

High School Leckhampton GCSE Information

Academic Year 2026 - 2028



Options Information Booklet
for courses commencing
September 2026

Prorsum Semper (Always Forward)





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Dear Year 9 Students,

The exciting time has come for you to decide which subjects you want to study in Years 10 and 11 as you move to start your GCSEs. The decision around what you want to study throughout your GCSEs is an important one, as it will not only shape the final two years of your time at The High School Leckhampton, but it will also help you to determine your future career and educational pathway. This booklet will provide you with the information you need to help make decisions about what courses you want to study. It is divided into three main sections. The first section provides advice and guidance about the options process, the second section gives an overview of the core curriculum and Section 3 provides information about the different GCSE courses that you can study. Please read it carefully and share it with your parents/carers.

Having guided hundreds of students through this process before, I know what an exciting yet nerve-racking time this can be for you. I would encourage you to talk with your teachers and family members about what they recommend and remember not to choose a course just because you like your current class or teacher – both of whom may be different next year!

Even if you think you know what you want to do in the future, choosing a broad range of subjects is generally a good idea and most students like a bit of variety in their day!

Of course, you will need to work hard on whatever GCSE courses you choose, but they are a wonderful opportunity to explore areas you are interested in and if you put in your best effort then I'm sure you'll enjoy the challenge. I wish you the very best of luck in choosing your options and embarking on this exciting next stage of your education. I have no doubt you will achieve fantastic results in 2028!

Mrs Helen Wood, Headteacher



Letter to Parents and Carers

The High School
Leckhampton

Dear Parents and Carers,

It is incredible how quickly the time has passed since your child started at The High School Leckhampton in Year 7. We are now starting to look to the future with our Year 9 students and in the coming weeks they will be making key decisions about the subjects they will be studying for the next two years. Since Year 7, students have been following a common curriculum. However, the important decisions made now will shape their future and I am sure that you as parents and carers will want to do all you can to support your child in making the choices that are right for them.

This options booklet has been prepared to help you all in making these decisions. It is organised into several key sections. Firstly, we will explain the courses that are available and try to answer any questions you have about them and the process itself. In the second section, you can read about the core curriculum which is compulsory for all students and in the final section, you can read about the GCSE choices that are available as options. We hope that by having organised the information in this way, it is helpful in supporting your child to make the right choice for them.

At The High School Leckhampton not all subjects are optional. All students will continue to study English, Maths, Science, Personal Development, as well as core PE. All students will continue to study at least one of History, Geography, a Modern Foreign Language, (French and/or Spanish) and Computer science. This will ensure that all students have a breadth of study. All students will then have three subject choices. We hope that the choices our students make will reflect the advice given by the school, their own personal interests, and the needs of their future career if they already know what they want to do.

The size of the teaching groups and the number of groups in particular subjects are limited by the staff and accommodation available. This could mean that we may be unable to offer a place on a particular course. On the rare occasion that this might be the case, we will speak to the students affected. Also, a subject can only be timetabled if enough students choose to take it. Please understand it may not be possible to give first choices in all cases and reserve subjects are therefore important. Ms Elcome (SENCO) may discuss option choices with some students and make recommendations. Final decisions will only be made when next year's timetable is completed, towards the end of the summer term.

We hope that by the time the process of arranging Year 10 options groups is complete, your child will have a combination of subjects which they will enjoy, and which will enable them to achieve success. There will be an opportunity to speak to teachers at the forthcoming Options Evening, as well as at Parents' Evening.

If you require further information, please do contact Mr Newman.

Thank you for the support that you give to your child at this very important time.

Mrs Helen Wood, Headteacher



Key Information

The Options Process Explained

How to choose

We strongly advise that students pick subjects that they enjoy and are doing well in at KS3. Almost half of a student's week will be devoted to these option subjects and the demands of each course will be high. It will be difficult to achieve good GCSE grades without having a good grounding at KS3 and without the desire to work independently in each subject area.

As a starting point, we suggest students ask themselves the following questions and use the answers to guide their thinking:

- Do I enjoy this subject? For example, when sitting down to work in this lesson, or when completing homework at home, you might feel more motivated than you do with other subjects?
- Am I doing well in this subject? For example, you might find that you get consistently good feedback from your teacher in this subject and have consistently met or exceeded your target. Your target might also be higher for this subject than it is for others. (If you wish to study a Language as one of your options, you must make sure you have studied the same language at KS3. Students who have a home language other than English will also be encouraged to take an additional GCSE in this language at a later date. If you wish to study Music, you need to play an instrument yourself (see Music page below).)
- Do I have an interest in this subject beyond the classroom? For example, you might attend enrichment clubs or activities related to this subject area. You might also have represented your house, or the school, in something relevant to this subject, or you might enjoy reading and researching about this subject in your free time.
- What do I want to do after Year 11? Does this subject directly, or indirectly, feed into a course at A Level? For example, if you want to study History A Level then you will need to have done History GCSE. This is not the case with everything. For example, if you want to study Government and Politics A Level then you don't need to do politics GCSE. It would be a good idea, however, to do something similar, for example GCSE History.
- Is my preferred way of working compatible with the demands of this subject? For example, if you like writing essays and are confident drafting and re-drafting pieces of work, then more literacy-based subjects (such as History and RE) are probably well suited to you. If you like completing practical work and are happy planning larger projects, then DT is probably well suited to you. If you are happy performing in front of your peers, then Drama and Music might appeal.
- Do I want to go to University? If so, then making sure you have a broad range of subjects that feed into lots of A Levels and degree subjects is probably advisable (see the EBacc comments).



The High School
Leckhampton

Key Information

What courses can students choose?

All students at HSL will study at 9 GCSE courses. Some are compulsory for all – these are called '**the core**' and some are based on student choice; they are called '**Options**'.

Students at HSL will be guided to select a broad range of GCSEs/courses. Every student will achieve the following by the end of Year 11:

- 2 GCSEs in English (**core**)
- 1 GCSE in Mathematics (**core**)
- 2 GCSEs in Science (**core**)
- 4 further GCSEs (**options**)
- 1 reserve choice

*Important:

To ensure a broad range of subjects are chosen, students should choose **either** Art & Design – Fine Art, **or** Art & Design – Textile Design.

Similarly, students should choose **either** Design Technology – Food Preparation and Nutrition, **or** Design Technology – Product Design.

Key Information

This diagram provides a useful summary of what all students will study as the 'core' and 'options':

Core

English Language – 1 GCSE
English Literature – 1 GCSE
Mathematics – 1 GCSE
Combined Science – 2 GCSEs
Physical Education – non-examined
Personal Development – non-examined

Option 1

To ensure that students are studying a broad range of GCSEs, they must choose to study 1 of the following for 5 lessons per fortnight:

Computer Science
French
Geography
History
Spanish

(these have pink headings further on in the booklet)

Options 2 - 4

In addition, every student must choose any 3 GCSEs from the following list:

Art & Design – Fine Art, Art & Design – Textile Design, Business Studies, Drama, French, Geography, Health & Social Care, History, Music, Physical Education, Religious Studies, Spanish, Design Technology – Food Preparation & Nutrition, Design Technology – Product Design

(These have blue headings further on in the booklet)



Key Information

Further advice and guidance

Should I consider taking a language?

We recommend that you choose to study a language as one of your '**Option**' subjects. Many universities require you to have a qualification in a modern language and learning a language is a skill that is highly valued by many employers. If you love languages, you can choose to do more than one language if you wish. Some local organisations, such as GCHQ, champion the study of a language up to the age of 16. It gives a good breadth and depth to your learning, as well as enhancing your employability skills.

I've heard of 'Progress 8' and 'Attainment 8' – what are they?

The 'Progress 8' measure is a government measure which is designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4. It requires students to study at least eight GCSE subjects in various categories. The results of a student's best eight subjects are used to calculate a 'Progress 8' score for the school each year. This measure is then used by the Department for Education and OFSTED to compare schools.

The 'Attainment 8' measure is published annually showing the average academic performance of a secondary school. It is calculated by adding together students' highest scores across eight government approved school subjects. While these numbers are not made publicly available on a student-by-student basis, scores taken from across a school year group are averaged to produce a school's overall score.

In short, whilst these measures exist, students do not need to think about them when choosing their GCSEs. We have planned our curriculum so that students are able to pick from a good range of subjects, and to ensure that future educational and employment opportunities are available to them whatever they choose to do post-16.



Key Information

How will I be graded in my GCSE courses?

GCSE A*-G/1-9 Equivalent

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	Bottom 2 thirds C	Bottom third B Top third C	B Top 2 thirds	A	A*	A* Top 20% Grade A and above

The grading system for GCSEs is now based on a 9-1 system instead of A*- G. GCSEs have been made more challenging and many courses that once had coursework or controlled assessments are now 100% exam based. The assessment criteria for individual subjects can be found on the pages within this booklet, please read this criteria carefully before selecting your options, to ensure you know how you will be assessed.

What if I don't get my first choice 'options'?

We have decided to offer students a relatively free choice when deciding their options, rather than requiring them to choose from option blocks or pathways. We have done this to try to ensure students are choosing courses that they will enjoy and to create the most flexible system. However, please bear in mind that there may be occasions when we cannot give you your 'first' choices because of timetable and staffing constraints. If this happens, we will always try to work with you to come up with an agreed solution, which is why we ask for a reserve choice on the online Options Form, and why you have been asked to select a 'reserve' subject. Please also bear in mind that if there are not enough students wanting to do a particular course, then there is a possibility that the course will not run.

If I have a question about the options process, who should I contact?

The first point of contact should be your child's tutor or, if your query is about a specific subject, please contact the Curriculum Leader. Their email address can be found at the bottom of each subject page within this booklet and on the school website under the 'Teaching and Learning' section.

If you still have concerns or significant questions about the options process, please contact Mr. Chris Newman, Assistant Head for Teaching and Learning (cjn@hsl.glos.sch.uk).



The High School
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Key Information

How do I make sure my GCSE choices allow me to study A Levels in the future?

Whilst HSL does not currently have a Sixth Form, we recommend that students look at the A Level entry requirements for Balcarras Sixth Form. <https://www.balcarras.glos.sch.uk/page/?title=Admissions&pid=52>

Many A Level courses will require or recommend that you have studied the same subject at GCSE but this varies according to Sixth Forms. If you are thinking of going on to study A Levels you are likely to need to achieve grades 5-9 in your GCSEs.

What if I'm thinking about university?

Students who want to look further ahead may find the UCAS website useful as it contains all university courses (and their entry requirements). <https://digital.ucas.com/search> Additional information about universities can be found at <https://russellgroup.ac.uk/about/our-universities/>

I think I have a career in mind, but I am not sure what GCSEs I might have to get in order to do it?

It would be a good idea to have a look at some careers websites to see if your chosen career requires you to have a set of particular GCSEs before you submit your form.

You have been introduced to *Unifrog* previously and this would be an excellent place to look to begin with: <https://www.unifrog.org/>

Our careers advisor, Mrs Jill Lewis, will be able to offer you individual appointments during Year 9.

You can take guidance from your subject teachers about this, but the following websites might help you too:

<https://www.unifrog.org/>
<https://www.ucas.com/ucas/16-18-choices/find-career-ideas>
<https://www.brightknowledge.org/>
<https://www.youthemployment.org.uk/careers-advice-for-parents/>
<https://successatschool.org/>
<https://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/>



The High School
Leckhampton

Key Information

Next Steps?

Having read the key information, students should now follow this timeline to ensure they (and their parents) are well informed, and they are making the best possible GCSE choices. We have calendared several opportunities for students and parents to speak to key teachers and we encourage them not to rush into quick decisions but carefully consider all the advice and guidance available.

KEY DATES:

Wednesday 28th January

GCSE Information Booklet (this booklet!) available online and issued to all students in a Year 9 assembly.

Wednesday 28th January

Year 9 Options Evening 6:00 to 8:00pm. This will be in the Main Hall.

Mr Chris Newman will deliver a short presentation explaining the options process between 6:00 to 6:30pm.

Parents/Carers and Year 9 students are then invited to talk to Curriculum Leaders and some teachers who will be able to provide further information about the GCSEs on offer and answer any questions. This will be in the café area, drama studio and the Main Hall.

Thursday 5th February

Year 9 Parents' Evening 4:00 to 7:00pm

Wednesday 11th February

Year 9 Summary Report issued.

Deadline for submission of option choices : Friday 27th February 2026



The High School
Leckhampton

Core Subjects

Section Two: Core Subjects

All students will study some '**Core**' subjects, including English Language, English Literature, Mathematics and Combined Science. Students will sit examinations in these subjects.

Additionally, you will have Personal Development (PSHE) lessons, and Core Physical Education. Students will not sit exams in these 2 subjects.

Core

English Language – 1 GCSE
English Literature – 1 GCSE
Mathematics – 1 GCSE
Combined Science – 2 GCSEs
Physical Education – non-examined
Personal Development – non-examined

The following pages 13-22 provide you with information about what you will study in these subjects.

Core GCSE English Language

Course Name

GCSE English Language

Curriculum Leader:

Mrs Imogen Simms

ics@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8700

Careers linked to this subject

Almost all jobs and careers require you to have GCSE English Language. The skills and knowledge that you will learn through the qualification will ensure that you are prepared for life. There are several careers that would directly lead from studying this course, which include law, teaching, lexicography, journalism, public relations, marketing, and job roles within the media.

How is the course assessed?**Paper 1: Explorations in Creative Reading and Writing**

Section A Reading: one literature fiction text

Section B Writing: descriptive or narrative writing

Assessed in a written exam, 1 hour 45 minutes

Paper 2: Writers' Viewpoints and Perspectives

Section A Reading: one non-fiction text and one literary non-fiction text

Section B Writing: writing to present a viewpoint

Assessed in a written exam, 1 hour 45 minutes

Spoken Language Oral Endorsement

Non-exam assessment, assessed in school

What will students learn about through this course?

This GCSE specification in English Language will require students to study the following content:

Critical reading and comprehension

- critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text
- comparing texts: comparing two or more texts critically with respect to the above.



The High School
Leckhampton

Core GCSE English Language

Course Name

GCSE English Language

Curriculum Leader:

Mrs Imogen Simms

ics@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8700

Careers linked to this subject

Almost all jobs and careers require you to have GCSE English Language. The skills and knowledge that you will learn through the qualification will ensure that you are prepared for life. There are several careers that would directly lead from studying this course, which include law, teaching, lexicography, journalism, public relations, marketing, and job roles within the media.

What will students learn about through this course? (continued)

Writing

- producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text
- writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken language

- presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
- responding to spoken language: listening to and responding appropriately to any questions and feedback
- spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

How can students prepare?

The best way that students can prepare for GCSE English Language is to read a wide range of texts and sources regularly – and to discuss their thoughts on what they've read. Students need to make sure they're reading a wide range of fiction texts such as novels, poems and plays, and non-fiction texts such as newspaper articles and leaflets. Once they have read these texts, they need to respond to them and have opinions about what they've read – how do they make them feel? Do they agree? Justify their thoughts and opinions. The GCSE English Language course requires students to read unseen texts at pace for a sustained period of time, so they need to practise reading and comprehending unseen texts.



The High School
Leckhampton

Core GCSE English Literature

Course Name

GCSE English Literature

Curriculum Leader:

Mrs Imogen Simms

ics@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8702

Careers linked to this subject

The skills and knowledge that you will learn through the qualification will ensure that you are prepared for life. There are several careers that would directly lead from studying this course, which include law, teaching, lexicography, journalism, public relations, marketing, and job roles within the media.

How is the course assessed?

Paper 1: 19th century and Shakespeare

- Shakespeare play
- The 19th-century novel

Assessed in a written exam of 1 hour 45 minutes

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

- Modern prose or drama text
- The poetry anthology
- Unseen poetry

Assessed in a written exam of 2 hour 15 minutes

Section A Modern text: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

What will students learn about through this course?

Reading comprehension and reading critically

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events



The High School
Leckhampton

Core GCSE English Literature

Course Name

GCSE English Literature

Curriculum Leader:

Mrs Imogen Simms

ics@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8702

Careers linked to this subject

The skills and knowledge that you will learn through the qualification will ensure that you are prepared for life. There are several careers that would directly lead from studying this course, which include law, teaching, lexicography, journalism, public relations, marketing, and job roles within the media.

What will students learn about through this course? (continued)

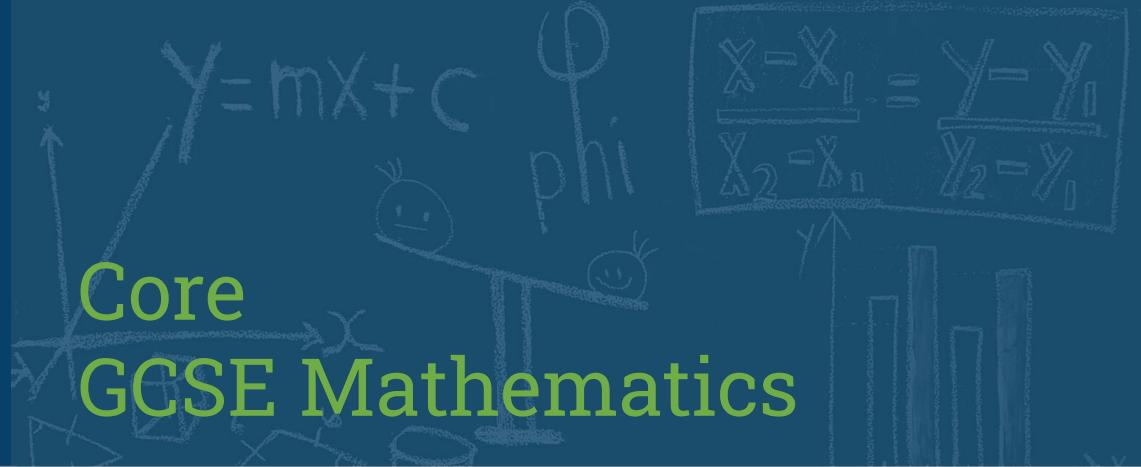
- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

Writing

- Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- accurate Standard English: accurate spelling, punctuation and grammar.

How can students prepare?

- The best way that students can prepare for GCSE English Literature is to read a wide range of fiction texts, from a wide range of time periods – and to discuss their thoughts on what they've read.
- Students need to be comfortable with reading extended pieces of text at pace as well as being able to understand and comprehend them.
- Students will be studying texts from a range of time periods - from the 19th century to the mid-20th century - so the more students know about life and society in the 19th century; WWI and WWII, then the more prepared they will be. Thus, the more students will be able to contextualise and understand the texts that we study.



Core GCSE Mathematics

Course Name

GCSE Maths

Exam Board

Edexcel

Course Code

1MA1

Careers linked to this subject

Accounting,

Medicine

Engineering

Forensic pathology

Finance

Business consultancy

Teaching

Games development

Scientific research

Programming

The civil service, design

Actuary

Business analyst

Software engineer

Technology analyst

How is the course assessed?

The GCSE Maths qualification consists of 3 equally weighted written exams. All GCSE content can be assessed across all 3 papers, there is no specified non-calculator material

Paper 1	Paper 2	Paper 3
- Non-calculator	- Calculator	- Calculator
- 90 minutes	- 90 minutes	- 90 minutes
- 80 marks	- 80 marks	- 80 marks

Students will sit either the foundation or higher tier of entry, all papers must be sat from the same tier. Students will be monitored throughout the course and entered for the tier which is thought to be most suitable.

Higher Tier	Foundation Tier
Grades 4 - 9	Grades 1 - 5

What will students learn about through this course?

The Edexcel GCSE Maths course is designed to help students develop a strong foundation in key mathematical concepts and skills. The course continues to develop students' understanding of the key areas covered in Key Stage 3. Students will focus on the following main topics:

1. Number

Whole numbers and their operations

Fractions, decimals, and percentages (including conversion and calculations).

Rounding and estimation

Ratio and proportion

2. Algebra

Simplifying expressions and solving linear equations.

Working with inequalities

arithmetic and geometric Sequences

Quadratic equations

Graphing linear and non-linear functions.

3. Geometry and Measures

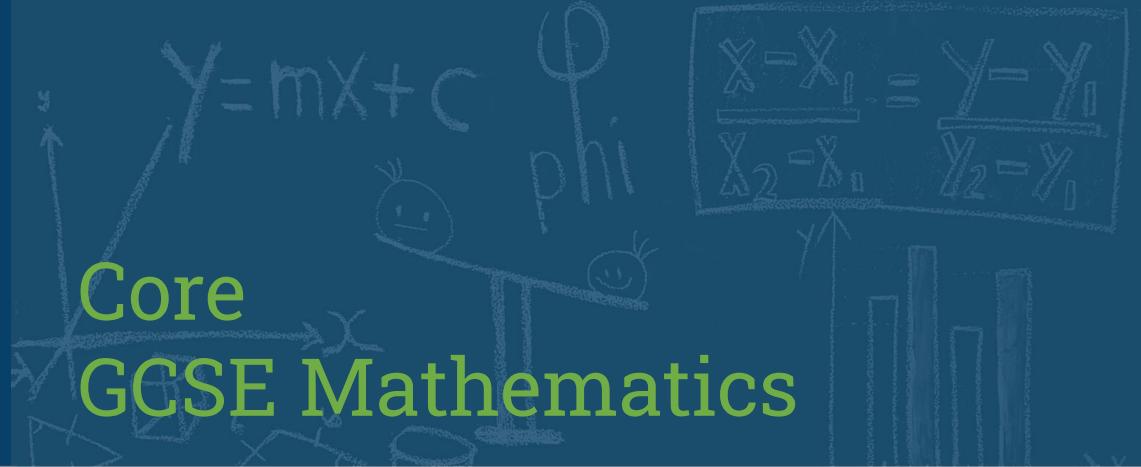
Properties of 2D and 3D shapes

Pythagoras' Theorem and trigonometry

Perimeter, area, and volume

Transformations,

Continued



Course Name

GCSE Maths

Exam Board

Edexcel

Course Code

1MA1

Careers linked to this subject

Accounting,

Medicine

Engineering

Forensic pathology

Finance

Business consultancy

Teaching

Games development

Scientific research

Programming

The civil service, design

Actuary

Business analyst

Software engineer

Technology analyst

4. Statistics and Probability

- Data collection and presentation
- Averages and measures of spread (mean, median, mode, range).
- Probability
- Interpreting and drawing conclusions from data.

5. Problem-Solving

- Applying mathematical knowledge to solve real-world problems.
- Using reasoning skills to deduce and prove results

How can students prepare?

Regular Revision

- Daily practice is essential. Students should aim to work through a variety of problems regularly to ensure their skills are developing.
- Use a revision schedule to stay on top of topics. Breaking the subject down into manageable chunks can prevent last-minute cramming.
- Use the scheme of work published on the VLE to look ahead and pre-learn concepts prior to lessons.

Use Past Papers

- Past exam papers are a valuable resource. They help students get familiar with the format of the questions and identify common themes.
- After attempting a past paper, students should mark their answers using the mark schemes to understand where they went wrong and learn from mistakes.

Online Resources

- Online platforms, such as Mathswatch, BBC Bitesize, Maths Genie and Corbett Maths, provide interactive lessons and practice questions.

Revision Guides

- Using CGP Edexcel revision guides and workbooks can help consolidate knowledge and provide extra practice on key topics.

Focus on Weak Areas

- Identify and spend more time on the topics that your child finds most difficult.
- It's often helpful to work through problems with a teacher until these areas become clearer. Support can be found on Tuesday lunchtimes at Sum Up The Week.

Practice Mental Maths

- Encourage your child to practice mental arithmetic. Speed and accuracy in basic calculations can significantly boost performance in the exam.

Core GCSE Combined Science

Course Name

GCSE Combined Science: Trilogy

Curriculum Leader:

Miss Katherine Kennedy

kbk@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8464

Careers linked to this subject

Aerospace Manufacturing

Agriculture

Architecture

Astronomy

Astrophysics

Audiology

Biochemistry

Biotechnology

Brewing

Chemical Engineering

Colour Technology

Dentistry

Dietetics

Electronics

Engineering

Environmental Health

Environmental Science

Food Science

Forensic Science

Geophysics

Horticulture

How is the course assessed?

Six written exams at the end of the course: two Biology, two Chemistry and two Physics.

Each of the exams will assess knowledge and understanding from distinct topic areas and contain question types ranging from multiple choice, structured and closed short answer, to open response, mathematical and practical skills.

The written exams are completed in the order listed below:

- Biology Paper 1
- Chemistry Paper 1
- Physics Paper 1
- Biology Paper 2
- Chemistry Paper 2
- Physics Paper 2

Each GCSE Combined Science: Trilogy exam is 1 hour 15 minutes long, has 70 marks available and is worth 16.7% of one GCSE in Combined Science.

There are two levels of entry in GCSE Combined Science: Trilogy - Foundation Tier and Higher Tier. Each student is monitored during the course and entered for the level which is thought to be most suitable. Every student has the opportunity to gain at least grade 5.

Students will be awarded two GCSEs in Combined Science: Trilogy on completion of the course and the written examinations. The qualification will be graded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5. A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9.

There is no coursework requirement for GCSE Combined Science: Trilogy. Students will be required to demonstrate a variety of mathematical skills in GCSE Combined Science: Trilogy assessments and complete a selection of required practical activities as part of the course.

Continued

Core GCSE Combined Science

Course Name

GCSE Combined Science:
Trilogy

Curriculum Leader:

Miss Katherine Kennedy

kbk@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8464

Careers linked to this subject

Marine Biologist

Medicine

Nanotechnology

Nursing

Occupational Therapy

Oceanography

Paramedic

Pharmaceuticals

Pharmacology

Physiotherapy

Psychiatry

Quality Control

Radiography

Research and Development

Renewable Energy

Speech Therapy

Sports Science

Software Engineer

Sound Technology

Surveying

Veterinarian

What will students learn about through this course?

Biology Paper 1 Subject Content:

Topic 1: Cell Biology
Topic 2: Organisation
Topic 3: Infection and Response
Topic 4: Bioenergetics

Biology Paper 2 Subject Content:

Topic 5: Homeostasis and Response
Topic 6: Inheritance, Variation and Evolution
Topic 7: Ecology

Chemistry Paper 1 Subject Content:

Topic 1: Atomic Structure and the Periodic Table
Topic 2: Bonding, Structure and the Properties of Matter
Topic 3: Quantitative Chemistry
Topic 4: Chemical Changes
Topic 5: Energy Changes

Chemistry Paper 2 Subject Content:

Topic 6: The Rate and Extent of Chemical Change
Topic 7: Organic Chemistry
Topic 8: Chemical Analysis
Topic 9: Chemistry of the Atmosphere
Topic 10: Using Resources

Physics Paper 1 Subject Content:

Topic 1: Energy
Topic 2: Electricity
Topic 3: Particle Model of Matter
Topic 4: Atomic Structure

Physics Paper 2 Subject Content:

Topic 5: Forces
Topic 6: Waves
Topic 7: Magnetism and Electromagnetism

How can students prepare?

Review what they have learned at Key Stage 3, including:

- Knowledge of scientific keywords and their definitions and using these accurately and confidently to describe scientific concepts and ideas.
- Labelling and reproducing scientific diagrams including for experimental setup, data collection and data analysis.
- Applying knowledge and understanding of scientific ideas to new situations by explaining observations and planning further experiments.
- Keeping up to date with scientific developments and staying curious.



Assistant Headteacher with responsibility:

Mrs Ali Cox

aec@hsl.glos.sch.uk

Careers linked to this subject

Personal Development supports every student, regardless of their career aspirations. By focusing on areas such as personal safety, understanding global issues, social skills, and staying safe online, this subject helps students develop the awareness and qualities employers value across all industries. It also equips students with a deeper understanding of themselves and the world around them, preparing them for a successful and fulfilling future in any career path.

What will students learn about in these lessons?

Students will follow a Personal Development programme that has been designed to nurture well-informed and connected citizens who are prepared to thrive in modern life.

During years 10 and 11 students will complete modules in:

- Careers – preparing to join the world of work, including CV writing, interview practice and applying for work experience
- Core Religious Education – a depth study of the Holocaust
- RSE and PSHE – including relationships, physical and mental health education and contemporary issues.

In addition to this, students will participate in a range of activities, off-timetable sessions, workshops and talks, to ensure that they are well prepared for their next steps. Through these opportunities, they will learn about:

- Financial management and how to manage a budget
- Taking care of themselves and wellbeing
- Political systems and democratic participation
- Human and children's rights in the UK and around the world.

How can students prepare?

- Engage with current affairs; participate in RRSA activities at the school
- Stand to be tutor group representative on the house and learning councils to understand democracy and representation
- Read about careers that may be of interest; use Unifrog to explore the skills that may be needed
- Maintain extra-curricular interests, both in and outside of school
- Participate fully in the Duke of Edinburgh Award Scheme, to learn new skills, show commitment and experience new challenges



The High School
Leckhampton

Curriculum Leader:

Mrs Rebecca Vaughan

rkv@hsl.glos.sch.uk

Careers linked to this subject

- Sport and exercise scientist
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach
- Sports consultant
- Sports scout
- Sports agent
- Sports broadcaster
- Sports journalist
- Diet and fitness instructor
- Personal trainer
- Sports photographer

Core Physical Education

What will students learn about in these lessons?

Students will have 3 hours of PE per fortnight where they will consolidate and build on performance skills and tactical understanding from KS3. Students will continue to develop their skills in the invasion games of netball, hockey, football, rugby and basketball alongside their net wall games knowledge in badminton, pickle ball and tennis. Cricket, rounders and athletics will continue to be studied in the summer terms, with the introduction of softball and volleyball.

All students will learn how to test and improve their fitness levels by designing a fitness programme that they will then follow in lessons and at home to encourage an understanding of the importance of health, fitness and well-being.

Students will be encouraged to take on leadership roles within lessons and at extra-curricular clubs with opportunities to lead KS3 clubs.

How can students prepare?

- Students should look to attend extra-curricular sports clubs to maintain good levels of fitness which can positively contribute to their physical and mental well-being.
- They should also look to attend clubs or activities with friends to help maintain motivation and enjoyment of their sporting activities.



The High School
Leckhampton

Optional Subjects

Students need to choose 1 subject from the subjects offered as Option 1 subjects.

Option 1

To ensure that students are studying a broad range of GCSEs, they must choose to study 1 of the following:

- Computer Science**
- French**
- Geography**
- History**
- Spanish**



The High School
Leckhampton

GCSE Computer Science

How is the course assessed?

Component 1: Computer Systems (50%)

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

Assessment: Written paper, 80 marks (90 minutes)

Component 2: Computational Thinking, Algorithms & Programming (50%)

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments
- Assessment: Written paper, 80 marks (90 minutes)

What will students learn about through this course?

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It allows students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Practical Programming

All students will be given the opportunity to undertake programming tasks in both Python and Pseudocode to solve problems during the course. This will help students gain the coding skills required as well as give them a better understanding of the theory to help with both component 1 and 2.

Curriculum Leader:

Mr Patrick Doherty

pjd@hsl.gloucs.sch.uk

Course Name

GCSE Computer Science

Exam Board

OCR

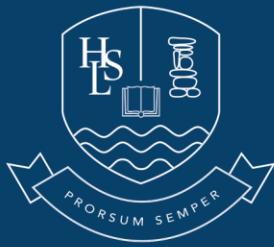
Course Code

J277

Careers linked to this subject

- Application analyst
- Applications developer
- Cyber security analyst
- Data analyst
- Forensic computer analyst
- Game designer
- Games developer
- Machine learning engineer
- Penetration tester
- Software engineer
- Systems analyst
- UX designer
- Web designer
- Web developer

Continued



The High School
Leckhampton

GCSE Computer Science

Curriculum Leader:

Mr Patrick Doherty

pjd@hsl.gloucs.sch.uk

Course Name

GCSE Computer Science

Exam Board

OCR

Course Code

J277

Careers linked to this subject

- Application analyst
- Applications developer
- Cyber security analyst
- Data analyst
- Forensic computer analyst
- Game designer
- Games developer
- Machine learning engineer
- Penetration tester
- Software engineer
- Systems analyst
- UX designer
- Web designer
- Web developer

How can students prepare?

- Continue to explore coding using Raspberry Pi Code Editor , to practise the skills that you have been learning during Key Stage 3
- Experimenting with building apps, using the 'AppLab' from code.org website
- Looking at software for animation, for example 'Blender' which is freeware that can be used to create animations
- Beginning to explore the range of tutorials available regarding programming on YouTube.



GCSE French

Course Name

GCSE French

Curriculum Leader:

Dr Paul Clarke

pac@hsl.gloucs.sch.uk

Exam Board

Edexcel

Course Code

1FR1

Careers linked to this subject

It is not necessary to be completely fluent in a foreign language to be considered an asset to employers. Language learners develop a range of skills that are highly sought after by employers in all sectors of the working world.

- Academic Researcher
- Air Traffic Controller
- Cruise Ship Worker
- Diplomatic Service
- Events Manager
- Hotel Manager
- Journalist
- Intelligence Analyst
- International Aid Worker
- International Lawyer
- Interpreter
- Marketing Executive
- Museum Curator
- Political Analyst
- Publisher
- Retail Buyer
- Teacher
- Translator
- Travel Writer

How is the course assessed?

GCSE French is assessed through four skills: speaking, listening, reading and writing. Each skill is assessed individually and with equal weighting of 25%.

Paper 1: Speaking in French (7-12 minutes)

Students complete a read aloud task, a role play, a picture card description and a general conversation. Two weeks before the exam, students select the thematic context of the picture task and conversation from a choice of two. Students also have 15 minutes preparation time before beginning the exam. This exam is conducted by the class teacher.

Paper 2: Listening and Understanding in French (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as transcribe spoken French into written French as part of a dictation task.

Paper 3: Reading and Understanding in French (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as translate a passage from French into English.

Paper 4: Writing in French (1hr 15 mins – 1 hr 20 mins)

Students complete a picture-based task (foundation only) and respond to one of two open-response questions in both a formal and informal context. Students also complete a translation from English into French.

What will students learn through this course?

Learning a foreign language develops a range of both intellectual and practical skills, including problem-solving, critical thinking and resilience. By studying GCSE French, students will continue to build on their knowledge of vocabulary, grammar and phonics to be able to confidently express their own ideas and opinions in the language. Students will also develop cultural awareness of French-speaking communities around the world by exploring a range of engaging thematic contexts:

- My Personal World
- Lifestyle and Wellbeing
- My Neighbourhood
- Media and Technology
- Studying and My Future
- Travel and Tourism



The High School
Leckhampton



Course Name

GCSE French

Curriculum Leader:

Dr Paul Clarke

pac@hsl.gloucs.sch.uk

Exam Board

Edexcel

Course Code

1FR1

Careers linked to this subject

It is not necessary to be completely fluent in a foreign language to be considered an asset to employers. Language learners develop a range of skills that are highly sought after by employers in all sectors of the working world.

- Academic Researcher
- Air Traffic Controller
- Cruise Ship Worker
- Diplomatic Service
- Events Manager
- Hotel Manager
- Journalist
- Intelligence Analyst
- International Aid Worker
- International Lawyer
- Interpreter
- Marketing Executive
- Museum Curator
- Political Analyst
- Publisher
- Retail Buyer
- Teacher
- Translator
- Travel Writer

How can students prepare?

- Strengthen Vocabulary: Start building a solid foundation of key vocabulary by using flashcards, online games and language apps like Linguascope or Duolingo.
- Master Grammar Basics: Focus on understanding essential grammar rules such as using adjectives, accurate word order and using past/present/future tenses.
- Practice Speaking: Engage in regular conversations with teachers or peers to increase your confidence in speaking. Recording yourself and listening to native speakers is also useful.
- Improve Listening Skills: Listen to songs, podcasts and watch TV shows or films in French to familiarise yourself with pronunciation and intonation.
- Reading Practice: Read simple texts such as articles, books or websites in French to increase your vocabulary and improve comprehension.
- Write Regularly: Practise writing short stories or diary entries in French to develop writing skills and reinforce grammar and vocabulary.
- Learn About the Culture: Research the culture and history of countries where French is spoken, as understanding cultural context is key for the GCSE course.



GCSE Geography

Course Name

GCSE Geography

Curriculum Leader:

Mr Chris Newman

cjn@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8035

Careers linked to this subject

- Archaeologist
- Cartographer
- Climate scientist
- Countryside ranger
- Data scientist
- Diplomatic Service officer
- Ecologist
- Environmental consultant
- Estates officer
- Geoscientist
- Geotechnician
- Hydrologist
- Land surveyor
- Landscape architect
- Pilot
- Planning and development surveyor
- Quantity surveyor
- Rural surveyor
- Secondary school teacher
- Seismologist
- Tourist guide
- Town planner
- Transport planner
- Travel agent

How is the course assessed?

Paper 1 – Living with the Physical Environment:

35% of the course. 1 hour 30-minute exam in Summer of Year 11.

Paper 2 – Challenges in the Human Environment:

35% of the course. 1 hour 30-minute exam in Summer of Year 11.

Paper 3 – Geographical Applications:

30% of the course. 1 hour 30-minute exam in Summer of Year 11.

What will students learn about through this course?

Students on this course will study physical environmental processes and how they produce diverse and dynamic landscapes over time. The three topics that will be learned as part of **Paper 1** are Natural Hazards (including Earthquakes, Extreme Weather), The Living World (including Tropical Rainforests & Deserts), Physical Landscapes of the UK (including Rivers and Coasts).

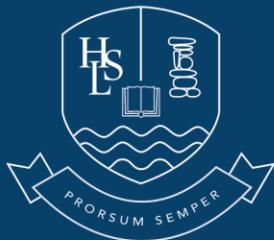
The three topics that will be learned as part of **Paper 2** are Urban Issues and Challenges (including the study of towns/cities of HICs and LICs), The Changing Economic World (including the study of global forces, the impact of businesses and the UK economy) and Resource Management (including the study of the challenges in providing Energy, Food and Water for the world's growing population)

For **Paper 3** students will investigate a natural environment (a river) and a contrasting human environments (a city) – collecting information about them and developing fieldwork skills. There is also a major issue study, which is determined by the exam board through a pre-release activity prior to the exam.

Students will learn about the interdependence of environments and the interaction between people and the environment, receiving a balanced and manageable coverage of both Physical and Human Geography.

Students will conduct Independent Learning, including specialised research and fieldwork, take part in regular debates and discussions and develop technological skills to be able to use Geographical Information Systems.

Continued



The High School
Leckhampton

GCSE Geography

Course Name

GCSE Geography

Curriculum Leader:

Mr Chris Newman

cjn@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8035

Careers linked to this subject

- Archaeologist
- Cartographer
- Climate scientist
- Countryside ranger
- Data scientist
- Diplomatic Service officer
- Ecologist
- Environmental consultant
- Estates officer
- Geoscientist
- Geotechnician
- Hydrologist
- Land surveyor
- Landscape architect
- Pilot
- Planning and development surveyor
- Quantity surveyor
- Rural surveyor
- Secondary school teacher
- Seismologist
- Tourist guide
- Town planner
- Transport planner
- Travel agent

How can students prepare?

- Geography at GCSE is a continuation of the work students have completed in Key Stage 3, where they have diligently learned about both Natural and Human Geography.
- Continuing to work hard in lessons will be important but so will having a keen eye on the world around you.
- Watching documentaries about the natural world will help, as will keeping abreast of contemporary global affairs by watching and reading the news. Two useful books that will you prepare are: Tim Marshall's excellent 'Prisoners of Geography' and 'Factfulness' by Anna, Hans and Ola Rosling.



GCSE History

Course Name

GCSE History

Curriculum Leader:

Mrs Ali Cox

aec@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8145

Careers linked to this subject

- Historian
- Archivist or Curator
- Teacher
- Journalist or Writer
- Librarian
- Public Historian
- Museum Educator
- Heritage Manager
- Archaeologist
- Government and Policy Analyst
- Lawyer or Legal Researcher
- Business and Marketing Analyst
- Media and Communications Specialist
- International Relations Specialist
- Tourism and Travel Industry Professional

How is the course assessed?

Paper 1: Understanding the modern world

Written exam – 2 hours. 50% of the GCSE

Paper 2: Shaping the nation

Written exam – 2 hours. 50% of the GCSE

What will students learn about through this course?

Paper 1 – Understanding the modern world:

Section A: Students will undertake a period study, spanning approximately 50 years and focusing on two key developments in one country. Our chosen option is Germany 1890-1945: Democracy and dictatorship. Aspects students will learn about include:

- The impact of World War One
- The Weimar government and political unrest
- The impact of the Depression
- The rise of Hitler and Hitler's dictatorship
- Germany under the Nazis

Section B: Students will also study a topic in depth, our chosen option being Conflict and Tension between East and West, 1945-1972. They will consider the causes and events of the Cold War, examine the reasons for the conflict, and significant individuals. Key events studied include:

- The dropping of the atomic bomb
- China and Mao Tse Tung's Communist Revolution
- The Space Race
- The Cuban Missile Crisis

Paper 2 – Shaping the nation:

Section A: The thematic study is an opportunity to examine an aspect of the past across a period of around a thousand years. Our chosen option is Britain: Power and the People: c.1170 to the present day. This unit requires students to look at developments over time, and the importance of factors such as war, religion, chance, equality, democracy and the role of the individual. This option includes study of topics such as:

- Medieval revolts, such as the Peasants' Revolt
- The English Civil War
- The Anti-Slavery movement
- Trade unionism
- Women's, workers' and minority rights

Continued

GCSE History

Course Name

GCSE History

Curriculum Leader:

Mrs Ali Cox

aec@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8145

Careers linked to this subject

- Historian
- Archivist or Curator
- Teacher
- Journalist or Writer
- Librarian
- Public Historian
- Museum Educator
- Heritage Manager
- Archaeologist
- Government and Policy Analyst
- Lawyer or Legal Researcher
- Business and Marketing Analyst
- Media and Communications Specialist
- International Relations Specialist
- Tourism and Travel Industry Professional

Paper 2 – Shaping the nation continued:

Section B: The British depth study takes a closer look at a shorter period. Our chosen option is Elizabethan England c. 1568-1603. The unit focuses on major events in Elizabeth's reign considered from different perspectives. Some key events examined are:

- Elizabeth's challenges as a female monarch
- Life in Elizabethan times – the Elizabethan 'Golden Age'
- Elizabethan poverty
- The Age of Discovery – English sailors, voyages and trade
- Mary Queen of Scots

Part 4 of this unit focuses on a study of the historic environment. Students write an extended answer on a specific site and its historical context. In past years sites have included Hardwick Hall and most recently, The Globe Theatre.

How can students prepare?

- Students will notice from the list of topics above that the GCSE course is well supported by the Key Stage 3 Curriculum, both in terms of content and skills.
- Students who have worked diligently in History so far will already be well prepared for beginning their GCSE studies. Maintaining that effort and continuing to develop a wider interest in the topics will stand students in good stead for Key Stage 4.
- Additional preparations might include some additional reading. Recommended articles can be found in the 'Reach' Reading folders in each classroom. In addition, the History Reading Canon has a wide range of titles to explore.
- There are also several excellent History podcasts. *Homeschool History* on BBC Radio Four is an accessible place to start. Many other options are available, and recommendations can be found in the History classrooms and on the VLE pages for the department.
- Finally, almost all streaming services can offer a documentary of interest that relates to one of our topics. The History team will be happy to make recommendations.



GCSE Spanish

Course Name

GCSE Spanish

Curriculum Leader:

Dr Paul Clarke

pac@hsl.gloucs.sch.uk

Exam Board

Edexcel

Course Code

1SP1

Careers linked to this subject

It is not necessary to be completely fluent in a foreign language to be considered an asset to employers. Language learners develop a range of skills that are highly sought after by employers in all sectors of the working world.

- Academic Researcher
- Air Traffic Controller
- Cruise Ship Worker
- Diplomatic Service
- Events Manager
- Hotel Manager
- Journalist
- Intelligence Analyst
- International Aid Worker
- International Lawyer
- Interpreter
- Marketing Executive
- Museum Curator
- Political Analyst
- Publisher
- Retail Buyer
- Teacher
- Translator
- Travel Writer

How is the course assessed?

GCSE Spanish is assessed through four skills: speaking, listening, reading and writing. Each skill is assessed individually and with equal weighting of 25%.

Paper 1: Speaking in Spanish (7-12 minutes)

Students complete a read aloud task, a role play, a picture card description and a general conversation. Two weeks before the exam, students select the thematic context of the picture task and conversation from a choice of two. Students also have 15 minutes preparation time before beginning the exam. This exam is conducted by the class teacher.

Paper 2: Listening and Understanding in Spanish (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as transcribe spoken Spanish into written Spanish as part of a dictation task.

Paper 3: Reading and Understanding in Spanish (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as translate a passage from Spanish into English.

Paper 4: Writing in Spanish (1hr 15 mins – 1 hr 20 mins)

Students complete a picture-based task (foundation only) and respond to one of two open-response questions in both a formal and informal context. Students also complete a translation from English into Spanish.

What will students learn through this course?

Studying a foreign language opens a world of opportunities. GCSE Spanish students improve their communication skills and gain a global perspective that puts them ahead in an increasingly multilingual and multicultural world. By building on the foundations of grammar, vocabulary and phonics, GCSE Spanish equips students to be able to confidently communicate their views in both speech and writing. Students also gain insights into the cultural diversity of Spanish-speaking countries by exploring a range of relatable thematic contexts:

- My Personal World
- Lifestyle and Wellbeing
- My Neighbourhood
- Media and Technology
- Studying and My Future
- Travel and Tourism



The High School
Leckhampton

GCSE Spanish

Course Name

GCSE Spanish

Curriculum Leader:

Dr Paul Clarke

pac@hsl.gloucs.sch.uk

Exam Board

Edexcel

Course Code

1SP1

Careers linked to this subject

It is not necessary to be completely fluent in a foreign language to be considered an asset to employers. Language learners develop a range of skills that are highly sought after by employers in all sectors of the working world.

- Academic Researcher
- Air Traffic Controller
- Cruise Ship Worker
- Diplomatic Service
- Events Manager
- Hotel Manager
- Journalist
- Intelligence Analyst
- International Aid Worker
- International Lawyer
- Interpreter
- Marketing Executive
- Museum Curator
- Political Analyst
- Publisher
- Retail Buyer
- Teacher
- Translator
- Travel Writer

How can students prepare?

- Strengthen Vocabulary: Start building a solid foundation of key vocabulary by using flashcards, online games and language apps like Linguascope or Duolingo.
- Master Grammar Basics: Focus on understanding essential grammar rules such as using adjectives, accurate word order and using past/present/future tenses.
- Practice Speaking: Engage in regular conversations with teachers or peers to increase your confidence in speaking. Recording yourself and listening to native speakers is also useful.
- Improve Listening Skills: Listen to songs, podcasts and watch TV shows or films in Spanish to familiarise yourself with pronunciation and intonation.
- Reading Practice: Read simple texts such as articles, books or websites in Spanish to increase your vocabulary and improve comprehension.
- Write Regularly: Practise writing short stories or diary entries in Spanish to develop writing skills and reinforce grammar and vocabulary.
- Learn About the Culture: Research the culture and history of countries where Spanish is spoken, as understanding cultural context is key for the GCSE course.



The High School
Leckhampton

Optional Subjects

Students need to choose 3 subjects from the subjects shown

You can only choose **either:** Art & Design – Fine Art **or** Art & Design – Textile Design

You can only choose **either:** Design Technology – Food Preparation **or** Design Technology – Product Design

Options 2 - 4

In addition, every student must choose 3 other GCSEs from the following list:

Art & Design – Fine Art, Art & Design – Textile Design, Business Studies, Drama, French, Geography, Health & Social Care, History, Music, Physical Education, Religious Studies, Spanish, Design Technology – Food Preparation & Nutrition, Design Technology – Product Design

GCSE Art & Design: Fine Art

Course Name

Fine Art

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8202

Careers linked to this subject

- Ceramics
- Furniture Design
- Advertising
- Publishing
- Interior and Spatial Design
- Fashion and Media Journalism
- Retail Design
- Exhibition Design
- Jewellery Design
- Artist
- Concept Artist
- VFX Artist
- Visual Media
- Fashion Design
- Graphic Design
- Theatre Design
- Animator
- Video Game Design
- Illustrator
- Photographer
- Architecture
- Product Design

How is the course assessed?

The assessment objectives for both components 1 and 2 are set by the exam board and are weighted equally:

AO1: Research and Investigate

AO2: Experiment and Refine

AO3: Record and Observe

AO4: Create and Respond

Component 1: Portfolio

Here, students will produce a portfolio of work selected from the course of study. This includes a sustained project which evidences the student's creative journey from initial engagement to the realisation of intentions.

No time limit 96 marks (60% of GCSE)

Runs September of Year 10 – December of Year 11

Component 2: Externally Set Assignment

This is an externally set assignment (ESA) in which students choose and respond to a starting point from an externally set assignment paper. The 10 hours of supervised time takes place in school over a period of 2 days. (Preparatory period followed by 10 hours of supervised time.)

96 marks (40% of GCSE) Runs January of Year 11 – April of Year 11

What will students learn about through this course?

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interest in Art and Design. In Year 10 students will undertake a series of workshops, designed to expose them to a range of skills and disciplines. This includes drawing, painting, printmaking, sculpture, ceramics, installation, photography and mixed-media. Using knowledge gained from these short projects, students will have greater confidence in their abilities and preferred methods of making Art. Following this, students begin their initial sustained project for their portfolio, exploring diverse artists and demonstrating appropriate skills and techniques whilst developing their own ideas from inception to fulfilling their intentions.

Students will hand in a portfolio at the end of the course; this portfolio should contain a sustained project that covers the four assessment objectives. The portfolio will be completed during Year 10 and the first term of Year 11. During the course students will demonstrate their technical and practical skills as well as their contextual understanding of Fine Art.

Continued



GCSE Art & Design: Fine Art

Course Name

Fine Art

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8202

Careers linked to this subject

- Ceramics
- Automotive Design
- Advertising
- Publishing
- Interior and Spatial Design
- Fashion and Media Journalism
- Retail Design
- Exhibition Design
- Jewellery Design
- Artist
- Concept Artist
- VFX Artist
- Visual Media
- Fashion Design
- Graphic Design
- Theatre Design
- Animator
- Video Game Design
- Illustrator
- Photographer
- Architecture
- Product Design

What will students learn about through this course? (continued)

At the start of January in Year 11 students will be given an exam paper set by the AQA examining board. This exam paper outlines several projects from which students will choose only one to develop and respond to. Following a similar process carried out during component 1, students will develop a personal project, supported by relevant contextual investigations, the recording of ideas and extensive experimentation with materials and techniques to produce designs for an intended outcome. Students will have at least 10 weeks from receiving the exam paper to sitting the 10-hour practical exam in which they will produce a final piece, whilst being supervised and unaided in school.

If choosing to study Fine Art, students must be aware that they will be required to work independently to build on the work they do in the classroom. This will require them to manage their time and commitments effectively and have basic Art equipment at home, which can be purchased as a kit from school.

How can students prepare?

- Building upon the strong foundation established during Key Stage 3, GCSE Fine Art represents a natural progression, leveraging the skills, processes and comprehensive understanding already developed by students.
- Establishing and maintaining good routines in terms of work ethic, time management and homework will be essential as will expanding an already existing interest in Art & Design.
- Practising skills at home by keeping a sketchbook and visiting galleries or online collections can be very helpful, as can watching programs such as Portrait and Landscape Artist of the Year and The Great Pottery Throw Down. Students should speak to their Art teacher for individual advice.

Recommended Books:

- How to Look at Art by Susie Hodge
- The Artist's Manual by Rob Pepper
- AQA Art & Design Student Handbook by Martin Piercy, Anne Stewart et al.



GCSE Art & Design: Textile Design

Course Name

GCSE Art & Design: Textile Design

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8204

Careers linked to this subject

- Fashion Design
- Costume Design
- Fashion Illustrator
- Museum Curator
- Fashion Photographer
- Textiles Design
- Teaching and Lecturing
- Art Therapy
- Textile Technologist
- Conservator
- Advertising
- Retail Buyer
- Publishing
- Interior Design
- Footwear Design
- Fashion and Media Journalism
- Retail Design
- Theatre Design
- Jewellery Design
- Exhibition Design
- Artist
- Digital Textile Design
- Surface Design
- Upholstery

How is the course assessed?

Component 1: Portfolio No time limit (60% of GCSE)

Runs Sept of Year 10 – December of Year 11

In **Component 1** students will produce a portfolio of work selected from the course of study. This includes a sustained project which evidences the student's creative journey from initial engagement to the realisation of intentions.

Component 2: Externally Set Assignment, Preparatory period followed by 10 hours of supervised time (40% of GCSE)

Runs January of Year 11 – April of Year 11

Component 2 is an externally set assignment (ESA) in which students choose and respond to a starting point from an externally set assignment paper. The 10 hours of supervised time takes place in school over a period of 2 days.

The assessment objectives for both components 1 and 2 are set by the exam board and are weighted equally:

A01: Research and Investigate

A02: Experiment and Refine

A03: Record and Observe

A04: Create and Respond

What will students learn about through this course?

Textile design is a broad, practical, and flexible course that will prepare students to participate confidently and successfully in the creative industries.

In Year 10 students will undertake a series of workshops, designed to expose them to a range of skills and disciplines. This includes fashion design and illustration, constructed textiles, printed, and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and or textiles for interiors, digital textiles and installed textiles. Using knowledge gained from these short projects, students will have greater confidence in their abilities and preferred methods of making Art. Following this, students begin their initial sustained project for their portfolio, exploring diverse artists and designers and demonstrating appropriate skills and techniques whilst developing their own ideas from inception to fulfilling their intentions.

.

Continued



The High School
Leckhampton

GCSE Art & Design: Textile Design

Course Name

GCSE Art & Design: Textile Design

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8204

Careers linked to this subject

- Fashion Design
- Costume Design
- Fashion Illustrator
- Museum Curator
- Fashion Photographer
- Textiles Design
- Teaching and Lecturing
- Art Therapy
- Textile Technologist
- Conservator
- Advertising
- Retail Buyer
- Publishing
- Interior Design
- Footwear Design
- Fashion and Media Journalism
- Retail Design
- Theatre Design
- Jewellery Design
- Exhibition Design
- Artist
- Digital Textile Design
- Surface Design
- Upholstery

Students will hand in a portfolio at the end of the course; this portfolio should contain a sustained project that covers the four assessment objectives. The portfolio will be completed during Year 10 and the first term of Year 11.

During the course students will demonstrate their technical and practical skills as well as their contextual understanding of Textile Design. At the start of January in Year 11 students will be given an exam paper set by the AQA examining board. This exam paper outlines several projects from which students will choose only one to develop and respond to.

Following a similar process carried out during component 1, students will develop a personal project, supported by relevant contextual investigations, the recording of ideas and extensive experimentation with materials and techniques to produce designs for an intended outcome. Students will have at least 10 weeks from receiving the exam paper to sitting the 10-hour practical exam in which they will produce a final piece, whilst being supervised and unaided in school.

If choosing to study Textile Design, students must be aware that they will be required to work independently to build on the work they do in the classroom. This will require them to manage their time and commitments effectively and have basic Art equipment at home, which can be purchased as a kit from school.

How can students prepare?

Building upon the strong foundation established during Key Stage 3, GCSE Textile Design represents a natural progression, leveraging the skills, processes and comprehensive understanding already developed by students.

Establishing and maintaining good routines in terms of work ethic, time management and homework will be essential as will expanding an already existing interest in Textiles. Practising drawing and practical skills such as knitting and sewing at home and visiting galleries or online collections can be very helpful, as can watching programs such as The Great British Sewing Bee. Students should speak to their Textiles or Art teacher for individual advice.

Recommended Reading:

- *Fashion Portfolio* by Anna Kiper
- *Drawn to Stitch* by Gwen Hedley
- *Creating Sketchbooks for Embroiderers and Textile Artists* by Kay Greenlees



GCSE Business Studies

Course Name

GCSE Business Studies

Exam Board

WJEC

Course Code

3160QS

Careers linked to this subject

- Chartered accountant / financial services
- Entrepreneur
- Management consultant
- Supply chain operator
- Human resources officer
- Logistics and distribution manager
- Marketing executive
- Market research analyst
- General or specialist management such as retail, or hotel and catering or marketing

How is the course assessed?

The course is assessed via two examinations at the end of Year 11 which is sat by all students and does not have any tiered level of entry. The first paper is worth 62.5% and lasts for 120 minutes, consisting of short answer questions and essay style questions based on stimulus materials covering the entire specification. The second paper is worth 37.5%, lasts 90 minutes and involves a series of data response questions covering the specification.

Students will require a range of maths skills in this part of the examination.

There is no coursework element to business studies.

What will students learn about through this course?

The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

The subject content enables learners to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students are required to develop an understanding of how these contexts impact on business behaviour.

Students will be expected to be familiar with current issues in business and develop an understanding of the dynamics of business activity. Students should investigate the real business world to develop an understanding of contemporary business opportunities and issues.

Students are expected to apply their knowledge and understanding of the subject content to business decision-making, including:

- the interdependent nature of business activity, influences on business, business
- operations, finance, marketing and human resources; and how these
- interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions

Continued



The High School
Leckhampton

GCSE Business Studies

Course Name

GCSE Business Studies

Exam Board

WJEC

Course Code

3160QS

Careers linked to this subject

- Chartered accountant / financial services
- Entrepreneur
- Management consultant
- Supply chain operator
- Human resources officer
- Logistics and distribution manager
- Marketing executive
- Market research analyst
- General or specialist management such as retail, or hotel and catering or marketing

Students will be expected to draw on their knowledge and understanding of the subject content to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

How can students prepare?

- Business Studies students should have an active interest in how businesses operate.
- Students would benefit from reading news articles about businesses and the economy in general. They may already understand simple ideas such as profits, taxes and supply chains.



Course Name

GCSE Drama

Curriculum Leader:

Miss Tiffany Winters

taw@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8261

Careers linked to this subject

- Retail
- Hospitality
- Medicine
- Law
- Entrepreneur
- Drama therapist
- Performance role
- Production role
- Front of house
- Sales
- Marketing
- Accounting
- Social media
- Press and publicity
- Outreach and education
- Teacher
- Influencer
- Vlogger

How is the course assessed?

Component 1 – Understanding Drama

Knowledge and understanding of Drama and Theatre through roles and responsibilities and the pros and cons of stage configurations (4 marks). Study of one set play called 'Blood Brothers' which will be practically explored in preparation for their written exam (44 marks). Students will take on various roles and experiment with their vocal and physical skills in relation to a given question; and will perform a 'Blood Brothers showcase' to KS3 students and parents. Analysis and evaluation of the work of live theatre makers (32 marks). Students will watch and review a piece of live theatre (either in person or streamed – but all GCSE students will experience live theatre at least once throughout the 2-year course). In total the written exam is 1 hour 45 minutes, 40% of the overall GCSE and marked externally.

Component 2 – Devising Drama

For this component, students can enter as either a performer, set designer, costume designer, lighting designer or sound designer* and they are assessed on the process of creating and performing a devised piece of Drama that is inspired by a stimulus. This component gives the students complete freedom and control of their practical work and a chance to create a performance about a topic they feel passionate about and want to communicate an important message to an audience. Topics may include but are not limited to (listed in the 2025 chief examiner's report): mental health, social media, true crime, trauma, suicide, self-harm, war, natural disasters, terror attacks, women's right and discrimination. Exploration of difficult topics is very common for this topic and whilst most research and discussion will take place in lessons, we encourage regular conversations with your child during this process. The coursework is a devising log worth 60 marks and is 2500 words. The performance is worth 20 marks and is marked internally and moderated by AQA. This component is worth 40% of the overall GCSE.

Component 3 – Texts in Practice

For this component, students can enter as either a performer, set designer, costume designer, lighting designer or sound designer*. This component is fully practical and allows students to explore a full text and perform two key extracts from one play. There is flexibility in this component to perform monologues, duologues or group performances depending on choice of text. Students will take part in a variety of workshops to understand how to break down a text, analyse character intentions and explore relationships on stage between characters. Extract 1 and 2 are both worth 20 marks each, the combined mark is 20% of the overall GCSE and is assessed by a visiting examiner.

*Please note if students wish to take a design route, there must be a **genuine interest** in this area of theatre with a desire to communicate meaning through these elements; students must be able to work independently as well as part of the group to create the performance.



Course Name

GCSE Drama

Curriculum Leader:

Miss Tiffany Winters

taw@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8261

Careers linked to this subject

- Retail
- Hospitality
- Medicine
- Law
- Entrepreneur
- Drama therapist
- Performance role
- Production role
- Front of house
- Sales
- Marketing
- Accounting
- Social media
- Press and publicity
- Outreach and education
- Teacher
- Influencer
- Vlogger

What will students learn about through this course?

We've built in as much opportunity as possible for students to do what they like best – participate in performance. All students devise Drama, explore texts practically and work on two text-based performances. Students can choose to develop as a performer, designer (lighting, sound, set, costume). Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

How can students prepare?

In the summer term, the GCSE cohort will attend a lunchtime club that rehearses a play that is performed in the autumn term. Any student who opts for Drama **must attend these compulsory sessions** as part of the introduction process to GCSE Drama to prepare the students for performing and getting familiar with the new group. GCSE Drama students are also expected to be involved in the school production as a performer or take a lead managerial role for a backstage element.

Students can prepare for GCSE Drama by doing the following:

- Watching as much theatre as possible (either in person or online). Where possible, attending the theatre trips arranged through school and if possible, attending 'Theatre Critics' club.
- Reading a variety of books from the Drama 'reading canon'
- Borrowing and reading a variety of the plays available in the Drama studio
- Engaging and discussing current affairs through watching the news.
- Showing an interest in key topics that may cause controversial discussion that you feel passionate about and may want to explore practically.

It is important to recognise that GCSE Drama is a group-based subject and requires several vital transferrable skills to be highly successful. This includes:

- Reliability
- Punctuality
- Maturity and understanding of difficult, mature and potentially controversial topics
- Independence
- Discipline
- Motivation
- Going above and beyond



Course Name

GCSE French

Curriculum Leader:

Dr Paul Clarke

pac@hsl.gloucs.sch.uk

Exam Board

Edexcel

Course Code

1FR1

Careers linked to this subject

Languages can be useful in most careers both as a specific skill in that language and also in the development of soft skills valued by all employers e.g. good communication and creativity. Some specific career areas could be:

- Academic researcher
- Diplomatic service officer
- English as a foreign language teacher
- Intelligence analyst
- International aid/development worker
- Interpreter
- Political risk analyst
- Secondary school teacher
- Translator
- Broadcast journalist
- Education consultant
- Logistics and distribution manager
- Marketing executive
- Private tutor
- Tour manager

How is the course assessed?

GCSE French is assessed through four skills: speaking, listening, reading and writing. Each skill is assessed individually and with equal weighting of 25%.

Paper 1: Speaking in French (7-12 minutes)

Students complete a read aloud task, a role play, a picture card description and a general conversation. Two weeks before the exam, students select the thematic context of the picture task and conversation from a choice of two. Students also have 15 minutes preparation time before beginning the exam. This exam is conducted by the class teacher.

Paper 2: Listening and Understanding in French (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as transcribe spoken French into written French as part of a dictation task.

Paper 3: Reading and Understanding in French (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as translate a passage from French into English.

Paper 4: Writing in French (1hr 15 mins – 1 hr 20 mins)

Students complete a picture-based task (foundation only) and respond to one of two open-response questions in both a formal and informal context. Students also complete a translation from English into French.

What will students learn through this course?

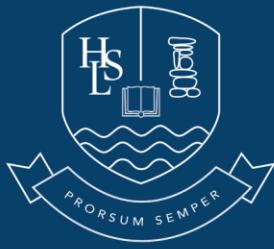
Learning a foreign language develops a range of both intellectual and practical skills, including problem-solving, critical thinking and resilience. By studying GCSE French, students will continue to build on their knowledge of vocabulary, grammar and phonics to be able to confidently express their own ideas and opinions in the language. Students will also develop cultural awareness of French-speaking communities around the world by exploring a range of engaging thematic contexts:

- My Personal World
- Lifestyle and Wellbeing
- My Neighbourhood
- Media and Technology
- Studying and My Future
- Travel and Tourism

How can students prepare?

- Strengthen Vocabulary: Start building a solid foundation of key vocabulary by using flashcards, online games and language apps like *Linguascope* or *Duolingo*.

Continued



The High School
Leckhampton



Course Name

GCSE French

Curriculum Leader:

Dr Paul Clarke

pac@hsl.glos.sch.uk

Exam Board

Edexcel

Course Code

1FR1

Careers linked to this subject

It is not necessary to be completely fluent in a foreign language to be considered an asset to employers. Language learners develop a range of skills that are highly sought after by employers in all sectors of the working world.

Academic Researcher

- Air Traffic Controller
- Cruise Ship Worker
- Diplomatic Service
- Events Manager
- Hotel Manager
- Journalist
- Intelligence Analyst
- International Aid Worker
- International Lawyer
- Interpreter
- Marketing Executive
- Museum Curator
- Political Analyst
- Publisher
- Retail Buyer
- Teacher
- Translator
- Travel Writer

How can students prepare?

- Strengthen Vocabulary: Start building a solid foundation of key vocabulary by using flashcards, online games and language apps like Linguascope or Duolingo.
- Master Grammar Basics: Focus on understanding essential grammar rules such as using adjectives, accurate word order and using past/present/future tenses.
- Practice Speaking: Engage in regular conversations with teachers or peers to increase your confidence in speaking. Recording yourself and listening to native speakers is also useful.
- Improve Listening Skills: Listen to songs, podcasts and watch TV shows or films in French to familiarise yourself with pronunciation and intonation.
- Reading Practice: Read simple texts such as articles, books or websites in French to increase your vocabulary and improve comprehension.
- Write Regularly: Practise writing short stories or diary entries in French to develop writing skills and reinforce grammar and vocabulary.
- Learn About the Culture: Research the culture and history of countries where French is spoken, as understanding cultural context is key for the GCSE course.



GCSE Geography

Course Name

GCSE Geography

Curriculum Leader:

Mr Chris Newman

cjn@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8035

Careers linked to this subject

- Archaeologist
- Cartographer
- Climate scientist
- Countryside ranger
- Data scientist
- Diplomatic Service officer
- Ecologist
- Environmental consultant
- Estates officer
- Geoscientist
- Geotechnician
- Hydrologist
- Land surveyor
- Landscape architect
- Pilot
- Planning and development surveyor
- Quantity surveyor
- Rural surveyor
- Teacher
- Seismologist
- Tourist guide
- Town planner
- Transport planner
- Travel agent

How is the course assessed?

Paper 1 – Living with the Physical Environment:

35% of the course. 1 hour 30-minute exam in Summer of Year 11.

Paper 2 – Challenges in the Human Environment:

35% of the course. 1 hour 30-minute exam in Summer of Year 11.

Paper 3 – Geographical Applications:

30% of the course. 1 hour 30-minute exam in Summer of Year 11.

What will students learn about through this course?

Students on this course will study physical environmental processes and how they produce diverse and dynamic landscapes over time. The three topics that will be learned as part of **Paper 1** are Natural Hazards (including Earthquakes, Extreme Weather), The Living World (including Tropical Rainforests & Deserts), Physical Landscapes of the UK (including Rivers and Coasts).

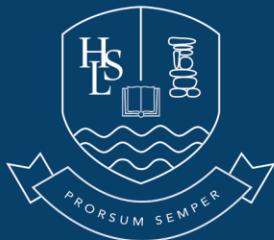
The three topics that will be learned as part of **Paper 2** are Urban Issues and Challenges (including the study of towns/cities of HICs and LICs), The Changing Economic World (including the study of global forces, the impact of businesses and the UK economy) and Resource Management (including the study of the challenges in providing Energy, Food and Water for the world's growing population)

For **Paper 3** students will investigate a natural environment (a river) and a contrasting human environments (a city) – collecting information about them and developing fieldwork skills. There is also a major issue study, which is determined by the exam board through a pre-release activity prior to the exam.

Students will learn about the interdependence of environments and the interaction between people and the environment, receiving a balanced and manageable coverage of both Physical and Human Geography.

Students will conduct Independent Learning, including specialised research and fieldwork, take part in regular debates and discussions and develop technological skills to be able to use Geographical Information Systems.

Continued



The High School
Leckhampton

GCSE Geography

Course Name

GCSE Geography

Curriculum Leader:

Mr Chris Newman

cjn@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8035

Careers linked to this subject

- Archaeologist
- Cartographer
- Climate scientist
- Countryside ranger
- Data scientist
- Diplomatic Service officer
- Ecologist
- Environmental consultant
- Estates officer
- Geoscientist
- Geotechnician
- Hydrologist
- Land surveyor
- Landscape architect
- Pilot
- Planning and development surveyor
- Quantity surveyor
- Rural surveyor
- Teacher
- Seismologist
- Tourist guide
- Town planner
- Transport planner
- Travel agent

How can students prepare?

- Geography at GCSE is a continuation of the work students have completed in Key Stage 3, where they have diligently learned about both Natural and Human Geography.
- Continuing to work hard in lessons will be important, but so will having a keen eye on the world around you.
- Watching documentaries about the natural world will help, as will keeping abreast of contemporary global affairs by watching and reading the news. Two useful books that will you prepare are: Tim Marshall's excellent 'Prisoners of Geography' or his 'Divided – why we are living in an age of walls' and 'Factfulness' by Anna, Hans and Ola Rosling.



Health & Social Care

Curriculum Leader:

Mrs Rebecca Vaughan

rkv@hsl.glos.sch.uk

Course Name

Cambridge National Health
and Social Care

Exam Board

OCR

Course Code

J835

Careers linked to this subject

- Nursing
- Advice worker
- Care manager
- Community development worker
- Community education officer
- Family support worker
- Health improvement practitioner
- Health service manager
- Youth worker
- Adult nurse
- Counsellor
- Education mental health practitioner
- Equality, diversity and inclusion officer
- Operating department practitioner
- Psychological wellbeing practitioner
- Social worker

How is the course assessed?

Final exams – 40%

NEA – 60%

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2).

There are two Non-Examined Assessed units of work. One will be completed in Year 10 and the other in Year 11. In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.

What will students learn about through this course?

The OCR Level 1/Level 2 Cambridge National in Health and Social Care is a brilliant qualification that will develop knowledge, understanding and practical skills in the sector. During the current climate, this industry is invaluable and this qualification allows students to gain a greater understanding of how it supports all individuals living in our country.

The qualification will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely

There are three units:

R032: Principles of Care in Health and Social Care Settings (40% of final grade)

This unit is assessed by an exam. In this unit students will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include: The Rights of Service Users in Health and Social Care Settings, Person-Centred Values, Effective Communication in Health and Social Care Settings and Protecting Service Users and Service Providers in Health and Social Care Settings.

Continued



Health & Social Care

Course Name

Cambridge National Health and Social Care

Exam Board

OCR

Course Code

J835

Careers linked to this subject

- Nursing
- Advice worker
- Care manager
- Community development worker
- Community education officer
- Family support worker
- Health improvement practitioner
- Health service manager
- Youth worker
- Adult nurse
- Counsellor
- Education mental health practitioner
- Equality, diversity and inclusion officer
- Operating department practitioner
- Psychological wellbeing practitioner
- Social worker

R033: Supporting Individuals Through Life Events (30% of final grade). We all have different experiences throughout our lives that can be impacted by the area we live in, bereavement, mental health illness or unemployment and they will affect us all in different ways. This unit will allow students to learn about the impact of these events on people and the support health and social care services can give to help people overcome these challenges.

R035: Health Promotion Campaigns.

Students will plan a health campaign, promote it to younger students in the school through presentations and a work-place carousel

How can students prepare?

- Gaining an understanding of the course will be helpful in the first instance, including the difference in assessments compared to other GCSEs.
- Researching careers that are linked to the Health and Social care industries will be an advantage too. This can be achieved by completing research on the internet, or by holding discussions with adults who work in relevant jobs.



GCSE History

Course Name

GCSE History

Curriculum Leader:

Mrs Ali Cox

aec@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8145

Careers linked to this subject

- Historian
- Archivist or Curator
- Teacher
- Journalist or Writer
- Librarian
- Public Historian
- Museum Educator
- Heritage Manager
- Archaeologist
- Government and Policy Analyst
- Lawyer or Legal Researcher
- Business and Marketing Analyst
- Media and Communications Specialist
- International Relations Specialist
- Tourism and Travel Industry Professional

How is the course assessed?**Paper 1: Understanding the modern world**

Written exam – 2 hours. 50% of the GCSE

Paper 2: Shaping the nation

Written exam – 2 hours. 50% of the GCSE

What will students learn about through this course?**Paper 1 – Understanding the modern world:**

Section A: Students will undertake a period study, spanning approximately 50 years and focusing on two key developments in one country. Our chosen option is Germany 1890-1945: Democracy and dictatorship. Aspects students will learn about include:

- The impact of World War One
- The Weimar government and political unrest
- The impact of the Depression
- The rise of Hitler and Hitler's dictatorship
- Germany under the Nazis

Section B: Students will also study a topic in depth, our chosen option being Conflict and Tension between East and West, 1945-1972. They will consider the causes and events of the Cold War, examine the reasons for the conflict, and significant individuals. Key events studied include:

- The dropping of the atomic bomb
- China and Mao Tse Tung's Communist Revolution
- The Space Race
- The Cuban Missile Crisis

Paper 2 – Shaping the nation:

Section A: The thematic study is an opportunity to examine an aspect of the past across a period of around a thousand years. Our chosen option is Britain: Power and the People: c.1170 to the present day. This unit requires students to look at developments over time, and the importance of factors such as war, religion, chance, equality, democracy and the role of the individual. This option includes study of topics such as:

- Medieval revolts, such as the Peasants' Revolt
- The English Civil War
- The Anti-Slavery movement
- Trade unionism
- Women's, workers' and minority rights

Continued

GCSE History

Course Name

GCSE History

Curriculum Leader:

Mrs Ali Cox

aec@hsl.glos.sch.uk

Exam Board

AQA

Course Code

8145

Careers linked to this subject

- Historian
- Archivist or Curator
- Teacher
- Journalist or Writer
- Librarian
- Public Historian
- Museum Educator
- Heritage Manager
- Archaeologist
- Government and Policy Analyst
- Lawyer or Legal Researcher
- Business and Marketing Analyst
- Media and Communications Specialist
- International Relations Specialist
- Tourism and Travel Industry Professional

Paper 2 – Shaping the nation continued:

Section B: The British depth study takes a closer look at a shorter period. Our chosen option is Elizabethan England c. 1568-1603. The unit focuses on major events in Elizabeth's reign considered from different perspectives. Some key events examined are:

- Elizabeth's challenges as a female monarch
- Life in Elizabethan times – the Elizabethan 'Golden Age'
- Elizabethan poverty
- The Age of Discovery – English sailors, voyages and trade
- Mary Queen of Scots

Part 4 of this unit focuses on a study of the historic environment. Students write an extended answer on a specific site and its historical context. In past years sites have included Hardwick Hall and most recently, The Globe Theatre.

How can students prepare?

- Students will notice from the list of topics above that the GCSE course is well supported by the Key Stage 3 Curriculum, both in terms of content and skills.
- Students who have worked diligently in History so far will already be well prepared for beginning their GCSE studies. Maintaining that effort and continuing to develop a wider interest in the topics will stand students in good stead for Key Stage 4.
- Additional preparations might include some additional reading. Recommended articles can be found in the 'Reach' Reading folders in each classroom. In addition, the History Reading Canon has a wide range of titles to explore.
- There are also several excellent History podcasts. *Homeschool History* on BBC Radio Four is an accessible place to start. Many other options are available, and recommendations can be found in the History classrooms and on the VLE pages for the department.
- Finally, almost all streaming services can offer a documentary of interest that relates to one of our topics. The History team will be happy to make recommendations.

GCSE Music

Course Name

GCSE Music

Curriculum Leader:

Mr Matthew Bunting

mpb@hsl.gloucs.sch.uk

Exam Board

Eduqas

Course Code

C660QS

Careers linked to this subject

- Arranger
- Conductor
- Classroom teacher
- Composer
- Musician
- Sound engineer
- Studio technician
- Music therapist
- Music publisher
- Sound designer
- Music producer
- Music journalist
- Musicologist / historian
- Stage technician
- Stage performer
- Marketing
- Foley artist
- Manager
- Events management
- Session musician
- Instrumental teacher
- Accompanist

How is the course assessed?

Component 1 – Performing:

30% of the qualification. Non-exam assessment: internally assessed, externally moderated. At least two pieces with a total performance time of 4-6 minutes.

Component 2 – Composing:

30% of the qualification. Non-exam assessment: internally assessed, externally moderated. Two compositions with a total time of 3-6 minutes.

Component 3 – Appraising:

40% of the course. Written examination: 1 hour 15-minute exam in Summer of Year 11.

What will students learn about through this course?

Students on this course will focus on three broad musicianship skills: performing, composing and appraising. Students will approach these skills through four core areas of study, which in turn will provide students with a rich and varied knowledge of music from different periods and styles:

Area of study 1: Musical forms and devices

Area of study 2: Music for Ensemble

Area of study 3: Film music

Area of study 4: Popular music

In *Area of study 1*, students will analyse, perform and compose music from the Western Classical Tradition (1650-1910) focusing predominantly on structural forms (e.g. binary form, ternary form, minuet and trio etc) alongside how composers make use of musical devices to create and develop music (e.g. repetition, ostinato, syncopation, melodic and rhythmic motifs etc).

Area of study 2 delves into musical theatre, jazz & blues and chamber music to provide students with the opportunity to gain an understanding of how texture is employed in contrasting groupings.

Area of study 3, Film music, allows students to study film music and specifically how composers use musical elements and leitmotif to respond to specific commissions. The impact of the audience and venue will also be explored, as well as the use of music technology to enhance sonority for a film composition.

Area of study 4 explores the genres of pop, rock, bhangra and fusion with the study of one specific prepared extract which students will analyse in greater detail. Students will learn how instrumental and synthesised sound is used and how to identify different forms and devices relevant to the styles of music.

Continued



The High School
Leckhampton

GCSE Music

Course Name

GCSE Music

Curriculum Leader:

Mr Matthew Bunting

mpb@hsl.gloucs.sch.uk

Exam Board

Eduqas

Course Code

C660QS

Careers linked to this subject

- Arranger
- Conductor
- Classroom teacher
- Composer
- Musician
- Sound engineer
- Studio technician
- Music therapist
- Music publisher
- Sound designer
- Music producer
- Music journalist
- Musicologist / historian
- Stage technician
- Stage performer
- Marketing
- Foley artist
- Manager
- Events management
- Session musician
- Instrumental teacher

How can students prepare?

- Students should listen to (and play) a wide variety of music from different genres and time periods. When listening, students should do so actively by focusing on specific details of the music (how many sections are there, which instruments are playing, what is the resulting sound of this etc).
- GCSE Music will build on many of the concepts already introduced in Key Stage 3 Music; consequently students can prepare by approaching listening experiences in a similar manner to their current "Listening Journal" practices from lessons.
- Continuing to develop their practical musicianship skills will also be of great benefit and it would be required for students to attend an extra-curricular music club, especially Theory Club.



GCSE Physical Education

Course Name

GCSE PE

Curriculum Leader:

Mrs Rebecca Vaughan

rkv@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8525

Careers linked to this subject

- Sport and exercise scientist
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach
- Sports consultant
- Sports scout
- Sports agent
- Sports broadcaster
- Sports journalist
- Diet and fitness instructor
- Personal trainer
- Sports photographer

How is the course assessed?

Paper 1 – The human body and movement in physical activity and sport: 78 marks. 30% of the course. 1 hour 15-minute exam in Summer of Year 11.

Paper 2 – Socio-cultural influences and well-being in physical activity and sport: 78 marks. 30% of the course. 1 hour 15-minute exam in Summer of Year 11.

Non-exam assessment – Practical performance in physical activity and sport:

Assessed by teachers. Moderated by AQA. 100 marks. 40% of GCSE.

What will students learn about through this course?

Paper 1:

- Applied Anatomy and Physiology – The structure and function of the musculoskeletal system and the cardio-respiratory system, anaerobic and aerobic exercise, Short and long-term effect of exercise.
- Movement Analysis – Lever systems, planes and axes of movement.
- Physical Training – The relationship between health and fitness, Components of fitness and how fitness is measured and improved, Principles of training and training programmes, Optimising training and prevention of injury, Effective use of Warm up and cool downs.
- Use of Data – Understanding how data are collected, Presenting data, Analysing and evaluating data.

Paper 2:

- Sport Psychology – Classification of skills, Goal setting and SMART targets to improve and/or optimise performance, Basic information processing, Guidance and feedback on performance, Mental preparation for performance.
- Socio-cultural influences – Engagement patterns of different social groups in physical activity and sport, Commercialisation of physical activity and sport, ethical and socio-cultural issues in physical activity and sport.
- Health, fitness and wellbeing - Physical, emotional and social health, fitness and wellbeing, The consequences of a sedentary lifestyle, Energy use, diet, nutrition and hydration.

Continued



The High School
Leckhampton

GCSE Physical Education

Course Name

GCSE PE

Curriculum Leader:

Mrs Rebecca Vaughan

rkv@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8525

Careers linked to this subject

- Sport and exercise scientist
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach
- Sports consultant
- Sports scout
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- Sports broadcaster
- Sports journalist
- Diet and fitness instructor
- Personal trainer
- Sports photographer

How can students prepare?

- Physical Education students should be playing at least one sport competitively outside of school at an organised club. They should then be playing a second or third sport in school and attending practices regularly, aiming to represent the HSL school teams.
- GCSE PE students are expected to have very good levels of fitness and should aim to be role models in this subject; taking part in house events and leadership opportunities in school.
- Students would benefit from reading news articles on sport, such as BBC Sport, and try to keep up to date with sports news across a range of different sports.

GCSE Religious Studies

Course Name

GCSE Religious Studies

Curriculum Leader:

Mrs Helen Holland

hih@hsl.gloucs.sch.uk

Exam Board

Eduqas Route A

Course Code

C120P3

Careers linked to this subject

- Social Anthropologist
- Lawyers
- Politician
- Armed Forces
- Anyone working in the public sector or with people of diverse backgrounds.
- Journalist.

How is the course assessed?

Component 1: Religious, Philosophical and Ethical Studies in the Modern World. Written examination: 2 hours, 50% of qualification. Exam in summer of Year 11.

Component 2: Study of Christianity. Written examination: 1 hour, 25% of qualification. Exam in summer of Year 11.

Component 3: Study of a World Faith (Islam). Written examination: 1 hour, 25% of qualification. Exam in summer of Year 11.

What will students learn about through this course?**Paper 1/ Component 1**

Candidates will study the following four themes. All questions are compulsory. Theme 1: Issues of Relationships. Theme 2: Issues of Life and Death. Theme 3: Issues of Good and Evil. Theme 4: Issues of Human Rights. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Paper 2/ Component 2

Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

Paper 3/ Component 3

Candidates will study the beliefs, teachings, and practices of Islam. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

How can students prepare?

- Religious Studies at GCSE is a continuation of the work students have completed in Key Stage 3, where they have explored different religious, philosophical and ethical views on topics such as creation, life and death, as well as a systematic study of religious beliefs and practices.
- Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills of evaluation and analysis that will help prepare them for further study. Students should be aware of current affairs and news articles that relate to both religion and also ethics (e.g. war, laws on abortion, church teachings on same sex relationships etc).



GCSE Spanish

Course Name

GCSE Spanish

Curriculum Leader:

Dr Paul Clarke

pac@hsl.gloucs.sch.uk

Exam Board

Edexcel

Course Code

1SP1

Careers linked to this subject

It is not necessary to be completely fluent in a foreign language to be considered an asset to employers. Language learners develop a range of skills that are highly sought after by employers in all sectors of the working world.

- Academic Researcher
- Air Traffic Controller
- Cruise Ship Worker
- Diplomatic Service
- Events Manager
- Hotel Manager
- Journalist
- Intelligence Analyst
- International Aid Worker
- International Lawyer
- Interpreter
- Marketing Executive
- Museum Curator
- Political Analyst
- Publisher
- Retail Buyer
- Teacher
- Translator
- Travel Writer

How is the course assessed?

GCSE Spanish is assessed through four skills: speaking, listening, reading and writing. Each skill is assessed individually and with equal weighting of 25%.

Paper 1: Speaking in Spanish (7-12 minutes)

Students complete a read aloud task, a role play, a picture card description and a general conversation. Two weeks before the exam, students select the thematic context of the picture task and conversation from a choice of two. Students also have 15 minutes preparation time before beginning the exam. This exam is conducted by the class teacher.

Paper 2: Listening and Understanding in Spanish (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as transcribe spoken Spanish into written Spanish as part of a dictation task.

Paper 3: Reading and Understanding in Spanish (45-60 minutes)

Students respond to multiple-choice and short open-response questions in English, as well as translate a passage from Spanish into English.

Paper 4: Writing in Spanish (1hr 15 mins – 1 hr 20 mins)

Students complete a picture-based task (foundation only) and respond to one of two open-response questions in both a formal and informal context. Students also complete a translation from English into Spanish.

What will students learn through this course?

Studying a foreign language opens a world of opportunities. GCSE Spanish students improve their communication skills and gain a global perspective that puts them ahead in an increasingly multilingual and multicultural world. By building on the foundations of grammar, vocabulary and phonics, GCSE Spanish equips students to be able to confidently communicate their views in both speech and writing. Students also gain insights into the cultural diversity of Spanish-speaking countries by exploring a range of relatable thematic contexts:

- My Personal World
- Lifestyle and Wellbeing
- My Neighbourhood
- Media and Technology
- Studying and My Future
- Travel and Tourism



The High School
Leckhampton

GCSE Spanish

Course Name

GCSE Spanish

Curriculum Leader:

Dr Paul Clarke

pac@hsl.gloucs.sch.uk

Exam Board

Edexcel

Course Code

1SP1

Careers linked to this subject

It is not necessary to be completely fluent in a foreign language to be considered an asset to employers. Language learners develop a range of skills that are highly sought after by employers in all sectors of the working world.

- Academic Researcher
- Air Traffic Controller
- Cruise Ship Worker
- Diplomatic Service
- Events Manager
- Hotel Manager
- Journalist
- Intelligence Analyst
- International Aid Worker
- International Lawyer
- Interpreter
- Marketing Executive
- Museum Curator
- Political Analyst
- Publisher
- Retail Buyer
- Teacher
- Translator
- Travel Writer

How can students prepare?

- Strengthen Vocabulary: Start building a solid foundation of key vocabulary by using flashcards, online games and language apps like Linguascope or Duolingo.
- Master Grammar Basics: Focus on understanding essential grammar rules such as using adjectives, accurate word order and using past/present/future tenses.
- Practice Speaking: Engage in regular conversations with teachers or peers to increase your confidence in speaking. Recording yourself and listening to native speakers is also useful.
- Improve Listening Skills: Listen to songs, podcasts and watch TV shows or films in Spanish to familiarise yourself with pronunciation and intonation.
- Reading Practice: Read simple texts such as articles, books or websites in Spanish to increase your vocabulary and improve comprehension.
- Write Regularly: Practise writing short stories or diary entries in Spanish to develop writing skills and reinforce grammar and vocabulary.
- Learn About the Culture: Research the culture and history of countries where Spanish is spoken, as understanding cultural context is key for the GCSE course.



GCSE Design Technology: Food Preparation & Nutrition

Course Name

GCSE Design Technology:
Food Preparation and Nutrition

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

Eduqas

Course Code

8585

Careers linked to this subject

- Chef/Cook
- Food Manufacture
- Nutritionist Dietician
- Food Writer
- Food Technologist
- Product Developer
- Food Buyer
- Husbandry
- Product Tester
- Nurse
- Food Scientist
- Food Stylist
- Food Photographer

How is the course assessed?

Component 1 - 50% of GCSE

This is an externally set written exam which is completed in the summer of Year 11. The exam paper contains compulsory questions on the areas of content. This paper is externally marked and moderated.

Component 2 - 50% of GCSE

This is made up of two external set 'Non- Exam Assessment' tasks. Both Assessment tasks have elements of written and practical cooking, they are internally assessed and moderated by the subject teachers. The exam board will issue schools with a 'Task brief' for each of the assessments.

The two Assessment tasks are:

Assessment 1: Food investigation (15% of GCSE)

This is a scientific food investigation task which assesses students' knowledge, skills and understanding in relation to scientific principles when preparing and cooking food. Students must independently research, plan, carry out a practical science-based investigation and analyse and evaluate the results.

Assessment 2: Food preparation assessment (35% of GCSE)

Students will be expected to prepare, cook, and present a three-dish menu for this assessment task. They will be required to produce a supporting document, that evidences their research, planning, preparation, and cooking of the dishes as well as evaluation of the outcomes. Student will prepare and cook their three-dish menu during a 3-hour assessed practical session.

What will students learn about through this course?

The Food Preparation and Nutrition course is made up of both practical and theory lessons. Students on this course will learn about food commodities, their provenance, value in the diet, how they are stored and used in cooking.

Through both theory and practical cooking lessons, students will study the working characteristics of a range of foods and ingredients. Students will develop their understanding of the principles of nutrition, the specific function of nutrients, the main sources and consequence of malnutrition as well as the complementary actions of the nutrients. With this understanding of nutrients, students will then learn about the nutritional needs of individuals and how to plan a balanced diet. This includes how to calculate energy and nutritional values of recipes.

Through the topic of 'The Science of Food', students will have a theoretical and practical working knowledge of how preparation and cooking affects the sensory and nutritional properties of food. They will undertake experimental practical work and learn how to modify recipes in relation to the working, chemical and functional characteristics of ingredients.

Continued



The High School
Leckhampton



GCSE Design Technology: Food Preparation & Nutrition

Course Name

GCSE Design Technology:
Food Preparation and Nutrition

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

Eduqas

Course Code

8585

Careers linked to this subject

- Chef/Cook
- Food Manufacture
- Nutritionist Dietician
- Food Writer
- Food Technologist
- Product Developer
- Food Buyer
- Husbandry
- Product Tester
- Nurse
- Food Scientist
- Food Stylist
- Food Photographer

Food hygiene and safety principles when buying, storing, preparing, and cooking food will be covered, as will food manufacturing and processes, British and international cuisines, factors that affect food choices, environmental and sustainability issues related to food.

Through the practical lessons, students will learn how to prepare and cook a wide range of complex dishes, including pastry, bread, pasta making, sauce making, portioning and de-boning chicken and fish. Their presentation skills will also be developed throughout the course.

How can students prepare?

- Building upon the strong foundation established during Key Stage 3, GCSE Food Preparation and Nutrition represents a natural progression, leveraging the skills, processes and comprehensive understanding already developed by students.
- Establishing and maintaining good routines in terms of work ethic, time management and homework will be essential as will expanding an already existing interest Food. Read through recipes and cookbooks at home and practice skills in preparing a range of dishes, perhaps even offer to cook regularly for friends and family. Watching programs such MasterChef, Great British Bake Off and Saturday Kitchen would also help gain knowledge and confidence in the kitchen.

Recommended Reading:

- The Complete Baking Book for Young Chefs by America's Test Kitchen Kids
- The Complete Cookbook for Young Chefs by America's Test Kitchen Kids
- Exploring Food and Nutrition by Yvonne Mackey and Bev Saunders



GCSE Design Technology: Product Design

Course Name

GCSE Product Design

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8552

Careers linked to this subject

- CAD Technician
- Ergonomist
- Furniture Design
- Interior and Spatial Design
- Product Design
- Sound Engineer
- Mechanical Engineer
- Design Engineer
- Aerospace Engineer
- Web Developer
- Illustrator
- Automotive Design
- Graphic Design
- Industrial Design
- Set Design
- Packaging Design
- Video Game Design
- Materials Engineer
- Civil Engineer
- Teaching and Lecturing
- Art Director
- Carpentry
- Architecture

How is the course assessed?

Written exam: 2 hours (50% of GCSE)

Section A – Core Technical Principles

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist Technical Principles

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and Making Principles

A mixture of short answer and extended response questions.

NEA (Non-Examination Assessment): 30–35 hours approx. (50% of GCSE)

The NEA is a substantial design project commencing in June of Year 10 to be completed by February of Year 11. By undertaking this, students will develop their own design specification and produce a prototype and portfolio of evidence demonstrating the following:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating and developing design ideas
- Realising design ideas
- Analysing & evaluating

What will students learn about through this course?

Students will learn the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Most of the specification will be delivered through the practical application of this knowledge and understanding. Students will also use mathematical and scientific knowledge in relation to design and technology.

Students will learn to make effective design choices and will need a breadth of core technical knowledge and understanding that consists of:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

Continued



The High School
Leckhampton

GCSE Design Technology Product Design

Course Name

GCSE Product Design

Curriculum Leader:

Mrs Georgina McAlpine

gma@hsl.gloucs.sch.uk

Exam Board

AQA

Course Code

8552

Careers linked to this subject

- CAD Technician
- Ergonomist
- Furniture Design
- Interior and Spatial Design
- Product Design
- Sound Engineer
- Mechanical Engineer
- Design Engineer
- Aerospace Engineer
- Web Developer
- Illustrator
- Automotive Design
- Graphic Design
- Industrial Design
- Set Design
- Packaging Design
- Video Game Design
- Materials Engineer
- Civil Engineer
- Teaching and Lecturing
- Art Director
- Carpentry
- Architecture

In addition to the core technical principles, all students will develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint and sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production and specialist techniques and processes

The categories through which the principles can be delivered are:

- papers and boards
- timber based materials
- metal based materials
- polymers
- textile based materials
- electronic and mechanical systems

How can students prepare?

- Product Design at GCSE is a continuation of the work students have completed in Key Stage 3, where they have explored the use of different materials and design strategies through the many projects they have completed across various disciplines. Continuing to work hard in lessons will be important, as well as time management skills and independent study. The NEA is a large and significant component of the course and students will need to be motivated and use time outside of lessons.
- Students should have a keen interest in design and technology and as much as possible try to keep up to date with current product innovation and how new and emerging technologies influence new designs. Reading articles, visiting collections such as the Design Museum and watching television programs such as The Repair Shop will help to do this. Finally practicing and refining CAD design skills established and developing in Years 7 and 8 using programs such as CorelDraw and Sketchup are crucial.

Recommended Reading:

- 100 Ideas That Changed Design by Charlotte and Peter Fiell
- The A-Z of Visual Ideas by John Ingledew



The High School
Leckhampton

Option Form Submission

**High School Leckhampton Year 9
Options Form 2026- Deadline for
Submission: 27.2.2026**



To make your choices, please scan the QR code shown above

Please only complete the form once.

Deadline for submission: Friday 27th February 2026