

# Year 9

# TKAW

# Curriculum

# Information

January 2026

**HIMMAT**  
COURAGE  
Steadfast | Risk Taking | Enthusiasm | Bravery



**CHARDI KALA**  
RESILIENCE  
Initiative | Optimistic | Innovation | Self-Improving

**DHARAM**  
RIGHTEOUSNESS  
Responsibility | Discipline | Leadership | Ethical | Hard Working

Together As One

**PYAAR**  
LOVE  
Equality | Respect | Friendship | Community | Seva

**DAYA**  
COMPASSION  
Empathy | Humility | Forgiveness | Reflectiveness

**SANTOKH**  
CONTENTMENT  
Acceptance | Gratitude | Independence | Tolerance

**SAT**  
TRUTH  
Honesty | Justice | Fairness | Sincerity





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# Introduction

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**Dear Pupils and Parent(s)/Carer(s),**

This booklet provides details of core and optional subjects offered in our curriculum at Key Stage 4. It is designed to give you the information you need to make informed decisions about the different courses that are available to you. It would be helpful if you could read through the booklet and discuss the options with your parent(s)/carer(s).

It is essential that you take time to read this booklet carefully. You also need to talk to people who can give you guidance and advice on what subjects will be best for you. This will include your parent(s)/carer(s), older siblings, subject teachers and your form tutor.

There is an Options evening scheduled for **Thursday 22<sup>nd</sup> January 2026**, where you will have a chance to meet all the teachers and be able to ask any questions that you may have about our subjects. Every pupil in Year 9 will be receiving a personalised Key Stage 4 Options Form that you need to complete and return to your form tutor by **Friday 13<sup>th</sup> February 2026**.

A handwritten signature in cursive script, appearing to read 'S. Shoker'.

Mr S Shoker  
Principal



# What action should I take now?

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Students are offered two kinds of qualifications at GCSE level, both of which are of the same value as qualifications and viewed the same by further education providers and employers:

## GCSEs

These qualifications are graded 9 to 1, with 9 being the highest grade. These are academic qualifications assessed almost exclusively through examinations at the end of the course. A good pass at GCSE is regarded as a grade from grade 5 to 9.

## Vocational

These qualifications are graded *Distinction\** to *Pass*. They are vocational qualifications that focus specifically on the skills required by particular employment areas such as the food industry or business. They are assessed through a combination of examinations and coursework at set points during the course and units completed at school.

When making your decision you must consider:

- Your interests
- Subjects you are good at
- Types of assessment/examinations
- Subjects that will help you in the future

**STUDY** this booklet carefully.

**THINK** about the questions mentioned earlier.

**SHOW** your parents/carers this document and **DISCUSS** the choices with them.

**CONSULT** as appropriate:

- your subject teachers
- your form tutors
- your head of year
- people who are taking, or have taken, courses you are interested in
- people who have experience in the kinds of job which interest you
- the Careers Service

**DECIDE** for yourself!

Think about the subjects you are taking currently:

- What do you enjoy about them?
- Where are your strengths and weaknesses?
- What do you think you are good at?



# GCSE English Language

## Course Outline:

The aims and objectives of this qualification are to enable students to:

- Study a wide range of writing, both fiction and non-fiction.
- Develop analytical and evaluative skills based on the texts studied.
- Write for different audiences, with differing purposes in a variety of forms; this includes imaginative and creative responses.
- Focus on speaking and listening activities involving discussion and presentation.



## Awarding Body: AQA

## Assessment Method:

Two examinations:

**Paper 1** – Creative Explorations in Reading & Writing – 50%

**Paper 2** – Writers Viewpoints and Perspectives – 50%

**Spoken Language Assessment** – Speaking and Listening

Students will study the following areas:

- 19<sup>th</sup> Century Fiction - Reading
- Creative Writing
- 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction - Reading
- Non-Fiction Writing



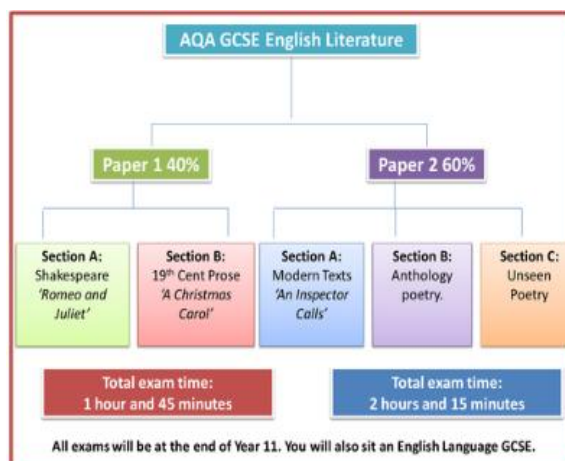


# GCSE English Literature

## Course Outline:

The aims and objectives of this qualification are to enable students to:

- Study a variety of books, plays and poetry from different periods and contexts.
- Learn about characters, themes, ideas and writers' perspectives.
- Draw conclusions and evaluate material based on critical study.
- Make salient judgements and recognise views from different perspectives and points of view.



## Awarding Body: AQA

## Assessment Method:

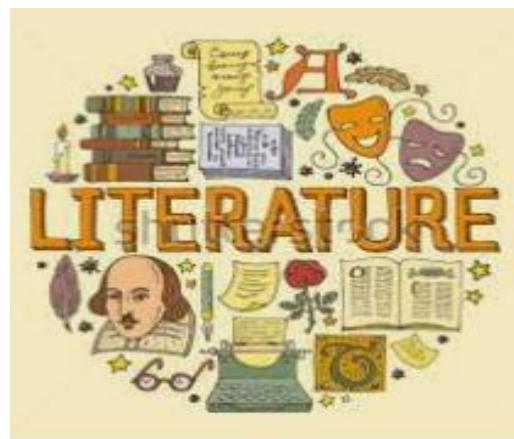
Two examinations:

**Paper 1** – Shakespeare and 19<sup>th</sup> Century Novel – 40%

**Paper 2** – Modern Prose, Power & Conflict Poetry Anthology, Unseen Poetry – 60%

Students will study all of the following areas:

- Shakespeare - Macbeth
- 19<sup>th</sup> Century Novel – A Christmas Carol
- Modern Prose – An Inspector Calls
- Power & Conflict Anthology Poetry
- Unseen Poetry





# GCSE Mathematics

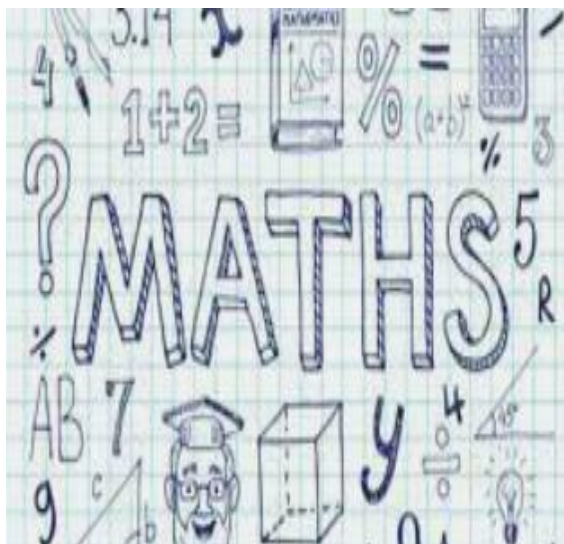
## Course Outline:

**The aims and objectives of this qualification are to enable students to:**

You will build on what you already know and can do. The course follows the specification of the new 9-1 Maths GCSE. It emphasises sound understanding of concepts, fluency in procedural skill, competency to apply mathematical skills in a range of contexts and confidence in mathematical problem solving.

### The Value of Mathematics (Career Pathways)

A new grade 5 (an old grade C/B) is considered the new good pass in Maths and may be the minimum requirement for many employers and college courses.



## Awarding Body: Edexcel HT & FT

## Assessment Method:

Exams will be taken in the Summer of Year 11.

**Non-Calculator Paper = 33.3%**

1 hour 30 minutes

**Calculator Paper 1 = 33.3%**

1 hour 30 minutes

**Calculator Paper 2 = 33.3%**

1 hour 30 minutes

<b>Areas</b> Rectangle = $l \times w$ Parallelogram = $b \times h$ Triangle = $\frac{1}{2} b \times h$ Trapezium = $\frac{1}{2} (a + b) \times h$	<b>Volumes</b> Cuboid = $l \times w \times h$ Prism = area of cross section $\times$ length Cylinder = $\pi r^2 h$ Volume of pyramid = $\frac{1}{3} \times$ area of base $\times$ h
<b>Circles</b> Circumference = $\pi \times$ diameter, $C = \pi d$ Circumference = $2 \times \pi \times$ radius, $C = 2\pi r$ Area of a circle = $\pi \times$ radius squared $A = \pi r^2$	<b>Compound measures</b> Speed = $\frac{\text{distance}}{\text{time}}$ Density = $\frac{\text{mass}}{\text{volume}}$ Pressure = $\frac{\text{force}}{\text{area}}$
<b>Pythagoras</b> Pythagoras' Theorem For a right-angled triangle, $a^2 + b^2 = c^2$ Trigonometric ratios (new to 9-1) $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ , $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ , $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$	<b>Trigonometric formulae</b> Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$ Area of triangle = $\frac{1}{2} ab \sin C$
<b>Quadratic equations</b> The Quadratic Equation The solutions of $ax^2 + bx + c = 0$ where $a \neq 0$ , are given by $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	Foundation tier formulae Higher tier formulae



# GCSE Combined Science: Trilogy

## Course Outline:

The aims and objectives of this qualification are to enable students to demonstrate and apply their knowledge and understanding and practical skills in the content below:

### Biology

1. Cell biology; 2. Organisation; 3. Infection and response; 4. Bioenergetics; 5. Homeostasis and response; 6. Inheritance, variation and evolution; 7. Ecology

### Chemistry

8. Atomic structure and the periodic table; 9. Bonding, structure, and the properties of matter; 10. Quantitative chemistry; 11. Chemical changes; 12. Energy changes; 13. The rate and extent of chemical change; 14. Organic chemistry; 15. Chemical analysis; 16. Chemistry of the atmosphere; 17. Using resources

### Physics

18. Energy; 19. Electricity; 20. Particle model of matter; 21. Atomic structure; 22. Forces; 23. Waves; 24. Magnetism and electromagnetism.



## Awarding Body: AQA

## Assessment Method:

Students will sit their six written examinations at the end of the course.

**Biology Paper 1:** Topics 1–4, 1 hour and 15 minutes, 16.7% of the qualification, 70 marks.

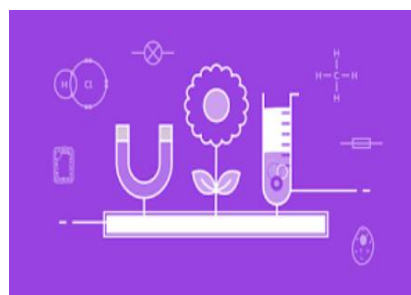
**Biology Paper 2:** Topics 5–7, 1 hour and 15 minutes, 16.7% of the qualification, 70 marks.

**Chemistry Paper 1:** Chemistry topics 8–12, 1 hour and 15 minutes, 16.7% of the qualification, 70 marks.

**Chemistry Paper 2:** Chemistry topics 13–17, 1 hour and 15 minutes, 16.7% of the qualification, 70 marks.

**Physics Paper 1:** Physics topics 18–21, 1 hour and 15 minutes, 16.7% of the qualification, 70 marks.

**Physics Paper 2:** Physics topics 22–24, 1 hour and 15 minutes, 16.7% of the qualification, 70 marks.





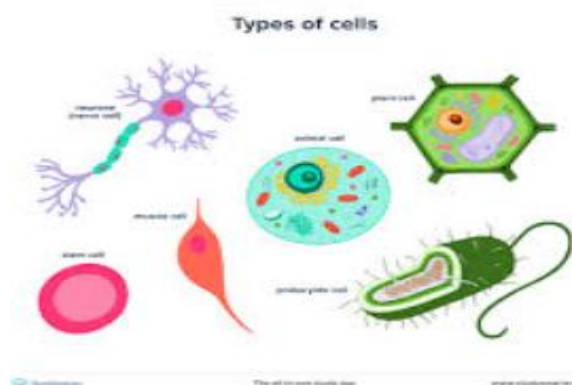
# GCSE Biology

## Course Outline:

The aims and objectives of this qualification are to enable students to demonstrate and apply their knowledge and understanding and practical skills in the content below:

### Biology

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology



## Awarding Body: AQA

## Assessment Method:

Students will sit their two examinations at the end of the course.

### Biology Paper 1:

Topics 1–4: Cell Biology, Organisation, Infection and response and Bioenergetics.

Written examination: 1 hour and 45 minutes

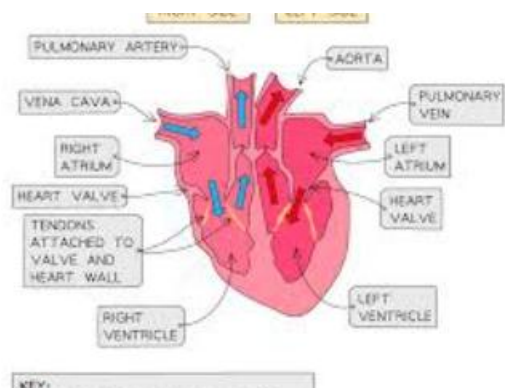
50% of the qualification - 100 marks

### Biology Paper 2:

Topics 5–7: Homeostasis and response, Inheritance, variation and evolution and Ecology.

Written examination: 1 hour and 45 minutes

50% of the qualification - 100 marks





# GCSE Chemistry

## Course Outline:

The aims and objectives of this qualification are to enable students to demonstrate and apply their knowledge and understanding and practical skills in the content below:

### Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

## Awarding Body: AQA

## Assessment Method:

Students will sit their two examinations at the end of the course.

### Chemistry Paper 1:

Chemistry topics 1 - 5: Atomic structure and the periodic table, bonding, structure, and the properties of matter, Quantitative Chemistry, Chemical changes and Energy changes.

Written examination: 1 hour and 45 minutes

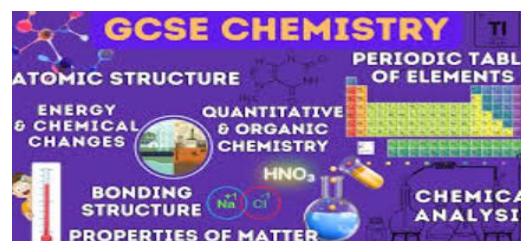
50% of the qualification - 100 marks

### Chemistry Paper 2:

Chemistry topics 6 - 10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and Using resources.

Written examination: 1 hour and 45 minutes

50% of the qualification - 100 marks





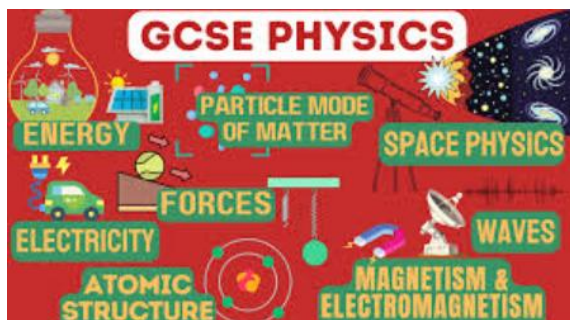
# GCSE Physics

## Course Outline:

The aims and objectives of this qualification are to enable students to demonstrate and apply their knowledge and understanding and practical skills in the content below:

### Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space Physics



## Awarding Body: AQA

## Assessment Method:

Students will sit their two examinations at the end of the course.

### Physics Paper 1:

Physics topics 1 - 4: Energy, Electricity, Particle model of matter and Atomic structure.

Written examination: 1 hour and 45 minutes

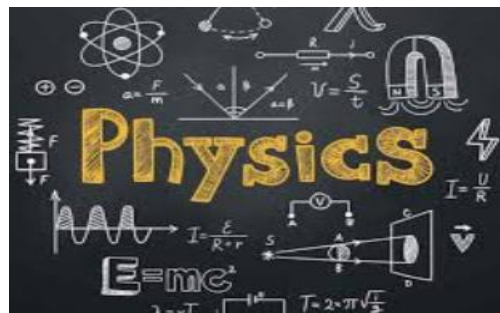
50% of the qualification - 100 marks

### Physics Paper 2:

Physics topics 5 - 8: Forces, Waves, Magnetism and electromagnetism and Space Physics.

Written examination: 1 hour and 45 minutes

50% of the qualification - 100 marks



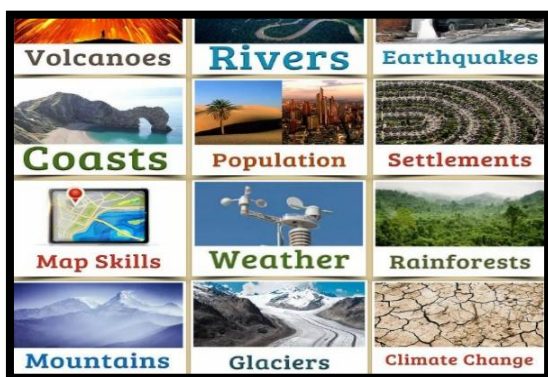


# GCSE Geography

## Course Outline:

The aims and objectives of this qualification are to enable students to:

- Demonstrate knowledge of locations, places, processes, environments and different scales. A01 15%
- Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the link between places, environments and processes. A02 25%
- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. One day in the field studying the changing urban landscape of Birmingham. One day in the field studying river processes at Carding mill valley. A03 35%.
- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. A04 25%



## Awarding Body: Edexcel

## Assessment Method:

The Pearson Edexcel B GCSE (9–1) in Geography consists of three externally-examined papers.

**Paper 1:** Global Geographical Issues (Paper code: 1GBO/01). Written examination: 1 hour and 30 minutes 37.5% of the qualification. 94 marks.

**Paper 2:** UK Geographical issues (Paper code: 1GBO/02). Written examination: 1 hour and 30 minutes 37.5% of the qualification. 94 marks.

**Paper 3:** People and Environmental issues-Making Geographical Decisions (Paper code: 1GBO/03). Written examination: 1 hour and 30 minutes 25% of the qualification. 64 marks.





## GCSE History

### Course Outline:

**The aims and objectives of this qualification are to enable students to:**

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid claims by using a range of sources in their historical context.
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.



### Awarding Body: AQA

### Assessment Method:

The AQA GCSE (9–1) in History consists of two externally-examined papers.

#### **Paper 1: Understanding the modern world.**

(Paper code: 8145/1B) Written examination: 2hrs - 50% of the qualification **84 marks**

**Theme 2: Shaping the nation** (Paper code: 8145/2B) Written examination: 2 hours - 50% of the qualification **80 marks**





## GCSE Religious Studies

### Course Outline:

**The aims and objectives of this qualification are to enable students to:**

- Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Develop their knowledge and understanding of how religious beliefs, teachings relate to key issues such as relationships, conflict, law and order and life.
- Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating an understanding of differing views and values.
- Reflect on and develop their own values, ideas and attitudes.
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.



### Awarding Body: AQA

### Assessment Method:

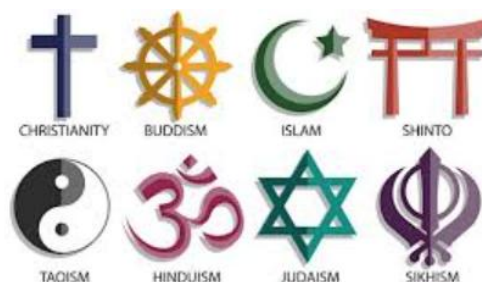
The AQA GCSE (9–1) in Religious Studies (A) consists of two externally-examined papers.

**Paper 1: The study of religions: beliefs, teachings and practices** (Paper code: 8062/1A).

Christian Beliefs and Practices; Sikh Beliefs and Practices. Written examination: 1 hour and 45 minutes 50% of the qualification 96 marks plus 5 marks for SPaG.

**Paper 2: Thematic studies** (Paper code: 8062/2A).

Relationships and Families, Religion and Life; Religion, Peace and Conflict, Religion Crime and Punishment. Written examination: 1 hour and 45 minutes 50% of the qualification 96 marks plus 5 marks for SPaG.





## GCSE French / Spanish

### Course Outline:

The aims and objectives of this qualification are to enable students to:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use.
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material.
- Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning,
- Develop language learning skills both for immediate use and prepare them for further language study.

The two-year GCSE course will **build perfectly on the skills you learnt in Year 7-9** and provide you with the opportunity to develop into skilled linguists ready to use your language skills in real life situations.



### Awarding Body: Edexcel

### Assessment Method:

The Edexcel GCSE (9–1 first examination 2026) in French/Spanish Studies consists of four externally-examined papers. Students will be entered for either Foundation Tier (grades 1–5) or Higher Tier (grades 4–9). The **Edexcel** course covers **6 broad thematic contexts** which apply to all four exam papers to enable students to communicate across a range of contexts. The course covers a vocabulary list of 1200 words for Foundation and 1700 for Higher.

Each skill represents **25%** of the course.

- **Speaking** exam - Reading aloud, Role Play and Picture Task with conversation,
- **Listening &** Dictation exam.
- **Reading &** translation (into English) exam.
- **Writing** exam – short and long writing & translation into French.

The topics you will study include:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and My future
- Travel and Tourism.





# GCSE Panjabi

## Course Outline:

The aims and objectives of this qualification are to enable students to:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary to increase their independent use.
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material.
- Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning.



## Awarding Body: AQA

## Assessment Method:

Panjabi Studies consists of four externally-examined papers.

### Paper 1: Listening

25% weighting

Foundation Tier - 40 marks- 35 minutes

Higher Tier - 50 marks- 45 minutes

### Paper 2: Speaking

25% weighting

Foundation Tier - 7–9 minutes

Higher Tier 60 marks -10–12 minutes

### Paper 3: Reading

25% weighting

Foundation Tier - 60 marks- 45 minutes

Higher Tier - 60 marks-1 hour

### Paper 4: Writing

25% weighting

Foundation Tier - 50 marks - 1 hour

Higher Tier - 60 marks - 1 hour 15 minutes





## GCSE Art

### Course Outline:

**The aims and objectives of this qualification are to enable students to:**

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study.

Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both.

Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.



### Awarding Body: AQA

### Assessment Method:

#### Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives.

#### How it is assessed

- No time limits
- 96 marks
- 60% of GCSE

#### Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper evidencing coverage of all four assessment objectives.

How it's assessed • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE.





## GCSE 3-Dimensional Design

### Course Outline:

**Three-dimensional art** is defined as the *design, prototyping and modelling or making* of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

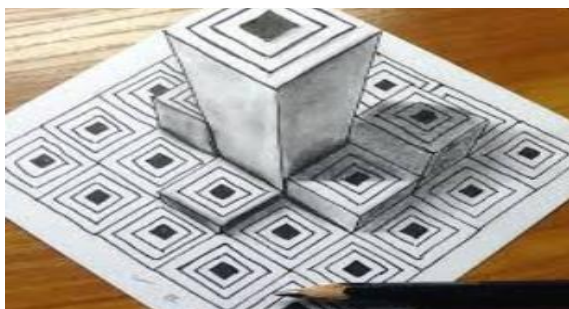
**The aims and objectives of this qualification are to enable students to:**

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study.

Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both.

Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Within the context of three-dimensional design, students must demonstrate the ability to:

Use three-dimensional techniques and processes, appropriate to students' personal intentions, for example: model making, constructing, surface treatment, assembling, modelling.



### Awarding Body: AQA

### Assessment Method:

#### Component 1: Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives.

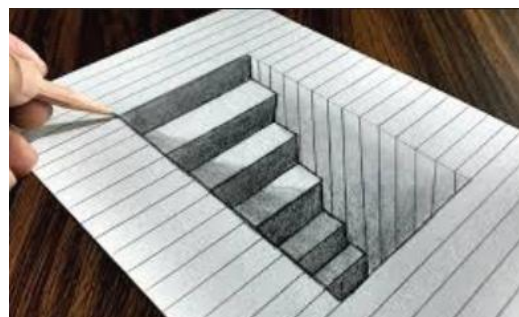
#### How it is assessed

- No time limits
- 96 marks
- 60% of GCSE

#### Component 2: Externally set assignment

Students respond to their chosen starting point from an externally set assignment paper evidencing coverage of all four assessment objectives.

How it's assessed • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE





# GCSE Business Studies

## Course Outline:

**The aims and objectives of this qualification are to enable students to:**

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.



## Awarding Body: Edexcel

## Assessment Method:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers.

### Paper 1: Investigating small business

(Paper code: 1BS0/01) Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks

**Paper 2: Building a business** (Paper code: 1BS0/02) Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks.





# GCSE Computer Science

## Course Outline:

The aims and objectives of this qualification are to enable students to:

### Computer Systems; Component 1

Study how processors work, investigate computer memory and storage, explore modern network layouts and how they function, build skills in the ever-important realm of cyber security, investigate how types of software are used within computer systems, stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.

### Computational thinking, algorithms, and programming; Component 2

Study fundamental algorithms in computer science, build a firm foundation in programming techniques, produce programs through diagrams, thoroughly test programs and make them resistant to misuse, explore Boolean algebra (AND, OR, NOT), understand how we store data within computers in binary form.



## Awarding Body: OCR

## Assessment Method:

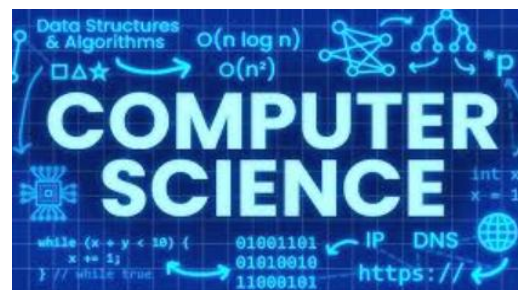
The GCSE (9–1) in Computer Science consists of two externally-examined papers.

### Paper 1: Computer Systems (01):

1 hour and 30 minutes  
Written paper (no calculators allowed)  
80 marks (50%)

### Paper 2: Computational Thinking, Algorithms and Programming (02):

1 hour and 30 minutes  
Written paper (no calculators allowed)  
80 marks (50%)





## Tech Award in Digital Information Technology

### Course Outline:

The aims and objectives of this qualification are to enable students to:

- Focus on the development of key skills in digital information technology, such as project planning, designing and creating user interfaces, and developing dashboards to present and interpret data.
- Understand the processes that underpin effective working practices in digital information technology, including project management, iterative design, and cyber security
- Introduce learners to project planning, design and development of user interfaces, data collection and interpretation, and the use of digital systems.



### Awarding Body: Edexcel

### Assessment Method:

The Pearson Edexcel Tech Award in Digital Information Technology Consists of two pieces of coursework and one externally examined paper.

**1: Exploring User Interface Design Principles and Project Planning Techniques** – Non-Examined Assessment Coursework: 30%

**2: Collecting, Presenting and Interpreting Data** – Non-Examined Assessment Coursework: 30%

**3: Effective Digital Working Practices**  
External Examination: 1 Hour 30 Minutes - 40%





# GCSE Design Technology

## Course Outline:

**The aims and objectives of this qualification are to enable students to understand:**

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

This GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating

Students must also demonstrate mathematical and scientific knowledge and understanding, in relation to design and technology.



## Awarding Body: AQA

## Assessment Method:

### Written exam: 2 hours

100 marks  
50% of GCSE

### Non-exam assessment (NEA):

30–35 hours approximately  
100 marks  
50% of GCSE

### Assessment criteria:

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



## GCSE Drama

### Course Outline:

The aims and objectives of this qualification are to enable students to:

#### Component 1: Understanding drama

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

#### Component 2: Devising drama (practical)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

#### Component 3: Texts in practice (practical)

- Performance of two extracts from one play.



### Awarding Body: AQA

### Assessment Method:

#### How it is assessed

##### Component 1:

- Written exam: 105 minutes
- Open book
- 80 marks
- 40% of GCSE

##### Component 2:

- Devising log (60 marks)
- Devised performance (20 marks)
- 40% of GCSE

##### Component 3:

- 40 marks in total
- 20% of GCSE





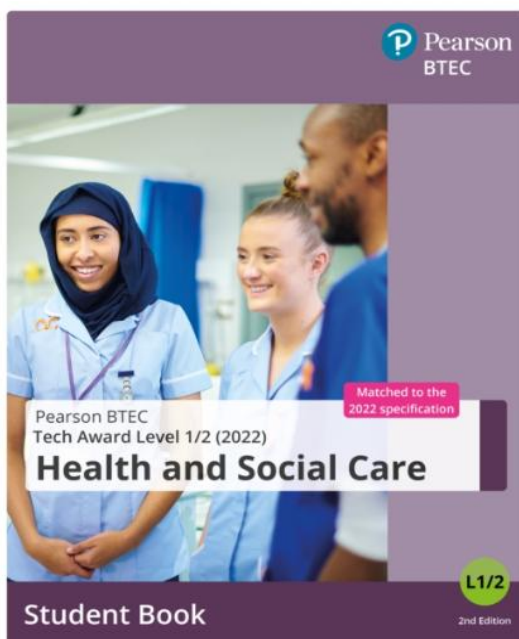
## Level 1 and 2 Health and Social Care

### Course Outline:

**The aims and objectives of this qualification are to enable students to:**

Gain and develop knowledge and understanding of how individuals grow and develop during the life stages; they will also gain an understanding of how health and well-being is promoted.

Develop and apply knowledge and understanding of the value of person-centred practice, safeguarding and modern-day challenges to health and well-being. Learners will need to draw on knowledge and understanding from Unit 1 alongside knowledge and understanding from Unit 2 in order to complete the Unit 2 assessment.



### Awarding Body: PEARSON

### Assessment Method:

Unit 1: Health, well-being and development throughout the lifespan

Written examination: 1 hour 20 minutes  
40% of qualification 80 marks

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

External assessment

Unit 2: Outcome-focused and person-centred practice in health and social care

Controlled assessment: 16 hours 60% of qualification 120 marks

Two assignments are:

Assignment 1: a case study and several tasks

Assignment 2: a scenario and several tasks

Internal Assessment





# Food Preparation and Nutrition

## Course Outline:

**The aims and objectives of this qualification are to enable students to:**

Our GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The majority of the specification should be delivered through preparation and making activities.

Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics and themes have been grouped to help you teach the specification, but these are not intended as a route through the specification, you can teach the content in any order. The topics are:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance



## Awarding Body: Educas

## Assessment Method:

### Written exam:

#### Paper 1: Food preparation and nutrition

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

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

### NEA

#### Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

### Practical investigations NEA

#### Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.



# Music

## Course Outline:

**The aims and objectives of this qualification are to enable students to:**

Explore and develop skills in music performance, composition, and production. It is designed for learners who enjoy hands-on music-making and want to understand how music is created and produced in the real world.

Students investigate a wide range of musical styles, learn how to use technology and instruments, and build the professional and communication skills used in today's music industry. The course is made up of three components:

1. **Exploring Music Products and Styles** – study how music is made in different genres and contexts; perform, create and produce in a range of styles.
2. **Music Skills Development** – develop practical skills in two disciplines (performance, creating original music, or production); set personal goals, refine techniques, and document progress.
3. **Responding to a Music Brief** – apply skills learned in the first two components to create or perform original music in response to a set industry-style brief.

## Awarding Body: Edexcel

## Assessment Method:

### Assessment:

#### 60% coursework (internal)

Coursework 1 (30%) – Exploring Music Products and Style.

Research and practical exploration of musical styles and techniques.

Coursework 2 (30%) – Music Skills development.

Develop and showcase progress in two chosen musical areas.

#### 40% external task

Responding to a Music Brief (external task)

Create, perform or produce music in response to a given brief, completed under supervised conditions.





## BTEC Sports

### Course Outline:

The aims and objectives of this qualification are to enable students to:

**Component 1 – Preparing to take part in physical activity:** Learners will explore different types of sports provision for a case study, understanding the equipment and technology required for participation; plan and demonstrate a suitable warm-up considering the case study. This component is worth **30%**.

**Component 2 – Taking part and improving other participants' sporting performance:** Students will develop an understanding of participating in sport by developing their knowledge and understanding of skills and strategies used, in addition to being able to demonstrate these skills through conditioned practices. This component is worth **30%**.

Components 1 and 2 are internally assessed and this includes written and video evidence. Only 20% of the overall qualification is assessed in a practical way.

**Component 3 – Developing fitness to improve others participants performance in sport and physical activity:** Learner develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. This component is worth **40%**.



### Awarding Body: Edexcel

### Assessment Method:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Sport consists of three components.

**Component 1 – Preparing to take part in physical activity: 60 marks**

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of supervised assessment.

**Component 2 – Taking part and improving other participants' sporting performance: 60 marks**

Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of supervised assessment.

**Component 3 – Developing fitness to improve others participants performance in sport and physical activity: 60 marks**

Learners will undertake the external assessment during the period timetabled by Pearson. Examination is 1hr 30 mins which is set and marked then exam board.





## Contact Us

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We hope you found this booklet useful, if you need more help or information please speak to one of your subject teachers, Head of Department or SLT.

### Useful Information

#### **The Khalsa Academy Wolverhampton**

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