

YEAR 9

GCSE OPTIONS 2026



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INTRODUCTION

This booklet contains information about all the core subjects you will be studying as well as the pool of options from which you will choose three subjects to take to GCSE.

So, what will you choose?

You are all familiar with the Hero's Journey. At the beginning of the journey the hero (you) is in a comfortable homeland with a great mountain (representing challenge and adventure) in the far distance. That homeland was, hopefully, how you felt at the start of your time in the Lower Seniors. Now, half-way through your journey to GCSE exams, you can see that mountain coming into view.

GCSEs will undoubtedly challenge you over a number of different subjects, but you have, at this stage, the opportunity and power to choose some of the challenges that you will face. Making wise choices now will contribute to the success that you will experience further along the road.

When choosing a subject to study, it is important that you consider your subject choices in a broader sense than just usefulness or future career, important though those factors are. You might also ask yourself: 'Is this subject meaningful to me?'

In other words, do I have a deep sense that the subject reflects the values I hold as a person and as a member of my community?

- For example, if you believe that it is important that the human race makes sound decisions about

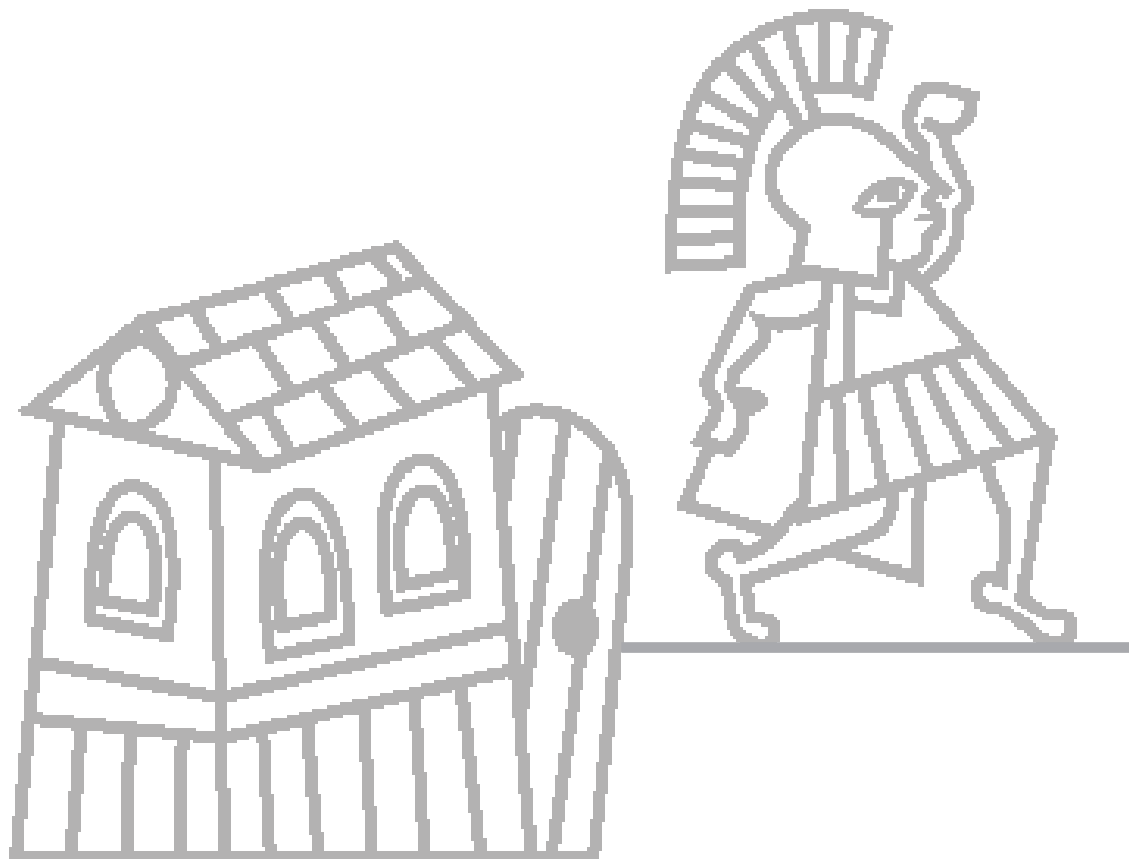
the future, are you considering History as one of your subjects?

- If you believe that human creativity and ingenuity have been of great benefit to human beings, are you considering Art or Design & Technology?
- If you believe that people need to be inspired by beautiful things, are you considering taking Music as an option?
- If you believe that it's important to understand another culture from the inside, are you considering French or Spanish?

Each subject in this booklet offers you some 'gold' that on your particular journey may be intended for you.

When you are in Year 11, in two years' time, and are revising for your GCSEs you will be glad to have chosen the right options.

While making these decisions for yourself, you should make use of your 'mentors' – your parents, teachers and other people who know you well. Don't make these decisions on the spur of the moment, or without talking it through! Taking on board valuable advice may save you a headache later on.



INTRODUCTION

Finally, consider what reasonable chance and level of success you will have in each subject. Choosing subjects that you know you will find rewarding (even if not fun at every moment) will help, and experiencing success in a subject where your talents lie is a greater motivator than doing a subject that your friends are doing but that isn't the best fit for you.

You will have to weigh up the advice you will receive, and your level of talent in each subject, and then make a wise decision.

How many GCSEs do Blanchelande students take?

Most students take nine or ten GCSEs (depending on which Science pathway they take). Some students may choose to take one fewer GCSE and select Core Consolidation (extra English and Maths support).

What are 'core' subjects?

Core subjects are the ones that every student at Blanchelande studies to GCSE level. There are five examined subject areas:

- Maths
- English Language
- English Literature
- Science (Biology, Chemistry, Physics)
- Religious Studies

In addition, non-examined study areas are:

- Games
- Personal, Social and Health Education (PSHE) and Careers Guidance



You should make use of your '*mentors*' - your parents, teachers and other people who know you well.

INTRODUCTION

How and when will you choose?

Students choose three subjects and at least one reserve subject; we endeavour to accommodate all non-reserve option choices where possible. We strongly recommend that that students study a modern foreign language, either French or Spanish. You will submit

your choices online with a link that will be sent to you by the deadline indicated in the email accompanying this booklet.

How to choose your subject options

We seek to allow students to study the subjects they wish, providing we feel that the combination is in the best interests of the student.

bear in mind that post-16 providers, including sixth form and universities, take GCSE scores into careful consideration when offering places.

The following factors should be considered when making choices:

- Interest and enjoyment.
- Ability in a subject and likely future progress.
- Sensible combinations (which are likely to ensure a broad education and keep options open).

Students should also carefully consider the amount of coursework and practical work which must be undertaken. Rather than an emphasis on the final examinations, a continuous form of assessment may be the preferred option for some.

We expect students to work hard in all of these subjects, whether compulsory or chosen. Subject specialist teachers and small class sizes mean that all students will be challenged and supported.

Students should avoid choosing a subject if, in the opinion of their teachers, they are unlikely to secure a good GCSE grade. It is important to

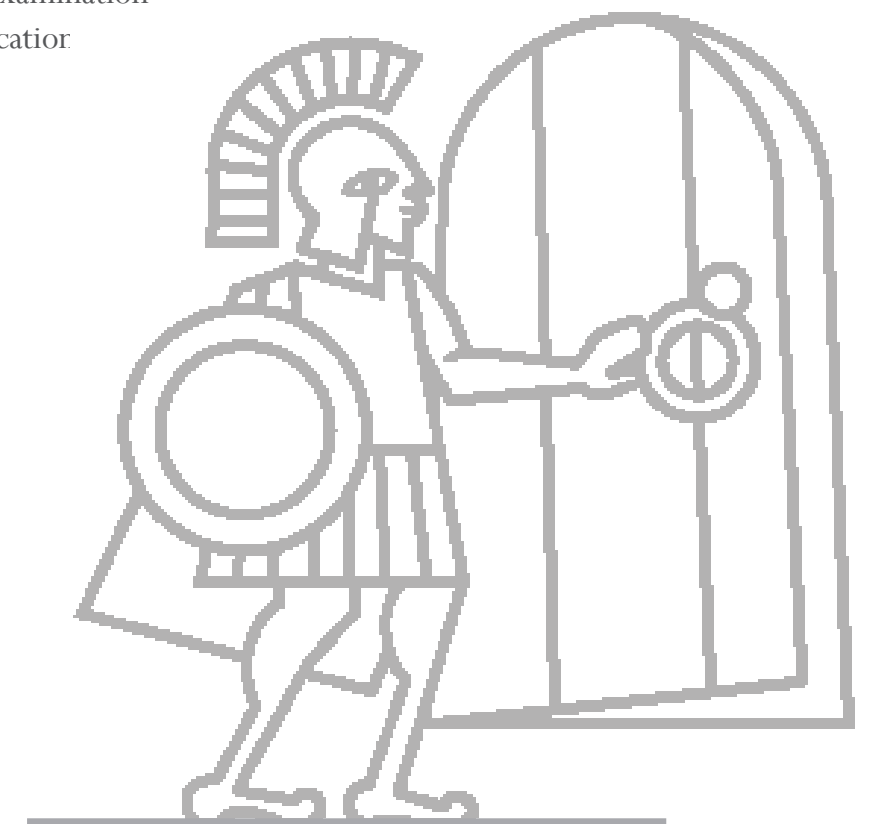
Sixth form and universities
take GCSE scores into
careful consideration when
offering places.

Advice for parents

- Discuss with your son/daughter about their interests.
- Find out what they would like to do in the future.
- Talk about what employers are looking for and highlight the importance of good education and developing skills and abilities that employers want.
- Check that your son/daughter is choosing subjects for the right reasons.
- Try to encourage a variety in their choices. This will allow more choice at Post-16.

Further information

Please do not hesitate to contact the school and heads of department if you have any questions regarding any of the subjects on offer next year. If you would like further information regarding any of the qualifications, please visit the examination boards' websites to view the full specification



MATHEMATICS



Examination Board | Edexcel IGCSE
Head of Mathematics | Mrs. O'Leary
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Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.

- From The National Curriculum



Mathematics, the study of patterns and relationships between numbers and shapes, trains the mind in logical thinking and problem solving. As well as a form of abstract thought, Mathematics is applied in all areas of life and is fundamental to many other subject disciplines, most especially the Sciences but also Design Technology, Music and Business Studies, among others. In other words, Mathematics makes you better in lots of other subjects, too! As such, Mathematics is a core subject studied by all students throughout Years 10 and 11 to GCSE.

Through this course you will:

- Develop knowledge, understanding, enjoyment and confidence in mathematical concepts, techniques and problem solving.
- Appreciate the importance of Mathematics in society, culture and employment.
- Acquire a foundation of mathematical skills for further study in Mathematics and related subject areas that have a mathematical basis.

Students will sit two GCSE examinations in May/June 2026. Each paper is worth 50% each of the final grade. Lower set students may have the opportunity of taking the foundation tier paper early.

For those seeking an additional challenge, we offer students the opportunity of completing the AQA level 2 certificate in Further Mathematics. This qualification helps bridge the gap between GCSE and A Level and offers an opportunity to extend their knowledge tackling subject areas such as Matrices, Equations of a Circle, Trigonometric Identities and Equations and The Factor Theorem. This course is completed outside curriculum time so an ability to work well independently will be important when opting to complete this course. Students completing this course will complete two exams 1 hr 45 minute exams in June 2026.



English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; students who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

- From The National Curriculum



English Language

Having emerged from a mixture of the Anglo-Saxon and Norman French languages during the Middle Ages in an isolated island off the coast of mainland Europe, English has risen to be the most widely spoken language in the world today.

In this two-year course students will examine a wide range of exciting non-fiction texts, including travelogues, biographies, diary extracts and newspaper articles through which students will develop skills of close analysis of the writers' craft.

The course enables students to showcase their own creative and descriptive writing and to identify and discuss the themes of texts.

In life, language matters. English Language directly benefits the written and spoken language

of students, fundamental to all courses of study, all careers, all relationships and life in general. As such it is a core subject studied by all students throughout Years 10 and 11 to GCSE.

Students will follow a two-year linear course, consisting of two externally assessed examinations:

- Paper 1: 1 hour 45 minutes (50% of final grade)
Section A: Reading and Engagement with a Literature Text
Section B: Descriptive or Narrative Writing
- Paper 2: 1 hour 45 minutes (50% of final grade)
Section A: Writers' Viewpoints and Perspectives
Section B: Writing to Promote a Viewpoint

ENGLISH

English Literature

English Literature presents students with the opportunity to study some of the best that has been thought and said in the English language; and, in most cases, the best words in the best order. English Literature expands our appreciation of our cultural heritage, while also training the emotions and refining the students' taste.

The English Literature course allows students to immerse themselves in a wide and exciting variety of literary texts, including Shakespearean tragedy and a 19th-century novel, with students studying works by Bronte, Austen, Dickens and Shelley as well as demonstrating a close engagement with

a modern prose text (*The History Boys*, *DNA*, *The Curious Incident of the Dog in the Night*). Naturally, this course is an excellent foundation for A-Level English Literature.

Students will follow a two-year linear course, consisting of two external examinations:

- Paper 1: 1 hour 45 minutes (40% of final grade) Shakespeare and the 19th-century novel
- Paper 2: 2 hours and 15 minutes (60% of final grade) Modern Texts and Poetry

CORE CONSOLIDATION

For some students, rather than choosing three different GCSE options, it is more beneficial to consolidate attainment in English and Mathematics. Core Consolidation therefore functions as a 'third option' and divides its allocation between these

two core subjects. It is taught by subject specialists. Students and parents who are concerned about passing these GCSE subjects should discuss with their teachers whether Core Consolidation would be a helpful support for them.

Core Consolidation in Mathematics

These Mathematics lessons are spent practising the skills learnt in class, improving retention and enabling students to progress further in the subject. Small class sizes mean more individual help can be

given by a subject specialist, and lessons can be tailored to meet individual needs. Most content covered in Core Consolidation Maths will relate to Foundation tier GCSE Mathematics.

Core Consolidation in English

These lessons run parallel to the English Language course and enable students to revise key GCSE texts and develop fundamental skills in essay

writing, reading for information and engaging with the writers' craft. Classes are small, enabling one-to-one help on a weekly basis.



A high-quality Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world’s future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of Science. Through building up a body of key foundational knowledge

and concepts, students should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how Science can be used to explain what is occurring, predict how things will behave, and analyse causes.

- From The National Curriculum





Science pathways

At Blanchelande, students either prepare to sit the Combined Trilogy or Separate Sciences. In both pathways, students study Biology, Chemistry and Physics, and both pathways can lead to choosing a Science to study at A-Level.

The difference is principally in the volume of material: Combined Trilogy contains around two thirds of the material in the full separate Science syllabuses (the Combined Trilogy is equal to two GCSEs rather than three). As such, the more scientifically-able scientists will take Separate Science. For students taking the Combined Trilogy or Separate Sciences pathways, there is a Higher and Foundation tier – the tier is usually decided in Year 11.

Students should be aware that they do not decide which pathway (or tier) they will follow; this is decided by their teachers based on which pathway will result in the best outcome for each student at GCSE.

Pathway 1: Science Combined Trilogy

Biology	Physics
<ul style="list-style-type: none">Exam Paper 1 Biology topics 1–4: Cell Biology, Organisation, Infection and Response, Bioenergetics.Exam Paper 2 Biology topics 5–7: Homeostasis And Response, Inheritance, Variation and Evolution, Ecology.	<ul style="list-style-type: none">Exam Paper 1 Physics topics 18–21: Energy, Electricity, Particle Model of Matter, Atomic Structure.Exam Paper 2 Physics topics 22–24: Forces, Waves, Magnetism and Electromagnetism.
Chemistry	<p>Two exam papers will be taken for each Science at end of Year 11 at either Higher or Foundation Tier (making six exams in total). Question types include multiple choice, structured, closed short answer and open response. Each of the papers will assess knowledge and understanding from distinct topic areas. Students will gain two GCSE grades.</p>

Pathway 2: Separate Science

Biology	Physics
<ul style="list-style-type: none">Exam Paper 1 Biology topics 1–4: Cell Biology, Organisation, Infection and Response, Bioenergetics.Exam Paper 2 Biology topics 5–7: Homeostasis and Response, Inheritance, Variation And Evolution, Ecology.	<ul style="list-style-type: none">Exam Paper 1 Physics topics 1-4: Energy, Electricity, Particle Model of Matter, Atomic Structure.Exam Paper 2 Physics topics 5-8: Forces, Waves, Magnetism and Electromagnetism, Space.
Chemistry	<p>Two exam papers will be taken for each Science at end of Year 11 at either Higher or Foundation Tier. The questions will be multiple choice, structured, closed short answer and open response. Each of the papers will assess knowledge and understanding from distinct topic areas. Students will gain three GCSE grades.</p>

RELIGIOUS STUDIES



Examination Board | AQA Specification B
Head of Theology | Miss Ellert
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GCSE Religious Studies enables you to focus in depth on the Catholic faith by looking at beliefs, teachings, practices, sources of authority and forms of expression within Catholic Christianity. Students will broaden their understanding of religion by studying the beliefs and practices of another major world faith – either Islam or Judaism.

Developing their knowledge from Key Stage 3 Theology, students will explore Christian and Jewish beliefs, teachings and practices. Students will also thematically study a range of philosophical and ethical topics including peace and conflict, and human rights.

Discussion will form an important part of this course, enabling students to construct and analyse ideas and arguments and evaluate personal responses and differing viewpoints.

Students will consider different types of thinking and how these are applied to theoretical and practical ideas. They will develop ideas about how, for instance, human beings respond to suffering, whether life has meaning and whether or not God exists. These concepts are explored through a variety of traditional and progressive teaching methods, as well as an increasingly pragmatic approach to exam preparation. Each topic is highly relevant for life in the 21st century as well as enhancing understanding of other subjects at GCSE and beyond.

Paper 1: Catholic Christianity (50% of final grade)

The Catholic Christianity paper is a written exam, focusing on Catholic beliefs, teachings, practices, sources of authority and forms of expression through six topics:

- Creation: in this unit students explore the Catholic understanding of creation, particularly the notions of God as creator, humanity as the image of God and the role of humanity as stewards of creation.
- Incarnation: Students explore the Catholic understanding of incarnation as the revelation of God in the image of humanity.
- Triune God, Mission and Prayer: Students consider Catholic understanding of the glory of

God and the mystery of the Trinity.

- Redemption: Students explore the Paschal mystery of salvation as it is understood in Catholic theology and as it is celebrated and realised in Catholic worship, as well as the Church as the 'Body of Christ' and a redeemed 'People of God'.
- Church and Kingdom of God: Students explore the nature of the Church and its mission to bring about the Kingdom of God as expressed in the Lord's Prayer.
- Eschatology: Students consider what Catholics believe about life after death and the implications of these beliefs for how Catholics live their lives today.

Paper 2: Judaism and Ethics (50% of final grade)

The Judaism and Ethics paper is a written exam, focusing on Jewish Beliefs and Teaching alongside Theme A: Religion and Relationships, and Theme B: Religion, Peace and Conflict.

- Jewish Beliefs and Teachings: Students explore the key beliefs and concepts focusing on monotheism, covenants and the sanctity of life.
- Jewish Practices: Students explore the key practices in Judaism, particularly rites of

passage, Kosher food laws and festivals.

- Theme A: Religion and Relationships: students explore Christian perspectives on Theology of the Body, human sexuality, marriage, purpose of the family and gender equality.
- Theme B: Religion, Peace and Conflict: Students explore Christian perspectives on human violence, justice, forgiveness and reconciliation, societal and just war, pacifism and peacemaking.



ART & DESIGN



Examination Board | AQA
Head of Art | Mrs. Bonner
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Art, Craft and Design embody some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

-From The National Curriculum



Art and Design is a great choice for you if you enjoy being creative and want to improve these skills further. In this GCSE course you will extend your practical techniques by working in a range of media and discovering some new methods, including a greater focus on the use of photography to capture images. Art and Design also improves your analytical and research skills as you communicate ideas in your sketchbook and annotate and explain concepts and plans. You can bring your own individual perspective to the work and there are opportunities for you to develop your own project proposals as the course progresses.

Studying the work of artists and designers will develop your knowledge and understanding whilst

building an appreciation of the work created. Engaging with live work through trips, exhibitions and artist workshops will build your experience and extend subject specific visual language and vocabulary.

Art and Design will encourage you to experiment and evolve a personal style, to build confidence in familiar techniques, but also to explore media such as photography, textiles and 3D resolution of ideas. The course requires high levels of motivation and commitment, but the time and effort expended brings huge rewards and personal satisfaction. At the end of the course each student will present their work in an exhibition held at school for family and friends.

Unit 1: A Personal Portfolio (60% of final grade)

In this unit students will have the opportunity to work with a range of media to refine skills and develop new areas of interest. Visual research will be enhanced by reflecting on the work of artists, craftspeople and designers. This portfolio will develop final outcomes based on internally set

themes and subject matter developed from personal and given starting points. Work will be selected, evaluated, and presented for assessment by the student. This unit is internally set and standardised and externally moderated.

Unit 2: Externally Set Assignment (40% of final grade)

At the beginning of January students will receive a question paper from the examination board (AQA). Students will choose only one question from this paper and develop this starting point through visual, practical, critical and contextual research. The board ensures there are a variety of themes to choose from with recommended artists to consider, this allows students to respond creatively whilst demonstrating personal interest. Once the

paper is presented to the students the preparatory study period begins, this then runs until the 10-hour examination around the beginning of May. This examination runs over two days and will result in an outcome which realises the intentions of the student, based on their extensive research. This unit is externally set, internally marked and standardised then externally moderated.



The course is the study of how businesses operate in the various global marketplaces, both at a practical and theoretical level. Students follow in the footsteps of Mick Jagger, Kevin Costner, Shaquille O'Neal and Queen Rania of Jordan, all of whom read business related degrees.

Business is an exciting and fast-moving subject which looks at the way in which businesses start and operate to satisfy customers and make profit for investors. You will learn how business decisions are made and have the opportunity to practise your own business decision making in a variety of simulated business situations. How would you set

the price for a new mobile phone? How would you raise the capital finance to start your own business? How can a new product idea be protected?

Your business decision making skills will gradually improve and you will begin to understand business articles in newspapers, become confident in assessing business opportunities for yourself and discover possible careers for the future. You should consider studying Business because you are part of it – a customer, possibly an investor or you might be interested in your parents' links with business.

The syllabus includes two themes:

Theme 1: Investigating Small Business

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

Theme 2: Building a Business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Lessons will make use of business events reported in the news to illustrate the topic being taught, making them relevant to what is happening in the world today. Lessons will be a mixture of

instruction, discussion, video clips, business case studies and reviews of business events in the news. Assessment is by two written papers at the end of Year 11 (100% of final grade)



COMPUTER SCIENCE



Examination Board | OCR
Contact | Mr. Underwood
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A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. In Computer Science, pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

-From The National Curriculum



GCSE Computer Science will encourage learners to:

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

Unit 1: Examination (50% of final grade)

- Computer Systems
- Systems Architecture
- Memory
- Storage
- Wired and Wireless Networks, Network Topologies, Protocols and Layers
- System Security
- System Software
- Ethical, Legal, Cultural and Environmental Concerns

Unit 2: Examination (50% of final grade)

- Computational Thinking, Algorithms and Programming
- Algorithms
- Programming Techniques
- Producing Robust Programs
- Computational Logic
- Translators and Facilities of Languages
- Data Representation

DESIGN & TECHNOLOGY



Examination Board | Cambridge IGCSE
Head of Design & Technology | Mrs. Van der Linden
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Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as Mathematics, Science, Engineering, Computing and Art. Students learn how to take risks, becoming resourceful,

innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

-From the National Curriculum

Design and Technology involves designing and making in a practical context using a range of materials, media and processes. Students will gain technical awareness, initiative, resourcefulness and ingenuity as well as the skills required for their future within a rapidly changing technological society.

There is an emphasis on CAD/CAM as well as more traditional making techniques. Products can be made with wood, metal, plastic or graphic processes such as sublimation onto ceramic or textile products. Artistic skills will also be developed through packaging, labels and instructions which are a key part of product design. Students will identify, consider and solve problems through creative thinking, planning and design.

Design is all around us, and making decisions about the look and function of a logo, furniture item, or other everyday object such as jewellery is exciting,

creative and inspiring. Maybe you will follow in the footsteps of famous designers such as Dyson or Orla Kiely.

Students study graphic design and branding through a logo-related brief such as a swatch watch or coffee shop project. We then work in resistant materials, developing practical skills and learning to plan for manufacture by producing an orthographic projection, working drawing and cutting list. Students learn to use "onshape" CAD software to create a bespoke 3D design file to be 3D printed. All this work and knowledge culminates in the manufacture a modern picture frame product using traditional hand-made wood joints, other resistant materials and forms a solid introduction to handheld power tools. After this exploratory period students decide which path they would like to follow for their personal coursework; either a graphic design or resistant materials route.

Controlled Assessment (50% of final grade)

In Year 11 students will complete a controlled assessment where they design and make a product from a chosen brief, working in a material or

combination of materials of their choice. The supporting A3 portfolio documents the design process. This is internally assessed and externally moderated.

Product Design Paper (25% of final grade)

Externally assessed. Includes written and sketched responses which test product design theory.

Specialism Paper (25% of final grade)

Externally assessed. Includes written and sketched responses which test specialist content of graphic design or resistant materials.



DRAMA



Examination Board | AQA
Head of Drama | Ms. Vlad
Contact | vladj@blanchelande.sch.gg

Drama is a dynamic and creative subject that combines both academic (70%) and practical components (30%). Whilst a small number of students choose this option because they wish to pursue a career in the performing arts, the majority choose Drama because they are passionate performers and wish to seek a balance in their curriculum. Drama complements both English and History courses through awareness of historical context. Drama candidates also develop high levels of IT and literacy skills.

Ultimately, this is a group-based subject in which you will be working very closely with others. Your peers rely on teamwork, commitment and effective communication for shared success. It is important that you enjoy this style of learning and are willing to put in extra time for rehearsals and theatre trips.

You will enhance your creative and imaginative powers and follow in the footsteps of practitioners by:

- responding to stimuli and devising your own play.
- performing your devised play or producing a design realisation for it (eg lighting, sound).
- writing an evaluation and analysis of the above theatrical process.
- performing a scripted play for a live audience (two extracts).
- demonstrating your knowledge and understanding of a performance text and a live theatre experience under exam conditions.

Component 1: Understanding Drama (40% of final grade)

Written Exam – set text *Noughts and Crosses* by Malorie Blackman adapted by Dominic Cooke; roles and responsibilities of theatre makers; live theatre analysis and evaluation.

Component 2: Devising Drama (30% of final grade)

Devised performance, statement of dramatic intentions, Devising Log coursework (2500 words). Marked by teachers and moderated by AQA.

Component 3: Texts in Practice (30% of final grade)

A statement of dramatic intentions and the performance of two extracts from a scripted play, such as *Find Me* by Olwyn Wymark and *The Importance of Being Earnest* by Oscar Wilde. Performances of extracts 1 and 2 marked by an external examiner.



FOOD PREPARATION & NUTRITION

The Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You'll also learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance) and the challenges surrounding food security.

You'll master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.



Examination Board | AQA
Head of Food & Nutrition | Mrs. Harman
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This is a GCSE course with a strong practical focus. You'll master a variety of technical skills and become proficient in the kitchen. In addition, you'll develop an in-depth knowledge of food science, food safety, food choice, nutrition and health.

You'll also develop transferable skills such as:

- Analysis
- Evaluation
- Communication skills
- Working independently
- Time management
- The ability to interpret information and data

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The exam

will be 1 hour 45 minutes long. The second part of the assessment will be non-examination assessment and will consist of two tasks, involving practical work.

The skills you develop through the study of food preparation and nutrition will support your study of a wide range of other subjects and can be studied in combination with any other GCSE course. In terms of subject knowledge, the nutrition and health may particularly complement the study of biology and physical education. Food preparation and nutrition also helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike.

Year 10

Students cover all the theory elements, along with practical skills and meal planning. Students should expect to make suitable dishes to meet a specific brief, for example a low-fat dessert. Students will

need to provide ingredients and it is also important for parents and families to eat completed dishes, as sensory analysis is an integral part of the course.

Year 11

The coursework component (worth 50% of final grade) is completed.

Task 1: Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. This task will provide you with an opportunity to demonstrate your knowledge and practically apply your understanding of the science behind cooking. You'll practically investigate ingredients and explain how they work and why.

Task 2: Students will plan, prepare, cook and present a 3-course menu. This task will provide you with an opportunity to cook up a storm and showcase your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

Leiths CTH Level 2 Certificate in Culinary Skills

The Leiths Level 2 accredited course is often the first step for students into a lifetime love of food, cookery and experiencing exciting connections through new flavours. All students will unlock core skills to enable them to be great cooks and dinners hosts, and for many this will be the start of an exciting career in the food industry – from professional kitchens to travelling the world and a wealth of opportunities.practical skills and make connections between theory and practice.

A Level 2 course is not a GCSE, but it is the academic equivalent of a GCSE.

<https://leiths.com/explore/partner-schools/secondary-school-courses/leiths-cth-level-2-certificate/>



Examination Board Leiths
Head of Food & Nutrition Mrs. Harman
Contact harmanj@blanchelande.sch.gg

About this course

This is a practical GCSE-style course written and run by Leiths and accredited by the Confederation of Tourism and Hospitality (CTH). The core food preparation skills using a wide range of ingredients are combined with modern themes including seasonality, sustainability, and cultural influences. Example dishes include: soy-glazed salmon, crispy chicken with dijon mustard sauce, and banana and chocolate melting middle cakes.

How it works

Weekly tasting and marking of all dishes, and an evaluated online recipe log held within our interactive secure portal, helps pupils and teachers track progress. The final grade of Pass (55-69%), Merit (70 – 84%) or Distinction (85%) is awarded at the end of the course after two 2-hour practical cooking assessments, an online Level 2 food hygiene and allergen exam and a 20- question theory test.

Portfolio of Evidence

Students are required to build a portfolio of evidence to record the completion of all mandatory units, as follows:

- Practical cooking log of weekly menus – photographs of completed dishes, tasting marks and student evaluations

Final Assessment

The final assessment is made via four distinct elements as follows:

- Two x 2 hours of practical assessments examining all six mandatory units and marked by a visiting Leiths examiner. These will take place towards the end of the course. For both practical assessments, a timeplan and costing are required
- Level 2 Food Hygiene and Allergens course and examination. This course is conducted online and must be completed within six weeks of starting the course
- A 35-minute, 20-mark theory test towards the end of the course. 50% of the exam cover kitchen hygiene and food safety and the other 50% covers all other units.

GEOGRAPHY



Examination Board | Edexcel (A)
Head of Geography | Mrs. Fairley
Contact | fairleyh@blanchelande.sch.gg

A high-quality Geography education should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

-From The National Curriculum



Geography enables young people to become globally and environmentally informed as well as thoughtful and enquiring citizens. The course is designed so that learners can appreciate and understand a range of issues that affect people and places on both a local and global scale. Geographers will practise map skills, graph and resource interpretation and investigative fieldwork, among many other skills.

Component 1: The Physical Environment (written exam; 37.5 % of final grade)

- Changing Landscapes of the UK – Rivers, Coasts, Geology
- Weather Hazards and Climate Change
- Ecosystems, Biodiversity and Management

Component 2 :The Human Environment (written exam; 37.5 % of final grade)

- Changing Cities
- Global Development
- Resource Management

Component 3: Geographical Investigations: Fieldwork and UK challenges (written exam; 25% of final grade)

- Geographical Investigations – Physical Environments
- Geographical Investigations – Human Environments
- UK Challenges

Fieldwork

All candidates undertake fieldwork in two contrasting locations. One fieldwork focus will be in a physical environment, the other in a human environment. Exams include multiple choice questions, short, open response, mathematical calculations, 8 mark and 12 mark extended writing questions



A high-quality History education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

-From The National Curriculum



How and why do societies change? How do leaders exercise power? How have technology, religion and war shaped history? Studying questions such as these stimulates students' curiosity about the world; studying past cultures and events gives them an anchor to understand how the present came to be, and how to navigate the future. In short, History trains the mind in analysis, evaluation and discussion.

Paper 1: British Thematic Study with Historical Environment (30% of final grade)

Part A is source based and Part B is extended written answers.
Medicine in Britain, 1250 to the present day, with Surgery and Treatment on the Western Front 1914 – 1918.

Paper 2: British Depth and Period Study (40% of final grade)

Two parts (both short and extended written answers); (20% each of final grade).
Henry VIII and his Ministers, 1509–40.
Superpower Relations and the Cold War, 1941-91.

Paper 3 (30% of final grade)

Interpretation based questions and extended written answers.
Weimar and Nazi Germany, 1918-39.

HIGHER PROJECT QUALIFICATION (HPQ)



Examination Board | AQA
Contact | Mrs. Toerien
Toerienj@blanchelande.sch.gg

The Higher Project Qualification requires students to study a topic area which extends or expands their learning in an appropriate area of study. The qualification helps students to:

- undertake an autonomous piece of work
- develop as inquisitive and independent students
- be inspired and enthused by new areas or methods of study
- explore the experiential learning process, and further opportunities to plan and review their learning
- take responsibility for their own learning and develop transferable, core life and study skills
- if appropriate, use ICT and appropriate technologies with confidence

-From UCAS



What inspires you? Did you enjoy your Y9 Signature Work and want to do more inquiry work like this? Is there a topic you would love to delve into more deeply that isn't on the curriculum? Do you have a hobby or outside interest that you want to inquire into more deeply? Are you passionate about learning and want to explore great scholarship beyond your taught subjects? Or do you have a practical project you want to pursue?

The HPQ is an extra-curricular one-year qualification worth ½ a GCSE, that allows students to express their academic individuality by developing and extending their studies beyond the taught curriculum. Building on the Y9 Signature Work, the qualification runs during Year 10 only and consists of one hour a week contact time, which will involve some teaching and some supported independent work, plus half an hour of independent preparation between lessons. Contact time will be timetabled during one form time and one half hour lunchtime slot.



AO1 (20%)	AO2 (20%)	AO3 (40%)	AO4 (20%)
Manage: Planning and managing your inquiry	Use resources: Finding and evaluating resources	Develop and realise: Realising your plans to create your product	Review: Reflecting on your inquiry journey



‘Latin’s exciting, it’s challenging, it introduces children to a whole range of worlds and literatures that are different from their own.’

- Dame Mary Beard.

The Latin GCSE course is designed to instil in students a lifelong passion for the Classical world. It fosters cultural and historical understanding, as much of western society, modern art and literature have been profoundly influenced by the ancient Greeks and Romans. Simultaneously, it enhances English literacy by aiding students in cultivating a deeper understanding of grammar and complex grammatical structures. This, in turn, benefits learning in modern foreign languages.

The exploration of texts written by influential Roman authors such as the historian Tacitus, the humanitarian Pliny the Younger and the epic poet Virgil not only affords students the opportunity to engage with classical literature in its original language, but also bolsters critical thinking, analytical prowess, and attention to detail – qualities that hold increasing value in various fields and professions.

Component 1: Language (worth 50% of final grade)

Students will develop their knowledge of Latin vocabulary and linguistic structures through reading and studying texts and stories in Latin. They will then demonstrate their linguistic competence through the translation and comprehension of unseen Latin passages.

Component 2: Prose and Verse Literature (worth 50% of final grade)

Students will study two Latin prose set texts with a combined length of between 110 – 120 lines, as well as a short section of Virgil’s Aeneid. In the exam, they will answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.





French is the international language of cooking, fashion, theatre, dance, the visual arts and architecture; Spanish is the fourth most widely spoken language in the world and it is the official language in twenty countries.

A knowledge of French and Spanish offers you access to great works of literature in the original, as well as films and songs. French and Spanish are the languages of Renoir, Victor Hugo, Hergé (*Les Aventures de Tintin*), René Goscinny (*Astérix*), Cervantes (*Don Quixote*) and Picasso.

By continuing to learn a language, you will develop your ability to use it to communicate effectively;

you will also increase your awareness of the French and Spanish speaking worlds.

The subject content is organised into three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a series of sub-themes that enable and encourage learners to develop real-life, transferable language skills in a range of relevant contexts.

Listening (25% of final grade)

Speaking (25% of final grade)

Multiple-response and short-answer open response questions based on a recording featuring male and female French/Spanish speakers.

Reading (25% of final grade)

Understanding of written French/Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts (no prior knowledge of these literary texts is required). Students are required to respond to multiple-response and short-answer questions based on these texts.

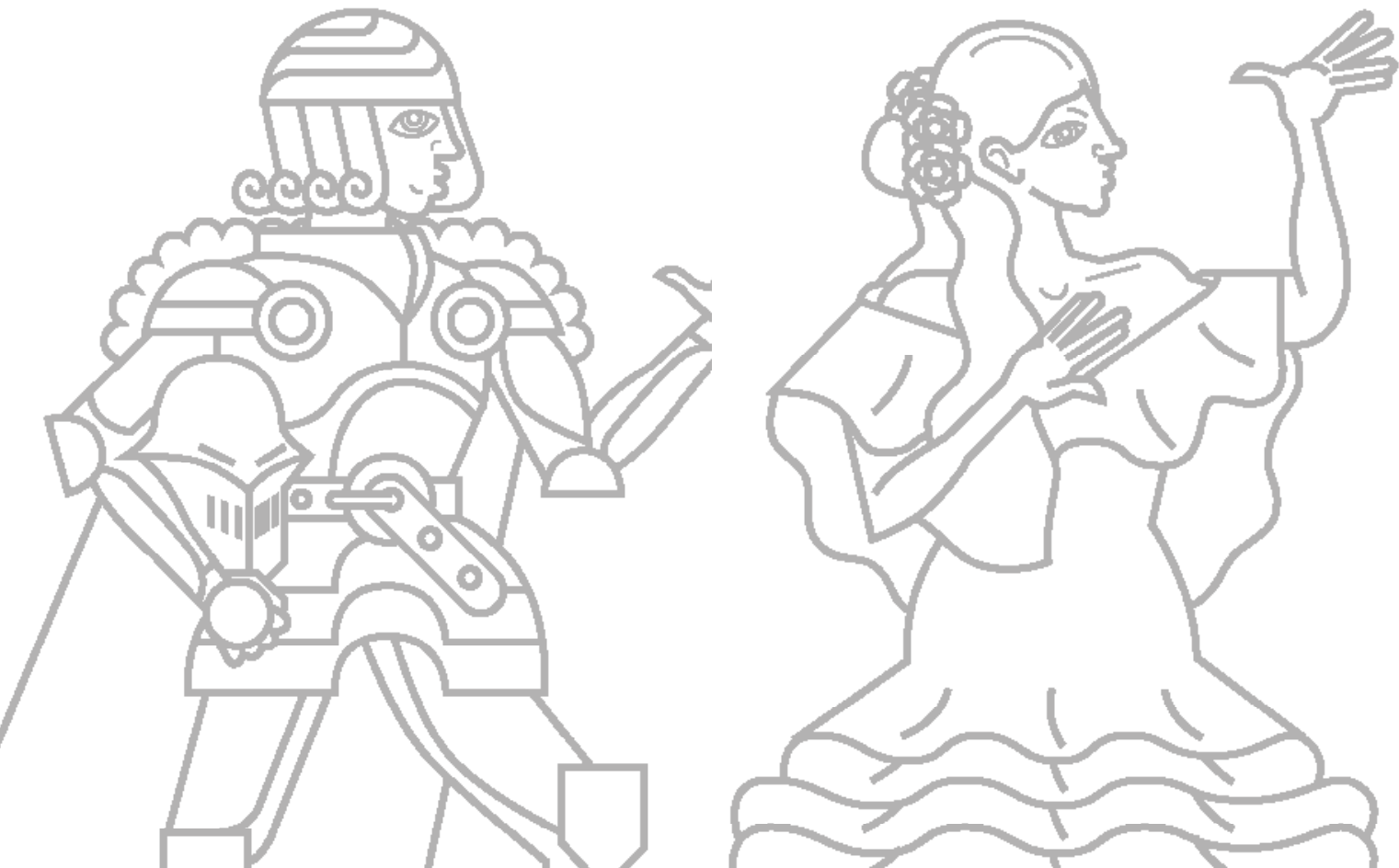
Includes an unseen translation passage from French/Spanish into English with instructions in English.

Writing (25% of final grade)

Students are required to produce responses of varying lengths and types to express ideas and opinions in French/Spanish. The instructions to students are in French/Spanish and the topics are unseen before the examination. Word counts are specified for each question.

- Foundation tier: three open response questions and one unseen translation into French/Spanish.
- Higher tier: two open response questions and one unseen translation into French/Spanish.

- Task 1: a role play based on one topic that is allocated by the Exam board.
 - Task 2: questions based on an unseen picture stimulus based on one topic that is allocated by the Exam board.
 - Task 3: conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the Exam board.
- Students who select Spanish GCSE should be prepared to commit to attending one additional lunchtime speaking practice session.





Music is a universal language that embodies one of the highest forms of creativity. A high-quality Music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

-From the National Curriculum



The GCSE Music course combines practical music making with music theory. During the course, you will continue to rehearse and perform on your chosen instrument, both as a soloist and as part of an ensemble. You will have opportunities to rehearse regularly, to take part in ensembles in and outside of school, and to perform in concerts. Many activities will further develop your composition skills, learning how to write music for both your own instrument as well as different ensembles in a wide variety of genres.

Through your practical work, you will study a variety of musical topics, including some classical music, music from different parts of the world, popular music, dance music and film music. You will learn the key features of these styles that will be tested in a Listening and Appraising exam at the end of the course. In addition to regularly performing, composing and working alongside like-minded people, studying Music will enable you to develop transferable skills, such as analysis, evaluation, presentations, working independently and working effectively with others. GCSE Music comprises 60% coursework.

Component 1: Integrated Portfolio (30% of final grade)

A performance and composition based on a brief set by their teachers that relates to one of the Areas of Study.

Component 3: Practical Portfolio (30% of final grade)

An ensemble performance and a composition based on a brief set by the OCR exam board.

Component 5: Listening and Appraising Exam (40% of final grade)

Aural recognition of short unheard/unfamiliar extracts of music from within the Areas of Study.

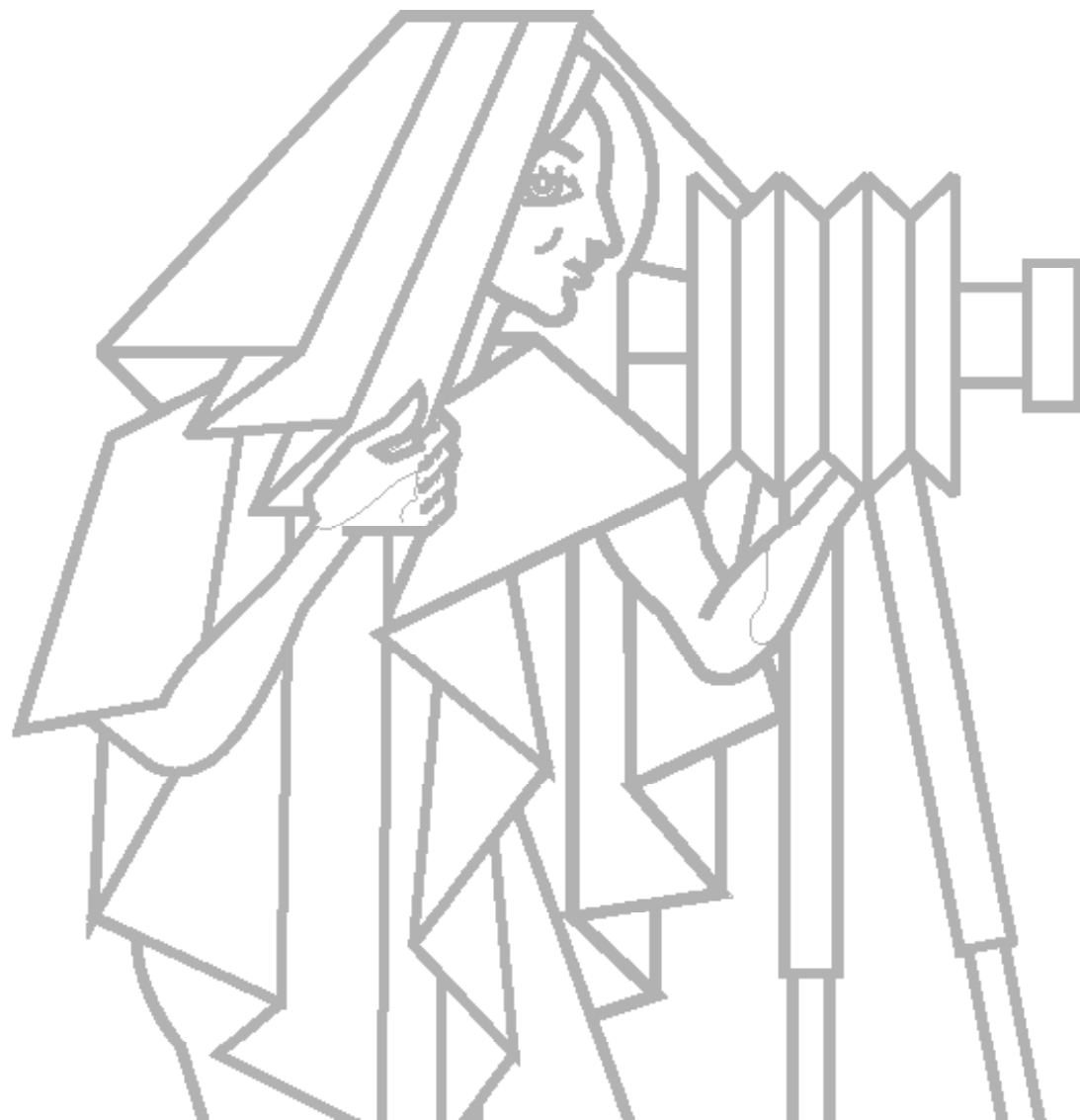
PHOTOGRAPHY



Examination Board | AQA
Head of Photography | Mr. Appelqvist
Contact | appelqvistp@blanchelande.sch.gg

"Photography is the simplest thing in the world, but it is incredibly complicated to make it really work."

- Martin Parr



Photography is a great choice if you enjoy creating photos, videos and other visual media. In this GCSE course you will learn the fundamentals of photography; from the workings of your camera and equipment, to creating compositions, to editing your images and presenting them for exhibition. Photography will improve your analytical and research skills as you learn to deconstruct and understand imagery, both in a gallery setting and in mainstream media, and learn to understand why photographers choose to present the images they do.

Studying the work of photographers, film makers and designers will develop your knowledge and understanding whilst building an appreciation of the work created.

Engaging with live work through trips, exhibitions and workshops will build your experience and extend subject specific visual language and vocabulary.

Though the course is called Photography, the work you might make can vary from images on a wall to installations, collages, films and animations, or branding and graphic design outcomes. Photography will encourage you to experiment and explore your own interests, from portraiture to landscapes, fashion to film making. The course requires high levels of motivation and commitment, but the time and effort expended brings huge rewards and personal satisfaction. At the end of the course each student will present their work in an exhibition held at school for family and friends.

Unit 1: A Personal Portfolio (60% of final grade)

In this unit students will have the opportunity to learn a variety of photography processes and techniques, to refine their skills and to develop new areas of interest. Visual research will be enhanced by reflecting on the work of photographers from a range of disciplines. This portfolio will develop

final outcomes based on internally set themes and subject matter developed from personal and given starting points. Work will be selected, evaluated, and presented for assessment by the student. This unit is internally set and standardised and externally moderated.

Unit 2: Externally Set Assignment (40% of final grade)

At the beginning of January students will receive a question paper from the examination board (AQA). Students will choose only one question from this paper and develop this starting point through visual, practical, critical and contextual research. The board ensures there are a variety of themes to choose from with recommended artists to consider, this allows students to respond creatively whilst demonstrating personal interest. Once the

paper is presented to the students the preparatory study period begins, this then runs until the 10-hour examination around the beginning of May. This examination runs over two days and will result in an outcome which realises the intentions of the student, based on their extensive research. This unit is externally set, internally marked and standardised then externally moderated.



A high-quality Physical Education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

-From the National Curriculum



Physical Education is the study of the physical ability of our bodies, the sociological effects on society and the psychological aspects of performance in developing and elite athletes, looking at sporting examples across a range of disciplines. At the end of the course, you will acquire evaluation and analysis skills to be able to influence and enhance your own and others performance. This is a linear course with all exams sat at the end of Year 11. Coursework and practical performance evidence will be required by Hilary half term of Year 11. The course is a written theory syllabus with all lessons being based in the classroom.

Section 1: Human Body and Movement in Physical Activity and Sport (30% of final grade)

- Applied Anatomy & Physiology
- Movement Analysis
- Physical Training
- Use of Data (interpretation, analysis and presentation of graphs, pie charts and tables)

Section 2: Socio-Cultural Influences and Well-Being in Physical Activity and Sport (30% of final grade)

- Sports Psychology
- Socio-Cultural Influences
- Health, Fitness, and Well-being
- Use of Data (interpretation, analysis and presentation of graphs, pie charts and tables)

NEA Practical Assessment (40% of final grade)

Students have to offer practical performance in three different physical activities in the role of player/performer (a list of suitable activities is available)

- One team activity.
- One individual activity.
- Either a team or individual activity.
- Coursework comprising of analysis and evaluation of performance to bring about improvement in one activity. Coursework must be completed by the end of the Michaelmas term in Year 11.

For the three selected activities, students will be assessed

- in skills in progressive drills
- in the full context of the activity

Students must be able to provide audio-visual evidence, taken on a camera, phone or tablet device, of all activities including those which cannot be replicated live at school, eg horse riding and skiing. Candidates must be currently representing the school or another club in two or more of their activities and be regularly and actively training/playing in all the sports of their choice outside of school. Audio-visual evidence must be submitted by Hilary half term of Year 11.

PSYCHOLOGY



Examination Board | AQA
Head of Psychology | Miss Page
Contact | pagem@blanchelande.sch.gg

Psychology is the scientific study of the mind and behaviour. This engaging qualification introduces students to the fundamentals of Psychology and helps develop their critical thinking skills as well as ability to think independently.

During the course, students will look at famous studies into human behaviour, explore prominent theories as to why people behave the way they do and draw upon this knowledge in order to make predictions about future behaviour.

In order to help you decide if Psychology is right for you, it is worth having a think about whether the answers to the following questions are of interest:

- Why do I forget things?
- How do I know if I can trust the results of an experiment?
- How do visual illusions work?
- Why do some children learn faster than others?
- Why do people obey authority figures?
- What parts of the brain are responsible for different behaviours/skills?
- How do we explain and treat addiction?
- What impact does our non-verbal communication have on how others perceive us?

You will be looking at famous psychologists such as Solomon Asch, Jean Piaget and Elizabeth Loftus who have investigated questions like these.

Please bear in mind that Psychology is a science, therefore students need to be comfortable with numbers, but also with their literature and language skills as the specification does require them to write short essays which describe and evaluate a study or a theory they have learned about.

Students study eight topics altogether, starting with research methods. Each topic is highly relevant for life in the 21st century and will also serve as a tool to enhance their understanding of other subjects at GCSE.

Their exam is 100% assessment based and will be divided into two papers. Each lasting 1 hour 45 minutes. They will consist of multiple choice, short answer and extended essay questions.

What Psychology is NOT...

- Reading peoples' minds or analysing their body language.
- The same as Psychiatry (the branch of medicine concerned with the study, diagnosis, and treatment of mental illness).
- The same as psychotherapy (a form of analysis designed to teach an individual coping skills or to understand their behavioral patterns, i.e. why they are the way they are).

Paper 1: Cognition and Behaviour (50% of final grade)

Written exam.

- Memory
- Perception
- Development
- Research Methods

Paper 2: Social Context and Behaviour (50% of final grade)

Written exam.

- Social Influence
- Language, Thought and Communication
- Brain and Neurophysiology
- Psychological Problems



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