



THORNTON

**CURRICULUM  
INFORMATION  
2025 / 2026**

**YEAR 10 & 11**

## CURRICULUM INFORMATION

*This booklet is designed to familiarise you with the content and assessment procedures of each course offered to your daughter in Years 10 and 11. Every subject is covered in detail; we have specified termly content in many subjects, so that parents can have a better understanding of the topics being studied at a particular time. However this should be treated only as a guide, as length of terms varies, as does the pace of lessons.*

*Students at this level should be completing approximately two hours of homework each evening. This will enable your daughter to consolidate her knowledge, to practise skills and cover the requirement of the curriculum.*

*Your daughter should record the homework set for each subject and when it is due. Please ensure that you check and sign the homework diary each week. We hope that the homework diary can be an immediate medium of communication between home and school for parents, teaching staff and form tutors.*

*During Year 10 and 11 the girls complete a considerable amount of coursework and specific deadlines will be given to your daughter during her course.*

*We hope that you will find this booklet useful.*

*Mrs Hayley Mallendane  
Assistant Headteacher – Director of Studies*

# Curriculum Information

## Year 10 / 11

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### Year 10

**Subject:** Art, Craft & Design GCSE

**Board:** Edexcel (2016 Specification)

**Syllabus code:** Art, Craft & Design (1AD0)  
Photography (1PY0)

The department offers students the facility to study for a GCSE in Art, Craft & Design or to specialize in GCSE Photography.

The aims of these specifications are to encourage candidates to:

- Actively engage in the process of art and design in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds. **Written annotation is a requirement in GCSE Art and Design and should be purposeful**, showing analytical and critical understanding of the student's work and the work of others.
- Develop creative skills, through learning to use imagination and intuition when exploring and creating images and artefacts. Become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques. **Drawing in different ways is key to the Syllabus.**
- Develop competence, with increasing independence, in refining and developing ideas and proposals, and personal outcomes or solutions. Learning to actively engage with the experience of working with a broad range of media, materials and techniques including, where appropriate, traditional and new media and technologies.
- Develop cultural knowledge, understanding and application of art, craft, design, media and technologies in historical and contemporary contexts, societies and cultures. Also, develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice.
- Develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

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These specifications further provide opportunities for candidates to gain:

- A personal interest in why art and design matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- Experience of working within real and relevant frameworks;
- Experience of the work practices of individuals, organizations and creative and cultural industries;
- Understanding of art, craft and design processes and associated equipment and safe working practices.

The Art GCSE consists of 2 units. (Art, Craft & Design/Photography, require the student to follow the same pathway but engage in different specialist content.)

### **Component 1: Personal Portfolio.**

For this unit the student needs to produce a portfolio of work showing their personal response to a starting point. This controlled assessment allows approximately 45 hours in which to produce the portfolio.

***Component 1 is worth 60% of the total GCSE Art & Design marks***

### **Component 2: (ESA) Externally Set Assignment**

The question paper will be issued on January 2<sup>nd</sup> of Year 11 and will provide candidates with a range of written and visual starting points. From these, one must be selected upon which to base their personal response. The 10-hour supervised ESA; set task will follow a preparatory period of approximately 10 weeks.

***Component 2 is worth 40% of the GCSE Art & Design final mark.***

There are now six levels of performance rather than five: extra levels of performance allows one to differentiate between students of different abilities more easily.

**Work in both units is assessed using the following criteria:**

#### **AO1 Develop**

Develop ideas through investigations, demonstrating critical understanding of sources. One of the best ways of demonstrating critical understanding of sources is to show that they have informed ideas and investigations.

#### **AO2 Experiment**

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

### **AO3 Record**

Record ideas, observations and insights relevant to intentions as work progresses there is a new emphasis on recording as a continual process, which should take place throughout the creative journey.

### **AO4 Present**

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. The student should make use of the formal elements and imagery to communicate visually.

### **Presenting the personal response:**

- Students are expected to evidence all of the assessment objectives when producing work for both units. They should select and present their own work for assessment purposes from the work that they have undertaken in response to this unit.
- Students must observe certain procedures in the production of their personal response for the externally set task.
- Any source material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.

### **Art, Craft & Design**

Thematic exploration of experimental drawing and painting techniques takes place at the start of the course. Students are expected to visit galleries and museums independently alongside organised school visits. They are taught how to analyse a work of art and then independently research artists, movements and themes that are relevant to their intentions. Media covered includes graphite, pen & ink, watercolour, acrylic and oil. Once ideas have resulted in to a final outcome, students then look at various forms of printmaking such as drypoint, monoprint, collography and reduction linoprinting. The course is fluid as the department believes that if a student wishes to investigate another way of working, then that option will also be considered. The department is always celebrated for its diversity of outcomes and individual personalised learning plans. This means that if a student leans towards textiles or sculpture or photography then they can also try out those mediums as the Art, Craft and Design course is not endorsed in any one discipline. A student must show their strength in at least two areas across the two years.

### **Photography**

Students will be introduced to and gain knowledge predominantly of digital photography. This will entail various photographic techniques and understanding of how to maximise both digital compact and DSLR camera settings. Students will experience using a 35mm film camera and gain a theoretical understanding of the film development process. Students study various forms of photography focusing on selected themes, which later can be developed in their own direction.

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In depth knowledge and critical analysis of historical and contemporary photographers will be undertaken. Students will be expected to complete several series of investigation within the Coursework Portfolio and produce final images for each phase. There will also be the expectation that students are to build a digital portfolio of their work.

The course concludes at the end of Year 11 with an Externally Set Assignment 10-hour examination identical to Art, Craft & Design. Students who have taken more than one endorsed subject must ensure no duplication occurs during either coursework or the ESA.

### Year 11

**Subject:** Art, Craft & Design GCSE

**Board:** Edexcel (2016 Specification)

**Syllabus code:** Art, Craft & Design (1AD0)  
Photography (1PY0)

The department offers students the facility to study for a GCSE in Art & Design or to specialize in GCSE Art Photography.

The aims of these specifications are to encourage candidates to:

- Actively engage in the process of art and design in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds.
- Develop creative skills, through learning to use imagination and intuition when exploring and creating images and artefacts. Become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
- Develop competence, with increasing independence, in refining and developing ideas and proposals, and personal outcomes or solutions. Learning to actively engage with the experience of working with a broad range of media, materials and techniques including, where appropriate, traditional and new media and technologies.
- Develop cultural knowledge, understanding and application of art, craft, design, media and technologies in historical and contemporary contexts, societies and cultures. Also, develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice.
- Develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

These specifications further provide opportunities for candidates to gain:

- A personal interest in why art and design matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- Experience of working within real and relevant frameworks;
- Experience of the work practices of individuals, organizations and creative and cultural industries;
- Understanding of art, craft and design processes and associated equipment and safe working practices.

The Art GCSE consists of 2 units. (ALL TITLES REQUIRE THE STUDENT TO FOLLOW THE SAME PATHWAY BUT ENGAGE IN DIFFERENT SPECIALIST CONTENT.)

### **Unit 1: Portfolio.**

For this unit the student needs to produce a portfolio of work showing their personal response to a starting point. This controlled assessment allows approximately 45 hours in which to produce the portfolio.

***Unit 1 is worth 60% of the total GCSE Art & Design marks***

### **Unit 2: (ESA) Externally Set Assignment**

The early release question paper will be issued in January of year 11 and will provide candidates with a range of written and visual starting points. From these one must be selected upon which to base their personal response. The 10 hour supervised ESA; set task will follow a preparatory period of approximately 10 weeks.

***Unit 2 is worth 40% of the GCSE Art & Design final mark.***

**Work in both units is assessed using the following criteria:**

#### **AO1 Develop**

Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

#### **AO2 Experiment**

Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

#### **AO3 Record**

Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

### **AO4 Present**

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realizing intentions and, where appropriate, making connections between visual, written, oral or other elements.

#### **Presenting the personal response:**

- Students are expected to evidence all of the assessment objectives when producing work for both units. They should select and present their own work for assessment purposes from the work that they have undertaken in response to this unit.
- Students must observe certain procedures in the production of their personal response for the externally-set task.
- Any source material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.

### **Art, Craft & Design**

The autumn term presents students with the challenge of finalising their portfolios and outcomes before they are given the ESA (Externally Set Assignment) in January. This is a time for the student to recognise their strengths to present independent ideas in preparation for their exhibition in the summer term. Students may still use this term as an opportunity to develop existing or new techniques and processes in preparation for the ten hour examination, alongside consolidating coursework portfolios. In depth analysis is continued at this stage to secure knowledge and demonstrate understanding to the moderator. Students are encouraged to work to any scale so long as they make relevant connections to their chosen artists and meet their intentions.

### **Photography**

Students continue to develop their portfolio to, deliver evidence, predominantly of digital photography. They will convey an understanding of various photographic techniques and show a theoretical understanding of the film development process. Students continue to study various forms of photography focusing on selected themes, which are then developed in their own direction. In depth knowledge and critical analysis of historical and contemporary photographers will be continued. Students will be expected to finalise their projects within a sketchbook and produce final images for each. Individual websites additionally act as a digital portfolio for their work.

The course concludes with an Externally Set Assignment 10 hour examination identical to Art & Design and Textiles.

### Year 10 and Year 11

**Subject:** Business

**Board:** AQA

**Syllabus Code:** 8132

The aims and objectives of this two-year Business course are to give students the knowledge and skills needed to start a small business and to gain an insight into how existing businesses operate. Students will acquire an in-depth understanding of the following:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

This is a linear, two-year course, assessed by two written exams.

#### **The course:**

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will apply their knowledge and understanding to business decision making including:

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

The specification requires students to draw on the knowledge and understanding to:

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

### **Paper 1: Influences of operations and HRM on business activity**

What is assessed?

- Business in the real world
- Influences on business
- Business operations
- Human resources

How it is assessed

Written exam:

- 1 hour 45 minutes
- 90 marks
- 50% of GCSE

### **Paper 2: Influences of marketing and finance on business activity**

What is assessed?

- Business in the real world
- Influences on business
- Marketing
- Finance

How it is assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

### Year 10

#### **Subject:           Careers**

The Careers lessons encourage students to understand themselves, know where to look for useful information and plan for the future. It is felt that self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in Careers, learning and the world of work.

- C.V. Writing & application skills, why it is important?
- Linking strengths, interests, skills and qualities to future employment.
- Access information re Post 16 Qualifications.
- World of work – legal limits, rights and responsibilities at work. Prejudice and discrimination in the work place.
- Be Real Game – students assume life/work roles as adults. Develop a firm grasp of the links between education, income and job satisfaction. Learning outcomes include an understanding of the importance of budgeting, work-life-education balance, self-assessment, goal setting and career decision making.
- Careers Interviews – support and guidance given in preparation for Post 16 education.
- Personal Statements.
- Companies - research core values and link to a personal statement.

### Year 11

**Subject:           Careers**

- Presentation on Options post 16 and post 18 – to include A levels/vocational courses/apprenticeships and qualification levels.
- CV Writing – complete a CV.
- Interview techniques and making applications – interview preparation and mock interviews.
- Kudos - careers online – post 16 subjects useful/essential for success in a chosen career.
- Skills and interests – student’s complete self-assessments based on skills, achievements, roles and responsibilities and prepare a ‘Personal Statement’ linked to these areas.
- Exam revision and memory boosting – managing time effectively.
- Work experience – guidance towards securing Work Experience placements in the Trinity term after GCSEs. Students are given examples of previous placements and assistance in securing work. They receive a booklet in which to record their experience and a report, written by the member of staff who visits them.
- Careers Interview – support and guidance given in preparation for post 16 education.

### Year 10 and 11

**Subject:** GCSE Citizenship Studies

**Board:** Edexcel

**Syllabus code:** 1CS0

Who should study for a GCSE in Citizenship, and why? The short answer is that everyone should — all members of society should have a better understanding of the general rules under which they live. For these rules to be effective, as many people as possible should actively participate in making them, upholding them and, maybe, changing them. This is what is meant by ‘active citizenship’. As an activity, politics is the process through which people with different ideas, values, opinions and interests attempt to find a way of living together within the same society. A healthy society is therefore one in which many people participate in political activity and do so with insight and understanding.

A GCSE in Citizenship Studies provides knowledge of the principles that underpin UK society, of how the UK’s political and legal system operates, and of how power and influence are exercised. This subject places a strong emphasis on debate, discussion and argument. It is therefore particularly likely to suit students who have an interest in the world around them, enjoy lively discussions, and like to think for themselves. Citizenship and politics qualifications are also highly valued by higher education institutions and employers.

GCSE Citizenship places a strong emphasis on debate, discussion and argument. It is therefore particularly likely to suit students who have an interest in the world around them, enjoy lively discussions, and like to think for themselves.

The GCSE Citizenship Studies course content is divided into five themes:

#### **Theme A: Living together in the UK**

Students are introduced to the idea that the UK is a diverse society of many different communities and groups who live together. They explore the nature of identity and multiple identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share, including human rights and the challenge of balancing competing rights. Opportunities for developing citizenship skills and taking action include: debating and exploring identities, rights, values and democracy; gaining a practical understanding of being an active citizen through contributing to local democracy; and taking citizenship action to resolve problems, tackle inequality and improve justice.

### **Theme B: Democracy at work in the UK**

Students explore the idea of representative, parliamentary democracy in the UK, including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and held to account. They will also consider the role of parliament in making and shaping law; the government's role in managing public money, and how power is organised across the constituent parts of the UK.

Opportunities for developing citizenship skills and taking action include: participation in decision-making forums and 'mock' or real school elections; and researching and debating the effectiveness of democracy in the UK, the extension of voting rights to 16 and 17 year olds, and further devolution of power within the UK.

### **Theme C: Law and justice**

Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts. They also learn about the distinctive features of the criminal, civil and youth justice systems and some of the different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime in society. Opportunities for developing citizenship skills and taking action include: investigating different legal cases; visiting a local magistrates' court; participation in 'mock' trials and sentencing decision-making activities; and debating whether it is ever right to break the law or whether the justice system treats everyone fairly. Students could undertake citizenship action or campaigns designed to address inequality or an injustice.

### **Theme D: Power and influence**

In this section students revisit key ideas about democracy, rights and responsibilities in themes A–C as they explore ideas about power. In particular, they consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local and global situations. They contrast representative democracy in the UK with a non-democratic political system and explore the limits such a system places on the rights and freedoms of citizens. Opportunities to develop citizenship skills include: examining ways in which citizens co-operate to try and improve society and democracy through different kinds of political and citizen actions; practical experiences of taking citizenship action themselves to address issues; debating the relationship of the UK with the wider world; and investigating global issues and problems facing society, from the environment to humanitarian and conflict situations.

### Theme E: Taking citizenship action

Working in a team of at least two people, students must carry out an in-depth, critical investigation leading to citizenship action as described above. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. There are many types of investigation and action that students can take that use different methods and citizenship skills. The choice of action will depend on the issue or challenge they are addressing and what they intend their action to achieve.

Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires them to practise a range of citizenship skills including research and enquiry, interpretation of evidence (both primary and secondary sources), planning, collaboration, problem solving, advocacy, campaigning and evaluation.

### Assessment

<b>Paper 1 (Themes A-C)</b>	<b>Paper 2 (Themes D and E)</b>
1hr 45mins – 80 marks – 50% of total GCSE  Four sections with a combination of multiple choice, short answer and extended answer questions covering: A. Theme A: Living together in the UK B. Theme B: Democracy at work in the UK C. Theme C: D. Citizenship Issues and Debates (Linking two of themes A-C)	1hr 45mins – 80 marks – 50% of total GCSE  Three sections with a combination of multiple choice, short answer and extended answer questions covering: A. Theme E: Citizenship action B. Theme D: Power and Influence - Others' actions C. Theme D: Power and Influence

### Years 10 & 11

**Subject:** Computer Science

**Board:** AQA

**Syllabus Code:** 8525

This specification has been created to get students working with real-world problem solving and computational thinking. Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Each unit is taught within these three capacities, demonstrate knowledge and understanding, apply knowledge and understanding and Analysing problems from a computational perspective.

**AO1:** Demonstrate knowledge and understanding of the key concepts and principles of computer science.

**AO2:** Apply knowledge and understanding of key concepts and principles of computer science.

**AO3:** Analyse problems in computational terms:

- to make reasoned judgements
- to design, program, evaluate and refine solutions.

### Subject content

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

### Assessment

#### Paper 1: Computational thinking and programming skills (programming paper)

##### What is assessed?

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

##### How it is assessed

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

##### Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

#### Paper 2: Computing concepts (non-programming paper)

##### What is assessed?

The content for this assessment will be drawn from subject content above.

##### How it is assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

##### Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

### Years 10 / 11

**Subject:** Design and Technology - Textiles material specialism

**Board:** AQA

**Syllabus Code:** 8552

#### Aims and learning outcomes

- develop an awareness and understanding of real-life experiences in designing and in the developments and opportunities seen in creative, manufacturing and engineering industries
- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop an experienced understanding of an iterative design process and the relevance of these to industry practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' (and stakeholders) needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in Design and Technology
- use key Design and Technology terminology including those related to designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics
- engage learners with routes that are open to them when progressing to a GCE qualification, apprenticeship or in a future career in the field.

### Non-exam assessment content – Iterative Design Challenge

**Approx. 35 hours work 100 marks (Coursework)**

Students receive NEA topics from AQA in June of Year 10,

Prior to this practise projects are undertaken.

#### Strand 1 – Explore

- Investigations of the context - to identify challenging problems/opportunities for further consideration.
- Formulation of a Brief identifying primary user and other stakeholders.
- Investigation through questionnaire, market survey and evaluation of user and stakeholder needs and wants, outlining of stakeholder requirements.
- Presentation and analysis of results.
- Investigations of existing products and design practices.
- Exploration of materials and possible technical requirements.
- Technical specification.

#### Strand 2 – Create: Design thinking

- Generation of initial ideas reflecting requirements.
- Design developments - evaluation, selection and identifying further development.
- Evaluation of primary and secondary Sources used to inform the design process.
- Development of final design solution(s), all requirements met/fit for purpose.
- Critical thinking, responses to all identified problems. Evidence of innovation.

#### Strand 3 – Create: Design Communication

- Quality of chronological progression, iterations supported by real-time evidence – *photos, video, etc.*
- Quality of initial ideas using graphical and modelling skills.
- Quality of design developments.
- Quality of final design solution(s) – Appearance, Size, Safety, Materials, Components, Finish, Features.
- Isometric presentation drawing.
- Orthographic presentation drawing.
- Exploded presentation drawing.
- Cutting list and pricing.

#### Strand 4 – Create: Final Prototype

- Stage-table plan of processes to be used.
- Mass Production Strategy.
- Realisation of prototype to a high-quality standard (to include use of CAD/CAM)
- Manufacture/Assembly of product – Real-time Photographic evidence.
- Iterative process documented throughout Manufacture of product.

### Strand 5 – Evaluate

- Analysis and evaluation of primary and secondary sources to inform the design process.
- Ongoing evaluation to manage design progression.
- Evaluation and testing of the final prototype – strengths/weaknesses, suggestions for modification/possible design optimisation presented.

### Design and Technology

#### 2 hour - Theory written examination 100 marks

- Health and safety.
- Ergonomics.
- Impact of new and emerging technologies on design solutions/production techniques.
- Use of appropriate sources of energy in manufacture.
- Working properties of materials.
- General classification and categories of materials available to designers.
- Physical and working properties of materials.
- Selection of appropriate materials.
- Awareness of developments in modern and smart materials.
- Origins and sources of materials.
- Ecological, social and ethical issues associated with processing materials.
- Recycling, reuse and disposal of specific materials.
- Available forms of specific materials and components.
- Structural integrity.
- Material finishes.
- Movement and types of motion.
- Forces.
- Mechanisms.
- Levers and linkages.
- Gears and pulleys.
- Function of electronic systems.
- Marking out methods.
- Wastage (cutting, drilling etc.)
- Deforming and reforming (casting, moulding)
- Joining methods (addition).
- Obtaining a good surface finish.
- Quality control and accuracy.
- Industrial manufacture and use of digital design tools.
- Scales of production.
- Processes used in larger scale industrial manufacture.
- Costing of materials and/or system components.

### Assessment Procedures

#### NEA Coursework Requirements & Deadlines

Internal Assessment will consist of one project where candidates will be expected to design and make a quality Product. The Coursework themes are released in June of Year 10 and the Design folder and Manufactured product are to be completed by March of Year 11. The Coursework carries 50% of the total marks.

#### One Written Paper – Design and Technology

- 50% of the total marks.
- 2 hours, one tier of entry.
- A mixture of multiple choice and compulsory questions, to include the technical aspects of designing and making and sustainable design.

### Year 10 and Year 11

**Subject:** GCSE Drama

**Exam board:** EDUQAS (Part of WJEC)

#### **Aims and objectives:**

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study, which enables students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Throughout this course, students have the option to work practically as performers and/or designers in Components 1 and 2. Design options include lighting and set and costume design.

Students will investigate various practitioners and genres of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to write and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Students will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, students are encouraged to study their chosen text practically as a performer, designer and director.

### Course overview:

#### Component 1: Devising Theatre

Internally assessed and externally moderated  
40% of qualification

Students can be assessed as either actors or designers:

- Creating and performing/designing a piece of devised theatre, based on stimuli provided by the exam board. The piece must be developed using **either** the techniques of a theatre practitioner **or** the dramatic characteristics of a specific genre of the student's choice.

Students must also produce:

- A portfolio of supporting evidence (can be made up of different mediums such as writing, photographs, annotated script extracts, video recordings, voice recordings, sketches and diagrams).
- A written evaluation of the final performance/design.

Groups of between 2 and 5 performers.

#### Component 2: Performing from a Text

Externally assessed by a visiting examiner  
20% of qualification

Students can be assessed as either actors or designers:

- Performance based on **two** 10-minute extracts from the **same** performance text of their own choice.

Groups of between 2 and 4 performers

#### Component 3: Interpreting Theatre

Written examination: 1 hr 30 mins  
40% of qualification

Section A – Set Text

- A series of questions on **one** set text explored as an actor, designer or director from a choice of five. This will be studied in class as part of the course.

Section B – Live Theatre Review

- **One** question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.

### Year 10 and Year 11

#### The Core Curriculum

**Subject:** English Language

**Board:** Pearson Edexcel

**Syllabus Code:** GCSE (9–1) in English Language (1ENO)

The **aims and objectives** of this two-year English Language course are to enable students to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively

This is a linear, two-year course, with one single tier of entry; it consists of two components, which are assessed by two externally set and marked examination papers, and one endorsement for Spoken Language.

#### Component 1: Fiction and Imaginative Writing

Students will study selections from a range of prose fiction and develop skills to analyse and evaluate 19th-century fiction extracts. They will also develop and extend their imaginative writing skills in order to engage the reader, and will need to use spelling, punctuation and grammar accurately.

**Paper 1** (1¾ hours) will assess 40% of the total English Language qualification and is divided into Reading and Writing sections.

**Section A** (1 hour): Reading  
Questions on an unseen 19th-century fiction extract

**Section B** (45mins): Writing  
A choice of two writing tasks which are linked by theme to the reading extract

The total number of marks available is 64.

### Component 2: Non-Fiction and Transactional Writing

Students will study a range of 20<sup>th</sup> and 21<sup>st</sup>-century non-fiction texts, including literary non-fiction, and develop skills to analyse, evaluate and compare non-fiction extracts. They will also develop transactional writing\* skills for a variety of forms, purposes and audiences and will need to use spelling, punctuation and grammar accurately.

[\* writing accurately and effectively for different purposes and audiences; writing to inform, argue, persuade, analyse, narrate, explain, instruct, describe]

**Paper 2** (2 hours 5 mins) will assess 60% of the total English Language qualification and is divided into Reading and Writing sections.

**Section A** (1 hour 20 mins): Reading  
Questions on two thematically linked, unseen non-fiction extracts.

**Section B** (45 mins): Writing  
A choice of two writing tasks which are linked by theme to the reading extracts.

The total number of marks available is 96.

### Assessment of Spoken Language

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade (Pass, Merit or Distinction), alongside the overall grade issued. Performance will be assessed against common assessment criteria issued by the examination boards. The criteria will address the following assessment objectives:

- A07 – Demonstrate presentation skills in a formal setting
- A08 – Listen and respond appropriately to spoken language, including questions and feedback to presentations
- A09 – Use spoken Standard English effectively in speeches and presentations.

**Subject:** English Literature

**Board:** Pearson Edexcel

**Syllabus Code:** GCSE (9–1) in English Literature (1ET0)

The **aims and objectives** of this two-year English Literature course are to enable students to:

- read a wide range of classic literature fluently, and with good understanding, and make connections across their reading
- read in depth, critically and evaluative, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read

This is a linear, two-year course, with one single tier of entry; it consists of two components, which are assessed by two externally set and marked examination papers.

### **Component 1: Shakespeare and Post-1914 Literature**

Students will study a Shakespeare play (*Romeo & Juliet* or *Macbeth*) and a post-1914 British play or novel (*An Inspector Calls*) and develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. They will also develop skills to maintain a critical style and informed personal response.

**Paper 1** (1¾ hours) will assess 50% of the total English Literature qualification and is divided into two sections. This is a closed book examination (texts are not allowed in the examination).

**Section A** (55 mins): Shakespeare (*Romeo & Juliet* or *Macbeth*): a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.

**Section B** (50 mins): Play or Novel (*An Inspector Calls*): a choice of two writing tasks [includes up to 8 marks for VSPAG – vocabulary, spelling, punctuation and grammar]

The total number of marks available is 80.

### Component 2: 19th-Century Novel and Poetry since 1789

Students will study a 19th-century novel (*The Strange Case of Dr Jekyll and Mr Hyde*) and a collection of 15 poems from the *Pearson Poetry Anthology* and develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. They will also develop skills to maintain a critical style and informed personal response, as well as develop their comparison skills.

**Paper 2** (2¼ hours) will assess 50% of the total English Literature qualification and is divided into two sections. This is a closed book examination (texts are not allowed in the examination).

**Section A** (55 mins): 19th-Century Novel (*The Strange Case of Dr Jekyll and Mr Hyde*)  
A two-part question, with the first task focused on an extract of approximately 400 words. The second task is an essay question exploring the whole text.

**Section B** (80 mins): Poetry Anthology (*Pearson Poetry Anthology*)

**Part 1** (35 mins): one question comparing a named poem from the anthology to another poem from the collection. The named poem will be shown on the question paper.

**Part 2** (45 mins): one question comparing two unseen contemporary poems.

The total number of marks available is 80.

### **Subject: English for Speakers of Other Languages**

Students attending this School reflect the universality of the Congregation of Jesus and Mary. Many of the girls come from Spain and Mexico for one year. They follow the normal school curriculum corresponding to their age and have their studies convalidated for re-entry into their appropriate schools. For several years girls from Hong Kong have joined this School at various ages and continued up to, and including, Year 11, thus taking GCSE examinations in a variety of subjects. In addition to these groups of Spanish and Cantonese speaking students we welcome students from China, France, Germany, Greece, Japan, Ukraine, Russia, South Korea, Nepal and Thailand.

### **Aims:**

The aims of this department at Thornton College are:-

- to help the students from overseas to develop their ability to communicate in English both orally and in writing;
- to encourage an awareness of other cultures and customs and to respect the differences;
- to support the students within the curriculum.

### **Course Content:**

Most girls, for whom English is a second language, come for a short Induction Course prior to the beginning of the Academic Year. During this time they are given a Placement Test. This gives the staff an indication of their level of English.

In Year 10 & 11 ESOL is the option in place of foreign languages for those girls for whom it is appropriate. These girls have four, forty minute lessons per week. During these lessons girls follow an appropriate Cambridge English examination course.

ESOL lessons are delivered at four different levels; KET, PET, FCE and CAE. The lessons are differentiated and aimed at individual ability.

The girls follow the Cambridge ESOL courses according to their ability. Some may take the "Preliminary English Test", while the majority take the "First Certificate in English" and more able students can take the "Certificate in Advanced English".

### Year 10 / 11

**Subject:** Geography

**Board:** AQA

**Syllabus Code:** GCSE Geography (8035)

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, natural hazards, disasters, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Students will undertake numerous mandatory and optional fieldtrips to gain the exposure and practical experience they need to succeed in Geography.

### **Paper 1: Living with the Physical Environment** **35% of the full GCSE**

External examination at the end of Year 11

Summary of content:

#### **Section A**

- The challenge of natural hazards

#### **Section B**

- The living world

#### **Section C**

- Physical landscapes in the UK

#### **Style of Assessment**

1 hour 30-minute examination. Question types: multiple choice, short answers, levels of response, extended prose.

### **Paper 2: Challenges in the Human Environment** **35% of the full GCSE**

Summary of content:

#### **Section A**

- Urban issues and challenges

### Section B

- The changing economic world

### Section C

- The Challenge of resource management

### Style of Assessment

1 hour 30-minute examination. Question types: multiple choice, short answers, levels of response, extended prose.

### **Paper 3: Geographical Applications** **30% of the full GCSE**

Summary of content:

#### Section A

- Issue Evaluation (based on a pre-release resources booklet available 12 weeks before the exam).

#### Section B

- Fieldwork

#### Section C

- Geographical skills

### Style of Assessment

1 hour 15-minute examination. Question types: multiple choice, short answers, levels of response, extended prose.

- External examination at the end of Year 11.

### Year 10 and 11

**Subject:** History

**Board:** AQA

**Syllabus Code:** 8145

**“Instead of making history, we are made by history.” Martin Luther King.**

To understand the world today, we need an appreciation of the world yesterday. Studying history allows our students a better understanding of politics, economics, religion and social change in both the past and the present, and the skills to negotiate current affairs in a world where the production and consumption of information is increasingly complex.

History develops knowledge, but also skills and concepts that are essential to a student’s growth. Our chosen syllabus and scheme of work are designed to build on our Key Stage 3 curriculum, and to introduce students to a varied and fascinating range of topics. They all require the assessment, analysis and interpretation of information. These analytical skills, as well as the ability to write clearly and concisely, are fostered throughout the course and are attributes relevant to many careers. Through studying history at GCSE, our students are given the tools to ask the right questions, develop their own opinions and look beyond the headlines.

**Paper 1:** Understanding the modern world

**Section A: AB – Germany 1890 – 1945: Democracy and Dictatorship**

This period study focuses on the rise of the Nazi Party and Hitler’s dictatorship. The period saw the rise of German democracy after the First World War, but also saw it collapse as the Depression took hold and extreme parties, who aimed to destroy democracy, were elected. Students will study the political, economic and social factors that led to the change, as well as the impact on Germany of Nazi rule.

Part one: Germany and the growth of democracy

Part two: Germany and the Depression

Part three: The experiences of Germans under the Nazis

**Section B: BC – Conflict and tension between East and West, 1945 – 1972**

This wider world depth study enables students to understand the dramatic and tense years of the Cold War. It focuses on the origins of this Superpower struggle, emerging in the closing years of the Second World War, and assesses how the conflict evolved, with tensions rising and falling in response to a range of international events. Students will have the chance to study the reasons behind the changing relationship between East and West, and how politics, subterfuge, technological developments and individuals shaped the nature of international relations.

Part one: The Origins of the Cold War

Part two: The Development of the Cold War

Part three: Transformation of the Cold War

### **Paper 2: Shaping the nation**

#### **Section A: AA – Britain: Health and the people: c1000 to the present day**

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it draws on wider world developments that impacted on the core themes. Students will study the importance of a range of factors, such as the individual, government and war, in bringing about change.

Part one: Medicine stands still

Part two: The beginnings of change

Part three: A revolution in medicine

Part four: Modern medicine

#### **Section B: BC – Elizabethan England, c1568 – 1603**

This British depth study allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Part one: Elizabeth's court and Parliament

Part two: Life in Elizabethan times

Part three: Troubles at home and abroad

Part four: The historic environment of Elizabethan England

### **Assessment**

#### **Paper 1: Understanding the Modern World**

Written paper 2 hours (worth 50% of GCSE 84 marks)

**Section A** – six compulsory questions (25% of GCSE 40 marks)

**Section B** – four compulsory questions (25% of GCSE 40 marks)

Plus four marks for spelling, punctuation and grammar

#### **Paper 2: Shaping the Nation**

Written paper 2 hours (worth 50% of GCSE 84 marks)

**Section A** – four compulsory questions (25% of GCSE 40 marks)

**Section B** – four compulsory questions (25% of GCSE 40 marks)

Plus four marks for spelling, punctuation and grammar

### Learning Development

The Learning Development Department offers continuing support for individual students either on a regular or occasional basis as the need arises. The Learning Coordinator works closely with pastoral staff, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

All students have access to:

- Advice on using effective study skills and strategies for efficient learning
- Help with time management and organisation
- Advice and guidance regarding referrals to outside agencies and reasonable adjustments where necessary
- Screening to help identify specific difficulties where applicable
- Gathering information in preparation for GCSE Access Arrangements to ensure there is evidence to apply for the appropriate provision of examination access arrangements.
- Exam Access Arrangement testing is conducted and applications are carried out in line with the regulations set out by the awarding bodies. This can happen no sooner than the final term of Year 9.

Mrs A Woodruff

### Year 10 & 11

**Subject:** Mathematics

**Board:** Edexcel

**Syllabus Code:** 1MA1

#### Aims:

The department aims to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

#### Course Content

All students are entered for GCSE Mathematics at either Foundation or Higher level. The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

### Assessment:

Mock examinations in January and three externally marked written examination papers to be sat in May/June at the end of Year 11.

There are two tiers of entry:

Higher (Grades 9-4)

Foundation (Grades 5-1)

The scheme of assessment comprises three separate papers.

Each paper is:

- 1 hour 30 minutes written examination
- 33.3% of the qualification
- 80 marks

Paper 1 - Written Paper (Non-calculator)

Paper 2 - Written Paper (Calculator)

Paper 3 - Written Paper (Calculator)

All three papers must be at the same tier of entry and must be completed in the same examination series.

Each paper will cover all assessment objectives.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Students must answer all questions.

## Modern Foreign Languages

### Year 10

**Subject:** French

**Board:** Edexcel

**Specification Code:** 1FR1

### Aims

- To develop an understanding of spoken and written French
- To develop the ability to communicate effectively in speech and writing, using a range of vocabulary and structures
- To develop an understanding of French grammar and the ability to apply it
- To develop a knowledge and understanding of countries where French is spoken.

### Topics

Internet & technology  
Sports & staying active  
Cinema & films  
Making plans  
Last weekend  
Daily/weekend routines  
Family & friends  
Relationships  
Role models  
Celebrations

School subjects  
School rules  
Progress at school  
What school was like  
Learning modern languages

### Grammar

Regular & Irregular verbs in the present tense  
Reflexive verbs in the present tense  
Immediate future tense  
Perfect tense  
Adjectival agreements

“Depuis” + present tense  
Comparatives  
Using direct object pronouns  
Superlatives  
Imperfect tense  
Revision of the immediate future tense

### Assessment

#### Internal

- Vocabulary and grammar tests.
- Continuous assessments of 4 skills: reading, writing, speaking and listening.
- Year 10: Formal exams in reading, and writing.

#### External

- Summer 2027

### Year 11

**Subject:** French

**Board:** Edexcel

**Syllabus Code:** 1FR1

#### Aims

- To develop an understanding of spoken and written French;
- To develop the ability to communicate effectively in speech and writing, using a range of vocabulary and structures;
- To develop an understanding of French grammar and the ability to apply it;
- To develop a knowledge and understanding of countries where French is spoken.

#### Topics

Holidays recap  
Food and meals  
Healthy lifestyles  
Parts of the body  
Illnesses & accidents  
Booking appointments  
Improving your lifestyle  
Environmental problems  
Geography and climate  
Working together and taking action  
New technologies  
Describing a region  
Your town/village  
Directions  
Shopping for clothes  
Ideal home  
Future plans  
Career paths  
Travelling for work  
Exam preparation

#### Grammar

Modal verbs  
Perfect tense including with reflexive verbs  
Future tense  
Pluperfect tense  
Passive voice  
Comparatives and superlatives  
En + present participle  
'y'  
If clauses and conditional tense

Within each topic area, the amount of grammar covered varies with the needs of the individual, and the demands of Foundation or Higher-level entry.

### Assessment

#### Internal

- Vocabulary and grammar tests;
- Year 11: Mock exams in reading, listening, writing and speaking.

#### External

- GCSE Exams in Reading worth 25% of GCSE, and Listening worth 25% of GCSE, Writing worth 25% of GCSE and Speaking worth 25% of GCSE in May 2026

## Year 10

**Subject:** Spanish

**Board:** Edexcel

**Specification Code:** 1SP1

### Aims:

To give the candidates the opportunity to:

- Develop understanding of spoken & written Spanish.
- Develop the ability to communicate effectively in speaking and writing, using a range of vocabulary and structures.
- Develop an understanding of Spanish grammar and the ability to apply it.
- Develop a knowledge and understanding of countries where Spanish is spoken.

### Course Content:

#### Topics a

Spanish-speaking sports stars  
Life online  
Sports and free-time activities  
Arranging to go out  
At the weekend  
Days that went wrong

Describing a photo  
Travel plans  
Festivals in the Spanish-speaking world  
Past holiday  
Where you stayed  
Describing holidays using different tenses

Different families  
Describing people  
Who do you admire  
Friendships and relationships  
Your identity  
What matters to you  
Problems and giving advice

#### Grammar

Regular and irregular verbs in the present tense  
Stem changing verbs  
verbs of opinion  
Near future tense  
preterite and imperfect tense  
Direct object pronouns  
Negatives

*Me gusta(n)* + noun  
*Me gusta(n)* + infinitive  
*Me gustaría* + infinitive  
Impersonal verbs  
*Se puede(n)* + infinitive  
Comparatives  
Superlatives  
*Acabar de* + infinitive  
*Lo* + adjective

Imperfect tense  
*estar* and *tener*  
irregular: *ser, ir, ver*  
*Soler* + infinitive

Using a range of tenses (present / preterite / imperfect for descriptions / near future)

Possessive adjectives

The present continuous tense

*Ser* for physical descriptions

*Estar* for location / feelings / emotion / mood

*Tener*

*Desde hace* + period of time

Personal *a*

Reflexive verbs for relationships

Verbs of opinion

*interesar/preocupar/importar*

*Para* + infinitive

*Estar* to express feelings, emotions and moods

### Assessment

#### Internal

- Vocabulary and grammar tests
- Continuous assessments of 4 skills: Reading, Writing, Speaking and Listening
- Year 10: Formal exams in Reading and Writing.

#### External

- Summer 2026

## Year 11

**Subject:** Spanish

**Board:** Edexcel

**Syllabus Code:** 1SP1

### Aims:

To give the candidates the opportunity to:

- Derive enjoyment and benefit from language learning by following a coherent, satisfying, and worthwhile course of study.
- Develop understanding of the Spanish language in a variety of contexts.
- Develop knowledge of Spanish language and learning skills.
- Develop the ability to communicate effectively in Spanish.
- Develop awareness and understanding of countries and communities where Spanish is spoken.
- Recognise that their linguistic knowledge, understanding, and skills help them to take their place in a multilingual society and provide them with a suitable basis for further study and practical use of the language.

### Course Content:

#### Topics

Typical foods in Spanish-speaking countries  
Healthy daily routines  
Mealtimes and food trends  
Comparing old and new habits  
Illnesses and injuries  
Future plans to improve health and wellbeing  
School  
Students and teachers  
School trips

#### Grammar

Adjectives of nationality  
*Después de and antes de*  
Indefinite articles  
Imperfect tense  
Direct object pronouns  
More impersonal verbs + infinitive:  
*Hay que*  
*Hace falta*  
*Se necesita*  
*Doler*  
Future tense  
Using a range of tenses  
Superlatives  
Relative pronouns  
Conditional tense  
Negatives  
Forming questions  
Adjectives and adverbs

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Describing towns and cities  
Shopping  
Where you live

Demonstrative adjectives  
Perfect tense  
More prepositions  
Present subjunctive with cuando

Environment  
Helping in the community

Imperatives  
Passive  
Present subjunctive to give opinions  
Understanding and using multiple tenses

Future plans & careers  
Jobs  
Learning languages  
Impact of AI

Possessive pronouns  
Suffixes  
Modal verbs  
Para que + subjunctive

### Assessment

#### Internal

- Vocabulary and grammar tests, continuous assessments of 4 skills: Reading, Writing, Speaking and Listening;
- Year 11: Mock exams in Reading, Writing, Listening and Speaking

#### **GCSE examinations: Reading, Writing, Speaking and Listening in May 2026**

Listening: 25% of the total GCSE marks. Externally assessed.

Speaking: 25% of the total GCSE marks. Externally assessed.

Reading: 25% of the total GCSE marks. Externally assessed.

Writing: 25% of the total GCSE marks. Externally assessed.

### Year 10 & 11

**Subject:** Music

**Board:** AQA

**Syllabus Code:** 8271

#### **Aims:**

Music GCSE is an enjoyable and exciting way to consolidate and advance a thorough understanding of a wide range of musical styles and cultures.

It is a creative course that is designed to suit all young musicians no matter how eclectic their taste. GCSE Music students need skills on an instrument or voice. They need to have attained around a Grade 5 standard by the end of the GCSE course. Any instrument and style of playing is appropriate.

The course allows candidates to develop their ability in performance, composing as well as their listening and appraising skills.

#### **Unit 1: Understanding Music (40%)**

What's assessed:

- Listening – aurally identifying the musical elements, musical devices, tonalities and structures that make up a piece of music.
- Contextual Understanding - The contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.

How it is assessed:

- 1 hour 30-minute exam paper with listening exercises using excerpts of music
- Section A: Listening
- Section B: Contextual Understanding

There are four Areas of Study in Section A:

- Western Classical Tradition 1650-1910
- Popular Music
- Traditional Music
- Western Classical Tradition since 1910

#### Section B

Contextual understanding is also shown through the study of two set works. Students are required to respond in prose to questions about how the musical elements are used in these works.

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The set works from 2025 are Beethoven Symphony No 1, 1<sup>st</sup> Movement and three songs by Queen.

### **Unit 2: Performing (30%)**

What's assessed:

- Music Performance

How is it assessed:

- As an instrumentalist or vocalist
- Performance 1: Solo performance
- Performance 2: Ensemble performance
- Each performance should last approximately 3 minutes

### **Unit 3 Composing Music (30%)**

What's assessed:

- Composition

How it's assessed:

- Composition 1: Composition to a brief
- Composition 2: Free Composition
- Each composition should be about 2-3mins long

Unit 1: 40% Externally moderated

Unit 2: 30% Internally assessed, externally moderated

Unit 3: 30% Internally assessed, externally moderated

Coursework 60%; Exam 40%

Students are assessed verbally and through written response throughout the GCSE course when the teacher will give feedback and positive criticism of their performances or compositions. The compositions are completed in lesson time but can be developed at home. The Listening and Understanding exam is the final summative assessment at the end of Year 11. Students work towards this exam by completing practice exercises that are marked together and the answers reflected upon by the group.

Students regularly perform in front of the class and are given written comments consistent with the GCSE mark scheme.

Compositions are performed, annotated and recorded throughout the course to ensure each student has a record of progress made. Again, students are given feedback that is taken from the Assessment Guide developed by the exam board.

### Years 10 & 11

**Subject: PHSEE**

The PHSEE course in Year 10/11 is centred on the following specific areas of study:

- Self Awareness
- Health
- RSE (Relationships and Sex Education)
- Social/Moral
- Environment
- Economic
- Skills
- Careers (see additional information)

In addition, we incorporate the Thornton Key Skills Award, which offers accreditation for evidence of skills other than the purely academic. We believe that students should receive recognition for their efforts, talents, abilities and service in all spheres of life.

#### **Thornton Key Skills Award**

This scheme starts from the position that all young people need to succeed to sustain their self-belief and self-image. We also believe that everyone can succeed at their own appropriate level, not in everything, but in many areas of human activity and that by capturing the opportunity for young people to succeed, we can continue to motivate them and “switch them on” to further learning and achievement. This programme sees the need to be generous in the interpretation of what it is to be able and intelligent and to recognise in the method of approach to teaching and learning, a wide variety of learning styles and the need to respond appropriately as teachers. This Award tests ability in the wider key skills – Working with Others, Problem Solving and Improving Own Learning and leads to a Certificate of Personal Effectiveness, which is completed in Year 10.

The Key Skills challenges are built into the Programme of Study by the tutor. There is no exam in PHSEE but each student is expected to keep an organised folder of information sheets on the aforementioned topics, and this will be checked on a regular basis.

In Year 10 students complete the Key Skills Award. To achieve this, they must complete a range of challenges. Evidence of completion of the challenges may be in the form of written reports, maps, plans, diagrams, photos and tickets, as in previous years. Challenges for this Award encourage students to become more skilled at:

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- Improving own learning and performance
- Working with others
- Communication
- Problem solving
- Research
- IT
- Discussion

### **Aims:**

The following are the general aims which we hope to achieve through PHSEE:

- to promote an understanding of society and the way in which it is governed and organised
- to encourage a responsible attitude to money and personal possessions
- to promote a healthy lifestyle and an awareness of safe and responsible behaviour
- to help students maintain physical, mental and emotional health and wellbeing including sexual health;
- to encourage best use of time and abilities in relation to schoolwork and future career
- to examine environmental and conservation issues and personal strategies for responsible involvement
- to help students develop meaningful relationships with others based on mutual respect and understanding
- to enable students to deal with risky or negative relationships including all forms of bullying and abuse and sexual abuse
- to enable each student to achieve a greater understanding of self, personal strengths and weaknesses, issues involved in growing up and the importance of personal responsibility
- to introduce students to the responsibilities involved in family relationships, marriage and parenting
- to develop community links, where possible, and to develop interest in economic and industrial affairs
- to encourage the development of successful study skills
- to provide an opportunity for people of the same age to share common experience and to learn from each other
- to provide an opportunity for people of the same age to share common experience and to learn from each other

### **Assessment:**

Assessment is carried out in a variety of different ways before, during and after each topic as well as the completion of the action plans and reviews within the Key Skills Award. These assessments may be carried out in written or verbal form and help with the monitoring and evaluation of the work completed. The following assessment techniques are used and the feedback is helpful for future planning:

- Reflective reviews
- Confidence checkers
- Baseline assessment
- Self assessment
- Peer assessment
- Observations
- Feedback to students
- Quizzes
- Questioning
- Questionnaires/Surveys
- “Before and after” activities
- End of term skills checkers

### **Differentiation:**

- Development tasks are used for each topic. Higher order questions aimed at more able pupils. Less able pupils given more closed questions, thinking time and prompts where necessary. Worksheets are flexible to allow level of detail appropriate to the individual.

The order in which topic are covered may vary and is dictated by certain needs within year groups which may arise. All topics will be covered by the end of the key stage.

## **Course Content – Year 10**

### **Michaelmas Term:**

- Self-confidence, self-esteem
- Consent & sexual harassment
- Emotional and mental wellbeing
- Drug education
- Stereotyping, prejudice, discrimination
- Careers (Step Ahead Careers booklet), Company Research (Kudos)
- CPR training

### **Lent Term**

- Respectful relationships and managing relationships
- Sexual Health to include contraception and STIs
- Independent Living

### Trinity Term

- Finance, budgeting, credit & debt, interest, tax & NI
- Careers: Be Real Game
- Record of Achievement

### Course Content – Year 11

#### Michaelmas Term:

- Options Post 16
- CV Writing
- Work Experience guidance
- Application process
- Interview techniques
- CPR training

#### Lent Term

- Careers – Personal Statements
- Preparing for GCSEs – memory boosting
- Parenting skills, unintended pregnancy
- Financial services & managing risk
- Insurance
- Substance abuse

#### Trinity Term

- Mental Health disorders
- Study & employability skills
- GCSE preparation & GCSE examinations

### RSE

If you would like more information about the content of the RSE course, please feel free to contact Mrs Lewis or check the school website. This curriculum content complies with statutory requirements and is in keeping with best practice outlined by the PSHE Association and the recommendations of the Catholic Diocese of Northampton.

**Subject:**           **Physical Education**

**Aims:**

- To improve the fitness and co-ordination level of each student
- To encourage a feeling of physical well-being and confidence in oneself
- To further develop team building skills
- To present the lessons in a spirit of fun and enjoyment
- To introduce the older girls to a variety of different Sporting Activities, so they may find a recreational or competitive outlet that they would wish to follow once they have left school
- To be able to adapt strategies in a variety of situations
- To further develop their leadership skills.

**Year 10**

**Michaelmas Term**

Sports Leadership  
Hockey/Netball/Football

**Lent Term**

Option/Sports Leadership  
Athletics  
Hockey/Netball/Football

**Trinity Term**

Athletics  
Sports Leadership  
Cricket/Rounders/Tennis

**Games Afternoon**

All games will be taught on a Tuesday afternoon in conjunction with Year 9. This will allow for fixtures to be played whether in the afternoon or at the end of the school day. Some fixtures will continue to take place at the end of the school day on other days. For 7 a side hockey, netball and rounders/cricket there will be A & B Teams. For 11-a-side hockey there will be an A Team.

## Year 11

**Subject:** Physical Education

**Aims:**

- To improve the fitness and co-ordination level of each student
- To encourage a feeling of physical well-being and confidence in oneself
- To further develop team building skills
- To present the lessons in a spirit of fun and enjoyment
- To introduce the older girls to a variety of different Sporting Activities, so they may find a recreational or competitive outlet that they would wish to follow once they have left school
- To be able to adapt strategies in a variety of situations
- To further develop their leadership skills.

**Michaelmas Term**

Sports Leadership

Hockey/Options

**Lent Term**

Sports Leadership

Option

Athletics

Netball/Option

**Trinity Term**

Athletics Officiating

Cricket/Option

**Games Afternoon**

All games will be taught on a Thursday afternoon in conjunction with Year 12 & 13. This will allow for fixtures to be played whether in the afternoon or at the end of the school day. Some fixtures will continue to take place at the end of the school day on other days. Some teams will be U16 only and others will be combined with Sixth Form.

**Subject: GCSE PE**

**Board: AQA**

### **Subject Content**

1. Applied Anatomy and Physiology
2. Movement Analysis
3. Physical Training
4. Use of Data
5. Sports Psychology
6. Socio-cultural Influences
7. Health, Fitness and Well-being

### **Assessments**

#### **Paper 1: The human body and movement in physical activity and sport**

##### **What's assessed?**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

##### **How it's assessed**

Written exam: 1 hour 15 minutes

78 marks

30% of GCSE

#### **Paper 2: Socio-cultural influences and well-being in physical activity and sport**

##### **What's assessed?**

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

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

##### **What is assessed?**

## Curriculum Information for Parents: Years 10 & 11 2025/2026

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Practical performance in three different physical activities in the role of player/performer (one in a team activity, 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 it is assessed**

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

### **Questions**

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

### Year 10 / 11

**Subject:** Project Qualification

**Board:** AQA

**Syllabus code:** 7992

*This qualification is offered to students alongside their GCSE programme of study, in addition to their option choices.*

Project qualifications (PQs) allows students to discover the joys of independent learning, take responsibility for their own study and develop new life and study skills. It enables students to embark on a largely self-directed project, to study an aspect of one of their courses in greater depth, or to choose a wider topic which is of interest, possibly something which might be useful for the future.

The PQ provides the opportunity for students to learn how to conduct effective research, deal with data, review literature, how to construct a piece of academic writing including referencing, ethics and professional codes of practice in research, analysis and presentation of data, how to evaluate sources, ICT and presentation skills, and how to become a reflective learner. Students will work with a supervisor over the course of a year to guide them at each stage of the project, and will attend taught sessions on aspects of the course.

#### **Course details**

Students will complete their project over the course of Year 10. The responsibility for managing the project lies with the student, but they will attend weekly taught sessions and regular supervisor meetings will be held to guide the students throughout the year.

#### **Assessment details**

Students may decide to produce either:

- A 2000-word research based written report.
- A performance (e.g. dance/drama/music) or a community/charity project. This will require a shorter 500 report alongside.
- An artefact (piece of art/product, business venture, computer software). This will require a shorter 500 report alongside.

The process and end product are both assessed via a production log (diary of progress), and students present their finished product to a small audience, as part of the assessment process.

The PQ is internally assessed by supervisors and the centre co-ordinator, and externally moderated. The qualification is graded A\*-C\*.

*\*The grade achieved does not count towards GCSE points score. The value of the qualification lies in the skills developed by the students.*

### Years 10 / 11

**Subject:** Psychology GCSE

**Board:** AQA

**Syllabus code:** 8182

#### What is Psychology?

Most people when they hear the word 'psychology' think of mental disorders and crazy abnormal behaviour. BUT – psychologists are not just interested in such behavioural extremes; many are interested in investigating very ordinary, everyday behaviour such as memory, aggression, thinking, obeying others and sleeping, to name just a few research areas. *So, psychology is 'the scientific study of human behaviour and experience'*. It aims to describe and explain behaviour that, in turn, allows us to predict and modify behaviour.

#### Course details

In the first year of the course, the following topics are studied:

##### Perception

Students study how the brain organises and interprets sensory information to understand the world around us. This involves basic perceptual processes such as use of monocular and binocular depth cues, to complex processes involved in interpreting visual illusions. Students also study theories of perception, and the effects of motivation, expectation, emotion and culture on perceptual set.

##### Development

The focus of this topic includes early brain development and the roles of nature and nurture in this process, theories of cognitive and social development, how learning affects development and how Piagetian theory has been applied in the classroom. Students also study the importance of growth mindset for educational success.

##### Memory

Students are introduced to Cognitive Psychology in this topic, such as the structure and processes of memory and information processing, including encoding, storage and retrieval, models of memory, active processes of reconstructive memory, and factors affecting accuracy including interference, context and false memories.

##### Research methods

This topic enables students to form a clear understanding of the scientific procedures involved in psychological research. This includes the choice of research method, the design, procedure, ethical issues, the display and interpretation of results, and evaluation of an investigation within the context of the core topic areas.

In the second year of the course, the following topics are studied:

### **Social influence**

Students will learn about situational, dispositional and social psychological factors affecting conformity, obedience, and prosocial behaviour; they will also study the social and dispositional explanations for antisocial behaviour in crowds, and ways to prevent blind obedience.

### **Language, thought and communication**

This topic covers the relationship between language and thought, the similarities and differences between human and animal communication, the functions of non-verbal communication and explanations for non-verbal behaviour, including evolutionary explanations.

### **Psychological problems (mental health issues)**

Students will learn about symptoms and diagnosis of depression and addiction, a comparison of genetic, cognitive and learning theory explanations, evaluate treatment efficacy including drug therapy, cognitive behavioural therapy, self-management programmes and aversion therapy, and issues and debates surrounding nature v nurture, and holism v reductionism.

### **Neuropsychology**

This topic focuses on the structure and function of the central and peripheral nervous system, neuron structure and function, localisation of function and hemispheric lateralisation, the emergence of cognitive neuroscience, brain scanning techniques, and the impact of neurological damage on behaviour.

### **Assessment information**

Students must demonstrate the following assessment objectives within their writing:

- AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures.
- AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.
- AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

## Curriculum Information for Parents: Years 10 & 11 2025/2026

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Students will learn how to:

- use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

### Where can Psychology lead in the future?

The great thing about psychology is that it doesn't close any doors. It is the first step into a career as a chartered psychologist in a field such as clinical, neuroscience, forensic, occupational, sports, or environmental psychology, as well as teaching or research. Psychology is a highly regarded qualification by higher education institutions and employers alike; especially in fields that are 'people-oriented' – such as law, marketing, HR, policing, teaching, PR, nursing, counselling... the list goes on!

<b>Paper 1 (Cognition and Behaviour)</b>	<b>Paper 2 (Social Context and Behaviour)</b>
1hr 45mins – 100 marks – 50% of total GCSE  Four sections with a combination of multiple choice, short answer and extended answer questions covering:  1: Memory 2: Perception 3: Development 4: Research Methods	1hr 45mins – 100 marks – 50% of total GCSE  Four sections with a combination of multiple choice, short answer and extended answer questions covering:  1: Social Influence 2: Language, Thought and Communication 3: The Brain and Neuropsychology 4: Psychological Problems

## Years 10 & 11

**Subject:** Religious Education

**Board:** AQA Specification B

**Syllabus Code:** 8063 Paper 1:3.1  
**Component 1: Catholic Christianity**  
**Component 2: Perspectives on Faith**  
**(Themes and Judaism)**

A course based on this specification should encourage candidates to:

- acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions;
- consider the influence of the beliefs, values and traditions associated with one or more religions;
- consider religious and other responses to moral issues;
- identify, investigate and respond to fundamental questions of life raised by religious and human experience, including questions about the meaning and purpose of life;
- develop skills relevant to the study of religion.

NB. This specification does not presuppose faith and is designed to be accessible to persons of any religious persuasion or none. The syllabus can be taught in any order.

Throughout the GCSE course, students will have the opportunity to travel to Rome to build in the knowledge covered in the Catholic Christianity element of the course. They also can travel to Poland to build in their knowledge of Judaism.

## Year 10

### Michaelmas Term

#### Component 2: Perspectives on Faith Judaism

Judaism – Beliefs and Teachings:

- Key beliefs, including the nature of God, life after death and the role of the Messiah.
- The Covenant, with key focus on the covenant with Abraham and Moses and their importance and relevance for Jews.
- Free will and Mitzvot – the influence and impact this should have on Jewish behaviours and action.

### Judaism - Practices

- The synagogue and worship – including the importance of the synagogue, its key features and daily services and prayers.
- Family life – focusing on Shabbat as celebrated in the home and at synagogue, worship in the home and the oral and written law.
- Ceremonies – including Brit Milah, Bar and Bat Mitzvah and marriage.
- Customs and laws – focusing on mourning the dead and dietary laws.
- Festivals – examining the importance of Rosh Hashanah, Yom Kippur and Pesach.

### Lent Term

#### **Catholic Christianity: Creation**

- Art – students will examine how different forms of artwork can reflect Christian beliefs about God as creator.
- Genesis – students will examine the structure of the Bible and will review the creation story to know the scriptural basis for Catholic teachings about God and understand how this should influence their actions and behaviours.
- Interpreting the Bible – students will be given the opportunity to look at the different interpretations of the Bible.
- Influence of Catholic teaching – students will review Christian beliefs about the relationship between religion and science, the importance of caring for the environment and the work of CAFOD and sustainability.

#### **Catholic Christianity: Incarnation**

- Incarnation – students will examine the scriptural basis for the incarnation, looking at the annunciation, God's message to Joseph and John's prologue.
- Religious art and symbols – students will examine the use of religious signs, symbols, and artwork, including differing Christian arguments for and against its use.
- Impact of the incarnation – students will review different Christian teachings linked to the incarnation, including the work of St Irenaeus. They will also examine Christian beliefs linked to grace and the importance of the seven sacraments and Christian teachings on abortion.

### Trinity Term

#### **Catholic Christianity: Triune God**

- Liturgy – students will examine the use of music, psalms and acclamations used in the mass.
- Trinity – students will examine the Triune God as depicted in the Bible and will examine how this should influence the beliefs and actions of Christians today, including the rite of Baptism and prayer.
- Tradition – students will examine the Trinity as found in Genesis 1, Nicene Creed, the teachings of Catherine LaCugna. They will also examine the authority of the Magisterium and its views on the Trinity.

### Year 11

#### Michaelmas Term

##### Theme A – Religion, relationships and families

- Humanity – students will examine human beings as sexual, male, and female, and will make links to the Church's teachings on the nature and purpose of marriage, sex before marriage, adultery, and homosexuality. Students will also need to review and understand contrasting arguments to those put forward by the Church.
- Marriage – students will examine a valid marriage in the Catholic Church, the nature and purpose of marriage and the Church's teachings on cohabitation, family planning and contraception. Students will also need to review and understand contrasting arguments to those put forward by the Church.
- The nature and purpose of the family – students will examine what the Catholic Church teaches about the purpose of the family, including roles and responsibilities in the family with focus on equality of men and women and the topic of gender prejudice and discrimination.

##### Theme B – Religion, peace and conflict

- Biblical perspectives on violence – students will be given the opportunity to examine and review key Christian teachings and beliefs surrounding bullying, forgiveness, reconciliation and Justice.
- War – students will examine issues surrounding war, including the just war theory, nuclear war, religious war and the consequences of modern warfare.
- Alternatives – students will examine alternatives to warfare, such as pacifism, the role of religion in conflicts and conflict resolution and peace making.
- Terrorism – students will examine the impact of terrorism, alongside issues surrounding torture, radicalisation and martyrdom.

#### Lent Term

##### Catholic Christianity: Redemption

- Church architecture – students will be given the opportunity to examine Church architecture and the key features of a Catholic Church to examine how they reflect key Catholic teachings.
- Redemption in scripture – students will examine some key scriptural stories, particularly Jesus' death, resurrection and ascension to understand and be able to explain that they are all stages in redemption.
- Mass – students will review different Christian understandings of the Eucharist alongside examining redemption in the Mass.

### **Catholic Christianity: Kingdom of God**

- Pilgrimage and mission – students will have the opportunity to examine the importance of pilgrimage and mission for Christians.
- Sign of the Kingdom of God – students will examine the virtues of justice, peace and reconciliation. They will also examine the teachings of four key council documents, Dei Verbum, Lumen Gentium, Sacrosanctum Concilium and Gaudium et Spes.
- The Church and apostolic succession – students will examine the importance of the Catholic belief in apostolic succession and the important role the Church plays in providing Catholic social teaching.

### **Trinity Term**

#### **Catholic Christianity: Eschatology**

- Art and memorials – students will examine and ‘Last Judgement’ and what it teaches Christians about beliefs in life after death.
- Life after death – students will examine Christian beliefs about what happens when you die, including the four last things, purgatory and biblical passages, including the parable of the Rich Man to back up Christian beliefs.
- End of life issues – students will also examine key issues concerning the end of life, including the Sacrament of the last rites, the funeral rite and the care of the dying and euthanasia.

#### **Exam Preparation:**

- Revision
- Test papers
- Tests
- Revision sheets
- Discussions and debates
- Timed questions in exam conditions

#### **Assessment Procedures**

##### **Paper 1**

Written exam: 1 hour 45 minutes

96 marks (plus 6 marks for spelling, punctuation and grammar)

50% of GCSE

##### **Catholic Christianity**

Questions:

- In each exam series, questions will be set on any four of the topics taught
- Students must answer all the questions
- Each topic is marked out of 24 marks
- There will be one five-part question per topic, 1,2,4,5 and 12 marks
- The 12 mark questions will require extended writing and test analysis and evaluation.

### **Paper 2**

Written exam: 1 hour 45 minutes

96 marks (plus 6 marks for spelling, punctuation and grammar)

50% of GCSE

### **Section A: Judaism**

There will be two five-part questions

### **Section B: Themes**

- One question will be set on each theme
- There will be five parts to each question
- In both Section A and B, each five-part question will be marked out of 24
- There will be one five-part question per topic, 1,2,4,5 and 12 marks
- The 12 mark questions will require extended writing and test analysis and evaluation.

**Subject:** Trilogy (Double) Science or Separate Sciences

**Board:** AQA

**Trilogy (Double Award) Specification:** 8464

**Biology Specification:** 8461

**Chemistry Specification:** 8462

**Physics Specification:** 8463

### **Aims:**

**Aim 1:** For pupils to learn GCSE level scientific knowledge in order to achieve the best possible grade for their chosen GCSE route.

**Aim 2:** For pupils to complete the required practical work, as part of a broader practical scheme of work, to help them achieve the best possible GCSE grade.

**Aim 3:** To develop an enthusiasm for and enjoyment of science, and to feel like they can identify themselves as scientists in the future.

### **Summary:**

In Year 10 and Year 11 students follow GCSE courses in science. They have the option of choosing double award or triple award.

Triple award – also referred to as separate sciences – consists of three separate GCSE courses in the three disciplines of biology, chemistry and physics. Students who follow these courses obtain three GCSE grades at the end of Year 11 – a separate and distinct one for each science.

Double award is called **AQA Trilogy** science and is referred to as combined science in some contexts. This course leads to the award of a double GCSE grade – worth two grades. Students also have distinct lessons in the three disciplines of biology, chemistry and physics and sit examination papers in these disciplines, but they do not receive a grade for each science. The total score for all the examination papers is added up and used to generate the double grade. A grade of 6:5, for example, is one grade 6 and one grade 5. The next grade up would be a 6:6, and the next a 7:6, and so on up to 9:9.

Science GCSE courses are available at Higher Tier or Foundation Tier. Foundation Tier Papers consist of level 1 and level 2 questions. Level is related to the amount of challenge of a question. Higher Tier papers consist of level 2 and level 3 questions, so there is overlap between the tiers. We work with students and parents to find the right tier for each student.

Both triple and double award science students are assessed at the end of the courses in Year 11 with six examinations: two per discipline. Triple award exams are 1 hour and 45 minutes each, double award exams are 1 hour and 15 minutes each.

## Curriculum Information for Parents: Years 10 & 11 2025/2026

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Students must complete several experiments and procedures called required practical work. Knowledge this work is directly assessed in the final examinations.

Content covered in each year for each course is summarised below. Note that content covered in Year 9 is revised in Year 10, with additional support offered to those students who join us for GCSEs at the beginning of Year 10.

### **GCSE Biology Triple:**

#### **Year 10 Michaelmas:**

- Principles of organisation
- Animal tissues, organs and organ systems
- Plant tissues, organs and systems

#### **Year 10 Lent:**

- Communicable diseases
- Non-communicable diseases and risk
- Monoclonal antibodies (biology only) (HT only)
- Plant disease (biology only)

#### **Year 10 Trinity:**

- Photosynthesis
- Respiration

#### **Year 11 Michaelmas:**

- Homeostasis
- The human nervous system
- Hormonal coordination in humans
- Plant hormones (biology only)
- Reproduction

#### **Year 11 Lent:**

- Variation and evolution
- The development of understanding of genetics and evolution
- Classification of living organisms
- Adaptations, interdependence and competition
- Organisation of an ecosystem

#### **Year 11 Trinity:**

- Biodiversity and the effect of human interaction on ecosystems
- Trophic levels in an ecosystem (biology only)
- Food production (biology only)

### GCSE Chemistry Triple:

#### Year 10 Michaelmas:

- Chemical bonds, ionic, covalent and metallic
- How bonding and structure are related to the properties of substances
- Structure and bonding of carbon
- Bulk and surface properties of matter including nanoparticles (chemistry only)
- Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations
- Yield and atom economy of chemical reactions (chemistry only)

#### Year 10 Lent:

- Using concentrations of solutions in mol/dm<sup>3</sup> (chemistry only) (HT only)
- Use of amount of substance in relation to volumes of gases (chemistry only) (HT only)
- Reactivity of metals
- Electrolysis

#### Year 10 Trinity:

- Exothermic and endothermic reactions
- Chemical cells and fuel cells (chemistry only)

#### Year 11 Michaelmas:

- Rate of reaction
- Reversible reactions and dynamic equilibrium
- Carbon compounds as fuels and feedstock
- Reactions of alkenes and alcohols (chemistry only)

#### Year 11 Lent:

- Synthetic and naturally occurring polymers (chemistry only)
- Purity, formulations and chromatography
- Identification of common gases
- Identification of ions by chemical and spectroscopic means (chemistry only)
- The composition and evolution of the Earth's atmosphere
- Carbon dioxide and methane as greenhouse gases
- Common atmospheric pollutants and their sources

#### Year 11 Trinity:

- Using the Earth's resources and obtaining potable water
- Life cycle assessment and recycling
- Using materials (chemistry only)
- The Haber process and the use of NPK fertilisers (chemistry only)

### GCSE Physics Triple:

#### Year 10 Michaelmas:

- Current, potential difference and resistance
- Series and parallel circuits
- Domestic uses and safety
- Energy transfers
- Static electricity (physics only)

#### Year 10 Lent:

- Changes of state and the particle model
- Internal energy and energy transfers
- Particle model and pressure

#### Year 10 Trinity:

- Atoms and isotopes
- Atoms and nuclear radiation
- Hazards and uses of radioactive emissions and of background radiation (physics only)
- Nuclear fission and fusion (physics only)
- Solar system; stability of orbital motions; satellites (physics only)
- Red-shift (physics only)

#### Year 11 Michaelmas:

- Forces and their interactions
- Work done and energy transfer
- Forces and elasticity
- Moments, levers and gears (physics only)
- Pressure and pressure differences in fluids (physics only)
- Forces and motion
- Momentum (HT only)

#### Year 11 Lent:

- Waves in air, fluids and solids
- Electromagnetic waves
- Black body radiation (physics only)
- Permanent and induced magnetism, magnetic forces and fields

#### Year 11 Trinity:

- The motor effect
- Induced potential, transformers and the National Grid (physics only) (HT only)

### **GCSE Biology Double:**

#### **Year 10 Michaelmas:**

- Principles of organisation
- Animal tissues, organs and organ systems
- Plant tissues, organs and systems

#### **Year 10 Lent:**

- Communicable diseases
- Non-communicable diseases and risk

#### **Year 10 Trinity:**

- Photosynthesis
- Respiration

#### **Year 11 Michaelmas:**

- Homeostasis
- The human nervous system
- Hormonal coordination in humans
- Reproduction

#### **Year 11 Lent:**

- Variation and evolution
- The development of understanding of genetics and evolution
- Classification of living organisms
- Adaptations, interdependence and competition
- Organisation of an ecosystem

#### **Year 11 Trinity:**

- Biodiversity and the effect of human interaction on ecosystems

### **GCSE Chemistry Double:**

#### **Year 10 Michaelmas:**

- Chemical bonds, ionic, covalent and metallic
- How bonding and structure are related to the properties of substances
- Structure and bonding of carbon

### Year 10 Lent:

- Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations
- Reactivity of metals
- Electrolysis

### Year 10 Trinity:

- Exothermic and endothermic reactions

### Year 11 Michaelmas:

- Rate of reaction
- Reversible reactions and dynamic equilibrium
- Carbon compounds as fuels and feedstock

### Year 11 Lent:

- Purity, formulations and chromatography
- Identification of common gases
- The composition and evolution of the Earth's atmosphere
- Carbon dioxide and methane as greenhouse gases
- Common atmospheric pollutants and their sources

### Year 11 Trinity:

- Using the Earth's resources and obtaining potable water
- Life cycle assessment and recycling

### GCSE Physics Double:

#### Year 10 Michaelmas:

- Current, potential difference and resistance
- Series and parallel circuits
- Domestic uses and safety
- Energy transfers

#### Year 10 Lent:

- Changes of state and the particle model
- Internal energy and energy transfers
- Particle model and pressure

### Year 10 Trinity:

- Atoms and isotopes
- Atoms and nuclear radiation

### Year 11 Michaelmas:

- Forces and their interactions
- Work done and energy transfer
- Forces and elasticity
- Forces and motion
- Momentum (HT only)

### Year 11 Lent:

- Waves in air, fluids and solids
- Electromagnetic waves

### Year 11 Trinity:

- The motor effect
- Permanent and induced magnetism, magnetic forces and fields

### **Subject: Support Studies**

Students attending this School reflect the universality of the Congregation of Jesus and Mary. Many of the girls have different levels of abilities and Support Studies lessons aim to support the needs that girls may have. Girls join Support Studies on the advice and recommendations of the SENCO and this replaces one GCSE option choice.

### **Aims**

The aims of this department at Thornton College are:

- to develop independent study, revision and organisation skills
- provide strategies to overcome difficulties
- to foster resilience
- to support the students within the curriculum.

### **Course Content:**

All students choosing year 10 Support Studies have additional learning needs and have been invited to do Support Studies to reinforce the learning in place of one subject option choice. They have four 40-minute sessions per week.

The lessons cover:

- Revision methods and techniques
- Revision planning methods
- Managing time and prioritising
- Reflection of learning
- English GCSE texts overview
- Identifying techniques for success in English language exam
- Understanding the importance of memory and strategies to improve retention
- How to take effective notes
- Develop independent study skills so the girls are well prepared for post 16 education
- Use of online resources to support learning