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Tadcaster  
Grammar School



# **Tadcaster Grammar School**

## **Key Stage 4 Courses Booklet**

### **2026-2028**

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# General Information

## Year 9: Small Choices, Big Impact

Year 9 is an important year for you. The decisions you make now might seem small, but they can have a big impact on the opportunities you will have in the future. This is your chance to begin shaping your learning around the things you enjoy, the subjects you are curious about and the goals you have for yourself.

You might find that photography brings out your creativity, that sports studies gives you a chance to push yourself, that geography helps you understand the world in a new way, or that technology subjects let you get hands-on with how things work. You might choose a subject that makes you think differently, encourages debate or opens up new opportunities to communicate in another language. Whatever you choose, make sure it is something that genuinely interests you. You will be choosing four additional subjects, so give yourself time to think. Ask yourself which subjects you will enjoy, which ones will keep you motivated and which ones will help you grow over the next two years. A small choice now can lead to big possibilities later on.

Speak to your teachers, talk to your Form Tutor and chat with students in Year 10 and Year 11 who are already taking these courses. Have conversations at home with your parents or carers. The more you ask and the more you find out, the easier it will be to make the right choice for you.

Most importantly, make decisions that are yours. Do not choose a subject just because a friend is, and do not try to guess which teacher you might get. Focus on what you enjoy, what you are good at and what will help you move forward. These courses lead to recognised qualifications that can take you into Sixth Form, college, apprenticeships or whatever path feels right for you in the future.

At Tadcaster Grammar School, we are proud to offer a wide range of subjects that suit different strengths, interests and ambitions. Whatever you pick, choose it because it feels right for you. Your future is full of potential, and it starts with the small choices you make today.

**Miss M Hall (Year Leader, Year 9)** [m.hall@tgs.starmat.uk](mailto:m.hall@tgs.starmat.uk)

## Ticking the boxes

For the first time in your school life, you will decide what appears on your timetable next September. There are big decisions to be made, so you need to think very carefully about which boxes you tick!

GCSE remains the traditional route through KS4 and is intended to allow you to demonstrate knowledge and skills acquired over extended periods of time. GCSE is assessed mainly by examination and in one or two subjects by non examined assessment (NEA). GCSEs are graded on a 9 to 1 scale, with 9 being the highest award. Some subject areas offer entry at varying levels, referred to as Higher or Foundation. Teachers will guide you into the most suitable tier of entry as you progress through the course, depending upon your aptitude in a particular subject. Other qualifications are also available throughout KS4, including Cambridge Nationals, Technical Awards and BTECs. **These all have an equal value to GCSE grades.** The main difference between GCSEs, and for example BTEC subjects, is HOW the courses are assessed, with BTECs typically having a 'coursework' component.

You should select the four subjects based upon enjoyment of the subject, previous success and method of assessment. You may also have heard of the 'English Baccalaureate' (EBacc). This is not an individual qualification, but a *combination* of subject choices. It may be that you feel that this broad range of subjects suits you, and provides you with a strong foundation for further studies post 16. Whichever subjects you choose, we will offer you the best combination that will allow you to progress to the sixth form, college and beyond.

**Mr M Dunphy (Assistant Headteacher)** [m.dunphy@tgs.starmat.uk](mailto:m.dunphy@tgs.starmat.uk)

# General Information

## The Sixth Form

The Sixth Form is open to all students who are well motivated, demonstrate a positive approach to learning at KS4, and who achieve appropriate grades in their GCSE (or equivalent) qualifications. We regard progression to the Sixth Form as a natural route for the majority of our students, and plan our curriculum accordingly. We are committed to providing excellent teaching and learning, achieved by highly qualified and specialist staff who are passionate about their subjects and eager to share this with you. We work very hard to enable you to achieve your potential in a caring and supportive environment, whilst at the same time appreciating that you are young adults who must be allowed greater autonomy.

We are very proud that we provide a Yr 7-13 school community. One of the most significant benefits of our Sixth Form is that our staff know you well as learners; your learning styles are understood, and from day one you are able to build on the strong and established relationships. This really is important when embarking on A Level and Level 3 courses which are a 'step up' from GCSE's in terms of challenge.

Tadcaster Grammar School students achieve consistently highly and all of our students progress to University, Higher Education, Apprenticeships or employment.

**Ms R Knapton (Assistant Headteacher, Director of 6th form)** [r.knapton@tgs.starmat.uk](mailto:r.knapton@tgs.starmat.uk)

## Careers

As part of the Personal Development curriculum, the Careers Education, Information and Guidance (CEIAG) Department at Tadcaster Grammar School aims to develop your knowledge of the world of work and to foster the development of your self-awareness in relation to careers.

In addition, we also have a Careers Advisor in school. Careers staff attend Parents' Evenings and may also be contacted at any other time at [careers@tgs.starmat.uk](mailto:careers@tgs.starmat.uk) to give more personalised advice. A well stocked Careers Library is available to you in the Careers Section in the ILC. The online Careers resources are also continually being updated with local labour market employment details, vacancies and other relevant information. Dedicated careers software is also available for students to use, to explore vocational interests.

**Ms H Lawson (CEIAG, Business and Community Links Manager)** [h.lawson@tgs.starmat.uk](mailto:h.lawson@tgs.starmat.uk)

## Voluntary Contributions

In some subjects at Key Stage 4, parents and carers may be asked for a one-off voluntary financial contribution when commencing the course. However, no pupil will be left out of any activity provided in school time because parents cannot or will not make a voluntary contribution. For full details please see the STARMAT Charging and Remissions policy, which can be found on their website [HERE](#).

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# Course Choices

## SUBJECTS 2026-28

### STATUTORY COURSES

*These are courses which students in all secondary school in England are required to study*

English Language and English Literature

Mathematics

Science

Physical Education

Personal Development

### OPTIONAL COURSES

*These are courses which students at TGS can choose to study in Year 10 and Year 11*

[Art and Design : Art, Craft & Design](#) \*

[Art & Design : Photography](#) \*

[Business Studies : GCSE](#) or [Enterprise BTEC](#)

[Computer Science : GCSE](#)

[Creative Media Production : BTEC](#) \*

[Design & Technology \(3D Product Design\) : GCSE](#) \*

[Design & Technology \(Graphics\) : GCSE](#) \*

[Drama : GCSE](#)

[Economics : GCSE](#)

[Electronics : GCSE](#)

[Food Preparation and Nutrition : GCSE](#) or [Hospitality and Catering : BTEC](#)

[French : GCSE](#)

[Geography : GCSE](#)

[German : GCSE](#)

[Health & Social Care: BTEC](#)

[History : GCSE](#)

[Music : GCSE](#)

[Physical Education : GCSE PE](#) or [Sport Studies : Cambridge National](#)

[Religion, Philosophy and Ethics : GCSE](#)

*\*Students can only select a maximum of TWO of these subjects*

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# STATUTORY COURSES

# Mathematics

## **What will you be learning?**

You will be taught Mathematics in sets in two parallel bands. In each band, two sets will primarily follow the Foundation tier course and three sets will follow the Higher tier course.

The course comprises the following areas of study:

- The Number System
- Fractions, Decimals and Percentages
- Ratio, Proportion and Rates of Change
- Calculations
- Algebraic Manipulation and Substitution
- Equations and Inequalities
- Sequences and Graphs
- Length, Area and Volume
- Transformations
- Angles and Constructions
- Comparing and Displaying Data
- Probability

You should have a pen, a pencil, a protractor, a 30cm ruler, a pair of compasses and a scientific calculator.

## **Method of Assessment**

You will sit three 1½ hour examinations at the end of Year 11. Decisions regarding the final tier of entry do not occur until the Summer Term in Year 11.

You are able to sit examinations at one of two tiers of entry:-

Higher - Grades available 9 - 4

Foundation - Grades available 5 - 1

## **Progression Opportunities**

Having studied Mathematics at Key Stage 4, you may be able to go on to study Mathematics at A-level or study Mathematics and Further Mathematics at A-level

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification Code : 8300 [CLICK HERE](#)

Mrs E Stubbs ([e.stubbs@tgs.starmat.uk](mailto:e.stubbs@tgs.starmat.uk))

# English Language and English Literature

## What will you be learning?

The GCSE course prepares you for two GCSEs in English Language and English Literature. These are two separate subjects, but you will be taught in an integrated way throughout Year 10 and Year 11.

In Year 10 you will study units from both GCSE English Literature and GCSE English Language. These texts and topics will include the following:

- Creative writing
- A selection of poetry on the theme of power and conflict from the AQA anthology, 'Poetry Past and Present'
- Presenting viewpoints : writing to argue and persuade
- *Macbeth* by Shakespeare
- Examining how writers present viewpoints in non-fiction texts

In Year 11 you will continue to combine your study of both courses. Topics will include:

- Studying extracts from creative texts and writing your own creative pieces
- *Dr Jekyll and Mr Hyde* by R.L. Stevenson
- Continued study of the 'Poetry Past and Present' anthology
- Specific preparation for examination for both courses

## Method of Assessment

You will be assessed through external examinations at the end of Year 11.

The English Language course is split into two papers, each worth 50% of the GCSE:

Paper 1: 'Explorations in Creative Reading and Writing' lasts for 1 hour 45 minutes

Paper 2: 'Writers' Viewpoints and Perspectives' lasts for 1 hour 45 minutes

The English Literature course is split into two papers:

Paper 1: 'Shakespeare and a 19<sup>th</sup> Century Novel' is worth 40% and lasts for 1 hour 45 minutes

Paper 2: 'Modern Texts and Poetry' is worth 60% and lasts for 2 hours 15 minutes

## Progression Opportunities

This subject opens up a range of opportunities for you and leads in smoothly to the study of English Language and English Literature at A Level.

## Qualification

2 GCSEs

## Awarding Body

AQA Specification codes:

GCSE English Language 8700 [HERE](#)

GCSE English Literature 8702 [HERE](#)

Mrs C Carson ([c.carson@tgs.starmat.uk](mailto:c.carson@tgs.starmat.uk))



# Science

## **What will you be learning?**

At Tadcaster Grammar School the Science Faculty follow a national science course called AQA Trilogy (Combined Science) and AQA Separate (Separate Sciences). The AQA examinations are designed to have straightforward language and fewer contexts so as to build your confidence as you attempt the questions. The course will also have an emphasis on practical skills with you all completing mandatory “Core practicals” throughout the GCSE.

Based on your past performance in science you have already started on one of two curriculum pathways. We have used our experience to try to determine which pathway will allow you to achieve at the highest level in your GCSEs in science.

## **Curriculum Pathway 1: Combined Science**

In the combined science GCSE course there are 24 subject specific modules - 7 Biology, 10 Chemistry, 7 Physics and in addition one combined science module. There are higher and foundation tier examination papers.

## **Method of Assessment**

All assessments will be in the Summer of Year 11.

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Biology topics 1 - 4	75 minutes	16.7%	70
2	Biology topics 5 - 7	75 minutes	16.7%	70
3	Chemistry topics 8 - 12	75 minutes	16.7%	70
4	Chemistry topics 13 - 17	75 minutes	16.7%	70
5	Physics topics 18 - 21	75 minutes	16.7%	70
6	Physics topics 22 - 24	75 minutes	16.7%	70

## **Progression opportunities**

If you achieve a high grade in combined science GCSE you can progress to A level sciences (provided your English and Mathematics GCSE grades are also good).

## **Qualification**

Combined Science (Trilogy). This leads to 2 GCSE grades.

## **Awarding Body**

AQA Specification code : 8464F/8464H

Mr P Gomersal ([p.gomersal@tgs.starmat.uk](mailto:p.gomersal@tgs.starmat.uk))



# Science

## Curriculum Pathway 2: Separate Sciences

In the separate science GCSE courses there are a total of 25 modules - 7 Biology, 10 Chemistry and 8 Physics. There are higher and foundation tier examination papers.

## Method of Assessment

All assessments will be in the Summer of Year 11.

### Biology

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Biology topics 1 - 4	105 minutes	50%	100
2	Biology topics 5 - 7	105 minutes	50%	100

Ms S Farren ([s.farren@tgs.starmat.uk](mailto:s.farren@tgs.starmat.uk))

### Chemistry

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Chemistry topics 1 - 5	105 minutes	50%	100
2	Chemistry topics 6 - 10	105 minutes	50%	100

Miss K Holmes ([k.holmes@tgs.starmat.uk](mailto:k.holmes@tgs.starmat.uk))

### Physics

<u>Unit</u>	<u>Title</u>	<u>Duration</u>	<u>Weighting</u>	<u>Total Mark</u>
1	Physics topics 1 - 4	105 minutes	50%	100
2	Physics topics 5 - 8	105 minutes	50%	100

Mr S Sharratt ([s.sharratt@tgs.starmat.uk](mailto:s.sharratt@tgs.starmat.uk))

## Progression opportunities

If you achieve a high grade in a separate science GCSE you can progress to A level sciences. In addition, Tadcaster Grammar School offers a BTEC Level 3 Applied Science.

## Qualification

Separate Sciences (Biology, Chemistry and Physics) This option leads to 3 different GCSE grades.

## Awarding Body

AQA Specification codes : Biology 8462F/8462H, Chemistry 8463F/8463H and Physics 8463F/8463H

Mr P Gomersal ([p.gomersal@tgs.starmat.uk](mailto:p.gomersal@tgs.starmat.uk))

# Personal Development

## What will you be learning?

Personal Development is about providing opportunities to continue and develop the work and skills from KS3 Life Skills. The aim is to have students questioning what they know, whilst broadening their horizons, before they complete their GCSEs. Personal Development is the natural evolution of Life Skills and Core Religion, Philosophy and Ethics, streamlined and modernised to guarantee students the opportunity to focus on becoming better versions of themselves. During the course, all students will be given the chance to explore and understand issues that impact both themselves and modern society.

Students will cover topics related to six main units:

- **Moral Issues:** abortion, euthanasia, animal rights, religious views of abortion and euthanasia, parenting, researching their own moral issue
- **Being Health Aware:** managing risk, lifestyle choices, breast and testicular cancer, blood, organ and stem cell donation, religious views of donation, fertility, talk from the NHS Wellbeing in Mind Team
- **Mental Health:** Stigma around mental health, positive emotional wellbeing, retraining negative thinking, anxiety, depression, stress, loss and grief, eating disorders
- **Law and Punishment:** introduction to the legal system, youth offending, reasons for crime, corporal and capital punishments, social justice and human rights, active citizenship, Britain's role with global institutions
- **Communication and Relationships:** consent, affirmative communication, healthy relationships, body image, contraception, sexual health, talk from the local police force regarding sexual violence
- **Influence and Influencers:** tackling discrimination, 'prevent' lessons, radicalisation, incel behaviour, tackling online radicalisation

The work completed in Personal Development complements topics presented by tutors in Period 1, aspects of the GCSE RPE course, and assemblies delivered by staff.

## How will I be assessed?

Staff will be consistently challenging the views and opinions of students, and encouraging healthy but supportive disagreement. Particular units are formally assessed, including the mental health and relationships units. Assessment takes the form of google form tests, retrieval practice and levelled presentations.

Mr A Allman ([a.allman@tgs.starmat.uk](mailto:a.allman@tgs.starmat.uk))  
Miss T Askew ([t.askew@tgs.starmat.uk](mailto:t.askew@tgs.starmat.uk))

# Physical Education

A high-quality Physical Education curriculum will inspire you to succeed and excel in competitive sport and other physically-demanding activities. Our Physical Education curriculum provides opportunities for you to become physically confident in a way which supports your health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our aims are to ensure that you:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## **What will you be learning?**

Examples of some of the activities in Physical Education provision, where we will encourage you to :

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- develop your technique and improve your performance in other competitive sports or other physical activities
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage you to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate your performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve your personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

## **Progression Opportunities**

We hope that such enjoyable experiences at this point in your development will lead to selective specialisation and later successful participation beyond school **to lead a healthy active lifestyle.**

## **Method of Assessment**

You will be provided with verbal feedback on a frequent basis that will identify key areas of strength and areas for development to aid your progress and enjoyment. By the end of Key Stage 4, you are expected to know, apply and understand the matters, skills and processes specified in the relevant activity. Students who would like to study for a related qualification should see the option subject pages, where you will find details of our GCSE Pe and Sport Studies courses.

Mr R Solk ([r.solk@tgs.starmat.uk](mailto:r.solk@tgs.starmat.uk))

# OPTIONAL COURSES

You can choose a total of FOUR subjects. This selection must include AT LEAST ONE from the First section (pages with a blue header), and then a further three from any of the subjects available. (green header)

Do NOT select a subject because your friends are choosing it, or because you like your current teacher in this subject. There is a strong chance that you will NOT be taught by the same teacher, or placed in a class with friends.

Also, please be aware that all courses are offered subject to numbers, and sadly should any course only attract a small number of students, we may have to withdraw it.

There is also the possibility that your three choices are not available due to a timetable 'clash', so please think carefully about your reserve choice too.

# Curriculum Changes

You may have heard in the news about some forthcoming changes to the National Curriculum proposed by the government. On the whole, these changes will not impact upon your child, as it is likely that these changes will take place for students starting their Key Stage 4 courses in September 2029. The English Baccalaureate or EBacc, however, will no longer be used as a measure in school attainment and progress data. (This is with immediate effect.)

What was the EBacc?

The EBacc was not an individual qualification, but a *combination* of subject choices. To meet the criteria for the Ebacc, students choices would need to have included all of the following:

- English language and literature
- mathematics
- the sciences (including Computer Science)
- geography or history
- a language

Here at Tadcaster Grammar School we already offer a very wide range of optional courses, and have always encouraged students to select a wide breadth of subjects. We have not made EBacc combination of options mandatory, so we do not envisage significant changes to our current curriculum.

# French

## **What will you be learning?**

The GCSE course in French has been designed to develop your language skills (vocabulary, grammar and phonics), your communicative skills (Listening, Speaking, Reading and Writing) and your cultural awareness of French speaking countries. Throughout the two year course, you will be encouraged to communicate in French and to express your own opinions on topics such as 'your Personal World', 'Lifestyle and Wellbeing', 'your Neighbourhood', 'Media and Technology', 'Studying and your Future' and 'Travel and tourism'.

You will also be asked to show your understanding of other people's written or spoken experiences and views. By doing so, you will develop valuable transferable skills such as communication, problem solving, adaptability and collaboration and gain a lifelong skill in itself.

## **Method of Assessment**

At the end of the two-year course you will complete a final examination in each of the four skill areas of Listening, Reading, Speaking and Writing. These examinations are equally weighted and worth 25% of the final grade.

## **Progression Opportunities**

Being the official language of 29 countries across the globe and of 11 Overseas French Territories, the French language is a key player on the world stage.

Not only is it one of the official working languages in dozens of international organizations, including the United Nations, the International Olympic Committee, the EU, the World Trade Organisation and the International Red Cross but is it also the lingua franca of diplomacy, culture, including art, cuisine, dance and fashion. France has also won more Nobel Prizes for literature than any other country in the world and is one of the top producers of international films.

Linguists are vital for the UK to maintain and strengthen its position in the global economy. People with French skills work majoritarily in the sectors of Marketing, PR, Business, Sales, HR, Law and Finance. Many scientists also value having the ability to speak another language. Overall, people with language skills are in demand and are proved to earn more than their monolingual counterparts.

Finally, studying French will provide a springboard to access related Romance languages (Spanish, Italian, Portuguese, Romanian and Latin) and it will also help you learn any other world languages.

## **Qualification**

GCSE ([CLICK HERE FOR MORE INFORMATION](#))

## **Awarding Body**

Pearson Specification code : GCSE1FR1 ([CLICK HERE](#))

Mrs M-C Butterworth ([m.butterworth@tgs.starmat.uk](mailto:m.butterworth@tgs.starmat.uk))

# German

## **What will you be learning?**

The GCSE course in German has been designed to develop your linguistic skills (Listening, Reading, Writing and Speaking) when using the German language. By choosing to continue your study of German, you will develop the ability to discuss and express your opinions on a wide variety of topics relevant to you (including your personal world, lifestyle and wellbeing, your neighbourhood, media and technology, studying and your future, travel and tourism). By applying a contemporary approach to teaching German in conjunction with traditional forms of study, the course aims to develop our students into accomplished and confident learners, providing you with an extensive set of skills also beneficial to your other subjects and your future study.

## **Method of Assessment**

At the end of the two-year course you will complete a final examination in each of the four skill areas of Listening, Reading, Speaking and Writing. These examinations are equally weighted and worth 25% of the final grade.

## **Progression Opportunities**

In order to maintain existing and develop new relationships with the European continent, knowledge of European languages has become a necessity rather than a luxury. All of us will, at some point in our lives, encounter people from a different cultural or linguistic background to us in either a professional or social context. A recent survey by the Confederation of British Industry revealed that employers across the UK are struggling to find well-qualified applicants with good language skills - particularly in the Yorkshire and Humberside region.

By electing to study a language at GCSE, you will be joining an admittedly receding pool of well-qualified, skilled young people with a growing number of opportunities coming your way. Considering Germany has the largest economy in Europe and is the largest single export market for British goods (after the US), not only can the study of German open doors to sectors such as Engineering, Marketing, Law, Business, and European diplomacy along with so many more, but also provide a springboard to learn related languages such as Dutch, Swedish, Danish, Flemish and even different families of languages such as Russian.

Some universities do look for a GCSE qualification in a Modern Foreign Language as part of their entry requirements. It is therefore recommended that if you are intending to go on to university, you consider studying a Modern Foreign Language at GCSE.

## **Qualification**

GCSE

## **Awarding Body**

Pearson **Specification** (CLICK [HERE](#))



# History

## **What will you be learning?**

History is a valuable subject to study at GCSE, both for the increased understanding you acquire of the world and for the transferable skills developed during the course.

**Unit 1** Thematic Study: Medicine in Britain, c.1250-present AND The British sector of the Western Front, 1914-18: injuries, treatment and the trenches

**Unit 2** Period Study and British Depth Study: Anglo-Saxon and Norman England, c.1060-88 and Superpower relations and the Cold War, 1941-91

**Unit 3** Modern Depth Study: The USA, 1954-1975: Conflict at home and abroad

The department offers the Edexcel specification which includes a thousand year study including medieval and modern modules; from the development of medicine through time to the growth and expansion of power in medieval England and the battle for Civil Rights in post war America. It allows you to gain insight into why important figures in history acted in the way that they did; to recognise cause and consequence and evaluate sources. This improves the ability to critically assess information in order to judge the level of truth being presented and encourages the development of valuable skills such as reasoning and debate.

## **Method of Assessment**

Unit 1 Examination 1 hour 20 minutes (30%)

Unit 2 Examination 1 hour 50 minutes (40%)

Unit 3 Examination 1 hour 30 minutes (30%)

## **Progression Opportunities**

History GCSE teaches essential life skills such as decision making, evaluation, teamwork and a greater awareness of world issues. It can then be studied as an A level where knowledge and understanding will be further developed with independent learning. It is a subject that freely combines with all other subjects through its disciplines rather than its content. The wide range of skills taught within its framework has long been recognised by employers in a wide variety of fields, including Law, Journalism, Tourism, the Armed Forces, Museum services, Accountancy and in the world of business.

## **Qualification**

GCSE

## **Awarding Body**

Edexcel Specification code : H10 [\(CLICK HERE\)](#)

Mrs L Bland ([l.bland@tgs.starmat.uk](mailto:l.bland@tgs.starmat.uk))

# Geography

## **What will you be learning?**

Studying Geography at GCSE provides you with the opportunity to gain knowledge and understanding in both physical and human geography. You will also study the relationship between people and the environment.

During the course, six key themes will be studied at both local and global levels using a wide range of countries as case studies. These themes are taught through classwork, independent study and fieldwork.

## **Unit 1. Living with the Physical Environment**

This unit has three sections.

**Section A – The Challenge of Natural Hazards** - Natural Hazards, Tectonic Hazards, Tropical Storms, Extreme Weather in the UK and Climate Change.

**Section B – Physical Landscapes in the UK** - Coastal landscapes in the UK and River landscapes in the UK.

**Section C – The living world** - Ecosystems, Tropical rainforests and Cold environments.

## **Unit 2. Challenges in the Human Environment**

This unit has three sections.

**Section A – Urban Issues and Challenges** - Population Change and Challenges of Urban Areas.

**Section B – The Changing Economic World** - Economic Development and Economic futures.

**Section C – Challenges of Resources Management** - Resource management and Food.

## **Unit 3. Geographical application**

**Section A - Issue evaluation** - This section encourages you to develop critical thinking and problem-solving skills and will be based upon a pre-released resource booklet.

**Section B - Fieldwork** - You will need to undertake two geographical enquiries. The two enquiries will be carried out in contrasting environments and show an understanding of both physical and human geography.

## **Method of Assessment**

You will complete three examinations.

### **Paper One - Living with Physical Environment**

35% of GCSE. Written examination: 1 hour 30 minutes

### **Paper Two - Challenges with the Human Environment**

35% of GCSE. Written examination: 1 hour 30 minutes

### **Paper Three - Geographical application**

30% of GCSE. Written examination: 1 hour 30 minutes

## **Progression Opportunities**

Geography allows you to develop a wide range of transferable skills valued at A level and beyond. A recent poll by the Higher Education Careers Services Unit, reported in the Guardian recently, that graduates with Geography degrees had a better than average chance of getting work when compared to other degrees studied at university level. There are a huge range of jobs associated with Geography.

## **Qualification**

GCSE

## **Awarding Body**

AQA Specification code : 8035 ([CLICK HERE](#))

Mrs J Walker ([j.walker@tgs.starmat.uk](mailto:j.walker@tgs.starmat.uk))

# Computer Science

## What will you be learning?

This course gives you a real, in-depth understanding of how computer technology works. It offers an insight into what goes on behind the scenes, including computer programming. It will suit students who enjoy problem solving, and want to learn how to code, supported by weekly out of class coding challenges.

Please note, the homework is essential to progress in the course, so make sure you are committed to this.

About 50% of our time is spent on coding, the other 50% on theory:

- Systems Architecture, memory & Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security & System software
- Ethical, legal, cultural and environmental concerns
- Some famous algorithms use in computer programs
- Computational logic

## Method of Assessment

### **(2 Units)**

**Component 1: Computer Systems: Written Paper** 1 hour 30 minute (50% of Qualification)

Question paper that includes short and long answer questions, covering a wide range of theory topics relating to computer systems.

**Component 2: Computational Thinking, Algorithms and Programming: Written paper** 1 hour 30 minutes (50% of Qualification)

Question paper that includes short and long answer questions, covering a wide range of theory topics relating to problem solving and computer programming.

## Progression Opportunities

There is then the opportunity for onward progression to study A level Computer Science, and a range of other courses.

## Qualification

GCSE

## Awarding Body

Cambridge OCR [CLICK HERE](#)

Ms K Langstaff ([k.langstaff@tgs.starmat.uk](mailto:k.langstaff@tgs.starmat.uk))

# Other Optional COURSES



# Art and Design: Art, Craft & Design

## What will you be learning?

When opting for Art and Design you embark on a rich programme of study you must:

- Commit to producing work towards a minimum of four projects. The titles of these projects include: 'Aztec Clay Pots' (3D), 'I, Me and Mine' and 'Surfaces'. In addition, you will undertake an examination project – set by the examination board.
- Create work using a wide range of techniques. These can include painting, printmaking, drawing, textiles, photography, computer design, sculpture and mixed media. You are encouraged to develop work to your own strengths and tastes.
- Select a range of artists and craftspeople to inspire your work to ensure that you develop your own original ideas and outcomes.
- Submit an externally set assignment. You will have an twelve week preparation time to develop work in response to a theme. You will use ten hours (over two days) of supervised time to create your final outcome.
- Use additional homework time and lunchtime/after school to develop your work and ideas. You will work on your own and as part of a larger working community to develop your ideas, as professional artists and designers do!

## Method of Assessment

Your grade is calculated using the ratio: Coursework 60%: Examination 40%. The same four assessment objectives apply to both coursework and the examination. You will be assessed on:

- **Your ability to record (25%).** This means how well you can draw, paint, sculpt or photograph – every piece of work that you produce will be entered but we examine books closely when marking and award marks for the best bits!
- **Your ability to develop your ideas (25%).** Ideas should be developed thoroughly to explore the theme, you must provide evidence that you can select your best ideas and develop them, rather than simply choosing the first thing that comes to mind.
- **Your ability to experiment (25%).** You will use a wide range of techniques and materials to produce your work. 'Taking risks'/experimenting with materials is not only fun but will get you high marks.
- **Your ability to produce a final piece (25%).**

Your work is regularly assessed and monitored. Feedback is provided regularly in relation to the assessment objectives so that you know which areas you need to focus on.

## Progression Opportunities

A GCSE in Art and Design is suitable for any student wishing to progress onto A Levels/other higher level qualifications. Students wishing to pursue a career in Art and Design, Graphic Design, IT Media Design, Fashion Design, Architecture, Fine Arts and Photography will find the skills learnt invaluable.

## Qualification

GCSE Specification code : 1AD0 ([CLICK HERE](#))

## Awarding Body

Edexcel

Mrs C Yewman ([c.yewman@tgs.starmat.uk](mailto:c.yewman@tgs.starmat.uk))

# Art and Design: Photography

## What will you be learning?

This GCSE will provide a broad, rich induction into the world of photography. You will develop practical skills both in terms of taking and editing photographs. You will explore a range of ideas and approaches; taking inspiration from the work of other artists to gain insight into genres and photographic history. You will use this to inform and influence your own work creating outcomes in a number of photographic areas including: portraiture, location photography, studio photography, experimental imagery, documentary photography, photo journalism and fashion photography.

## Method of Assessment

This is a linear course meaning all of the work completed in lessons, within a series of 'sketchbook assignments', is marked at the end. Everything you do counts. The course is split into 2 components:

**Component 1 Personal portfolio (60%)** - You will create a body of work that demonstrates an ability to:

- Link your ideas to history, social issues, culture and context.
- Create work that has meaning, mood and provokes feeling.
- Explores figurative and non-figurative forms, image manipulation, close ups and imaginative interpretation.
- Explores visual elements such as line, colour, tone, texture, form, pattern, compositions, scale, sequence, surface and contrast.
- Use photographic techniques and processes such as lighting, viewpoint, aperture, depth of field, shutter speed and movement, digital processes.
- Use materials as appropriate to intentions including darkroom chemicals and papers.
- Use drawing for planning, sketching and constructing photoshoots.
- **Work independently both inside and outside of school - this will include carrying out photoshoots in your own time.**

**Unit 2 Externally set assignment in Art and Design (40%)** - provides an opportunity to demonstrate what you have learnt in response to a set of themes provided by the exam board. It gives you an opportunity to explore your strengths and preferences.

## Equipment

It is essential that you have a quality camera on your phone (minimum 10MP plus zoom function). You will also require the use of your chromebook and connecting leads, ensuring that you can store and manipulate images. You will also need a range of basic art materials for a sketchbook journal. If you have any questions regarding equipment please contact [c.yewman@tgs.starmat.uk](mailto:c.yewman@tgs.starmat.uk).

## Progression Opportunities

The aim of the course is to develop visual language skills and for students to build a comprehensive portfolio of work to progress to further study in the creative subject areas. Next steps could lead to academic or vocational degrees or employment relating to Art careers, Advertising, Commercial work, Editorial, Fashion, Film, Food, Forensic, Industrial, Architectural, Portraiture and Wedding photography, Sports and Travel, Press photography, Photojournalism, Fine Art, Editing, Fashion .

## Qualification:

GCSE Specification Code: 8206 ([CLICK HERE](#))

## Awarding Body:

AQA

Mrs C Yewman ([c.yewman@tgs.starmat.uk](mailto:c.yewman@tgs.starmat.uk))

# Business Studies: GCSE

## What will you be learning?

In GCSE Business Studies, you'll get a behind-the-scenes look at how real businesses work—from small start-ups to big global brands. This course delves into the challenges and opportunities that businesses face, helping you understand what it takes to make a business successful. You'll explore real-world issues, learning how to apply your knowledge to different business situations and decisions.

You'll analyse businesses of all sizes and types, from local shops to multinational corporations, and examine how they operate in both local and global markets. Whether it's about marketing, finance, or people management, you'll discover the strategies businesses use to achieve their goals and adapt in a rapidly changing world. This subject will give you valuable insights into the business world and equip you with practical skills that open doors to high-paid careers in fields like management, consultancy, marketing, and business development.

The course is split into two sections:

**Paper 1** - The influences of operations and Human Resource Management on business activity:

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

**Paper 2** - The Influence of marketing and finance on business activity:

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

## Method of Assessment

### **Paper 1**

- Written examination: 1 hour 45 minutes
- 90 marks - 50% of GCSE

### **Paper 2**

- Written examination: 1 hour 45 minutes
- 90 marks - 50% of GCSE

Both Papers are broken down into the same format

- Section A has multiple choice questions and short answer questions worth 20 marks
- Section B has one case study/data response stimuli with questions worth approximately 34 marks
- Section C has one case study/date response stimuli with questions worth approximately 36 marks

## Progression Opportunities

A-Level or BTEC Level 3 Business  
BTEC Enterprise  
A-Level Economics

## Qualification

GCSE Specification code : 8132 ([CLICK HERE](#))

## Awarding Body

AQA

Mr C Benoit ([c.benoit@tgs.starmat.uk](mailto:c.benoit@tgs.starmat.uk))



# Business Studies: BTEC Enterprise

## **What will you be learning?**

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. This course is designed to help students develop their business skills through practical, skills-based learning.

- **Exploring Enterprise Activity**

You will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. You will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

- **Planning for and Pitching an Enterprise Activity**

You will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. You will individually present your business plan. You will be assessed based on your ideas and the production and delivery of your presentation and make recommendations for improvements.

- **Marketing and Finance for Enterprise**

In this component you will consider how small and medium-sized enterprises (SMEs) use marketing and finance. You will look at the different elements of the marketing mix in order to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. You will analyse financial information in context, complete and use financial documents and financial statements.

## **Method of Assessment**

Assessment is through two internally Controlled Assessments (during lesson time) and one external Exam.

1. Exploring Enterprises Internal Controlled Assessment worth 30%
2. Planning and Presenting a MicroEnterprise Idea Internal Controlled Assessment worth 30%
3. Marketing and Finance for Enterprise External Exam worth 40%

Enterprise is assessed in a way that suits vocational learning with 60% of the assessment being internal rather than traditional exam formats. The external component, which is worth 40% of the final grade, will be assessed in year 11.

## **Progression Opportunities**

Recognised by employers and universities In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

## **Qualification**

BTEC Level 1/Level 2 Tech Award in Enterprise [\(CLICK HERE\)](#)

## **Awarding Body**

Pearson

Mr C Benoit ([c.benoit@tgs.starmat.uk](mailto:c.benoit@tgs.starmat.uk))

# Creative Media Production

## BTEC Tech Award

### What will you be learning?

You should be interested in how media products like film/animations, digital image and interactive web based products are created. Working in the creative media industry involves a wide range of practical processes, skills and techniques, from broadcast media to increasingly interactive products and platforms. Media products have the power to enthrall, intrigue and affect audiences. Learners will develop media production skills and techniques appropriate to the following digital media sectors: audio/moving image, publishing and interactive media. Learners will build upon their KS3 knowledge of digital image manipulation, digital video/animation and web based skills, acquiring technical knowledge and technical skills through vocational contexts.

### Method of Assessment

**Unit 1 Exploring Media Product (30% internal assessment)** - In this component, learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.

- Media products, audiences and purpose
- Genre, narrative, representation and audience interpretation
- Media production techniques

**Unit 2 Developing Digital Media Production Skills (30% internal assessment)** - In this component, learners will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

- Media pre-production processes and practices
- Media pre-production skills and techniques using Adobe Photoshop, Illustrator, Premier Pro
- Media production and post-production processes and practices
- Media production skills and techniques
- Media post-production skills and techniques
- Review of progress and development

**Unit 3 Create a Media Product in Response to a Brief (40% external assessment)** - In ten hours of supervised assessment time learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

### Progression Opportunities

Level 3 Creative Media BTEC National Diploma

### Qualification

BTEC Tech Award in Creative Media Production Level 1/Level2 603/1238/5 ([CLICK HERE](#))

### Awarding Body

Pearson

Miss R Thomas ([r.thomas@tgs.starmat.uk](mailto:r.thomas@tgs.starmat.uk))

# D&T: Graphics

## **What will you be learning?**

This GCSE leads on from the Design Technology curriculum covered throughout Key Stage 3 in that learners will research, design, develop and create a variety of graphics outcomes for a range of purposes such as games design, digital design, fashion and branding, communication design and more. It will allow learners to focus on developing their design and making skills through a wide variety of industry software such as Photoshop, Illustrator and Indesign while also using practical materials and processes to create physical outcomes.

The course will develop students understanding of the creative design process which can be applied to many different disciplines ensuring that they are able to adapt to both design and practical problem solving. Students will have the opportunity to take on live briefs with industry and understand the importance of the creative journey which will prepare them for further study and employment in design related fields.

Learners will study how existing graphic designers produce art work and ideas to develop new products while also communicate messages. Students will develop skills in 2D and 3D CAD/CAM (Illustrator, Photoshop, 2D Design, Onshape) and will have the opportunity to produce physical outcomes using laser cutting, 3D printing and sublimation printing while also 2D printed graphics.

## **Method of Assessment**

### **Non-Exam Assessment**

- 60% Internally set practical projects (two projects will be covered)

### **Externally assessed Exam**

- 40% Externally set practical project ending in a 10 hour practical exam (one project)

## **Progression Opportunities**

A Level Graphic Design

A Level 3D Product Design

## **Qualification**

GCSE Art & Design : Graphics - 601/8087/0 ([CLICK HERE](#))

## **Awarding Body**

Eduqas

Mr J Andrews ([j.andrews@tgs.starmat.uk](mailto:j.andrews@tgs.starmat.uk))

# D&T: 3D Product Design

## **What will you be learning?**

This GCSE leads on from the Design Technology covered throughout Key Stage 3 in that learners will research, design, develop and create functional prototypes and final products. It will allow learners to focus on developing their design and making skills through a wide variety of materials and processes and showing a creative journey.

The course will develop students understanding of the creative design process which can be applied to many different disciplines ensuring that they are able to adapt to both design and practical problem solving. Students will understand the importance of the creative journey not only final outcomes which will prepare them for further study and employment in design related fields.

Learners will study how products are designed, developed and manufactured using a range of specialist materials and processes such as laser cutting, metal casting, 3D printing, vacuum forming and traditional machines and hand tools. Learners will have the opportunity to complete practical outcomes throughout the course, and work creatively, applying their technical and practical expertise.

## **Method of Assessment**

### **Non-Exam Assessment**

- 60% Internally set practical projects (two projects will be covered)

### **Externally assessed Exam**

- 40% Externally set practical project ending in a 10 hour practical exam (one project)

## **Progression Opportunities**

A level Design and Technology

A Level 3D Product Design

A Level Graphics

## **Qualification**

GCSE Art & Design : 3D Product Design - 601/8087/0 ([CLICK HERE](#))

## **Awarding Body**

Eduqas

# Drama

## **What will you be learning?**

Drama is both a practical and an academic course that develops essential life skills. As well as studying a range of plays and the development of theatre practice from different eras, you will learn to collaborate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, to reflect and to refine your efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. You will learn about performing, directing, devising and designing for the theatre and you will study the social, cultural and historical contexts of plays past and present as well as experiencing live theatre in the 21<sup>st</sup> Century.

GCSE Drama helps you to develop the following life skills:

- Creative thinking, independence and experimentation
- Communication and team-working
- Empathy and sensitivity to others
- Evaluation, critique and analysis
- Problem solving, resourcefulness and time management
- Self-confidence and self-reflection

## **Method of Assessment**

### **Component 1 - Understanding Drama (External Written Examination - 40%)**

The examination (one hour and 45 minutes) tests your knowledge and understanding of drama and the theatre. It requires you to study one set text and answer extended questions on an extract from that text. You will also answer short multiple choice questions on your knowledge of the theatre, roles and terminology. In addition you will answer a question on a piece of live theatre you have seen during the course, evaluating and reviewing that performance as an informed member of the audience.

### **Component 2 - Devising Drama (Practical Coursework - 40%)**

You will create a new piece of theatre from a starting point (stimulus). You can be assessed as a performer or designer. You will perform your piece or present your designs as part of the assessment. You are also assessed on a devising log that demonstrates how your ideas were developed and analyses and evaluates your finished product. This unit is assessed by your teachers and moderated externally.

### **Component 3 - Texts in Practice (External Practical Examination - 20%)**

You will study a complete play script and then you will perform in (or design for) two extracts from the text. You can perform as part of a group, with a partner or on your own or you can be assessed as a designer and present your design realisation to the examiner. You will be marked by a visiting external examiner for this unit.

## **Progression Opportunities**

GCSE Drama is not just for those who are seeking future study or careers in the Arts as it develops essential transferable skills such as self-confidence, the ability to communicate with others and to present yourself effectively. GCSE Drama is ideal preparation for A-Level Drama and Theatre Studies and for vocational diplomas in Performing Arts. It links well with subjects like English Literature and Language, History and Music. It is also an ideal way to broaden your options, giving you a wider portfolio of GCSE subjects.

## **Qualification**

GCSE Specification code : 8261 [\(CLICK HERE\)](#)

## **Awarding Body**

AQA

Miss L Lindsay ([l.lindsay@tgs.starmat.uk](mailto:l.lindsay@tgs.starmat.uk))

# Economics

## What will you be learning?

In GCSE Economics, you'll dive into the fascinating world of markets, money, and global economies, learning how the choices we make affect our lives and the world around us. Ever wondered why prices rise, how governments tackle economic challenges, or what drives businesses to make certain decisions? This course answers these questions by looking at real-world issues and challenges that shape our everyday lives.

You'll explore how consumers, businesses, and governments interact in the economy, gaining a unique perspective on topics like sustainability, fairness, and economic dilemmas. From analysing recent global events to understanding how policies impact the economy, this subject will give you the tools to think critically about the world. Along the way, you'll build essential skills, like interpreting data in graphs and charts, and applying economic concepts to real situations—skills that will benefit you both personally and professionally for years to come. This subject opens doors to high-paid careers like consultancy, investment banking. It's an ideal first step toward leadership roles in the business world.

The course is split into two sections

### **Paper 1 - How markets work**

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure.

### **Paper 2 - How the economy works**

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets.

## Method of Assessment

### **Paper 1**

- Written Examination: 1 hour 45 minutes
- 80 marks - 50% of GCSE

### **Paper 2**

- Written Examination: 1 hour 45 minutes
- 80 marks - 50% of GCSE

Both papers are broken down into the same format:

Section A has 10 multiple choice questions followed by a range of calculation, short and extended response questions. Section B has five questions involving a mix of calculations, short and extended responses.

## Progression Opportunities

A Level Economics, A Level Business

## Qualification

GCSE Specification Code : 8136 ([CLICK HERE](#))

## Awarding Body

AQA

Mr C Benoit ([c.benoit@tgs.starmat.uk](mailto:c.benoit@tgs.starmat.uk))

# Electronics

## What will you be learning?

This GCSE encourages learners to develop confidence in understanding electronic circuits. Students will have designed and made electronic circuits in Design & Technology and Science lessons during Key Stage 3, and this course leads on from that learning. We explore the knowledge contained in the GCSE specification, but through practical work learners can also see the theory in action and gain greater understanding of electronics in the real world. Students will discover the importance of electronics in their own lives and also in today's technological world. A keen interest in maths and physics is an advantage on this course.

Studying this GCSE in Electronics enables learners to:

- develop knowledge and understanding of electrical/electronic circuits including a wide range of electronic components
- develop an understanding of the nature, processes and methods of electronics in engineering, to help them answer questions about practical circuits
- develop and learn how to apply practical, problem solving and evaluative skills in the identification of needs in the world around them. To propose, develop, make and test electronic solutions
- progress to level 3 qualifications in electronics and engineering

## Method of Assessment

### **Component 1: Discovering Electronics** - Written examination 40%

This component covers the following topics: Electronic systems and sub-systems, circuit concepts, Resistors, sensors, switching circuits, applications of diodes and combinational logic systems.

### **Component 2: Application of Electronics** - Written examination 40%

Amongst other things, this component covers the following topics: Timing circuits, Counting systems, combining digital and analogue circuits and Control circuits.

### **Component 3: Extended system design and realisation task** - Non-examination assessment (NEA) 20%

This component requires each learner to design and make a solution to a problem of their own choosing. The task builds on the knowledge and skills developed throughout the course and requires students to research, develop and build an electronic circuit, testing it at each stage of development. Assessment is based on the final outcome, but also on their folder of research, development and evaluation of their solution.

## Progression Opportunities

A level Design Engineering / Electronics

## Qualification

GCSE Specification code : C490QS ([CLICK HERE](#))

## Awarding Body

EDUQAS



# Food Preparation and Nutrition

## What will you be learning?

GCSE Food Preparation and Nutrition is a practical course incorporating a wide range of making activities to suit all styles of learning and ability. A variety of teaching methods will inspire you to plan and make a wide range of products applying your knowledge of the principles of food science, nutrition and healthy eating.

Subject content during Years 10 and 11 include:

### **1. Food, nutrition and health**

Macronutrients, micronutrients and nutritional needs and health.

### **2. Food science**

Cooking of food and heat transfer, functional and chemical properties of food.

### **3. Food safety**

Food spoilage and contamination and the principles of food safety.

### **4. Food choice**

Factors affecting food choice, British and international cuisines, sensory evaluation and food labelling and Marketing.

### **5. Food provenance**

Environmental impact and sustainability of food, food processing and production.

Throughout all these study areas, emphasis will be placed on your food preparation skills with weekly practical activities and you will be expected to bring ingredients on a regular basis in order to produce the required dishes. The school will provide ingredients for investigation and evaluation activities.

## Method of Assessment

This qualification is linear so you will sit the examination and submit your assessments at the end of the course in the Summer Term of Y11.

Controlled Assessment –

Task 1 Food investigation

Task 2 Food preparation assessment - 50% of total marks.

Terminal examination – Food preparation and nutrition - 50% of total marks.

One written paper will be set with one tier of assessment covering grades 9 - 1.

## Progression Opportunities

This qualification is a recognised part of the National Qualifications framework. As such, GCSE provides a progression from Key Stage 3 through Key Stage 4 to Post 16 studies. It lays an appropriate foundation for further study of Food Science and Nutrition e.g. a career in Dietetics or the Food Industry.

## Qualification

GCSE Specification Code : 8585 ([CLICK HERE](#))

## Awarding Body

AQA

Mrs S Micheli ([s.micheli@tgs.starmat.uk](mailto:s.micheli@tgs.starmat.uk))

# Hospitality and Catering

## What will you be learning?

- Unit 1: Hospitality and catering industry: You will focus 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: You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

## Method of Assessment

**Unit 1:** The Hospitality and catering industry: assessed through a written examination which is 90 minutes in length. It is worth 40% of the qualification and is out of 90 marks.

**Unit 2:** Hospitality and catering in action: assessed through a non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher and externally moderated by WJEC. This assessment will allow you to showcase the food preparation skills you have developed through your practical lessons. 9 hours will be allocated for this assessment. It is worth 60% of the qualification. You will need to propose 4 nutritious dishes that you think could be served in a catering outlet, plan for the production of 2 dishes then prepare, cook and serve 2 dishes with accompaniments during a set practical session.

## Progression Opportunities

After completing the WJEC Vocational Award in Hospitality and Catering you may 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.

## Qualification

Level 1/2 Vocational Award 5409QA [\(CLICK HERE\)](#)

## Awarding Body

Eduqas

Mrs H Hercberg ([h.hercberg@tgs.starmat.uk](mailto:h.hercberg@tgs.starmat.uk))  
Mrs E Mooney ([e.mooney@tgs.starmat.uk](mailto:e.mooney@tgs.starmat.uk))

# Health and Social Care BTEC Tech Award

## **What will you be learning?**

There are four main areas of focus

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

## **Method of Assessment**

Unit 1 - Human Lifespan Development (internally assessed)

Unit 2 - Health and Social Care Services and Values (internally assessed)

Unit 3 - Health and Wellbeing (externally set and assessed task)

## **Progression Opportunities**

Level 3 BTEC National in Health and Social Care

Level 3 BTEC National in Children's Care, Learning and Development

## **Qualification**

BTEC Tech Award in Health and Social Care ([CLICK HERE](#))

## **Awarding Body**

Pearson

Mr R Vernon ([r.vernon@tgs.starmat.uk](mailto:r.vernon@tgs.starmat.uk))  
Ms J Thornton ([j.thornton@tgs.starmat.uk](mailto:j.thornton@tgs.starmat.uk))

# Music

## **What will you be learning?**

GCSE music is a practical subject, in which you will be encouraged to develop your abilities in performing, composing and understanding music. Lesson time is split across these three areas.

Throughout the course you will need to develop your skills in musical performance, both as a soloist and as part of a group. You can perform on a 'traditional' instrument such as trumpet, clarinet or piano, you can sing or you can choose to focus on more modern methods of music-making, such as DJ-ing. You will be expected to practice regularly in preparation for your assessed recordings. We recommend that GCSE music students have instrumental/vocal lessons privately or through the North Yorkshire Music Hub.

For composing you will study various techniques of composition and put them to use in your own work. This involves working on your own instruments and making use of keyboards, music specific software and recording equipment.

We also study a range of Music and listening skills in preparation for your Appraising Exam. The music studied is drawn from four Areas of Study:

AoS 1 - Musical Forms and Devices

AoS 2 - Music for Ensemble

AoS 3 - Film Music

AoS 4 - Popular Music

There are also two Study Pieces which are explored in more depth:

AoS 1 - Badinerie by Bach

AoS 4 - Africa by Toto

## **Method of Assessment**

You will complete two compositions which last for a combined time of three to six minutes. One composition will be in response to a brief set by the examination board and the other is free choice. Composing is 30% of the final GCSE grade.

You are expected to perform on an instrument (including DJ-ing) or voice, both individually and as part of a group. The standard we aim towards is grade 3 (by year 11). Assessed performances take place in year 11. You must play for at least four minutes with a minimum of one minute as part of a group. Performing is 30% of the final GCSE grade.

The written examination takes place in the form of a listening test with questions based on recorded musical extracts and your Study Pieces. The examination is 40% of the final grade.

## **Progress Opportunities**

This course prepares you for the study of A level Music in Sixth Form. You could also consider Music Technology A level or a level 3 vocational course.

## **Qualification**

GCSE Specification code: 601/8131/X ([CLICK HERE](#))

## **Awarding Body**

Eduqas

Mr C Rodaway ([c.rodaway@tgs.starmat.uk](mailto:c.rodaway@tgs.starmat.uk))

# Religion, Philosophy & Ethics

## **What will you be learning?**

This course will provide you with the opportunity to:

- develop your knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- express your personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments

You will be expected to demonstrate knowledge and understanding of:

- the relevant teachings from both sacred texts and contemporary religious leaders and organisations from both Christianity and Islamic perspectives
- the work of voluntary groups and organisations
- the diversity of viewpoints which may exist within religions and denominations
- the significant secular responses and the legal position of topics such as abortion, euthanasia, animal rights and war
- the relationship between religious beliefs and teachings and action in the lives of believers

## **Religious, Philosophical and Ethical Studies themes**

- Relationships and Families
- Religion and Life
- Religion, peace and conflict
- Religion, crime and punishment

## **Religious Beliefs and Practices**

- Beliefs and practices in Islam
- Beliefs and practices in Christianity

## **Method of Assessment**

Two written examinations: 1 hour 45 minutes each

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

Each paper will be 50% of the GCSE

For each topic you will be given five questions of increasing difficulty and will be awarded marks for good use of spelling, punctuation and grammar.

## **Progression Opportunities**

This subject opens up a range of opportunities for you and leads smoothly to the study of Religious Studies, including the study of Ethics and Philosophy at A Level.

## **Qualification**

GCSE Specification A code : 8062 ([CLICK HERE](#))

## **Awarding Body**

AQA

Miss T Askew ([t.askew@tgs.starmat.uk](mailto:t.askew@tgs.starmat.uk))

# Sport Studies: Cambridge National

Students who select an option from within the PE Faculty will follow *either* this Cambridge National Sport Studies qualification, *or* the GCSE PE Course. They may select a *preferred* course of study, but may need to discuss their option with staff from the subject area to ensure suitability for their chosen course.

## **What will you be learning?**

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant. Sports Studies offers students the solid foundation required for further study or progression into the sporting industry. Students will develop a wide range of highly desirable, transferable skills, such as presentation skills, report writing, team working, leadership and research skills. As you might expect, both the bulk of learning and assessment is through theoretical means. Within this qualification, students will develop the knowledge and skills required to progress into a career in the sports industry as well as providing them with a valuable social-science based background if they choose to progress at Level 3 into a more Sports Media or Sports Leadership-focused course.

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. As part of their mandatory units, students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to their own practical performance. They will also learn about contemporary issues in sport such as participation levels and barriers, promoting values and behaviour in sport, hosting major sporting events, the role of National Governing Bodies (NGB's) and the use of technology in sport. Finally, for their additional unit, students will learn about a range of Outdoor and Adventurous Activities, both theoretically and practically.

Students will study the following two mandatory units along with the additional unit outlined below.

## **Mandatory Units:**

### **R184 - Contemporary Issues in Sport (Exam Assessment)**

In this unit, students will learn about a range of topical and contemporary issues in sport, relating to: participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

### **R185 - Performance and Leadership in Sports Activities (NEA)**

In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions.

## **Additional Unit:**

### **R187 - Increasing Awareness of Outdoor and Adventurous Activities (NEA)**

In this unit, students will learn what Outdoor and Adventurous Activity opportunities there are in their local area as well as nationally in the UK. Students will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to keep them safe. Students will then be practically assessed in an outdoor and adventurous activity, before evaluating their performance.

## **Qualification**

Cambridge Nationals Sports Studies Specification code : J829 [\(CLICK HERE\)](#)

## **Awarding Body**

OCR

Mr R Solk ([r.solk@tgs.starmat.uk](mailto:r.solk@tgs.starmat.uk))

# Physical Education: GCSE

## What will you be learning?

You will undertake a range of practical activities in the role of player/performer. You will be required to show advanced skills in progressive drills and demonstrate these in the full context of the activity. You will undertake analysis and evaluation of performance to bring about improvement in one activity.

You will also have theory lessons to cover the following areas of study:

### **Paper 1: The human body and movement in physical activity and sport**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### **Paper 2: Socio-cultural influences and well-being in physical activity and sport**

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

**You must have a genuine love of exercise and sport and be participating in extracurricular sport clubs to be really successful in this subject.** If you are an active sports person and want to develop your knowledge of these topics you will find this course interesting and engaging.

## Method of Assessment

**Written examination paper 1 – 1 hour 15 minutes (30%)**

**Written examination paper 2 – 1 hour 15 minutes (30%)**

Both papers include a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

### **Non-examination Assessment (40%)**

Your **practical performance** will be assessed in three different physical activities, in the role of player/performer. One must be a team activity, one an individual activity and a third in either a team or individual activity. You will be assessed on your analysis and evaluation of performance to bring about improvement in one activity.

## Progression Opportunities

GCSE PE is an ideal stepping stone to courses such as A level PE, BTEC Sport or a Sports Studies course. Sport and exercise is a huge and rapidly growing global industry and an increasing number of graduates are being recruited to provide sport science support for professional athletes, are employed by national governing bodies for sport, or are working in the ever-expanding commercial sector, in particular within marketing and the promotion of sports goods and events. You could also go into a job related to sport and PE such as a physiotherapist, sports coach, sports management, personal trainer or PE teacher. Whatever future career you pursue, PE develops transferable skills like teamwork, confidence, leadership, time management and social skills; all highly desirable by employers today.

## Qualification

GCSE Specification code : 8582 ([CLICK HERE](#))

## Awarding Body

AQA

Mr R Solk ([r.solk@tgs.starmat.uk](mailto:r.solk@tgs.starmat.uk))