

GCSE Options Booklet

Stretford Grammar School



- ◆>> Aspiration
- ◆>> Respect
- ◆>> Endeavour

Options Evening



12th Feb 2025

18:30pm - 20:40pm

GCSE Options Process

Schedule



PSHCE Options Lesson

Lesson Dedicated to Options

The students have a lesson that encourages them to explore the options available to them and to consider future pathways.



Assembly to Year Group

Assembly To Explain The Process

Building on the PSHCE lesson, the students are reminded of some key aspects of the process.



Year 9 Parents Evening

29th January - Face to Face

The parents evening provides the opportunity for parents and students to discuss progress in subjects and to be given advice and guidance for GCSE.



Options Evening

12th February - 6:30pm-8:40pm

The options evening provides information about subjects and there is the opportunity to attend presentations from the optional subjects.



Options Choices

Deadline - 24th February (Tuesday)

Students need to complete their options choices (with reserves) by Tuesday 24th February.



Introduction

We are very aware of the efforts that all parents and carers make in ensuring that their children realise their potential in all aspects of school life. The aim of this booklet is to help you support your child's learning and to provide an outline of the curriculum in each subject area.

In addition, the following information is relevant to all subject areas:

Homework – a homework timetable is published at the beginning of each academic year. Homework is set through Google Classroom.

Marking – in all subjects this will be carried out in accordance with department feedback policies.

Parents' Evening - this will occur during Year 10, however, if you wish to discuss the progress of your child during the year, please contact the relevant subject teacher.

Any queries about subjects should be directed to the Curriculum Leader of the appropriate subject: email addresses can be found on each subject page.

How to help your child

- Show a keen interest in and appreciation of the work being completed.
- Use the information in this booklet to discuss the work being undertaken.
- Encourage your child to take greater responsibility for their own learning: to complete homework punctually and prepare thoroughly for the examinations and assessments.
- Try to provide the materials/resources at home which will support learning.
- Monitor homework/assessment grades to ensure that good progress is being made.
- Contact the school if you feel progress is unsatisfactory or if you need further advice to enhance your child's progress.
- Avoid making appointments at times that could affect your child's progress.

The Stretford Grammar School Curriculum

All students at Stretford Grammar School follow a broad and balanced curriculum. The curriculum is designed to engage and challenge all students to strive and to achieve their full potential, both in their studies and in developing as young people, equipped to live happy and fulfilling lives.

In Key Stage 4 (Years 10 and 11) students follow a core curriculum of English, Mathematics, Science, Religious Studies, Physical Education and PSHCE including Careers. Students have a choice of optional subjects to specialise in. We strongly encourage students to consider the choices they make at this stage within the context of the pathways open to them post-16 and beyond.



Students' social, moral, spiritual and cultural education is essential to their development as young people. All curriculum areas contribute to this, alongside provision in Form Time and within the Personal, Social, Health and Citizenship programme which includes key areas such as relationships and sex education (subject to the right of withdrawal from sex education), careers, health, democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Stretford Grammar School we have a wide variety of opportunities beyond the taught curriculum. These include clubs, teams and visits across subject areas and we strongly encourage students to participate in such activities inside and outside school, in order to achieve an effective work-life balance.

Making the Right Choice

Choosing the right options means that students are starting on the right path towards the right careers and that they will have:

- **A sense of achievement**
- **A stepping stone to future success in the world of employment**
- **A chance to choose the path which meets their needs, hopes and aspirations**

It is usually best for students to choose the subjects they enjoy and feel confident in because they will have a greater chance of success.

There are two approaches to choosing options which should be considered and reflect different pathways

Pathway One – Contrasting Subjects	Pathway Two – Complementary Subjects
<p>This will give a breadth of experience and will allow students to keep their career choices open e.g.</p> <ul style="list-style-type: none"> ● French ● Music ● Geography ● Triple Science 	<p>These subjects work well together and may lead to a particular career choice e.g.</p> <ul style="list-style-type: none"> ● Spanish ● History ● Business ● Computer Science

Unfortunately, although every effort will be made to accommodate all choices, it is possible that certain alterations will have to be made. This may be due to a number of reasons including the number of staff



delivering a subject, the number of students who have chosen a subject where there are too many for the classes available or where too few students have chosen a subject.

If in the event of a course being oversubscribed, students will be selected in the order of:

- Potential career choices
- Percentage at the mid-year assessment point
- Involvement in extra-curricular activities related to the subject or subjects e.g. participation in a school production, representing the school in a sports team or participation in a concert
- Classwork grade at ATL
- Homework grade at ATL
- Behaviour grade at ATL

In the case of Business Studies the criteria above will be taken from English as the subject has not been studied at Key Stage 3.

These criteria will be used in the first instance as to who will be offered a place on a GCSE course of study. If we cannot resolve the situation through the use of the criteria and in consultation with the student, we will use a means of random selection.

This is the reason for students choosing a reserve choice in case we are unable to offer them all of their choices. Any changes that have to be made will be fully discussed with students.

Key Dates for the Options Process

Year 9 Parents Evening - 29th January

Options Evening - 12th February





The Accountability System for Schools

There are four key measures:

1. **Progress 8** – progress across a suite of 8 subjects, as measured from the end of Key Stage 2 (Year 6) to the end of Key Stage 4 (Year 11). These 8 subjects include English, Mathematics, 3 EBacc subjects (Sciences, Computing, Geography, History, French and Spanish) and 3 further subjects (which can include Art, Business, Drama, Food Production and Nutrition, Religious Studies and Technology). English and Mathematics are double weighted to reflect the importance of these subjects.
2. **Attainment 8** – average attainment across 8 subjects (as above).
3. The percentage of students achieving a Grade 5 or above in both English and Mathematics.
4. The proportion of students gaining the EBacc

The English Baccalaureate

Whilst the English Baccalaureate is the name given to a group of subjects in which students achieve a 5 – 9 grade in English, Mathematics, two science subjects, Geography or History and a Modern Foreign Language, it is not a stand-alone qualification. The aim of the English Baccalaureate is to encourage the provision of a balanced core of subjects. We seek to provide students with a broad curriculum which does not preclude them from studying this suite of subjects.





The Choices Available to Students

The Core	Humanity	Three of the following	
English (Lang & Lit)	Geography	Art and Design	Geography
Mathematics	History	Business	History
Combined Sciences (2 GCSEs)		Computer Science	Music
Religious Studies		Design Technology	Physical Education
Core PE		Drama	Spanish
Citizenship and PSHCE		Food Preparation and Nutrition	Triple Science (counts as one choice)
		French	





The Support Provided by School

The Year 9 PSHCE Scheme of Work and Work Related Learning Programme enables students to become familiar with a range of relevant resources to support them in choosing options. These include:

- A Connexions Advisor
- Access to the Morrisby Careers Platform and Profile.

Through their work in PSHCE, students have also been made aware of:

- The skills, abilities and qualifications required by different occupations
- The courses, training and opportunities available after GCSEs and post 18
- The role of the Careers Advisor in school
- The importance of their own personal qualities, abilities, strengths, interests and hobbies in relation to subject choice and future careers
- Decision making skills and techniques
- Differing routes post 16 into employment, education and training

This Key Stage 4 guide, which includes information regarding all the courses offered at GCSE, is given to students. Direction is given about how to use the booklet and how to complete the Options Choice Form.

Students have the opportunity to find out about new subjects during the Options Information Evening. Students are encouraged to discuss option choices with Form Tutors, subject teachers and with the Connexions Advisor.

What Support Parents and Carers Can Give

You are the experts on your child and will always be the most important teacher for them. Your support, interest and encouragement will make the transition to GCSE courses a smooth one and will help your child to ultimate success.

To give students the greatest possible chance of success, you can help by:

- Making sure they attend school regularly
- Providing the equipment and environment for homework and revision
- Showing an interest in their work and assisting when they ask for help
- Looking out for programmes, books or events which are relevant to their study
- Listening to them when they find aspects of the work difficult and providing ideas to improve their work
- Discussing reports from school, focusing on what steps could be taken to improve areas of weakness
- Using the My Child At School portal to monitor positive and negative events
- Monitoring progress through coursework



- Helping them manage their time both for academic work and activities outside of school to maintain a balanced healthy life
- Acting as a go-between with school
- Asking the questions of school which they do not want to ask or will not ask

What Questions Should I Consider?

- What are the subjects my child must take?
- What are the other subjects to choose from?
- What are my child's strengths and interests?
- When do final choices have to be made?

What Students Can Do?

- Before choosing any optional GCSE subjects, make sure that you have consulted with the staff in those subjects
- If you are uncertain what to do, speak to your Form Tutor, Progress Leader or Connexions Advisor
- Make full use of the on line careers tools in school
- Consult Mr. Price, Assistant Headteacher and Work Related Learning Co-ordinator, if you need help concerning subjects which may be needed for future careers
- Help yourself by matching your strengths and interests to the subjects at GCSE
- Discuss choices with parents/carers
- Access your career planning tool through Morrisby

Students – your questions answered

Why have I been given this booklet?

This booklet is to help you plan the next two years at Stretford Grammar School. The information covers all the subjects at Key Stage 4 and gives advice to your parents/carers on how to help and support you with making your mind up about what you want to study.

Can I choose whichever subjects I want?

Not exactly – you must study Maths, English, Science, RS, and Core PE. You must also choose one of either Geography or History. Remember that to qualify for the EBacc you will need to study a foreign language. After that you are asked to choose three subjects you want to study and a fourth, just in case. However, we may also come back to you if we think that the choices do not best match your talents.



Will I get my first choices?

It is hoped that most students will be able to have their first choice of options, however, sometimes it is impossible to give everyone their top choices. You should therefore make sure that **all** your choices are subjects that you definitely want to study. You should make your choices by **28th February**, so use the time to speak to as many people as you can about what you want to study.

What do I have to do to succeed?

The next two years are very important to your education; you must aim to learn as much as you can to form the basis of your future qualifications. Careful planning and serious revision are the key to examination success. Stretford Grammar School has an excellent record of success because all students take their education seriously.





Possible Option Routes

The EBacc Route

Choose a Humanity	Choose a Language	Choose Two of the Following (and a reserve)	
Geography History	French Spanish	Art and Design Business Computer Science Design Technology Drama Food Preparation and Nutrition	Geography History Music Physical Education Triple Science (counts as one choice)

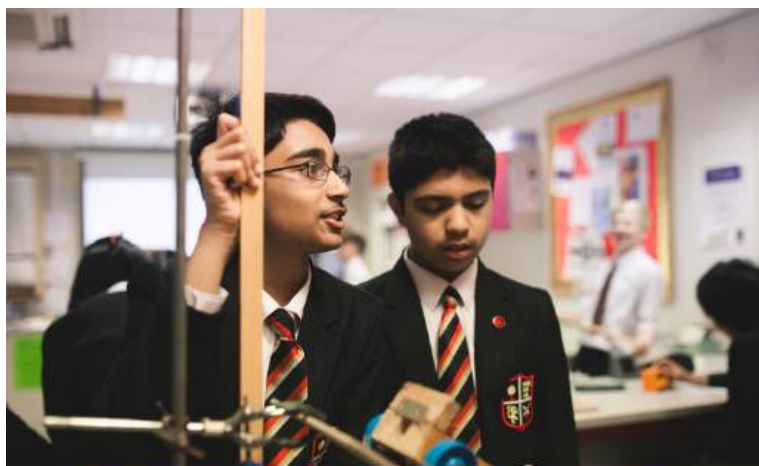
The Arts Route

Choose a Humanity	Choose from the following Arts Subjects	Choose the remainder from the following (and a reserve from either Column 2 or 3)	
Geography History	Art and Design Drama Music	Business Computer Science Design Technology Food Preparation and Nutrition French	Geography History Physical Education Spanish Triple Science (counts as one choice)



The STEM (Science Technology and Maths) Route

Choose a Humanity	Choose from the following STEM Subjects	Choose the remainder from the following (and a reserve from either Column 2 or 3)
Geography History	Computer Science Design Technology Food Preparation and Nutrition Triple Science (counts as one choice)	Art and Design Business Drama French Geography History Music Physical Education Spanish



Core Subjects



English Language	
Examination Board	Code
AQA	8700

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<p>Paper 1: Explorations in creative writing</p> <p>Paper 2: Writing from a viewpoint and perspectives</p>	<ul style="list-style-type: none"> • Paper 1: Reading: Explorations in creative writing • Paper 1: Writing: Explorations in creative writing (Production) • Paper 2: Reading: Writers' viewpoints and perspectives Analysis • Paper 2: Writing: Writers' viewpoints and perspectives (Production)

What You Will Learn?
<p>Creative reading and writing: reading literary fiction and considering how established writers use narrative and descriptive techniques effectively; writing your own creative texts, responding to stimulus material.</p> <p>Writers' viewpoints and perspectives: reading linked sources and evaluating perspectives or viewpoints; writing texts which express your own perspective on a theme.</p> <p>Spoken language: non-examined assessment of speaking tasks including giving a formal presentation, responding to questions and using standard English.</p>

How Will I Be Assessed?
<p>There are two terminal exams (3½ hours in total) :</p> <ul style="list-style-type: none"> • Paper 1 (Creative reading and writing): 1¾ hours • Paper 2 (Writers' viewpoints and perspectives): 1¾ hours <p>Spoken language is continually assessed and will receive a separate award. In year 10 students will present a speech on a topic of their own choice.</p>

Mark Breakdown	Website Links
Paper 1: 80 marks (50%) Paper 2: 80 marks (50%)	https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification

Key Dates

Exams: May/June Year 11

Further Information

Mr. S. Howell – Curriculum Leader for English

Dr. E. Quipp – Second in English

Mrs. S. Baker – Subject Teacher

Mrs. E. Baxter – Deputy Headteacher and Subject Teacher

Mr. D. Crowley – Progress Leader and Subject Teacher

Dr. C. Nixon – Subject Teacher

Mr. D. Price – Assistant Headteacher and Subject Teacher

SUBJECT LEADER CONTACT: s.howell@stretfordgrammar.com

What can I do after I have completed the course?

English Language is compulsory at GCSE. A good pass grade (Grade 5) is a compulsory entry requirement of most post-16 colleges, further education and higher education establishments, as well as for most post-16 study and employment /apprenticeships. English Language is also an important route into a number of careers where your ability to use and manipulate language is essential. Occupations such as Law, working for local and national government and working in business and the media are all examples of careers for which a qualification in English Language is useful.



English Literature	
Examination Board	Code
AQA	8702

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • An Inspector Calls • Jekyll and Hyde • Julius Caesar • Worlds and lives Poetry Anthology • Unseen Poetry 	<ul style="list-style-type: none"> • Revision of Literature texts

What You Will Learn?
<p>Literal and inferential comprehension: understanding words, phrases, sentences in context; exploring plot and character; understanding implied meaning; explaining structure</p> <p>Critical meaning: identifying theme and supporting points of view; understanding the significance of historical context</p> <p>Evaluation of style: analysing how language, structure and form contribute to quality and impact Comparison: comparing and contrasting texts</p>

How Will I Be Assessed?
<p>There are two terminal exams (4 hours total) requiring candidates to write an essay on each of the texts studied as well as on two unseen poems. Marks are awarded for the development of ideas and students ability to identify authors' methods and their effects on audiences:</p> <ul style="list-style-type: none"> • Paper 1 (Shakespeare and the 19th century novel): 1¾ hours • Paper 2 (Modern texts and poetry): 2¼ hours

Mark Breakdown	Website Links
Paper 1: 64 marks (40%) Paper 2: 96 marks (60%)	https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification

Key Dates

Exams: May/June Year 11

Further Information

Mr. S. Howell – Curriculum Leader for English

Dr. E. Quipp – Second in English

Mrs. S. Baker – Subject Teacher

Mrs. E. Baxter – Deputy Headteacher and Subject Teacher

Mr. D. Crowley – Progress Leader and Subject Teacher

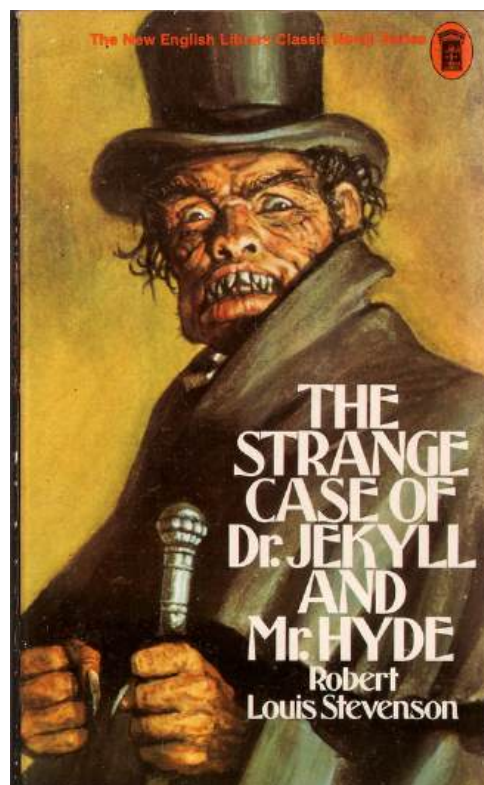
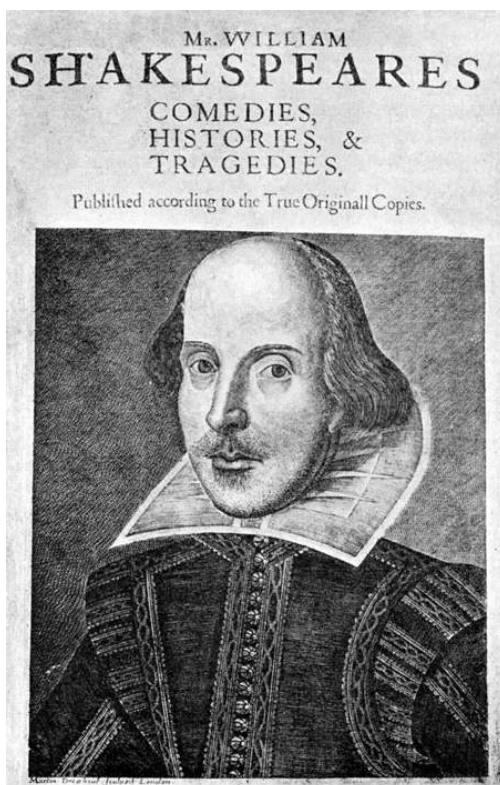
Dr. C. Nixon – Subject Teacher

Mr. D. Price – Assistant Headteacher and Subject Teacher

SUBJECT LEADER CONTACT: s.howell@stretfordgrammar.com

What can I do after I have completed the course?

English Literature is compulsory at GCSE. It is accepted for entry to Sixth Form, further and higher education. It provides you with critical thinking, analytical and writing skills which are valuable in a number of post-16 subject study areas and in the world of work and beyond. Students who are successful in English Literature go on to study the full range of university subjects from Medicine to Philosophy.



Mathematics	
Examination Board	Code
AQA	8300 (Plus 8365 Level 2 Further Maths Accelerated sets only)

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> ● Sequences ● Graphs and Coordinates ● Ratio and Proportion ● Indices and Surds ● Algebraic Manipulation ● Geometry ● Algebra and Equations ● Transformations ● Vectors ● Algebra ● Trigonometry –1 ● Real-life Graphs ● Handling Data –1 ● Trigonometry –2 ● Probability 	<ul style="list-style-type: none"> ● Number ● Circles ● Length, Area and Volume ● Further Algebra ● Graphs ● Handling Data - 2 ● Inequalities ● Percentages ● Constructions ● Revision and Practice <p>The two Accelerated sets will also cover the AQA Level 2 in Further Mathematics. This is an additional qualification, covering some of these topics in more depth, plus additional units on Calculus (Differentiation) and Matrices.</p>

What You Will Learn?
<p>Number: Properties of numbers and calculations.</p> <p>Algebra: Manipulation; formulae; equations and inequalities; graphs; sequences.</p> <p>Ratio, proportion and rates of change: Using ratios; scale factors; ratio problems; direct and inverse proportion; gradients.</p> <p>Geometry and measures: Properties of shapes and angles; length, area and volume; Pythagoras' theorem; trigonometry; vectors.</p> <p>Probability and Statistics: Calculating probabilities; collecting, processing and analysing data.</p>

How Will I Be Assessed?

Three 1½ hour examination papers, taken at the end of the course. There is no coursework or controlled assessment.

On each paper, there will be a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as you progress through the paper. One paper is a non-calculator paper.

You will be prepared for the Higher Tier examinations.

Accelerated sets (Further Mathematics): Two additional 1¾ hour papers. One paper is non-calculator.

Mark Breakdown

Website Links

Each paper is worth 33⅓% of the final mark and can assess any part of the course.

Over the three papers, the content breaks down as follows:
Number 15%; Algebra 30%; Ratio, proportion and rates of change 20%; Geometry and measures 20%; Probability and Statistics 15%.

The Higher Tier covers grades 4 to 9.

Accelerated sets (Further Mathematics): each paper is worth 50% of the final mark and can assess any part of the course.

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification>

Key Dates

Exams: May/June Year 11

Further Information

Mr. C. McAvoy - Curriculum Leader

Mrs. C. Mycock – Second in Department

Mr. O. Chadbond - Subject Teacher and Exams Officer

Mrs. K. Carter – Subject Teacher and Assistant Director of Sixth Form

Mrs M. Ezzy – Subject Teacher

Mr. S. Ahmad - Subject Teacher

SUBJECT LEADER CONTACT: c.mcavoy@stretfordgrammar.com

Religious Studies	
Examination Board	Code
Eduqas	C120P3

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
Topics studied in Year 9 (in order) <ul style="list-style-type: none"> ● Paper 3: Islamic beliefs ● Paper 3: Islamic practices Topics studied in Year 10 (in order) <ul style="list-style-type: none"> ● Paper 2: Christian beliefs ● Paper 2: Christian practices ● Paper 1: Issues of Human Rights ● Paper 1: Issues of Good and Evil 	Topics studied in Year 11 (in order) <ul style="list-style-type: none"> ● Paper 1: Issues of Life and Death ● Paper 1: Issues of Relationships

What You Will Learn?
<p>Religious, Philosophical and Ethical Studies in the Modern World</p> <ul style="list-style-type: none"> ● Issues of Relationships ● Issues of Life and Death ● Issues of Good and Evil ● Issues of Human Rights <p>Study of Christianity and Islam</p> <ul style="list-style-type: none"> ● Beliefs ● Teachings ● Practices

How Will I Be Assessed?
<p>You will study each component over the course of three years (9-11). Lessons will include a mixture of discussion, written work and group work. Your learning will be relevant and will relate to the events of the world today. You will be assessed by examination only.</p>

Mark Breakdown	Website Links
Component 1: Religious, Philosophical and Ethical Studies in the Modern World (2 hours – 50%)	https://www.edugas.co.uk/qualifications/religious-studies-gcse/#tab_keydocuments
Component 2: Study of Christianity (1 hour – 25%)	
Component 3: Study of Islam (1 hour – 25%)	

Key Dates

Exams: May/June Year 11

Further Information

Mrs. R. Lea - Curriculum Leader for RE

Mr. P. Deavall – Subject Teacher

SUBJECT LEADER CONTACT: r.lea@stretfordgrammar.com

What can I do after I have completed the course?
<p>Religious Studies is accepted for entry to Sixth Form and at A Level to higher education. It provides you with the skills for discussion and evaluation of your own thinking. Students have gone onto study Law, Engineering, Teaching and Medicine as well as more traditional courses such as Philosophy, Theology, Psychology and Sociology.</p>



Science (Combined Science)

This is compulsory for all students (although students may follow the Option for the Separate Sciences).

Examination Board	Code
AQA	Combined Science 8464

Outline of the Course

- Students will follow a broad, coherent course of study that adds to their knowledge and understanding of the living, material and physical worlds.
- Students will develop a range of transferable skills by undertaking practical activities to help prepare them for the examination questions based on the 21 Required practical investigations (7 in Biology, 6 in Chemistry, 8 in Physics). They will learn to make observations, analyse data appropriately and explain conclusions in terms of scientific concepts.

Topics studied in Biology

Topics studied in Year 9 (in order)

- B1 Cell Structure and Cell Division- Unit 1; Paper 1
- B2 Transport in Cells- Unit 1; Paper 1
- B3 Organisation in Animals and Plants - Unit 1- Paper 1

Topics studied in Year 10 (in order)

- B4 Enzymes- Unit 2; Paper 1
- B5 Health and Non-communicable Disease Unit 2; Paper 1
- B6 Infection and Response-Unit 3; Paper 1
- B7 Bioenergetics- Unit 4; Paper 1
- B11 Communities and Ecosystems- Unit 7; Paper 2
- B12 Biodiversity and Human Impacts on Ecosystems - Unit 7; Paper 2

Topics studied in Year 11 (in order)

- B8 Homeostasis and Response- Unit 5; Paper 2
- B9 Reproduction and Inheritance- Unit 6; Paper 2
- B10 Variation and Evolution- Unit 6; Paper 2

Topics studied in Chemistry

Topic studied in Year 9

- Metals, Unit 4, Paper 1
- Separating mixtures, Unit 1, Paper 1
- Atomic structure, Unit 1, Paper 1

Topics studies in Year 10

- Chemical structures and their properties, Unit 2, Paper 1
- The Periodic table, Unit 1, Paper 1
- Chemical reactions and how to analyse substances, Unit 8, Paper 2
- Quantitative chemistry, Unit 3, Paper 1 (&2)
- Organic chemistry, Unit 7, Paper 2
- Metal extraction and electrolysis, Unit 4, Paper 1
- Energy changes, Unit 5, Paper 1

Topics studied in Year 11

- Rates of reaction, Unit 6, Paper 2
- Chemistry of the atmosphere including human influences on this and sustainable development, Unit 9/10 Paper 2
- Chemical changes, acids and salts, Unit 4, Paper 1

Topics studied in Physics

Topics studied in Year 9 (in order)

1. Energy- Paper 1
2. Energy Resources - Paper 1
3. Molecules and Matter - Paper 1

Topics studied in Year 10 (in order)

1. Molecules and Matter - Paper 1
2. Electric Circuits - Paper 1
3. Electricity in the home - Paper 1
4. Introduction to Electromagnetism - Paper 2
5. Radioactivity - Paper 1
6. Forces in Balance - Paper 2
7. Motion - Paper 2

Topics studied in Year 11 (in order)

1. Forces and Motion - Paper 2
2. Further Electromagnetism - Paper 2
3. Wave Properties - Paper 2
4. Electromagnetic Spectrum - Paper 2

How Will I Be Assessed?

Students will sit 6 one hour and 15 minute written examinations: two examinations per Science subject. There will be a mixture of multiple choice, structured, closed short answer and open responses that will require extended writing. At least 15% of the marks will be allocated for the recall of facts, 15% of marks will be related to the required practical activities and 60% of the marks will be for the application of knowledge and understanding. The remaining marks will be allocated for applying Mathematical principles.

Mark Breakdown

Each of the 6 written papers is worth 16.7% of the final Combined Science GCSE result.

Website Links

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification>

Key Dates

Exams: May/June Year 11

Further Information

Subject Teachers: – please see the separate Biology, Chemistry and Physics pages of this booklet.

Students tend to follow the Combined Science course if they do not intend to pursue Science subjects at A Level **or** they want to take a range of other option subjects such as Music, Art, MFL and Humanities.

Students can still progress from Combined Science to A Level Science courses.

SUBJECT LEADER CONTACT: j.howe@stretfordgrammar.com

What can I do after I have completed the course?

A range of transferable skills are developed during the course such as analytical / data analysis skills, evaluation skills, communication skills and practical skills which will assist students in a range of careers or A Level choices. This course is suitable to progress to A Level Sciences



Optional Subjects



Art and Design	
Examination Board	Code
AQA	8021 – Art, Craft and Design

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • Animals • Celestial 	<ul style="list-style-type: none"> • Independent project from a list of 5 starting points (Mock exam project) • Externally set task by AQA (choice from a list of 8 starting points)

What You Will Learn?
<ul style="list-style-type: none"> • How to research, analyse and develop your ideas in response to different artists, craftspeople and designers • How to record using a wide variety of media such as drawing, painting, printmaking, photography and 3D ceramics/sculpture • How to use sketchbooks effectively to experiment and develop your own artistic language • How to express your ideas and feelings more confidently with personal final outcomes <p>Component 1: Portfolio.</p> <ul style="list-style-type: none"> • In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation. Students will produce 3 projects for Component 1: Animals, Celestial and a personal project which is chosen by the student. <p>Component 2: Externally Set Assignment.</p> <ul style="list-style-type: none"> • In Component 2 (externally set assignment) students respond to one of 8 starting points provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives. The EST lasts for approximately 14 weeks and culminates in a 10 hour controlled assessment.

How Will I Be Assessed?
<p>Students will have regular assessment points at the start, middle and end of projects, including a formal assessment of the 5 hour Mock Exam in Year 11. Students work will be marked against for 4 Assessment Objectives set by AQA:</p> <ul style="list-style-type: none"> • Developing Ideas (AO1) • Experimentation and Refinement (AO2)

- Quality of Recording (AO3)
- Presenting a Final Piece (AO4)

The students will exhibit and submit their coursework at the end of the course in May. Component 1 & 2 will be internally assessed by the Art Department and then externally moderated by AQA in June.

Mark Breakdown	Website Links
Component 1 will account for 60% of the total marks available and is marked out of 96; Component 2 will account for 40% of the total marks available and is marked out of 96.	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification

Key Dates

Exam: April of Year 11 (10 hours) (40%)

Coursework: Ongoing throughout the course. All work produced during the course is considered for submission at the end of the course (60%).

Further Information

Mrs. S. Penny-Collings – Curriculum Leader

Mr. C. Lea – Subject Teacher

SUBJECT LEADER CONTACT: s.penny-collings@stretfordgrammar.com



What can I do after I have completed the course?

GCSE Art and Design is required in order to study A-Level Fine Art and 3D Design. GCSE Art and Design can also lead to a variety of other creative A-Level pathways such as: Photography, Textiles, Graphic Design and Design Technology, 3D Design, BTEC and Foundation Art courses.

Studying Art at GCSE level can lead to a range of Further & Higher Education opportunities such as Architecture, Art History and Fine Art, Photography, Ceramics and 3D Design, Visual & Special Effects, CGI, Illustration, Web Design, Jewellery Design, Museum and Gallery Curation, Art Restoration, Art Therapy, Interior Design, Design for Digital Media, Fashion, Graphic Design and Textiles degrees as well as apprenticeships.

Year 10 Projects: Flora & Fauna; Metamorphosis

Year 11 Projects: Mock Examination (free choice from a selection of 7 starting points); External Set Task (free choice from a selection of 7 starting points set by the Exam Board, culminating in a 10 hours examination).

Careers include, but are not limited to:

Architecture, textile design, art conservation and restoration, fine artist, graphic design, visual effects, fashion, illustration, art therapy, product design, jewellery and fashion design, animation, ceramicist, photojournalism, medical illustrator, typography design, visual marketing and merchandising, teaching, toy design, art history, web design, post-production in film and digital media (VFX).



Business	
Examination Board	Code
AQA	8132

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • Paper 1 & 2 Business in the real world • Paper 1 Business Operations • Paper 1 HRM 	<ul style="list-style-type: none"> • Paper 1 & 2 Influences on business • Paper 2 Marketing • Paper 2 Finance

What You Will Learn?

Business in the real world

What a business is and the reasons for starting a business. Why do some people decide to set up their own business?

Influences on business

The impact of the changing use of ICT and how it influences business activity. How businesses might be affected by changes in the rate of interest and operating in global markets.

Business operations

Methods of production: Job, batch and flow.

Human resource management (HRM)

The stages in the recruitment and selection process, and why this is so important in ensuring the right person is selected for the job.

Marketing

Why do businesses conduct market research?

How do businesses make us want to buy their product or service?

Finance

Why is controlling costs so important to a business?

How do businesses calculate whether to go ahead with a project or not?

How Will I Be Assessed?

There are six units throughout the course and lessons consist of group work, presentations and analysing case studies. You will also be expected to watch documentaries on businesses to ensure you are up to date with latest methods used in business. Assessment is by examination only.

Mark Breakdown	Website Links
<p>Paper 1: Influences of operations and HRM on business activity. Written Exam (1 hour 45 minutes) - 50% of GCSE</p> <p>Paper 2: Influences of marketing and finance on business activity. Written Exam (1 hour 45 minutes) - 50% of GCSE</p>	<p>https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification</p>

Key Dates

Exams: May/June Year 11

Further Information

Miss J. Platt – Curriculum Leader for Business and Economics

Mr D. Pyatt - Subject Teacher

SUBJECT LEADER CONTACT: j.platt@strefordgrammar.com

What can I do after I have completed the course?

The main advantage of GCSE Business is that you will achieve an understanding of how businesses operate in the real world. You will investigate real case studies as part of your course and develop a set of skills which are used in industry. In particular you will be able to evaluate ideas and make decisions. Business prepares you for the world of work and further study through the development of sound business practices. Students go on to study A level Business and/or A level Economics and then undertake further studies in a wide range of fields from Dentistry, Pharmacy, Engineering, International Business and Economics.



Computer Studies	
Examination Board	Code
AQA	8525

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • Paper 1: Practical Programming • Paper 1: Fundamentals of Programming • Paper 1: Programming Basics • Paper 1: Programming Technique • Paper 2: Data Representation • Paper 2: Computer Systems 	<ul style="list-style-type: none"> • Paper 2: Computer Networks • Paper 2: Databases • Paper 2: Cyber Security • Paper 2: Impacts of Digital Technology • Paper 1: Algorithms • Paper 1: Practical Programming

What You Will Learn?
<p>Practical programming Working independently, students demonstrate their ability to code a solution to a given problem. Exam board tasks are set in engaging and relevant contexts, for example gaming, web and mobile phone applications.</p> <p>Computing fundamentals Students will study topics including algorithms, networking, programming theory, computer structure, and technology in society.</p>

How Will I Be Assessed?
Students will sit two paper-based exams on Computer Science theory, including a range of types of questions from very short to extended answers.

Mark Breakdown	Website Links
<p>Paper 1 – Problem Solving -50% of the overall grade Paper 2 – Theoretical Knowledge – 50% of the grade</p>	<p>https://www.aqa.org.uk/subjects/computer-science/gcse/computer-science-8525/specification</p>

Key Dates

Exams: May/June Year 11

Further Information

Mrs A. Bashar - Teacher of Computer Science

Mrs S. Zareen - Curriculum Leader for Computer Science

SUBJECT LEADER CONTACT: s.zareen@stretfordgrammar.com

What can I do after I have completed the course?

GCSE Computer Science is accepted for entry to Sixth Form and at A Level to higher education. It provides students with the skills for logical thinking, problem solving and practical programming. Students can go on to study Software Engineering (for Games, Apps, or Business development), any other science or engineering field, or Computer Science at higher levels.



Design Technology	
Examination Board	Code
Eduqas	603/1121/6

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<p><i>Technical Knowledge and Understanding (exam preparation)</i></p> <ul style="list-style-type: none"> • Design Technology and our World • Smart Materials, Composites and Technical Textiles • Electronic Systems and Programmable Components • Mechanical Components and Devices • Materials and their Working Properties <p><i>Designing and Making (coursework preparation)</i></p> <ul style="list-style-type: none"> • 3D CAD and CAM • Drawing Skills, Modelling, Iterative Design • Developing a Prototype • Mock NEA (coursework) 	<ul style="list-style-type: none"> • NEA - Investigating Design Possibilities • NEA - Developing a Design Brief and Specification • NEA - Generating and Developing Design Ideas • NEA - Manufacturing a Prototype • NEA - Evaluating Design Decisions and Prototypes • Theory knowledge and technical skills recall and retrieval

What You Will Learn?
<p>Design and Technology offers a unique opportunity for you to solve real problems by designing and making products. You will be challenged in your knowledge and understanding in areas of Maths, Science and ICT as well as being asked to be creative and inventive through drawing and practical making skills.</p> <p>Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.</p> <p>Technical Knowledge and Understanding</p> <p>There are 5 key topic areas of knowledge and understanding:</p> <ul style="list-style-type: none"> • Design Technology and our World emerging technologies, environmental issues, societal impacts, and the needs of both current and future generations. • Smart Materials, Composites and Technical Textiles developments in materials technology and how these impact on the design and use of products.

- Electronic Systems and Programmable Components

the importance of electronic and programmable components for both product designers and end users, how these components are integrated into everyday products.

- Mechanical Components and Devices

the importance of mechanical components and devices for both product designers and end users, how these components are integrated into everyday products.

- Materials and their Working Properties

Properties of various materials, including their sources, uses, and applications in different products.

Designing and Making

You will be required to show understanding and practical skills in the following areas:

- Understanding user needs
- Writing a design brief and specification
- Developing and communicating design ideas
- Investigating the work of others
- Using design strategies
- Independent problem solving
- Selecting and working with materials and components
- Marking out and measuring
- Using specialist tools and equipment

How Will I Be Assessed?

Component 1: Exam

Design and Technology in the 21st Century

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

- Technical knowledge and understanding
- Designing and making

In addition, you will be assessed on your ability to:

- Analyse and evaluate design decisions and wider issues in design and technology.

Component 2: Design and make project

- A sustained design and make task, based on a contextual challenge set by the exam, assessing your ability to:
 - Identify, investigate and outline design possibilities
 - Think innovatively and creatively
 - Design and make prototypes
 - Analyse and evaluate design decisions and wider issues in design and technology.
 - Work independently and creatively

Mark Breakdown	Website Links
<p>Component 1: 100 marks – 50% of qualification Written examination: 2 hours</p> <p>Component 2: 100 marks – 50% of qualification Non-exam assessment: Approximately 35 hours</p>	<p>https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments</p>

Key Dates

Component 1: June Year 11

Component 2: Sept – March Y11

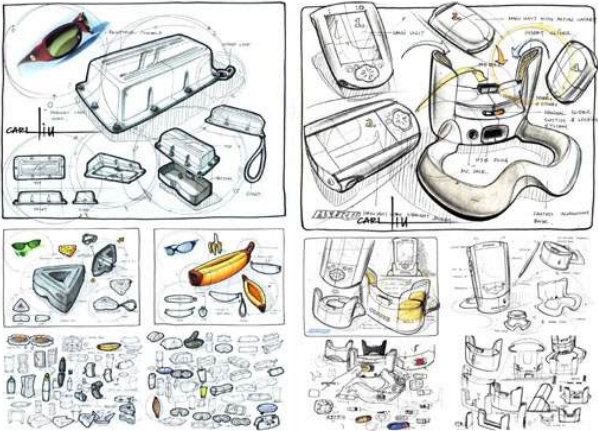
Further Information

Mr. R. Carter – Curriculum Leader for Design Technology

SUBJECT LEADER CONTACT: r.carter@strefordgrammar.com

What can I do after I have completed the course?

<p>GCSE Design Technology provides students with an extensive range of skills, preparing them for a large range of different pathways from apprentices to higher education. It will provide a direct pathway to A Level Design Technology courses including Product Design and Engineering. Students can go on to further courses and careers in the following columns:</p>	<p>Product Design Engineering – all strands Architecture Marketing & Promotion Prop and Set Design Interior Design Packaging Design Environmental Design and</p>	<p>Planning Advertisement Product Buyer Building Technician Fashion Design Armed Services Careers in Radio and Television Carpenter and Joiner</p>
---	--	---



Food Preparation and Nutrition

Examination Board	Code
Eduqas	C560P1

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<p>Each half term is divided into a specific Food Commodity and through that commodity food groups and functionality of ingredients are covered as well as the following topics:</p> <ul style="list-style-type: none"> ● Principles of nutrition – Macronutrients and Micronutrients ● Diet and good health – Energy value and planning ● The science of food – Exploration of chemical effects ● Where food comes from – Food provenance and manufacturing ● Cooking and food preparation – Technique and recipe development 	<p>Two externally set Non-Examination tasks by Eduqas from a choice of 2 starting points.</p>

What You Will Learn?

GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to apply the principles of food science, nutrition and healthy eating. This course enables students to develop knowledge and understanding of the functional properties and chemical characteristics of food, as well as a sound knowledge of the nutritional content of food and drinks.

Principles of Food Preparation and Nutrition

This course enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to a practical setting.

Food Preparation and Nutrition in Action

Students will develop a wide range of analytical, scientific and technical skills through two practical based non-examination assessments; investigating scientific principles of food along with planning, preparing and presenting their own menu.

How Will I Be Assessed?

Component 1 - Principles of Food Preparation and Nutrition: Examination.

The examination will consist of two sections both containing compulsory questions and will assess the six key areas of content.

Section A: Questions based on stimulus material provided by the exam board.

Section B: Structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2 - Food Preparation and Nutrition in Action: Non-examination assessment; internally assessed, externally moderated.

Assessment 1: *The Food Investigation Assessment*

A scientific food investigation consisting of a written report that will explore the working characteristics and the chemical and functional properties of food. It will assess knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: *The Food Preparation Assessment*

A project based portfolio of evidence in which students prepare, cook and present a menu of their design. It will assess knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Mark Breakdown	Website Links
Component 1: 100 marks (50%) Component 2: Non-examination assessment 1: 30 marks (15%) to include a 3 hour practical exam Non-examination assessment 2: 70 marks (35%) to include a 3 hour practical exam.	https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments

Key Dates

Component 1: June of Year 11

Component 2: November to April of Y11

Further Information

Miss A. Khadem – Subject Teacher

SUBJECT LEADER CONTACT: a.khadem@stretfordgrammar.com



What can I do after I have completed the course?

GCSE Food Preparation and Nutrition provides students with an extensive range of skills, preparing them for a large range of different pathways from apprentices to higher education. Students who study Food Preparation and Nutrition have gone on to study subjects as diverse as health courses through to material sciences.

Drama	
Examination Board	Code
AQA	8261

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<p>Component 1: Understanding Drama (Written Paper)</p> <ul style="list-style-type: none"> • Theatre roles and terminology • Study through performance of a Set Play • Analysis and evaluation of performance skills in a Live Theatre Production <p>Component 2: Devising (Non Exam Assessment)</p> <ul style="list-style-type: none"> • Devise group performance through group discussion, workshops and rehearsals. 	<p>Component 2: Final performance/Devising Log</p> <ul style="list-style-type: none"> • Write up the process of devising this performance from your initial ideas in response to stimuli , then the development of these through collaboration with others to the final analysis and evaluation of the piece. <p>Component 3: Texts in practice</p> <ul style="list-style-type: none"> • Performance of 2 extracts

What You Will Learn?

Performance skills: You will learn how to develop roles using voice, movement, facial expression, gesture, and interaction. Group work will be the primary mode of study to further develop understanding of writers' intentions, themes and ideas.

For the written examination you will develop understanding of different ways to discuss acting skills and styles. You will also learn how to analyse and evaluate stand out scenes using subject specific terminology.

How Will I Be Assessed?

Performance assessment is ongoing throughout the course. This means that every rehearsal lesson counts as well as the final performance. The non exam assessment performance (Component 2 Devising) is accompanied by a Devising Log to form a total mark out of 80. Process and understanding of skills development (AO2) is worth 60 marks. Final presentation of the performance (AO2) is worth 20 marks. All performances are internally assessed by subject teachers and externally moderated by AQA.

Component 1: Understanding Drama – written examination

This assesses students' knowledge and understanding of drama and theatre. It requires the study of one set play from a prescribed choice set by AQA and analysis and evaluation of the skills demonstrated by either actors or designers in a live performance.

Component 2: Devising Drama

Students can contribute to the work as performers or designers. This component is assessed by teachers then moderated externally by AQA. The final mark for this is out of 80 **with** 60 marks available for the Devising Log, a record of the process. 20 marks are available for the final performance. The total makes up 40% of the final GCSE grade.

Component 3: Texts in Practice

This involves the performance of **2** extracts from one play. The play must contrast with the set play studied for Component 1. Both extracts are performed for an examiner from AQA, each worth 20 marks contributing to a total out of 40 which makes up 20% of the final GCSE grade.

Mark Breakdown	Website Links
The course is divided into: Component 1: Understanding Drama 40% Component 2: Devising 40% Component 3: Texts in Practice 20%	https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification

Key Dates

March Year 10 – Performance

November / April Year 10 - Written assessments

October / March Year 11 – Performances

May Year 11 – Final Written Examination



Further Information

Miss R.Lees – Subject Teacher

SUBJECT LEADER CONTACT: r.lees@stretfordgrammar.com

What can I do after I have completed the course?

The content of this GCSE enables a smooth transition to A Level specifications in Drama and Theatre Studies. It is accepted for entry to sixth form for a range of subjects and is valued by universities and employers alike due to its collaborative nature in which students work as part of a team. Drama encourages interpersonal skills which help students to work in an empathetic, problem solving way to achieve shared goals. These skills are vital to success in careers such as law, medicine, publishing, performing arts and education.

French	
Examination Board	Code
EdExcel	1FR 1

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • Tu as temps à perdre? <i>Talking about your life.</i> • Mon clan, ma tribu. <i>Talking about family, friends and role models.</i> • Ma vie scolaire. <i>Talking about your school life.</i> • En pleine forme. <i>Talking about healthy lifestyles and well-being.</i> • Numéro vacances. <i>Talking about holidays</i> • Notre Planète. <i>Talking about looking after our planet.</i> 	<ul style="list-style-type: none"> • Mon petit monde à moi. <i>Talking about your world; home and online life.</i> • Mes projets d'avenir. <i>Talking about your future ambitions and careers.</i> • Recap of all previous modules with a gap analysis of skills and knowledge (discrete scheme of work per class).

What You Will Learn?

You will learn to be able to understand and provide information and opinions about these contexts relating to your own experiences and those of others, including people in countries/communities where French is spoken.

How Will I Be Assessed?

Lessons will consist of opportunities to practise the four skills of Listening, Speaking, Reading and Writing within the four contexts. You will be expected to develop strategies to help you become a more independent learner with the ability to present your work in oral and written form.

Mark Breakdown

The course is linear and all exams take place at the end of the course and are set and marked by EdExcel. Higher and foundation tiers are available in all skills but they cannot be mixed over the four skills.

Website Links

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-1-1.pdf>

Key Dates

Exams: May/June Year 11

Further Information

Miss C. Ashall – Curriculum Leader for Modern Foreign Languages

Mrs. E. Delaney – Second in Modern Foreign Languages

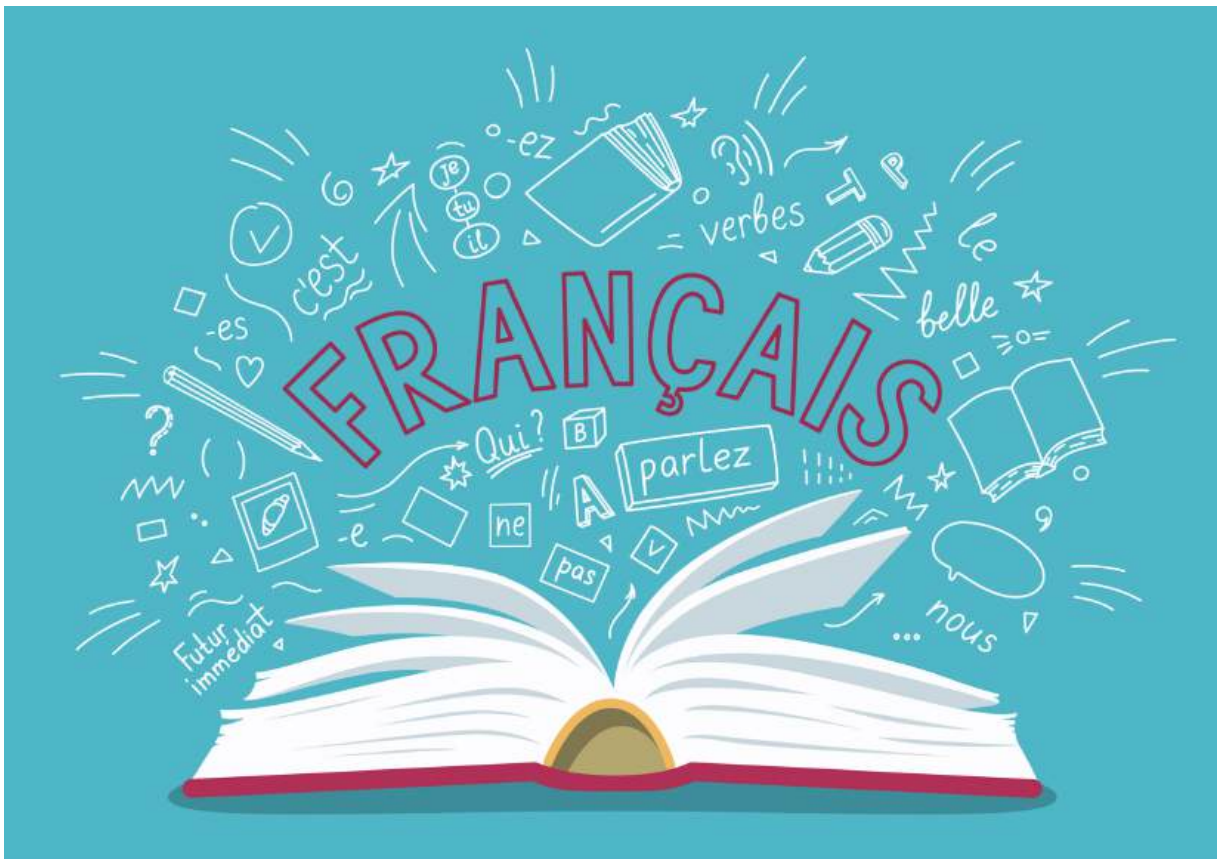
Mrs. H. Dolphin – Subject Teacher and Assistant Headteacher

Miss I. White– Subject Teacher

SUBJECT LEADER CONTACT: c.ashall@stretfordgrammar.com

What can I do after I have completed the course?

French is accepted for entry to Sixth Form and at A Level to higher education. It provides you with excellent communication and presentation skills as well as becoming a more independent learner. Several universities have a prerequisite of a GCSE Language qualification to be eligible to apply for any course. Students have gone on to study Languages or to study French with a wide variety of other disciplines such as Law, Medicine and Engineering.



Geography	
Examination Board	Code
AQA	8035

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • Paper 2: The Challenge of Resource Management • Paper 2: Food • Paper 1: Living World • Paper 1: Cold Environments • Paper 1: Contemporary Urban Environments • Paper 3: Physical Geography Fieldwork Sefton Coast (sand Dunes investigation) • Paper 1: Coasts 	<ul style="list-style-type: none"> • Paper 1: Coasts & Rivers • Paper 3: Human Geography Fieldwork (Salford Quays regeneration) • Paper 1: Weather Hazards • Paper 2: The Economic World • Paper 3: Tectonic Hazards

What You Will Learn?

The Challenge of Natural Hazards: Looking at some of the earth's most destructive hazards such as earthquakes, volcanoes, and tropical storms. We will also look at the influence of climate change on the frequency of extreme weather events in the UK.

The Living World: Tropical rainforest ecosystems and human influences, as well as cold environment ecosystems.

Physical Landscapes in the UK: Exploring the UK's diverse landscapes such as rivers, mountains and coasts.

Urban Issues and Challenges: Investigating the problems faced by growing cities in both LICs and HICs. We will also examine Manchester in detail as an example of major city in the UK.

The Changing Economic World: Learning about national and global inequalities, and how issues resulting from these inequalities can be addressed.

The Challenge of Resource Management: Looking at resource management issues with more detail on the topic of food.

How Will I Be Assessed?

There are 6 units of study throughout the course and learning will be a mixture of independent work, discussion, research and group work. There will be end of unit tests regularly to prepare you for the terminal exams and so that you know exactly how much progress you are making in Geography. The specification states that you must spend two days out of the classroom conducting fieldwork investigations with a written exam on the fieldwork you have undertaken.

Mark Breakdown	Website Links
<p>Paper 1 – Living with the Physical Environment. The challenge of natural hazards, the living world, physical landscapes in the UK, geographical skills. 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer, levels of response, extended prose.</p> <p>Paper 2 – Challenges in the Human Environment. Urban issues and challenges, the changing economic world, the challenge of resource management, geographical skills. 1 hour 30 minutes, 35% of GCSE Question types: multiple-choice, short answer levels of response, extended prose.</p> <p>Paper 3 - Geographical Applications. 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills. 1 hour 30 minutes, 30% of GCSE Pre-release resources booklet made available 12 weeks before the Paper 3 exam. Question types: multiple-choice, short answer levels of response, extended prose.</p>	<p>https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification</p>

Key Dates

Exam: May Year 11

Fieldwork to be completed in Year 10/11



Further Information

Mr. T. Whiting – Curriculum Leader for Geography

Miss S. King – Subject Teacher and Progress Leader for Year 7

Miss E. Eeles – Assistant Headteacher and Subject Teacher

Miss A. Akhter – Assistant Headteacher and Subject Teacher

SUBJECT LEADER CONTACT: t.whiting@stretfordgrammar.com

What can I do after I have completed the course?

Geography is accepted for entry to Sixth Form and at A Level to higher education. It is a unique subject in offering a range of skills. On one hand the subject offers the chance to consider different viewpoints, discuss important global issues and construct balanced arguments, as well as nurturing teamwork skills and communication skills. In addition, Geography involves analytical and numeracy skills as well as problem solving, graphical and ICT skills. As such a diverse subject Geography is well placed to support other areas of the curriculum. Geographers who go on to study the subject beyond GCSE find that these skills equip them well for university courses. Students who have studied Geography have gone onto work as Geologists, in town and countryside planning and management and into other diverse fields such as Law and Education.

History	
Examination Board	Code
AQA	8145

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • The development of modern America: Boom, Bust and Civil Rights • The development of modern medicine 	<ul style="list-style-type: none"> • Korea and Vietnam • Normans

What You Will Learn?

America, 1920–1973: Opportunity and inequality:

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.

Britain: Health and the people: c1000 to the present day:

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

Norman England: c1066–c1100:

This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Conflict and tension in Asia, 1950-1975:

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.

How Will I Be Assessed?

Lessons will be a mixture of discussion, written work and group work. You will develop your knowledge and understanding and explanations as well as source evaluation skills. You will be able to relate many of the current events in the world to what we have studied. Assessment is by examination only.

Mark Breakdown	Website Links
<ul style="list-style-type: none">• Paper 1: 2 hours – 50%• Paper 2: 2 hours – 50%	https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification

Key Dates

Exam: May Year 11

Further Information

Mrs. H. Allerton – Curriculum Leader for History and Politics

Mr. J. Broome – Subject Teacher and Progress Leader

Ms Lapping - Subject Teacher

SUBJECT LEADER CONTACT: h.allerton@stretfordgrammar.com

What can I do after I have completed the course?

History is accepted for entry to Sixth Form and at A Level to higher education. It is highly regarded for its academic rigour and challenge. It provides you with the skills for discussion and evaluation of your own thinking.

Jobs directly related to your degree include:

Academic researcher
Archivist
Heritage manager
Historic buildings inspector/conservation officer
Museum education officer
Museum/gallery curator
Museum/gallery exhibitions officer
Secondary school teacher

Jobs where your degree would be useful include:

Academic librarian
Archaeologist
Broadcast journalist

Civil Service administrator
Editorial assistant
Human resources officer
Information officer
Marketing executive
Policy officer
Politician's assistant
Solicitor



Music

Examination Board	Code
EdExcel	1MUO1

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<p>Unit 1 performance: Develop skills on one or more instruments for solo and ensemble performances</p> <p>Unit 2 composition: How to compose in different genres and for different instruments. Complete a piece of coursework.</p> <p>Unit 3 Listening and Appraising: Analyse 6 set works and complete listening tasks associated with them.</p> <p>AOS1 – Instrumental Music (Bach and Beethoven)</p> <p>AOS2 – Vocal Music (Purcell and Queen)</p> <p>AOS3 – Music for Stage and Screen (Defying Gravity and Star Wars Film Music)</p>	<p>Unit 1 performance: Record solo and ensemble performances (minimum 4 minutes)</p> <p>Unit 2 composition: Complete 2nd composition to a set brief given by the exam board on 1st September.</p> <p>Unit 3 Listening and Appraising: Analyse 2 set works and complete listening tasks associated with them.</p> <p>AOS4 – Fusions (African, Celtic Music and Samba)</p> <p>Begin to look at Wider listening questions and exam revision</p>

What You Will Learn?

Performance skills: You will learn how to perform with confidence, accuracy and fluency in a chosen style on your preferred instrument. By the end of the GCSE course you need to be of Grade 4/5 ABRSM/Trinity standard to be able to achieve full marks.

Composition: You will be taught how to compose in the style of a Theme and Variations and a free choice compilation from a chosen brief. All work will be completed on a computer programme called Sibelius. Each piece will take 2 terms to complete.

Developing Musical Understanding: You will study 8 pieces of Music across 4 Areas of Study:
AOS1 – Instrumental Music (Bach and Beethoven)
AOS2 – Vocal Music (Purcell and Queen)
AOS3 – Music for Stage and Screen (Defying Gravity and Star Wars Film Music)
AOS4 – Fusions (African, Celtic Music and Samba)

How Will I Be Assessed?

Performance work is assessed every half term and you will work with your instrument teacher each week to support the work in class and to work towards the GCSE assessment criteria. Students should attend an extra-curricular club to support the performance work and improve confidence when performing.

Composition work takes place for two or three of the five lessons each fortnight and you are taught the basics of melody writing, writing for instruments, looking at stylistic features as well as using structure and tonality / harmony to write complex pieces of music. You will have access to a computer and software on which to notate the work.

Developing an understanding of Music History and the set works are taught in short modules and then assessed through a listening and written test. Musical scores are annotated with key features and terms so you are able to identify the features when listening. A longer essay is also completed as part of the listening and written paper. Throughout the course the lessons will be a mixture of discussion, written work and group work.

Mark Breakdown	Website Links
<p>Unit 1 – Solo performance 15% Ensemble performance 15% (4 minutes in total) Unit 2 – Composition – two pieces 9(3 to 4 minutes) 15% Unit 3 – Developing Musical Understanding Written and listening examination 40%</p>	<p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</p>

Key Dates

Solo performance - November of Year 11

Ensemble performance – March of Year 11

Coursework deadline - March Year 11

Written paper -June Year 11

Further Information

Mrs. K. Swales – Curriculum Leader for Music

SUBJECT LEADER CONTACT: k.swales@stretford



What can I do after I have completed the course?

Music is accepted for entry to Sixth Form and at A Level to higher education. It provides practical skills in performing and working as a team as well as developing aural skills and the ability to write, discuss and evaluate pieces of Music. Students often combine Music with the other arts subjects as well as Science and Maths related subjects. Students have often studied Music with Science and Maths for A Level to provide variety and depth to their studies. Research has proved that studying Music is greatly valued by Universities such as Cambridge as it is a skill based subject that requires the application of knowledge gained.

Physical Education	
Examination Board	Code
AQA	8582

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<p>Applied Anatomy and Physiology</p> <ul style="list-style-type: none"> • The structure and functions of the musculoskeletal system. • The structure and functions of the cardio-respiratory system. • Anaerobic and aerobic exercise. • The short- and long-term effects of exercise. <p>Movement Analysis</p> <ul style="list-style-type: none"> • Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. • Planes and axes of movement. <p>Physical training</p> <ul style="list-style-type: none"> • The relationship between health and fitness and the role that exercise plays in both. • The components of fitness, benefits for sport and how fitness is measured and improved. • The principles of training and their application to personal exercise/training programmes. • How to optimise training and prevent injury. • Effective use of warm up and cool down. • Use of data • Demonstrate an understanding of how data are collected – both qualitative and quantitative. • Present data (including tables and graphs). 	<p>Sports Psychology</p> <ul style="list-style-type: none"> • Classification of skills (basic/complex, open/closed). • The use of goal setting and SMART targets to improve and/or optimise performance. • Basic information processing. • Guidance and feedback on performance. • Mental preparation for performance. <p>Socio-cultural influences</p> <ul style="list-style-type: none"> • Engagement patterns of different social groups in physical activity and sport. • Commercialisation of physical activity and sport. • Ethical and socio-cultural issues in physical activity and sport. • Health, fitness and well-being • Physical, emotional and social health, fitness and wellbeing. • The consequences of a sedentary lifestyle. • Energy use, diet, nutrition and hydration.

What You Will Learn?	
Applied Anatomy and Physiology Movement Analysis Physical training Use of data	Sports Psychology Socio-cultural influences Health, fitness and well-being

How Will I Be Assessed?

Theory

- Paper 1: The human body and movement in physical activity and sport. 1hr 15 mins, 78 marks, 30% of GCSE
- Paper 2: Socio-cultural influences and well-being in physical activity and sport. 1hr 15 mins, 78 marks, 30% of GCSE

Practical

- Practical performance in three different physical activities in the role player/performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity)
- Analysis and evaluation of performance to bring about improvement in one activity. 40% of GCSE

Mark Breakdown

Theory - Written Examination 60%

Practical - 3 different activities as player/performer
40%

Website Links

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification>

Key Dates

Examination - June Year 11

Further Information

Mr. S. Hodgson - Curriculum Leader for PE

Mrs N Flanagan – Subject Teacher

Mr. R. Dutton – Subject Teacher

Miss H. Rawlinson – Subject Teacher and Progress Leader

SUBJECT LEADER CONTACT: s.hodgson@stretfordgrammar.com



What can I do after I have completed the course?

On completion of PE GCSE students can progress to A Level Sports Studies which can lead to university courses in Sports Science and Psychology. The qualifications will help progression in careers in sports coaching, teaching, physiotherapy, fitness industry, police, fire service and the armed services.

Spanish	
Examination Board	Code
EdExcel	1SP1

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<ul style="list-style-type: none"> • ¡Diviértete! <i>Talking about loving life and your hobbies.</i> • Viajes. <i>Talking about traveling and holidays.</i> • Mi gente, mi mundo. <i>Talking about my friends, family and role models.</i> • Mi estilo de vida. <i>Talking about leading a healthy lifestyle and meal habits.</i> • ¡A clase! <i>Talking about school and your thoughts on your school.</i> • Mi barrio y yo. <i>Talking about Medellín and doing a cultural exchange.</i> 	<ul style="list-style-type: none"> • Un mundo mejor para todos. <i>Talking about the environment and world.</i> • El futuro te espera. <i>Talking about languages in the world of work, your personal and professional ambitions.</i>

What You Will Learn?

You will learn to be able to understand and provide information and opinions about these contexts relating to your own experiences and those of others, including people in countries/communities where Spanish is spoken.

How Will I Be Assessed?

Lessons will consist of opportunities to practise the four skills of Listening, Speaking, Reading and Writing within the three contexts. You will be expected to develop strategies to help you become a more independent learner with the ability to present your work in oral and written form.

Mark Breakdown

The course is linear and all exams take place at the end of the course and are set and marked by EdExcel. Higher and foundation tiers are available in all skills but they cannot be mixed over the four skills.

Website Links

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/specification-and-sample-assessments/gq000027-gcse-spanish-specification-2024-issue-1.pdf>

Key Dates

Examination - May/June Year 11

Further Information

Miss C. Ashall– Curriculum Leader for Modern Foreign Languages

Mrs. E. Delaney – Second in Modern Foreign Languages

Mrs. H. Dolphin – Subject Teacher and Assistant Headteacher

Miss I. White – Subject Teacher

SUBJECT LEADER CONTACT: c.ashall@stretfordgrammar.com

What can I do after I have completed the course?

Spanish is accepted for entry to Sixth Form and at A Level to higher education. It provides you with excellent communication and presentation skills as well as becoming a more independent learner. Several universities have a prerequisite of a GCSE language qualification to be eligible to apply for any course. Students have gone on to study Languages or to study Spanish with a wide variety of other disciplines such as Law, Medicine and Engineering.



Triple Science

The following pages contain information about triple science which is one option choice



Biology	
Examination Board	Code
AQA	8461

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
<p>In addition to those specification areas outlined in the Combined Science course, students will also study:</p>	
<ul style="list-style-type: none"> ● Culturing microorganisms, Unit 1, Paper 1 ● Monoclonal antibodies, Unit 3, Paper 1 ● Plant diseases, Unit 3, Paper 1 ● The brain and eye, Unit 5, Paper 2 ● Plant hormones, Unit 5, Paper 2 	<ul style="list-style-type: none"> ● DNA structure, Unit 6, Paper 2 ● Cloning, Unit 6, Paper 2 ● Food security, Unit 7, Paper 2

What You Will Learn?
<p>7 core topics will be studied which are assessed in two examination papers at the end of Year 11. Practical work will also be at the heart of these topics and students' practical skills will be assessed in the two examination papers.</p> <p>Students will develop a range of transferable skills by undertaking practical activities to help prepare them for the examination questions based on the 10 Required practical investigations. They will learn to make observations, analyse data appropriately and explain conclusions in terms of scientific concepts.</p>

How Will I Be Assessed?
<p>There are two 1 hour and 45 minute examination papers that students will sit at the end of Year 11. There will be a mixture of multiple choice, structured, closed short answer and open responses that will require extended writing. Practical understanding will also be assessed in these papers.</p>

Mark Breakdown	Website Links
<p>Each examination paper accounts for 50% of the total Biology GCSE marks.</p>	<p>https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification</p>

Key Dates

Examination - May/June Year 11

Further Information

Dr. J. Howe - Curriculum Leader for Biology

Dr. L. Tatton - Subject Teacher

Miss E. Palmer - Subject Teacher

SUBJECT LEADER CONTACT: j.howe@stretfordgrammar.com

What can I do after I have completed the course?

The GCSE Biology course provides a strong basis for further Biological or Scientific studies such as A Level Biology.

Students who continue to the A Level Biology course progress to university courses in a range of fields including: Ecological studies, Physiotherapy, Audiology, Dentistry, Pharmacology, Ophthalmology, Neurobiology, Biochemistry, Bioengineering, Medicine and Genetics.

Students develop many transferable skills such as data analysis, evaluation skills, report writing, quality of written communication and practical skills which will assist them in a range of career pathways.



Chemistry	
Examination Board	Code
AQA	8462

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
In addition to those specification areas outlined in the Combined Science course, students will also study:	
<ul style="list-style-type: none"> • Transition metal properties, Unit 1, Paper 1 • Nanoscience, Unit 2, Paper 1 • Percentage yield, atom economy and concentrations, Unit 3, Paper 1 • Cells, batteries and fuel cells, Unit 5, Paper 1 • Further analytical chemistry, Unit 8, Paper 2 	<ul style="list-style-type: none"> • Further organic chemistry (including biochemistry), Unit 7, Paper 2 • Material chemistry and the Haber process, Unit 10, Paper 2

What You Will Learn?
<p>10 core topics will be studied which are assessed in two examination papers at the end of Year 11. Practical work will also be at the heart of these topics and students' practical skills will be assessed in the two examination papers.</p> <p>Students will develop a range of transferable skills by undertaking practical activities to help prepare them for the examination questions based on the 8 Required practical investigations. They will learn to make observations, analyse data appropriately and explain conclusions in terms of scientific concepts.</p>

How Will I Be Assessed?
<p>There are two 1 hour and 45 minute examination papers that students will sit at the end of Year 11. There will be a mixture of multiple choice, structured, closed short answer and open responses that will require extended writing. Practical understanding will also be assessed in these papers.</p>

Mark Breakdown	Website Links
Each paper is worth 50% of the total Chemistry GCSE marks.	https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification

Key Dates

Examination - May/June Year 11

Further Information

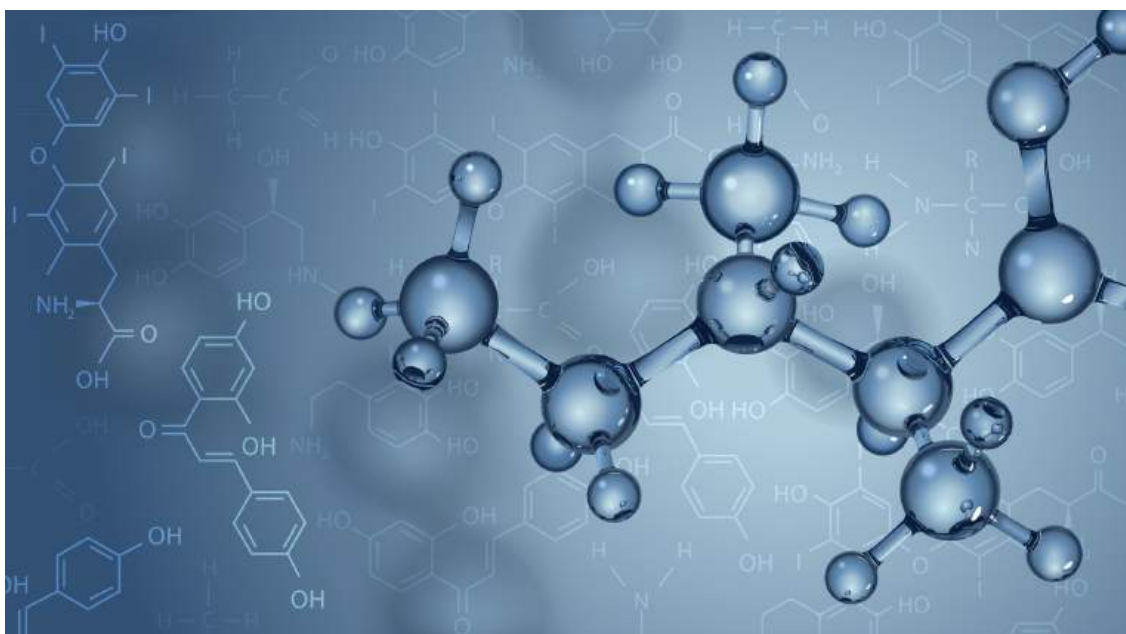
Ms S. Hayton - Curriculum Leader for Chemistry

Mrs. L. Wallis – Assistant Headteacher and Subject Teacher

Mr. S. Marshall - Subject Teacher and Director of Sixth Form

SUBJECT LEADER CONTACT: s.hayton@stretfordgrammar.com

What can I do after I have completed the course?
The skills developed by studying Chemistry are highly valued by employers. Chemistry graduates obtain jobs in a wide range of fields such as art restoration, banking and politics. Chemistry A Level is a requirement for studying Medicine, Dentistry and most Veterinary Science courses.



Physics	
Examination Board	Code
AQA	8463

Outline of the Course

Topics studied in Year 10	Topics studied in Year 11
In addition to those specification areas outlined in the Combined Science course, students will also study:	
<ul style="list-style-type: none"> • Further Molecules and Matter - Paper 1 • Further Radioactivity - Paper 1 • Further Forces in Balance - Paper 2 	<ul style="list-style-type: none"> • Forces and Pressure - Paper 2 • Further Electromagnetism (induction) - Paper 2 • Further Wave Properties (Seismic Waves and ultrasound) - Paper 2 • Space physics - Paper 2

What You Will Learn?
<p>8 core topics will be studied which are assessed in two examination papers at the end of Year 11. Practical work will also be at the heart of these topics and students' practical skills will be assessed in the two examination papers.</p> <p>Students will develop a range of transferable skills by undertaking practical activities to help prepare them for the examination questions based on the 10 Required practical investigations. They will learn to make observations, analyse data appropriately and explain conclusions in terms of scientific concepts.</p>

How Will I Be Assessed?
<p>There are two 1 hour and 45 minute examination papers that students will sit at the end of Year 11. There will be a mixture of multiple choice, structured, closed short answer and open responses that will require extended writing. Practical understanding will also be assessed in these papers.</p>

Mark Breakdown	Website Links
Each examination paper accounts for 50% of the total Physics GCSE marks	https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification

Key Dates

Examination - May/June Year 11

Further Information

Mr. S. Chillingworth - Curriculum Leader for Physics

Mr. C. Drayton –Subject Teacher

Dr. J Hitchen – Subject Teacher

SUBJECT LEADER CONTACT: s.chillingworth@stretfordgrammar.com

What can I do after I have completed the course?

Physics is accepted for entry to Sixth Form and at A Level to higher education. It provides students with problem-solving, analytical, mathematical and IT skills. Students who study Physics gain skills which are favourable to any employer within science or not. Students have gone on to study Physics, Engineering, Maths, and Architecture at university. In addition to this, students have also gone on to study other subjects such as Philosophy and Economics.

