QUINTON HOUSE SCHOOL

QUINTON HOUSE SCHOOL

CO-ED SCHOOL AGES 2-18

GCSE OPTIONS 2026-2027

CONTENTS

WELCOME TO YOUR GCSE STUDIES

The GCSE programme at Quinton House School allows students to experience **a stimulating educational offer**. At the core is a dynamic programme of Mathematics, Science and English. Beyond this you have the opportunity to **explore and pursue your own interests** within the Humanities, the Arts, Technology and Physical Education.

You have studied a broad curriculum during KS3 that has given you the experience of a wide range of subjects, ensuring a firm grounding in the core subjects before you make your GCSE subject choices. The GCSE curriculum encourages and supports you in the development of **personal enquiry and independent study**.

The start of the process requires you to select GCSEs which is an **exciting time in your educational journey**. The choices you make this year will influence your future at A-Level and beyond. This is an important time in your academic career as you now have the opportunity to take direct responsibility for deciding which subjects you will be studying for the next two years.

Although the wide variety of choices may at first seem daunting, we hope that this booklet will help **support your decisions**.

Core (compulsory) GCSE subjects	Option Subjects		**Additional Subjects**
English Language	Business Studies	History	Further Mathematics
English Literature	Computer Science	Music	
Mathematics	Drama	Photography	
Combined Science (2 GCSE's)	Fine Art; Art & Design; Textiles	Psychology	
or	French	Physical Education	
Triple Science (3 GCSE's)	Geography	Religious Ethical and Philosophical Studies	
	German	Spanish	

HOW DO GCSES WORK?

Subject choices:

Core subjects: All pupils will study the core subjects of English Language, English Literature and Mathematics. All pupils will study either separate Sciences (Biology, Chemistry and Physics, which count as 3 GCSEs) or Combined Science (equivalent to 2 GCSEs).

All students also have Games and PSHE lessons, which are not examined.

Option subjects:
In addition to the Core Subjects, students can choose up to 4 Option Subjects to personalise their learning.

Although not a subject option as such, Study Support can be taken in lieu of a GCSE option to provide students either with further support with the foundational skills in the Core subjects or opportunities for private study.

Careers: The common core of GCSE subjects ensures that students keep open as many educational and career opportunities as possible and satisfy the basic entry requirements for most careers. Therefore, the choice of GCSE options should not have worrying career implications for your child's future. We recommend that pupils choose their options based on interest; enjoyment; ability; balance; breadth; and future aims.

All GCSE subjects support students to develop a wide range of skills that can be transferred and creatively used across a variety of occupations.

The KS3 curriculum supports the GCSE options process by:

- The embedding career related discussions in each subject to show students how the skills they gain in each subject is useful in developing their employability and which subjects may be useful for different careers.
- Presentations from external organisations and professionals.
- GCSE options evening and subject taster lessons.
- PSHE programme which includes the use of Xello software to support students build self-knowledge, explore post secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences.

In Year 10, all students arrange and complete work experience for 1 week. They are guided through the process by Mr Chapman, who works in partnership with an organisation called *Proactive Young People CIC* to organise and risk-assess the programme.

The right mindset for success: All GCSE courses are demanding and require subjects o develop further their levels of organisation, commitment and the quality of the finished product, to ensure that you fulfil your potential across all subjects. Having the right mindset is key.

Assessment:
Please consider how courses are assessed. Many subjects are entirely exam based, some of them include some form of Non–Exam Assessment (NEA). This may stretch over several terms needing consistent application and dedication.

Tiers of entry:
GCSE Maths and Science examinations are offered at Foundation and Higher tiers with available grades up to grade 5 (a good Pass) and from grade 4 to 9 respectively.

Your child's subject teachers will advise on the most appropriate tier for examination as your child progresses through the course.

SEND Students:
If you have any questions regarding the best route and choices for your child, please contact our SENDCO, Mrs Boddington (julie.boddington@quintonhouseschool.co.uk), to arrange a time to discuss.

CORE SUBJECTS

ALL STUDENTS WILL STUDY THESE SUBJECTS

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

COMBINED SCIENCE (OR TRIPLE AS AN OPTION)

ENGLISH LANGUAGE

EXAM BOARD: PEARSON EDEXCEL

English Language consists of two main components – both of which are assessed externally in the form of examinations. Examinations are all based on previously unseen extracts so there are no set texts for study.

This specification is designed to be taken over two years with both examinations taken at the end of the course. These assessments include questions or tasks which will allow students to:

- provide extended responses to demonstrate their ability to analyse and evaluate both fiction and non-fiction writing
- write creatively for a range of different purposes

Aims of the course:

The English Language GCSE aims to help students read a wide range of texts, fluently, critically, and with good understanding. It also aims to show them how to write imaginatively, effectively and coherently using correct Standard English punctuation, grammar and spelling. In addition, it enables students to practise their presentation skills in front of an audience of their peers and use spoken Standard English effectively.

Curriculum Content:

- Analyse, evaluate and compare a variety of nineteenth, twentieth and twenty-first century fiction and non-fiction prose extracts.
- Practise transactional writing skills for a variety of purposes and audiences.
- Practise imaginative and creative writing skills
- Complete a speaking and listening task in the form of an individual presentation to the class.

For further information, please contact our Head of English,
Ms Georgina Pearson, georgina.pearson@quintonhouseschool.co.uk

Assessment Structure

Component 1 - 40% of total marks
Fiction and Imaginative Writing
1 hour 45 minutes

Component 2 - 60% of total marks
Non-fiction and Transactional Writing
2 hours and 5 minutes

Spoken Language Endorsement:
Reported as separate grade from the overall GCSE

Students must:			% in GCSE
READING	AO1	• Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts	9.4
	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	13.1
	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	8.8
	AO4	Evaluate texts critically and support this with appropriate textual references	18.8
WRITING	AO5	• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	30
	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
SPOKEN LANGUAGE	*AO7	Demonstrate presentation skills in a formal setting	n/a
	*AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations	n/a
	*AO9	Use spoken Standard English effectively in speeches and presentations	n/a
		Total	**100%**

ENGLISH LITERATURE

GCSE English Literature is unitised, and consists of two closed book, external examinations. Although the syllabus allows us to tailor our selection of texts and units to suit the ability levels of our students, all units require students to study prose, poetry and drama, both from modern writers and those from the English Literary Heritage.

Aims of the Course

The GCSE in English Literature encourages students to develop knowledge and skills in reading, writing and critical thinking. It provides students with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential. It enables students to make connections across their reading and to develop a clear understanding of literary works and also prepares them for the study of literature at a higher level.

Curriculum Content

- A Shakespeare play such as 'Romeo and Juliet'
- A post 1914 play such as 'An Inspector Calls'
- A nineteenth century novel such as 'A Christmas Carol' or 'Jekyll and Hyde'
- A wide range of poetry from 1789 to the present day.

Assessment Structure

Component 1 - 50% of total marks
Shakespeare and post 1914 Literature
1 hour and 45 minutes

Component 2 - 50% of total marks
19th Century Novel and Poetry since 1789
2 hours and 15 minutes

Students must:		% in GCSE
AO1	Read, understand and respond to texts Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations	37
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	42
AO3	Show understanding of the relationships between texts and the contexts in which they were written	16
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	5
	Total	**100%**

For further information, please contact our Head of English,
Ms Georgina Pearson, georgina.pearson@quintonhouseschool.co.uk

MATHEMATICS

EXAMBOARD:

FOUNDATION GCSE-PEARSONEDEXCEL(SET3)&AQA(SET4)

HIGHER GCSE - PEARSON EDEXCEL

Aims of the Course

The GCSE Mathematics course is designed to build on the foundation laid during Key Stage 3. This program not only equips students with essential skills but also nurtures a profound understanding and appreciation for the use and application of mathematics to solve problems.

Course Structure:

- **Higher Tier:** Tailored for students seeking a more challenging mathematical experience. Achievable grades range from 4 to 9, reflecting a higher level of proficiency.
- **Foundation Tier:** Designed for students with varying levels of mathematical confidence. Achievable grades range from 1 to 5, providing a supportive pathway for foundational understanding.

Subject Content Highlights:

- **Number:** Mastery of numerical concepts, operations, and their applications.
- **Algebra:** Introduction to algebraic principles, equations, and functions.
- **Ratio and Proportion:** Comprehensive coverage of the concepts, crucial in real-world applications.
- **Geometry:** Exploration of geometric shapes, properties, and spatial reasoning.
- **Statistics:** Understanding data, probability, and statistical analysis.
- **Probability:** In-depth exploration of probability theory, including experimental and theoretical probability.

Assessment Overview:

- Both Higher and Foundation tiers consist of three papers: one non-calculator and two calculator papers.
- Each paper is worth 80 marks, contributing to a total of 240 marks for the entire examination.
- Higher Tier allows students to achieve grades 4 to 9, reflecting advanced mathematical understanding.
- Foundation Tier enables students to achieve grades 1 to 5, supporting a solid foundation in mathematical concepts.

Assessment Structure:

- Paper 1: Non-calculator exam, 80 marks.
- Paper 2: Calculator exam, 80 marks.
- Paper 3: Calculator exam, 80 marks.

No Coursework Element: Importantly, the GCSE Mathematics course is entirely based on written assessments, focusing on the mastery of mathematical concepts and problem-solving skills through examination.

		% Foundation	% Higher
AO1	**Use and apply standard techniques** Students should be able to: • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures or set tasks requiring multi-step solutions.	50	40
AO2	**Reason, interpret and communicate mathematically** Students should be able to: • make deductions, inferences and draw conclusions from mathematical information • construct chains of reasoning to achieve a given result • interpret and communicate information accurately • present arguments and proofs • assess the validity of an argument and critically evaluate a given way of presenting information. Where problems require students to 'use and apply standard techniques' or to independently 'solve problems' a proportion of those marks should be attributed to the corresponding Assessment Objective.	25	30
AO3	**Solve problems within mathematics and in other contexts** Students should be able to: • translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • make and use connections between different parts of mathematics • interpret results in the context of the given problem • evaluate methods used and results obtained • evaluate solutions to identify how they may have been affected by assumptions made. Where problems require students to 'use and apply standard techniques' or to 'reason, interpret and communicate mathematically' a proportion of those marks should be attributed to the corresponding Assessment Objective.	25	30
	Total	**100%**	**100%**

For further information, please contact our Head of Mathematics, Mr Ato Hammond ato.hammond@quintonhouseschool.co.uk

COMBINED SCIENCE: DOUBLE AWARD

EXAM BOARD: AQA TRILIOGY

Aims of the Course

The AQA GCSE Combined Trilogy Science is a comprehensive course designed to give students a broad understanding of science across three key disciplines: Biology, Chemistry, and Physics. It is a combined science qualification, meaning students will receive two GCSE grades at the end of the course, rather than separate grades for each subject.

Here are the key aims of the course:

1. Develop Scientific Knowledge and Understanding
   Students are expected to acquire knowledge in the three sciences (Biology, Chemistry, and Physics) and understand how scientific principles apply to the world around them.

2. Foster Scientific Skills
   The course emphasizes practical skills, encouraging students to plan, carry out, and evaluate experiments. Students will learn how to collect and interpret data, make observations, and understand the importance of evidence in science.

3. Prepare for Further Study and Careers
   The knowledge and skills gained provide a solid foundation for students who wish to continue studying science at a higher level, whether in a more specialized science subject or in other fields such as medicine, engineering, or environmental science.

Assessment Structure

The Combined Science GCSE is made up of six written examinations, two each for Biology, Chemistry and Physics. There are options for Foundation and Higher tiers of entry. The Foundation paper targets grades 1 to 5. The Higher paper targets grade 4 to 9.

For further information, please contact our Head of Science,
Mrs Priya Panesar priya.panesar@quintonhouseschool.co.uk

COMBINED SCIENCE: DOUBLE AWARD

EXAM BOARD: AQA TRILIOGY

Assessment Structure

Biology Paper 1
What's assessed Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.
How it's assessed • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Biology Paper 2
What's assessed Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
How it's assessed • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Chemistry Paper 1
What's assessed Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
How it's assessed • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Chemistry Paper 2
What's assessed Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from Sections 5.1 to 5.3.
How it's assessed • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Physics Paper 1
What's assessed Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.
How it's assessed • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Physics Paper 2
What's assessed Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism
How it's assessed • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

For further information, please contact our Head of Science,
Mrs Priya Panesar priya.panesar@quintonhouseschool.co.uk

OPTION SUBJECTS

ART & PHOTOGRAPHY

- FINE ART; ART & DESIGN AND TEXTILES
- PHOTOGRAPHY

BUSINESS & COMPUTING

- BUSINESS STUDIES
- COMPUTER SCIENCE

HUMANITIES

- GEOGRAPHY
- HISTORY
- RELIGIOUS, ETHICAL AND PHILOSOPHICAL STUDIES

MODERN FOREIGN LANGUAGES

- FRENCH
- GERMAN
- SPANISH

PERFORMING ARTS & PHYSICAL EDUCATION

- DRAMA
- MUSIC
- PHYSICAL EDUCATION

SCIENCES

- PSYCHOLOGY
- TRIPLE SCIENCE

ADDITIONAL SUBJECTS

- FURTHER MATHEMATICS

ART & PHOTOGRAPHY

FINE ART; ART & DESIGN AND TEXTILES

PHOTOGRAPHY

FINE ART; ART & DESIGN AND TEXTILES

EXAM BOARD: AQA

Aims of the Course

Culture and Literacy is at the forefront of Quinton Art & Design Education – The GCSE course introduces students to a wide range of diverse artists from around the world and teaches them how to not only look and describe works of art & design but how to actively and creatively respond to them. Many students go on to take up a creative career via entry to university.

Art trains us to observe precisely and to see the unusual in the commonplace. It is also a means to communicate and to express ideas and feelings. You will be encouraged to develop your own investigations and responses in a variety of Art and Design disciplines:

- painting and drawing
- collage
- printmaking
- mixed media
- sculpture
- installation
- photography and video

In Year 10 you will follow a structured course to improve your skills and understanding. This will lead to a personal investigation in which you explore your own ideas and chosen media/ processes. It is this investigation which will form the basis for the Year 11 course.

A significant element of the course involves researching, recording, investigating and developing ideas and imagery through the use of sketchbooks. As conditions permit, your learning will be enhanced by visits to museums and galleries. An enquiring mind, a commitment to creative exploration and a love of drawing are essential for success in this course.

Assessment Structure

The GCSE has two components which are internally marked and externally moderated. Both components are completed and submitted by the beginning of May in Year 11, well before the start of the summer exams in your other subjects.

Component 1 - 60% of total marks

- A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the students' course of study. 96 marks.
- No time limit.

Component 2 - 40% of total marks

- Externally set assignment (Spring term of Year 11). Students
- respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Preparatory
- period followed by 10 hours of supervised time. 96 marks

For further information, please contact our Head of Art & Photography,
Miss Fiona Lewis, fiona.lewis@quintonhouseschool.co.uk

PHOTOGRAPHY

EXAM BOARD: AQA

Aims of the Course

Photography is a global language; great photographs communicate in an instant, without words or sound. We think in still images; our memory is formed by them. Through this course you will not only develop knowledge and technical skills, but you will also learn to 'read' images. and to discuss your own work and that of others with confidence.

This course will allow you to explore a variety of lens and light-based media. In Year 10 you will learn the technical skills and language of photography through a series of workshops and mini projects where you will experiment with a range of techniques and subject matter. These workshops will lead into an independent project where you will select and explore a theme and approach of your own choosing. It is this project which will form the bulk of your coursework portfolio. A significant element of the course will focus of the use of image manipulation software such as Adobe Photoshop.

As conditions permit, your learning will be enhanced by visits to museums and galleries. An enquiring mind, a commitment to creative exploration and a passion for taking photographs are essential for success in this course.

Assessment Structure

The GCSE has two components which are internally marked and externally moderated. Both components are completed and submitted by the beginning of May in Year 11, well before the start of the summer exams in your other subjects.

Component 1 - 60% of total marks

- A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project, evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the students' course of study. 96 marks.
- No time limit.

Component 2 - 40% of total marks

- Externally set assignment (Spring term of Year 11). Students
- respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. Preparatory
- period followed by 10 hours of supervised time. 96 marks

For further information, please contact our Head of Art & Photography,
Miss Fiona Lewis, fiona.lewis@quintonhouseschool.co.uk

BUSINESS & COMPUTING

BUSINESS STUDIES

COMPUTER SCIENCE

BUSINESS STUDIES

Aims of the Course

Students will be introduced to the local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

They will then explore how a business develops beyond the start-up phase, focusing on the key business concepts, issues and decisions used to grow a business. There will be an emphasis on aspects of marketing, operations, finance, and human resources.

Students will also be introduced to national and global business contexts including multi-national businesses.

The skills/demands of the course include; the need for strong reading/writing and mathematical skills and resilience to cope with the challenging topics and 'business specific' vocabulary.

Course Content

Example Topic areas:
Investigating Small Business

- Enterprise and Entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Building a Business

- Growing the business
- Making marketing decisions
- Making product decisions
- Making financial decisions
- Making a human resource decision

Component 1 - 50% of total mark
Written paper

Component 2 - 50% of total mark
Written paper

Assessment Structure

This linear course is assessed entirely by two externally marked exams at the end of Year 11 – there is NO COURSEWORK . Before deciding whether or not to choose this course, students need to be aware that the majority of the course is assessed by extended writing tasks, with most questions worth 6, 9 and 12 marks, as well as many components of the course requiring mathematical skills. In addition there will be a considerable amount of independent reading, analysing and evaluating complex case studies, interpreting data (e.g. carrying out statistical calculations and percentages) and memorising and using key business-specific formulae. Students must have a genuine interest in current events that impact on the business world, both in the UK and globally, and will be expected to keep up to date with the latest news concerning businesses and the economy.

Theme 1: Investigating small business (*Paper code: 1BS0/01)
Written examination: 1 hour and 45 minutes
50% of the qualification
90 marks
Content overview
• Topic 1.1 Enterprise and entrepreneurship • Topic 1.2 Spotting a business opportunity • Topic 1.3 Putting a business idea into practice • Topic 1.4 Making the business effective • Topic 1.5 Understanding external influences on business
Assessment overview
The paper is divided into three sections:
Section A: 35 marks
Section B: 30 marks
Section C: 25 marks.
The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.
Questions in Sections B and C will be based on business contexts given in the paper.
Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 4: Calculators*.

Theme 2: Building a business (Paper code: 1BS0/02)
Written examination: 1 hour and 45 minutes
50% of the qualification
90 marks
Content overview
• Topic 2.1 Growing the business • Topic 2.2 Making marketing decisions • Topic 2.3 Making operational decisions • Topic 2.4 Making financial decisions • Topic 2.5 Making human resource decisions
Assessment overview
The paper is divided into three sections:
Section A: 35 marks
Section B: 30 marks
Section C: 25 marks.
The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.
Questions in Sections B and C will be based on business contexts given in the paper.
Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 4: Calculators*.

For further information, please contact our Head of Business Studies
Mr Paul Chapman paul.chapman@quintonhouseschool.co.uk

COMPUTER SCIENCE

EXAM BOARD: OCR

Aims of the Course

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation.
- Analyse problems in computational terms through practical experience of solving such problems including designing, writing and debugging programmes.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, how they communicate with one another and with other systems.
- Understand the impact of digital technology to the individual and the wider society.
- Apply mathematical skills relevant to computer science.

Curriculum Content

Computer Systems

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

Computational Thinking, Algorithms and Programming

- Algorithms
- Programming fundamentals
- Producing robust programmes
- Boolean logic
- Programming languages and integrated development environments.

Assessment Structure

Component 1 - 50% of total marks
Computer Systems

Written paper: 1 hour and 30 minutes
50% of total GCSE
80 marks

This is a non-calculator paper.

All questions are mandatory.

This paper consists of multiple choice questions, short response questions and extended response questions.

Component 2 - 50% of total marks
Computational Thinking, Algorithms and Programming

Written paper: 1 hour and 30 minutes
50% of total GCSE
80 marks

This is a non-calculator paper.

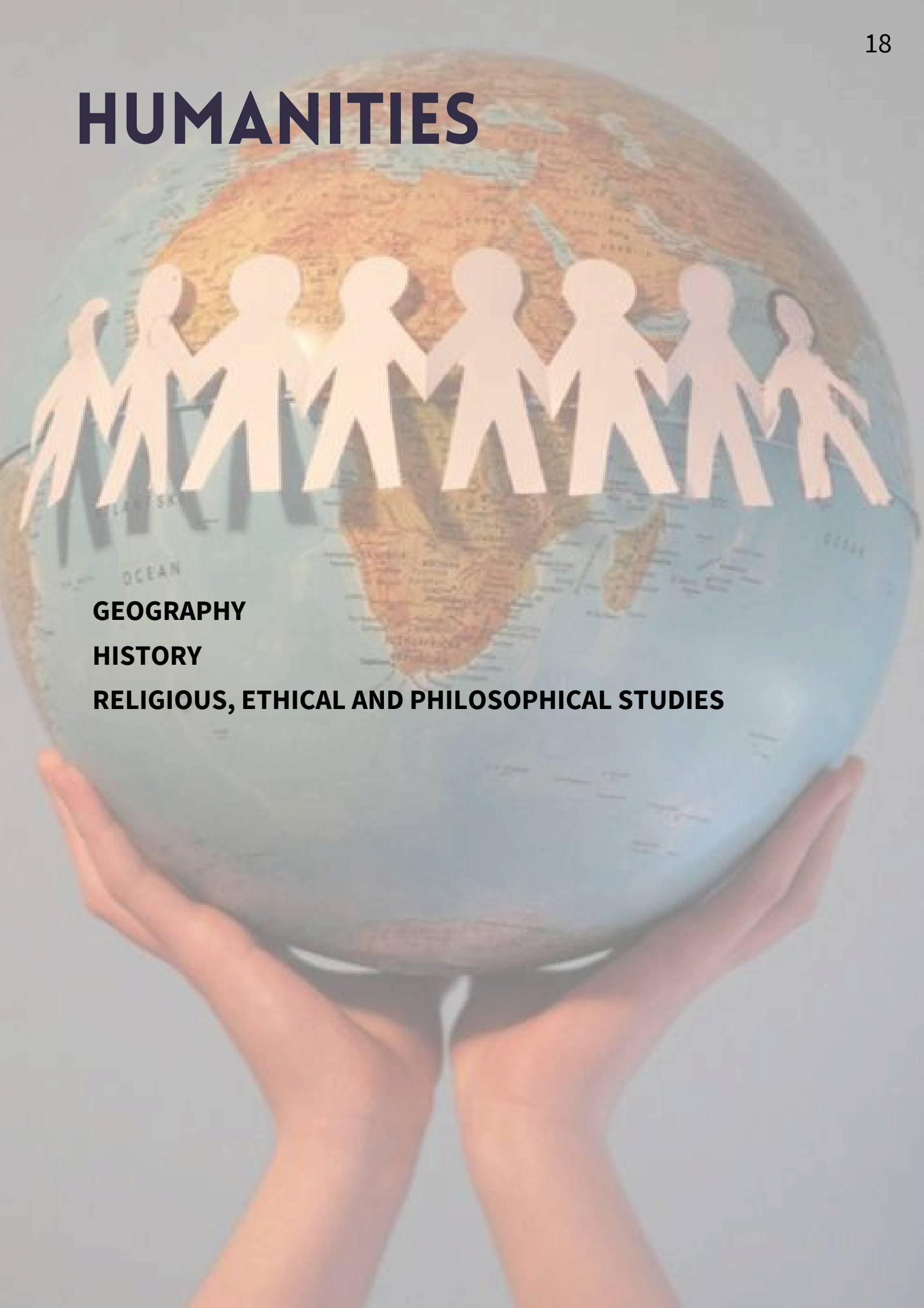
This paper has two sections: Section A and Section B. Students must answer both sections.

All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using **either** the OCR Exam Reference Language **or** the high-level programming language they are familiar with.

For further information, please contact our Head of Computer Science,
Mr Theodoros Ntogiakos, theodoros.ntogiakos@quintonhouseschool.co.uk

HUMANITIES



GEOGRAPHY

HISTORY

RELIGIOUS, ETHICAL AND PHILOSOPHICAL STUDIES

GEOGRAPHY

Aims of the Course

The Geography specification is designed to ensure that students extend their knowledge over a range of issues at local, national and global scales. These issues include tackling the challenges associated with climate change, demography, urbanisation, river & coastal landscapes and resources. With each topic, students will assess the relationship between physical and human elements of geography, assessing how one inevitably impacts the other and how these impacts are managed.

Curriculum content

The course is taught over two years, though half of the Global Development topic is taught during Year 9.

The core topics are:

- Changing UK Landscapes,
- Weather Hazards and Climate Change Ecosystems and Biodiversity
- Global Development,
- Changing Cities
- Resource Management.

Topics are assessed over two papers: one physical; one human. An additional paper will cover fieldwork skills that are accumulated through two external trips.

Please note that the specification requires students to attend two fieldwork days away from the classroom. This will incur costs of approximately £50 to cover transport and tuition.

For further information, please contact our Head of Geography,
Mr Matt Plummer,
matthew.plummer@quintonhouseschool.co.uk

Assessment Structure

Component 1: The Physical Environment (*Paper 1 code: 1GA0/01)

Written examination: 1 hour and 30 minutes

37.5% of the qualification

94 marks

Content overview

- Topic 1: The changing landscapes of the UK – including optional sub-topics from which students choose **two** from three, 1A: Coastal landscapes and processes, 1B: River landscapes and processes and 1C: Glaciated upland landscapes and processes.
- Topic 2: Weather hazards and climate change
- Topic 3: Ecosystems, biodiversity and management

Assessment overview

An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology[1].

Section A: The changing landscapes of the UK

Section B: Weather hazards and climate change

Section C: Ecosystems, biodiversity and management

In Section A, students answer Question 1 and choose **two** from optional questions (Question 2 Coastal landscapes and processes, Question 3 River landscapes and processes, Question 4 Glaciated upland landscapes and processes). Students answer all questions from Sections B and C.

The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

Component 2: The Human Environment (*Paper 2 code: 1GA0/02)

Written examination: 1 hour and 30 minutes

37.5% of the qualification

94 marks

Content overview

- Topic 4: Changing cities
- Topic 5: Global development
- Topic 6: Resource management – including optional sub-topics from which students choose **one** from two, 6A: Energy resource management and 6B: Water resource management

Assessment overview

An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.[1]

Section A: Changing cities

Section B: Global development

Section C: Resource management

Students answer all questions from Sections A and B. In Section C, students answer **one** from two optional questions (Energy resource management or Water resource management).

The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

Component 3: Geographical Investigations: Fieldwork and UK Challenges (*Paper 3 code: 1GA0/03)

Written examination: 1 hour and 30 minutes

25% of the qualification

64 marks

Content overview

- Topic 7: Geographical investigations – fieldwork
- Topic 8: Geographical investigations – UK challenges

Assessment overview

An externally-assessed written exam with three sections. Of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Section A: Geographical investigations – physical environments

Students choose **one** from two optional questions (Rivers **or** Coasts).

Section B: Geographical investigations – human environments

Students choose **one** from two optional questions (Central/Inner Urban Area **or** Rural Settlements).

Section C: UK challenges

- The exam includes multiple-choice questions, short open, open response, calculations, 8-mark and 12-mark extended writing questions.

HISTORY

EXAM BOARD: PEARSON EDEXCEL

Aims of the course

The History GCSE course gives students the opportunity to study the history of more than one country and different themes. The units selected raise issues relevant to citizenship and current affairs. Most importantly the course will teach students to be critical thinkers and it will develop their ability to construct reasoned arguments. Both these skills will be invaluable in later life.

Example topic areas

- Crime and Punishment in Britain c1000-present
- Superpower relations and the Cold War 1945-1991
- The Reigns of King Richard I and King John, 1189-1216
- Weimar and Nazi Germany, 1918-1939

The course is 100% examination and will not feature any coursework style element. All exams will be taken at the end of Year 11.

For further information, please contact our Head of History, Mrs Zoe White zoe.white@quintonhouseschool.co.uk

Assessment Structure

Paper 1: Thematic study and historic environment (Paper codes: 1HI0/10–13)

Written examination: 1 hour and 15 minutes

30%* of the qualification

52 marks *(16 for the historic environment, 36 for the thematic study)*

Content overview

Students take **one** of the following options:

10: Crime and punishment in Britain, c1000–present
and Whitechapel, c1870–c1900: crime, policing and the inner city.

11: Medicine in Britain, c1250–present
and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

12: Warfare and British society, c1250–present
and London and the Second World War, 1939–45.

13: Migrants in Britain, c800–present
and Notting Hill, c1948–c1970.

Assessment overview

Section A: historic environment

Students answer a question that assesses knowledge plus a two-part question based on two provided sources.

Section B: thematic study

Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.

Paper 2: Period study and British depth study (Paper codes: 1HI0/2A–2W)

Written examination: 1 hour and 45 minutes

40%* of the qualification

64 marks *(32 for the period study and 32 for the British depth study)*

Content overview

Students take **one** of the following British depth study options:

B1: Anglo-Saxon and Norman England, c1060–88

B2: The reigns of King Richard I and King John, 1189–1216

B3: Henry VIII and his ministers, 1509–40

B4: Early Elizabethan England, 1558–88.

Students also take **one** of the following period study options:

P1: Spain and the 'New World', c1490–c1555

P2: British America, 1713–83: empire and revolution

P3: The American West, c1835–c1895

P4: Superpower relations and the Cold War, 1941–91

P5: Conflict in the Middle East, 1945–95.

Assessment overview

Booklet P Period study

Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.

Booklet B British depth study

Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.

Paper 3: Modern depth study (Paper codes: 1HI0/30–33)

Written examination: 1 hour and 20 minutes

30%* of the qualification

52 marks

Content overview

Students take **one** of the following modern depth studies:

30: Russia and the Soviet Union, 1917–41

31: Weimar and Nazi Germany, 1918–39

32: Mao's China, 1945–76

33: The USA, 1954–75: conflict at home and abroad.

Assessment overview

Section A

Students answer a question based on a provided source and a question that assesses their knowledge and understanding.

Section B

Students answer a single four-part question, based on two provided sources and two provided interpretations.

RELIGIOUS, ETHICAL & PHILOSOPHICAL STUDIES

21

EXAM BOARD: AQA

Aims of the course

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Curriculum content

The course will be taught over two years and is assessed by two exams in Year 11.

Exam 1 focuses on: The study of religions:

- Beliefs
- Teachings
- Practices

We will study Christianity and Buddhism.

Exam 2 focuses on: Thematic studies, students will study four themes:

- Relationships and families
- Religion and life
- Religion peace and conflict
- Religion human rights and social justice.

Assessment Structure

Component 1 - 50% of total marks

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

What's assessed

Beliefs, teachings and practices of **two** from:

- Buddhism
- Christianity
- Catholic Christianity
- Hinduism
- Islam
- Judaism
- Sikhism.

Christianity and Catholic Christianity is a prohibited combination.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.

Each religion is marked out of 48.

Component 2 - 50% of total marks

Component 2: Thematic studies

What's assessed

Either four religious, philosophical and ethical studies themes **or** two religious, philosophical and ethical studies themes and two textual studies themes.

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Textual studies themes:

- Theme G: St Mark's Gospel – the life of Jesus.
- Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each theme is marked out of 24.

For further information, please contact our Head of History,
Mrs Zoe White zoe.white@quintonhouseschool.co.uk

MODERN LANGUAGES

FRENCH

GERMAN

SPANISH

FRENCH, GERMAN & SPANISH

EXAM BOARD: AQA

Aims of the Course

The focus of a Modern Languages GCSE is the development of real life language skills, based on authentic-style tasks and situations. This will enable students to learn and develop their ability to communicate with native speakers in speech and writing. This approach encourages students to step beyond familiar cultural boundaries, to broaden their horizons and develop new ways of seeing the world.

Curriculum Content

Theme 1 - identity & relationships / health & lifestyle / education & work.
Theme 2 - free time / festivals& customs / celebrity culture.
Theme 3 - holidays & travel / media & technology / where you live & environment.

Please note the following assessment structure examples are for the French exams, but the criteria remains the same for German and Spanish.

Assessment Structure

Paper 1: Listening

What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
  - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
  - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
  - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
  - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

Paper 3: Reading

What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

- Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)
- Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

Foundation tier

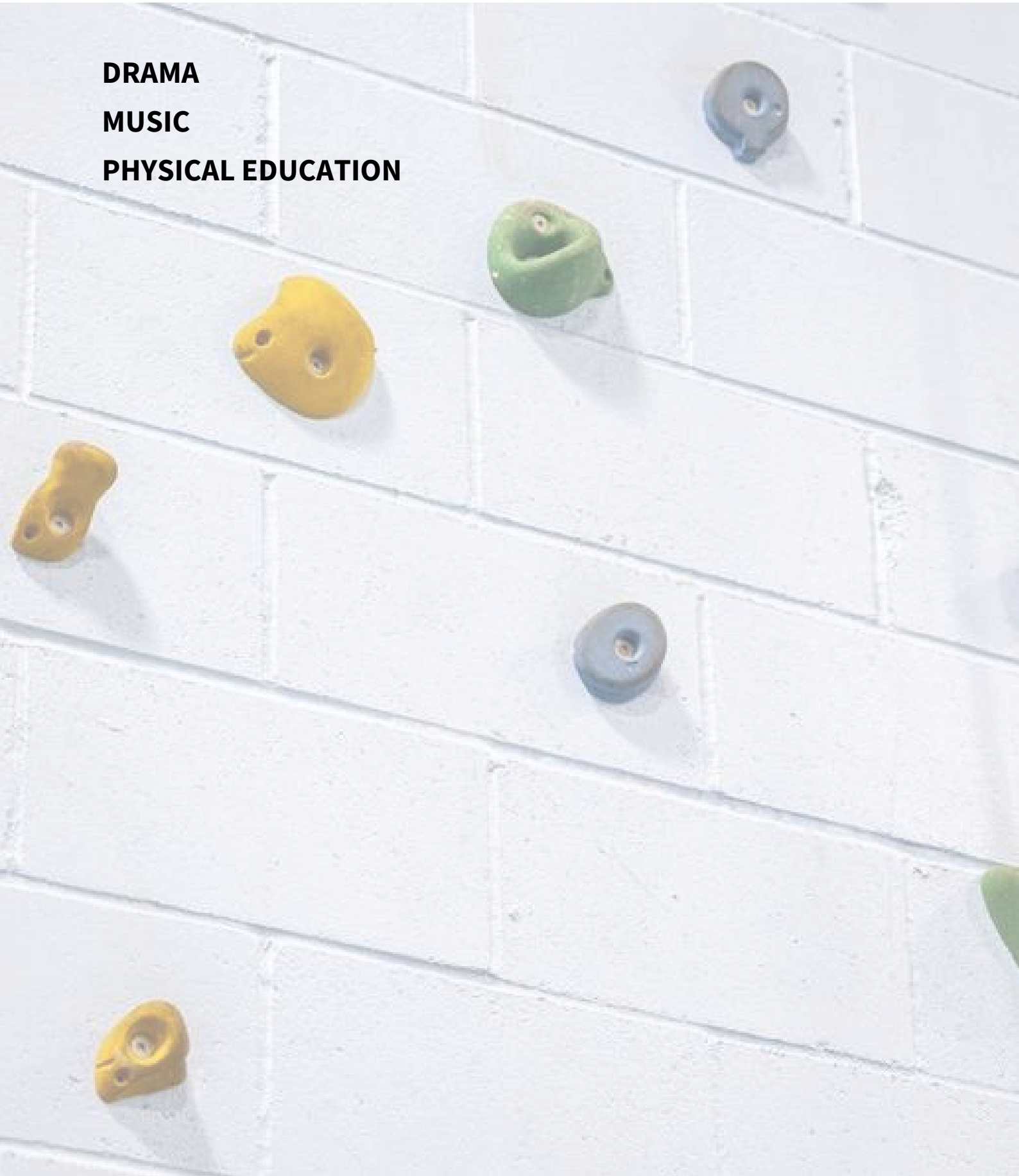
- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

For further information, please contact our Head of Modern Foreign Languages,
Ms Helen Weir helen.weir@quintonhouseschool.co.uk

PERFORMING ARTS & PHYSICAL EDUCATION



DRAMA

MUSIC

PHYSICAL EDUCATION

DRAMA

Aims of the Course

The GCSE Drama course has been designed to be a practical, engaging and creative course for students to study. The course can be undertaken, with either an acting or design pathway with a 60% practical weighting allowing pupils to explore both scripted and devised components.

Course Content

Year 10

- **Devising Drama** - Students work collaboratively as performers and/or designers to produce an original piece of theatre using a stimulus. This is accompanied by the production of a coursework portfolio, analysing and evaluating the devising process.
- **Practical Exploration of a Set Text** - Students will study and practically explore the performance text 'Blood Brothers' by Willy Russell.

Year 11

- **Presenting & Performing Texts** - After reading and researching a chosen script, students will be required to learn two extracts to perform for a visiting examiner. Students choosing technical theatre will create their own designs for the scripted extracts.
- **Live Theatre Evaluation** - Further developing their ability to analyse and evaluate the work of others, students will attend a live theatre performance and explore how actors and designers create meaning for an audience through the application of specific skills.
- **Performance and Response** - Students will practise how to respond to the written exam component of the course, drawing upon their knowledge of the set text Blood Brothers and writing a Live Theatre Evaluation essay.

Assessment Structure

Components 1 & 2- 60 marks (30% of total marks)
Devising Drama - Practical performance and Coursework

Component 3 - 60 marks (30% of total marks)
Presenting & Performing Texts - Practical performance and coursework

Component 4 - 80 marks (40% of total marks)
Performance and Response - Written exam paper

Content Overview	Assessment Overview	
Learners will research and explore a stimulus, work collaboratively and create their own devised drama.	Devising drama* (01/02) 60 marks Non-exam assessment	30% of total GCSE
Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.	Presenting and performing texts* (03) 60 marks Non-exam assessment (Visiting examination)	30% of total GCSE
Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.**	Drama: Performance and response* (04) 80 marks Exam assessment 1 hour 30 minutes (Written paper)	40% of total GCSE

Assessment Objective	
AO1	Create and develop ideas to communicate meaning for theatrical performance.
AO2	Apply theatrical skills to realise artistic intentions in live performance.
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
AO4	Analyse and evaluate their own work and the work of others.

For further information please contact Drama Subject Lead, Miss Lydia Greentree, lydia.greentree@quintonhouseschool.co.uk

MUSIC

Aims of the Course

To provide a practical and theoretical approach to learningmusic. We develop students understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.

They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element1 hour 30 minutes of this component, they demonstrate knowledge of listening and appraising composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

Curriculum Content

There are five areas of study:

- My music
- The concerto through time
- Rhythms of the world
- Film music
- Conventions of pop

We begin the teaching of these units in Year 9 to give us a firm grounding in the basics of Film Music and Conventions of Pop. We then recap these in Year 10 along with learning the other 2 Areas of Study.

We spend Year 11 working on compositions, performances and consolidating and extending our knowledge of the 4 areas of study needed for the exam.

Assessment Structure

Component 1 - 60 marks (30% of total marks)

Integrated portfolio

Component 2 - 60 marks (30% of total marks)

Practical component

Component 3 - 80 marks (40% of total marks)

Assessment Objective	
AO1	perform with technical control, expression and interpretation
AO2	compose and develop musical ideas with technical control and coherence
AO3	demonstrate and apply musical knowledge
AO4	use appraising skills to make evaluative and critical judgements about music.

Component	% of overall GCSE (9–1) in Music (J536)			
	AO1	AO2	AO3	AO4
Integrated portfolio (J536/01 OR J536/02)	15	15	0	0
Practical component (J536/03 OR J536/04)	15	15	0	0
Listening and appraising (J536/05)	0	0	20	20
Total	30	30	20	20

For further information, please contact Dr Phyllis Fiadzomor
phyllis.fiadzomor@quintonhouseschool.co.uk

PHYSICAL EDUCATION

EXAM BOARD: PEARSON EDEXCEL

Aims of the Course

This GCSE in Physical Education will equip students with the knowledge, understanding and skills they need to be able to develop and maintain their performance in physical activities. Students will complete units of work in Rock Climbing, Volleyball, Athletics and Netball in addition to our games programme.

Students will also gain an understanding of how our anatomy and physiology prepares us for exercise and movement, how we can use psychology to improve performance and the impact of sport in our society.

Curriculum Content

Paper 1

- Anatomy & Physiology and Movement Analysis
- Physical Training
- One extended response on Physical Training topic only.

Paper 2

- Health, Fitness and Wellbeing
- Sports Psychology and socio-cultural influences
- One extended response from Sports Psychology and socio-cultural influences.

Assessment Structure

Component 1: Fitness and Body Systems (*Component code: 1PE0/01)
Written examination: 80 marks – 1 hour 30 mins
36% of the qualification
80 marks
Content overview
• Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data
Assessment overview
The assessment consists of multiple-choice, short-answer, long-answer and one extended writing question. Section A Questions are focused on Topic 1: Applied anatomy and physiology and Topic 2: Movement analysis. Section B Questions are focused on Topic 3: Physical Training. Section C One extended-response questions related to Topic 3 Physical Training. Topic 4: Use of data is embedded throughout the paper where appropriate. Students must answer all questions. Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 7: Calculators*.

Assessment Structure Continued

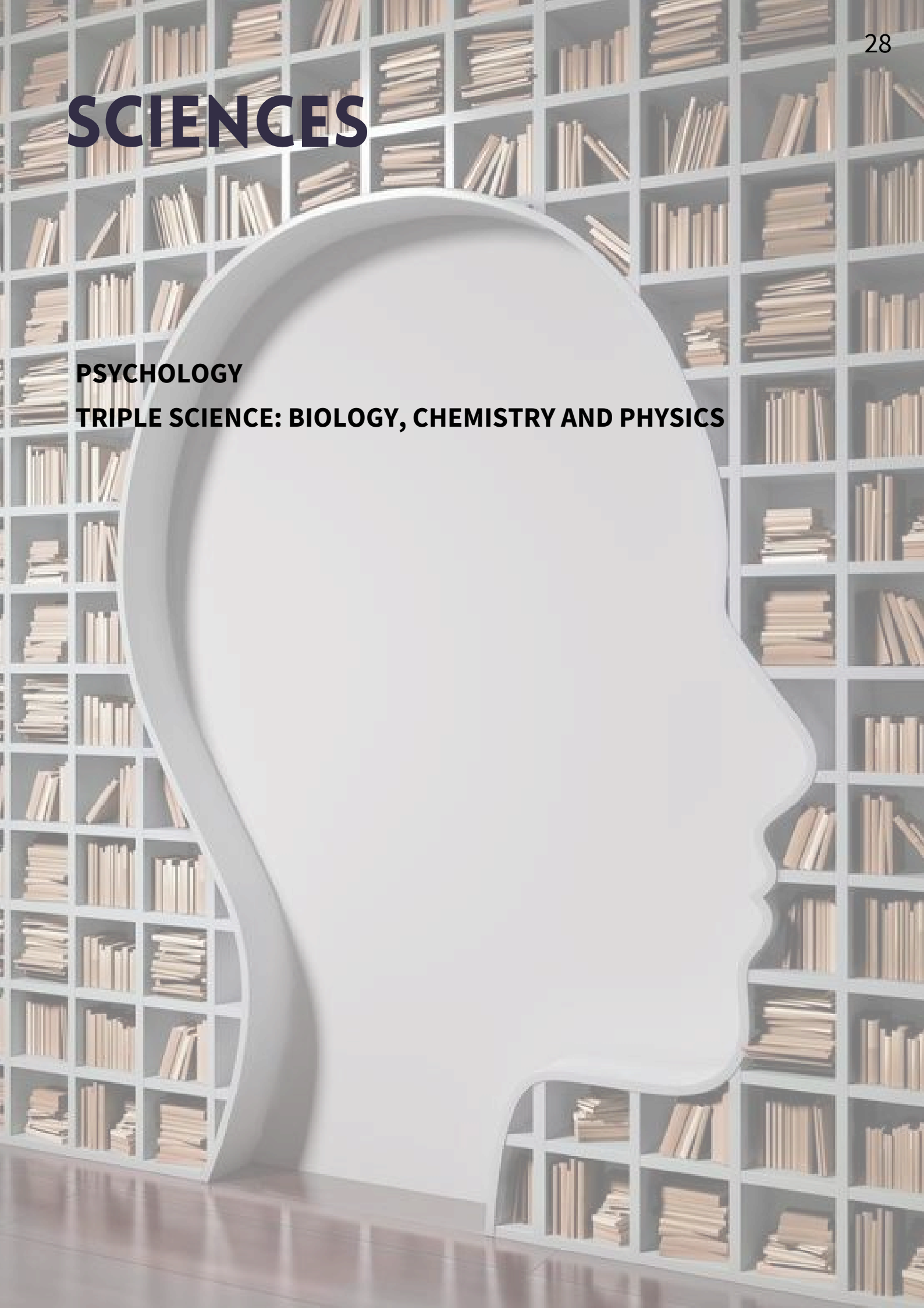
Component 2: Health and Performance (*Component code: 1PE0/02)
Written examination: 1 hour and 15 minutes
24% of the qualification
60 marks
Content overview
• Topic 1: Health, fitness and wellbeing • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data
Assessment overview
The assessment consists of multiple-choice, short-answer, long-answer and one extended writing questions. Section A Questions are focused on Topic 1: Health, fitness and well-being. Section B Questions are focused on Topic 2: Sport psychology and Topic 3: Socio-cultural influences. Section C One extended-response question related to Topic 2: Sport psychology and Topic 3: Socio-cultural influences. Topic 4: Use of data is embedded throughout the paper where appropriate. Students must answer all questions. Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 7: Calculators*.

Component 3: Practical Performance (*Component code: 1PE0/03)
Non-examined assessment: internally marked and externally moderated
30% of the qualification
105 marks (35 marks per activity)
Content overview
• Skills during individual and team activities • General performance skills
Assessment overview
The assessment consists of students completing **three** physical activities from a set list. One must be a **team** activity. One must be an **individual** activity. The final activity can be a **free** choice. Students must participate in three **separate** activities. Students will be assessed against set assessment criteria found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria* document on our website. Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.

Component 4: Personal Exercise Programme (PEP) (*Component code: 1PE0/04)
Non-examined assessment: internally marked and externally moderated
10% of the qualification
20 marks
Content overview
• Aim and planning analysis • Carrying out and monitoring the PEP • Evaluation of the PEP
Assessment overview
The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.

For further information, please contact our Head of PE,
Mrs Charley Power charley.power@quintonhouseschool.co.uk

SCIENCES



PSYCHOLOGY

TRIPLE SCIENCE: BIOLOGY, CHEMISTRY AND PHYSICS

PSYCHOLOGY

Aims of the Course

- Provide a sound understanding of methods and approaches in Psychology at an introductory level
- Illustrates these methods and approaches through various topic areas representing the core areas of social, cognitive, developmental, biological and individual differences
- Develop investigation and report writing skills
- Develop analytical and critical thinking skills
- Encourage an appreciation of how science works
- Promote appreciation of different cultures through the content of the course and the importance of inclusivity.
- Provide a strong basis for progression to A level Psychology

Curriculum content

- Memory
- Perception
- Development
- Research methods
- Social influence
- Language, thought and communication
- Brain & Neuropsychology
- Psychological problems

Assessment Structure

Component 1 – 50% of marks

Component 2 – 50% of marks

For further information, please contact our Head of Psychology
Mrs Sophie Mace, sophie.mace@quintonhouseschool.co.uk

TRIPLE SCIENCE: BIOLOGY

EXAM BOARD: AQA

Aims of the Course

The AQA GCSE Biology course aims to provide students with a comprehensive understanding of the core concepts of biology, preparing them for further study or a wide range of careers in science, medicine, and related fields. The course is designed to develop both theoretical knowledge and practical skills, fostering an appreciation of the relevance of biology in the world around us.
Here are the key aims of the AQA GCSE Biology course:

1. Develop Knowledge and Understanding of Biological Concepts · Students will gain a deep understanding of the fundamental principles of biology, including topics such as cells, genetics, ecology, human biology, and evolution. · The course covers the structure and function of living organisms, how they interact with their environment, and how biological systems work.

2. Develop Practical and Investigative Skills · The AQA Biology course places emphasis on practical work and encourages students to carry out experiments to test biological ideas and collect data. · Students will develop skills such as designing experiments, analysing results, and drawing conclusions, which are essential for further scientific study.

3. Prepare Students for Further Study and Careers
· The course aims to lay a solid foundation for students wishing to pursue further education in science, particularly in biology-related fields such as medicine, environmental science, biotechnology, and research.
· The biological knowledge and skills gained will be applicable in a wide range of future careers, whether in scientific research, healthcare, or industries like agriculture, conservation, and pharmaceuticals.

Assessment Structure

Each separate GCSE is made up of two written examinations:

GCSE exams in Biology include questions that allow students to demonstrate:

· their knowledge and understanding of the content the developed in one section or topic, including associated mathematical and practical skills or
· their ability to apply mathematical and practical skills to areas of content they are not normally developed in or
· their ability to draw together different areas of knowledge and understanding within one answer.

Paper 1	Paper 2
What's assessed Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	**What's assessed** Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
How it's assessed • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE	**How it's assessed** • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE
Questions Multiple choice, structured, closed short answer and open response.	**Questions** Multiple choice, structured, closed short answer and open response.

For further information, please contact our Head of Science, Mrs Priya Panesar priya.panesar@quintonhouseschool.co.uk

TRIPLE SCIENCE: CHEMISTRY

EXAM BOARD: AQA

Aimsof theCourse

The AQA GCSE Chemistry course is designed to provide students with a strong foundation in the principles of chemistry, helping them develop both theoretical knowledge and practical skills. This course aims to deepen students' understanding of chemical processes and the role of chemistry in everyday life, while also preparing them for further study or careers in science and related fields.

Here are the key aims of the AQA GCSE Chemistry course:

1. Develop Knowledge and Understanding of Key Chemical Concepts · The course aims to give students a deep understanding of fundamental chemical principles, such as the structure of atoms, the periodic table, chemical bonding, reactions, and the use of resources. · Students will learn about the behaviour of different substances and how they interact with each other in chemical reactions, and how these principles apply to real- world situations.

2. Develop Practical Chemistry Skills
· Practical work is a key component of the course, with students learning to carry out experiments and investigations that demonstrate key chemical concepts.
· Students will develop important laboratory skills, such as measuring, observing, and analysing chemical reactions. They will also learn how to use scientific equipment safely and effectively.
· The ability to design experiments, collect data, and draw conclusions based on evidence will be emphasized.

3. Prepare Students for Further Study and Careers · A strong grounding in chemistry provides students with a solid foundation for further study in science, including A- levels or vocational qualifications in chemistry or related subjects. · The knowledge and practical skills developed in this course also lay the groundwork for a wide range of careers in fields such as medicine, engineering, environmental science, pharmacology, and chemical engineering.

AssessmentStructure

Each separate GCSE is made up of two written examinations:

Our GCSE exams in Chemistry include questions that allow students to demonstrate:
· their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills or · their ability to apply mathematical and practical skills to areas of content they
are not normally developed in or · their ability to draw together different areas of knowledge and understanding within one answer.

Paper 1:
What's assessed Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.
How it's assessed • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE
Questions Multiple choice, structured, closed short answer and open response.

Paper 2:
What's assessed Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.
How it's assessed • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE
Questions Multiple choice, structured, closed short answer and open response.

For further information, please contact our Head of Science,
Mrs Priya Panesar priya.panesar@quintonhouseschool.co.uk

TRIPLE SCIENCE: PHYSICS

EXAM BOARD: AQA

Aims of the Course

The AQA GCSE Physics course is designed to provide students with a thorough understanding of the key principles of physics, helping them develop both their scientific knowledge and practical skills. The course also encourages students to think critically about how physics affects their daily lives and the world around them, and how it connects to technology and society.

Here are the main aims of the AQA GCSE Physics course:

1. Develop a Deep Understanding of Key Physics Concepts
· The course aims to give students a solid grasp of fundamental physics topics, such as energy, forces, waves, electricity, magnetism, and the structure of matter.
· Students will study key areas of physics, including mechanics, energy transfer, electricity and magnetism, waves, and the physics of the universe (including atomic structure and the solar system).

2. Develop Practical Skills and Investigative Techniques
· Physics is a highly experimental science, and the course emphasizes hands-on learning through practical work.
· Students will develop practical skills through experiments and investigations, learning to design and carry out experiments, collect and analyse data, and draw conclusions based on evidence. They will also learn how to use scientific equipment safely and effectively.

3. Prepare Students for Further Study and Careers in Science · The GCSE Physics course prepares students for further study of physics at A-level or other post-16 education options. · The knowledge and skills gained are also highly transferable to a wide range of careers, includingengineering, medicine, technology, research, environmental science.

Assessment Structure:

Each separate GCSE is made up of two written examinations:

Our GCSE exams in Physics include questions that allow students to demonstrate: · their knowledge and understanding of the content
developed in one section or topic, including
associated mathematical and practical skills or
· their ability to apply mathematical and practical skills to areas of content they are not normally developed in or
· their ability to draw together different areas of knowledge and understanding within one answer.

Paper 1:

What's assessed

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

Paper 2:

What's assessed

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy (page 17) and Electricity (page 23).

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

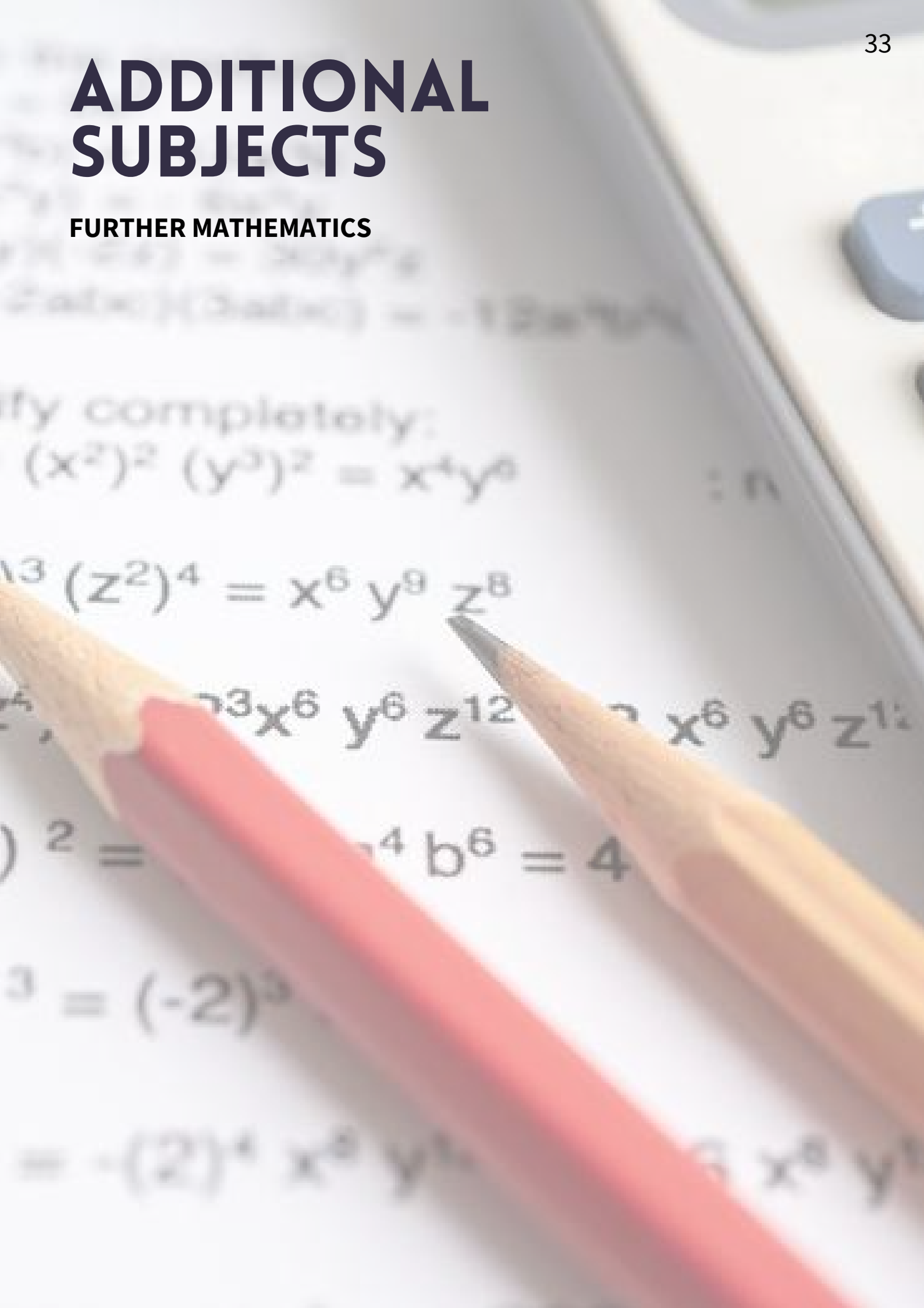
Questions

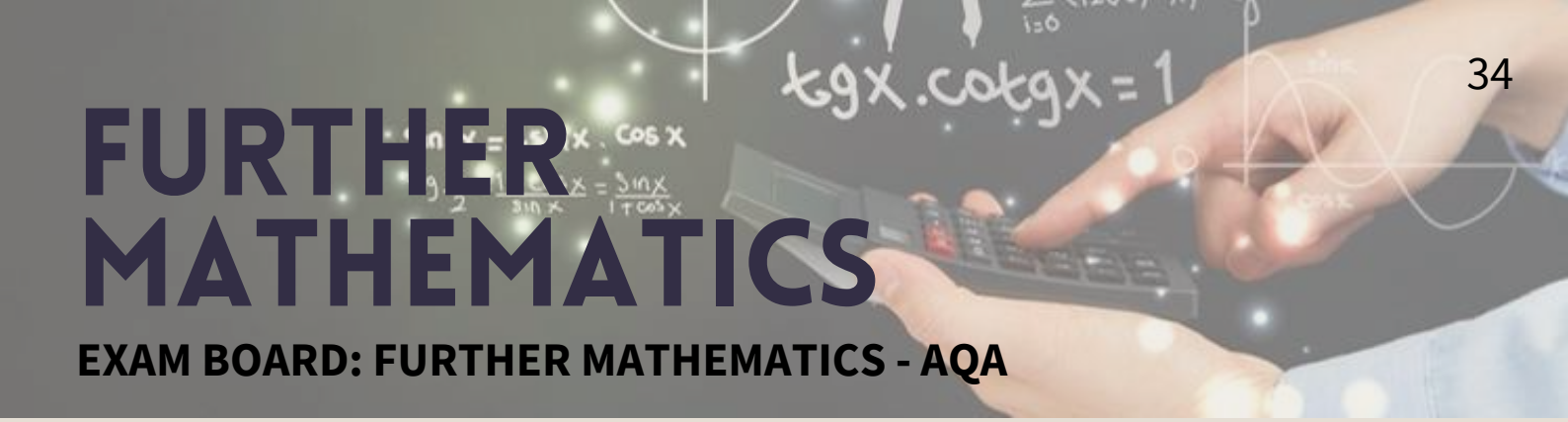
- Multiple choice, structured, closed short answer and open response.

For further information, please contact our Head of Science,
Mrs Priya Panesar priya.panesar@quintonhouseschool.co.uk

ADDITIONAL SUBJECTS

FURTHER MATHEMATICS





FURTHER MATHEMATICS

EXAM BOARD: FURTHER MATHEMATICS - AQA

Aims of the Course

The Level 2 Certificate in Further Mathematics is designed for high-achieving students, providing a deeper exploration of advanced math skills, especially in algebraic reasoning. It complements the GCSE Mathematics curriculum, offering extra depth and challenge to fully prepare students for Level 3 studies. This qualification is not just a certificate; it's a pathway for students to unlock their full mathematical potential, gaining a solid foundation for success in more advanced studies.

Objectives:

- Provide stretch and challenge.
- Assess higher-order math skills.
- Develop proficiency in algebraic reasoning.
- Prepare students for post-16 studies.
- Complements GCSE Mathematics: Rather than replacing it, this Mathematics qualification enhances the GCSE experience, diving deeper into algebraic reasoning while building on the Key Stage 4 curriculum.
- Prepares for Further Studies; Assuming prior knowledge from Key Stage 4, the course covers algebra and geometry more extensively, preparing students for higher education with a focus on advanced problem-solving skills.
- Focus Areas: Strong emphasis on developing skills in trigonometry, functions, graphs, and introduces calculus and matrices, crucial for advanced mathematical concepts.

The AQA Level 2 Certificate in Further Mathematics is ideal for students who:

- Are expected to achieve grades 7, 8, and 9 in GCSE Mathematics.
- Plan to progress to A-Level studies in Mathematics or possibly Further Mathematics.

Curriculum Content

- Number: Advanced numerical concepts
- Algebra: Principles and techniques
- Coordinate Geometry (2D only)
- Calculus: Introduction and applications
- Matrix Transformations
- Geometry: Advanced topics

For further information, please contact our Head of Mathematics, Mr Ato Hammond ato.hammond@quintonhouseschool.co.uk

Assessment Structure

Both papers assess any part of the specification.

They will consist of a mix of question styles from single-mark to multi-step problems.

Total qualification time - 120 hours.

Paper 1 - non-calculator A mix of question styles from short, single marked questions to multi-step problems. The mathematical demand increases as a stuent progresses through the paper.

What's assessed
Content from any part of the specification may be assessed
How it's assessed
• written exam: 1 hour 45 minutes • 80 marks • Non-calculator • 50% of the AQA Level 2 Certificate in Further Mathematics assessment

Paper 2 - calculator A mix of question styles from short, single marked questions to multi-step problems. The mathematical demand increases as a stuent progresses through the paper.

What's assessed
Content from any part of the specification may be assessed
How it's assessed
• written exam: 1 hour 45 minutes • 80 marks • Calculator • 50% of the AQA Level 2 Certificate in Further Mathematics assessment

At time of print all information is correct.

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