



# Blessed George Napier Catholic School



## A Guide to the Key Stage 4 Curriculum 2026/2027



# YOUR CHOICES FOR YOUR FUTURE

Dear Parent/Guardian,

This booklet is intended to assist parents/carers and pupils in choosing their option subjects for Years 10 and 11.

All pupils will follow a core GCSE curriculum of:

- RE
- English Language
- English Literature
- Maths
- Science
- Core PE

PSHE continues to be taught throughout Years 10 & 11 during tutor time and a programme of sessions timetabled at regular intervals throughout the school year.

The choices made now may have far-reaching implications for the future. All pupils will continue into education or training after the age of 16, either in our Sixth Form or at another centre. Therefore, it is vital that decisions made now do not limit the options available to students in the future.

In addition to the traditional GCSE subjects, BGN offers a carefully chosen selection of vocational qualifications which emphasise the application of skills and knowledge in a more work-related setting. These could be considered alongside the more traditional subjects, for some students.

Examination Boards have set high standards and to achieve the best results possible and to be able to cope with a realistic workload, a concentration on a limited number of subjects is desirable and sensible. We would point out that once students have begun their courses, they will be unable to drop a subject at any time.

Brief outlines of all available subjects are included in this booklet and narrated PowerPoints for each subject area can be found on the VLE, BGN Spaces, Year 9 Options. **Whilst every effort is made to accommodate pupils in the choice of their subjects, the numbers of pupils in some subjects may be limited by issues such as staffing, resources and Health & Safety. Therefore, students will be asked for a first and second choice.**

We hope that you will find the information contained in this booklet useful in making option decisions. There will be the opportunity for students and parents to speak to subject teachers, at the **Year 9 Options' Evening on Thursday 26<sup>th</sup> February in the Rachel Smith Hall**. This is a drop in session anytime between 6.00pm and 7.00pm, where all Key Stage 4 subjects will be represented.

Yours sincerely

Miss M Joyce  
Deputy Headteacher



# PATHWAYS

## GCSE PATHWAY

A GCSE Pathway pupil will be targeting students whose Minimum Expected Grades are between 9 to 4/5 grade equivalents and will almost certainly aspire to A Levels in the sixth form or some other Level 3 qualifications or apprenticeship.

A GCSE Pathway pupil will follow a core GCSE curriculum in:

- RE
- English Language and English Literature
- Maths
- Combined Science or Triple Science
- Core PE

Those students for whom Triple Science is more appropriate will be invited to take that pathway. All other students will do Combined Science.

For those students where university may be a pathway in the future, we strongly recommend they opt for at least one language and/or a humanities subject.

Please note that once courses have begun in September, students will be unable to drop any.

## COMBINED GCSE AND VOCATIONAL PATHWAY

A GCSE/BTEC Pathway pupil will aspire to grades of 4 / 5 but may, more typically, have target grades of below 4. A GCSE and Vocational Pathway student will aspire to further Level 2 qualifications, including apprenticeships after school and may consider Level 3 qualifications in our Sixth Form or at College.

A GCSE and Vocational Pathway pupil will follow a core GCSE curriculum in:

RE                      Combined Science                      English                      Core PE                      Maths

In addition, students can choose from the Vocational courses outlined below and GCSE subjects. Please note that once courses have begun in September, students will be unable to drop any.

Vocational subjects:

BTEC Construction  
BTEC Children's Play, Learning and Development  
Cambridge National in Creative I-Media

# ART



## Examining Body - EDEXCEL

**Qualification:** GCSE

**Syllabus:** Edexcel GCSE (Art and Design – Fine Art)

Art is used to communicate aesthetic, intellectual and conceptual ideas and meaning, as well as serving as a practical or commercial function. Work is the outcome of personal experiences, thoughts, observations of people, places and things. Students will demonstrate an understanding and application of the formal elements and creative skills and will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions.



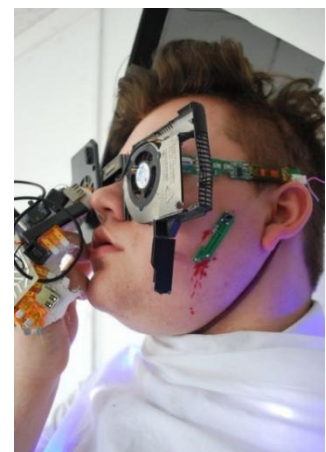
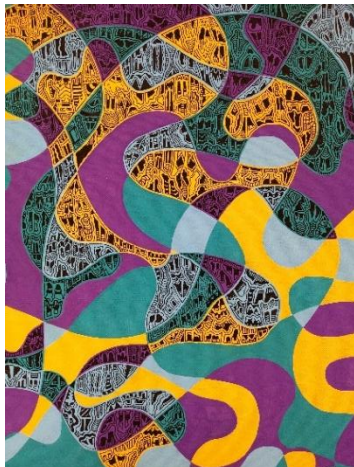
Students will submit work in the form of several of the following areas of study - Drawing, Installation, Lens-/light-based media, Mixed media, Printing, Painting and Sculpture.

**Method of Assessment:**

**Personal Portfolio (60%)** students work towards creating a portfolio of work throughout the 1<sup>st</sup> 16 months of the course.

**Externally Set Assignment (ESA) (40%)** students are provided with a question paper with a starting point (January Yr11), from which they research and investigate over approximately 30 hours, including sitting the final 10 hour practical exam.

Through both their Portfolio and the ESA component, students must develop ideas through investigations, refine their work by exploring ideas, selecting and experimenting with appropriate media, record ideas, observations and insights relevant to intentions and present a personal and meaningful response that demonstrates an understanding of visual language.



# BTEC TEC AWARD IN CHILD DEVELOPMENT



## Examining Body - EDEXCEL

This course is designed for pupils who wish to have a career in a childcare setting. The course studies children from birth to 5 years old. We look at how children develop, and the role adults have, to ensure children reach expected milestones. We also see how important play is for a child's development and the ongoing support required by adults for a child to thrive.

The course is divided into three components:

1. Children's growth and development
2. Learning through play
3. Supporting children to play, learn and develop

How will pupils be assessed?

Unit	Percentage of course	Assessment	How is the assessment marked?
1. Children's Growth and Development	30%	Internal assessment completed under exam conditions in the classroom.	1. Class teacher 2. Moderated internally by Head of BTEC. 3. External Edexcel Moderator
2. Learning Through Play	30%	Internal assessment completed under exam conditions in the classroom.	1. Class teacher 2. Moderated internally by Head of BTEC. 3. External Edexcel Moderator
3. Supporting Children to Play, Learn and Develop	40%	2 hour written examination.	Edexcel Examination Markers

Pupils will find it useful to do their work experience in a nursery. The knowledge pupils gain in that week will help them with their controlled assessments and written examination.

Pupils will undertake a range of tasks including case studies, projects, and timed assignments, completed in examination conditions.

This qualification is equivalent to 1 GCSE.

# GCSE BUSINESS



## Examining Body - AQA

**Syllabus:** AQA

This course will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide students with a firm foundation for further study.

### **Paper 1: Influences of operations and HRM on business activity**

#### **Units**

- Business in the real world
- Influences on business
- Business operations
- Human resource

#### **How is it assessed?**

- Written exam: 1 hour 45 minutes
- 90 Marks
- 50% of GCSE

### **Paper 2: Influences of marketing and finance on business activity**

#### **Units**

- Business in the real world
- Influences on business
- Marketing
- Finance

#### **How is it assessed?**

- Written exam: 1 hour 45 minutes
- 90 Marks
- 50% of GCSE

Questions will be a combination of multiple choice questions, short answer questions and case study/data response stimuli with questions.

**Tiers of Entry:** Single Tier

# COMPUTER SCIENCE



## Examining Body - OCR

This course gives students a real, in-depth insight into how computer technology works. The curriculum has been designed to allow for a solid basis of the fundamentals of computer programming (using Python) and to gain an understanding of how computers work.

Students will study:

### Paper 1

- Systems architecture
- Computer networks, connections and protocols
- Network security
- Ethical, legal, cultural and environmental impacts of digital technology

### Paper 2

- Algorithms
- Programming fundamentals (Python)
- Boolean logic
- Programming language (Python) and integrated development environments

### WHY CHOOSE COMPUTER SCIENCE?

- Programming is becoming an increasingly important aspect of many careers, not just those linked to technology.
- Develops problem solving and critical thinking skills.

### Assessment:

Paper 1 – Computer Systems – Written exam – 1hr30 – 50%

Paper 2 – Computational thinking, algorithms and programming – Written exam – 1hr30 – 50%

**Tiers of Entry:** Single Tier

# BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment



## Examining Body - EDEXCEL (Pearson)

**Qualification:** BTEC

**Syllabus:** Edexcel

**Assessment:** Coursework and Exam

The rationale for the BTEC First Award in Construction and the Built Environment is to:

- inspire and enthuse learners to consider a career in the construction sector
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry.
- support progression to a more specialised level 3 vocational or academic construction course or an apprenticeship.
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

This qualification has been developed to provide an engaging and stimulating introduction to the construction industry.

It comprises three components:

### **Component 1: Construction Technology**

Assessment type: External (Exam)

This component will develop knowledge and understanding of processes, terminology and technology used in the construction of the built environment.

### **Component 2: Construction in Practice**

Assessment type: Internal, externally moderated

This component will introduce learners to commonly used hand tools, equipment and craft skills needed in the creation of the built environment and how to select and use materials in order to safely produce quality outcomes.

### **Component 3: Construction and Design**

Assessment type: Internal, externally moderated – synoptic

Learners will gain an understanding of clients' needs and develop skills in producing building design briefs and sketches that consider construction constraints.

At all times learners will be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

# CAMBRIDGE NATIONAL IN CREATIVE IMEDIA



## Examining Body - OCR

This qualification will assess the application of creative media skills through their practical use. The course will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The qualification will encourage independence, creativity and awareness of the digital media sector. The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

### **WHY CHOOSE CREATIVE IMEDIA?**

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This course will provide you with the skills for further study in subjects such as media, journalism, design or business. It also prepares you for a range of creative and technical job roles within the media industry.

### **Assessment:**

#### **There are two mandatory units:**

Creative iMedia in the media industry  
(Exam - 40%)

Visual identity and digital graphics (Coursework - 25%)

#### **And one optional unit:**

Interactive digital media  
(Coursework - 35%)

- The course is assessed at the end of the qualification and is equivalent to GCSE grading.
- Grades are based on assessment across all three units.
- Students will be awarded a grade from Pass at Level 1 through to Distinction\* at level 2.

**Tiers of Entry:** Single Tier

# FOOD PREPARATION AND NUTRITION



## Examining Body - AQA

<b>Syllabus:</b>	AQA
<b>Method of Assessment:</b>	50% Written Exam 50% Coursework Project (Non-exam assessment)

GCSE Food Preparation and Nutrition is a creative, coursework-based course with a focus on practical cooking skills and understanding of nutrition. Developing theoretical knowledge of nutrition and practical its application, food provenance and the working characteristics of food materials. Pupils may embark on a wide variety of careers, further study or apprenticeships across farming, food design, food production and medical roles using this qualification.

### The Course is integrated in five core topics:

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

### The practical skills are categorised in 12 areas of development:

- General practical skills
- Knife skills
- Preparing fruit and vegetables
- Use of the cooker
- Use of equipment
- Cooking methods
- Prepare, combine and shape
- Sauce making
- Tenderise and marinate
- Dough
- Raising agent
- Setting mixtures

### Coursework/non-exam assessment (NEA) is composed of two set tasks:

**Task 1: Food investigation** (15%) which runs between 1 September – 25<sup>th</sup> October in year 11. In this task pupils demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients. The pupils answer a question through research and practical experimentation.

**Task 2: Food preparation assessment** (35%) which runs between 1 November – 25<sup>th</sup> March in year 11. Pupils demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation and evaluation of food and application of nutrition related to the chosen task. Pupils must research around the question and plan three dishes to meet the criteria. Pupils will then prepare, cook and present their final menu of three dishes within a single period of no more than three hours. Pupils will plan how to achieve the final menu in advance and then evaluating their practical outcome against the criteria.

**Written Exam** (50% of total marks) which takes place in June.

The written exam paper is split into sections, which mirror the five core topics of the specification.

# DRAMA



## Examining Body - EDEXCEL

### You will learn a variety of skills in GCSE Drama including:

- Devising your own original performances using a stimulus
  - Performing an existing script
- Watching and evaluating live theatre
- What the role of a director entails
  - Lighting and sound design
  - Costume and set design

**Component 1 (40%)** – To use ideas and issues to respond to a stimulus material. Students will create a devised performance. Assessment -1,500 - 2,000 words of written coursework.

**Component 2 (20%)** – To explore a play text. The purpose is to enable students to develop knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. Assessment - Students will perform to a given audience at the end of this unit.

**Component 3 (40%)** - Drama written examination. This is an externally assessed written examination. Students respond to a set text given by the exam board and a live theatre production. This is taken at the end of Year 11.

### What homework/independent learning will I need to carry out?

Drama homework will entail a mixture of the following:

- Preparing for practical assessments, for example learning lines, finding time to rehearse with your group etc.
- Practice questions for the written exam.
- Maintaining a log of your practical work to assist with developing your role.
- Carrying out research to help to develop your practical work.

### Drama GCSE is absolutely for you if:

- You have an interest in performing
- You want to develop your confidence
- You enjoy working as part of a team
- You have an interest in watching performances
- You are interested in other roles within theatre, such as directing or designing
  - You like working practically
- You are committed and enthusiastic about Drama

# ENGLISH LITERATURE GCSE



## Examining Body - AQA

### ENGLISH LITERATURE AQA 8702

Students follow the AQA GCSE English Literature syllabus. This course is assessed by two closed book exams. Our planned KS4 Literature curriculum has been designed to inspire, challenge and motivate every student, no matter what their level of ability.

The Literature exams cover a wide variety of texts ranging from Shakespeare, 19<sup>th</sup> Century literature and modern drama. Pupils also have to produce a response to the studied AQA poetry Anthology, fifteen poems, and also respond to questions about two unseen poems on the exam paper.

Paper 1: (40% of the assessment) 1hr 45minutes

- Shakespeare: Macbeth
- 19<sup>th</sup> Century Literary text:(A Christmas Carol

Paper 2: (60% of GCSE) 2hrs 15minutes

Pupil will respond to

- A modern text: An Inspector Calls
- Love and relationships AQA Poetry Anthology
- Two previously unseen poems

All exam texts and necessary skills will be studied in class. Pupils are expected to learn quotations from the set texts.

# FRENCH & SPANISH



## Examining Body - AQA

As people travel more for both work and leisure, modern languages occupy an ever-increasing role in today's society. Students have the opportunity to study either French or Spanish and indeed we welcome those who wish to continue studying both languages.

We currently follow the AQA syllabus in both languages.

This specification follows a **LINEAR** structure, meaning that students will sit all their exams at the end of the course. There is a Foundation Tier (for grades 1-5) and a Higher Tier (for grades 4-9).

### Core content:

**Theme 1: People and lifestyle**

**Theme 2: Popular culture**

**Theme 3: Communication and the world around us**

### Paper 1: Listening - 25% of GCSE

(A range of question types based on pre-recorded spoken material in the target language, to be answered in English or non-verbally, and a dictation exercise where pupils transcribe what they hear)

Foundation Tier – 35 mins (40 marks)

Higher Tier – 40 mins (50 marks)

### Paper 2: Speaking – 25% of GCSE

(Communicating and interacting effectively in speech for a variety of purposes, including a role-play, read aloud task & discussion, and photo card task & discussion)

Foundation Tier – 7-9 mins + preparation time (50 marks)

Higher Tier – 10-12 mins + preparation time (50 marks)

### Paper 3 Reading – 25% of GCSE

(Understanding and responding to different types of written language, to be answered in English or non-verbally, and a translation exercise from the target language to English)

Foundation Tier – 45 mins (50 marks)

Higher Tier – 1 hour (50 marks)

### Paper 4 Writing – 25% of GCSE

(communicating effectively in writing for a variety of purposes)

Foundation Tier – 1 hour 10 mins (50 marks)

Higher Tier – 1 hour 15 mins (50 marks)

# GEOGRAPHY



## Examining Body - AQA

### Syllabus: **AQA GCSE Geography**

This course is based on a balanced framework of human and physical Geography. It allows students to explore the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students who complete this course will have the skills to progress to A-Level Geography & beyond.

**Method of Assessment:** There are three examinations, all at the end of Year 11 and there is no coursework or Controlled Assessment.

#### **Paper 1: Physical Geography** - 35% GCSE, 90min, 88 marks (inc. 3 SPAG).

Topics: Natural hazards (tectonic hazards, weather hazards, tropical storms, extreme weather in UK, climate change), Physical landscapes in the UK (coasts, rivers), Ecosystems (tropical rainforests, hot deserts).

#### **Paper 2: Human Geography** – 35% GCSE, 90min, 88 marks (inc. 3 SPAG).

Topics: Urban issues and challenges (growth of urbanisation, urban planning, sustainable living), the changing economic world (the development gap, cultural and social change, employment patterns), resource management (distribution and management of food, water and energy, the demand and management of water).

#### **Paper 3: Geographical Issue & Fieldwork** – 30% GCSE, 90min, 76 marks (inc. 6 SPAG).

Topics: fieldwork based on above topics and an exam to test knowledge of how to carry out fieldwork and analyse data.

**Fieldwork** – in recent years we have completed a two night residential in Swanage towards the end of Year 10. The purpose of this trip is to complete fieldwork for Paper 3 and aid the teaching of coastal environment in Paper 1.

# HISTORY



## Examining Body - EDEXCEL

### **Paper 1: Thematic study and historic environment**

The content is divided into two: a thematic study and a linked study of a historic environment.

- Thematic study: Medicine in Britain, c1250-present (36 marks)
- Historic environment: The British sector of the Western Front, 1914-1918 injuries, treatment and the trenches (16 marks)

Assessed by 1 hour 15 minute written examination – 30% weighting

### **Paper 2: Period study and British depth study**

Candidates study two separate topics:

- The reigns of King Richard I and King John, 1189-1216 (32 marks).
- The American West, c1835-c1895 (32 marks).

Assessed by 1hour 45 mins. examination – 40% weighting.

### **Paper 3: Modern depth study**

Candidates study a substantial and coherent short time span through the use of written sources:

- Weimer and Nazi Germany, 1918-1939 (52 marks).

Assessed by 1hour 20 mins. examination – 30% weighting.

Textbooks are provided but there is an option to buy Revision Guides for all four topics

# MATHEMATICS



## Examining Body - AQA

**Syllabus:** AQA Mathematics Linear - 8300

**Method of Assessment:** 100% written examination.

Three papers will be taken, each of 1hr 30 minutes, at the end of Year 11 – one non-calculator and two calculator paper on all of the following areas:

Number  
Algebra  
Ratio, proportion and rates of change  
Geometry and Measures  
Probability  
Statistics

In Maths, at GCSE, there are two tiers of entry: Higher and Foundation. Students are entered for the examination which most suits their prior and current attainment. The grades obtainable at each tier are as follows:

<b>Higher</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>			
<b>Foundation</b>					<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Students are expected to own a Casio scientific calculator and geometry set and bring them to all lessons. (All required equipment can be purchased from the online shop).

Students are supported at home with access to the MathsWatch web site. This platform offers videos and interactive questions to support learning and independent revision.

Revision guides and workbooks are available through the school online shop, accessed via the BGN Website. The Maths area on the VLE is stocked with practice papers, revision materials and useful weblinks.

# MUSIC



## Examining Body - OCR

Performance on the learner's chosen instrument.  
Composition to a brief set by the learner.

**Integrated portfolio  
(01 or 02)**  
60 Marks  
Non-exam assessment

**30%**  
of total  
GCSE

Ensemble performance.  
Composition to an OCR set brief.

**Practical component  
(03 or 04)**  
60 Marks  
Non-exam assessment

**30%**  
of total  
GCSE

Listening and appraising.  
A written paper, with audio recording.  
Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.

**Listening and  
appraising (05)**  
80 Marks  
1 hour and 30 minutes  
written paper

**40%**  
of total  
GCSE

OCR's GCSE (9–1) in Music will provide a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge. This specification will enable learners to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in our Areas of Study they will explore musical context, musical language, and performance and composition skills.

OCR's GCSE (9–1) in Music is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. Learners will have the opportunity to explore instruments and Areas of Study depending on their personal preference and ability.

Music qualifications can lead to careers in the music industry, music publishing and PR, artist management, sound engineering, foley editing, music therapy, education, and arts management

# PHOTOGRAPHY



## Examining Body - EDEXCEL

**Qualification:** GCSE

**Syllabus:** Edexcel GCSE (Art and Design - Photography)

Photography may be defined as the creative journey through the process of lens - and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. Students should attempt to use photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. They will need photo manipulation and graphic design skills, and good communication skills in order to complete their portfolio.



There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography. The use of formal elements are used to communicate a variety of approaches. The camera and its functions, including depth of field, shutter speed, focal points and viewpoints will be learnt. The application of observational skills to record from sources and communicate ideas will be used. Drawing methods such as pen or pencil on paper enhance students' development and understanding of photographic ideas, for example to plan shots, analyse and deconstruct their own imagery, or record ways in which practitioners have used formal elements and visual language.



**Method of Assessment: Personal Portfolio** (60%) students work towards creating a portfolio of work throughout the 1<sup>st</sup> 16 months of the course. **Externally Set Assignment (ESA)** (40%) students are provided with a question paper with a starting point (January Yr11), from which they research and investigate over approximately 30 hours, including sitting the final 10 hour practical exam.

Through both their Portfolio and the ESA component, students must develop ideas through investigations, refine their work by exploring ideas, selecting and experimenting with appropriate media, record ideas, observations and insights relevant to intentions and present a personal and meaningful response that demonstrates an understanding of visual language.



# PHYSICAL EDUCATION (Core)



When students reach year 10 we continue to develop their life long love of physical education by using sport to develop life skills and promote participation. Students take ownership of their curriculum and plan out their year of sports based on the activities that they believe are best suited to them. Life skills are then taught through these sports in each lesson to help prepare them for the wider world as they become young adults.



## KS4 Life Skills

<b><u>Resilience</u></b> Being able to work through challenges	<b><u>Responsibility</u></b> Controlling emotions and behaviours	<b><u>Self-motivation</u></b> Having the desire and drive to achieve
<b><u>Self-management</u></b> Being organised and independent	<b><u>Integrity</u></b> Being honest and fair	<b><u>Communication</u></b> <b><u>Speaking Effectively</u></b>
<b><u>Communication</u></b> <b><u>Actively Listening</u></b>	<b><u>Collaboration</u></b> Working with others to accomplish a task	<b><u>Empathy</u></b> Understanding others' perspectives
<b><u>Motivating &amp; influencing others</u></b> Encouraging others to achieve	<b><u>Innovation</u></b> Being able to imagine and generate new ideas	<b><u>Evaluation</u></b> Being able to reflect, analyse, evaluate and decide

# PHYSICAL EDUCATION



## Examining Body - Edexcel

All students have the opportunity to pursue examination PE in key stage 4; this is additional to Core PE. Timetabled lessons are split between the theoretical and practical element to meet the course requirements. Learning does not stop outside of the classroom door. Student are expected at extra curricular clubs to excel in a range of sports that will be assessed as part of their GCSE. Work is set to be completed at home to prepare for the lesson or to consolidate learning to ensure understanding can be challenged within the lesson time.

Assessment at a glance:

PAPER 1: Fitness and Body Systems. Written exam (1 hour 45 minutes) worth 36% of GCSE.

- Applied anatomy and physiology
- Movement analysis
- Physical training

PAPER 2: Health and Performance. Written exam (1 hour 15 minutes) worth 24% of GCSE.

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

### NON EXAM ASSESSMENT

Practical performance in physical activity and sport. Internal assessment (external moderation) worth 40% of GCSE.

- Students are assessed as a player/performer in three different activities (team, individual and a third from either team or Individual) (30% of grade)
- Plus written analysis and evaluation of performance (10% of grade)

# POLISH



## Examining Body - AQA

Poland has been developing rapidly since 1989. It will become more and more attractive for those who would like to live in their homeland. Also, Polish is the second most spoken language in the UK. The command of their mother tongue makes Polish children bilingual here in the UK, where speaking a foreign language is an asset. For many children in England, the possibility of sitting Polish at GCSE or A-level gives them a very strong motivation to learn the language of their parents. By acquiring the worldview inextricably linked with the Polish language, those children – fascinated by their ancestors' culture – can become natural candidates to be researchers specialising in Poland and Central Europe at British universities. This qualification will recognise that the students are fluent in both Polish and English and are able to easily translate between the two languages. This could provide the foundation for careers in interpreting, language teaching, travel and tourism and in some areas of the business sector.

***This course is only suitable for students who already have a good grounding in the Polish language.***

We currently follow AQA syllabus.

This specification follows a LINEAR structure, meaning that students will sit all their exams at the end of the course. There is a Foundation Tier (for grades 1-5) and a Higher Tier (for grades 4-9).

### Core content:

**Theme 1: Identity and culture**

**Theme 2: Local, national, international and global areas of interest**

**Theme 3: Current and future study and employment**



**Paper 1:** Listening - 25% of GCSE

**Understanding and responding to different types of spoken language.**

Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

**Paper 2:** Speaking - 25% of GCSE

**Communicating and interacting effectively in speech for a variety of purposes including a role play, photo card and general conversation.**

7–9 minutes (Foundation Tier) + preparation time

10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

**Paper 3:** Reading - 25% of GCSE

**Understanding and responding to different types of written language, to be answered in the target language, English or non-verbally**

Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

**Paper 4:** Writing - 25% of GCSE

**Communicating effectively in writing for a variety of purposes.**

1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks at Foundation Tier and 60 marks at Higher Tier

# RELIGIOUS STUDIES



## Examining Body - AQA

The AQA GCSE Full course is made up of THREE units. All Students will be entered for the AQA GCSE Full course.

**THE GCSE FULL COURSE** offered by AQA has 3 units.

50% Catholic Christianity, focusing on

1. Creation
2. Incarnation
3. Triune God
4. Redemption
5. Church and Kingdom of God
6. Eschatology

25% Judaism

25% Mark's Gospel or Ethical Thematic Studies

The GCSE syllabus is examined by 3 exams for the full course. There is no coursework.

The GCSE Full course is demanding. It challenges students and teacher to keep abreast of the Church's teaching on social, sacramental and moral issues. Pupils are expected to have a thorough knowledge of all units covered and to bring their knowledge of scripture to bear when making judgments on topical issues of morality.

We recommend that students have their own revision guide for the course. These are available on the school shop. It is also a good idea to ask friends and relatives who have completed Yr 11 if they can pass their copy on.

### **SUPPORT MATERIALS**

AQA Revision Guide

Religious Studies B (9-1)

Catholic Christianity with Islam and Judaism

Price: £6 approx.

Available on the school shop

As a department, for use in class, we are using the second text book "AQA Religious Studies B Catholic Christianity" which has an engaging format, though it includes a section on Islam which we are not studying.

### **SPIRITUALITY**

We follow the Church's year, incorporating into our syllabus the teaching and celebration of the great feasts. Often pupils choose to experience a week's retreat in October of Year 10. Pupils will receive a letter about this in July of Year 9 and the 45 places are allotted on a first come first served basis.

# SCIENCE



## Examining Body - EDEXCEL

Students will either study Edexcel Combined Science or Edexcel Separate Science at GCSE. This will be dependent on attainment at the end of year 9. Separate science students will study all of the combined science content, with additional material related to Biology, Chemistry and Physics. All of the assessment for science will take place at the end of year 11 (2028). All students will sit mock exams in May of year 10 (2027).

There is now no coursework or controlled assessment in GCSE science, instead skills and knowledge related to practical work will be assessed in the exam. These questions will make up 15% of the exam.

Students began their studies of GCSE content at the beginning of year 9, with final year 10/11 GCSE groups decided in the summer based upon year 9 attainment. Revision guides are available from the BGN online shop.

**Combined Science Assessment:** leading to two science GCSEs

6 external exams at the end of the course (Summer 2028), each will be 1hr 10mins. There will be 2 each of Biology, Chemistry and Physics.

There will be 17 Core practicals in combined science that students must undertake during lessons, participation in these will be monitored by teachers, and catch up arranged as appropriate. Students will also sit internal end of topic tests throughout the course.

**Separate Science Assessment:** leading to three science GCSEs

6 external exams at the end of the course (Summer 2028), each will be 1hr 45mins. There will be 2 each of Biology, Chemistry and Physics.

There will be 18 Core practicals in separate science that students must undertake (6 for each of Biology, Chemistry and Physics), participation in these will be monitored by teachers. Students will also sit internal end of topic tests throughout the course.

# STATISTICS



## Examining Body - AQA

The course covers the following topic areas:

- The collection of data
- Processing, representing and analysing data
- Probability

The course is assessed by two examinations, each 1hr 45mins long.

This course complements the Data Handling element of the GCSE mathematics course at both higher and foundation levels. Statistics GCSE links with many other subjects, such as Geography, Psychology, Business, Economics and many more.

Statistics forms a key part of a multitude of careers in science. Statistics GCSE offers skills that will allow data to be analysed, and decisions made where there is uncertainty.

The two-year course is examined at Higher and Foundation levels. Students are entered for the tier which most suits their current and prior attainment. The grades obtainable at each tier are as follows:

<b>Higher</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>			
<b>Foundation</b>					<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

# TEXTILES DESIGN



## Examining Body - EDEXCEL

**Qualification:** GCSE

**Syllabus:** Edexcel GCSE (Art and Design – Textile Design)

Textile Design is all about creating and working with different materials, like fabrics, yarns, and fibres, to make unique patterns, textures, and products. It includes skills like weaving, knitting, stitching, and printing to design items for fashion, home décor, and more. Textile designers are creative problem-solvers who experiment with new ideas and techniques. Their work is important in industries like fashion, theatre, and retail, where fabric designs bring clothing, costumes, and products to life.



Students will submit work in the form of several of the following areas of study - Drawing, Constructed Textiles, Digital Textiles, Dyed Fabrics, Printed Fabrics, Fashion Design, Installed Textiles, Photography, Soft Furnishings and Stitched and / or Embellished Textiles.

### Method of Assessment:

**Personal Portfolio (60%)** students work towards creating a portfolio of work throughout the 1st 16 months of the course.

**Externally Set Assignment (ESA) (40%)** students are provided with a question paper with a starting point (January Yr11), from which they research and investigate over approximately 30 hours, including sitting the final 10 hour practical exam.

Through both their Portfolio and the ESA component, students must develop ideas through investigations, refine their work by exploring ideas, selecting and experimenting with appropriate media, record ideas, observations and insights relevant to intentions and present a personal and meaningful response that demonstrates an understanding of visual language.

