needs.
- Menu Planning: Learn how to create balanced and appealing menus.
- Food Science: Grasp the principles of food production, storage, and preservation

### **Attitude and Soft Skills**

- Attention to Detail: Be meticulous about food presentation and quality.
- Time Management: Efficiently manage your time to handle multiple tasks.
- Teamwork: Collaborate well with your colleagues and maintain a positive attitude.

### **Study and Practice**

- Attend Classes: Pay attention in theory classes and practical sessions.
- Practice Regularly: Spend extra time honing your skills in the kitchen.
- Revise: Regularly review your notes and textbooks.

## **What you will need to do as part of your learning at home?**

- Practise exam questions.
- Carry out research into recipes, ingredients and processed foods.
- Cook healthy nutritious food at home as much as possible.
- Watch and learn from cookery shows on TV and experiment with flavours and ingredients.
- Keep a food diary of your cooking and eating experiences.

## **Links to post-16 pathways**

After completing the WJEC Vocational Award in Hospitality and Catering learners might be interested in progressing to other qualifications relevant to working in the sector, such as:

- WJEC Level 3 Applied Certificate
- Diploma in Food Science and Nutrition Level 2
- Level 3 Diplomas in Hospitality and Catering Level 2
- Level 3 Diplomas in Professional Cooking
- Level 3 Diploma in Hospitality and Tourism Management
- Apprenticeships

# Modern Foreign Languages: French I Spanish

**Examination board** | Edexcel

**Syllabus number** | Level 1/Level 2 GCSE in French/Spanish (2024)

If your child would like to study a Language at GCSE, they can only select the Language that they have studied during Years 7 and 8. Please see below for the allocated Language for each Year 8 tutor group:

- Can only select French at GCSE: 8S, 8T, 8N and 8E.
- Can only select Spanish at GCSE: 8I, 8O, 8G, 8W and 8K.

If you believe that your child has a GCSE standard of knowledge and understanding of the Language that they did not study during Years 7 and 8 and you would like them to select this as a GCSE option, please directly contact the Head of French/Spanish. We will then advise on the procedure to follow.

## Course content

GCSE Themes:

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

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

## Examination information

Paper 1: Speaking in French/Spanish (25% of the qualification)

Paper 2: Listening and understanding in French/Spanish (25% of the qualification)

Paper 3: Reading and understanding in French/Spanish (25% of the qualification)

Paper 4: Writing in French/Spanish (25% of the qualification)

## What do you have to do to be successful in this subject?

- Passion for learning languages
- Enjoy studying and gaining an insight into different cultures
- Ability to study and master language areas independently
- Develop the ability to speak and write spontaneously

## What you will need to do as part of your learning at home?

It is a fact that the acquisition of a second language is directly proportional to independent daily practice/revision and the regular use of it. In addition to homework, students are to practise with any area or topic of the language they find interesting. There is no restriction. Students who

develop the ability to explore the language and to use it independently progress faster, their vocabulary increases manifold and their comprehension and communication skills evolve in a shorter period. We request that students practise the language on a daily basis for a reasonable amount of time. It should not be long (an average of 10-15 minutes), but it is vital to be consistent.

### **Links to post-16 pathways**

This qualification offers a suitable progression route to A Level French/Spanish. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of French/Spanish speaking countries and their respective cultures.

## **Community Languages**

**Applies to Arabic, Bengali, Chinese, French, Gujarati, Hebrew, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish, Urdu.**

Students speaking fluently other languages that are not their timetabled lesson can by independent preparation sit GCSE exam facilitated by Stoke Newington School.

Entry requirements: strong skills in listening, speaking, reading and writing.

To enquire, please email: [community.languages@sns.hackney.sch.uk](mailto:community.languages@sns.hackney.sch.uk)



## Course content

GCSE Music caters for all musicians from any musical background. It's not essential to be able to read music or have completed grades in your instrument of choice, you just need to be willing to perform and create your own compositions. All students taking GCSE Music will get priority for instrumental and vocal lessons in school and are expected to participate in extra-curricular musical activities.

- Develop knowledge, understanding and skills needed to communicate effectively as musicians.
- Develop performing skills both individually and in groups, focusing on accuracy expression, and musicality.
- Develop composing skills to organise musical ideas and make use of appropriate resources.
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- Develop awareness of a variety of instruments, styles and approaches to performing and composing.
- Develop awareness of music technologies and their use in the creation and presentation of music.
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.
- Broaden musical experience and interests, develop imagination and foster creativity.

## Course structure

- My music - learners should study their instrument, which any be any of the following – any instrument, voice, DJ-ing, sequencing (realisation using ICT).
- The concerto through time - learners study the concerto and development from 1650–1910 through to the baroque solo concerto, the baroque concerto grosso, the classical concerto, and the romantic concerto.
- Rhythms of the world - learners study the tradition rhythms from four geographical regions of the world including – India and Punjab, Eastern Mediterranean and Middle East, Africa, and Central and South American.
- Film music - learners study a range of music used for films and video games.
- Conventions of pop - learners study a range of popular music including: solo artists from 1990 to present day, rock n roll of the 50s and 60s, rock anthems of the 70s and 80s, and pop ballads of the 70s, 80s and 90s.

## Assessment information

Integrated portfolio (30% of total GCSE)	Practical component (30% of total GCSE)	Listening and appraising (40% of total GCSE)
<ul style="list-style-type: none"><li>• Performance on the learner's chosen instrument</li><li>• Composition to a brief set by the learner</li></ul>	<ul style="list-style-type: none"><li>• Ensemble performance</li><li>• Composition to an OCR set brief</li></ul>	<ul style="list-style-type: none"><li>• A 1 hour 15 minutes written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the areas of study</li></ul>

## Examination information

### Unit 1: Integrated Portfolio 30%

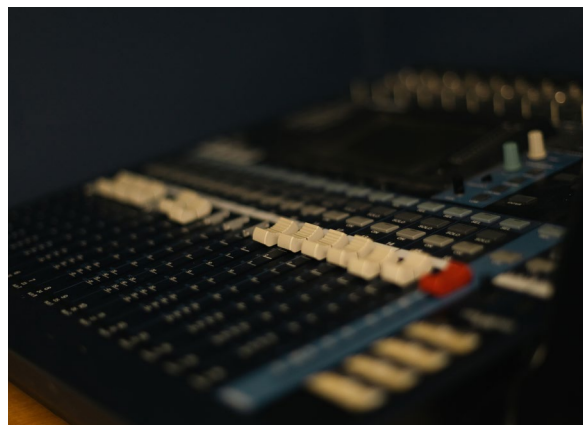
- Recording of one solo performance and one composition decided by the student. 60 marks.

### Unit 2: Practical component 30%

- One ensemble performance (two or more players) and one composition to a 'brief' set by exam board. 60 marks.

### Unit 3: Listening & Appraising 40%

- 1 hour 15 minutes written exam. Unheard music from areas of study 2, 3, 4 and 5. 80 marks.



## What do you have to do to be successful in this subject?

Regular private instrumental/vocal practice is one of the most important things students need to be doing if they study GCSE Music. Performance makes up 30% of the course so students need to be prepared. Students can practice at home or in at school. Regular practice helps create ideas for composing. Confident performers are often confident composers. Throughout the three years of study, students will also be given regular written homework to prepare them for the listening exam. The homework will often be listening based exercises covering the key areas of study.

## What will you need to do as part of your learning at home?

In terms of learning at home, pupils should be completing regular practice on their chosen instrument/voice. It is suggested that pupils complete around 20 minutes of practice a day, or longer practice sessions every couple of days to ensure they are constantly progressing with their performance. Pupils should also complete all homework on time to make sure they don't fall behind, and pupils can access all of the learning resources to succeed in the course via our website page: [www.snsmusic.co.uk/gcse](http://www.snsmusic.co.uk/gcse).

## Links to post-16 pathways

Students can study Music at A level which provides an excellent foundation for students looking to study at university. There are also a wide variety of career paths available to musicians.



# Physical Education

Examination board | AQA

Syllabus number | 8582

## Course content

Applied anatomy and physiology; physical training; socio-cultural influences; sport psychology; health fitness and wellbeing. Non exam content: performance in three sports + analysis and evaluation of sporting performance coursework

## Course structure

Three units, two are exam based and taught in classrooms like any other GCSE. The third unit is the non-exam assessed one and is made up of assessments in three sports and one piece of coursework.

## Assessment information

Two 78 mark 1 hour 15min exams. One piece of written coursework evaluating and improving sport performance. Three assessments of sporting performance from a mix of individual and team sports.

## What do students have to do to be successful in this subject?

Regular participation in at least one sport outside of school and attending after school clubs as well will enable students to hopefully do well in the practical assessment. A strong passion for sports overall, with a keen enthusiasm for developing skills across a variety of different sports.

## What you will need to do as part of your learning at home?

Playing regular competitive sport and regular revision of learning will support students to achieve.

## Links to post-16 pathways

Success on the GCSE can lead to students taking BTEC Sport here and then on from that, any sport related degree is attainable.



# Photography

Examination board | AQA  
Syllabus number | 8206C/8206X

## Course content

The course is divided into two components – Component 1, the coursework element - and Component 2, the externally set assignment which is on a theme set by the examining board. The coursework consists of a selection of work resulting from trials and experiments, skills based workshops and mini-projects to help develop an understanding of the technology and techniques used in photography. These skills are transferred into two main projects – ‘Abstract Nature’ and ‘Identity/Portraiture’.

The coursework projects are started in Year 9 and continue through into the early part of Year 11. Skills become stronger and confident, independent ideas emerge to create personal responses which are highly developed. Students learn the skills required to produce outstanding personal responses both in the camera and in digital post-production. They also develop significant transferrable skills which they carry forward with them into further education and beyond.

## Course structure

Component 1: portfolio (coursework) - 60%

Component 2: externally set assignment (exam) - 40%

## Assessment information

- Component: 1 - portfolio. The coursework element of the course carries 60% of the overall marks towards the final grade.
- Component: 2 - externally set assignment. The final exam carries the remaining 40% of the overall marks towards the final grade.

## Examination information

Component 2: – Externally set assignment. The awarding body release the exam paper in January and students choose one theme/question from a series of seven different options. They have a choice and so they can choose something which really appeals to them! Over the following period of preparation (approximately 10 weeks) students use the skills they have learned throughout the course to develop their own personal response to their chosen theme, showing development of ideas and making links with photographers’ work. This work leads to a final photograph or series of photographs which is both personal and demonstrates excellent technical skill. Students are supported throughout the preparation period and have a ten hour practical examination set over two consecutive days to finalise their portfolio of work and personal outcomes according to the assessment objectives.

## What do you have to do to be successful in this subject?

A successful photography GCSE student needs to work hard to learn new techniques and skills. It is exciting to have access to cameras and professional equipment – students can borrow cameras from the department, they don’t need to have your own (although it can sometimes be easier if they do have a camera as during examination periods there are a lot of people who want to borrow them!).

The course is practical so students will take photo shoots during lessons as well as (and this is critical to success) work independently out of school time on location shoots. Students will need to be creative and learn about photographers and how they produce their work, what their influences are and how they look at the world around them. Students will need to be organised,

be prepared to work independently to develop exciting ideas, be experimental, be open to ideas and suggestions, be prepared to set up photo shoots using props or staging, work with others to share ideas and resources, be prepared to make mistakes and learn from them and work hard to develop your self-confidence.

### **What you will need to do as part of your learning at home?**

You are expected to complete a minimum of an hour and a half a week on your photography GCSE outside lesson time. This may take the form of photo shoots or written analysis/annotation in your digital portfolio. You will be given full access to Adobe Photoshop at home for editing your photographs and your work will be stored in a digital portfolio which you will also be able to access from home. You will also have your own dedicated online folder where you can access and save your work when completing home learning.

It is essential that you are organised and that you commit to completing shoots outside lesson time and all work you do both in and outside lessons contributes to your final grade

### **Links to post-16 pathways**

Many of our GCSE students progress onto our excellent A Level Photography course and then on to art foundation or degree courses in photography or related areas. The creative industries are growing by around 8% every year and are presently worth £13 million an HOUR to the UK Economy. Opportunities for employment are many and varied in this area and a creative course like Photography will enrich your future career choices by developing your creative skills.

For more information about our photography course, visit our [department website](#).



# Religious Studies

**Examination Board | AQA**  
**Syllabus Number | 8062 A**

## Course content

The AQA GCSE specification in religious studies provides opportunities for candidates to follow a course that is coherent and that balances knowledge of core beliefs, teachings and practices of at least two religions, with an understanding of how they can be applied to philosophical and ethical studies.

The specification will:

- develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- AQA GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. It provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effects on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

## Course structure

Component 1: The study of religions: beliefs, teachings and practices

- All Candidates must study the two specified core beliefs/teachings and the two specified practices of Christianity and Islam.

Component 2: Thematic studies - Religious, philosophical and ethical studies

- The course tackles religious and secular perspectives on a range of moral and social issues and explores humanistic and atheist beliefs.

Theme A - Relationships: Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Contraception.
- Sexual relationships before marriage.
- Family life
- Homosexual relationships.
- Sex, marriage and divorce

Theme B - Life and Death: This theme requires all candidates to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and

human life. Topics include:

- The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these
- The relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including: animal experimentation and the use of animals for food.
- Abortion - including situations when the mother's life is at risk.
- Euthanasia - The concepts of sanctity of life and the quality of life.
- Afterlife - and their impact on beliefs about the value of human life

Theme D - Peace and Conflict:

- The meaning and significance of: peace, justice, forgiveness, reconciliation.
- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.
- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

Theme E - Crime and Punishment: This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law.
- Views about people who break the law for these reasons.
- Views about different types of crime, including hate crimes, theft and murder.
- The aims of punishment, including: retribution, deterrence and reformation.
- The treatment of criminals, including: prison, corporal punishment and community service.
- Forgiveness.
- The death penalty - Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

### **Examination information**

Paper 1: Written exam: 1 hour 45 minutes

96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

50% of GCSE

Paper 2: Written exam: 1 hour 45 minutes

96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

50% of GCSE

### **What do you have to do to be successful in this subject?**

- Be interested in discussing and debating ideas.
- Looking at how different world viewpoints look at the same issues.

- You will need to read around topics by watching the news, reading the news and debating the news.
- Be interested in what's happening in the world and how current affairs are affected by personal belief systems.
- You will need to be prepared to discuss and debate issues.
- You will need to be organised and be able to work independently and within a group.
- Good writing skills.
- You will need to be keen to practise skills such as negotiation, collaborations, discussion and debate.

### **Career paths**

If you are thinking about taking an A-level in religious studies, history, English, philosophy and ethics, sociology, government & politics or law, this would be a good subject for you. Religious studies is a relevant qualification for any job which involves working with other people but is especially relevant if you are interested in a career as a police officer, solicitor, social worker, teacher, doctor/nurse, and working in the armed forces.



# Science - Triple Pathway

Examination board | AQA

Syllabus number | 8461, 8462, 8463

## Course content

Biology units	Chemistry units	Physics units
B1 Cell biology B2 Organisation B3 Infection and response B4 Bioenergetics B5 Homeostasis and response B6 Inheritance and evolution B7 Ecology	C1 Atomic structure C2 Bonding C3 Quantitative chemistry C4 Chemical changes C5 Energy changes C6 Rates of reaction C7 Organic chemistry C8 Chemical analysis C9 Chemistry of the atmosphere C10 Using resources	P1 Forces P2 Energy P3 Waves P4 Electricity P5 Magnetism P6 Particle model of matter P7 Atomic structure P8 Space physics

For more information go to: [www.aqa.org.uk/subjects/science/new-science-gcse-specifications](http://www.aqa.org.uk/subjects/science/new-science-gcse-specifications)

## Course structure

Content is taught over three years from the beginning of Year 9.

## Examination information

- There are two examinations taken in June of Year 11 for Biology.
- There are two examinations taken in June of Year 11 for Chemistry.
- There are two examinations taken in June of Year 11 for Physics.

Each paper is 1 hour 45 minutes. Calculators are permitted in examinations. Candidates are required to memorise most equations.

## What do you have to do to be successful in this subject?

Getting things wrong is part of being a good scientist. Work really hard and don't give up. Enjoy the process of scientific investigation and discovery!

## What you will need to do as a part of your home learning

Students will need to focus on exam questions, work related to required practicals, and consistent revision throughout their GCSEs.

## Links to post-16 pathways

Students who want to have a career in any science-related field should study the subject at A level. A level science subjects are also highly thought of within higher education, particularly Russell Group universities. A degree in a science subject can lead to a wide range of STEM (science, technology, engineering, maths) careers.



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