



## GCSE SUBJECTS AND OPTIONS 2026

# GCSE Subject Choices

Choosing your GCSE subjects is an important decision and should not be made in haste, or alone. Remember to talk to your parents, subject teachers and other senior staff who know you well. They will be more than happy to help you.

## 1. Which subjects do you enjoy?

The importance of this should not be underestimated. You will be studying these subjects for two years, so make sure you are interested in them.

## 2. Which subjects are you good at?

Think about your strengths. Performing well and achieving good grades will undoubtedly help you in the future.

## 3. Which subjects might you need later on?

Having a rough idea about what you want to do in the future is important. Try to pick subjects which are relevant to your career plans. If you are not sure, opt for a varied combination.

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# Welcome

**Ms N Vitamore**  
**Assistant Headteacher (Teaching and Learning)**

Welcome to the Options Guide for 2026-2028. Year 10 is an exciting time in your son's education and it presents the first opportunity for pupils to begin to study the subjects in which they are most interested. This can also be a confusing time as the whole landscape of examinations has recently changed. The introduction of new style GCSEs and vocational subjects has increased the rigour of many subjects as the Government aims to enhance the literacy and numeracy skills of pupils across the country.

## Reformed GCSEs and Vocational subjects

A new style of 'reformed' GCSE is now available in all subjects. Reformed GCSE subjects are taught in a linear fashion with no controlled assessment or coursework and where pupils are assessed in a final examination. These new GCSEs are graded using the numbers 9-1 with grade 9 being the very top grade and with grade 4 roughly equivalent to a C grade (recognised by the Department for Education as a 'standard pass').

Newman Catholic College is fully aware of these reforms and our Heads of Departments have carefully reviewed all of the available specifications for each subject. This will ensure that we are offering a course which will give our pupils the greatest chance of success at GCSE and a clearer progression to A Levels and Level 3 subjects.

Vocational subjects are more closely linked to a profession or trade. They contain much of the same information as a GCSE but are assessed differently – there is more coursework that needs to be done, for example. Vocational courses tend to be graded D (Distinction), M (Merit) and P (Pass) at Level 1 or Level 2. If your son obtains a Distinction\* or Distinction at Level 2 this is the equivalent of grades 9-7 in a GCSE subject.

## Subject Choices

Beyond the core subjects of RE, English, Maths and Science, pupils must select **three** subjects. At GCSE we feel that pupils should continue to study a broad and balanced curriculum.

Above all, it is important for pupils to be guided by the subjects they find most interesting and those subjects which present the greatest chance of success at the end of Year 11. Some pupils may know which subjects are most useful to their future aspirations but, for the majority of pupils a good set of GCSE grades is essential in order to make a successful transition into the Sixth Form.

# Welcome

**Ms S Murphy**  
**Deputy Headteacher**

Choosing their GCSE subjects is a very important decision for our Year 9 pupils. In addition to pupils' Sixth Form results, many universities and employers are taking more of an interest in GCSE results when reviewing applications.

Our strong advice to pupils is to choose the subjects in which they are most interested and those subjects which will offer them the greatest chance of GCSE success. If at this stage pupils are unsure about their future aspirations (university, employment, apprenticeships), it is vital that they leave their options open by choosing a breadth of GCSE subjects.

We realise that choosing their GCSE subjects can be a difficult decision for many pupils. Pupils will experience a sample lesson in every option subject we offer. Take these seriously. To the pupils: be curious and find out as much as you can about individual courses by reading this booklet and talking to teachers; be independent and make considered choices based on your interests, not those of your friends; be open-minded and consider all of your options; be reflective about the subjects you have enjoyed most since being at Newman.

Good luck with the next stage of your learning at Newman Catholic College and I would urge you to speak with as many teachers as you can during this process to make informed decisions that are right for you.

# Curriculum

All students study what we call a Core curriculum – this includes GCSEs in English Language, English Literature, Maths, RE and Science. Science will count as either two or three GCSEs depending on the progress of your son. In addition they will study PSHE (which looks at relationships, mental wellbeing and living in the wider world) and core PE (to help them keep fit). The last two are not GCSE subjects but are what we call statutory subjects, i.e. the government has said all schools have to offer them. The core curriculum will be six or seven GCSEs depending on whether your son does 2 or 3 GCSEs in science.

<b>CORE CURRICULUM</b>	
Core curriculum GCSES	English Language, English Literature, Maths, RE and Science (Combined or Triple)
Core curriculum non GCSES	PSHE, PE

On top of the core curriculum your son will choose his options – he can choose another three subjects from the list below.

<b>OPTION CHOICES</b>	
Art	Music
Business	Performing Arts
Computer Science*	PE – GCSE
DT – GCSE	PE – Vocational
DT – Vocational	Spanish
Food	Statistics and Further Maths*
Geography	Travel and Tourism
History	Achievement Guaranteed*

*Computer Science and Statistics & Further Maths both require your son to be doing higher paper Maths.*

*Achievement Guaranteed is by recommendation*

Details of all subjects (core and options) are available in this booklet.

# Timeline

## **GCSE Options Evening**

12 February 2026

This information evening gives Year 9 parents advice on choosing subjects and where to find the options guide explaining details of subjects and the types of pupils best suited to these subjects.

## **Year 9 Parents Evening**

12 February 2026

In addition to checking on your son's progress, this is an ideal opportunity to discuss the subjects your son is considering taking in Years 10 and 11.

## **Discuss the Options Form**

This form is used to select the three option choices

## **Options Form Deadline**

27 March 2025

The options form must be submitted by this date – it needs to be given to form tutor, Ms Walters, Ms Vitamore or Ms Murphy.

## **Review of Subject Choices**

**Summer Term**

At this stage the timetable is being built around your son's choices. You will only be contacted in the event of a clash or issue. This is highly unusual as we do all that we can to accommodate pupils' needs.

# Frequently Asked Questions

## How many subjects do pupils study?

In addition to the core subjects (English, Maths, RE and Science), pupils will choose **three** options subjects.

Most pupils will therefore receive eight, nine or ten GCSEs, representing a broad and balanced curriculum and allowing pupils to secure the necessary grades to enter the Sixth Form. Pupils receive 2-3 GCSEs in Science.

Our advice would be to focus on the quality of the grades they receive rather than the quantity of qualifications they achieve. Looking forward to Level 3 BTECs and A Levels, as a guide, we require **five** strong passes to be accepted in to our Sixth Form.

## Can pupils change their options after starting Year 10?

While this is sometimes possible, it is not advisable and we cannot guarantee any late changes. It may be difficult to catch up and there may not be space in the class. Therefore, it is very important to consider your choices carefully at this stage.

## Do all subjects have coursework?

No. Some practical subjects may retain elements of coursework but reformed GCSEs rely heavily on assessment in an examination at the end of Year 11. Vocational subjects **do** have coursework

## Do pupils have to study a language?

No. However, we strongly encourage pupils to consider this as the study of a language at GCSE is highly regarded by universities and employers. Students can also enter for their heritage language as an additional subject.

## Who can my son turn to for advice?

Choosing appropriate subjects is an important decision for every individual pupil and should not be made in haste or alone. We would encourage all pupils to speak with their Form Tutor, Head of Year, the Assistant Head for Teaching or Learning or the Deputy Head for general advice or to discover more about individual subjects by speaking with subject teachers and Heads of Department.

# CORE SUBJECTS:

# English Language

Core Subject

**Specification:** AQA English Language GCSE  
**Head of Department:** Ms M Saba

## Why Study English Language?

The short answer is: you must! English Language is a 'core' subject, which means everyone must study it up to GCSE level.

The reason for this is that competency in written and spoken English is essential in today's world. No matter which future pathway you take, there will be an expectation that you are a confident and competent user of the language. Studying English at Newman will improve your speaking, reading and writing skills and will enable you to perform better in all subjects across the curriculum.

## Course Overview

- Reading
- One Literature fiction text
- Non-fiction text
- Literary non-fiction text
- Writing
- Descriptive or narrative writing
- Writing to present a viewpoint
- Speaking and Listening

## Assessment Overview

You will sit two papers each of which is 1 hour and 45 minutes.

Paper 1: Explorations in Creative Reading and Writing (50% of GCSE)

- Section A: Reading - one Literature fiction text
- Section B: Writing - descriptive or narrative writing

Paper 2: Paper 2: Writers' Viewpoints and Perspectives (50% of GCSE)

- Section A: Reading - one non-fiction text and one literary non-fiction text
- Section B: Writing - writing to present a viewpoint

## Non-examination Assessment: Spoken Language (0% of GCSE)

Presenting, responding to questions and feedback and use of Standard English



# English Literature

Core Subject

Specification: AQA English Literature GCSE  
Head of Department: Ms M Saba

*From the quarrel with others, we  
make rhetoric; from the quarrel  
with ourselves, we make poetry.'*  
WB Yeats

## Why Study English Literature?

English Literature is a wonderful subject - Literature is one of the great art forms and the study of Literature is culturally enriching.

A key focus for the English Department is to make students more empathetic through their study of Literature. Moreover, studying Literature helps pupils to develop the skills of sharp analysis, not to mention an understanding of different socio-historical contexts. The analytical skills of good Literature students are much sought after in the modern workforce.

## Course Overview

During the course, students will study a variety of literary texts, including a major Shakespeare play, a 19<sup>th</sup> Century novel, a range of different poetry and a modern drama. Literature is a discussion-based subject so lessons tend to include much whole-class interactions.

## Assessment Overview

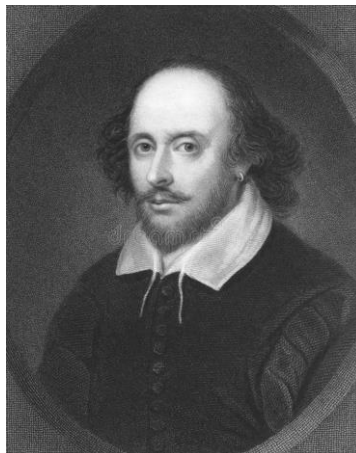
You will sit two papers; paper 1 is 1 hour and 45 minutes, paper 2 is 2 hours and 15 minutes.

**Paper 1:** Shakespeare and the 19th-century novel (40% of GCSE)

- Section A: Shakespeare - learners will answer one question on their play
- Section B: 19th century novel - learners will answer one question on their novel

**Paper 2:** Modern texts and poetry (60% of GCSE)

- Section A: Modern text - learners will answer one essay question from a choice of two on their studied modern prose or drama text.
- Section B: Poetry - learners will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster
- Section C: Unseen Poetry - learners will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



# Mathematics

Core Subject

Specification: Edexcel Mathematics GCSE  
Head of Department: Ms E Palmer

## Why Study Mathematics?

Mathematics is a compulsory subject for GCSE students nationally as it holds a key position in student's academic development. A basic understanding of mathematics is essential for everyday life and a good pass in the subject is required for many future pathways. Furthermore,

- Mathematics is beautiful. "The mathematician's patterns, like the painter's or the poet's must be beautiful; the ideas, like the colours or the words must fit together in a harmonious way. Beauty is the first test: there is no permanent place in this world for ugly mathematics." (G.H. Hardy, 1941)
- Mathematics develops logical thought and enhances the ability to construct, and recognise, coherent arguments.
- Mathematics is a prerequisite for the majority of undergraduate courses and employment opportunities.

The mathematics curriculum at Newman Catholic College intends to instil in students an appreciation for the beauty and power of mathematics and an understanding of how it permeates every aspect of our day to day lives. With the right scaffolding and support, we believe every student can be successful in Maths.

## Course overview

Students will build on their learning during Key Stage 3 to develop fluency, reason mathematically and solve problems. There are two tiers available for mathematics, Foundation (Grades 1-5) and Higher (Grades 4-9).

Broadly the content covers the following areas:

	Foundation	Higher
Number	22-28%	12-18%
Algebra	17-23%	27-33%
Ratio and Proportion	22-28%	17-23%
Geometry and Measures	12-18%	17-23%
Probability and Statistics	12-18%	12-18%

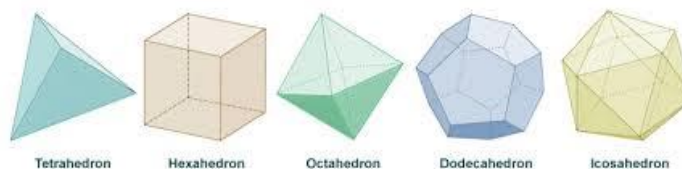
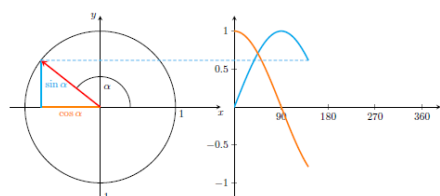
Students will require an exam standard scientific calculator (for example, Casio fx-85GT CW ) and a full geometry set to engage fully with this course.

## Assessment Overview

There are three papers each lasting for 1 hour and 30 minutes.

Sequence of papers - Paper 1 Non calculator; Paper 2 calculator; Paper 3 calculator

Any topic from any part of the specification can be tested on any of the papers and topics can be repeated.



**Specification: WJEC GCSE in Religious Education**  
**Head of Department: Mr K Hughes**

**Why Study RE?**

A simple answer is because you have to – for us, it is a core subject. You also need to consider that the modern world is diverse and filled with people who hold differing beliefs and viewpoints about life. Religious Studies helps to understand those opinions and discover why people act or think in a certain way. This subject enables you to question and develop your own perspective on major topical issues and offers a platform to academically critique and evaluate a range of opinions. Regardless of whether you have religious belief or none, we teach you to question, analyse and evaluate the world. Be prepared to be challenged by others and by yourself.

**Course overview**

**Component 1: Foundational Catholic Theology**

- Theme 1: Origins and Meaning
- Theme 2: Good and Evil

**Component 2: Applied Catholic Theology**

- Theme 1: Life and Death
- Theme 2: Sin and Forgiveness

**Component 3: Study of a World Faith**

- Candidates will study the beliefs, teachings and practices of Judaism. This component is common with Component 3 in route A, though candidates must study (Option 4) Judaism.

**Assessment overview**

There are three papers each 1 hour and 45 minutes long

Sequence of papers -

Component 1: Foundational Catholic Theology Written examination: (37.5% of GCSE)

Component 2: Applied Catholic Theology Written examination: (37.5% of GCSE)

Component 3: Study of a World Faith Written examination: (25% of GCSE) 1 hour



# Science (Combined)

Core Subject

Specification: AQA GCSE in Science (combined)  
Head of Department: Mr A Sarroukh

## Why Study Science?

Science is a field of study which demands a wide range of skills. These include understanding or displaying data in tabular and graphical form, logical thought, manual dexterity in practical work, mathematical manipulation, the use of data-loggers and the ability to communicate lucidly and succinctly both on paper and orally. Such a valuable diversity of acquired skills dictates that Science remains a compulsory subject in the curriculum.

## Course Overview

Science at GCSE level is now available as a linear two year involving a balanced study of Biology, Chemistry and Physics. Teaching involves a blend of theory and practical lessons.

The overall aim is to develop in the pupils a greater awareness and a more critical interest in the world around them. It is hoped that this will enable them to make better-informed judgements concerning topical issues in the future.

## Assessment Overview

There are six papers: two biology, two chemistry and two physics. They are all 1 hour and 15 minutes long and are of equal weighting. These are:

**Biology paper 1:** Topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

**Biology paper 2:** Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology

**Chemistry paper 1:** Topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

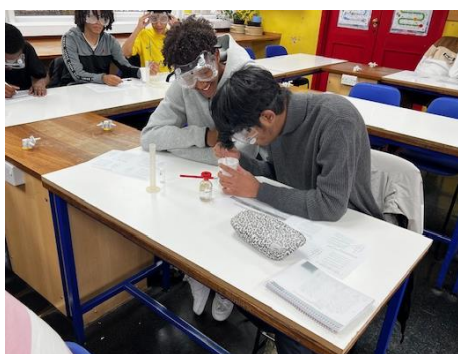
**Chemistry paper 2:** Topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using re-sources

**Physics paper 1:** 18–21: Energy; Electricity; Particle model of matter; and Atomic structure

**Physics paper 2:** Topics 22–24: Forces; Waves; and Magnetism and electromagnetism

## Additional Opportunities

As part of the course, pupils gain a great deal of hands-on laboratory experience. This involves observing and conducting a wide range of practical activities.



# Science (Triple)

Core Subject

Specification: AQA GCSE in Biology, in Chemistry and in Physics  
Head of Department: Mr A Sarroukh

## Why Study Science Triple Award?

Those pupils particular aptitude for Science and have shown that they are able to work well independently are invited to pursue the Science Triple Award. This requires the study of extension material, in addition to the specification for GCSE Combined Science. Pupils are thereby able to gain three GCSEs grades. This is particularly useful for those students wishing to take the sciences at A Level.

## Course Overview

The opportunity to study Science Triple Award is for highly able pupils who have a real interest in all three sciences. The Triple Award involves studying all three separate sciences and thereby gaining three science GCSEs.

The decision to take this option would be made during the course of Year 10, under the guidance and recommendation of the relevant teaching staff.

## Assessment Overview

There are six papers: two biology, two chemistry and two physics. They are all 1 hour and 45 minutes long and are of equal waiting. These are:

**Biology paper 1:** Topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

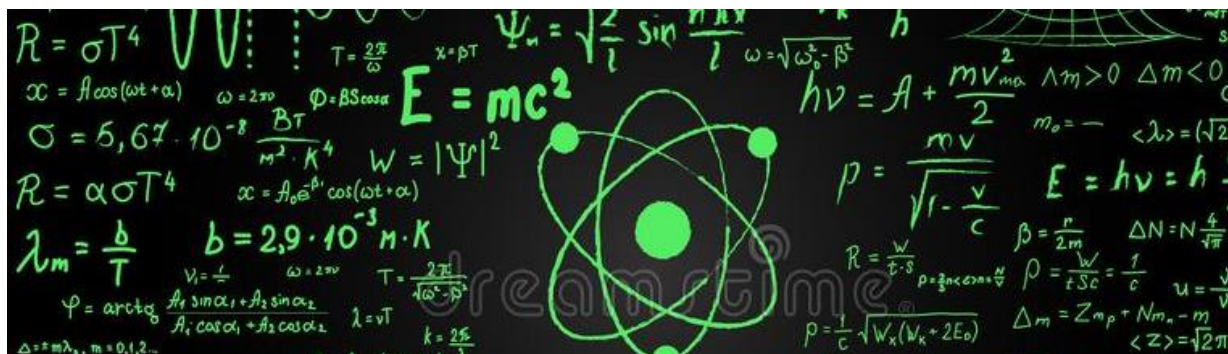
**Biology paper 2:** Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology

**Chemistry paper 1:** Topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

**Chemistry paper 2:** Topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using re-sources

**Physics paper 1:** 18–21: Energy; Electricity; Particle model of matter; and Atomic structure

**Physics paper 2:** Topics 22–24: Forces; Waves; and Magnetism and electromagnetism



# *Option Choices*

# Art

**Specification: Edexcel Fine Art GCSE**  
**Head of Department: Ms S Linton**

## Why Study Art?

Pupils will have the opportunity to develop skills, knowledge and understanding in art and design. This will develop ideas and expand creative thinking, develop independent learning skills and allow pupils to apply their learning in a practical, fun and realistic way.

## Course Overview

The Art Department follows the Edexcel Fine Art course which includes drawing, painting, printmaking, sculpting and ceramics/3D work. The variety of skills covered provides the best all-round basic training for a career in art and design and an insight into the rigours of A Level Art, as well as identifying pupils' strengths. The course requires pupils to develop an ability to assess, question, criticise and make decisions, through the language of form, colour, shape, rhythm, line, pattern, texture and volume; all the elements of a visual vocabulary.

## Assessment Details

The GCSE qualification comprises of two components. Art and Design consists of two internally assessed and externally moderated components.

### Component 1: Personal Portfolio (60%)

Learners are required to create work associated with areas of study chosen from at least two of the five endorsed titles, which are Fine Art; Graphic Communication; Textile Design; Three Dimensional Design; Photography. You will produce a portfolio of work based on tasks agreed with your teacher.

### Component 2: Externally Set Assignment (40%)

Learners are required to create work associated with at least one area of study. You will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.

## Additional Opportunities

Field-trips and local artist workshops may be included as part of the course and pupils are expected to visit art galleries and exhibitions for holiday prep. Artist research is very important. Visits to galleries, exhibitions and museums to see art 'in the flesh' are absolutely vital. To see the link between this activity and the pupils' own work is expected and assessed. The higher grades are not achieved without this requirement being more than adequately met.

Art GCSE is a stepping stone to careers in the following field such as advertising art director, animator, architect, art gallery curator, art therapist, fashion designer, graphic designer, landscaper, make-up artist, museum curator, photographic stylist, play therapist, primary school teacher, propmaker, set designer, tattooist, tattooist and body piercer, textile designer, TV or film director, user experience (UX) designer, visual merchandiser, web content manager



# Business

Specification: Edexcel Business GCSE  
Head of Department: Mr M Connors

## Why Study Business?

GCSE Business is an engaging and inspiring course that reflects the demands of a truly modern and evolving business environment. Most importantly, it is entirely relevant for whatever students go on to study in future and it enables students to develop as commercially minded and enterprising individuals which will help them to succeed in their chosen pathway.

## Course Overview

The business course is split into two themes:

Theme 1: Investigating a small business - covers topics such as enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective, and understanding external influences on business.

Theme 2: Building a business - covers topics such as growing the business, making marketing decisions, making operational decisions, making financial decisions, and making human resource decisions.

## Assessment Details

The course is examined via two written exams both equally weighted.

## Who Would Business Suit?

GCSE business would suit any student who has a keen interest in business and wants to develop a deeper knowledge of how businesses operate and what makes a successful business. You will need to be able to write coherently and be comfortable with manipulating numbers and figures.

## Additional Opportunities

Within the business department, there are plenty of opportunities to put theory into practice by getting involved in the enterprise extra-curricular activities. Using the resources in the department, students can put their entrepreneurial skills to work by designing and creating branded products. The Winter Fair is a big annual event for the school and it presents a great opportunity to test out the feasibility and demand of their products by supporting our 6<sup>th</sup> Formers and selling them at the event.



# Computer Science

**Specification:** OCR Computer Science GCSE  
**Head of Department:** Mr G Lawrence

## Why Study Computer Science?

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

You do need to be studying for the higher paper in Mathematics to access this course.

## Course Overview

Component 01: Computer systems

Introduces learners to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Learners apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Learners are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Learners will be assessed on these skills during the written examinations, in particular component 02 (section B).

## Assessment Details

**Paper 1:** (50% of total GCSE) This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

**Paper 2:** (50% of total GCSE) This is a non-calculator paper. This paper has two sections: Section A and Section B. learners must answer both sections. All questions are mandatory. In Section B, questions assessing learners' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

## Skills Development

You will develop analytical and problem-solving skills and gain experience of meeting particular end-user requirements. The content is highly mathematical and requires a high level of logical reasoning.



# DT – GCSE

**Specification:** AQA Design Technology GCSE  
**Head of Department:** Mr E Henry

## Why Study GCSE DT?

GCSE Design and Technology will prepare learners to participate confidently and successfully in an increasingly technological world. Learners will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Learners will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

This GCSE allows learners to study core technical, designing, and making principles, including a broad range of design processes, materials techniques and equipment. You will also have the opportunity to study specialist technical principles in greater depth.

## Course overview

Learners should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the proto-types they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

## Assessment Overview

Paper 1 – a 2 hour written exam consisting of three sections. There is a mix of multiple choice, short answer and extended responses assessing a breadth of technical knowledge and principles. This equates to 50% of your GCSE.

Paper 2 – the non-exam assessment. This takes approx. 30-35 hours and you have a substantial design and make task to complete. You will be assessed by: identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas, analysing & evaluating, learners will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA.



# DT – Vocational

**Specification:** City and Guilds in Making Furniture and Furnishings  
**Head of Department:** Mr E Henry, taught by Mr J Wheatle

## Why Study Vocational DT?

Focussing on the essential skills in the production of furniture and furnishings, this qualification provides learners with all of the skills in order to gain employment in the furniture or furnishings industry.

## Course overview

The mandatory units you will study are:

Materials in furniture making and furnishings where the learner will know different type of material and surfaces, be able to select and prepare materials,

Tools and equipment in furniture making and furnishings where the learner will know tools and equipment in furniture making and furnishing and know the importance of keeping tools and equipment in good working condition.

Health and safety within furniture and furnishing making environments where the learner will know health and safety requirements in the workplace and know how to identify hazard and risks in the workplace.

The optional unit you will study is:

Furniture Making by hand where the learner will know how to make furniture by hand and be able to make furniture by hand

## Assessment Overview

Mandatory Units:

Materials in furniture making and furnishings is a school based assignment

Tools and equipment in furniture making and furnishings is multiple choice

Health and safety within furniture and furnishing making environments is multiple choice

## Skills development

Making furniture by hand including preparing materials, marking out and cutting components using equipment, tools and materials



# Food

**Specification: WJEC Level ½ Award in Hospitality and Catering**  
**Head of Department: Mr E Henry, taught by Ms S Hassan**

## Why Study Hospitality and Catering?

Studying a vocational course in Catering offers a fantastic opportunity to progress into the Industry. Vocational courses have been developed in partnership with employers and for this reason they are popular with employers and increase the chances of the students getting a job at the end of their study. Hospitality and Catering is the country's fifth largest industry in the UK, employing over 2.5 million people. The industry contributes over £90 billion a year to the economy and offers those joining the industry exciting and rewarding career paths.

## Course Overview

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

## Assessment Overview

Unit 1: The Hospitality and Catering Industry

This is your written exam sat in June of Year 11. It is an online written examination and takes 1 hour 20 mins – Max 80 marks – it is 40% of your grade

Unit 2: Hospitality and Catering in Action

This is your Non Exam Assessment (NEA). It is an internally assessed by your teacher and externally moderated. It is a practical exam where you have to plan, cook and serve two complete dishes (with accompaniments) in Year 11. It is 12 hours, including a 3 hour practical exam and is 60% of your final grade



# Geography

Specification: AQA GCSE  
Head of Department: Ms J Whitehouse

## Why Study Geography?

“Geography is the subject which holds the key to our future” - **Michael Palin**.

“Geography prepares for the world of work. Geographers, with their skills of analysis, are highly employable!” - **Lord Alan Sugar**.

The study of GCSE Geography will help you to develop a knowledge and understanding of local and global events. Pupils cover a range of topics including population and settlement, the natural environment and economic development.

Those who choose GCSE Geography will develop a range of useful skills such as map reading, data collection, ICT and problem solving.

## Course Overview

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. It helps learners make sense of their surroundings and the wider world. Learners 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).

## Assessment Overview

Exam Structure:

### Paper 1 - Living with the physical environment

- 1 hour 30 minutes
- 88 marks in total
- 35% of final mark

### Paper 2- Challenges in the Human Environment

- 1 hour 30 minutes
- 88 marks in total
- 35% of final mark

### Paper 3 - Skills and Issues Evaluation

- 1 hour 15 minutes
- 76 marks in total
- 30% of final mark

## Additional Opportunities

There is a compulsory coursework trip to Epping Forest in the Spring/Summer Term or the Olympic Park in the Autumn term. Back in school, additional fieldwork will also be carried out during lesson time. These experiences will help GCSE Geographers to gain a number of important practical skills.



# History

**Specification:** Edexcel History GCSE  
**Head of Department:** Ms A Majcherczyk-Olczak

## Why Study History?

History is a fantastic subject full of extraordinary events, incredible people, epic stories, and important lessons about how we got to this point. It is an excellent opportunity for students to explore their curiosity about the past, to tangle with essential issues, and to learn vital skills such as research, analysis, evaluation and argument that can be useful to them in the future.

## Course Overview

In the History Department we have teachers who are all extremely passionate about the subject and we have specifically selected topics that we think students will find exciting, engaging, challenging, and will allow them to develop a greater understanding of the modern world.

## Assessment Overview

Exam Structure:

**Paper 1: Thematic study and Historic Environment:** Migrants in Britain, c800–present and Notting Hill, c1948–c1970.

- 1 hour 15 minutes
- 52 marks (16 for the historic environment, 36 for the thematic study)
- 30% of final mark

**Paper 2: Period study and British depth study:** Henry VIII and his ministers, 1509–40 *and* *Superpower relations and the Cold War, 1941–91*

- 1 hour and 45 minutes
- 52 marks (16 for the historic environment, 36 for the thematic study)
- 40% of final mark

**Paper 3: Modern depth study:** Russia and the Soviet Union, 1917–41

- 1 hour and 45 minutes
- 52 marks (16 for the historic environment, 36 for the thematic study)
- 40% of final mark



# Music

**Specification:** Edexcel GCSE in Music  
**Head of Department:** Mr G Lawrence

## Why Study Music?

GCSE Music develops an exciting mixture of practical, creative and academic skills. It is all about creating, performing and analysing a wide variety of music from different times and cultures (from jazz to classical and world to electronic music). The course is excellent preparation for the further study of Music but it also develops key skills relevant to any future career choice, such as creating, communicating and analysing.

## Course Overview

GCSE Music continues to develop the three main skills developed during Key Stage 3: 'performing', 'composing' and 'listening and appraising'. The ability to perform on at least one instrument (or voice), coupled with the ability to read music notation, is essential. Although entry for music grade exams (ABRSM or Trinity) is not a requirement, taking instrumental or vocal lessons is a prerequisite to ensure good progress is made through the performing element of the course. Each of the topics covered is taught in an inspirational and engaging way with many opportunities for practical performances to bring the music to life.

## Assessment Details

Performing (coursework, 30%): You will perform two pieces on any instrument/voice; one solo and one ensemble performance with a combined duration of at least four minutes.

Composing (coursework, 30%): You will compose two of your own pieces (in any genre or style) one to a set brief and one as a free composition, with a combined duration of at least 3 minutes. You will also develop your ability to compose using music technology (with Logic and Sibelius software).

Listening and Appraising (examination, 40%): There is one examination at the end of Year 11. You will study eight very different set works throughout the course by investigating their musical context and musical language. The set works range from Bach's Brandenburg Concerto to the theme from Star Wars. Using these skills you will also be required to evaluate some unfamiliar music.



# Performing Arts

Specification: BTEC Tech Award in Performing Arts  
Head of Department: Ms C Beirne-Francis



## Why study Performing Arts?

This course, which has parity with the GCSE, combines practical and academic skills. Practical skills include: creating characters by interpreting playwrights' texts; exploring and honing physical and vocal skills; creating your own stories through responding to an idea or theme; collaborating with others to create skilful solutions; learning how to communicate clearly and with confidence. Academic skills include: research skills; learning to share your findings, referring to evidence to persuade others of your views; reflective skills, leading to the ability to evaluate your own work and that of others as a means to further improve performance. You will be introduced to a range of acting styles, theatre practitioners and play texts. You will be introduced to building blocks to support your own devised performances which communicate the world you see around you, and your place within it. While such experiences strengthen one's ability to analyse theatre and develop performance skills, they also encourage learners to enter a dialogue into current and historic events.

## Assessment Overview

**Component 1:** Exploring the Performing Arts - 30% of the qualification. It is an internal assessment, using a Pearson Authorised Assignment Brief, with 2 tasks. Assessment involves 12 hours of supervised sessions. It is externally moderated

**Component 2:** Developing Skills and Techniques in the Performing Arts - 30% of the qualification. It is an internal assessment, using a Pearson Authorised Assignment Brief, with 3 tasks. The assessment involves 15 hours of supervised sessions and is externally moderated

**Component 3:** Responding to a Brief - 40% of the qualification. This is an external synoptic task and is externally marked

## Additional Opportunities

Undertaking a BTEC Tech Award in Performing Arts provides a rich and varied learning experience. As well as working with London's finest drama practitioners (directors, choreographers, writers and filmmakers), learners have the opportunity to experience West End shows, attend the Opera and work with globally recognised theatres: The National Theatre, The Old Vic, The Lyric, The Kiln, The Troubadour, The Bush and Complicite, to name a few.

We are extremely fortunate at Newman to have connections with the outreach departments of The Kiln, the Bush, Complicite and the Royal Central School of Speech and Drama. Such institutions have offered Newman learners the opportunity to attend keynote speeches; work experience placements; playwriting workshops; audition technique training; and shape world-famous theatre events, such as *The Walk with Little Amal*, supported by Performing Artists at the very top of their profession.



# PE – GCSE

Specification: AQA GCSE in Physical Education  
Head of Department: Mr M Finnie

## Why Study Physical Education?

Physical Education is a dynamic and challenging course which continues to grow in popularity. Pupils will be expected to perform in 3 different sports for assessment, as well as studying the theory linked to successful sporting performance. This diverse course allows pupils to use their full range of intellectual and sporting talents to achieve their potential.

## Course Overview

GCSE Physical Education achieves a balance between theoretical learning and practical application. The course involves many evolving areas of sport, including sport psychology and technology, commercialisation and the use of biomechanical analysis in boosting performance. The course is underpinned by science (namely biology) and so a keen interest and confidence in science is essential.

Practically, the course will encourage creativity and decision-making skills to enable the pupils to plan effectively for performances and to respond to challenging situations. It will also help pupils to make informed decisions about further learning opportunities and career choices. Ideally, pupils will be performing at a high level in their chosen sports for school or outside teams. Although a high level of performance is not essential, it will be very beneficial to the students' overall marks. You will study: Applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and wellbeing.

## Assessment Overview

There are two written papers both of which are 1 hour and 15 minutes long and are both worth 30% of the overall GCSE mark.

Paper 1: The human body and movement in physical activity and sport which tests applied anatomy and physiology, movement analysis, physical training and use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport which tests sports psychology, socio-cultural influences, health, fitness and well-being and use of data

There is also a non-exam assessment: Practical performance in physical activity and sport which assesses 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 either in a team or in an individual activity) and analysis and evaluation of performance to bring about improvement in one activity. This is worth 40% of the GCSE and is assessed by your teachers and moderated by an external examiner from the exam board.



# PE – Vocational

Specification: NCFE Level 1/2 Award in Health and Fitness  
Head of Department: Mr M Finnie

## Why study PE – vocational award in Health and Fitness?

The Level 1/2 Technical Award in Health and Fitness is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress onto further study.

## Course overview

### There are 8 content areas:

- Structure and function of body systems
- Effects of health and fitness activities on the body
- Health and fitness and the components of fitness
- Principles of training
- Testing and developing components of fitness
- Impact of lifestyle on health and fitness
- Applying health and fitness analysis and setting goals
- Structure of a health and fitness programme and how to prepare safely

## Assessment Overview

The qualification has 2 assessments externally set by NCFE: one Non-Exam Assessment (NEA) and one written Exam Assessment (EA). Only one attempt at each assessment is permitted.

**NEA:** This encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas. NEA enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across all content areas that are being assessed.

**Exam:** This is 1 hour and 30 minutes long. There are 80 marks which are a mixture of multiple-choice, short-answer and extended-response questions



# Spanish

**Specification: Edexcel GCSE in Spanish**  
**Head of Department: Ms M Sanz**

## Why Study Spanish?

As global contact and exchange increases, people with language skills are better able to deal with situations across the world. UK businesses must adapt to an increasingly international trading environment facilitated by the internet. Using languages in your job means much more than being a translator or teacher; most opportunities are in other sectors where languages complement other professional skills and experience. With one in five companies losing business because of language and cultural barriers, it is vital

for international businesses to address these obstacles to success.

Learning a language will broaden your horizons. You do not have to be completely fluent in a language for it to make a real difference, meaning the knowledge gained at GCSE will serve you well long into the future.

## Course Overview

Spanish at GCSE level provides learners with the essentials of communication, enabling you to describe events and situations and convey your thoughts and feelings to a basic level and develop knowledge and understanding of Spanish grammar. The course covers three broad themes, relating issues to Spain, Central & South America and other Hispanophone regions.

## Assessment Details

The GCSE tests the four key language skills: listening, speaking, reading and writing. Each element has a separate exam which carries an equal weighting of 25%.

There are two tiers of entry which allow all pupils to be entered for a level appropriate to them. Exam questions are therefore accessible to pupils of all abilities, with papers balanced in terms of topics and difficulty. The two tiers available are Foundation Tier (grades 5-1) and Higher Tier (grades 9-4).

The speaking test, which is conducted and recorded by your teacher, takes place in April of Year 11 and lasts 10 minutes. Pupils describe an unseen picture, do a role-play and prepare answers to a wide range of general conversation questions in advance.

The listening, reading and writing examinations take place in June of Year 11. Each component is assessed externally.



# Statistics and Further Maths

**Specification: Statistics – Edexcel GCSE  
Further Maths – AQA Level 2 (equivalent  
to a GCSE)**  
Head of Department: Ms E Palmer

## Why Study both Statistics and Further Maths?

The mathematics department is offering both qualifications in one option particularly for those students who plan to study A Level mathematics or science. Both qualifications provide the opportunity to strengthen knowledge and skills of high level GCSE mathematics content and an introduction to some A Level mathematics concepts. This places students in a very strong position for making the transition to sixth form study. You will need to be doing the higher paper and have a strong record of achievement in Maths.

## Course Overview

### Edexcel GCSE Statistics

The course gives students the opportunity to apply statistical techniques within the framework of the statistical enquiry cycle using real data from authentic contexts. This will involve the critical analysis of data and application of statistical techniques across the curriculum in subjects such as science, computer science, geography and economics. Students will also understand the role technology plays in the use of large quantities of data to inform decision making processes in public, commercial and academic sectors.

### AQA Level 2 Further Mathematics (equivalent to a GCSE)

The course covers the areas of algebra and geometry in greater depth and breadth than GCSE mathematics. The emphasis is on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

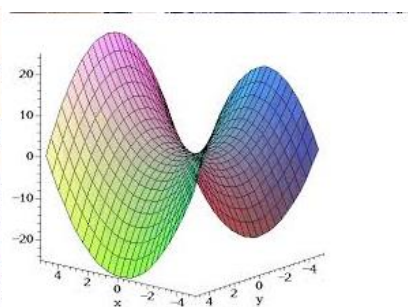
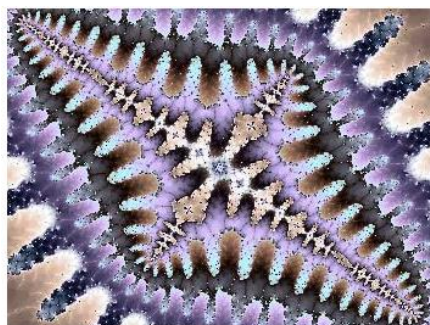
## Assessment Details

### Edexcel GCSE Statistics

The exam board is Edexcel. This course is assessed at the end of the two year programme with two 1 hour 30 minute assessments. Whilst this GCSE is offered at Foundation and Higher tiers, students choosing this option will be expected to be entered at Higher.

### AQA Level 2 Further Mathematics (equivalent to a GCSE)

The exam board is AQA. This course is assessed at the end of the two year programme with two 1 hour 45 minute assessments.



# Travel and Tourism

Specification: BTEC Tech Award in Travel and Tourism

Head of Department: Mr L Griffiths

## Why study Travel and Tourism

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them a practical introduction to life and work in the dynamic travel and tourism industry, allowing them to make an informed decision about their future learning and career.

## Course overview

This course will give learners the opportunity to develop sector-specific applied knowledge and technical skills in a practical learning environment. They will develop key transferable skills through vocational contexts, by exploring products and services offered by different travel and tourism organisations, the features of popular tourist destinations, how organisations use market research and trends to identify and meet customer needs requirements, and the factors that influence global travel and tourism

## Assessment Overview

### Component 1: Travel and Tourism Organisations and Destinations

30% of the qualification

Internal assessment (PSA\*) with 5 tasks.

Externally moderated

### Component 2: Customer Needs in Travel and Tourism

30% of the qualification

Internal assessment (PSA\*) with 4 tasks.

Externally moderated

### Component 3: Influences on Global Travel and Tourism

40% of the qualification

External synoptic exam.

Externally marked



# Achievement Guaranteed

Achievement Guaranteed is not a certificated course but will help and support your son in his studies. Staff at school will recommend this option to your son if they deem it appropriate.

## Why Study Achievement Guaranteed?

Extra support is offered to your son in the shape of organisation, study skills, time management and more. Extra support will be given in Maths, English and Science and, as your son progresses through Year 10 and into Year 11, more bespoke lessons will be provided to your son dependent on what he needs to improve on the most.

## Who Would Achievement Guaranteed Suit?

It would suit any student who needs some extra help – this might be because of a special need or because you are new to the country and have not studied the full curriculum taught in this country.

## Aim

The aim is to supplement your son's learning so that he achieves well in the core subjects and those that he enjoys in order that he can access the next stage of his learning in Key Stage 5.

