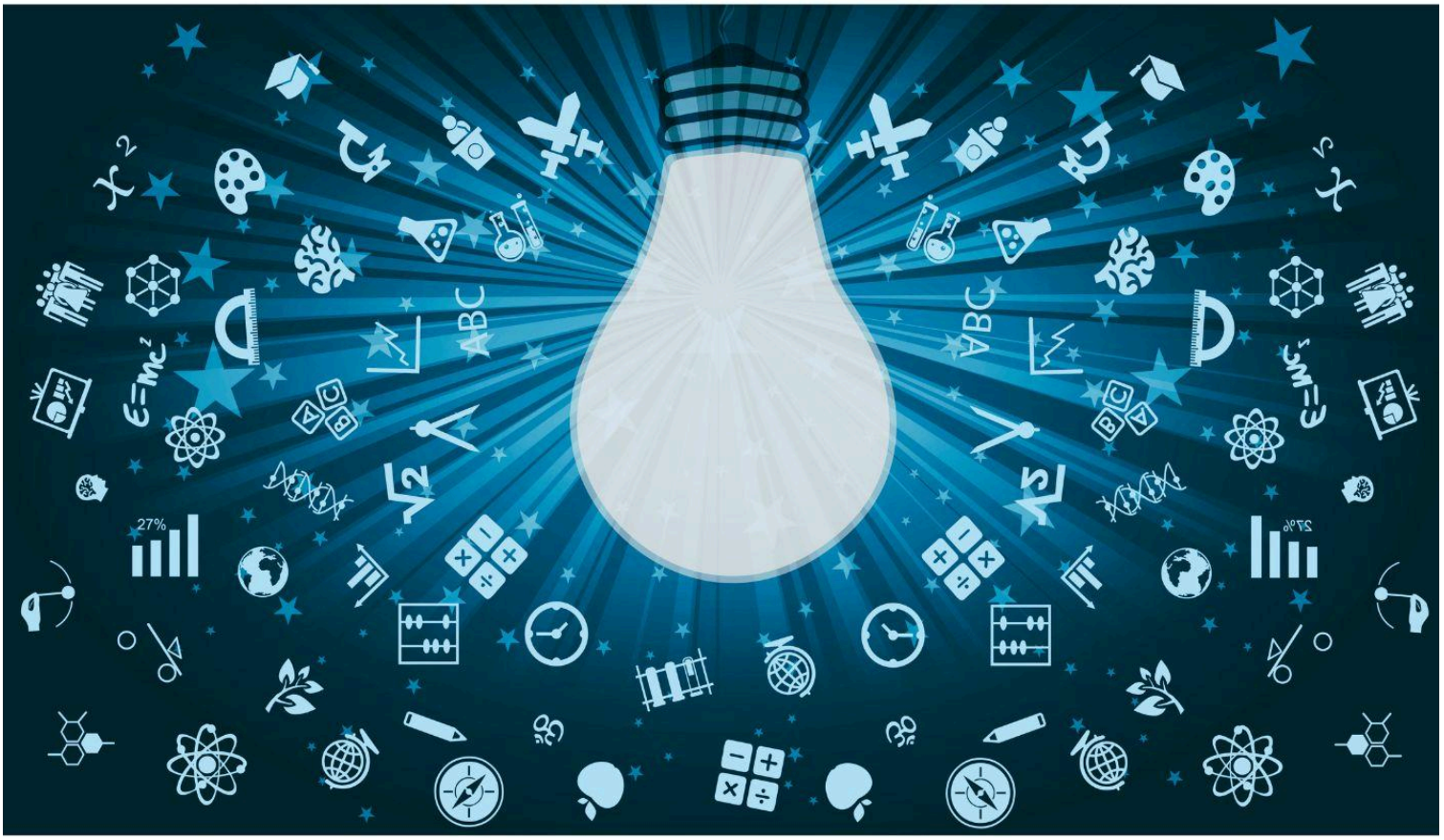
KEY STAGE 4 LEARNING GUIDE

2026-2027



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Please note: the details in this booklet are correct at the time of publication and may be subject to change. If you have any queries please contact your child's subject teacher in the first instance.

English Language/English Literature

Subject Leader: Teacher S. Hone

Key Stage 4 Curriculum Leader (Year 10): Ms P. Richarson (p.richardson@cncs.co.uk)

Key Stage 4 Curriculum Leader (Year 11): Ms L. Bruen (l.bruen@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE (9-1) English Language 8700 / English Literature 8702

Topics Covered Year 10: 2026-2027

Autumn Term:
During the first part of this term students will be undertaking an 'Introduction to GCSE English language and literature' unit. Students will be taught the various reading and writing skills (that cross over between the GCSE components) that will support them with their success in GCSE English. Students will have a chance to experience, read and engage in genres from all over the world and in different eras. In preparation for English Literature paper 2, students will also begin to study the anthology of poems from the ***Power and Conflict*** cluster of poetry and apply the skills they learn in the first part of the term to the poems.

During the second half of the term students will be studying a 19th century novel in preparation for English Literature Paper 1; this year the text will be ***A Christmas Carol*** for all students.

Alongside these components, students will be developing their skills for English Language Paper 1 Section B – Creative Writing. The examination will be a choice of narrative and/or descriptive writing from an image so skills for both possibilities will be covered.

By the end of term, students will have completed an in-class assessment for both *A Christmas Carol* (extract) question and Creative Writing (option of narrative and/or descriptive) task.

Spring Term:
During this term students will continue to focus on preparations for English Literature Paper 1 with the study of a Shakespearean play. This year the text for all students is ***Macbeth***. This will also culminate in an exam-style assessment using an unseen passage from the play. There will also be an opportunity to attend a performance and workshop of Macbeth (in-school) during February – please keep your eye out for posters and advertisements!

Again, students will continue to develop their skills for the English Language Paper 1: Creative Reading, alongside their work on Literature. This term focuses on Section A: Comprehension of one fiction text (usually 20th century).

During this term they will begin to prepare and revise for a formal pre-public examination for English Language Paper 1 in the summer term.

Summer Term:
In order to prepare for English Literature Paper 2, students will complete their study of their poetry anthology ***'Power and Conflict'***. The anthology is provided by the AQA Awarding Body. Students will complete an in-class pre-public examination comparing two of these poems during this term.

Alongside this, students will begin preparing for English Language Paper 2 by focusing on persuasive writing skills (including speeches, articles, debate writing etc). This also supports the undertaking of a ***Spoken Language*** presentation that each student is required to give on a subject of choice. This assessment is a formal part of their GCSE, but does not hold any weighting – however, it is a mandatory task which validates their English Language GCSE. The presentation is scored as a Pass, Merit or Distinction.

During this term they will complete a formal pre-public examination for English Language Paper 1 and study the reading and writing skills needed for this paper alongside ways to revise and prepare for the PPE and therefore the real exam the following year.

Topics Covered Year 11: 2026-2027

Autumn Term:
All students will study the play ***An Inspector Calls*** which is a component of the Literature Paper 2 examination alongside the poetry.

This term will also focus on consolidating skills for English Language Paper 2: 'Viewpoints and Perspectives'. Tasks include comparing 19th and 20th century non-fiction extracts and developing unseen analysis skills.

Students will also complete one formal pre-public examination on English Language Paper 2 during this term.

Spring Term:
Students will study any remaining poems from the anthology and undertake more timed practice of comparing unseen poems for English Literature paper 2.

Early in the term students will complete one formal pre-public examination on English Literature Paper 2, covering An Inspector Calls and Poetry (both taught and unseen).

We will continue this term focusing on the revision for both their 19th century novel and Shakespearean play which will feature as a walking-talking mock during this term. This will involve undertaking practice examination questions and revising key quotes and themes.

Skills for each Language examination will be covered during this time; reading comprehension of 19th, 20th and 21st century fiction and non-fiction extracts, creating writing and non-fiction writing. With walking-talking mocks and online revision sessions to support active revision.

Summer Term:
Final revision and practice for the final English examinations – JUNE 2027 entry:

LITERATURE PAPER 1 (1 hour 45 minutes)
Shakespeare and 19th Century Novel
64 marks – 40% of the Literature grade

LITERATURE PAPER 2 (2 hours 15 minutes)
Modern text and Poetry including comparison of two unseen poems
96 marks – 60% of the Literature grade

LANGUAGE PAPER 1 (1 hour 45 minutes)
Section A: Reading – Creative Reading
Comprehension of one Literature fiction text (usually 20th century)
Section B: Writing (description and/or narrative writing)
80 marks – 50% of the Language grade
LANGUAGE PAPER 2 (1 hour 45 minutes)
Section A: Reading - Writer's viewpoints and perspectives
Comprehension and comparison of two non-fiction texts (usually 19th and 21st century)
Section B: Writing to explain/describe
80 marks – 50% of the Language grade

Homework Tasks:
In Year 10, homework is set every Monday week A via their Google Classroom. We reframe homework in Year 10 to be called revision. Every two weeks students will receive three tasks that are suitable for all abilities. All of these tasks are designed to support our students with their revision and give them manageable revision tasks spread out over the whole of the year. These tasks include: using notes from class to create flashcards, writing sample paragraphs, watching revision videos to support further understanding of class work, creating revision posters/maps for their Year 11 revision.

In Year 11, homework focuses on past papers and planning skills as well as preparing revision materials for themselves. This could include reading extracts and annotating in preparation for lessons;

involve short exam-style practice questions; research and reading a variety of texts linked to the main texts being studied and independent revision for in-class and formal pre-public examinations.

We are continuing to use homework and revision support in the form of past papers, skill specific tasks and quizzes to revise all papers via Google Classroom. Please ensure that your child also has access to their whole year group Google Classroom revision entitled 'AQA GCSE English Revision' where Ms Bruen will communicate with your child about revision resources and events, and to access a centrally located place to find CNCS recommended English language and literature revision resources.

Regularity of Homework:
There will be regular fortnightly homework set through Google Classroom.

Revision tips/useful website details for parents/carers:

- Encourage your son/daughter to read a variety of fiction and non-fiction texts.
  - The Week Junior or Adult edition is an excellent non-fiction magazine
  - Weekly newspapers (ideally broadsheets – Sunday editions are helpful as they usually come with magazines and a variety of supplements that show varied topics)
  - Short stories from a variety of genres and times (19th–21st century)
  - Keeping aware of the news and world around us by discussing with your child about what is happening in the world, it can be incredibly useful in understanding context
- Encourage your child to practise speaking aloud their written work. This is called 'Talk for Writing' which helps to maximise their goals.
- Ensure your child has a full understanding of the studied texts - watch the film versions.
- We have created our own revision resources which are saved on Google Classroom - these include complete booklets of past papers and support guides.
- Outside the English office we stock past papers and knowledge organisers that students should use throughout the year and in preparation for the PPE and exams.
- CGP revision books are the best for the AQA course, they are not essential but if you wish to purchase we recommend:
  - New GCSE Text Guide Workbook for Macbeth, A Christmas Carol and An Inspector Calls (You could also purchase the Study Guide, but the above is more practical)
  - New GCSE Power and Conflict Poetry Guide
  - New GCSE English Language Complete Revision & Practice
- Resources on Google Classroom are also available for students who wish to extend their learning so they can reach Grade 7 or above.
- Please also regularly check Google Classroom for updated resources, at home revision and other support for all examinations.

Mathematics

Subject Leader: Mr J. Smith

KS4 Curriculum Leader: Mr H. Salter (h.salter@cncs.co.uk)

Specification: GCSE (9-1) Mathematics GCSE Linear (1MA1)

Awarding Body: EDEXCEL

GCSE Mathematics

- The aims of the GCSE Mathematics specification are:
  - To develop fluent knowledge, skills and understanding of mathematical methods and concepts
  - To acquire, select and apply mathematical techniques to solve problems
  - To reason mathematically, make deductions and inferences, and draw conclusions
  - To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context
- The GCSE Mathematics syllabus builds on the work students have done in Years 7-9 and covers these six key areas;
  1. Number
  2. Algebra
  3. Ratio, proportion and rates of change
  4. Geometry and measures
  5. Probability
  6. Statistics
- At the end of the course students will sit three papers (each paper 1 hour 30 minutes); one without a calculator and two with a calculator.
- The grading structure, from grade 9 to 1, replaces the old A* to G grading scale. 9 is the very highest grade and 1 the lowest. A GCSE grade C is equivalent to a 4. *Foundation (grades 1-5) / Higher (grades 4-9)*
- Students will be required to memorise formulae as fewer formulae will be provided to students in examinations.

Topics Covered Year 10: 2026-2027

Autumn Term
During the autumn term students will study the following topics: Algebra, Compound measures and Area and Volume.

Spring Term
During the spring term students will study the following topics: Ratio and proportion, Number, percentages and Indices.

Summer Term
During the summer term students will study the following topics: Probability, Venn diagrams and Data Handling.

Students will sit a full set of pre-public examinations in July.

Topics Covered Year 11: 2026-2027

Autumn Term
During this term many of the topics from Year 10 will be revisited and extended appropriately. The emphasis will be on a detailed revision programme and the application of knowledge to a wider variety of questions and problems. This culminates in the pre-public examination towards the end of the term.

Spring Term
Following the pre-public examination teachers will concentrate on the topic areas in which students showed weaknesses – this will be focusing on the whole class as well as individual needs. Students will be given past papers to work on both in class and at home.

Summer Term
The work of these final few weeks is focused specifically on examination question practice.

Percentage: Examination: 100%
Paper 1: Non-calculator (33.3% of qualification) - 1 hour 30 minutes
Paper 2: Calculator (33.3% of qualification) - 1 hour 30 minutes
Paper 3: Calculator (33.3% of qualification) - 1 hour 30 minutes

Homework Tasks:
Students are expected to complete 1-2 hours of independent maths at home per week. This will primarily be using an online platform called Sparx Maths. Students are expected to use their independent workbook to write their working out and answers to questions and this book will be checked in class. Sparx Maths is designed so that students get 100% and the questions are tailored towards each individual student. It has video support so we expect students to try this first before flagging questions to their teacher. Parents/carers will be informed of progress on Sparx as well as any missed deadlines. In order to support students with their homework, any student is welcome to come to Sparx Club every lunchtime in MF3.

In addition to this, in Year 11, students will use past papers as part of their homework. They will build up to completing one paper per week by the Easter of Year 11.

Revision tips/useful website details for parents/carers:
- Ensure students have a scientific calculator with them for all mathematics lessons, such as the CASIO FX-85GTPlus which is permitted for use in public examinations. If your child is looking to go on to do A-level Maths then the Numworks is a good choice of calculator.

Religious Education

Subject Leader: Miss C. McManus

Key Stage 4 Curriculum Leader: Mr M. Thompson (m.thompson@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE (9-1) Religious Studies B 8063

GCSE Religious Education builds on the skills that have been taught throughout Key Stage 3 and a thorough grounding in these skills will help students to do well in this examination.

There are three component parts to the GCSE course which will be examined in two papers in the summer of 2027:

Paper 1: Component 1 - Catholic Christianity. There are four sets of questions that will need to be answered. There is no free choice of questions. There are five questions in each set of questions.

Paper 2: Component 2 - Study of Islam (25% of qualification) and Component 3 - Religious and ethical study of 'Rights and Responsibilities' and 'War and Peace' (25% of qualification). The structure of the examination is the same as Paper 1.

Topics covered in Year 10: 2026-2027

1. Theme C: Human Rights (Component 3)
2. Creation (Component 1)
3. Incarnation (Component 1)
4. The Triune God (Component 1)
5. Redemption (Component 1)
6. Islam: Beliefs and teachings (Component 2)

Topics covered in Year 11: 2026-2027

7. Islam: Practices (Component 2)
8. Theme B: Peace and Conflict (Component 3)
9. Kingdom of God (Component 1)
10. Eschatology (Component 1)

Percentage: Examination 100%
Paper 1: Catholic Christianity - written examination: 1 hour 45 minutes (50% of qualification)
Paper 2: Perspectives on Faith - written examination: 1 hour 45 minutes (50% of qualification)

Homework Tasks:
Homework tasks will be a combination of knowledge quizzes on Google Classroom, revision for regular key term tests and essay planning. In the run up to assessments students will be provided with question booklets of potential exam questions to work through that cover the whole course.

Regularity of Homework:
Fortnightly.

Revision tips/useful website details for parents/carers:

- All lesson powerpoints, course booklets, learning checklists and knowledge organisers are uploaded onto Google Classroom.
- We recommend that all students purchase a revision book which is useful as a tool for additional understanding during the course and as a final revision book. (Students do not need to study Judaism and Theme A which are also included in the revision book)
  ISBN 9780-0-19-842287-7 Oxford University Press - AQA Revision Guide - Religious studies B

Science

Subject Leader: Miss I. Peel

KS4 Curriculum Leader: Teacher M. Kerrigan

Awarding Body: AQA

Specification: GCSE (9-1) / most students will follow Combined Science: Trilogy (8464)

Triple Science students will follow: Biology (8461), Chemistry (8462) and Physics (8463)

Topics Covered Year 10: 2026-2027

Autumn Term:
Biology: The digestive system and enzymes, Plant tissues, organs and systems
Chemistry: Atomic structure and the periodic table, Bonding structure and properties of matter, Quantitative chemistry
Physics: Energy and momentum, Thermal physics and gases, Pressure in gases

Spring Term:
Biology: Photosynthesis, Respiration, Communicable diseases
Chemistry: Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry
Physics: Electricity in the home, Atoms and Radiation

Summer Term:
Biology: Homeostasis, The human nervous system, Hormonal co-ordination in humans
Chemistry: Organic chemistry, Chemical analysis
Physics: Circuits, Applying forces, Maths skills

Topics Covered Year 11: 2026-2027

Autumn Term:
Biology: Inheritance, evolution and variation
Chemistry: Students will revisit topics building on knowledge from Year 10. Teaching will include: Atomic structure, Bonding, Quantitative chemistry, Chemical changes
Physics: Properties of waves, Electromagnetic spectrum,

Spring Term:
Biology: Ecology, Adaptations
Chemistry: The rate and extent of chemical change, Organic chemistry, Chemical analysis
Physics: Magnets and Electromagnets, Magnetic fields (Triple only: Fission and Fusion, The Universe), Advanced forces

Summer Term:
Our aim in the Science Department is to have all the combined students finishing the course by Easter. This will allow them time to recap key topics across the two and half year course, as well as allowing time for another full pre-public examination.

Triple Science students will follow all topics listed but there will be a few harder 'triple' lessons for each topic. There are a couple of 'triple' only topics that will also be added throughout the year, such as 'Plant disease' in biology, 'Polymers' in chemistry and 'Light' in physics.

Percentage: Examination 100%

Double Science students – Trilogy

Biology:
Biology Paper 1: 1BF/1BH - 16.67% - 1 hour 15 minutes (70 marks)
Biology Paper 2: 2BF/2BH - 16.67% - 1 hour 15 minutes (70 marks)

Chemistry:
Chemistry Paper 1: 1CF/1CH - 16.67% - 1 hour 15 minutes (70 marks)
Chemistry Paper 2: 2CF/2CH - 16.67% - 1 hour 15 minutes (70 marks)

Physics:
Physics Paper 1: 1PF/1PH - 16.67% - 1 hour 15 minutes (70 marks)
Physics Paper 2: 2PF/2PH - 16.67% - 1 hour 15 minutes (70 marks)

Triple Science students – Trilogy

Biology:
Biology Paper 1: 1BF/1BH - 50% - 1 hour 45 minutes (100 marks)
Biology Paper 2: 2BF/2BH - 50% - 1 hour 45 minutes (100 marks)

Chemistry:
Chemistry Paper 1: 1CF/1CH - 50% - 1 hour 45 minutes (100 marks)
Chemistry Paper 2: 2CF/2CH - 50% - 1 hour 45 minutes (100 marks)

Physics:
Physics Paper 1: 1PF/1PH - 50% - 1 hour 45 minutes (100 marks)
Physics Paper 2: 2PF/2PH - 50% - 1 hour 45 minutes (100 marks)

Required Practicals
Whilst there is no internal coursework component to the GCSE course, there are essential practical skills and techniques which students will be assessed on during the final examinations. These skills are a vital component of science education and will be covered throughout the GCSE course across 16 compulsory practicals for Double Science students and 25 compulsory practicals for Triple Science students.

Homework Tasks:
Homework tasks will include past examination question practice on topics covered in class, and multiple choice questions designed to embed concepts into the long term memory. These include questions on the application of science as well as questions on basic scientific knowledge. Students will also be given revision based tasks such as constructing topic mind maps.

Revision tips/useful website details for parents/carers:
- **GCSE Bitesize:** *https://www.bbc.com/bitesize/examspecs/z8r997h*
- **GCSE Specification:** *https://www.aqa.org.uk/subjects/science*
- **Kerboodle:** Allows access to the textbook, students have their own login. If their login does not work students should speak to their teacher.
- **Quizlet:** Access to online revision cards by topic:
  - Chemistry: *https://quizlet.com/join/rj2NfVCnp*
  - Biology: *https://quizlet.com/class/6953963/*
  - Physics: *https://quizlet.com/subject/physics-gcse-aqa/*
  - **Youtube tutorials:** Freesciencelessons, Primrose Kitten
- **Google drive:** Students will receive a link to Google Classroom resources that contain different levelled practice questions, knowledge organisers, revision activity mats and student checklists for each topic in each subject.
- **Cognito**: This resource contains free past papers, questions per topic and videos https://cognitoresources.org/
- **CNCS Revision pdf**: a downloadable CNCS revision resource with links to past papers, exam questions, videos and notes

Art & Design

Subject Leader: Miss K. Jones (k.jones@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE Art and Design Fine Art (8202)

Topics Covered Year 10: 2026-2027

Autumn Term
Investigating and challenging the traditions of still life, students will undertake an object based project on a given theme, such as subject and symbolism, surfaces, fracture/fragment, close-up and distortion. The work will include drawing, painting and mixed media. Students will be encouraged to think of their work thematically and aim to communicate specific ideas through their choice of subject, media and surface. Artists' work and ideas will be used to develop and extend ideas as we work towards an individual outcome.

Spring Term
Working with portraiture students will explore themes such as conceal/reveal/disguise. They will extend their work on drawing, mixed media and painting to develop their skills and understanding of materials. Work will be informed by a range of artists' work and which will support student's own ideas. There will be opportunities to explore a variety of printmaking methods within this module.

Summer Term
During this term work is consolidated from the previous projects. Students will develop their work using any of the practised methods covered so far in the course. They will revisit the themes they have studied so far and develop them in a more personal manner.

Towards the end of this term students are invited to begin exploring more open ended thematic projects and encouraged to explore work in a very independent way, including a three-dimensional element with opportunities to work in clay, modroc or paper based media. Students will begin working towards their pre-public examination in the autumn term of Year 11.

Topics Covered Year 11: 2026-2027

Autumn Term
The opportunity to develop work in an independent and individual manner now presents itself. Students will develop their work in response to a theme exploring ideas in their sketchbooks through drawings, mixed media studies, paintings and prints. They will be introduced to artists' work and ideas specific to their own ideas.

The final compositional outcome is produced in a 5 hour pre-public examination towards the end of the term.

Spring Term
In January the examination topic is distributed by the Awarding Body. Students will work on preparatory work for this in a new sketchbook. They will explore ideas relating to the theme through drawings, paintings, artist references and photography. Guided support is given during this period to assist in the development of ideas and exploration of materials.

Summer Term
During this term students will complete preparatory work for the final 10 hour examination.

Percentage:
Assessment: Component 1 – Personal Portfolio 60%
The thematic coursework will be carried out in sketchbooks and on separate worksheets for their portfolio. Homework and classwork tasks all contribute towards their coursework grade.

Examination: Component 2 – Externally Set Assignment 40%

Students receive the examination topic in January of Year 11, working on ideas in class and for homework. They sit a 10 hour practical examination in May. Students take all their planning/ sketchbooks into the examination so there is no revision needed.

Homework Tasks:
Independent homework tasks will include drawing studies, colour work such as oil pastel or painting, mixed media collage work, artist research and studies.

Regularity of Homework:
Homework will be set every two weeks to encourage independent practice. Homeworks will involve a variety of practical and research based tasks.

Revision tips/useful website details for parents/carers:

- BBC Bitesize GCSE Art: *http://www.bbc.co.uk/education/subjects/z6hs34j*
- The Tate Gallery collection of historic and contemporary art: *http://www.tate.org.uk/visit/tate-britain* and *http://www.tate.org.uk/visit/tate-modern*
- The Victoria and Albert Museum collection of fine and applied arts: *http://www.vam.ac.uk*
- The National Portrait Gallery collection of portraits connected to British life and history: *http://www.npg.org.uk*
- The National Gallery in London houses one of the greatest collections of paintings in the world: *http://www.nationalgallery.org.uk*
- The Royal Academy of Arts in London aims to promote not just the appreciation and understanding of art, but also its practice: *http://www.royalacademy.org.uk*
- The Wallace Collection in London showcases unsurpassed displays of French 18th century painting, furniture and porcelain with superb Old Master paintings and a world-class armoury: *http://www.wallacecollection.org*
- The National Museum of Wildlife Art features more than 550 artists and over 5,000 catalogued items. Dating from 2500 BCE to the present, the collection chronicles much of the history of wildlife in art: *http://www.wildlifeart.org*
- The Uffizi Gallery Museum in Florence is one of the most famous museums in the world. It showcases unique artworks and masterpieces, most of which are from the Renaissance period.
- The Louvre Gallery Museum in Paris showcases western artworks from the Middle Ages to 1848, as well as the art of the ancient civilisations that influenced them. Some 35,000 artworks are on display, the oldest of which date back over 7,000 years: *http://www.louvre.fr*
- The Centre Pompidou in Paris is the largest museum of modern art in Europe, and one of the most renowned in the world: *http://www.centrepompidou.fr*
- Musée d'Orsay in Paris houses the largest collection of impressionist and post-impressionist masterpieces in the world by painters including Monet, Manet, Degas, Renoir, Cézanne, Seurat, Sisley, Gauguin and Van Gogh: *http://www.Musee-orsay.fr*
- The National Galleries of Scotland's permanent collection dates from the early Renaissance to the present day. It boasts works by some of the most important artists in history, as well as portraits of great Scots and the world's most comprehensive collection of Scottish art: *http://www.nationalgalleries.org*
- The Brick Lane Gallery in London showcases eclectic displays of contemporary art by British and international emerging or established artists: *http://www.thebricklanegallery.com*
- Mall Galleries in London provides a national focal point for contemporary figurative art: *http://www.mallgalleries.org.uk*
- Useful book for research: Art: The Definitive Visual Guide (edited by Andrew Graham-Dixon, published by Dorling Kindersley)
- Google Classroom

Art & Design: Photography

Subject Leader (Art & Photography): Miss K. Jones / Ms J. Ruby

Course Contact: Ms J. Ruby (j.ruby@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE Art and Design Photography (8206)

Topics Covered Year 10: 2026-2027

Autumn Term
Students follow an introduction to photographic techniques via a series of short projects designed to improve their looking skills and increase their knowledge of photographers' work.

They begin with 'Pattern and Abstraction' and investigate: natural and man made subjects with an emphasis on composition and using editing software to abstract an image. They then move onto exploring still life and food photography, with an emphasis on lighting.

Spring Term
Moving on to portraiture; students work with the figure and elements of 'Performance'. Learning about how a model interacts with their environment forms part of this extended, independent project that helps students to develop as photographers.

Summer Term
Allowing for a more personal response to ideas and themes the final Year 10 project encourages students to explore ideas around a choice of starting points. The beginnings of their main independent coursework project focuses on a variety of techniques in order to express something about themselves or the people and places around them.

Topics Covered Year 11: 2026-2027

Autumn Term
Students continue responding to their chosen independent project theme and are encouraged to further develop their skills with DSLR cameras and editing software. A 5 hour pre-public examination allows them to experience examination conditions in advance of the summer exam.

Spring Term
In January the examination topic/theme set is released by the Awarding Body - AQA.

Students are working towards the final practical examination which will be produced in 10 hours supervised time.

Percentage:
Assessment: Component 1 – Personal Portfolio 60%
The thematic coursework will be carried out in digital portfolios. Homework and classwork tasks all contribute towards the final grade.

Examination: Component 2 – Externally Set Assignment 40%
Students receive the examination topic in January of Year 11, working on ideas in class and for homework. They sit a 10 hour practical examination in May. Students take all their planning/portfolios into the examination so there is no revision needed.

Homework Tasks:
Homework tasks will include a mixture of research, written and photographic tasks in response to the themes set.

Regularity of Homework:
Homework will be set fortnightly.

Revision tips/useful website details for parents/carers:

- *http://www.masters-of-photography.com/*
- *http://www.vam.ac.uk/page/p/photography/*
- *http://www.npg.org.uk*
- *http://www.ephotozine.com*
- *http://www.photography-now.com:* A website showcasing current photography exhibitions and contemporary photography.
- *http://www.nationalmediamuseum.org.uk:* The National Media Museum is home to over 3.5 million items of historical significance. It looks after the National Photography, National Cinematography and National Television collections.
- *http://www.phasesmag.com:* Phases is an online magazine focusing on contemporary photography. It publishes three portfolios from talented emerging photographers each week.
- *http://www.worldpressphoto.org:* World Press Photography encourages the highest standards in photojournalism. It has an archive recording more than half a century of human history. It also showcases successive styles in visual storytelling.
- *http://www.lumieregallery.net:* Lumière Gallery showcases one of America's largest collections of collectable photographic prints.
- *http://www.alexiafoundation.org:* The Alexia Foundation promotes the power of photojournalism to give a voice to social justice.
- *http://www.nationalgeographic.com:* The National Geographic website showcases photography covering many themes, for example nature, weather, travel, landscapes and animals.

In order for students to do well they will need to be producing independent work outside lessons. They can attend Photography Club weekly and teachers are available to help outside of lessons.

Art & Design: Textiles

Subject Leader (Design & Technology): Mr J. Wells

Curriculum Leader: Mrs J. West (j.west@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE Art & Design Textiles (8204)

Throughout this course students will learn the skills to explore creative journeys using textiles to realise their intentions. They will gain the practical expertise to create high quality artwork using both traditional skills and modern technologies.

Topics Covered Year 10: 2026-2027

Students complete 3 projects that form component 1 of the GCSE

Autumn and Spring Term: Project One - Contrast
Students will study a variety of techniques/topics during this term, including:

- Observational drawings & mark making
- Natural dye techniques
- Fabric origami techniques
- Hand and machine embroidery skills

By the end of the terms students will have been introduced to a wide variety of textiles techniques. They will have then developed these into a personal outcome exploring urbanisation and the contrast between man-made and organic forms.

Summer Term: Project Two - Surfaces
Students will study a variety of techniques/topics during this term, including:

- Photography
- Studying the work of artists & designers
- Printmaking techniques
- Composition

By the end of the term students will have started their own personal journey exploring texture, pattern and shape within surfaces.

Topics Covered Year 11: 2026-2027

Autumn Term: Project Two - Surface
Students will study a variety of techniques/topics during this term, including:

- Applique
- Studying the work of artists and designers
- Printmaking
- Embellishments, couching and cording

Students will undertake an outcome developed in response to their visual journey. This will give students the opportunity to show their ability to draw together the different areas of knowledge and skills they have studied during the course.

They will sit a pre-public examination towards the end of the term.

Spring Term:
Component 2 (Externally set assignment). In January AQA will provide students with a separate externally set assignment with seven different starting points. Students must respond to one starting point. Students work towards the final practical examination in May/June which will be produced in 10 hours supervised time.

Percentage:
Component 1: Portfolio (60% of qualification)
Component 2: Externally set assignment - preparatory period followed by 10 hours of supervised time (40% of qualification)

Homework Tasks:
The design process is iterative. Many homework tasks are repeated to develop and refine basic skills: research, design, development, planning, analysis, evaluating and knowledge and understanding tests.

Regularity of Homework:
Homework will be set at least weekly, but varies with the nature of the work set.

Revision tips/useful website details for parents/carers:
- Discuss ideas and help with research work and the collection of relevant materials.
- Visit museums and design exhibitions, for example the V&A Museum and the Fashion and Textile Museum, London.

Business

Course Leader: Mrs G. Smedley (g.smedley@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE Business 9-1 (8132)

Please note the order of units studied may be subject to change

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Topics Covered Year 10: 2026-2027

Autumn Term
Unit 1: Business in the real world
The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students need to be aware of the impact business in the real world has on the four functional areas of business:

- the purpose and nature of businesses
- business ownership
- setting aims and objectives
- business stakeholders
- business location
- business planning
- expansion of a business

Unit 2: Influences on business
The importance of external influences on business and how businesses change in response to these influences. The different influences to be considered include those posed by:

- technological changes
- ethical and environmental issues
- economic issues
- legislation
- the competitive environment

Spring Term
Unit 3: Business operations
Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how business objectives would be split into functional plans with clear links throughout. What business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

Summer Term
Unit 4: Human resources
The purpose of human resources, its role within the business and how it influences business activity. This includes studying the following sub-topics:

- The advantages and disadvantages of the different organisational structures
- The processes involved in the recruitment and selection of employees
- The importance of motivating and training employees

Topics Covered Year 11: 2026-2027

Autumn Term
Unit 5: Marketing
The purpose of marketing, its role within the business and how it influences business activity. This includes the study of the following sub-topics:

- How to identify and understand customers and their needs
- The different ways of segmenting the market
- The purpose and methods of market research
- The different elements of the Marketing Mix

Spring Term
Unit 6: Finance
The purpose of the finance function, its role within the business and how it influences business activity. In particular, students will focus on the following subtopics:

- The different sources of finance available to businesses
- The creation and interpretation of cash flow forecasts and statements
- The analysis and interpretation of financial documents, including execution of simple business calculations.

Assessment

The course is assessed through two written exam papers (*worth 50% each*), details shown below:

Paper 1: Influences of operations and HRM on business activity	**Paper 2:** Influences of marketing and finance on business activity
What's assessed: • Business in the real world • Influences on business • Business operations • Human resources	**What's assessed:** • Business in the real world • Influences on business • Marketing • Finance
How it's assessed: • Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE	**How it's assessed:** • Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE

Homework Tasks:
Includes; revision for topic assessments; small research projects; individual tasks relevant to each sub-topic; exam style questions that include context case studies and questions that are non-context that use the exam command words - Explain, Analyse, Evaluate, Recommend, Calculate.

Regularity of Homework:
Homework will be set every two weeks, unless students are advised otherwise.

Revision tips/useful website details for parents/carers:

- Textbook: **AQA GCSE Business** (ISBN-13: 9781471899386)
- BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zvwb382
- Tutor2U: https://www.tutor2u.net/business/store/selections/assessment-resources-for-aqa-gcse-9-1-business
- Seneca: https://app.senecalearning.com/classroom/course/
- Quizlet: https://quizlet.com/25780959/aqa-gcse-business-studies
- Keeping updated with current business news, on-line, paper copy, podcasts, radio, television - programmes such as Dragons' Den and The Apprentice on the BBC.

Computer Science

Subject Specialist: Mr H Burdick (h.burdick@cncs.co.uk)

Awarding Body: OCR

Specification: GCSE (9-1) in Computer Science (J277)

About the course

GCSE Computer Science will encourage students to:

- 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 programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students will have to have taken GCSE Computer Science if they wish to study it at A-level.

Course Structure

The course is assessed by two written examinations. It will be delivered over two years. Students will study 5 hours per fortnight in computer science. By the end of Year 10 they will have developed two thirds of their theoretical knowledge of programming, computer systems, computational thinking and algorithms and programming, which are required for the examinations in Year 11. Over the year students will be given the opportunity to undertake programming tasks, either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Unit 01 - Computer systems: Written examination paper containing a mixture of multiple choice questions, short response questions and extended response questions. No calculator allowed. Duration: 1 hour 30 minutes, 50% of the qualification (80 marks).

Topics covered: Systems architecture; Memory and storage; Computer networks, connections and protocols; Network security; Systems software; Ethical, legal, cultural and environmental concerns.

Unit 02 - Computational thinking, algorithms and programming: Written examination paper. This paper has two sections: Section A and Section B. Students must answer both sections. In Section B, questions assessing students' ability to write or refine algorithms must be answered using high-level programming language. No calculator allowed. Duration: 1 hour 30 minutes, 50% of the qualification. (80 marks)

Topics covered: Algorithms; Programming fundamentals; Producing robust programs; Boolean logic; Programming languages and Integrated Development Environments (IDE).

Topics Covered Year 10: 2026-2027

- Programming Fundamentals with practical programming in Python
- Programming mock project: Dice Game
- Algorithms
- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security

- Systems software

Topics Covered Year 11: 2026-2027

- Producing robust programs
- Programming mock project: Music Quiz
- Boolean logic
- Ethical, legal and environmental aspects of Computer Science

Summer Term

Revision of all theory topics in preparation for the two written examinations.

Homework Tasks

Homework tasks will fall into three types:

- Ongoing lesson preparation tasks that will usually involve watching some short videos and making notes using homework books http://student.craigndave.org/
- Weekly independent programming tasks
- End of unit revision and practice exam questions

Guidelines for success

- Attend all lessons
- Always catch up if a lesson is missed – all work/tasks are online and accessible through Google Classroom.
- Extra work/catch up work and homework can be completed before and after school or at either break in SC3, depending on staff availability
- There will be one scheduled after-school session fortnightly – this will be announced upon release of staff timetables. For any student that is underachieving this will be a compulsory attendance.
- Practise programming in students' own time.

Useful websites for parents/carers

- *https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/*
- *http://student.craigndave.org/*
- *https://snakify.org/*
- *http://www.cambridgegcsecomputing.org/*
- *www.gcsepod.com*
- *www.mrfraser.org/*
- *http://www.codecademy.com/*
- *https://www.python.org/downloads/*
- https://isaaccomputerscience.org/
- https://app.senecalearning.com/sign-up

Dance

Subject Leaders: Mrs L. Phipps (l.phipps@cncs.co.uk) / Ms A. Richards (a.richards@cncs.co.uk)

Specification: GCSE (9-1) in Dance (8236)

Awarding Body: AQA

Topics Covered Year 10: 2026-2027

Autumn Term:
- Introduction to contemporary dance technique and safe practice
- Dance performance skills
- The choreographic process
- Motif and development
- Dance vocabulary and study of one professional dance anthology work
- Production features of dance - physical setting, lighting, costume and aural setting
- Study of one professional anthology work

Spring Term:
- Learning to dance in different genres/styles (contemporary, street/hip hop, ballet)
- Creating group performance pieces based on the professional anthology works
- Dance relationships and choreographic devices
- Study of two professional dance anthology works

Summer Term:
- Study of the two set solos for GCSE Dance
- Pre-public written examination and performance in the annual dance show

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Topics Covered Year 11: 2026-2027

Autumn Term:
- Choreography - creating dance from an external stimulus
- Pre-public written examination and practical examination of the two set solo dances
- Study of two professional works from the dance anthology

Spring Term:
- Performance in a duo or trio
- Study of the final professional anthology work
- PRACTICAL EXAM - examination of the Performance in a Duo/Trio and Choreography
- Exam style questions on Choreographic Processes and Performance Skills (sections A and B of the GCSE written paper)
- Exam style questions on the Anthology works (Section C of the GCSE written paper)

Summer Term:
Revision for the written examination paper
Performance in the annual dance show
Percentage:
Practical: 60% (two set dance solos, a solo or group choreography and a group performance in a duo/trio)

Examination: 40% (1 hour 30 minute written paper)

Homework Tasks:
Homework will be related to rehearsals of the practical dance being performed or exam questions and written tasks for the theory paper.

Regularity of Homework:
Homework will be set fortnightly.

Revision tips/useful website details for parents/carers:

- Watching live dance performances at the theatre or online.
- Attending regular dance clubs in or outside of school.
- AQA GCSE Dance Website https://www.aqa.org.uk/subjects/dance/gcse/dance-8236.

Design & Technology

Subject Leader: Mr J. Wells (j.wells@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE Design and Technology (8552)

The GCSE Design & Technology sets out the knowledge and skills required to undertake the problem solving process of designing, prototyping and evaluating products in a range of different materials. The course is both theoretical and practical, and aims to cover all the skills required of a 21st century product designer. These include sketching, CAD-CAM, prototyping and idea generation. Furthermore, students will also develop their mathematical and scientific knowledge and understanding in relation to design & technology.

Topics Covered Year 10: 2026-2027

During Year 10 students will cover a number of topics and design tasks, including:

- investigating the properties, characteristics and uses of the following material groups: paper and board, natural and manufactured timber, metals and alloys, polymers, textiles, electronics, smart materials, composite technical textiles and modern materials.
- completing product design challenges, individually and in groups.
- prototyping their ideas using a number of materials and techniques.
- studying the work of past and present designers and companies.
- considering the impact that design and manufacturing has on the natural environment.

In the summer term, students will begin their Year 11 Non-Exam Assessment (coursework - see below).

Topics Covered Year 11: 2026-2027

Throughout Year 11 students will continue with their design and make project (Non-exam assessment). This consists of a 20 page design portfolio and a physical prototype. This is submitted just after the Easter holidays in Year 11.

During the second half of the autumn term students will sit a pre-public examination, which will prepare them for the DT exam the following summer. The exam content will be continuously reviewed over the course of Year 11.

Non-exam assessment (50% of GCSE):
This is a substantial problem-solving design and make task of approximately 30-35 hours. The contexts are released by the Awarding Body in June of Year 10. Students are expected to investigate, design and produce a product for testing, they will produce a prototype and a portfolio of evidence.

Examination (50% of GCSE):
Section A – Core technical principles
Section B – Specialist technical principles
Section C – Designing and making principles

Homework Tasks:
Homework is a combination of skills work, such as sketching and CAD modelling, and exam preparation.

Regularity of Homework:
Homework will be set fortnightly. Students should expect to complete up to one hour a week of homework.

Revision tips/useful website details for parents/carers:

- Discuss ideas and help with research work and the collection of relevant materials.
- Help the student with their time management, especially in Year 11.
- Visit museums and design exhibitions, for example the Design Museum, London.
- Visit useful technology websites such as https://sites.google.com/cncs.co.uk/dtgcse/home or http://www.bbc.co.uk/education/subjects/zvg4d2p.

ICT - Digital Information Technology

Subject Leader: Mrs T. Brosnan (t.brosnan@cncs.co.uk)

Specification: BTEC Level 1/Level 2 Tech Award in Digital Information Technology

Awarding Body: EDEXCEL

About the course
This is a new digital qualification endorsed by industry, that gives students a real insight into the modern fundamentals of IT.

Students will learn a mix of creative design and technical knowledge. The creativity can be seen in the User Interface design element and the opportunity to work towards a realistic work themed scenario. Cloud storage and cyber security topics make the content interesting and relatable.

This course provides a stepping stone to careers like IT Project Management, Technical Support and Cyber Security, UX and IX designer and is therefore ideal for learners who want to progress to a higher study, apprenticeships and employment within the digital sector.

Topics Covered in Year 10

Component 2: Collecting, Presenting and Interpreting Data *(Coursework)*

Aim: process and interpret data and draw conclusions. Culminating in a spreadsheet.

Assessment: Internally assessed Pearson Set Assignment (timed window)
Students will…
- explore how data impacts on individuals and organisations
- develop a dashboard using data manipulation tools
- draw conclusions and make recommendations on data intelligence

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Topics Covered in Year 11
Component 3: Effective Digital Working Practices *(Written Paper exam in February)*

Aim: explore how organisations use digital systems and the wider implications associated with their use.

Assessment: scenario-based external assessment where students demonstrate their knowledge to propose digital solutions to realistic situations.
- explore how modern information technology is evolving
- understand what cyber security is and how to safeguard against it
- consider legal and ethical issues in data and information sharing

Component 1: Exploring User Interface Design Principles and Project Planning Techniques *(Coursework)*

Aim: How to project plan the design and development of a user interface using web authoring or application software.

Assessment: Internally assessed Pearson Set Assignment (timed window)
Students will…
- explore user interface design and development principles
- discover how to develop and review a digital user interface
- investigate how to use project planning techniques to manage a digital project

Percentage: ***Students must pass ALL units to achieve the qualification***

	Weighting	**Number of Assignments**
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	30%	1 Pearson Set Assignment

Component 2: Collecting, Presenting and Interpreting Data	30%	1 Pearson Set Assignment
Component 3: Effective Digital Working Practices	40%	1 hour 30 minute examination

Homework Tasks: Homework tasks during Years 10 and 11 will consist of a variety of tasks that support the preparation for coursework assignments together with more traditional research, practice or revision activities to prepare for the examined unit.

Regularity of Homework: Homework will be set weekly throughout the Component 3 element. This will be in the form of a booklet.

For Component 1 & 2 this will be based on preparation for the PSA. This will not be weekly and will be set according to the PSA released that academic year. This will often be on the computers, students will have the opportunity to use IT rooms during breaks or after school which can be arranged with the IT teacher.

Guidelines for success

- Attend all lessons
- Always catch up if a lesson is missed – all work/tasks are online and accessible through Google Classroom. Due to the high weighting of coursework, all tasks must be completed.
- Extra work/catch up work and homework can be completed before and after school by arrangement with your IT teacher.

Useful resources for parents/carers:

- https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html

Drama

Subject Leader: Mr G. Hammett (g.hammett@cncs.co.uk)

Specification: GCSE (9-1) in Drama

Awarding Body: EDUQAS

Topics Covered Year 10: 2026-2027

Autumn Term: The Elements of Drama
Students will get to know one another and work in groups to extend their drama skills. They will be introduced to devising skills, improvisation, structural techniques, dramatic styles e.g. comedy and various theatre practitioners. Simple technical elements will be introduced into their work and the role of the director will be explored. Students will consider how to develop a character.

Spring Term: Component 3 Live Theatre and Component 1 Devising Theatre
In the first half term students will respond to a Live theatre Performance. They will develop their analytical and evaluative skills in preparation for the LIVE THEATRE EVALUATION in Component 3.

In the second half term students will start work on Component 1: Devising theatre. They will be given a stimulus (e.g. painting, song, poem) set by the examination board and create, develop and perform a play either in a particular style or using the techniques of an influential theatre practitioner. An accompanying portfolio of written evidence (total 900 words), plus an evaluation, forms the basis of the written element.

Summer Term: Component 1 Devising Theatre continued (40% of qualification)
Students will complete work on this Devising unit. The portfolio reflecting on the process will be completed - worth 20%. The students will be assessed in a performance worth 10%. They will then complete three questions to evaluate the performance under controlled conditions - worth 10%.

Topics Covered Year 11: 2026-2027

Autumn Term: Component 3 Interpreting Theatre
Students will begin working on their set text (*Refugee Boy*). They will have practical sessions that will explore characterisation, staging, design and interpretation of the text which they will then have to write about in an examination at the end of Year 11.

Spring Term: Component 2 Performing from a Text (20% of qualification)
This is an externally examined unit in March. Students study two extracts from a performance text and participate in one performance using sections of text from both extracts. Students will be provided with opportunities to share their work in progress with their peers and to attend after school rehearsals to refine their work.

Students will be given an opportunity to attend a live theatre performance in preparation for their Component 3 examination.

Summer Term: Component 3 Interpreting Theatre (40% of qualification)
Students will revise their study of the set text prior to a written examination lasting 1 hour 30 minutes.

The exam also includes a LIVE THEATRE REVIEW so students will be offered opportunities throughout the two years to go on theatre visits in preparation for the examination.

Controlled Assessment:
The evaluation element of the written portfolio for Component 1 will be completed under controlled conditions (*1 hour 30 minutes*). Two sides of notes in bullet point form may be used.

Homework Tasks:
There will be a variety of homework tasks based on research, online learning, design, evaluations and note preparation. Students will be issued a Drama Study Guide textbook to use for homework tasks throughout the course.

Regularity of Homework:
There will be a weekly homework in the form of reading and learning the Drama Study Guide and completing a Google Quiz to test their understanding.

Revision tips/useful website details for parents/carers:
- Students should capture drama work in note form. They should describe, analyse and evaluate every point.
- Go to the theatre and read plays; watch television and films in order to deconstruct how meaning is communicated.
- Visit drama related websites such as *www.nationaltheatre.org.uk*, which has suitable resources and short films in its DISCOVER section, and Youtube - National Theatre Discover. *https://www.bbc.com/bitesize/subjects/zbckjxs* BBC Bitesize Drama resources.

Food Preparation & Nutrition

Subject Specialist: Miss B. Mohr (b.mohr@cncs.co.uk)

Specification: GCSE (9-1) in Food Preparation and Nutrition (J309)

Awarding Body: OCR

Topics Covered Year 10: 2026-2027

Autumn Term
Students will cover in-depth, theoretical work studying healthy eating and nutrition. Practical work will provide them with the opportunity to improve and learn new technical skills whilst learning the scientific principles behind the cooking.

Spring Term
Students will cover theoretical work studying food provenance and choice. Practical work will provide them with the opportunity to improve their skills and continue to learn new recipes.

Summer Term
This term, students will focus more on cooking and food preparation for their NEA (non-examined assessment) Food Preparation Task in Year 11.

Topics Covered Year 11: 2026-2027

Autumn Term
Students will complete the NEA Food Investigation Task focusing on scientific principles through practical experimentation that will form a 1500-2000 word report.

They will then begin the planning for the NEA Food Preparation Task with students undertaking a mock practical assessment to cook three dishes in three hours.

Spring Term
Students will complete their NEA Food Preparation Task including the assessed practical session.

Summer Term
In their final term, students will recap the theoretical work studied prior to the NEA tasks in preparation for the GCSE examination.

NEA – Non Examined Assessments

1. **Food Investigation Task:** Students will be given a task to investigate the scientific principles underlying the preparation and cooking of food. A 1500-2000 word report will be based on the research and planning of the science investigation followed by the analysis and evaluation of the findings. This will be used as evidence for the task.
2. **Food Preparation Task:** Students will be set the task to plan, prepare, cook and present three complete dishes demonstrating a range of skills and presentation within a single 3 hour session. A report detailing the planning and evaluation of the task will provide the written evidence for the task.

Percentage:	Assessment	50%	(Food Investigation Task (*15%*) (Food Preparation Task (*35%*)
	Examination	50%	(1 hour 30 minute written paper)

Homework Tasks: Homework will involve bringing in key ingredients for practical lessons, recipe research and other course related tasks in addition to completing any missed pieces of work due to lesson absence and the typing up of any drafted NEA work.

Regularity of Homework: Homework will be set as required, with a focused project/task set each half term.

Revision tips/useful website details for parents/carers:

- Summary of course: *https://www.ocr.org.uk/qualifications/gcse/food-preparation-and-nutrition-j309-from-2016/*
- My Revision Notes: OCR GCSE Food Preparation and Nutrition, Hodder Education
- Encourage your child to cook as often as possible to practise recipes at home to hone their skills and improve their confidence in the kitchen. By Year 11 they should be able to cook a roast dinner or other such meal unsupervised.

French

Subject Leader: Ms C. Marsh

Key Stage 4 Curriculum Leader: Mrs T. Mazzoleni (t.mazzoleni@cncs.co.uk)

Awarding Body: EDEXCEL

Specification: GCSE (9-1) in French (1FR1)

Topics Covered Year 10: 2026-2027

Autumn Term
During this term students will study the following topics: Media and Technology, Free time, Relationships with family and friends and Celebrations.

Spring Term
During this term students will study the following topics: School life, The importance of learning languages, Food and Healthy lifestyle, Mental health and illnesses.

Summer Term
During this term students will study the following topics: Travel and Tourism, Francophone festivals. Students will also practise exam skills and revise all the topics studied in the year.

Topics Covered Year 11: 2026-2027

Autumn Term
During this term students will study the following topics: Environment problems, Neighborhood and shopping.

Spring Term
During this term students will study the following topics: Possible future career paths and summer plans.

Summer Term
During the final term students will prepare for the final examination.

Percentage:
Four examinations are taken at the end of Year 11.
Listening: (*25%*) - written examination: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)
Speaking: (*25%*) - 7–9 minutes (Foundation Tier) + 15 minutes preparation time
10-12 minutes (Higher Tier) + 15 minutes preparation time
Reading: (*25%*) - written examination: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
Writing: (*25%*) - written examination: 1 hour 15 (Foundation Tier), 1 hour 20 minutes (Higher Tier)
Foundation Tier (grades 1–5) and Higher Tier (grades 4–9)

Homework Tasks:
Throughout Years 10 and 11, all students will be given weekly written and learning homework. Written homework could be in the form of questions on a reading text, writing a paragraph or a short piece of translation, and completing past papers. Learning homework will be either vocabulary or set questions used for their speaking and writing examinations.

Regularity of Homework:
Homework/study tasks will be set weekly.

Revision tips/useful website details for parents/carers:
- Students should recycle expressions and phrases learnt in class in their homework. They should avoid using online translators.
- Students should learn new vocabulary every week. They will be tested in class. *https://quizlet.com/* is a good website for vocabulary learning.

- Students should revise and practise GCSE questions orally on a regular basis.
- Students should regularly practise exam skills and past papers using websites such as revision world.

Geography

Subject Leader: Mrs F. Moger (f.moger@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE Geography 8035

Topics covered Year 10 2026-2027

Year 10: Term 1 content	Year 10: Term 2 content	Year 10: Term 3 content
1. "Urban Issues and Challenges" - Case studies: Rio de Janeiro (NEE) and London (HIC)	**2. "The Living World"** - Case studies: The Amazon Rainforest, Western Desert, The Sahel **3. "Physical Landscapes in the UK" - Coastal Landscapes** - Case studies: Medmerry (Soft Engineering), Lyme Regis (Hard Engineering)	**4. Physical Fieldwork investigation - Rottingdean "To what extent are coastal defences necessary and effective?"** **5. "Physical Landscapes in the UK" - River Landscapes** - Case studies: River Tees (Fluvial features), Jubilee River (Flood Management)
Term 1 assessment	**Term 2 assessment**	**Term 3 assessment**
• Interleaving Assessment	• Interleaving Assessment	• Year 10 PPE covering all the GCSE content covered so far

Topic covered Year 11 2026-2027

Year 11: Term 1 content	Year 11: Term 2 content	Year 11: Term 3 content
1. "Resource Management" - Case studies: Kenya (Makueni Tribe) **2. Human Fieldwork investigation - Brighton - "How has the High Street changed over time?"**	**3. "The Changing Economic World"** - Case studies: Rwanda (Reducing the gap through tourism), Nigeria, Post-industrial UK	**4. Revision & Exam Practice** for Paper 1 and 2 **5. Pre-Release** Booklet and Paper 3 preparation
Term 1 assessment	**Term 2 assessment**	**Term 3 assessment**
• Year 11 PPEs (November)	• Year 11 PPEs in class assessment	• In class exam practice

Fieldwork:
Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.

Fieldwork must take place outside the classroom and school grounds on at least two occasions.

The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.

Students' understanding of the enquiry process will be assessed in the following two ways:

1. Questions based on the use of fieldwork materials from an unfamiliar context
2. Questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries.

Students will be expected to:

1. Apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.
2. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.

Percentage: Examination: 100%
Paper 1: Living with the physical environment (35% of qualification) - 1 hour 30 minutes
(*3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills*)
Paper 2: Challenges in the human environment (35% of qualification) - 1 hour 30 minutes
(*3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills*)
Paper 3: Geographical applications (30% of qualification) - 1 hour 30 minutes
(*3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills*)

Homework Tasks:
Students will be expected to complete a variety of homework tasks which will include a range of structured assignments, independent investigations, research activities, reading newspapers and watching news bulletins and documentaries. Some homework tasks will revolve around revision in preparation for the completion of practice examination questions in order to test knowledge, improve time management and develop examination technique. All homework assignments will be set on Google Classroom to support student learning.

Regularity of Homework:
Homework will usually be set weekly throughout the course and can take a variety of formats, including revision for key 'milestone' assessments.

Revision tips/useful website details for parents/carers:

- Encourage your child to read a good quality newspaper and watch the news regularly. They should try to identify examples of news stories that illustrate the issues covered by the GCSE Geography specification.
- Read your child's written work aloud to them – this is an effective way of helping your child identify the strengths and weaknesses of explanatory answers. Listen out for connective phrases like 'because…', 'this means that….', 'consequently….' and the factual details which add depth to descriptions.
- Encourage your child to take an interest in global events and issues. The current national and international focus on Climate Change is key - this is a theme that runs through several units on our GCSE specification and a good awareness of the causes, effects and consequences of this issue can be used to underpin knowledge, understanding and geographical application in several topics ranging in diversity from Economic Development to Coastal Erosion.
- **Resources:**
  - AQA Website: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035
  - Seneca Learning: https://senecalearning.com/en-GB/
  - BBC Bitesize for summary overviews, testing and exam practice: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc
  - Internet Geography: https://www.internetgeography.net/
  - Time for Geography: https://timeforgeography.co.uk/
- **AQA Revision Resources:**
  - AQA Geography textbook: https://www.amazon.co.uk/GCSE-Geography-AQA-Student-Book/dp/0198366612
  - Revision Guide: GCSE Geography AQA Revision Guide (ISBN 10: 1782946101)

German

Subject Leader: Ms C. Marsh (c.marsh@cncs.co.uk)

Awarding Body: EDEXCEL

Specification: GCSE (9-1) in German (1GN0)

Topics Covered Year 10: 2026-2027

Autumn Term
During this term students will look at grammar through the topics of free school, film, literature, festivals, German traditions and music.

Spring Term
This term students will examine health, describing German speaking cities focusing on Berlin, Munich and culture. They will be consolidating the grammatical structures started in Year 9. Dictations, translations and describing photos during spontaneous speaking will be a focus.

Summer Term
The focus this term will be on the home and local area.
Please look in the Year 10 folder for relevant vocabulary and independent work.

Topics Covered Year 11: 2026-2027

Autumn Term
During this term students will look at describing environmental issues in Germany.

Spring Term
Topics covered this term will be future aspirations, jobs and travel.

Summer Term
Revision and examination practice.

Percentage: *Foundation Tier (grades 1–5) and Higher Tier (grades 4–9)*
Four examinations are taken at the end of Year 11.
Listening: (*25%*) - written examination: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
Speaking: (*25%*) - 7–9 minutes (Foundation Tier) + preparation time / 10–12 minutes (Higher Tier) + preparation time
Reading: (*25%*) - written examination: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
Writing: (*25%*) - written examination: 1 hour 10 minutes (Foundation Tier), 1 hour 20 minutes (Higher Tier)

Homework Tasks:
These will include learning vocabulary, preparation for class discussions and presentations, reading, listening and grammar activities from a course textbook and online resources; preparation for speaking and written assessments and re-drafting of various tasks. GCSE Bitesize is excellent for revision of topics and for listening activities. Students will also be provided with online practice and audio resources.

Regularity of Homework: Homework/study tasks will be set weekly.

Revision tips/useful website details for parents/carers:
- Students have access to the course online textbook and all listening, reading and grammar exercises.
- Students have a copy of EDEXCEL vocabulary lists in Google Classroom and should learn vocabulary on a regular basis.
- Students should make full use of all handouts, grammar explanations and hints from the German folder on Google Classroom.

BTEC Health & Social Care

Subject Leader: Ms J. Raleigh (j.raleigh@cncs.co.uk)

YEAR 10

Year 10 with be starting the Cambridge OCR Level 1/2 Cambridge National in Health & Social Care

Awarding Body: Cambridge OCR

Specification: **Level 1/2 Cambridge National in Health & Social Care (equivalent to one GCSE)**

Topics Covered Year 10: 2026-2027

Year 10: Term 1 content	Year 10: Term 2 content	Year 10: Term 3 content
R033: Supporting individuals through Life Events (coursework) • Life stages • Impacts of life events • Sources of support R032: Principles of Care (exam content) • The rights of service users in health and social care settings • Person-centred values	R033: Supporting individuals through Life Events (coursework) Write 5 coursework tasks which is called a Pearson Set Assignment (PSA1) R032: Principles of Care (exam content) • Protecting service users and service providers in health and social care settings	R035 Health Promotion Campaigns (coursework) • Current public health issues and the impact on society • Factors influencing health R032: Principles of Care (exam content) • Effective communication in health and social care settings
Term 1 assessment	**Term 2 assessment**	**Term 3 assessment**
• Research and plan notes you will use in the assignment and practice assessment tasks.	• Non Examined Unit (NEA) 3 Coursework tasks (60 marks) 30% of the qualification	• Research and plan notes you will use in the assignment and practice assessment tasks.

YEAR 11

Year 11 with be completing the Pearson Edexcel Level 1/2 Tech Award in Health & Social Care course

Awarding Body: PEARSON EDEXCEL

Specification: **Level 1/2 Tech Award in Health & Social Care (equivalent to one GCSE)**

Topics Covered Year 11: 2026-2027

Year 11: Term 1 content	Year 11: Term 2 content	Year 11: Term 3 content
Component 2: Health and Social Care Services and Values • Explore barriers and obstacles that stop people from accessing the services they need • Look at the care values the sector has to make sure people get the care and protection they need	Component 3: Health and wellbeing • Identify key health indicators and how to interpret them • Assess someone's health using what you have learnt over 2 years	Component 3: Health and wellbeing • Create a health and wellbeing improvement plan • Practice Exam papers and Revision techniques
Term 1 assessment	**Term 2 assessment**	**Term 3 assessment**
• Pearson Set Assignment 2 5 Coursework tasks (60 marks) 30% of the qualification	• Past Paper Exams (Mocks x 2) and lots of revision exercises	• External Formal Exam 40% of the Qualification (2 hours, 65 marks)

Homework Tasks:
Students will undertake research, revision and practice assessment tasks.

Regularity of Homework:
Homework will be set weekly throughout the course.

History

Subject Leader: Mr M. Conneely

Key Stage 4 Curriculum Leader: Mr N. Nowicki (n.nowicki@cncs.co.uk)

Awarding Body: EDEXCEL

Specification: GCSE (9-1) in History (1HI0)

Topics Covered Year 10: 2026-2027

Autumn Term: Unit 1 - Medicine Through Time, c1250-present
In Unit 1, students will study the development of medical knowledge and understanding from the Medieval era through to the present day. The course focuses on causes of and significance of change. Students will look at ideas about the causes and cures for disease and will complete case studies of the Black Death and the Great Plague. They will look at turning points in the history of medicine such as the development of the germ theory, the discovery of penicillin and the structure of DNA. The Medicine unit includes an environment study which centres on the Western Front in WW1 and how this impacted medical understanding and surgical techniques. Students will develop essay skills and source analysis skills.

Spring Term: Unit 1 - Medicine Through Time, c1250-present (continued)

Summer Term: Unit 2 – Henry VIII and his ministers, 1509-40
Students will explore foreign and domestic policy under Henry VIII and explore the rise of key ministers like Wolsey and Thomas Cromwell. Students will also examine the Reformation and its impacts, including opposition. The unit focuses on cause and consequence and supports students to build reasoned extended arguments.

Topics Covered Year 11: 2026-2027

Autumn Term: Unit 3 – Weimar and Nazi Germany, 1918-1939
Students will be studying Unit 3 - Weimar and Nazi Germany, 1918-1939. Here they will study the emergence of the democratic system in Germany after WW1 and the ups and downs of the Weimar Republic through the 1920s. Students will then examine reasons for the rise of the Nazis and Hitler's consolidation of power before exploring life in the Nazi state. This unit focuses on building source interpretation and essay skills.

Spring Term: Unit 3 - Weimar and Nazi Germany, 1918-1939 (continued)

Summer Term: Unit 2 - Conflict in the Middle East 1945-1995, Revision and Examinations
In Unit 2, Conflict in the Middle East, students will study the birth of the state of Israel between 1945-63. They will also examine the escalating conflict between 1964-73 and the attempts at solutions between 1974-95. The conflict in the Middle East forms a major focus for studying cause and consequence and developing the skills to explain and communicate clearly. During their final term students will also undertake revision in preparation for their examinations.

Percentage: Examination: 100%
The course will be examined across three un-tiered written papers, which are taken at the end of Year 11.

Paper 1: Medicine through time, c1250-present ***AND*** The British sector of the Western Front, 1914-18: Injuries, treatment and the trenches (30% of qualification) - 1 hour 20 minutes
Paper 2: Henry VIII and his ministers, 1509-40 ***AND*** Conflict in the Middle East (40% of qualification) - 1 hour 50 minutes
Paper 3: Weimar and Nazi Germany, 1918-39 (30% of qualification) - 1 hour 30 minutes

Homework Tasks:
All homework is related to developing knowledge and understanding or developing historical key skills. This will include some revision/practice examination questions, research on key individuals or events. Posters or news reports and leaflets are also common homework tasks.

Regularity of Homework:
Up to one hour of homework will be set every week.

Revision sessions:
Beginning in the autumn term, there will be weekly revision sessions offered after school for Year 11 students to support them with their preparation for their GCSE examinations. These will cover; Medicine Through Time, Henry VIII and his ministers, and Weimar and Nazi Germany. These sessions also run for Year 10 in the build to to end of year PPEs.

Revision tips/useful website details for parents/carers:
- Read your child's written work aloud to them – this is an effective way of helping your child identify the strengths and weaknesses of explanatory answers. Listen out for connective phrases like 'because…', 'this means that….', 'consequently….' and the factual details which add depth to descriptions.
- Visit the many useful history revision websites such as:
  - https://sites.google.com/cncs.co.uk/gcse-history-revision/home
  - http://www.bbc.co.uk/education/subjects/zj26n39
- Encourage your child to use the resources on Google Classroom.
- Take your child on visits to places of interest related to the topics under study e.g. museums.

Mathematics: Statistics

Subject Leader: Mr J. Smith

Course Contact: Mr R. Jones (r.jones2@cncs.co.uk)

Awarding Body: AQA

Specification: 8382

Topics Covered Year 10: 2026-2027

Autumn Term:
Students will start the autumn term looking at how data is collected and different types of data. This will include looking at various sampling methods and different data sources.

Spring/Summer Terms:
Students will look at measures of central tendency and dispersion, different ways of presenting data, time series, estimation, and correlation.

Topics Covered Year 11: 2026-2027

Autumn/Spring Terms:
Students will study probability, which will involve looking at mutually exclusive and independent events as well as looking at the binomial distribution and normal distribution. They will look at index numbers including their application in the financial world, and will also develop their skills of processing, representing and analysing data.

Summer Term:
Prior to their final examination, students will spend the summer term revising and working on past examination papers.

Percentage:
Examination: 100%

Students will sit two examination papers. The papers will have some short and some long questions. Many of them will involve the use of real-world data. They could be asked for example to design questionnaires, draw box plots and scatter diagrams, interpret diagrams, carry out calculations and interpret statements - 1 hour 30 minutes each. The papers are equally weighted and focus on the same content and skills.

Homework Tasks:
Students will be given a homework booklet that they will complete over the course. They are required to complete pages of this homework at the end of a topic; guided by the teacher. Other forms of homework will occasionally be set, particularly when students are preparing for upcoming topic assessments

Regularity of Homework:
Homework will be set fortnightly.

Revision tips/useful website details for parents/carers:
We recommend this website for useful revision notes, questions by topic and exam papers. It’s not necessary to purchase additional textbooks or revision guides as such.

- https://www.statsacademy.co.uk

Media Studies

Subject Leader: Miss Z Inman (z.inman@cncs.co.uk)

Awarding Body: EDUQAS

Specification: Eduqas GCSE Media Studies (603/1115/0)

Topics Covered Year 10: 2026-2027

Autumn Term:
Students will have a two week induction into the course, learning key concepts and terminology needed for GCSE Media Studies. During this term students will study Component 1 texts (Exploring the Media). These texts will include: Vogue, GQ, film posters for The Man With The Golden Gun and No Time to Die. The areas we explore include: Media Language, Representations, Media Industry and Media Audiences.

Spring Term:
We will explore and analyze the remaining Component 1 set texts: Quality Street print advertisement, Fortnite, NHS 111 campaign and Desert Island Discs radio show.

Summer Term:
Students focus on Component 3 (Coursework), researching, planning and producing their own Media Production which will be responding to the exam board brief. The brief changes each year but we will always focus on the area of print production. We will start work on creating the magazine during the summer term and students will be expected to work on it over the summer holidays.

Topics Covered Year 11: 2026-2027

Autumn Term:
During this term students will focus on Component 2 (Understanding Media Forms and Products), starting with investigating the Music industry. Students study two contemporary music videos and the online presence of two featured music artists. We will also analyse the media language in one music video from the 1990s to understand how music videos reflect social and historical context. We will cover approaches to the Component 2 exam paper.

Spring Term:
We will complete Component 2 focusing on Television and specifically Sitcoms. The two texts that we will study are: Man Like Mobeen and Friends. We will explore the genre of sitcom and key areas of the Media Studies Theoretical Framework related to the television industry: Media Language, Representations, Industry and Audience.

Summer Term:
This last half term will be used to focus on revision and exam practice on both Component 1 and Component 2.

Percentage:
Examinations: Component 1: Exploring the Media (40% of qualification) - 1 hour 30 minutes and Component 2: Understanding Media Forms and Products (30% of qualification) - 1 hour 30 minutes.

Non-exam assessment: Component 3: Creating Media Products - Internally assessed coursework, externally moderated (30% of qualification).

Homework Tasks:
These will be set regularly and are often in the form of tasks to help the student consolidate and recall previous learning.

Regularity of Homework:
Recall activities linked to each case study (two per half term) as well as research and preparation for coursework during the spring term. Some elements of the coursework will be completed for homework including an article, if appropriate.

Revision tips/useful website details for parents/parers:
- All students have access to the exam board fact sheets for each text, on their google classroom.
- A comprehensive knowledge organiser including key facts and important information is available to students to help them create revision resources.
- Lesson resources are also added on to Google Classroom as reference only so students can revisit lesson content at home.
- We encourage students to use the Mrs Fisher and The Media Insider revision videos as they give useful and succinct summaries of the key texts in Component 1 and 2.
- Students are encouraged to explore in more detail the two focus areas for Component 2 (sitcom and music). This could include watching more episodes of the set sitcoms, reading about the sitcoms we are studying and exploring the online presence and general star persona of the featured music artists.

Music

Director of Music: Mrs C. Lane (c.lane@cncs.co.uk)

Awarding Body: OCR

Specification: GCSE (9-1) in Music (J536)

Content/Assessment Overview	
Integrated portfolio	Solo performance on the student's chosen instrument. Free composition in a style chosen by the student.
Practical component	Ensemble performance. Composition to an OCR set brief.
Listening & appraising	A written paper, with CD. Students will listen to unfamiliar excerpts of music from areas of study 2, 3, 4 and 5 and will answer questions.

Topics Covered Year 10: 2026-2027

AoS1: My Music
Students will explore key words through practical music and composition. They will be focusing on the areas of:-

Musical Elements	Organisation of pitch, sonority, tonality, structure, texture, tempo, metre, rhythm and dynamics.
Musical Language	Reading and writing of staff notation, tab and graphic scores. Major and minor chords, including traditional and contemporary notation. The understanding and application of musical vocabulary.

There will be a focus on students exploring their own instrument, preparing them for the Performing and Composing elements of the GCSE Music course.

AoS5: Conventions of Pop
Students will study a range of popular music features from the 1950s to the present day, focusing on:
- Rock 'n' Roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day

AoS4: Film Music
Students will study a range of music that has been composed specifically for a film or video games and explore:
- Mood/emotion being conveyed on the screen
- Significant character(s) or place
- Specific actions or dramatic effects

AoS3: Rhythms of the World
Students will study the traditional rhythmic roots from four geographical regions of the world:
- India and Punjab
- Eastern Mediterranean and Middle East
- Africa
- Central and South America

AoS2: Concerto Through Time
Students will study The Concerto and its development from 1650 to 1910 through:
- Baroque Solo Concerto and Concerto Grosso

- Classical Concerto
- Romantic Concerto

By the end of Year 10 students will have completed one composition and will be ready to perform their solo at the start of Year 11. They will have covered all of the topics at least once.

Topics Covered Year 11: 2026-2027

When we revisit each AoS in Year 11 students will explore the topics in more depth, focusing on influences and development and practising exam technique.

By the end of the spring term students will have submitted a solo performance, an ensemble performance and two compositions.

Year 11 GCSE Solo Performances and practice of Ensemble Performance - autumn term
Year 11 GCSE Ensemble Performances - spring term

Assessment/Examination:

Performing: Solo & Ensemble Performance (students perform one or more pieces of music on their instrument/voice/technology under supervised conditions). Recorded in Year 11.	30%
Composing: Two compositions need to be submitted. Free Composition – a piece in any style for any combination of instruments (completed in Year 10). Composing to a set brief – Students choose a brief set by OCR (completed in Year 11).	30%
Listening & Appraising: Students will be expected to answer questions based on extracts of music from AoS 2, 3, 4 and 5 played during the end of course examination (examined at the end of Year 11).	40%

Homework Tasks:
Students are expected to work independently to practise their instrument or voice and to prepare solo and ensemble performances. Students will also be expected to listen regularly to the set works and revise each topic.

Regularity of Homework:
Homework will be set regularly. Students need to practise for approximately 30 minutes per day and to complete revision and written tasks as set by their teacher.

Revision tips/useful website details for parents/carers:
- Encourage your son/daughter to revise using the music department GCSE Music revision website.
- The BBC GCSE Bitesize website is also a useful resource, as well as *http://www.musictheory.net/*
- To keep up-to-date with what is going on and revision, follow us on Instagram, @CNCS_Music

BTEC Music Practice

Director of Music: Mrs C. Lane (c.lane@cncs.co.uk)

Awarding Body: EDEXCEL

Specification: BTEC Level 1/Level 2 Tech Award in Music Practice

Content/Assessment Overview	
Component 1	Exploring Music Products and Styles
Component 2	Music Skills Development
Component 3	Responding to a Commercial Music Brief

Topics Covered Year 11: 2026-2027

Students will begin the year by focusing on two of the areas from performer, creator and producer. They will then complete an audit of their skills in those areas before setting themselves development targets. They will then have the opportunity to develop their skills and track and evaluate their progress. This will complete Component 2.

Finally, in Component 3 they will be set a brief by the Awarding Body. As part one of the brief they will need to write a written response to the brief. They will then be given sixteen hours of lesson time in which to create a practical piece of work in response to the brief. Finally, they will write an evaluation of the creative process and their final product under controlled conditions. This unit is externally assessed.

Assessment/Examination:

Component 1: Exploring Music Products & Styles Internally Assessed in Year 10	**Component 2: Music Skills Development** Internally Assessed in Year 11	**Component 3:** Externally Assessed in Year 11

Homework Tasks:
Students will be expected to complete written work or to work on their projects outside of lesson time. As they will need technology for this they can do this by staying after school or in break times if they wish.

Regularity of Homework:
Homework will be set regularly.

Revision tips/useful website details for parents/carers:
- Encourage your son/daughter to use the revision guides available from their teacher and websites and books listed in their component task.
- To keep up-to-date with what is going on and revision, follow us on Instagram, @CNCS_Music

Physical Education

Subject Leader: Mr L. Murphy

Course Leader: Mrs A. Godfrey (a.godfrey@cncs.co.uk)

Awarding Body: AQA

Specification: AQA GCSE PHYSICAL EDUCATION (8582)

Throughout the course students will undertake a mixture of both practical and theoretical based lessons. The content of the specification is organised into three areas:

Paper 1: The human body and movement in physical activity and sport
(30% of qualification - 78 marks) - 1 hour 15 minutes

- The skeletal, muscular, cardio-vascular and respiratory systems, and movement analysis; The effects of exercise on body systems; The components of fitness; The principles of training; Preventing injury in physical activity and training.

Paper 2: Socio-cultural influences and well-being in physical activity and sport
(30% of qualification - 78 marks) - 1 hour 15 minutes.

- Engagement patterns of different social groups in physical activities and sports; Commercialisation of physical activity and sport; Ethical and socio-cultural issues in physical activity and sport; Sports psychology; Health, fitness and well-being.

Performance in practical physical education (NEA: non-exam assessment)
Non-exam assessment: Performance in 3 sports (30% of qualification)

- Students must be assessed in one activity from the 'team' list, one from the 'individual' list and one from either list - The approved list of activities (pages 46-50), as directed by the awarding body, can be obtained from the P.E. Department.
- For practical performances students can be assessed in the role of performer only.
- Students may not be assessed in the same activity twice. They may not be assessed in both 'team' and 'individual' of the same activity (e.g. singles and doubles tennis) and they may not be assessed in variations of the same activity (e.g. two forms of dance or Rugby Union and Rugby League).

Analysing and Evaluating Performance (AEP/Written Coursework element)
Non-exam assessment: Coursework (10% of qualification)

- In addition to three practical performances students are required to analyse and evaluate their own personal performance to bring about improvement in one activity, via written coursework.

Topics Covered Year 10: 2026-2027

Autumn Term: Physical Training
Topics covered include the following:

- Components of fitness
- Applying the principles of training
- Preventing injury in physical activity and training

Applied Anatomy and Physiology
Topics covered include the following:

- The structure and function of the skeletal system
- The structure and function of the muscular system
- Movement analysis
- The cardiovascular and respiratory systems
- Effects of exercise on body systems

Summer Term: Analysing and Evaluating Performance (AEP)
Students will begin to look at their Analysing and Evaluating Performance task which is part of their non-exam assessment (NEA). They are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer in order to bring about improvement in one activity.

Topics Covered Year 11: 2026-2027

Autumn Term: Socio-Cultural Influences
Topics covered include the following:
- Engagement patterns of different social groups in physical activities and sports
- Commercialisation of physical activity and sport
- Ethical and socio-cultural issues in physical activity and sport

Spring Term: Sports Psychology
Topics covered include the following:
- The psychological factors that can affect performers
- How movement skills are learned and performed in physical activities and sports
- The characteristics and classification of skilful movement, along with the role of goal setting and mental preparation to improve performance in physical activities and sports
- Guidance and feedback that affects the learning and performance of movement skills
- Psychological concepts - using practical examples from their own performances students will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice

Health, Fitness and Well-being
Topics covered include the following:
- Definition of health and fitness
- The physical, emotional and social benefits of participating in physical activities and sport to health, fitness and well-being, and the consequences of little or no physical activity
- Diet and nutrition
- The main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports

Summer Term: Revision
- Year 9 students preparing to take GCSE PE when moving into Year 10 will be set summer tasks via our homework/revision platform: The PE Classroom
- Year 10 students moving into Year 11 will be set summer homework to complete their final two sections of the 10% NEA coursework task.

Homework Tasks:
Students will be given a variety of homework tasks, including research based tasks, short answer questions and revision exercises. We will also set homework through learning enhancing software called The PE Classroom.

Regularity of Homework:
Homework will be set fortnightly.

Revision tips/useful website details for parents/carers:
- Students can use The PE Classroom for lesson recap videos for recap and testing.
- Students can also use resources used in lessons via our Google Classrooms.
- There is also an optional 1 hour after school revision session on offer every week with Mrs Godfrey.

PSHE Department

Subject Leader: Ms L. Marsh (l.marsh@cncs.co.uk)

At Cardinal Newman Catholic School, PSHE education is a central part of our curriculum as it enables our students to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future.

The PSHE education curriculum supports personal development, behaviour for learning including promoting attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is ambitious and designed to give all students the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and practice skills that can confidently be used in real life situations on and offline.

Year 10 Topics Covered

Healthy living – including drug and county line information

- The consequences of substance use and misuse for mental and physical health
- Wider risks of illegal substances for individuals (personal safety, career, relationships)
- How to identify, manage and seek help for unhealthy behaviours, habits and addictions
- Recognising the impact of drugs and alcohol on choices and sexual behaviour
- Evaluating ways in which their behaviours might influence their peers positively and negatively (including online) and in situations involving weapons or gangs
- Recognising when they are being adversely influenced or are at risk due to being part of a gang
- Factors which contribute to young people being involved in serious organised crime

Relationship and Sex Education

- Different types of intimacy – including online – and their potential emotional and physical consequences
- Information on STIs, their treatment and how to access sexual health services
- Overcoming barriers about sexual health and the use of services
- Healthy pregnancies and how lifestyle choices affect a developing foetus. Choices and support available
- Fertility and the things that can affect it
- Miscarriage and support available to people who are not able to conceive or maintain a healthy pregnancy
- Strategies to manage emotions associated with different relationships
- How to safely manage changes in relationships including break ups
- The legal/ethical responsibilities people have in relation to the online aspects of relationships
- Recognising unwanted attention (such as harassment and stalking online) and how to seek help
- The impact of attitudes towards sexual assault and challenging victim blaming (including online abuse)
- Ways to access information and support for relationships
- The skills to assess readiness for sex as an individual and within a couple

Mental Health

- Strategies to develop assertiveness and build resilience and how these can affect physical and mental health
- The characteristics of mental and emotional help to develop empathy and understanding
- Recognising when they and others need help with their mental health
- How change can impact our mental health
- Strategies for promoting emotional wellbeing
- How to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression) and what treatment is available
- The importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies like self harm and eating disorders
- Health services available to support people with their mental health

Careers and Finance

- Assessing their areas of strength and development – goal setting
- The skills to challenge and seek support for financial exploitation
- Understand and build resistance to thinking errors associated with gambling and how to access support
- Evaluating and developing study, revision and employability skills
- How strengths, interests, skills and qualities relate to future career/college choices
- The labour market and employment opportunities
- Employment sectors and changing patterns of employment
- Researching work experience opportunities
- How to budget and the benefits of saving
- How to make effective financial decisions
- To recognise and manage the range of influences on their financial decisions
- To access appropriate support for financial decision-making for concerns relating to money, gambling and consumer rights
- Evaluating the financial advantages and disadvantages of different employment contracts (self-employed, full time, part time)

Digital Literacy & Resilience

- How different media portray idealised and artificial body shapes and how to critically appraise this
- Identifying, evaluating and independently assess reliable sources of information and support
- The ways in which industries and advertising can influence health/harmful behaviours
- Ways to identify risk and manage personal safety online and in the wider world – strategies to protect their online reputation
- Strategies for identifying risky situations and where to go for help
- The opportunities and potential risks of establishing and conducting relationships online (strategies to support)
- The legal and ethical responsibilities people have in relation to online aspects of relationships
- Evaluating different motivations and contexts for sharing sexual images – including legal, emotional and social consequences
- Understanding that social media may disproportionately feature exaggerated/inaccurate information online
- How data may be used with the aim of influencing decisions (algorithms/advertising etc.)
- How personal information is generated, collected and shared and the consequences of this
- Strategies to critically assess bias, reliability & accuracy in digital content

Year 11 Topics Covered

Bullying, abuse and discrimination

- Recognising when others are using manipulation, persuasion coercion and how to respond
- The law relating to abuse in relations including coercive control and online harassment
- Recognising when a relationship is abusive and how to manage this
- Skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- Challenges associated with getting help in domestic abuse
- The law related to 'honour' based violence and forced marriage
- Strategies to challenge all forms of prejudice and discrimination
- To access the causes and personal consequences of extremism and intolerance in all their forms
- To recognise the shared responsibility to challenge extreme viewpoints that incite hate or violence

Healthy Living

- To make informed lifestyle choices regarding sleep, exercise and diet
- How to take personal responsibility for maintaining and monitoring health including cancer prevention, screening and self examination
- To assess and manage risks associated with cosmetic and aesthetic procedures including tattoos and piercings and the use of sunbeds
- The ways in which industries and advertising can influence health and harmful behaviours
- To increase confidence in performing emergency first aid and lifesaving skills (including CPR)

College and careers

- Information about the range of opportunities available to them for career progression
- Information about the need to challenge stereotypes about particular career pathways
- Information, advice and guidance available on next steps and careers
- The benefits and challenges of cultivating career opportunities online
- Strategies to manage their online presence and its impact on career opportunities
- The skills and attributes to manage rights and responsibilities at work
- Confidentiality in the workplace – when to keep it and when it might need to be broken
- The unacceptability and illegality of discrimination and harassment in the workplace

Relationship and sex education

- The importance of parenting skills and qualities for family life, the implications of young parenthood and accessing support
- Healthy/unhealthy relationships, coercive control and domestic violence.
- Contraception and how to access it
- The physical and emotional responses people may have to unintended pregnancy
- The reasons why people choose to foster/adopt children
- The current legal position on abortion and the range of beliefs and opinions about it

Drugs, alcohol & managing stress

- The consequences of substance misuse for mental and physical health
- Wider risks of illegal substance use for individuals
- Identifying, managing and seeking help for unhealthy behaviours

Spanish

Subject Leader: Ms C. Marsh

Key Stage 4 Curriculum Leaders: Ms K. Kelly (k.kelly@cncs.co.uk) / Ms S. Rodriguez (s.rodriguez@cncs.co.uk)

Awarding Body: AQA

Specification: GCSE (9-1) in Spanish (8692)

Topics Covered Year 10: 2026-2027

Autumn Term
Topics covered: Grammatical Introduction and KS3 Revision, Relationships with family and friends, Marriage and partnership.

Spring Term
Topics covered: Healthy living and lifestyle, Education and work.

Summer Term
Topics covered: Free time activities, Customs, festivals and celebrations.
There will be end of year assessments during this term.

Topics Covered Year 11: 2026-2027

Autumn Term
Topics covered: Celebrity culture, Travel and tourism.
There are pre-public examinations during this term.

Spring Term
Topics covered: Media and technology, The environment and where people live.
During this term students will sit their Speaking examination.

Summer Term
During this term students will undertake revision and assessments in preparation for their examinations.

Percentage:
Four examinations are taken at the end of Year 11.
Listening: Written examination: 35 minutes (Foundation), 45 minutes (Higher)
Speaking: 7–9 minutes (Foundation tier) + 15 minutes supervised preparation time; 10–12 minutes (Higher tier) + 15 minutes supervised preparation time
Reading: Written examination: 45 minutes (Foundation tier), 1 hour (Higher tier)
Writing: Written examination: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)

Foundation Tier (grades 1–5) and Higher Tier (grades 4–9)

Students will be entered either for all Foundation or all Higher examinations (*there will not be any possibility of mixing tiers of entry*).

Homework Tasks:
Throughout Years 10 and 11, all students will be given weekly written and learning homework. Written homework could be in the form of questions on a reading text, writing a paragraph, creating mind maps, a short piece of translation or answering questions for the speaking exams. Learning homework will be either learning vocabulary or set questions and their answers.

Homework tasks will also include reading, listening and grammar activities from a course textbook and online resources; preparation for speaking and written assessments and re-drafting of various tasks according to feedback.

All students will be expected to undertake independent studies at home using materials uploaded to Google Classroom and from the Kerboodle website.

Regularity of Homework:
Homework/study/learning tasks will be set weekly.

Revision tips/useful website details for parents/carers:

- Students have an individual login for resources on-line (access to the course textbook and all listening, reading and grammar exercises – www.*kerboodle.com*) and should independently practise on a regular basis.
- Students have access to interactive AQA vocabulary lists and should learn vocabulary on a regular basis.
- Students should make full use of all handouts, grammar explanations and hints from Spanish materials uploaded to Google Classroom.
- Students should revise and practise GCSE questions orally on a regular basis.
- Students should recycle expressions and phrases learnt in class in their homework tasks. They should not use online translators.

BTEC Sport

Subject Leader - Physical Education: Mr L. Murphy

Lead Internal Verifier: Mrs L. Nicoll (l.nicoll@cncs.co.uk)

Awarding Body: Pearson

Specification: BTEC Tech Awards Sport (2022)

Topics Covered Year 10: 2026-2027

Term 1	Term 2	Term 3
Component 1: Preparing Participants to Take Part in Sport and Physical Activity (60 marks)	Component 1: Non-exam internal assessment	Component 2: Taking Part and Improving Other Participants Sporting Performance (60 marks) *Component 2 - Non-exam internal assessment will take place during Term 1 of Year 11*

Topics Covered Year 11: 2026-2027

Term 1	Term 2	Term 3
Component 2: Summative assessment and internal marking	Component 3 delivery	Component 3 External assessment

Components 1 and 2 are assessed through non-exam internal assessments delivered through Pearson-set assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

Component 1: Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity

Component 2: Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3 (External assessment): This provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. This is a terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification.

Students will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Percentage: Non-exam Assessment (PSA): 60% Examination: 40%

Homework Tasks:
Students will be given a variety of homework tasks, including research based tasks, short answer questions and revision exercises.

Regularity of Homework:
One or two pieces of homework per fortnight.

Revision tips/useful website details for parents/carers:
- Check Google Classroom to see if there are any outstanding assignments or homework to complete.
- Ensure your child is utilising the benefits of the Everlearner/PE classroom system. Students will be provided a login at the start of the year.
- Purchase the following book: BTEC Tech Award 2022 Sport Student Book and Pearson Revise BTEC Tech Award Sport Revision Guide (2022).

BTEC Travel and Tourism

Subject Leader: Mr B. Spooner (b.spooner@cncs.co.uk)

Awarding Body: EDEXCEL

Specification: BTEC Level 1/Level 2 Tech Award in Travel and Tourism

Topics Covered:

Component 1: UK Travel and Tourism Organisations and Destinations - *internally assessed (PSA)*
This unit will give students an understanding of the component parts of the UK travel and tourism industry, including transport, accommodation and visitor attractions. This unit will also consider how ownership will influence the objectives and aims of tourism organisations. It will look at technology and how it has advanced in travel and tourism to improve the customer experience. Finally, this unit will allow students to study the features of different destinations and analyse what makes them suitable for different customer types.

Component 2: Customer Needs in Travel and Tourism - *internally assessed (PSA)*
In this unit students will gain an understanding of how travel and tourism organisations use primary and secondary research to find out what customers want from products and services in travel and tourism. It will look at how different customers may have different needs and the ways in which these needs can be met. This unit will consider how different travel and tourism organisations develop their products and services to respond to market trends. This unit will also give students an opportunity to plan a holiday to meet the needs of customers.

Component 3: Influences on Global Travel and Tourism - *externally assessed synoptic exam*
This is an externally assessed unit which takes the format of a two hour examination. In this unit students will learn about the factors which influence the travel and tourism industry including economic factors such as exchange rates, concerns over safety and political stability, and how the media can influence the popularity of a destination. How organisations respond to these factors will also be considered. Students will also be taught to understand the potential good and bad impacts of travel and tourism, including looking at sustainability and how tourism can have an impact on local communities.

Weighting of the components		
Component 1: 30% of qualification	**Component 2:** 30% of qualification	**Component 3:** 40% of qualification

All components need to be passed in order to pass the course.

Grades awarded: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Homework Tasks:
Components 1 and 2 require some preparation for coursework at home, whereas Component 3 requires more independent retrieval practice and revision ahead of the exam in May.

Regularity of Homework:
Two hours per week.

Revision tips/useful website details for parents/carers:
- Read newspapers, travel magazines and watch travel documentaries to keep ahead of developments in the travel and tourism industry.
- Visit travel and tourism websites including VisitBritain.

AQA Award Scheme (Key Stage 4)

Enquiries: SENDTeam@cncs.co.uk

AQA Award Scheme can be taken instead of one GCSE option subject (five lessons per fortnight).

Students are given the opportunity to gain certification in a variety of outdoor skills and life skills such as mountain biking, horticulture, finance and world of work lessons.

These lessons may also be used for students to keep up with the demands of their other GCSE subjects, including coursework and homework.