

HUNTINGTON SCHOOL



**KS4
PROGRESSION
2024/2025**

Dear Students and Parents,

It gives me great pleasure to present our GCSE Progression Booklet. I hope you and your child find it inspiring and supportive when making *final subject selections*.

"The curriculum is a mile wide...it is ambitious and inclusive for everyone. The bar is set high"



We are extremely proud of the broad and ambitious curriculum that we provide for our young people. We prioritise the Ebacc suite of subjects as we know this gives our young people the foundation of knowledge and skills they need to take advantage of the opportunities, experiences and responsibilities of later life.

Alongside the Ebacc suite of subjects, most students will study two options subjects; this is to ensure that all of our young people study a broad and ambitious curriculum until the end of Year 11. Our vision is one of high ambition for our students; we are determined that all pupils achieve exceptional examination results, whilst also becoming knowledgeable about the world around them. This will prepare Huntington students well for higher education and their professional careers.

I am incredibly excited about what our pupils can achieve now and, in the future. I look forward to working with students and parents throughout the progression process.

K. Hunter



Ms Katie Hunter
DEPUTY HEADTEACHER
BA Hons History
University of Manchester

ASPIRATIONS

At Huntington School we recognise the importance of the decisions that students need to make in their transition from Year 9 into Key Stage 4.

“The school supports pupils to make **extremely well-informed choices** about their next steps in education or employment”



In this important phase of a student’s education, it is always difficult to make decisions about which courses to study at Key Stage 4. However, the more informed about the different subjects and courses, the easier the decision-making process will be.

When making decisions it is important to ask lots of questions which will help to find out as much as you can about each course think about:

- The subjects you like and enjoy.
- A good balance of subjects so you develop a broad set of skills and knowledge.
- Developing communication and interpersonal skills.
- The importance of STEM subjects.

Do not choose courses because:

- Your friends have chosen it.
- You like the teacher - you may have a different teacher next year.
- Just because it is new- make sure you understand the courses.

Every Year 9 student will be scheduled a careers chat with myself or Miss Barker this year. If your child would like one sooner to discuss their options, please contact me.

By making the right decisions now, it will ensure that you enjoy your courses and achieve the best results you can. Your success in Year 11 will pave the way for the next steps in your education.

We want you to do well, like the thousands of successful students who have gone before you. We hope that you will leave the school feeling proud of your achievements and move on to the courses, training and careers that will enable you to realise your dreams, whatever they may be.

Mr Shane Daniel
Aspirations Learning Manager



PROGRESSION PROCESS

Date	Event
26th November	Progression Evening
27th November onwards	Student consultations with SLT and the Aspirations team.
w/b 2nd December	Progression information in lessons
8th January	Year 9 Parent Consultation Evening online
17th January	Options forms sent home
24th January	Deadline for the return of options forms

When the Options Forms go home on 17th January, students will submit their final choices. We will ask students to rank order potential option subjects from 1-4 (1 being their top choice). Unfortunately, we can't guarantee every choice as we are limited by student numbers, staffing and rooming. We will use student ranked choices to ensure the best possible fit for all students.



SUBJECTS AND COURSES

SUBJECTS AND COURSES

Students will study the Ebacc. This suite of subjects includes English, Mathematics, Science, History or Geography and a Modern Foreign Language. Alongside this, most students will study two other GCSE (or equivalent) qualifications.

SUBJECTS

GCSE Art
GCSE Art and Design: Textiles
GCSE Business Studies
GCSE Computer Science
GCSE D&T 3D Design
GCSE Drama
GCSE Food, Preparation and Nutrition
BTEC Level 1 Food
GCSE Geography
Level 2 Health and Social Care
GCSE History
GCSE Triple Science
GCSE Media Studies
GCSE Music
GCSE PE
GCSE RPE



FREQUENTLY ASKED QUESTIONS

Q. What is the difference between GCSEs and the other Level 1 and 2 courses offered?

A. GCSEs are qualifications where the full range of grades (from 9 to 1) are achievable. Other courses are equivalent to GCSEs but have other titles such as BTEC or National Certificates, some of these can be offered at level 1 (GCSE grades 1 to 5) or level 2 (GCSE grades 5 to 9) or BOTH levels.

Q. Do I have to take a language?

A. Most students will be expected to study a language as language qualifications are increasingly important in today's global community. They are also valued by universities and employers.

Q. If I start a subject and later realise that I have made a mistake, what can I do?

A. We would hope this doesn't happen. Students will have received guidance throughout the process. Once the course has started, students will have to have a very strong reason for changing and no requests will be considered after the end of September. Course changes are sometimes impossible due to timetable blocking and/or student numbers.

Q. What is the English Baccalaureate (EBacc)?

A. The EBacc is a name given to a particular combination of courses. Pupils study English, maths and science (all of which are core subjects) a language and either computer science, history or geography. Pupils who have these subjects are keeping their future pathways very broad as they provide a good grounding for the study of a wide range of other subjects.

Q. What happens after I have submitted my form?

A. All the progression choices are collated. We then use this to work out the 'best fit' model for the classes. Every year, however, we have to speak to a few pupils because of a few things:

- Perhaps not enough people select a subject so we cannot make a class.
- Perhaps too many people select a subject and we haven't got enough teachers to put on an extra class.

AQA UNIT AWARD SCHEME

What will you study?

This is a practical course for which you will complete units in a range of areas which generate certificates of achievement. We focus on developing communication, independence and life skills. You will get the chance to organise social events and find out about the local community. You will be many activities such as: preparing food, developing team -building and learning about the world of work.

How might it be useful in the future?

This course has continuous assessment of a portfolio showing your skills, knowledge and

achievements. Each unit has its own certification.

There are opportunities to continue with post 16 study or training on a Work Related Learning course in York.

Jobs you can get with a Unit Award portfolio:

Apprenticeships

Work Related Learning



Completing GCSE Art will allow pupils to thoroughly explore their own interests and ideas. During the qualification students will study a range of topics and themes, developing and refining their own artwork through research, experimentation and workshops. Students will be able to work in and experiment with drawing, painting, mixed-media, sculpture, printmaking and ceramics.

WHY IS ART IMPORTANT?

Art is a valuable asset, as employers increasingly look for people who have the ability to think creatively and critically. We live in a time where we have to be flexible, and our use of visual tools is more vital than ever. Art develops and hones these skills. The course allows students to be expressive and explore their own passions within art. Artists are able to see the world in different ways, they use original thoughts and vision to create unique pieces. This process is highly stimulating, develops creativity and builds confidence.

THE COURSE

The duration of the course is 2 years and is 100% practical. For component 1, students will successfully create a portfolio of work based on a sustained project, for example expressive portraiture. A student's work will develop over time in response to investigations around the subject area and the materials/mediums they experiment with. The creation of a final piece will illustrate how pupils realise their intentions through investigations. For component 2, students will independently choose a starting point/theme from the exam board's paper. They will use knowledge and techniques to produce a creative response within a 10-hour supervised time limit. This will take place after a preparatory period, allowing students to embark on the examination with confidence

COURSE SPECIFICS

[AQA | Art and Design | GCSE | GCSE Art and Design \(Art, craft and design\)](#)

Component 1:

Portfolio A portfolio that in total shows explicit coverage of the 4 assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupils' course of study.

AQA Exam Board Duration: No time limit. Total Marks: 96 Weighting: 60%

Component 2:

Externally Set Assignment/Exam: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

AQA Exam Board Duration: Preparatory period followed by 10 hours of supervised time.
Total Marks: 96 Weighting: 40%

HOW KS3 BUILDS TOWARDS GCSE

Our students already have specialist knowledge, having studied practical techniques, the work of related artists, movements, art styles and history. Using their knowledge from KS3, students will be able to explain artwork in detail, referring to the artist's choice of media, and drawing on knowledge about key characteristics and history of relevant art movements.

This will be beneficial to the only written element needed for GCSE Art - annotation to explain your artwork. Knowledge of the Formal Elements underpins all work produced at Key Stage 3.

Students will be able to use the Formal Elements confidently and be able to experiment and explore the elements in order to produce visually strong quality pieces of work at GCSE level.

EXTRA-CURRICULAR

GCSE artists have the opportunity to visit Liverpool and London. These trips enrich our KS4 curriculum by giving all students the chance to visit the Tate, National Gallery and the Walker Art Gallery to see the best that has been made and created.

All KS4 students are welcome to attend our lunchtime and after-school Art Club where they can access the full range of materials and get specialist support from our expert teachers.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

We structure our projects at KS3 to prepare students for a GCSE course. Knowledge and techniques covered at KS3 are the building blocks to more in-depth practice at GCSE level. Drawing is a fundamental part of GCSE Art and we have a large focus on developing this formal practice during KS3.

A LEVEL AND BEYOND

GCSE Art will give students absolute confidence to aspire for a career in any art-related field. The knowledge and skills achieved through the course will provide a substantial platform for the progression of studying art at A Level or a further educational pathway.

The creative arts industries are a very popular career choice and are a huge part of the economy.

If students wish to study Art at university, they will be required to study it at A Level or equivalent. Some universities may wish for pupils to have a foundation diploma in Art and Design. Studying Art can lead to powerful careers in visual media, architecture, the many facets of design, art history and teaching.



Subject Leader
Cassie Garbutt

Qualifications: BA Hons Fine Art; PGCE Art and Design – secondary.
Higher Education Institution: University of Newcastle

Favourite element of your subject: Painting and working with other artists in your own studio.

Every idea is interpreted in a different way, meaning students' artwork is always evolving.



ART AND DESIGN TEXTILES

GCSE Art and Design Textiles is for those who love textiles. An interest in fashion and art will support this subject but it is not essential. Completing GCSE Art and Design Textiles will allow pupils to explore their own interests and ideas. Students will be able to work and experiment with fabric construction, machine embroidery, various methods of print and surface decoration, fabric manipulation and the use of heat on fabrics. We draw inspiration from nature and contemporary themes. This is a very much “hands on” subject with a large proportion of the course being spent on practical work.

WHY IS ART AND DESIGN TEXTILES IMPORTANT?

The study of art and design textiles is important as it allows for creative exploration enabling students to convey emotions, ideas, and concepts through material and design. The course allows students to be self-expressive and explore their own passions within the subject. Art and design textiles allows students to use original thought and ideas to create unique pieces which develops creativity and builds confidence.

THE COURSE

The duration of the course is 2 years and is 100% NEA. For component 1, students will successfully create a portfolio of work based on a theme, for example, architecture. A student’s work will develop over time in response to investigations around the subject area and the materials/mediums they experiment with. The creation of a final piece will illustrate how students realise their intentions through investigations.

For component 2, students will independently choose a starting point/theme from the exam board’s paper. They will use knowledge and techniques to produce a creative response within a 10-hour supervised time limit. This will take place after a preparatory period, thus allowing pupils to embark on the examination with confidence.

COURSE SPECIFICS

Exam Board: WJEC GCSE in Art and Design Textiles

[GCSE Art and Design](#)

Component 1:

Portfolio - A portfolio that in total shows explicit coverage of the 4 assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the final piece.

WJEC Exam Board Duration: No time limit

Total Marks: 120 Weighting: 60%

Component 2:

Exam - Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives

WJEC Exam Board Duration: Preparatory period followed by 10 hours of supervised time. Total Marks: 80 Weighting: 40%

HOW KS3 BUILDS TOWARDS GCSE

Our students already have specialist knowledge having studied practical techniques, the use of the sewing machine and the work of related artists. Using their knowledge from KS3, students will be able to build on their practical skills particularly with practical work. Students will be able to experiment and explore in order to produce visually strong quality pieces of work at GCSE level.

EXTRA-CURRICULAR

There is a provision for KS4 students to attend lunchtime sessions to receive additional guidance and support, particularly with the NEA.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Students have a solid foundation of Textiles from KS3 and all pupils will have created final pieces of work in response to a project. All the knowledge and techniques covered will build towards the GCSE. In the first term of year 10, the focus is learning new textiles skills by producing a portfolio of samples and researching artists relevant to these. Students are then supported and guided throughout the NEA with a wide range of resources to develop independent learning.

A LEVEL AND BEYOND

GCSE Art and Design Textiles will give students the absolute confidence to aspire for a career in any Textiles related field. The knowledge and skills achieved through the course will provide a substantial platform for the progression of studying Art and Design Textiles at A Level or a further educational pathway. The Textiles industry is a very popular career choice and are a huge part of the economy. This subject can lead to powerful careers in fashion/costume design, fashion blogging, wardrobe management, fabric and garment technology, fashion buying, merchandising and journalism.



Subject Leader

Mr Garry Littlewood

Qualifications: BEd(Hons) Home Economics

Higher Education Institution: Sheffield Hallam University

BTEC HOME COOKING SKILLS

BTEC Home Cooking Skills combines practical life skills with valuable personal development, making it a versatile and meaningful choice for many students. Students will be invited to enrol on the BTEC Home Cooking course.

This is a practical course that aims to give the knowledge, skills and confidence to enjoy cooking meals for yourself and others. The units of work will teach a range of knowledge and skills from making bread to creating impressive desserts. You will be taught many cooking skills by following new and exciting recipes.

In addition, you will learn about sourcing food, nutrition, hygiene and food safety. The course is based on the belief “that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing”. “It should be that every child when they leave school can cook ten meals, because when they leave home, they've got to be able to eat healthily”. Mary Berry.

WHY IS BTEC FOOD IMPORTANT?

Choosing a BTEC in Home Cooking Skills can be a great decision for several reasons including developing essential life skills.

- **Practical Cooking Skills:** This course is designed to teach basic cooking techniques and methods that are useful in everyday life. It helps students become comfortable and confident in the kitchen.
- **Healthier Eating:** By learning to cook from scratch, students can control ingredients and understand what goes into their meals, which can lead to healthier eating habits.
- **Budgeting:** Cooking at home is often more affordable than eating out or buying pre-packaged meals. Students learn to work within a budget, which is useful for managing household expenses.
- **Self-Reliance:** Knowing how to cook empowers people to be more independent, whether they're moving out for the first time, supporting a family, or looking after themselves in later life.
- **Confidence in the Kitchen:** Regular practice helps to build confidence, which is valuable when experimenting with recipes or preparing food for others.

THE COURSE

The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills are suitable for learners to develop:

- knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge.

COURSE SPECIFICS

Specification - BTEC Level 1 and 2 Awards in Home Cooking Skills

In unit 1 and unit 2, students will be introduced to basic cooking skills by following recipes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant.

HOW KS3 BUILDS TOWARDS GCSE

KS3 Food Technology at Huntington forms a strong foundation for BTEC Home Cooking by introducing essential knowledge and skills that students will build upon at BTEC level including:

1. Nutrition and Health: KS3 covers the basics of nutrition, balanced diets, and health implications.
2. Practical Cooking Skills: KS3 food lessons teach essential cooking techniques. Familiarity with these skills enables students to work more confidently and independently.
3. Sustainability: KS3 introduces sustainability, food miles, and ethical food choices. This background knowledge is useful at BTEC, where students may explore food provenance, seasonality, and the environmental impact of food.

In short, KS3 Food provides a foundation in essential practical skills and nutritional knowledge.

EXTRA-CURRICULAR

All KS4 students are encouraged to attend lunchtime and after-school support sessions to receive additional guidance and support, particularly with their BTEC Coursework.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

There is no examination for this qualification. Students are supported and guided throughout the coursework with a wide range of resources to develop independent learning.

FOUNDATION FOR FURTHER STUDY:

This course can be a stepping stone to further study in food, nutrition, or even culinary arts if a student wants to pursue a career in catering or hospitality.

Useful in Various Jobs: Skills learned in this course can be valuable in various fields beyond professional kitchens, such as childcare, hospitality, health and social care, or community support roles.



Subject Leader

Mr Garry Littlewood

Qualifications: BEd(Hons) Home Economics

Higher Education Institution: Sheffield Hallam University

Favourite element of your subject: Cooking can be a fun and creative outlet, and this course introduces students to the joy of making delicious meal they can be proud of.



COMPUTER SCIENCE

Computer Science is a challenging and exciting course. It will enable you to develop strong computational understanding and will engage you to think about real world applications. You will solve problems, programme and design systems, understand the importance of security whilst learning about viruses, malware and hacking.

WHY IS COMPUTER SCIENCE IMPORTANT?

Computers are an integral part of modern society with technology touching all aspects of life from commerce, healthcare, industry, communication and recreation.

The pace of change and innovation is rapid. Many companies have an urgent need for people who understand this technology, how to create it and how to make effective use of it. This course has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”.

THE COURSE

The Computer Science curriculum at Key Stage 4 is designed to cover a range of topics relating to Systems Architecture, Computational Thinking, Algorithmic Thinking, and the discipline of Programming.

Over the course of this GCSE students will:

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

COURSE SPECIFICS

[GCSE - Computer Science \(9-1\) - J277 \(from 2020\) - OCR](#)

Paper One: Computer Systems (J277/01)

- Assessment Objective: Demonstrate knowledge and understanding of the key concepts and principles of Computer System.
- 1 hour 30-minute Exam. 50% of final grade.

Paper Two: Computational thinking, Algorithms and Programming (J277/02)

- Assessment Objective: Apply knowledge and understanding of key concepts and principles of Computational thinking, Algorithms and Programming skills. 1 hour 30-minute Exam. 50% of final grade.

HOW KS3 BUILDS TOWARDS GCSE

KS3 Computer Science provides students with a crucial foundation for GCSE Computer Science by introducing key concepts and skills that are built upon at the GCSE level. At KS3, students learn the basics of programming, algorithms, and data representation, which are central to GCSE Computer Science.

They are also introduced to problem-solving techniques and logical thinking, which are essential for understanding more complex topics at GCSE, such as computational thinking, programming, and system architecture. By covering topics like binary, basic hardware components, and networks, KS3 ensures that students have a solid grasp of core concepts before delving into more detailed and technical areas at GCSE.

The hands-on experience gained through coding projects and understanding how technology works sets students up for success in the more challenging and in-depth GCSE curriculum, helping them develop the skills they need for both theoretical study and practical application in the field of computer science.

HOW STUDENTS ARE PREPARED FOR THE EXAMS

Regularly working through past papers is one of the best ways to strengthen your understanding and boost your performance in GCSE Computer Science. By practising with past questions, you can get a clear idea of the types of questions that come up and the common topics, such as computer architecture and networks.

A LEVEL AND BEYOND

The number of jobs in computing occupations is growing much faster than average, making computer science one of the most viable degree options. It opens the door to highly paid careers: Computer science graduates earn some of the highest starting salaries of any degree.



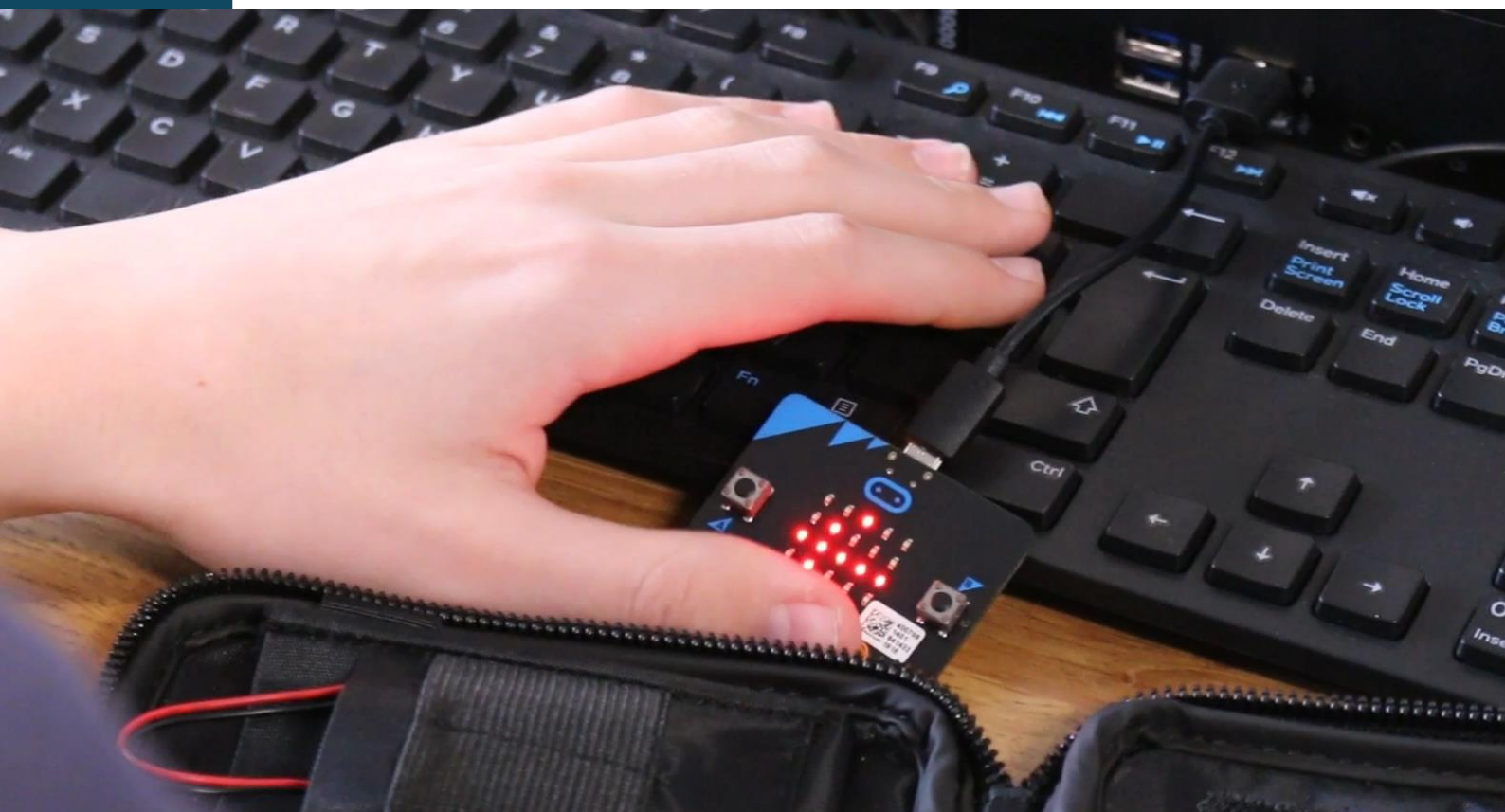
Subject Leader
Mrs Gillespie

**Qualifications: BSc Computer and Network Technology,
PGCE ICT**

Higher Education Institution: Northumbria University, Sunderland
University

Favourite element of your subject: I love computer science because it offers an endless opportunity to solve problems, create, and innovate. The way a few lines of code can transform an abstract idea into a tangible solution or product fascinates me. I'm drawn to the challenge of breaking down complex issues into smaller, manageable parts and the process of finding elegant, efficient ways to address them.

Computer science combines logic, creativity, and constant learning, which keeps me engaged and excited about new technologies. Whether it's building software, exploring algorithms, or diving into the world of artificial intelligence, I enjoy the potential it holds to shape the future and make a real impact on the world.



DESIGN AND TECHNOLOGY

Design and Technology is creative, relevant, as well as being fun and exciting. Studying GCSE Design and Technology will build on what you learnt about designing and making in Key Stage 3.

You will use your knowledge and skills to design and make new and better solutions to real problems working with the materials you choose.

WHY IS DT IMPORTANT?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

THE COURSE

You will be learning about materials, including traditional, smart and modern materials. Design skills will be taught, including Computer Aided Design (CAD), which will encourage you to create more imaginative ideas and understand how to communicate effectively.

Making skills, including Computer Aided Manufacture (CAM) are developed to allow you to make high quality working prototypes. You will gain a better understanding of how everyday products have been designed and made, learning about the work of past and present designers, makers and engineers.

COURSE SPECIFICS

[AQA | Design and Technology | GCSE | GCSE Design and Technology](#)

Students study all materials but will have the opportunity to study specialist technical principles in 3D Design. This route is based around the design and make of products using a range of materials and processes.

Assessment:

- Written exam: 2 hours, 100 marks, 50% of the total GCSE
- Non-exam assessment: Substantial design and make task lasting 30-35 hours (approx.). A 20-page portfolio and final prototype product. 100 marks - 50% of the total GCSE.

[AQA | Design and Technology | GCSE | GCSE Design and Technology](#)

HOW KS3 BUILDS TOWARDS GCSE

The KS3 curriculum has been carefully designed to ensure students have a secure foundation when progressing onto the GCSE course. We ensure students study and work in a wide variety of materials and develop skills and experience using different hand tools and machinery.

The theory topics incorporated into our KS3 projects have been selected in line with the GCSE specification content to ensure students feel confident with their baseline understanding. Year 9 projects closely reflect the format of the GCSE NEA coursework folders so that students have a familiarity with using the design process and recognizing the key components needed in a design portfolio, combined with some of the specific designing and formal drawing techniques required for further study.

EXTRA-CURRICULAR

The department offers significant extra-curricular support, particularly in the completion of NEA coursework units.

This provides students with any additional help they may require or technical guidance and advice in using specialist equipment such as CAD CAM.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Students have a mixture of lesson content throughout the course. There are dedicated theory lessons each week throughout the two-years, focusing on the specific sections required for the examination.

Other lessons are more creative and practical based to ensure all the skills are sufficiently developed in order to achieve a successful NEA coursework outcome which must be completed as independently as possible throughout Y11.

A mock NEA project is undertaken in Y10 to ensure all students are fully prepared for the expectation of the real NEA project, the topics for which are released on June 1st of Y10. As the final exam approaches in Y11, revision lessons are provided to help students review and recall prior content as well as develop useful exam question response strategies.

A LEVEL AND BEYOND

GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields. The knowledge and skills you learn, particularly those concerned with developing technologies, will be extremely valuable in this rapidly changing world. You will also develop skills, such as organisation and time management, which are highly prized by employers.

Huntington School offers AQA Product Design A-Level which is the natural progression after GCSE. This can help provide you with the qualifications needed to access higher education courses at university. Degree courses include areas such as:

- Architecture or Building Studies
- Design (including Digital and Interactive, Fashion and Textiles, Product etc.)
- Engineering (including Aerospace, Civil, Electrical, Mechanical)

Apprenticeships are also very popular routes supported by Design and Technology.

- Computer Aided Design (CAD)
- Construction
- Engineering
- Graphic Design
- Manufacturing
- Planning



Subject Leader
Mr M Whitaker

Qualifications: BA (Hons) Design and Technology with QTS
Higher Education Institution: Leeds Metropolitan University

Favourite element of your subject:
Developing the creative young minds of the future.



DRAMA

Your work will include practical and written elements. You will learn how to make successful theatre; practise acting skills and develop a range of theatre crafts. You will be marked in devising drama where you will research and explore a stimulus and create your own piece.

You will also look at presenting and performing texts—developing and applying theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. You will sit an exam on performance response—you will explore practically a performance text to demonstrate your knowledge of drama, and you will analyse a live theatre performance.

WHY IS DRAMA IMPORTANT?

Drama teaches you to work as part of a team, it encourages and develops creativity. Your performance and design skills will be nurtured and developed, whether in improvisation or scripted performances you will grow in confidence and self-belief.

You will be exposed to live theatre and workshops, expanding your knowledge and understanding of how important drama is in everyday life and the world. You will learn and develop transferable skills that are embedded in creating a well-rounded individual.

THE COURSE

Students gain a practical understanding of drama and apply this knowledge to their performances as they develop their practical skills. Students can choose to be a performer or can take on the role of designer in lighting, sound, set or costume. Students must choose one role throughout the component but can choose different roles throughout the course.

COURSE SPECIFICS

Content overview

[Exam board- OCR GCSE - Drama \(9-1\) - J316 – OCR](#)

Component 01/02: Devising drama (30%)-Students research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama, and write an evaluation of their own work, performed as coursework to the teacher.

Component 03: Presenting and performing texts (30%)-Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a

performance text. Chosen extracts must allow sufficient exploration of dialogue, plot and/or subplot, and characterisation for students to work in depth on their acting or design skills. These are performed to a visiting examiner.

Component 04: Drama: Performance and response (40%) 1.5 hour written exam- Students explore practically a whole performance text and demonstrate their knowledge and understanding of how drama is developed, performed and responded to.

They also analyse and evaluate a live theatre performance. Students study *Blood Brothers* by Willy Russell. Students also study the development and performance of drama.

HOW KS3 BUILDS TOWARDS GCSE

Whilst students do not have classroom-based lessons at Key Stage 3, the GCSE content is referenced throughout the Key Stage in a practical way

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

The curriculum is planned to explore and prepare students at the appropriate times for all aspects of the course. Towards the end of year 10 and into the beginning of year 11 the Devised coursework is performed and assessed, and this allows 30% of the mark to be secured early on in the course.

There is a mock Presenting and Performing Texts unit in year 10 to prepare for the final one in year 11. There is also a mock written paper in year 10 and 11 to prepare for component 3. Parents are invited to an evening learning how to support and encourage their child in the different components of the course. We work on the importance of rehearsals and mocks to allow students a real feel for the actual performances and events. Parents will be invited to performances where possible.

A LEVEL AND BEYOND

As well as continuing your passion for performance skills, and a love for theatre, you will develop excellent teamwork skills and become a confident and adaptable communicator. These are very important in today's workplaces. If your ambition is to be an actor, designer, work in wardrobe, director, producer, teacher or you would like to build in confidence or simply you have an enjoyment for the subject then this course is perfect for you. However, it's important to remember that it's not just about these roles linked to the subject. Even the armed forces recognise the life-skills that are required for success in this subject. Skills learnt in drama are beneficial for any interview scenario and being able to stand up and present yourself in front of a group of people, with confidence is key to any job.

If you were to choose A Level Drama and Theatre you would continue to build on your performance and written skills. Looking at Devising work using practitioner and script

influences, performing extracts from scripts in more depth and length, the written exam- exploring scripts and writing about the staging and design of certain pieces, using practitioner influences and styles.



Subject Leader
Mrs C Hight

Qualifications: PGCE Drama, BA (Hons) Drama with English

Higher Education Institution: University of Leeds, Lancaster University

Favourite element of your subject: Acting and performing is an amazing skill that is so transferable and beneficial to all. Exploring performance from a young age set me up socially and professionally in so many ways. Visiting the theatre is a favourite pass time of mine and exposing as many youngsters to live theatre as possible is a real pleasure and essential part of my role.



GCSE FOOD PREPARATION AND NUTRITION

Food Preparation and Nutrition is an exciting, creative and up-to-date qualification that is relevant to the world of food today. At its heart, this course focuses on nurturing students' practical skills to give a strong understanding of nutrition and food science. Students will develop a thorough understanding of nutrition, food provenance, food safety and the working characteristics of food materials. The course is delivered through practical preparation and making activities.

WHY IS FPN IMPORTANT?

There are several reasons to choose GCSE Food Preparation and Nutrition, including:

- Practical skills: You will learn how to cook and develop practical skills.
- Nutrition and health: You will gain an understanding of food science, nutrition, and healthy eating.
- Life skills: You will develop transferable skills such as time management, analysis, and communication.
- Understanding of food: You will learn about food's cultural significance and impact on well-being.
- Sustainable lifestyle: You will learn how to make informed decisions about food and nutrition to support a healthy and sustainable lifestyle.
- Complements other subjects: The nutrition and health knowledge you learn can complement other subjects, such as biology and physical education.

THE COURSE

You will be given the opportunity to develop and practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspect associated with food.

The GCSE course promotes independent thinking, forward planning and organisational skills. Through making, the course embraces and emphasises understanding of, and enjoyment of, British and International cuisines.

You will study:

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice

COURSE SPECIFICS

AQA: GCSE Food Preparation and Nutrition

[AQA | Subjects | Food preparation and Nutrition](#)

Assessment will consist of a written examination and non-examined assessments.

Written examination (50%)

Tests the theoretical knowledge of food preparation and nutrition

- Written exam: 1 hour 45 minutes; 100 marks.

Non-examined Assessment (50%)

Consists of two tasks set by the examination board:

Task 1: Food investigation (15%). Tests understanding of the working characteristics, functional and chemical properties of ingredients. You will produce a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment (35%). Tests knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. You will prepare, cook and present a final menu of three dishes within a single period of no more than three hours.

HOW KS3 BUILDS TOWARDS GCSE

KS3 Food Technology at Huntington forms a strong foundation for GCSE Food Preparation and Nutrition by introducing essential knowledge and skills that students will build upon at GCSE level. Here's how KS3 Food helps with GCSE:

1. **Nutrition and Health:** KS3 covers the basics of nutrition, balanced diets, and health implications. This helps students understand more advanced nutritional science concepts at GCSE.
2. **Practical Cooking Skills:** KS3 food lessons teach essential cooking techniques and recipe execution, which students need for more complex dishes at GCSE. Familiarity with these skills enables students to work more confidently and independently in GCSE practical assessments.
3. **Understanding of Food Science and Safety:** KS3 introduces students to basic food science, such as why certain ingredients behave a certain way, and food hygiene principles. These topics are expanded at GCSE.

4. **Time Management:** KS3 lessons involve planning and preparing dishes within a set time, helping students develop time management and organisation skills. These skills are vital for the GCSE practical exam, where students need to create a set menu under time constraints.
5. **Evaluative and Analytical Skills:** Students learn to evaluate their work, understanding how to assess flavours, textures, and presentation. These skills are built upon at GCSE, where they need to critically analyse their work and suggest improvements.
6. **Sustainability and Food Choices:** KS3 introduces sustainability, food miles, and ethical food choices. This background knowledge is useful at GCSE, where students may explore food provenance, seasonality, and the environmental impact of food.

In short, KS3 Food provides a foundation in essential practical skills, nutritional knowledge, and scientific understanding that GCSE will expand on, preparing students for more advanced coursework, practical exams, and theoretical assessments.

EXTRA-CURRICULAR

All KS4 students are encouraged to attend lunchtime and after-school support sessions to receive additional guidance and support, particularly with NEA.

KS4 students are actively encouraged to help lead and support the KS3 Cook Club.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Students complete most of the GCSE specification in year 10 and have the opportunity to practise and develop a wide range of practical skills.

They are regularly tested throughout the course practising examination questions from past papers to develop the application of their learning.

Students are supported and guided throughout the NEA with a wide range of resources to develop independent learning.

A LEVEL AND BEYOND

As well as learning many practical and life skills, GCSE Food involves developing skills such as: research, investigation, problem solving and evaluation.

The course provides excellent progression to post 16 courses and Level 3 Food Science and Nutrition at Huntington School. The opportunity to work in the Food industry are endless.

A food qualification can lead to Further Education/employment in a wide variety of areas, such as: Product Development/Food Technology / Nutrition/ Dietician / Food Marketing/ Production / Environmental Health / Hotel Management / Catering etc.



Subject Leader
Mr Garry Littlewood

Qualifications: BEd(Hons) Home Economics

Sheffield Hallam University

Favourite element of your subject: Food is an art form it allows you to express creativity and share that passion with others. Teaching others how to cook empowers them with valuable life skills, promoting independence and confidence.



GCSE PE

GCSE PE is a theory-based subject with elements of practical performance. Students will study 6 theory-based topics and perform in 3 sports from a set list. There is a coursework element where candidates carry out, monitor and evaluate a training plan that links to improving performance.

It's worth noting that the PE GCSE does contain a healthy dose of science: students will be drawing on their biology knowledge to explain bodily systems (like the cardiovascular system and aerobic system) and human anatomy.

They'll be applying their knowledge of physics to explain how we move and the stress this can put on our body, and they'll even have to consider chemistry when thinking about why athletes take performance-enhancing drugs.

Students will spend some time enhancing their playing abilities in a number of different sports.

WHY IS PE IMPORTANT?

Sports and physical activity are so important in any person's life and bring about so many positive opportunities that promote wellbeing. By engaging in a sport-based GCSE, students will certainly enhance their lives.

Leading a healthy and active lifestyle contributes to improved physical, social, and emotional health. Studying the theory of sport provides the knowledge to reinforce all positive health benefits and enables any 'enthusiastic' and 'passionate' performer to develop their practical ability so they can be more accomplished in team and individual pursuits.

THE COURSE

Students study six theory topics; Applied anatomy and physiology, Movement analysis, Physical training, Sport Psychology, Socio-cultural influences and Health, fitness, and wellbeing. Students spend some time developing their practical ability in several sports, focusing on individual skills and how to apply these in competitive situations. Students will also complete a piece of coursework that focuses on developing fitness attributes which contribute to sporting success. Students will analyse and evaluate their own fitness programme.

COURSE SPECIFICS

Exam Board: [AQA GCSE in Physical Education 8582](#)

Component 1: The human body and movement in physical activity and sport. Weighting: 30% - Written Exam 1 hour 15minutes.

Component 2: Socio-cultural influences and wellbeing in physical activity and sport.
Weighting: 30% - Written Exam 1hour 15minutes.

Non-exam assessment: Practical performance in physical activity and sport. Weighting 40% - Teacher assessed.

Practical performance in three different physical activities in the role of player/performer (one in a team, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.

HOW KS3 BUILDS TOWARDS GCSE

Whilst students do not study the theory of sport at Key Stage 3, they are introduced to many of the theoretical concepts and topics delivered in the GCSE course in a practical way such as; fitness testing, methods of training, the body systems and exercise, skill development and psychology. Of course, practical PE lessons enhance their ability in sport and contribute to their overall practical ability which is 40% of their final grade.

EXTRA-CURRICULAR

Students are able to enhance their practical ability during the rich extra programme of sport we offer during lunchtimes and after school. They can attend these sessions and practice their ability to perform the skills required to be effective performers and competent competitors.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Students will be taught the theory elements of their qualification in the classroom. This will be supported by practical sessions too.

The time spent in the classroom will reflect the weighting of the components (roughly 60% of the time learning the theoretical content).

Students will also have practical PE lessons where they will develop their skills and ability to perform in several individual and team disciplines.

Carefully planned and sequenced lessons will prepare the students for the demands of the two exam papers and practical performance assessments

A LEVEL AND BEYOND

GCSE PE will give pupils the absolute confidence to aspire for a career in any sport related field. The knowledge and skills achieved through the course will provide a substantial platform for the progression of studying PE at A Level or a further educational pathway.

The sports industries are a very popular career choice and are a huge part of the economy. If pupils wish to study PE at university, they will be required to study it at A Level or equivalent.

Studying PE can lead to powerful careers in coaching, nutrition, physiotherapy, officiating, sports media and teaching.



Subject Leader
Mr Mike Bootham

Qualifications: BA Hons Physical Education and Geography. PGCE Physical Education;

Higher Education Institution: York St John's University

Favourite element of your subject: Physical training and Practical performance.



GCSE GEOGRAPHY

GCSE Geography is an exciting course studying geography in a balanced framework of physical and human themes. Students will travel the world from their classroom, exploring case studies to bring the course alive. Students are encouraged to understand their role in society by considering differing viewpoints, values and attitudes.

WHY IS GEOGRAPHY IMPORTANT?

Never has there been a more important time to study Geography. In GCSE Geography students will investigate our ever-changing world through a critical lens to try to make sense of these changes whilst considering solutions to global problems.

Studying helps students appreciate the complexities of our planet and the interconnections between its natural and human systems.

THE COURSE

The course is split into the distinct disciplines of human and physical geography. Students learn about how human and physical processes interact and lead to change.

Living with the physical environment

The Challenge of Natural Hazards includes tectonic hazards, tropical storms and extreme weather in the UK and climate change.

Physical Landscapes in the UK - includes river and coastal landscapes.

The Living World includes ecosystems, tropical rainforests and cold environments.

Challenges to the human environment

Urban Issues and Challenges.

The Changing Economic World

The Challenge of Resource Management, including a focus on water

Geographic applications:

Issue evaluation

Fieldwork – students take part in two fieldwork days to investigate the human and physical processes. They undertake a range of techniques to enable them to critically answer an enquiry question.

COURSE SPECIFICS

Exam board- AQA GCSE Geography 8035

[AQA | Geography | GCSE | GCSE Geography](#)

HOW KS3 BUILDS TOWARDS GCSE

In Year 7 students' journey around all of the seven continents and begin to build up their geographical toolkit of skills whilst developing a love of this amazing world that we live in. In Year 8 and Year 9, students are taught the essential building blocks to help them to be successful at GCSE.

They have learned about the unfairness of our unequal world and are aware of some of the causes of this and how some challenges may be overcome – this helps to set the context of some of the learning at GCSE.

They have also learned the foundations of physical processes and how they work to shape our land and are skilled at explaining the formation of landforms in sequence.

They understand how to construct a perfect geographical argument and how to compare places using a variety of resources. This knowledge and skill set gives them the perfect springboard to be successful at GCSE.

EXTRA-CURRICULAR

GCSE students have the opportunity to take part in an enrichment visit to either Iceland or Naples/Sicily. These trips take place biennially and provide students with a fantastic opportunity to experience and learn in a tectonic zone and see first-hand the dramatic landforms that are created in these amazing parts of the world.

HOW STUDENTS ARE PREPARED FOR THE EXAMS

Students are taught by specialists in the field of either human or physical geography. In addition to learning the necessary core content, we teach them how to be successful at answering exam questions by modelling step-by-step. We expose them to a wide variety of resources and encourage both groups and independent work to make sense of them. We train them to see and be able to explain the interconnections between the physical and human processes at work on earth through both local and distant places.

A LEVEL AND BEYOND

GCSE Geography gives students all of the necessary tools to be successful at A Level. The knowledge and skills that they learn provide are an excellent platform for studying beyond GCSE.

The wide range of skills that we practice in Geography, like decision-making and problem solving, set students up well for the world of work and a range of other courses.

Geography is a well-respected GCSE course and opens up a whole world of opportunities. GCSE Geography teaches students to develop a critical insight into the processes that shape our world.

With people around the world becoming more aware of the impacts of changes to the environment, our population and the resources that we use, there will be many jobs available in this sector in the future and taking Geography GCSE will mean that you can show a real understanding of these future issues.



Subject Leader
Jan McPherson

Qualifications: BSc (Hons) Geography (Environmental Sciences); PGCE Geography;

Higher Education Institution: University of Leicester & University of Hull

Favourite element of your subject: The ever-changing nature of our world never fails to captivate me. Our world is becoming increasingly complex, varying from the risks of climate change to the impact of growing populations. I love that geography tries to untangle this complexity and bring clarity to a situation.



GCSE HISTORY

We explore a range of stories from the past, looking into different themes and issues across a variety of periods and places. We use a range of sources, images and interpretations to explore different aspects of the past, often woven together within the stories we tell.

WHY IS HISTORY IMPORTANT

History allows you to understand more about the world around you, where it has come from and where it might be going. It also teaches you a great deal about people, the decisions they make and the effects of those decisions. Sometimes, it can give you lessons that help you understand yourself a bit more, as well as your own place in the wider world. It is also important not to forget or misunderstand the past and the lessons it contains. History is often mobilized as a tool of misinformation – studying it can help you know who to believe and who to ignore.

THE COURSE

The GCSE begins with a fieldwork unit, which involves us visiting and studying Fountains Abbey. We explore how that one place has changed over time, used by different people in different ways. We complete a thematic study, following the progress of public health, and with it the experience of ordinary people in Britain from 1250 to the present day, setting things like the Covid-19 pandemic and the NHS in their historical contexts.

We also study 19th Century America, the era of the Wild West and the Civil War, the Gold Rushes and the 'Indian Wars.' It's a dramatic story on an epic scale! We also look at what it was like to live in Nazi Germany and the varying experiences of people who complied or resisted the Nazis. Finally, we explore the many ways the Norman Conquest of 1066 brought changes to England – it is a story of battles and rebellions, of kings and peasants...

It is a broad mixture of Yorkshire, British, European and American history, with different approaches in each unit. There is absolutely something for everyone!

COURSE SPECIFICS

We follow the OCR B (Schools History Project) qualification.

[GCSE - History B \(Schools History Project\) \(9-1\) - J411 - OCR](#)

HOW KS3 BUILDS TOWARDS GCSE

There are many themes, issues and concepts in the KS3 course that help us make sense of the GCSE. For example, understanding the concepts of slavery, empire, revolution and industrialisation are very helpful for the America course. Seeking patterns and comparisons across time, as Year 9 do in the protest unit, helps immensely with the public health over time unit. The writing practice work completed in KS3 – with explanation paragraphs for example – is also the core skill in the GCSE History exams.

There are many more examples – everything we do at KS3 is a helpful building block for GCSE, without repeating the same stories!

EXTRA-CURRICULAR

We run a trip to Fountains Abbey for all our GCSE students – this is a type of fieldwork trip where we learn about the Abbey on site and decode the secrets the stones can reveal about the sites past.

We also run the Battlefields Trip to the battlefields, trenches, memorials, museums and cemeteries from WW1. We take a 4-day trip to France and Belgium. This deliberately sits outside the History course, so nobody is disadvantaged if they cannot go, but it is a powerful enrichment experience. Year 13 often cite it as one of their most important school experiences in their yearbook reflections.

HOW STUDENTS ARE PREPARED FOR THE EXAMS

Throughout the course we learn new knowledge steadily and help students embed it in their memories. We test key factual information and re-teach parts that are blurry, so that when they come to the exams they can rapidly and accurately select the examples they need from a solidly memorized knowledge base.

We also do a variety of exercises to practice writing and develop their understanding of how to answer different exam questions, including a past paper at the end of each of the 5 units, a Year 10 summer exam and a mock exam in Year 11. They receive feedback and further teaching as needed, based on what this assessment reveals.

A LEVEL AND BEYOND

GCSE History is a great subject to enable access to a range of A-levels and higher education options. It's great preparation for History A-level as the skills and types of thinking we do are built upon in the A-level course, although the stories are all new: Civil Rights in the USA, the Cold War in Asia and Tudor England. GCSE History also prepares

students well for any written A-level subject, especially ones in similar disciplines like Politics.

Beyond A-level, History is seen as an 'enabling subject' by the universities – it is desired by a lot of universities as they recognise the academic credentials of the subject. History can be utilised in a wide range of higher education settings: from law and journalism to game design or the uniformed services. It will build skills for a wide variety of careers and pathways.



Subject Leader
Mr Richards

Qualifications: BA Hons History and Politics, PGCE Secondary History, Historical Association Honorary Fellow
Higher Education Institution: University of York

Favourite element of your subject: I love the people of the past. They are in many ways just like us, but they make fascinating decisions that lead to intriguing, alarming and often very funny outcomes. Their stories are often gripping and very entertaining, and through them we can learn a great deal about the worlds they lived in.



CAMBRIDGE NATIONAL HEALTH AND SOCIAL CARE

Health and Social Care is a broad and diverse field, and recent events have highlighted just how crucial it is. The sector requires kind, caring, and compassionate individuals. If you are passionate about working with people, this subject would be a valuable choice. The Level 1/Level 2 Cambridge National in Health and Social Care will equip you with the knowledge, understanding, and practical skills needed in the health and social care sector.

WHY IS HEALTH AND SOCIAL CARE IMPORTANT

This qualification will help you develop transferable skills that can be applied in various life and work contexts.

- Effective communication with individuals or groups. Since communication is fundamental to health and social care, it is a key focus across all units.
- Conducting research on various topics, documenting sources, and using this information to analyse findings and present evidence.
- Planning creative activities or health promotion campaigns, which involves time management and identifying objectives, purpose, resources, and methods.
- Creating and presenting information to either individuals or groups.

Why the study of your subject is important

THE COURSE

The course is made up of three units. Your final grade is determined by the combined grades from all three units.

Two of the units are assessed through non-examined, controlled coursework, while the third unit is an exam, which you will likely take at the end of Year 11. Each NEA (Non-Examined Assessment) unit is worth 30% of your final grade, therefore 60% of your grade is based on the detailed completion of both coursework units.

The remaining 40% of your final grade comes from an externally assessed examination unit, which you will need to complete at the end of Year 11.

COURSE SPECIFICS

Exam Board: OCR

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/>

The qualification we offer is the Cambridge National, which is equivalent to a GCSE. This means that the grade you achieve at the end of the two-year course is comparable to your GCSE grades. For example, a Level 2 pass in Cambridge National Health and Social Care is equivalent to a grade 4 in your GCSE subjects.

RO32- Principles of care in health and social care settings- 40% externally sat exam unit

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:

- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings

RO33- Supporting individuals through life events- 30% internally assessed and externally moderated NEA coursework unit

This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topics include:

- Topic Area 1 Life stages
- Topic Area 2 Impacts of life events
- Topic Area 3 Sources of support

RO35- Health promotion campaigns- 30% internally assessed and externally moderated NEA coursework unit

This unit is assessed by a Set Assignment. In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign.

Topics include:

- Topic Area 1 Current public health issues and the impact on society
- Topic Area 2 Factors influencing health
- Topic Area 3 Plan and create a health promotion campaign
- Topic Area 4 Deliver and evaluate a health promotion campaign

EXTRA-CURRICULAR

As part of Health and Social Care, we feel it is important to help students develop skills that will help them throughout their lives. We hold an annual Senior Citizens' Christmas tea event, where students prepare and serve the tea to some of the older members of our School community. Students are responsible for planting and wrapping the gifts too. As a subject, we also write and deliver Christmas cards to York Hospital annually and these are distributed to those who may have to stay away from their loved ones during the festive period.

Health and Social Care students have also had the opportunity to become involved in raising awareness of mental ill health through becoming involved as Mental Health Champions and during events such as Mental Health Awareness week and running the lunchtime 'Check-in Tuesday' drop ins for their peers. A further activity Health and Social Care students have recently undertaken is to organise the donation of warm clothes for some of the more vulnerable members of York. We have partnered with Carecent in York to arrange the collection of a range of warm clothing items which will be delivered to the centre prior to Christmas.

Extracurricular opportunities are important in Health and Social Care as:

- Skill development- communication, teamwork, leadership; problem solving, time management, resilience
- Help students to understand the complexities and challenges faced by some of the more vulnerable members of society
- Increases empathy and awareness, fostering a deeper understanding of the social and emotional aspects of care
- Builds confidence and develops practical experience
- Personal quality development- compassion, kindness, empathy, trust

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Preparing students for the Cambridge National Health and Social Care exam involves a combination of focused revision, skill-building activities, and practical strategies to ensure students have a clear understanding of both the theoretical concepts and the practical applications of health and social care.

To prepare for the exam at the end of Year 11 we use:

- Past papers: We encourage students to practice with past exam papers to get a sense of the types of questions that are likely to appear, and to build exam technique.
- Mark schemes: Use mark schemes to explain how examiners award marks, and how to write answers that meet the required criteria.
- Timed mock exams: Students will experience mock exams under timed conditions to help students manage time effectively during the actual exam.
- Active revision techniques such as flashcards, annotated mind maps and tests and quizzes
- Teaching exam technique: making sure students are familiar with the command words: e.g., "describe," "explain," "evaluate" so they know how to structure their answers appropriately.
- Teaching answering technique: Encourage students to use the PEEL (Point, Example, Explanation and Link) method to structure answers clearly.
- Formative assessments: Conduct regular quizzes, short-answer questions, or mini-tests to gauge student understanding.

Preparing students for the Cambridge National in Health and Social Care Non-Examined Assessment (NEA) requires a strategic approach to ensure they understand the expectations, manage their time effectively, and produce high-quality coursework. The NEA in Health and Social Care involves completing a portfolio of work based on a set scenario or assignment which changes annually, so preparation will focus on both the practical skills needed for the assessment and the specific requirements of the task.

To support students completing their NEA units, we:

- Understanding the scenario: Begin by ensuring that students thoroughly understand the NEA brief or scenario and they know the key elements of the brief, such as the target audience, issues to address, and any specific instructions or requirements.
- Help Students Develop Key Skills for the NEA
- Ensure Understanding of the Key Assessment Criteria
- Support with Planning and Time Management
- Provide Guidance on Research

- Provide Ongoing Feedback
- Prepare for Final Submission- proofreading and using final checklists

A LEVEL AND BEYOND

Working in a health or social care setting requires a strong understanding of individuals' rights, person-centred values, and how to apply them effectively. This qualification will help you develop that knowledge, along with an understanding of the importance of effective communication when working in these environments. You will also gain the skills necessary to maintain a safe and hygienic environment for those in care. These competencies will support your progression to further study and a career in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care; A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support

Career opportunities in Health and Social Care are diverse and extend far beyond becoming a nurse. With a qualification in Health and Social Care, students can pursue a wide range of careers, including Midwifery, Paramedic Science, Radiography, Operating Department Practice, and Physiotherapy. Many students also go on to study fields like Primary Education or Early Years qualifications. Additionally, there are opportunities to pursue careers in counselling, youth work, social work, speech and language therapy, or work within the social care sector. The skills and knowledge gained from this qualification open up a variety of exciting and rewarding career paths.



Subject Leader

Mrs Dinsdale

Favourite element of your subject:

I think one of the most rewarding aspects of Health and Social Care is its focus on making a tangible, positive difference in people's lives. Whether it's through improving someone's physical health, supporting their emotional well-being, or helping them navigate life challenges, the work is deeply impactful.

It's also a field that emphasises empathy, compassion, and human connection, which I think are fundamental to building a more supportive and inclusive society. Helping people, whether in their most vulnerable moments or empowering them to live healthier lives, is something that truly resonates with me.

SEPARATE SCIENCE (TRIPLE SCIENCE)

Separate Science for their GCSEs is an exciting opportunity for pupils to dive deep into Biology, Chemistry, and Physics as individual subjects. They'll gain a richer understanding of each field, from the mysteries of the human body and the building blocks of matter to the forces that shape our universe.

Separate Science not only gives them an edge for A-levels and future careers in medicine, engineering, technology, and environmental science but also equips them with critical thinking and practical skills that are valuable in any path they choose.

Why the study of your subject is important

Studying Separate Science is important because it builds a strong foundation in understanding the natural world and the principles that govern it. By delving into Biology, Chemistry, and Physics individually, students develop a deeper knowledge of essential scientific concepts, which are crucial in tackling global challenges like climate change, health, and technological advancement.

Separate Science not only enhances critical thinking, analytical, and problem-solving skills but also fosters curiosity and creativity, empowering students to make informed decisions and innovate in their future careers. This subject prepares students to contribute meaningfully to society, equipping them with the tools needed to shape a better future.

THE COURSE

In Biology, students explore cell biology, human physiology, ecology, genetics, evolution, and ecosystems, learning about the complexities of living organisms and environmental relationships.

Chemistry covers atomic structure, chemical reactions, organic chemistry, quantitative chemistry, and environmental chemistry, providing insight into how materials interact and the principles that drive chemical processes.

Physics introduces forces, energy, waves, electricity, magnetism, particle models, and space physics, offering a detailed look into the laws of nature and physical phenomena that shape our world.

The AQA Separate Science course emphasizes practical skills through required experiments, encouraging hands-on learning to deepen scientific inquiry and analytical

skills. This thorough and engaging curriculum prepares students well for A-level science subjects, future careers in STEM, and an informed understanding of the scientific issues impacting our lives.

COURSE SPECIFICS

The AQA GCSE Separate Science courses in Biology, Chemistry, and Physics are each assessed through two written exams per subject. This means students sit six exams in total, with each subject assessed independently. Each paper tests specific topics and includes a mixture of multiple-choice, structured, closed short-answer, and open-response questions. Here's a breakdown of the assessment for each subject:

For more information on the AQA Separate Science course and resources, visit the AQA GCSE Science webpage here:

[AQA | Biology | GCSE | GCSE Biology](#)

[AQA | Chemistry | GCSE | GCSE Chemistry](#)

[AQA | Physics | GCSE | GCSE Physics](#)

HOW KS3 BUILDS TOWARDS GCSE

KS3 Science provides a strong foundation for GCSE Separate Science by introducing core concepts and skills in Biology, Chemistry, and Physics. At KS3, students learn the basics of cell biology, ecosystems, chemical reactions, and forces, which are expanded at GCSE into detailed topics like genetics, bonding, and energy transfers.

Practical skills developed at KS3—such as observing, experimenting, and data analysis—are built upon in GCSE, where students tackle more complex experiments and analytical tasks. This progression equips students with the knowledge and scientific skills needed for success in GCSE Separate Science and beyond.

EXTRA-CURRICULAR

The extracurricular offering for GCSE Science students aim to enrich their learning with real-world experiences and hands-on exploration. GCSE Science Live is a popular event where students attend lectures by leading scientists, bringing cutting-edge science topics and research to life beyond the classroom. Additionally, the trip to Drax Power Station provides a unique opportunity for students to see large-scale energy production in action, helping them understand concepts in physics and environmental science through direct observation of renewable and non-renewable energy processes.

HOW STUDENTS ARE PREPARED FOR THE EXAMS

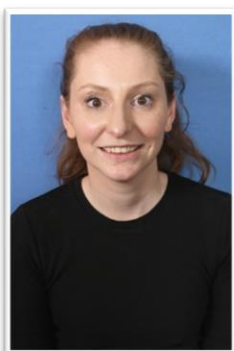
Students are thoroughly prepared for their GCSE Science exams through a carefully planned curriculum designed to build knowledge and skills progressively. To support their revision, we provide tailored revision packs covering key topics, along with the option to purchase revision guides for additional practice and consolidation.

We also offer dedicated revision sessions, where students can attend to clarify doubts and reinforce their learning. Furthermore, our Assistant Subject Leaders are available to provide extra support, offering personalised guidance to help students excel in their exams. This comprehensive approach ensures that all students are well-equipped for success.

A LEVEL AND BEYOND

Studying GCSE Separate Science offers excellent progression opportunities to A-levels and a wide range of medical and scientific careers. Strong results in GCSE Science prepare students to take A-levels in Biology, Chemistry, or Physics, which are often essential for university courses in fields such as medicine, dentistry, veterinary science, and pharmacy. These A-levels provide the deep knowledge needed for further study in the medical sciences.

In addition to medical careers, GCSE Separate Science opens doors to a variety of professions in the STEM (Science, Technology, Engineering, and Mathematics) sector. Students can pursue careers in healthcare, biotechnology, pharmaceuticals, research, environmental science, and medical research.



Subject Leader
Mrs B Mottram

Qualifications: BSc (Hons) Applied Biology
Higher Education Institution: Newcastle University

Favourite element of your subject:

My favourite part of the GCSE Separate Science course is definitely genetics. Learning about how traits are passed down through DNA and understanding the complex processes of inheritance is fascinating. I love how genetics connects to real-world issues, like how genetic engineering could help solve world hunger by creating crops that are more resistant to disease, drought, and pests. It's incredible to think that science can be used to address such huge global challenges.

Genetics also plays a key role in curing diseases like cancer. Through genetic research and engineering, scientists are developing treatments that target cancer cells more effectively, which could one day lead to a cure. Studying genetics has made me realise how powerful science can be in solving some of the world's most pressing problems.

GCSE MEDIA STUDIES

As a GCSE Media Studies student, you will analyse how a range of media products, like TV programmes and music videos, use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made.

You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why.

Once you have developed your skillset (that will include critical thinking, analysis, research, planning, time management, essay writing skills and more) you will have the opportunity to apply your knowledge and understanding, whilst developing practical skills, and have the opportunity to create your own media product (this could range from producing a website to a TV programme, and from making original film marketing to a music video).

WHY IS MEDIA STUDIES IMPORTANT?

The power that the media has is huge. Think about the idea that the average adult consumes media for almost 8 hours a day, and within that time, they are being bombarded by other people's ideas and opinions and images of the world and its people.

How someone responds to that will affect their ideas about people, places and society, politics and culture, of themselves and of their place in the world. Doesn't that sound like something we should know more about?

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

We wish to offer students the opportunity to pursue texts which interest them, to motivate and inspire them to view these texts through a critical lens which they are passionate about.

We want to encourage students to take an interest in the world and media around them, and through history, thus preparing them for the future world. (I know what you mean but this reads a bit odd).

WHAT THE COURSE COVERS

You will study a range of different media forms, such as:

- Television
- Online Media
- Advertising and Marketing
- Film Marketing
- Magazines
- Newspapers
- Social and Participatory Media
- Music Video
- Radio
- Video Games

These media forms will be analysed and explored using a theoretical framework that is based on four inter-related areas:

- media language: the ways in which media products are constructed to communicate meanings
- representation: how the media portray events, issues, individuals and social groups
- media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms
- audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

There's also a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more.

In your practical work, you'll be able to apply what you've learned about the media in the production of your own media products

COURSE SPECIFICS

Assessment will consist of a mixture of examinations and non-examined assessment.

Component 1: Written examination: 1-hour 30mins, 40% of qualification.

Section A: Exploring Media Language and Representation.

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games.

Component 2: Written examination: 1-hour 30mins, 30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to:

Section A: Television

Section B: Music (music videos and online media)

Component 3: Non-exam assessment: Media Production, 30% of qualification

Creating a 'real life' piece of media, for an intended audience, in response to a choice of briefs set by the exam board, applying knowledge and understanding of media language and representation.

Further details: (Exam Board website link) - [GCSE Media Studies | Eduqas](#)

HOW KS3 BUILDS TOWARDS GCSE

Media Studies builds on and supports several subjects that students will have studied at Key Stage 3. It has close links with English, where students are also encouraged to analyse and evaluate a wide range of media texts, but also shares skills and approach with subjects including Art, Music, Drama, Design Technology and ICT.

Media Studies is a popular course taken by students and when the GCSE course is taken alongside GCSE English courses, statistics suggest that grades are improved across both subjects due to the supportive and complementary nature of text analysis.

EXTRA-CURRICULAR

There are a number of opportunities to enhance subject understanding outside the classroom. The school has both a TV Team and Film Club, through which both practical and analytical skills can be further developed.

Furthermore, the annual Arts Festival calls for a Media Team, allowing students to work to create media materials in a 'real life' scenario.

We also regularly enter competitions and have worked closely with York St John University on a media-related research project.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Our exam results are exemplary. This comes from well-honed strategies that range from practice exams and in-depth feedback to a thorough understanding of key terminology and how to apply relevant academic theory.

Our NEA marks are amongst the best in the country, reflecting how well supported students are in this key part of the subject, (that makes up 30% of their final grade).

We give the students a choice of practical projects to choose from and are guided at every stage. They can use the media equipment (Apple iMacs and digital cameras) both inside and outside of school, and are taught how to use industry relevant software, such as Final Cut Pro.

Thus, the work that they produce is of the highest quality and approaching professional standards.

A LEVEL AND BEYOND

During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as Film, English, Humanities and Social Sciences. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. An A Level qualification in Media Studies, informed by study at GCSE level, helps you to move towards these courses, as well as to those in a range of other areas.

If university isn't for you, there is a huge array of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media at GCSE level is a great place to start. There has never been a better time to become a Media Studies student!



Subject Leader

Mr Elwell

Qualifications: BA (Hons) in Broadcasting Studies, First Class, and PGCE
Higher Education Institution: The University of Leeds

Having worked for the BBC myself, it's a real pleasure to be able to pass on my knowledge and skills to the 'next generation' of media enthusiasts! The subject is so important, relevant, and I'm incredibly passionate about both the creative side of it, but also ensuring that students have an awareness of the media's role in their own lives and the society in which they live. The best thing for me has been seeing students study the course as a first step on the ladder to their media careers. Many have gone on from Huntington to work in incredibly exciting and important media fields. It's great when they keep in touch and tell me how Media Studies sparked their enthusiasm and opened their eyes to just how vital studying the media really is!

GCSE MODERN FOREIGN LANGUAGES

(MFL)French, German and Spanish

You will gain the language skills to have conversations about a range of topics and in a variety of different situations and understand and respond to written language.

From practical needs such as buying groceries and visiting a doctor, to reading and writing articles on the dangers of the internet or environmental problems, you will learn how to express yourself clearly and accurately and understand other people.

Along the way, we will discover fascinating differences and similarities between the countries that speak the language you're learning, and our own culture in the UK.

WHY IS MFL IMPORTANT?

We live in an ever-more connected world, and while English is becoming a dominant force in the media and online, we all need to be able to think critically about our own culture.

Whether or not you plan to travel abroad later on, learning another language broadens horizons and opens doors to different ways of seeing the world.

Research also tells us that learning a second (or third!) language boosts brain development in ways that help with processing our own language, as well as other subjects that rely on pattern-forming, problem-solving and resilience – practically everything!

THE COURSE

The GCSE qualification in Modern Foreign Languages has recently been reviewed and re-launched with a focus on accessibility.

It enables students to express themselves using a central core of grammar and vocabulary, and with an emphasis on phonic awareness for correct pronunciation.

Our course, leading towards the Edexcel exam, uses six “thematic contexts” to cover this key knowledge: My personal world; Lifestyle and wellbeing; My neighbourhood; Media and technology; Studying and my future; Travel and tourism.

Students will learn how to understand information and opinions in written and spoken language, and respond appropriately in writing and speaking, using a range of vocabulary and grammatical structures to express themselves clearly.

COURSE SPECIFICS

We use Edexcel GCSE for all three languages: French, German and Spanish

The qualification is all based on final exams covering the four key skills, as follows:

- Speaking (25%) - recorded with your teacher but marked externally
- Listening (25%)
- Reading – including translation into English (25%)
- Writing – including translation into the foreign language (25%)

[Pearson Edexcel GCSE French \(2024\) | Pearson qualifications](#)

[Pearson Edexcel GCSE German \(2024\) | Pearson qualifications](#)

[Pearson Edexcel GCSE Spanish \(2024\) | Pearson qualifications](#)

HOW KS3 BUILDS TOWARDS GCSE

We take you right from where you leave off in Year 9 and build gradually through the same kind of familiar topics, revising key grammatical structures such as the past, present and future tenses.

Everything you have learned in KS3 continues to come in handy for GCSE, but you learn how to express yourself in more complex language and add some more interesting topics such as celebrity culture and identity, and environmental and global issues.

EXTRA-CURRICULAR

We offer lunchtime sessions aimed specifically at developing confidence in speaking, supported by sympathetic sixth-form student volunteers.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Assessment tasks are built in throughout the course, mirroring the types of questions included in the GCSE exams; we have incorporated these down into the KS3 assessments too, so students feel very comfortable by the time they reach the end of their course.

For the speaking exam, we build up gradually through paired tasks in class, through a full individual speaking exam at the end of Year 10 as well as formal mocks in Year 11.

A LEVEL AND BEYOND

We offer French, German and Spanish to A level, and enjoy the fact that our students choose to take a language alongside a wide range of other subjects, from Maths and Psychology to History and Music.

Studying a foreign language extends students' opportunities to do whatever they want to but make it international. Science, engineering, art, music, business and politics all have opportunities to collaborate beyond national borders.

We regularly have students go to top universities to study languages, either as a specialism or alongside other subjects. Recent destinations have included: Law with French law (Oxford); Korean (Sheffield); French and Linguistics (Lancaster); French and German (Cambridge); German and Politics (Oxford).



Subject Leader
Mrs Sarah Sketchley

Qualifications: MA (Cantab) Modern & Medieval Languages, PGCE (French & German)

Higher Education Institution: University of Cambridge, University of York

Favourite element of your subject: I am a big fan of Linguistics – the science and systems that underlie how languages work and change over time. For example, grammar is the glue that sticks words together so that they make sense, like a formula in maths or science – but different languages operate very differently across the world, and I find that fascinating. I also love the fact that languages are all about communication; it's part of what makes us human and sets us apart from other animals. You don't have to say everything perfectly, it's about reaching out to create a link with someone in another country by using their language to get your message across.



GCSE MUSIC

GCSE Music is a great course where students will continue to develop their skills in performance, composition and listening.

There is no requirement for students to have any more experience than they have gained at Key Stage 3 as there are routes through the course for students of all musical backgrounds and abilities.

WHY IS MUSIC IMPORTANT?

First and foremost, studying GCSE Music will help you to become a better and more experienced musician.

Whether your strengths are in performance, composition, analysis or technology – we'll help you to become a more well-rounded musician with a greater appreciation of how music works.

We'll also teach you how to be creative and technical; how to work to briefs and meet deadlines; how to present yourself and communicate; how to refine ideas as well as how to work with others. These are all skills that will serve you in any career.

THE COURSE

In terms of performance, we explore performing as part of an ensemble (group), performing as a soloist as well as capturing performance using music technology in recordings and sequencing.

Composition teaching builds on the skills gained at KS3 and through analysis and practice in a variety of styles (including electronic dance music, music for media and songwriting) students write their own original music.

We also study, analyse and listen to a wide range of music to prepare students for the listening paper including pop and rock, classical, folk, Latin, film music and much more.

COURSE SPECIFICS

Assessment is in three areas:

30% composition (NEA); 30% performance (NEA); 40% listening (90-minute exam)

Further details are here:

<https://www.aqa.org.uk/subjects/music/gcse/music-8271/specification>

HOW KS3 BUILDS TOWARDS GCSE

Our Key Stage 3 curriculum is designed so that students already have a firm grounding in specialist music language, use of music technology and skills in performance and composition.

The GCSE builds on this learning. Students who have instrumental lessons or are involved in co-curricular activities have this additional learning to draw on – but students who have never undertaken these activities are still able to access the course and achieve highly.

EXTRA-CURRICULAR

The Music Department offers a wide-ranging co-curricular including choirs, large bands and smaller ensembles. We also offer many events throughout the year including Live Lounge, the Arts Festival and the Chamber Concert.

Any of these activities are beneficial to GCSE Music students as they help to develop you further as a musician. Students can also undertake instrumental tuition if they would like to (details on the school website), but this is not a requirement of the course. There are also regular coursework support sessions.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Students produce two compositions and performances during the course for their NEA.

Composition skills are taught in year 10 and the first ‘free’ composition is completed by the start of year 11; the second composition is in response to one of four ‘briefs’ set by the exam board at the start of year 11. Whole class teaching and one to one support is offered throughout the course.

For the performance NEA work students can choose whether to perform ‘live’ using their voice or instrument or by using technology. All students will work on the technology route as part of the course and those who wish to complete live performances will be given the opportunity to do so at various points in the course.

For those who complete live performance, there is no requirement to perform in front of anyone other than the teaching staff. Students are given regular advice on performance and staff work with instrumental teachers (where relevant) to support students.

A LEVEL AND BEYOND

Students who have studied GCSE Music can progress onto A Levels in Music and/or Music Technology. These courses are also great pathways onto further Music-based study at universities or conservatoires.

There are a wealth of careers in the creative industries and studying Music and Music Technology are great training for these.

But there are so many brilliant skills that are developed by studying Music that you will be an attractive prospect to universities and employers in any subject.



Subject Leader

Mr T Burnage

Qualifications: BA (Hons) Music

Higher Education Institution: University of York

Favourite element of your subject: For me, nothing beats live music making, whether that's as a performer, director or audience member. Sharing Music together is what has kept communities going throughout history and it is incumbent on each generation to pass it on the next.



RELIGION, PHILOSOPHY AND ETHICS

In GCSE Religious Studies you will explore various religious and ethical themes from two main faith perspectives: Christian and Buddhist. It is an opportunity to delve deeper into the various religious teachings, beliefs, practices and ethical considerations that influence believers today.

WHY IS RPE IMPORTANT?

Religious Studies can help you to understand life, meaning and different approaches to wisdom in a more meaningful, considered way. Why do people believe what they do? How does this make them act? How is it that people from the same religion can have totally different perspectives on ethical themes like abortion, war and euthanasia?

Someone who has considered such questions deeply will be more prepared to enter onto the journey that is life armed with understanding, knowledge, criticality, empathy and the ability to deliberate any given dilemma using informed and varied perspectives.

THE COURSE

The quest will be two-fold: firstly, students will investigate religious beliefs, teachings and practices from Buddhist and Christian faith perspectives. Ultimately, they will uncover what these faiths believe and why, asking how ancient beliefs and ideas influence followers today. Students will then apply these to an ethical investigation into the following themes, reflecting upon contrasting perspectives in society and their impact on the modern world;

- Issues relating to peace and conflict e.g. Violence, terrorism, nuclear war, pacifism and the notion of a 'Just war'.
- Issues relating to crime and punishment e.g. reasons for crime, aims of punishment, forgiveness and the death penalty.
- Issues relating to relationships and families e.g. gender equality, marriage, contraception, human sexuality, divorce and the nature and purpose of families.
- Issues relating to human life e.g. euthanasia, abortion, the origins of the universe, pollution and animal testing.

COURSE SPECIFICS

AQA GCSE Religious Studies - Option A

Paper 1 – The study of religions: beliefs, teachings and practices in Christianity and Buddhism

Total marks 96 (+6 SPAG) = 102

50% of GCSE

Exam – 1 hour 45 minutes

Paper 2 – Thematic Studies including * Relationships and families * Religion and life, *Religion, peace and conflict *Religion, crime and punishment

Total Marks 96 (+6 SPAG) = 102

50% of GCSE

Exam – 1 hour 45 minutes

[AQA | Religious Studies | GCSE | GCSE Religious Studies](#)

HOW KS3 BUILDS TOWARDS GCSE

We are very proud of our KS3 course which begins by asking students to consider several disciplinary lenses through which we view the world - beginning with the personal, literal and symbolic, working towards the historical, sociological, psychological etc. These ultimately help students understand why people interpret stories, images and ideas differently, assisting them in engaging with the breadth of, and complexity within, religious belief, identity and practice. Ultimately, we challenge overly simplistic conceptions of religious identity, allowing students to apply a more nuanced and complex view of religious belief and expression as they evaluate key questions like ‘Who decides what is good?’ ‘What is a religion – is everybody religious?’ ‘Is there a God?’ ‘Is Buddhism a religion?’ and ‘What is real?’

Wider applicable skills of analysis and evaluation are honed throughout and students are taught (and assessed on) the GCSE assessment criteria from year 7 onwards.

Please feel free to peruse our full curriculum narrative via the schools website.

EXTRA-CURRICULAR

We visit the Madhyamaka Meditation Centre to experience key Buddhist beliefs in practice. We are welcomed by Lekmo, the resident Buddhist nun, who expertly answers questions and explains key concepts in understandable, relatable ways. The meditation session is also extremely beneficial.

We also encourage external speakers to come into the school, with the regular ‘Grill a Christian’ slot provided by the YO-YO team being a firm favorite.

HOW STUDENTS ARE PREPARED FOR THE EXAMS AND NEA

Students are being prepared for the GCSE exam from Year 7! We teach students how to interpret, analyse and evaluate throughout Key Stage 3. Assessments are designed

using the same format as their GCSE exam and as such they are familiar with the requirements of, for example, the 12-mark evaluation question, long before they start the course.

Key concepts are regularly revised and tested in order to commit them to long term memory. We devote a lot of time to exam preparation and revision.

The GCSE is delivered by passionate and experienced teachers.

A LEVEL AND BEYOND

What can you do with an education in Religion, Philosophy and Ethics? Almost anything! A huge number of pathways open out from this subject which give knowledge and skills that are in high demand among employers. Students in this subject have among the highest employment rates and find themselves at home in careers as diverse as business, the law, teaching, TV, medicine, armed forces, communication, the civil service, local government, and industry, as well as roles in religious communities and the charitable sector. In short – anything where you might have to work with people.

It is important to understand that whatever your career – or even if you have no career at all – this subject will empower you to become a better human being. You will develop critical thinking skills, practice understanding the perspectives of others, reflect on what it is to live a spiritual life and how we might go about improving the world around us, both on a personal and societal level.

This subject encourages you to think deeply and always consider more than one side of any ethical debate.

environmental science, and medical research.



Subject Leader

Mrs Yeadon

Qualifications: BA Hons Sociology; PGCE Religious Studies

York University (BA Hons) and then York St. John's University (PGCE)

I love investigating ultimate questions that don't necessarily have definitive answers. I enjoy the pursuit of wisdom and meaning. Being able to embark on this ethical and spiritual journey with so many enquiring young minds is a privilege.