

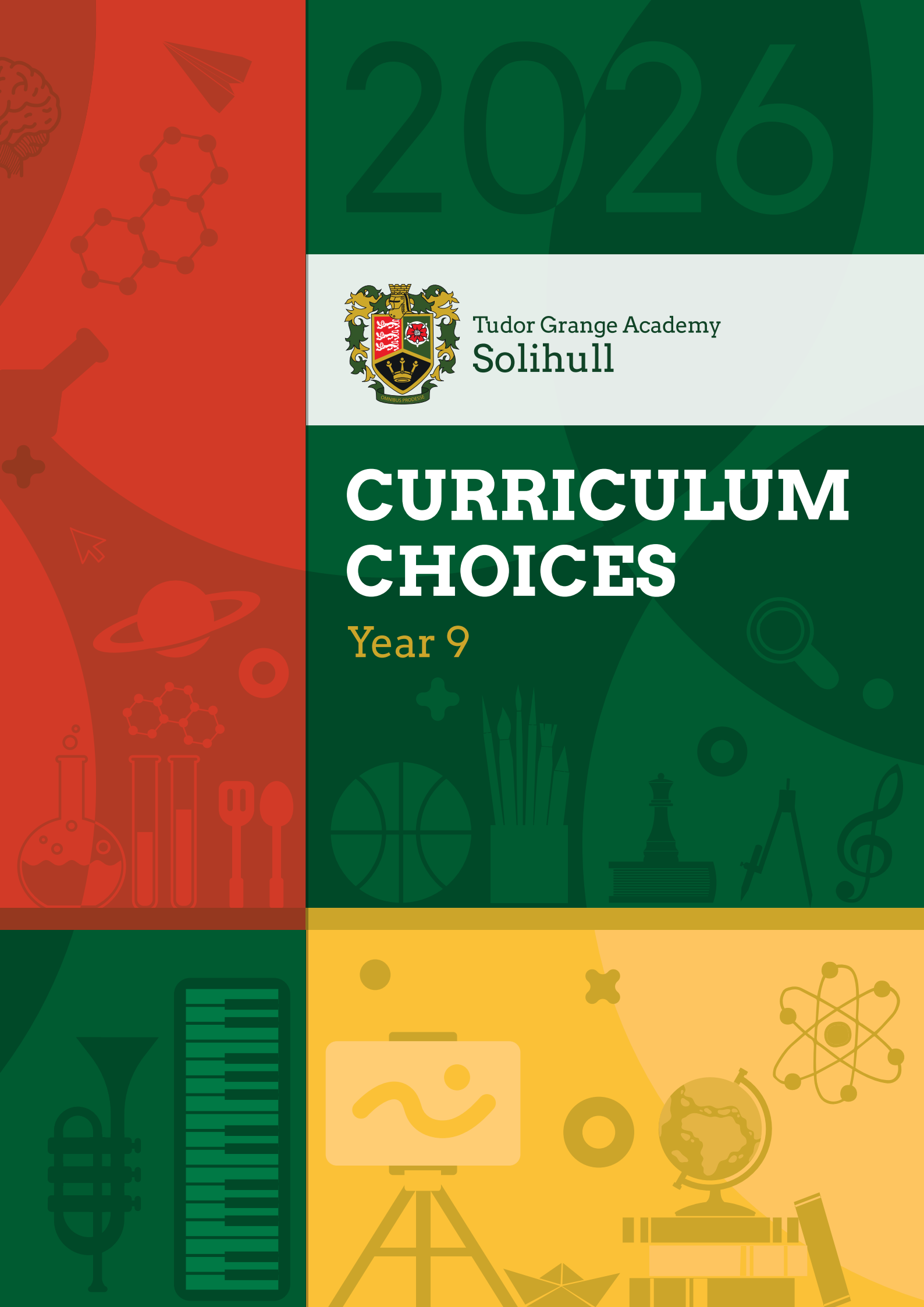
2026



Tudor Grange Academy
Solihull

CURRICULUM CHOICES

Year 9



CURRICULUM CHOICES TIMELINE

Please find below a timeline of events that have been put in place to support you and your child in the curriculum choices decision making process. Further support is available through your child's tutor.

- Spring Term 1 ▶ All RSHE sessions this half term are dedicated to the options process and careers. Students will be provided with Unifrog logins. Students will be given taster lessons in all the options they can study at KS4.
- 6th Jan ▶ Assembly for students to introduce the options process
- 20th Jan ▶ Assembly on choosing options for future learning pathways by Solihull Sixth Form College
- 22nd Jan ▶ Year 9 Subject Parents Evening
- 23rd Jan ▶ GCSE Options Convention
- WB 26th Jan ▶ Discussion in tutor time about options
- 3rd Feb ▶ Year 9 Curriculum Choices Evening for students and parents
- 3rd Feb ▶ Alumni session in RSHE
- 12th Feb ▶ Deadline closes for choosing options online

This booklet aims to provide students and parents with information about the Key Stage 4 Curriculum choices.

Choices process:

www.solihull.tgacademy.org.uk/curriculum/curriculum-choices-year-9/

Under this link, you will find the electronic version of these subject pages with links to the examination board specifications. This area will also include PowerPoints from Subject Leaders where you can hear them give more guidance on the different options.

To access these PowerPoints, your child will need to log in using their school office 365 account.

CURRICULUM CHOICES TIMELINE

Students will be given **Unifrog logins** which they can use for careers guidance.

Taster lessons will be delivered in normal lesson time. However, for timetabling purposes, other subject areas will provide taster lessons for certain subjects. The relevant subject experts have prepared these taster lessons to enable nonspecialists to deliver these.

During the **Options Convention**, your child can speak to current KS4 students from option subjects.

Year 9 Curriculum Choices Evening is an evening for students and parents to attend. During this evening, there will be a presentation about the options process. There will also be an opportunity to attend talks on subject areas you are interested in and ask questions.

The Alumni session gives students the opportunity to hear from ex-students regarding their experience of GCSE studies and their current studies / careers.

You will find out how to make your **options online** during the Year 9 Curriculum Choices Evening. During this session Helen Cunningham our Careers Advisor will also be available to help with any careers related enquiries you may have.

OUR CORE CURRICULUM at **KEY STAGE 4**

Our Key Stage 4 Curriculum has been designed to provide every student with a solid foundation in key academic disciplines.

An Overview of our Key Stage 4 Curriculum

GCSE English Language	These subjects are core curriculum subjects. All students will complete GCSEs in these subjects.
GCSE English Literature	
GCSE Mathematics	
GCSE Science Trilogy / Separates	
GCSE Geography / History	
Ethical Studies – Core	These subjects do not lead to GCSE qualifications but form part of the core curriculum
PE – Core	
RSHE – Core	

CHOICES at KEY STAGE 4

Alongside the core curriculum, students have the opportunity to personalise their learning by making choices that reflect their interests, strengths, and future aspirations. Whilst we try to accommodate individual choices as much as possible, we must also ensure the timetable works effectively in terms of class sizes, staffing and overall efficiency. For this reason, it is important that students choose their reserve choices carefully, as these may be needed if first choices cannot be allocated.

Choice 1

Geography or History

Students must select one of these subjects as part of their core curriculum.

Those who wish to study both subjects can choose the second subject as one of their option subjects.

Choice 2

GCSE in a modern foreign language or a vocational qualification

The majority of students will continue with the language they commenced in Year 7 and complete a GCSE in French / German / Spanish.

Students can express a preference for a vocational qualification instead of a GCSE in a language. We offer vocational qualifications in Hospitality and Catering, Sport, and Child Development. These courses have a different style of assessment and are ideal for students who have a clear interest in specific careers.

A GCSE (General Certificate of Secondary Education) is primarily an exam-based qualification, which may include some coursework or practical work, depending upon the subject. The grade scale for GCSEs ranges from 1 to 9, with 9 being the highest. Vocational qualifications include BTECs and Level 1 / 2 Certificates. The final qualification is mainly based on coursework, which takes place throughout the course, but all vocational courses also feature an examined element. Students will complete these vocational qualifications at Level 2 and will be graded as: Level 2 Pass / Level 2 Merit / Level 2 Distinction / Level 2 Distinction*.

All Level 2 grades have a GCSE equivalent and can lead to further study, apprenticeships or employment.

Tudor Grange Academy Solihull recognises a Level 2 Distinction as equivalent to a 6 at GCSE for the purpose of our sixth form entry criteria.

Choice 3

Science Trilogy or Separate Sciences

Students need to make a choice about which Science course to study: Science Trilogy or Separate Sciences.

Both courses cover all three Sciences (Biology, Chemistry and Physics) and both routes enable the study of Science at A level. Science Trilogy course leads to 2 GCSE qualifications, while Separate Sciences leads to three GCSE qualifications, offering greater depth in each subject.

See further information on the Science pages in the booklet.

Choice 4

Option subjects

Students following the Science Trilogy route will study TWO additional GCSE options, while those doing Separate Sciences will study ONE additional GCSE option.



CHOICE of SCIENCE ROUTE

Students will need to make a choice about which Science course to study and this will determine which route they follow.

Both of these routes are of equal value and allow students to complete qualifications in 9 subjects.

Route 1 With Science Trilogy	Route 2 With Separate Sciences
GCSE English Language	GCSE English Language
GCSE English Literature	GCSE English Literature
GCSE Mathematics	GCSE Mathematics
GCSE Science Trilogy	GCSE Separate Sciences
GCSE Geography OR History	GCSE Geography OR History
EITHER GCSE MFL <i>French / German / Spanish</i> OR a vocational qualification in <i>Child Development / Hospitality & Catering / Sport</i>	EITHER GCSE MFL <i>French / German / Spanish</i> OR a vocational qualification in <i>Child Development / Hospitality & Catering / Sport</i>
Ethical Studies – Core	Ethical Studies – Core
PE – Core	PE – Core
RSHE – Core	RSHE – Core
GCSE Option A	GCSE Option A
GCSE Option B	

GCSE MFL or VOCATIONAL QUALIFICATIONS

Students need to decide whether to continue with the language they commenced in Year 7 and complete a GCSE in this language OR whether they would like to study a vocational qualification. **We will do our best to accommodate individual choices; however, students need to rank their preferences below in case we need to use reserve options.**

● GCSE in French / German / Spanish	12
● LEVEL 1/2 CERTIFICATE Child Development	14
● Level 1/2 CERTIFICATE Hospitality and Catering	16
● Pearson BTEC Tech Award in Sport	18

OPTIONS

Students need to select **four subjects** from the options listed below and rank them in order of preference. These are the subjects we would like to offer in 2026, subject to staffing availability, timetable constraints, and sufficient uptake by students. **TWO of these will be studied by students selecting Science Trilogy and ONE of these subjects will be studied by students selecting Separate Sciences.**

Students who choose a **vocational qualification** instead of a language GCSE will need to study **a creative subject** to ensure they have breadth in their curriculum. The creative subjects are highlighted in red on page 11: **Art, Photography, DT, Drama, Music.**

● GCSE Art and Design	20
● GCSE Business	22
● GCSE Citizenship	24
● GCSE Computer Science	26
● GCSE Design and Technology	28
● GCSE Drama	30
● GCSE Food Preparation and Nutrition	32
● GCSE Geography	34
● GCSE History	36
● GCSE Media Studies	38
● GCSE MFL Second Foreign Language Option	40
● GCSE Music	42
● GCSE Photography	44
● GCSE Physical Education	46
● GCSE Psychology	48
● GCSE Religious Education	50
● GCSE Science – Trilogy or Separates	52
● GCSE Sociology	54

WHY STUDY A MODERN FOREIGN LANGUAGE?

Students are able to continue with the language they began in Year 7 (French, German or Spanish) and complete a GCSE qualification. Students can also begin the study of an additional language as one of their option choices (see page 40).

Knowing a different language is a valuable skill and offers many benefits to young learners. As well as broadening students' minds and developing cultural awareness, research shows that learning another language boosts academic achievement and helps with reasoning, problem-solving and creativity. MFL directly links to a wide variety of curriculum areas; from literacy and grammar in English, to culture, traditions and landmarks in the humanities, and logic and analytical thinking in maths and the sciences.

Additionally, the ability to be able to speak another language is not only useful for travel, but also boosts future career opportunities. In our increasingly globalised world, there is an ever-growing demand for language skills in a wide variety of job sectors. With just 20% of Britons stating that they can hold a conversation in a language other than English, studying a language for GCSE, is both a unique and sought after skill.

Why French?

French is the official language of many of the world's organisations, such as the United Nations, NATO, UNESCO, the International Red Cross Association and numerous other international committees. Apart from English, French is the only language spoken on every continent.

Why German?

200 million people speak German worldwide, and it is the most widely spoken language in Europe. Germany is an important trading partner because it is the world's second-largest exporter, and a key economy within Europe. In the UK, German language skills are in high demand, especially in sectors such as management, sales, technology and engineering.

Why Spanish?

Spanish is a global language spoken by at least 350 million people worldwide. Spanish is spoken as a first languages in 21 countries and with more than 400 million native speakers worldwide, it is the second most spoken language after Mandarin Chinese. Hispanic culture is incredibly rich and diverse, as reflected by the major contributions Spanish-speaking countries have made to the arts, architecture and literature.

DESCRIPTION OF COURSE

Our KS3 curriculum is carefully considered and sequenced to enable students to succeed in KS4. The GCSE course is divided into three key themes which are the same regardless of the language studied:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Through these three themes students will develop an understanding of the language in a variety of contexts, the ability to communicate effectively in the language, knowledge of important vocabulary and grammatical structures and an insight into the culture(s) of the target language-speaking countries.



HOW WILL STUDENTS BE ASSESSED

This is a linear course and students are assessed at the end of Year 11 through examinations. Students will sit four papers (listening, speaking, reading and writing), all of which have an equal weighting of 25% in the final GCSE grade.

CAREERS LINKS

Students who study one or more modern foreign languages possess a unique skill highly regarded by universities and businesses. A GCSE in French, German or Spanish can lead to careers in a wide variety of sectors, including international relations, teaching, law, interpreting, journalism, commerce and science.

Further information on this specification is available from the qualification website:

French: <https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

German: <https://www.aqa.org.uk/subjects/german/gcse/german-8662/specification>

Spanish: <https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

KEY CONTACT AT TGAS

Mrs Jackson

“One language sets you in a corridor for life. Two languages open every door along the way.”

Frank Smith,
Canadian linguist

LEVEL 1/2 CERTIFICATE CHILD DEVELOPMENT

WHY STUDY CHILD DEVELOPMENT?

Studying Child Development will enable students to gain knowledge, understanding and skills required to support the development of children. Students will explore the key characteristics of early childhood growth and development across the developmental areas from birth to five years. Students will be able to develop knowledge, understanding and technical skills by planning, and adapting play opportunities suitable for young children across the first five years of a child's life. Child Development suits students who have an interest in how children develop and can empathise with different people's life experiences. Child Development is the academic study of how children develop.

DESCRIPTION OF COURSE

Topics covered include:

- Pre-conception, health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child-safe environment
- Play and development from birth to five years
- The nutritional needs of children from birth to five years

HOW WILL STUDENTS BE ASSESSED

The course comprises an examined unit and two coursework elements:

Examined unit worth 40% of overall grade.

This is taught over both years 10 and 11. This paper is sat at the end of year 11. The paper comprises a mixture of multiple-choice style questions and short and long-response questions.

Non-examined unit set assignment worth 30% of overall grade

This is completed in year 10. Create a safe environment and understand the nutritional needs of children from birth to five years. The tasks for this topic changes each year but usually involves designing and room for a nursery and cooking a meal for a child.

Non-examined unit set assignment worth 30% of overall grade

This is completed in year 11. Understand the development of a child from one to five years. The tasks for this topic changes each year but usually involves planning and evaluating an activity for a child.



CAREERS LINKS

Knowledge of child development is important in a variety of occupations outside of childcare, for example, in healthcare roles such as pediatricians, psychologists, occupational therapists, and speech and language therapists. The department offers regular career experiences for a range of different disciplines.

Further information on this specification is available from the qualification website:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>

KEY CONTACT ATT GAS

Mrs Gardner-Beddoes

LEVEL 1/2 VOCATIONAL AWARD HOSPITALITY AND CATERING

WHY STUDY HOSPITALITY?

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you?

Hospitality is one of the largest global industries, covering hotels, restaurants, events, tourism, and catering. This subject will provide a strong foundation for careers in hospitality management, culinary arts, event planning, and tourism. It develops communication, teamwork, and problem-solving skills, customer service, which are valuable in almost every profession and encourage time management and organisation. The qualification also introduces concepts like budgeting, marketing, resource management and helps students understand how businesses operate in a real-world context.

DESCRIPTION OF COURSE

This qualification is made up of 2 units:

Unit 1: The Hospitality and Catering industry. Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action. Learn about the importance of nutrition and how cooking methods can impact on nutritional value. Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

HOW WILL STUDENTS BE ASSESSED

You will be assessed through a written examination and an assignment.

Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

Unit 2 will be completed an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.



CAREERS LINKS

Related career path: Chef | Pastry Chef | Baker | Barista | Restaurant Manager | Hotel Manager | Catering Manager | Events Planner | Banqueting | Conference Coordinator | Front of House Supervisor | Food & Beverage Manager | Customer Service | Guest Experience Supervisor

Further information on this specification is available from the qualification website:

https://www.eduqas.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_keydocuments

KEY CONTACT AT TGAS

Mr Jennings



BTEC TECH AWARD SPORT

PEARSON

WHY STUDY PEARSON BTEC TECH AWARD IN SPORT?

- Develop practical skills and theoretical knowledge in sport and fitness.
- Learn through real-world scenarios and applied tasks rather than purely exams.
- Gain a strong foundation for careers in sport, health, and fitness industries.
- Ideal for students who enjoy practical learning and want to explore sports science and performance.

DESCRIPTION OF COURSE

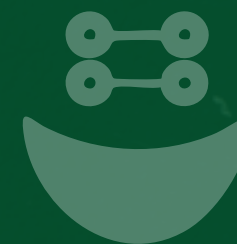
The Pearson BTEC Tech Award in Sport is designed to give students an engaging and hands-on introduction to the world of sport.

Units studied include:

- Component 1:** Preparing Participants to Take Part in Sport and Physical Activity
- Component 2:** Taking Part and Improving Other Participants' Sporting Performance
- Component 3:** Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity.

HOW WILL STUDENTS BE ASSESSED

- Components 1 & 2:** Internally assessed coursework based on practical and written tasks.
- Component 3:** Externally assessed task set and marked by Pearson. Assessment focuses on applying knowledge to real-life sporting contexts.



CAREERS LINKS

Studying this course provides a pathway into careers such as coaching, fitness training, sports development, and roles in health and leisure industries. It also supports progression to further study in sport science or related fields.

Further information on this specification is available from the qualification website:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

KEY CONTACT AT TGAS

Mr Wolverson



GCSE ART AND DESIGN

AQA

WHY STUDY ART & DESIGN?

Art & Design GCSE will provide students with a creative and exciting opportunity to explore the visual world. It will develop a number of skills that are transferable to other subject areas, as well as knowledge of different art forms, media and techniques. Students can also gain specialist skills in photography and digital technologies. During the course, students will have the opportunity to choose a project that will stretch and challenge their imagination, and they will be able to develop their ideas as well as build confidence and a sense of identity. It must be emphasised that spending time producing artwork outside lessons, including attendance in extra-curricular sessions, is an integral part of the course. Therefore, students should be passionate about this subject.

DESCRIPTION OF COURSE

Year 10 Students will explore the theme of Expressive Portraiture by investigating a range of artists selected by them. They will begin to develop personal responses, considering the influences they have drawn upon along the way. Successful projects should tell a story and have a beginning, middle and ending. Each section links and influences the next decision. This project journey will allow the students to experiment, mix materials, use a range of media and develop ideas in a personal way concluding with an ambitious, larger-scale personal response.

Year 11 Component 1: Portfolio of work 60%.

Students will select a starting point to respond to produce a body of work which will cover the following:

- Research and investigation.
- Experiment with different techniques and materials.
- Developing ideas.
- Students will have a controlled assessment window to produce an ambitious, large-scale final piece as a personal response.

Year 11 Component 2: Externally set assignment 40%.

Students will develop a body of work in response to a theme provided by the examination board. Students will choose one starting point out of the seven they are provided with. They will then have a preparatory period where they will cover all four assessment objectives, usually completed in a sketchbook. As a culmination, students will have 10 hours (2 school days) of controlled assessment time to produce an ambitious, large-scale final piece as a personal response to their chosen theme.



CAREERS LINKS

Foundation course in Art and Design, Direct entry onto BA(Hons) / Degree courses in various creative areas, Apprenticeships.

Advertising | Architect | Art Teacher | Ceramicist | Cartoonist | Costume Designer | Fashion Illustrator | Fine Artist | Illustrator | Jewellery maker | Makeup artist | Photographer | Set Design TV/ Film | App Developer | Web Designer | Gallery curator | Art critic | Video Game Designer | Court Artist

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/art-and-design>

KEY CONTACT

ATTGAS

Mrs Harvey



WHY STUDY BUSINESS?

In GCSE Business, students will look at many different businesses, ranging from small enterprises to large multinationals, throughout the course and develop transferable skills. Students will start by looking at what a business is, why people create their businesses and the skills needed. Students will also investigate how a business is run, covering the main areas of Finance, Human Resources, Marketing and Operations.

DESCRIPTION OF COURSE

During the course, students will look at specific influences on a business and the issues around running one and develop their business etiquette and presentation skills. They will find out how to manage large numbers of workers, how production lines work and how to promote their business to potential customers.

This subject is very skills based. Students will learn how to analyse by looking at business decisions from lots of different viewpoints and considering the impact on different groups. Students will also work on justifying their opinion, identifying what action they think is best for the business and being able to explain why. They will further develop their mathematical skills by analysing accounts and using financial ratios to help them make decisions on the best way forward for a business.

HOW WILL STUDENTS BE ASSESSED

There is no coursework. This qualification consists of two examinations. These consist of a mixture of shorter answer and calculation questions plus extended essay-style answers based on unseen case studies.

Paper 1: Influences of Operations and HRM on Business Activity Written examination – 50% of the GCSE.

Paper 2: Influences of Marketing and Finance on Business Activity Written examination – 50% of the GCSE.



CAREERS LINKS

No matter what job students go into after school or university, it is useful to have some business knowledge and an understanding of how businesses are run. It is also useful to be able to read and understand business accounts, understand the different payment options open to students and how the law protects people when they are at work. These are life skills for students to learn. There are many more careers and areas linked to Business.

Accountancy | Banking and Finance | Human Resources | Marketing | Customer Service Manager

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification>

KEY CONTACT
ATTGAS
Mr Fryer



GCSE CITIZENSHIP

AQA

WHY STUDY CITIZENSHIP?

Choosing to study Citizenship will provide you with the key knowledge and skills needed to play an active role in our society and better understand the systems that govern our country.

Building on the basic knowledge you obtained in your Year 7 and 8 Citizenship classes, you will explore historical and current political, social, and moral issues, developing your own point of view and challenging your perceptions of the world around you. You will debate ideas, make persuasive arguments, rationalise the viewpoints of others and justify your conclusions.

This means you will be learning about how different communities and society work, becoming knowledgeable about politics, law and the media. In addition, the key skills you will develop link closely with other subjects such as History, Geography, Sociology and Ethical Studies.

You will develop practical skills by carrying out an active citizenship project investigating an issue that interests you. You will do this by conducting research, interpreting evidence, planning and carrying out action, working with others, problem-solving, and evaluating your work. These skills are really useful as you prepare for life long after school.

DESCRIPTION OF COURSE

GCSE Citizenship covers three themes: Life in modern Britain, Rights and responsibilities and Politics and participation.

Life in modern Britain looks at our society and what it means to be British, as well as the role of the media and the UK's role internationally.

Rights and responsibilities looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements which impact the UK.

Politics and participation aims to give you, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues and bring about change.

For Paper 1 you are required to undertake an investigation into a citizenship issue of your own choice which involves research, action and reflection.

GCSE Citizenship also provides ideal preparation for A-Level studies in Politics, History and other subjects.



HOW WILL STUDENTS BE ASSESSED

You are assessed through 2 written exams each worth 50% of the final grade.

Question types multiple-choice, short answer, source-based questions, extended answer.

Paper 1:

Section A: Active citizenship (including questions based on your own investigation)

Section B: Politics and participation

Paper 2:

Section A: Life in modern Britain

Section B: Rights and responsibilities

CAREERS LINKS

Studying Citizenship will develop your ability to recognise bias, critically evaluate arguments, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

The skills and knowledge you will develop when studying Citizenship provide a sound basis for all professions. Your wide range of transferable skills will lend naturally to a career in politics, law, education, journalism, the public sector and the charity sector.

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/citizenship-studies/gcse/citizenship-studies-8100/specification>

KEY CONTACT AT TGAS
Mr Fleming

GCSE COMPUTER SCIENCE

OCR

WHY STUDY COMPUTER SCIENCE?

The Computer Science GCSE is a cutting-edge qualification designed to meet the demands of a modern and evolving computer science industry and educational sphere. Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative and inventive subject. This qualification places real emphasis on computational thinking, helping students develop the skills to solve problems and design systems. These skills will be the best preparation for students who want to go on to study Computer Science at A Level and beyond.

The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

DESCRIPTION OF COURSE

The course is comprised of two components:

Component 1: Computer Systems

The first component is focused on computer systems covering the physical elements of Computer Science and the associated theory:

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

Component 2: Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles:

- Algorithm
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages
- Integrated Development Environments



HOW WILL STUDENTS BE ASSESSED

Component 01: Computer Systems

Written examination –
80 marks 50% of the total
GCSE.

Component 02: Computational Thinking, Algorithms and Programming

Written examination –
80 marks 50% of the total
GCSE.

CAREERS LINKS

A qualification in Computer Science can lead to a wide variety of career opportunities within the field of Computing: everything from software development and systems analysis to hardware engineering, from network management to cybersecurity! The opportunities are increasing as the sector becomes more diverse.

Further information on this specification is available from the qualification website:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

KEY CONTACT AT TGAS
Mr Brown

GCSE DESIGN & TECHNOLOGY

Eduqas

WHY STUDY DESIGN & TECHNOLOGY?

The study of Design & Technology seeks to prepare students 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.

GCSE Design & Technology enables students to work creatively and apply technical and practical expertise.

The Design and Technology GCSE has no restrictions on material type, and students are encouraged to explore a variety of materials, from timbers, metals, polymers, textiles and cards. There are strong links to other GCSEs, including Maths, Art, Business Studies and Science.

DESCRIPTION OF COURSE

- **Year 10 Term 1** Flat pack furniture: Students will develop their own design, emphasising prototyping and the detailed design section of the project work. They will produce a scaled laser cut model, assembly drawings and presentation views of their design.
- **Year 10 Term 2** Theory: Design & Technology and our world.
- **Year 10 Term 3** Students will begin their NEA based on one of the three contextual briefs set by the exam board.
- **Year 11** NEA completion and theory revision. All theory topics taught throughout the GCSE will be revisited in preparation for the exam.

HOW WILL STUDENTS BE ASSESSED

Non-examined Assessment 50%

The project is based on 30 hours of work in normal lesson time plus homework tasks and is worth 50% of your final grade. Students are required to complete an online design folio and sketchbook, as well as produce a quality manufactured product that solves a problem or enhances living. There is a range of contexts to choose from, and students will be given guidance by their teacher to help them choose a suitable topic. Context examples include:

- Innovative use of smart materials
- Improving living and working spaces (environments and objects)
- Securing a sustainable future
- Promoting health and wellbeing
- Developing and communicating personal, social, and corporate identity



Examination Assessment 50%

There is one final examination that is designed to test understanding of the subject through questions based on designing and manufacturing.

CAREERS LINKS

Design & Technology is the ideal subject to choose if students wish to pursue a career in engineering, design, architecture or other creative routes. The soft skills developed (problem-solving, teamwork, independent thinking, creativity, communication) during the course are also extremely transferrable and desired for future courses or employment.

Further information on this specification is available from the qualification website:

https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments

KEY CONTACT ATTGAS

Mr Evans

WHY STUDY DRAMA?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Taking this subject enables students to create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, Drama can inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Who should I take Drama?

Those with a keen interest in performance, drama and theatre with enthusiasm for performing and creating work. Those wishing to pursue further education or a career in performance, drama or theatre. Those able to collaborate and work well with others to develop ideas for performance. Those keen to learn to articulate opinions, debate sophisticatedly and analyse and evaluate work.

What other skills will students gain?

Confidence in public speaking, communicating opinions and sharing ideas. Collaboration, building strong relationships and working as part of a team. Communication skills – interviews, phone calls, talking to members of the public, and presentations. An understanding of the wider world through an up-to-date curriculum. Developing empathy, sympathy and an understanding of others.

DESCRIPTION OF COURSE

Year 10 Develops skills in performance and theory gained during KS3.

Component 1: Devising Theatre Students work in groups to create a performance (minimum interaction of 5 mins for each actor). In addition, students will also complete: a logbook documenting their process; a portfolio of supporting evidence; and an evaluation of their final performance.

Component 3: Interpreting Theatre Students practically explore the set text of "An Inspector Calls" and develop examination and extended writing techniques. They also analyse an aspect of a live theatre production.

Year 11 Develops skills in performance and theory in preparation for the end-of-year assessments.

Component 2: Performing from a Text Students will work in groups to create two short performances from published plays (minimum interaction of 5 mins for each actor), which an external examiner will assess and moderate.



HOW WILL STUDENTS BE ASSESSED

Component 1: Devising Theatre

- Performance of up to 16 mins' duration depending on group size [10%] Spring, Year 10
- A portfolio of supporting evidence [20%]
- Evaluation of performance [10%] Summer Year 10

Component 2: Performing from a Text

- Performance up to 14 mins depending on group size [20%] Spring, Year 11

Component 3: Interpreting Theatre

- Written examination [40%] June, Year 11

CAREERS LINKS

For those wishing to pursue careers in the arts, TV, radio, teaching, politics, psychology, medicine, nursing, business, social work or indeed in public services including law. Drama is the perfect subject. Students will develop and hone many transferable skills, including communication, public speaking, team and leadership skills, organisation, collaboration and the ability to debate and share ideas with nuance.

Further information on this specification is available from the qualification website:

https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_keydocuments

KEY CONTACT AT TGAS

Mrs Scott

GCSE NUTRITION & FOOD PREPARATION

Eduqas

WHY STUDY FOOD & NUTRITION?

Food & Nutrition is a subject where students learn the principles of food science, nutrition, and healthy eating. The course structure creates a balance between practical and theoretical knowledge and understanding.

Students will develop knowledge and understanding of food's functional properties and chemical characteristics, as well as a sound knowledge of the nutritional content of food and drinks. Students will be able to understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

DESCRIPTION OF COURSE

Students will build on their practical skills and subject knowledge gained in Key Stage 3. The dishes students will prepare and cook will be more challenging and complex. Students will develop their ability to apply fundamental knowledge from nutrition principles to their practical lessons.

Topics covered include:

- Principles of Nutrition
- Science of Cooking Food
- Technological Developments
- Fruit And Vegetables
- Cereals
- Butter, Oil, Margarine, Sugar and Syrup
- Diet and Good Health
- Food Provenance
- Factors Affecting Food Choice
- Milk, Cheese and Yoghurt
- Meat, Poultry, Fish and Eggs
- Beans, Nuts, Seeds, Soya, Tofu and Mycoprotein

HOW WILL STUDENTS BE ASSESSED

Assessment 1: Written examination: 50% of the final grade.

Assessment 2: The Food Investigation Assessment, 15% of the final grade.

A scientific food investigation will assess the learner's knowledge, skills and understanding of scientific principles underlying the preparation and cooking of food.

Assessment 3: The Food Preparation Assessment, 35% of the final grade.

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding of the planning, preparation, cooking and presentation of food.

CAREERS LINKS

Related career paths:
Dietitian | Nutritionist |
Nutritional Therapist | Food
Scientist | Food Technologist
| Product Developer | Food
Quality | Hygiene Officer
| Environmental Health
Practitioner | Sports Nutrition
| Wellbeing Assistant

Further information on this
specification is available from
the qualification website:

https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments

KEY CONTACT ATTGAS

Mr Jennings

GCSE GEOGRAPHY

AQA

WHY STUDY GEOGRAPHY?

There has never been a more important time for students to study Geography. From climate change to natural disasters and Brexit to social inequality, Geography is the subject of an ever-changing and increasingly complex world. Geography is about finding patterns in the world's complexity, and we aim

to give a deep and secure knowledge of Geography so that students can start to make sense of the world. The course will deepen understanding of geographical processes, highlighting the impact of change and the interactions between people and the environment. Geography is a dynamic subject. Therefore, the course will also help students understand topical issues in the news and the world around them and provide them with transferable skills such as critical thinking, data presentation and interpretation.

DESCRIPTION OF COURSE

The GCSE is a natural progression from Key Stage 3 Geography and provides ideal preparation for A-Level studies. Students will be taught a wide variety of different topics and skills. These include:

Geographical Skills and Fieldwork

Using a range of maps, atlases, satellite images and other digital material, including Geographical Information Systems (GIS). Students will undertake fieldwork in two different environments (one on location, e.g. in a city, and one in a physical location, e.g. in a river). Previous fieldwork locations have allowed students to revise key case studies of Longbridge, Birmingham and Bewdley, Worcestershire.

Human Geography

- Urban Issues and Challenges, with an in-depth study of Rio de Janeiro, Brazil and then contrasting it with Birmingham, UK
- Changing Economic World, with the opportunity to study two countries, case studies of Nigeria and the UK
- Resource Management looks at the supply and demand of food, energy and water in the UK before expanding to look at global water issues.

Physical Geography

- Natural Hazards, including earthquakes and volcanoes, climate change and extreme weather
- The Living World, focusing on tropical rainforests and hot deserts
- Physical landscapes of the UK, focusing on rivers and coasts



HOW WILL STUDENTS BE ASSESSED

Students will be assessed through three written examinations at the end of the course.

Paper 1: Living with the physical environment – 35%

Paper 2: Challenges in the human environment – 35%

Paper 3: Geographical applications – 30%

CAREERS LINKS

Geography helps students to develop a range of skills, including communication, problem-solving, analytical, organisational and IT skills. Students will be handling data, writing reports and justifying the decisions they make. These are all important transferable skills, and this is why employers rate a GCSE in Geography highly. Students will also notice that Geography has lots of synoptic links to other subjects due to both physical and human topics being assessed.

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification>

KEY CONTACT AT TGAS
Mr Harper

WHY STUDY HISTORY?

From the discussion of female rulers in a patriarchal society to the growth of right-wing extremism. Looking at how our ideas of the causes and treatments of disease have changed over time, before considering America and Russia's relationship with other global powers, History is a subject that lends itself to asking big questions to make sense of the modern world. It provides us with vital context with which to construct arguments, discuss important issues and learn about the impact of the past on society today.

By choosing History, students are allowing themselves to discuss these political, social and moral issues – using this discussion to develop their point of view and challenge their perceptions of the world around them.

Indeed, here at TGAS, students will be exposed to various viewpoints and encouraged to develop their interpretations and opinions about the past whilst also respecting and understanding opinions different from their own.

DESCRIPTION OF COURSE

GCSE History at TGAS represents a natural progression from Key Stage 3 in terms of the development of the depth of content and mastery of skills encountered lower down the school. As a continuation of the journey students have already begun, GCSE History also provides ideal preparation for A-Level studies in history and other subjects.

The GCSE qualification is comprised of 4 topics:

- Medicine in Britain
- Early Elizabethan England
- Weimar and Nazi Germany
- Superpower relations and the Cold War

HOW WILL STUDENTS BE ASSESSED

Paper 1: Medicine in Britain – 30%

Paper 2: Early Elizabethan England and the Cold War period study – 40%

Paper 3: Weimar and Nazi Germany depth study – 30%



CAREERS LINKS

Studying History will develop your ability to think clearly and logically and research, analyse, hypothesise, argue and criticise. History is a subject which allows you to develop your writing skills, which will complement many other subjects.

History is a facilitating subject, and all the above skills are vital in all professions. This is why employers rate a GCSE in History highly. As well as the more obvious professions such as law, education and journalism, many other employers in sectors such as business, finance, management and public relations actively look for people with History qualifications.

Further information on this specification is available from the qualification website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html>

KEY CONTACT AT TGAS

Mr Richards

History is a guide
to navigation in
perilous times.
History is who we
are and why we
are the way we are.

David McCullough

GCSE MEDIA STUDIES

Eduqas

WHY STUDY MEDIA STUDIES?

The Media plays a central role in contemporary society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages it offers.

The media has real relevance and importance in our lives today, providing us with ways to communicate, forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the Media is also unquestionable.

DESCRIPTION OF COURSE

Topics in Year 10 include:

- An Introduction to the theoretical framework: media language, representations, media industries and audiences and focusing on film posters to explore how meaning is communicated.
- Advertising and Marketing (including Quality Street, This Girl Can, The Man with the Golden Gun, and No Time To Die).
- Magazines (GQ and Pride) and Newspaper Industries (The Guardian and The Sun).
- Gaming Industry (Fortnite).
- Research, planning and production of pages from a magazine.

Year 11 focuses on a depth study of the following

- Television Crime Drama (Luther: Series 1, Episode 1; The Sweeney: Series 1, Episode 1).
- Music Industry (music videos and online materials: Taylor Swift 'Bad Blood', Justin Bieber 'Freedom' and TLC 'Waterfalls').
- Radio Industry (The Archers: Full-length episode).

HOW WILL STUDENTS BE ASSESSED

Component 1: Exploring the Media

Written examination: 40% of the qualification

- Section A: Exploring Media Language and Representation
- Section B: Exploring Media Industries and Audiences

Component 2: Understanding Media Forms and Products

Written examination: 30 % of qualification



This component assesses all areas of the theoretical framework and television and music media contexts.

- Section A: Television Industry
- Section B: Music Industry (music videos and online media)

Component 3: Creating Media Products

Non-exam coursework assessment: 30 % of the qualification.

An individual media production for an intended audience in response to a choice of briefs set by Eduqas, applying knowledge and understanding of media language and representation.

CAREERS LINKS

Media industries employ large numbers of people worldwide and operate as commercial industries globally. The global nature of contemporary media, coupled with ongoing technological developments, suggests that its centrality in contemporary life can only increase in the future.

Further information on this specification is available from the qualification website:

https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments

KEY CONTACT AT TGAS

Miss Smith

GCSE SECOND MFL OPTION

AQA

WHY STUDY A SECOND MODERN FOREIGN LANGUAGE?

In addition to continuing with the language that they have been learning since Year 7, the MFL Department are pleased to be able to offer students the option to study a second modern foreign language. For example, a student who started with French in Year 7 may also decide to start Spanish or German at beginners' level in Year 10 and complete a GCSE in this language in Year 11. As students will study the language for 2 (rather than 5) years before taking the GCSE, this option is particularly suitable for keen linguists.

Why study another language?

75% of the world's population do not speak English, and over 60% of British trade is with non-English speaking countries.

Why French?

French is the official language of many of the world's organisations, such as the United Nations, NATO, UNESCO, the International Red Cross Association and numerous other international committees. Apart from English, French is the only language spoken on every continent.

Why German?

200 million people speak German worldwide, and it is the most widely spoken language in Europe. Germany is an important trading partner because it is the world's second-largest exporter, and a key economy within Europe. In the UK, German language skills are in high demand, especially in sectors such as management, sales, technology and engineering.

Why Spanish?

Spanish is a global language spoken by at least 350 million people worldwide. Spanish is spoken as a first language in 21 countries and with more than 400 million native speakers worldwide, it is the second most spoken language after Mandarin Chinese. Hispanic culture is incredibly rich and diverse, as reflected by the major contributions Spanish-speaking countries have made to the arts, architecture and literature.

DESCRIPTION OF COURSE

Our KS3 curriculum is carefully considered and sequenced to enable students to succeed in KS4. The GCSE course is divided into three key themes which are the same regardless of the language studied:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Through these three themes students will develop an understanding of the language in a variety of contexts, the ability to communicate effectively in the language, knowledge of important vocabulary and grammatical structures and an insight into the culture(s) of the target language-speaking countries.



HOW WILL STUDENTS BE ASSESSED

This is a linear course and students are assessed at the end of Year 11 through examinations. Students will sit four papers (listening, speaking, reading and writing), all of which have an equal weighting of 25% in the final GCSE grade.

CAREERS LINKS

Students who study one or more modern foreign languages possess a unique skill highly regarded by universities and businesses. A GCSE in French, German or Spanish can lead to careers in a wide variety of sectors, including international relations, teaching, law, interpreting, journalism, commerce and science.

Further information on this specification is available from the qualification website:

French: <https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

German: <https://www.aqa.org.uk/subjects/german/gcse/german-8662/specification>

Spanish: <https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

KEY CONTACT AT TGAS

Mrs Jackson

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."
Nelson Mandela

WHY STUDY MUSIC?

Music is the universal language that unlocks our emotions and is a central part of world culture.

By studying Music, students will learn the key concepts and ideas that allow composers to manipulate our emotions and give meaning to abstract concepts of melody and rhythm. Students will become performing musicians, understanding their instrument or voice at a deeper level. They will also learn to compose, putting their ideas and themes into original pieces. Music is more than just studying dots on a page: we take an in-depth look at historical and cultural context, developing strong analytical skills that can be applied to a wide range of disciplines.

DESCRIPTION OF COURSE

Students will learn about Music from four areas of study:

- Musical Forms and Devices
- Music for Ensembles
- Film Music
- Popular Music

There are two set works to be studied. Typical class activities include performing new music as a class, short composition tasks using computers, analysing unfamiliar music and music theory learning games and exercises.

HOW WILL STUDENTS BE ASSESSED

Component 1: Performing 30%

Students will perform two or more pieces lasting for a combined 4-6 minutes on their instrument/voice in a solo and ensemble performance, recorded in Year 11. The standard level for performance is Grade 3. However, students can perform pieces above or below this level with an accompanying mark boost/cap.

Component 2: Composing 30%

Students will compose two pieces of music, lasting a combined 3-4 minutes, one to a brief set by Eduqas and one to a free brief of their choice. Students will compose their free choice composition in Year 10 and the Eduqas brief composition in Year 11. Compositions will either be composed using Garage band, Logic or Sibelius.



Component 3: Appraising 40%

Students will complete a listening examination based on the four areas of study and the two set works. 8 questions are testing theoretical understanding, of which 6 are based on unfamiliar listening.

CAREERS LINKS

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

Further information on this specification is available from the qualification website:

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

KEY CONTACT ATTGAS

Mr Robson



GCSE PHOTOGRAPHY

AQA

WHY STUDY PHOTOGRAPHY?

GCSE Photography offers a unique opportunity to explore a wide range of skills and techniques, using a range of photography methods and creative techniques. This will include digital and hand manipulation methods, drawing and experimental processes when developing and producing work. It must be emphasised that spending time producing work outside lessons, including attendance in extra-curricular sessions, is an integral part of the course. Students should be passionate about this subject.

DESCRIPTION OF COURSE

Year 10 Compositional Techniques and Manual settings Term 1: Students will explore Digital SLR cameras and manual techniques. Students are encouraged to apply creative, analytical and critical thinking and problem-solving to visually communicate ideas through Photography. Students will develop critical analyses of artists' work, helping to develop their ideas through reaction, practical application and written reflections, looking at a range of contemporary photographers.

Students will learn about various photographic media, techniques and processes, including hands-on experimentation and lighting in our studio and use computers for Photoshop and digital media, utilising these techniques and equipment to make brilliant images.

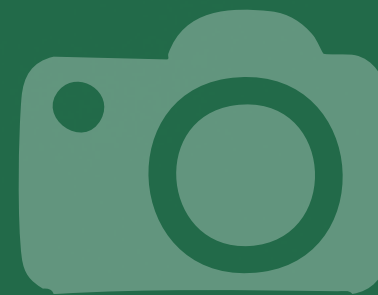
Year 10 Term 2 'In the Style Of' Supplementary GCSE project: Students will learn how to navigate Photoshop and use different editing techniques to replicate Artists styles. Students will then combine their own images and the techniques learnt to produce their own creative imagery.

Year 10 Term 3: Component 1: Portfolio of work 60%. 'Illusions'. Taking inspiration from a range of Photographers and developing personal responses to their work using the skills acquired in Term one. This will be the foundation of the coursework project.

Year 11 Component 1: Portfolio of work 60%. Students will use the title 'Illusions' select a starting point to respond to produce a body of work which will cover the following:

- Research and investigation
- Students will have a controlled assessment
- Experiment with different techniques and materials window to produce an ambitious, large-scale
- Developing ideas final piece as a personal response.

Year 11 Component 2: Externally set assignment (Exam Unit) 40%. Students will develop an Exam Unit body of work in response to a theme provided on an exam paper by AQA. Ideas will be informed by an understanding of their research and context. Students will develop and refine their ideas through experimentation, using a range of relevant resources, media and material.



HOW WILL STUDENTS BE ASSESSED

Component 1: Portfolio of work 60%. This is made up of a selection of thematic projects and workshops the students complete over the course. This usually consists of a minimum of two sketchbooks (digital or practical) and final pieces that accompany the work.

Component 2: Externally set assignment 40%. Students will develop a body of work in response to a theme provided by the examination board. Students will choose one starting point out of the seven they are provided with. They will then have a preparatory period where they will cover all four assessment objectives, usually completed in a sketchbook.

As a culmination, students will have 10 hours (2 school days) of controlled assessment time to produce an ambitious, large-scale final piece as a personal response to their chosen theme.

CAREERS LINKS

Photography has many career links and opportunities in today's ever-changing society. The course would benefit students interested in a career in; media, the film industry, journalism, sports photography, medical photography, theatre design, fashion and interior design, to name a few.

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

KEY CONTACT AT TGAS

Mrs Harvey



GCSE PHYSICAL EDUCATION

OCR

WHY STUDY PHYSICAL EDUCATION?

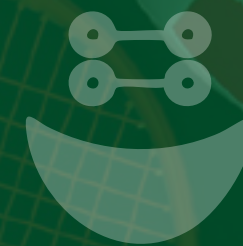
Is GCSE PE for your child? **Yes if...**

- If they enjoy playing and regularly participate in sports inside and/or outside the Academy.
- If they have three strong sports and are participating in at least one of them outside of the Academy.
- If they enjoy learning about the mind and how it can affect performance.
- If they are happy to perform in front of others.
- If they are willing to practise their sport by regularly attending wider-curricular activities.
- If they enjoy biology and learning about the body and what the effects of exercise.
- If they enjoy learning about the media and its influence on perception of sport.
- If they enjoy learning about the controversial issues surrounding performance-enhancing drugs and how to optimise performance.

DESCRIPTION OF COURSE

Students will develop their knowledge, understanding and skills in five key topics which are:

- **Applied anatomy and physiology:** this is to do with the body and how it moves during exercise.
- **Physical training:** this is to do with the requirements on your body when you train.
- **Socio-cultural influences:** this is to do with factors that may impact why you participate in sport.
- **Sports psychology:** this is to do with a mind and how it can impact our performance.
- **Health, fitness and well-being:** this is to do with how our lifestyle choices can impact performance.



HOW WILL STUDENTS BE ASSESSED

Controlled Assessment 40%

This will include an internal assessment and external moderation of practical ability in three different sports, together with an evaluating and analysing performance task in a sport of their choice. In this course section, students will either need to select two individual sports and one team sport or vice-versa from the list provided by OCR.

Theoretical Assessment 60%

This will involve two written examinations covering the topics mentioned above.

CAREERS LINKS

It leads directly to A-Level PE.

Sports Therapy | Sport Psychology | Sports Nutritionist | Physiotherapy | Coaching and Officiating | Sports Journalism | Sports Marketing and Media | Teaching

Further information on this specification is available from the qualification website:

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

KEY CONTACT AT TGAS

Mr Wolverson

GCSE PSYCHOLOGY

AQA

WHY STUDY PSYCHOLOGY?

Psychology is an exciting subject covering content relevant to everyday life. GCSE Psychology is the scientific study of the mind and behaviour and this course will give you a sound understanding of topics in psychology at an introductory level.

DESCRIPTION OF COURSE

Years 10 and 11 – GCSE Psychology (AQA)

The topics students will study include:

- **Development:** Early brain development in the womb focuses on high-level scientific neural structures in the womb. Looking at the reasons behind the development of children. Study psychologists are revolutionising teaching, Carol Dweck and the growth mindset.
- **Memory:** This includes theories of how our memory works and the differences between short and long-term memory. Memory gives you new and innovative revision strategies to bolster your GCSE exam practice. We also study eyewitness testimony and how people can be given false memories in unforgiving circumstances.
- **Brain and Neuropsychology:** Delve into the complexities of the human brain, not just its functions and brain scanning, but what can go wrong when neurological damage is sustained, ranging from stroke to concussion from the sport.
- **Perception:** From sensory deprivation torture studies to optical illusions. Perception is how we experience the world, and we will be looking at how to manipulate the viewpoint of others.
- **Psychological Problems:** From the coldest isolation of depression to the hot flashes of bipolar, all the way to the gutter of addiction, covering explanations and the therapies used to treat them.
- **Social Influence:** This topic includes areas of study such as conformity and the factors that turn everyday people into people who have committed the most villainous crimes. Mob behaviours and why we riot. Obedience to the law and people in powerful positions, but also how situations can lead to good outcomes in Pro-social Psychology.
- **Language, Thought and Communication:** Ever wonder why we talk the way we do? Interested in how animals communicate (from dolphins to bees)? This topic takes us through various communication styles, from evolution to emoticons (emojis).
- **Research Methods:** Understanding how psychologists conduct scientific investigations.



As the topics above suggest, Psychology is a subject for anyone interested in people and their behaviour. Psychology is a blend of scientific practice, social science, human intuition, and mathematical content. In Psychology, students will learn about relevant research and theories and develop their ability to analyse, evaluate, think critically, conduct investigations and write reports. The GCSE is also a strong basis for progression to A Level.

HOW WILL STUDENTS BE ASSESSED

There is no coursework in the GCSE Psychology course.

There will be two examinations:

1 hour 30 minutes each, both taken at the end of year 11

CAREERS LINKS

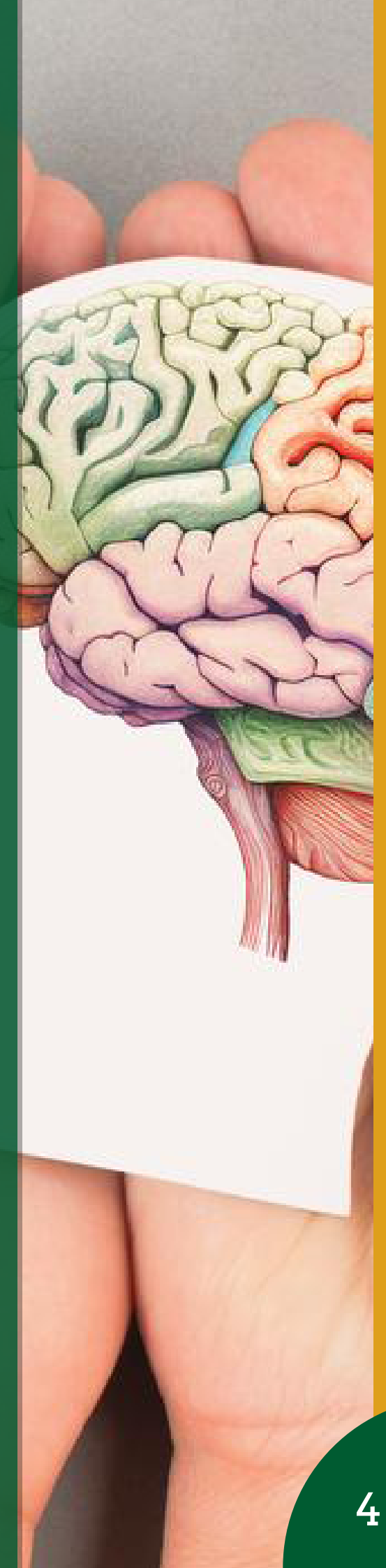
The above mentioned skills are transferable and relevant to any career or further study. Psychology is both relevant and useful for any career that involves other people. This would include a psychologist (clinical or educational), the education sector, business, research, sport, health and social care, public services, marketing, public relations, management and human resources.

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

KEY CONTACT AT TGAS

Mr Balloo



GCSE RELIGIOUS EDUCATION

Edexcel

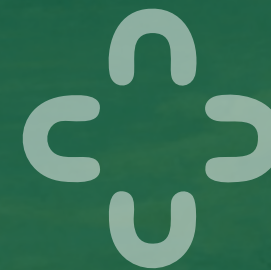
WHY STUDY RELIGIOUS EDUCATION?

Religious Education will develop students' ability to analyse, evaluate, and think critically. The GCSE is also seen as a strong basis for progression to A-level Philosophy which is highly regarded As A level by many universities. Religious Education is a subject for anyone interested in people and their behaviour and moral dilemmas or issues. Indeed Philosophy (which is part of the RE course), Politics and Economics degrees are held by many of the key decision-makers in the country.

DESCRIPTION OF COURSE

The topics students will study include:

- **Christian Beliefs and Practices** This topic will look at the origins and explanations for the core beliefs of Christianity, including the belief in the Trinity, the life and lessons of Jesus, the role of the Bible, the sacraments, the difference between Catholicism and Protestantism and the role of prayer, pilgrimage etc.
- **Marriage and the family** This includes debate and analysis of key issues surrounding the family and society, including reasons for the rising trends in divorce and changing attitudes towards alternative family types. Questions such as, "is homosexuality a sin?", "Should people be allowed to divorce?" and "is marriage a sacrament?"
- **Matters of life and death** This will study all stages of life from the very beginnings of life at conception to the end of life through analysing questions such as "Is abortion acceptable?", "Should assisted euthanasia to be legalised?" and "At what point does a life begin and end?"
- **Muslim Beliefs and Practices** This topic will look at the core beliefs of Islam and the Sunni and Shi'a perspectives, including the articles of faith and the roots of Usul ad-Din. We will look at the role of holy books, angels, prophets etc. We will also examine the way these beliefs manifest in practice, including an in-depth examination of the five pillars and a comparison of these to the 10 obligatory acts.
- **Crime and Punishment** This unit includes an examination of the causes and consequences of acts of crime from ethical, religious, non-religious and humanist perspectives. This includes aspects such as the aims of punishment, the effectiveness of punishment, the role of reformation, issues surrounding the death penalty, corporal punishment, Shari'ah law and if we should even punish criminals.
- **Peace and Conflict** From the causes of terrorism and radicalisation to the impact of modern conflicts on societies and causes of war, this topic enables lots of topical applications to current issues in the world. Diverse figures will be discussed, from conscientious objectors such as Muhammed Ali to world leaders and their impact on peace and conflict, such as Donald Trump.



HOW WILL STUDENTS BE ASSESSED

Two examinations will include a combination of short and long answer questions.

Paper 1B: Christianity and Ethics

Paper 2C: Islam, Peace and Conflict

CAREERS LINKS

Religious Education is relevant and useful for any career involving other people.

Public Services | The Education Sector | Management and Human Resources | Medicine (due to the ethical components in medicine courses) | Journalism | Politics | Research | Health and Social Care

Further information on this specification is available from the qualification website:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>

KEY CONTACT AT TGAS

Mrs Lowe



GCSE SCIENCE

AQA

Students can take the **SCIENCE TRILOGY** pathway or the **SEPARATE SCIENCES** pathway.

The Science Trilogy pathway is worth two GCSEs, and students can choose a further three options from this booklet, whereas the Separate Sciences pathway is three separately graded GCSEs, and therefore students can choose a further two options from this booklet.

Both pathways involve the study of **Biology, Chemistry and Physics**, and both pathways enable students to proceed to the study of Science at A level.

Either pathway will provide a challenge for students to tackle difficult scientific concepts and develop problem-solving skills. Students will need to unpick different applications of concepts and create their models for understanding.

AIMS OF THE SUBJECT:

- To stimulate curiosity, interest and enjoyment in science;
- To develop scientific understanding through practical techniques;
- To develop an understanding of 'how science works';
- To understand the importance of science in the real world;
- To explore social and ethical scientific considerations.



SCIENCE TRILOGY

This course covers all the essential knowledge students need to understand the world around them. Topics include chemical reactions, electricity in the home, radioactivity, the Earth's atmosphere, preventing and treating disease and many more. This route contains 21 required practicals that students must complete over Key Stage 4 which will be part of the final examinations. Additional practical work will also be conducted to enhance students' learning in the classroom.

This pathway will not only allow students to develop a range of transferable skills but also adequately prepare them for further study at A Level. This route will build on the scientific techniques learnt at Key Stage 3 to develop students who can complete practical work to a high standard independently.

HOW WILL STUDENTS BE ASSESSED

There are six papers:

- **Two Biology**
- **Two Chemistry**
- **Two Physics.**

Each of the papers will assess knowledge and understanding from distinct topic areas.

At the end of Year 11 students will be assessed through two written papers in each of the three subjects. **Each paper will be 1 hour 15 minutes and contribute to 16.7% of their overall result. 15% of questions on each paper are directly related to required practicals.** These papers will include multiple choice, short answer, longer written response, and calculations. Students will be awarded a paired GCSE grade for Science Trilogy based on their overall score in all examinations.



SEPARATE SCIENCES

AQA

This route is for students who are incredibly passionate about Science. Students will explore all the same content that the Science Trilogy route offers but with additional topics such as nanotechnology, space and genetics. This route will build on the scientific techniques learnt at Key Stage 3 to develop students who can complete practical work to a high standard independently. This route contains 28 required practicals that students must complete over Key Stage 4 which will be part of the final examinations. Additional practical work will also be conducted to enhance students' learning in the classroom. This course would benefit students considering careers in scientific fields; engineering, architecture, medicine, dentistry, veterinary science, pharmacy and many others.

HOW WILL STUDENTS BE ASSESSED

There are six papers:

- **Two Biology**
- **Two Chemistry**
- **Two Physics.**

Each of the papers will assess knowledge and understanding from distinct topic areas.

At the end of Year 11 students will be assessed through two written exam papers in each of the three subjects.

Each paper will be 1 hour 45 minutes and contribute to 50% of their overall result. 15% of questions on each piece are directly related to required practicals.

These papers will include multiple choice, short answer, longer written response and calculations.

Students will be provided with some of the formulae in the examinations however they will also be expected to learn a number of them. Students following the Separate Sciences pathway will receive a separate GCSE grade for Biology, Chemistry and Physics.

CAREERS LINKS

Science helps students develop various skills, including communication, problem-solving, analytical, organisational and IT skills. These are all important transferable skills. Both GCSE courses allow for further study at A Level.

Here are some examples of careers you could consider with a Science qualification:

- **Physics**
 - Nuclear medicine
 - Metrology
 - Imaging
 - Biomechanics
 - Chemical Engineering
- **Biology**
 - Medicine
 - Dentistry
 - Veterinary Science
 - Pharmacy
 - Sport Science
- **Chemistry**
 - Medicine
 - Dentistry
 - Veterinary Science
 - Pharmacy
 - Forensics

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/science>

KEY CONTACT AT TGAS

Mr Tubb

WHY STUDY SOCIOLOGY?

GCSE Sociology is an increasingly popular subject which offers students an opportunity to develop an understanding of many topical issues in society, including the balance of power between men and women, the impact that the media has on our lives and explanations of criminal and deviant behaviours. Students will gain a wider understanding of the world during the course, including contemporary social and political debates. It will also develop many transferable skills, such as thinking critically, evaluating and applying knowledge, and writing persuasively.

Sociology is an interesting and exciting subject which provides a well-respected GCSE for people who want to pursue work in law, politics, public relations, teaching, business, human resources and management, public services and many other careers. Sociology suits students who are curious about the world.

DESCRIPTION OF COURSE

This will look at different approaches to viewing society, from the ideas of Karl Marx to Feminists. It will analyse the impact that class, gender, culture, ethnicity, and other factors, such as the media, have on individuals and society.

- **Crime and Deviance:** Delve into the causes of criminal behaviours. This topic will consider the explanations for criminal acts and analyse topical issues such as how criminals should be punished, institutional racism and how the media portrays different types of crimes, such as crimes committed by the working class and middle class.
- **Education:** This topic explores differing views on the role of education, from feminist views, which suggest education reinforces gender inequalities, to Functionalist views, which see education as a key agent of socialisation. This topic will enable students to debate questions such as, "Why are girls outperforming boys at GCSE?", "Can money buy a better education?" and "Why do people fail or succeed in education?".
- **Social Stratification:** This topic will look at how class, ethnicity, age, and gender affect people's life chances. This topic will examine questions such as "What is poverty?", "Does social class still matter?", "Why is there a gender pay gap?", "Why are people in the UK using foodbanks?" and "Is there an underclass who causes their inequality?". These will be examined by looking at official statistics and explanations such as Feminism, New Right and Marxism.
- **Families and Households:** This includes debate and analysis of key family and society issues, including reasons for the changing attitudes towards alternative family types, how families differ in other countries, rising trends in divorce rates and different sociological views of society.



- **Research Methods:** This will enable students to see how sociologists conduct research by analysing different methods, such as using official statistics to study crime rates or undercover observations to investigate anti-school subcultures in education.

HOW WILL STUDENTS BE ASSESSED

There is no coursework in the GCSE Sociology course. Students will follow the AQA specification and take two examinations, each equally weighted and lasting 1 hour 45 minutes at the end of Year 11.

Paper 1: The sociology of families and education (50%)

Paper 2: The sociology of crime and deviance and social stratification (50%)

CAREERS LINKS

There are many careers linked to sociological pathways. Analysis and critical thinking skills provide a sound foundation for many careers. Public sector, social services, police, and criminal justice professions, as well as journalism and marketing. Sociology leads to a depth of knowledge of the society in which we live, arguably valuable for any future career. Careers links are regularly made within lessons and as homework research projects. In previous years students have had careers talks from the police and visited the Crown Court.

Further information on this specification is available from the qualification website:

<https://www.aqa.org.uk/subjects/sociology>

KEY CONTACT AT TGAS

Miss Mortimer

Choices	We will do our best to accommodate student choices, but students need reserve choices in case we cannot give them their first preference.
Choice 1	History or Geography ☐ History ☐ Geography
Choice 2	To be ranked in order of preference ☐ MFL GCSE (French / German / Spanish) ☐ Level 1/2 Certificate in Child Development ☐ Level 1/2 Certificate in Hospitality and Catering ☐ Pearson BTec Tech Award in Sport
Choice 3	Sciences ☐ Science Trilogy ☐ Separate Sciences
Choice 4	Option subjects Rank four option subjects in order of preference. Two of these subjects will be studied by students studying Science Trilogy and One by those studying Separate Sciences.





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