



Year 9 Options Booklet



Excellence

Community

Perseverance

Character

Progression

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The Options Process

Chapter 1





The Options Process

Dear Year 9 Students,

In the next few weeks, you will be required to make a number of decisions about the curriculum that you will follow in Years 10 and 11 at Tomlinson. This Options booklet is only one part of the Options process and is part of a wider programme. The key events and dates to note that will help you make your decisions are as follows:

Friday 12 th December 2026	Year 9 Reports to Parents/Carers
Tuesday 20 th January 2026	Options Evening in the Main Hall for Parents/Carers – 7pm
Wednesday 21 st January 2026	Year 9 students Options Assembly – 8.30am Parents/Carers and students can access the Options booklet
Friday 6 th February 2026	Second Year 9 Reports to Parents/Carers
Thursday 12 th February 2026	Year 9 Progress Meetings Parents/Carers and students can access the Options portal online after the Progress Meetings evening
Tuesday 24 th February 2026	Support with Mr Daniel for students who may be struggling to access the portal (at break time in Mr Daniel's office)
Friday 27 th February 2026	Deadline for Option choices to be entered online

The Key Stage 4 Overview

Chapter 2





The Key Stage 4 Overview

The Year 10 and Year 11 Curriculum is divided into two parts which lead to qualifications that have all been approved by the DfE.

1. **The Core Curriculum** – these subjects are compulsory for all students
2. **The Options Curriculum** – these are the subjects that students can choose from the Options list

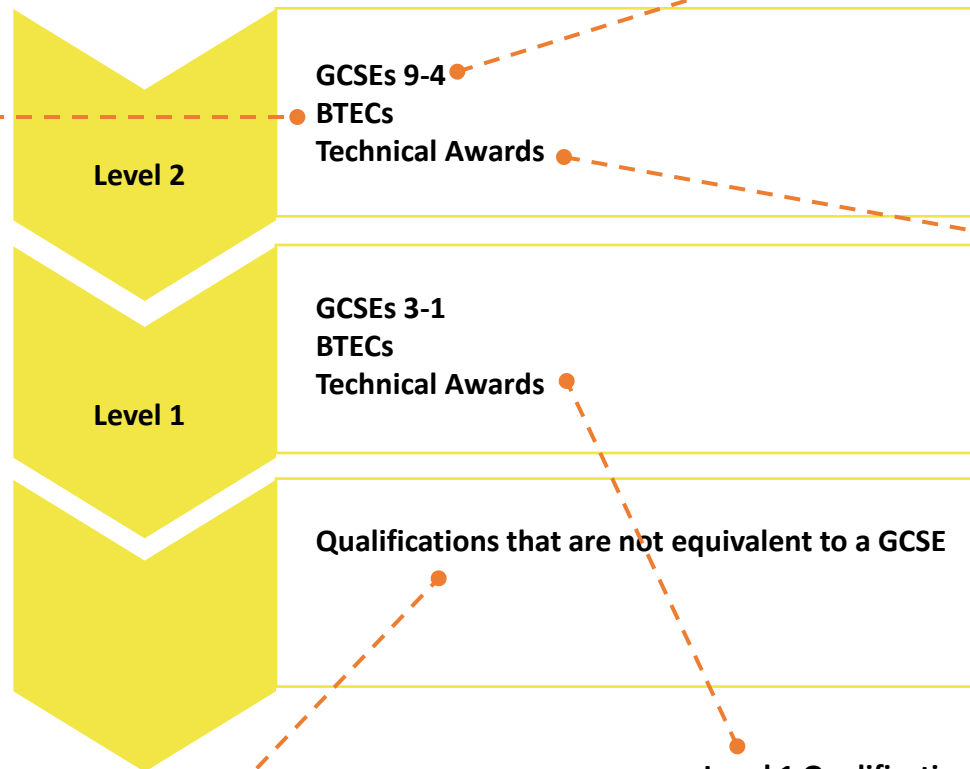
The Core Curriculum	Number of periods	Outcomes
English Language & English Literature	4	2 GCSEs
Mathematics	4	1 GCSE
Science	6	2 GCSEs (Combined Science) or 3 Separate GCSEs (Triple Science)
Physical Education	2	
PSHE	1	Non-examined
TOTAL	17	
The Options Curriculum		
Option Choice 1 (from the EBacc Option Block)	4	As detailed for the course
Option Choice 2	4	“
Option Choice 3	4	“
TOTAL	12	



What do the different qualifications mean?

Level 2 BTECs

BTECs are career-based qualifications that are more practical in nature than traditional GCSEs. A BTEC develops a range of practical knowledge and skills. BTECs are graded using the Pass, Merit, Distinction and Distinction* scale. The Pass grade is equivalent to a Grade 4 at GCSE.



GCSEs

GCSEs are graded from Grade 9 down to Grade 1. Grade 9 is the highest and Grade 7 is equivalent to the old A Grade. Grade 4 is regarded a “Standard” Pass (equivalent to the previous C Grade) and a Grade 5 as a “Strong” Pass.

Level 2 Technical Awards

These are practical, vocational qualifications available for 14-16 year olds to take alongside GCSEs. Technical Awards are designed to equip learners with the practical, transferrable skills and core knowledge they need to progress to further general or vocational study. They are graded using the Pass, Merit, Distinction and Distinction* scale.

In a few cases where a student has specific learning needs, we will enter them in a qualification that is suitable. This may be a functional skills course, for example.

Level 1 Qualifications

These are equivalent to GCSEs graded at 3 or below (Grade D-G previously). Some of our BTEC and Technical Award courses are both Level 1 and Level 2 and therefore it depends upon the needs of the individual student.

The Core Curriculum

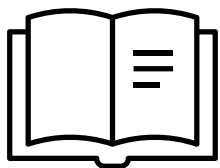
Chapter 3



The Core Curriculum

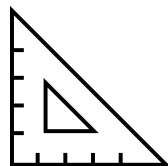


English Language, English Literature, Mathematics, Science, Physical Education and Personal, Social & Health Education (PSHE) are the compulsory courses



English

English leads to two GCSE qualifications; one in English Language and another in English Literature.



Mathematics

Maths builds on the skills that students have learnt at Key Stage 3. Students continue to be taught in sets and there are two tiers of entry: Higher and Foundation.



Science

In Science, the majority of students will follow a Combined Science course leading to two GCSEs covering aspects of Biology, Chemistry and Physics. A further group of talented students who demonstrate the potential in the subject and the ability to cope under pressure have been offered the Triple Sciences, a GCSE in each separate Science.



Physical Education

All students will receive two periods of core PE per week. As part of the PE department's Fit4Life philosophy, students choose which activities they want to be involved in to maximise their enjoyment and learning of PE. The primary aim for students is to get into lifelong healthy exercise habits and to enjoy being physically active.



PSHE

At Key Stage 4 all students follow the Personal, Social & Health Education programme.

English Language

AQA GCSE English Language – 8700



Overview

Students will have to read and analyse both fiction and non-fiction texts, from different time periods. They will also have to write their own creative writing piece and an opinion piece.

Mrs A Ali – Head of English

Course Content

For GCSE English Language, students should develop the following skills:

- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wider reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.

A Level Studies and Career Pathways

The study of GCSE English Language is an entry qualification required by all Sixth Form Colleges, business and universities. The study of Language and Linguistics at A Level builds upon and develops prior learning. It prepares students for all walks of life and opens doors to a range of career opportunities, both in the private and public sectors. All students must continue with the study of English if they fail to attain a Grade 4 in either Literature or Language at the end of Year 11.

English Language

AQA GCSE English Language – 8700



Paper 1: Explorations in Creative Reading and Writing



Paper 2: Writers' Viewpoints and Perspectives



Non-examination Assessment: Spoken Language

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

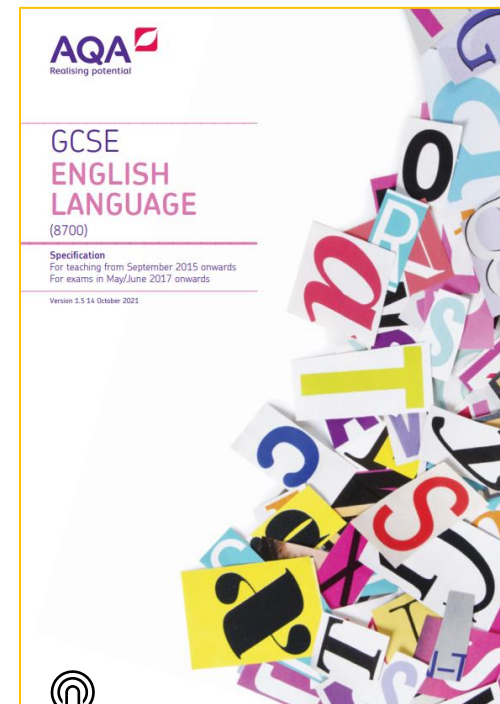
What's assessed

(AO7–AO9)

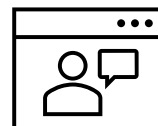
- presenting
- responding to questions and feedback
- use of standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)



Tap image to open specification booklet



Hear what Mrs Doherty has to say

English Literature

AQA GCSE English Literature – 8702



Overview

Students will have to read and analyse a range of forms from novels, plays and poetry spanning across a range of societal, historical and cultural contexts. They will be expected to analyse characters and themes as well as make comparisons in poetry whilst recognising the writer's purpose and meaning within a text.

Mrs A Ali – Head of English

Course Content

For GCSE English Literature, students should develop the following skills:

- Understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings.
- Evaluating different responses to a text and using understanding of writers' social, historical and cultural contexts to inform evaluation.
- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation and context (where known), style and literary quality; comparing two texts critically.

A Level Studies and Career Pathways

The study of English Literature at GCSE, A Level and Degree Level is a recognised element of a rounded education with a strong Arts focus. Literature develops both academic and emotional intelligences, creates a broad general knowledge, and develops sensitivity and an awareness of the human experience. English Literature is a respected, traditional A Level, which prepares students for university and those students considering applying for Oxbridge. All students must continue with the study of English if they fail to attain a Grade 4 in either Language or Literature at the end of Year 11.

English Literature

AQA GCSE English Literature – 8702



Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare plays
- The 19th-century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare –

students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.



Paper 2: Writers' Viewpoints and Perspectives

What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it's assessed

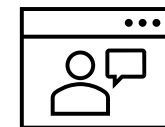
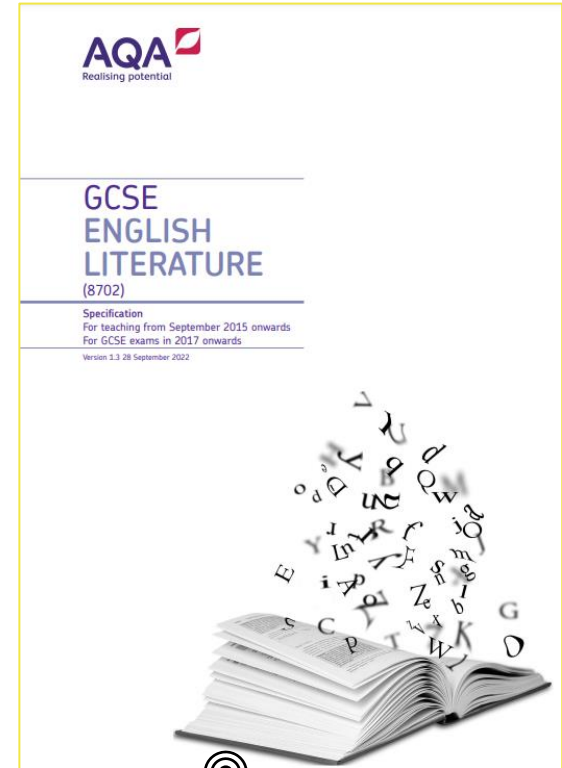
- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts – students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry – students 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 – students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



Tap image to open
specification booklet

Hear what Mrs Doherty has to say

Mathematics

AQA GCSE Mathematics – 8300



Overview

Mathematics is a subject that promotes the development of logical reasoning and problem-solving skills and encourages analytical thought. Our aim is to ensure that each student on leaving school is numerate, has sufficient mathematical skills for the career of their choice and will understand and be able to use the mathematics likely to be encountered in daily adult life.

Mr S Hopcraft – Head of Mathematics

Course Content

Students are taught a range of topics in the strands of:

- Number
- Algebra
- Geometry and Measures
- Ratio
- Probability
- Statistics

The structure allows functional skills (skills used in everyday life) to be tested at the same time. There is also an increased element of written communication that shows an understanding of mathematical reasoning, particularly with problem solving tasks.

Extra-curricular Activities

Some able mathematicians take part in the annual Maths Feast day, an opportunity to engage with other schools in a problem-solving competition. Some students are entered for the UKMT Maths Challenge in which Tomlinson students, traditionally, do very well.

Further Education and Career Pathways

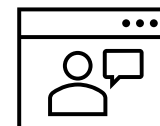
Maths is important in many forms of employment including Medicine (human and veterinary), Accountancy, Insurance, Engineering and Management and GCSE Maths is always important for College/University applications. All students must continue with the study of Mathematics if they fail to attain a Grade 4 at the end of Year 11.

Mathematics

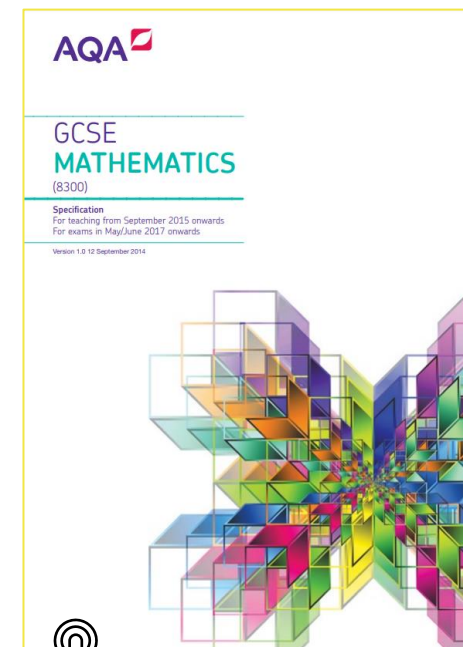
AQA GCSE Mathematics – 8300



Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<p>What's assessed</p> <p>Content from any part of the specification may be assessed</p>		<p>What's assessed</p> <p>Content from any part of the specification may be assessed</p>		<p>What's assessed</p> <p>Content from any part of the specification may be assessed</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks non-calculator 33¹/₃% of the GCSE Mathematics assessment 		<p>How it's assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33¹/₃% of the GCSE Mathematics assessment 		<p>How it's assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33¹/₃% of the GCSE Mathematics assessment
<p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>		<p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>		<p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>



Hear what Mr Hopcraft has to say



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Assessment

Mathematics is assessed in two tiers, Higher and Foundation, and it allows every candidate the opportunity to gain a Grade 4 or above. The course has only one assessment opportunity at the end of Year 11. The setting in Year 10 is based on ability and does not necessarily restrict students to a particular tier of entry at GCSE. There is a continuous review of students' progress within all sets and students can be moved between groups at almost any time, numbers permitting.

Pearson Edexcel Science Combined or Separate



Overview

For both pathways, Standard (5-1) and Higher (9-4) tier options will be available.

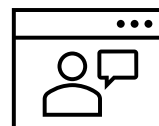
There will be no assessed coursework component. Instead, students will be expected to complete a series of Core Practical skills throughout the duration of the course.

The examinations will be written so that 40% of available marks are for demonstrating subject knowledge, 40% of available marks for being able to apply knowledge and a final 20% of marks will be allocated to analysing information and ideas.

All public examinations will be sat at the end of Year 11.

The Mathematical level of demand has been altered, with a renewed emphasis on recalling and applying formulae and being able to describe and explain scientific processes using functional mathematical skills.

Mrs H Speed
Head of Science

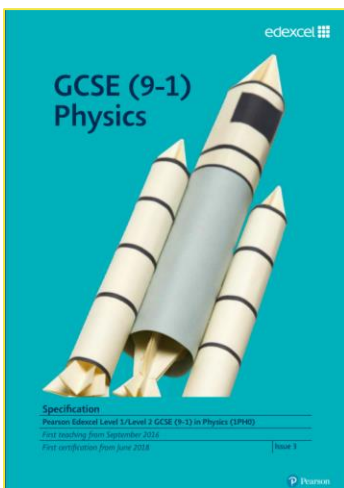
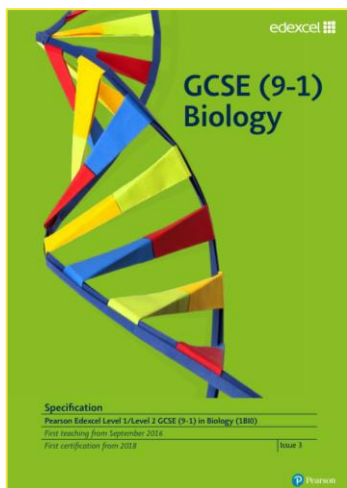
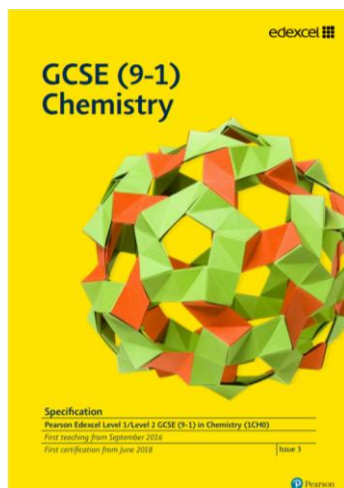
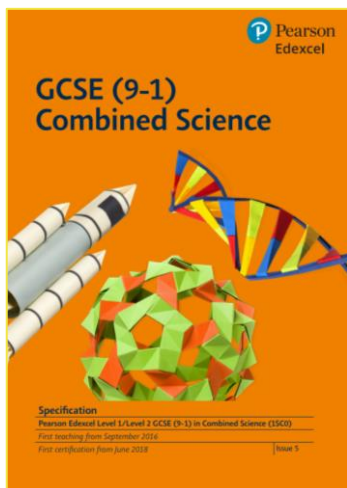


Hear what Mrs Speed has to say

Pearson Edexcel Science Combined or Separate



Click on each of the thumbnails below to open a copy of the specification



Edexcel GCSE (9-1) Combined Science

Students will have two Combined Science GCSEs

Biology 1	Chemistry 1	Physics 1
Paper 1: 70 minutes, 60 marks	Paper 3: 70 minutes, 60 marks	Paper 5: 70 minutes, 60 marks
Biology 2	Chemistry 2	Physics 2
Paper 2: 70 minutes, 60 marks	Paper 4: 70 minutes, 60 marks	Paper 6: 70 minutes, 60 marks

Edexcel GCSE (9-1) Separate Sciences (Biology, Chemistry and Physics)

Students will have three GCSEs:
Biology, Chemistry and Physics

Biology 1	Chemistry 1	Physics 1
Paper 1: 105 minutes, 100 marks	Paper 1: 105 minutes, 100 marks	Paper 1: 105 minutes, 100 marks
Biology 2	Chemistry 2	Physics 2
Paper 2: 105 minutes, 100 marks	Paper 2: 105 minutes, 100 marks	Paper 2: 105 minutes, 100 marks

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Combined Science



Chemistry

Paper 3 – GCSE Combined Science

1. Key concepts in Chemistry
2. States of matter and mixtures
3. Chemical changes
4. Extracting metals and equilibria

Paper 4 – GCSE Combined Science

1. Key Concepts in Chemistry
6. Groups in the Periodic Table
7. Rates of Reaction and Energy Changes
8. Fuels and Earth Science
9. Separate Chemistry

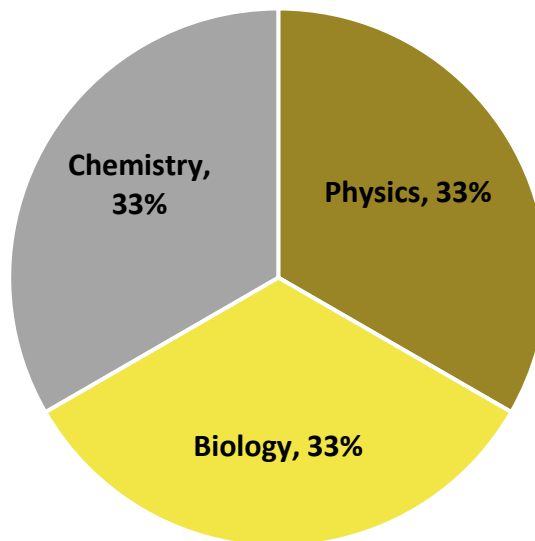
Biology

Paper 1 – GCSE Combined Science

1. Key concepts in Biology
2. Cells and control
3. Genetics
4. Natural selection and genetic modification
5. Health, disease and development of medicines

Paper 2 – GCSE Combined Science

1. Key concepts in Biology
6. Plant structures and their functions
7. Animal coordination, control and homeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles



Physics

Paper 5 – GCSE Combined Science

1. Key concepts of Physics
2. Motion and forces
3. Conservation of energy
4. Waves
5. Light and the EM spectrum
6. Radioactivity

Paper 6 – GCSE Combined Science

1. Key concepts of Physics
8. Energy – forces doing work
9. Forces and their effects
10. Electricity and circuits
11. Magnetism and the motor effect
12. Electromagnetic induction
13. Particle model
14. Forces and matter

Students will have two
Combined Science GCSEs

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Biology, Chemistry and Physics



Biology

Paper 1 – Biology

1. Key concepts in Biology
2. Cells and control
3. Genetics
4. Natural selection and genetic modification
5. Health, disease and development of medicines

Paper 2 – Biology

1. Key concepts in Biology
6. Plant structures and their functions
7. Animal coordination, control and homeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles

Chemistry

Paper 1 – Chemistry

1. Key concepts in Chemistry
2. States of matter and mixtures
3. Chemical changes
4. Extracting metals and equilibria
5. Separate Chemistry

Paper 2 – Chemistry

1. Key Concepts in Chemistry
6. Groups in the Periodic Table
7. Rates of Reaction and Energy Changes
8. Fuels and Earth Science
9. Separate Chemistry

Physics

Paper 1 – Physics

1. Key concepts of Physics
2. Motion and forces
3. Conservation of energy
4. Waves
5. Light and the EM spectrum
6. Radioactivity
7. Astronomy

Paper 2 – Physics

1. Key concepts of Physics
8. Energy – forces doing work
9. Forces and their effects
10. Electricity and circuits
11. Magnetism and the motor effect
12. Electromagnetic induction
13. Particle model
14. Forces and matter

Personal, Social and Health Education

PSHE



Overview

In PSHE we aim to provide our students with the information and skills they need to make informed and beneficial choices, for themselves and society, both now and in the future. PSHE is a subject area which aims to enable individuals to play an effective role in a democratic society. The ongoing challenge is to help develop and preserve a just, inclusive and cohesive society in which individuals have the knowledge, skills, confidence and motivation to engage effectively in their communities.

With this in mind, our specialist Religious Studies department lead the PSHE teaching on two of the Relationships and Sex Education units.

The first being community and values in Year 10, including the Equalities Act and protected characteristics; managing different views; challenging discrimination safely and recognising extreme and radical behaviour. The second unit in Year 11 focuses on the concept of family, pregnancy and parenthood. These units explore areas of belief, culture and diversity of relationships in society as part of our statutory teaching and are in addition to our Religious Studies GCSE.

Head of PSHE

Year 10 Course Content

Taught during one period per week, this course is delivered by a team of staff with students rotating through several units. There is no examination for this course.

Units covered during Year 10:

- Health and Wellbeing - mental health and exploring influences
- Relationships and Sex Education - healthy relationships and community
- Living in a Wider World - work experience and financial decision-making

Year 11 Course Content

Taught during one period per week, this course is delivered by a team of staff with students rotating through several units. There is no examination for this course.

Units covered during Year 11:

- Health and Wellbeing - building for the future and independent living
- Relationships and Sex Education - families and communication
- Living in a Wider World - goal-setting and post-16 plans

Physical Education

Core PE



Overview

The PE department believe students should leave Tomlinscote with a love of physical activity. We want students to learn the key skills and knowledge they need to lead healthy, active lifestyles. We aim to achieve this by delivering our 'Fit4Life' programme in Years 10 and 11, which builds on the skills students have learnt in Key Stage 3.

The students enjoy a broad range of alternative and traditional activities. The key difference to Key Stage 3 is that students get to choose the activity they take part in for each term and through their chosen activity aim to develop one component of the 'Fit4Life' programme. The fundamental purpose of core PE is for students to enjoy taking part in physical activity and to leave Tomlinscote with a keen interest in exercise. The 'Fit4Life' core PE curriculum is broad and balanced and offers the students a chance to take ownership of their personal fitness and health.

GCSE PE and Health and Fitness Technical Award students can use the core PE time to refine their practical skills for their assessments. This allows these students to follow a broader range of topics and revisit activities in order to improve their practical marks.

Mr O Cochrane - Head of PE

Course Content

The activities offered to students are ever changing based on their preferences. There are regular student voice surveys to gauge what activities will be most popular and our 'Fit4Life' week promotes less well-known sports/activities that may appeal to students. Typically, students follow a five-week unit of work on one sport and focus on one component of the 'Fit4Life' programme. Some activities covered include: Basketball, Handball, Badminton, Tag Rugby, Ultimate Frisbee, Gymnastics/Trampolining, Table Tennis, Fitness Training, Netball, Football, Orienteering, Dodgeball, Benchball, Rounders, Cricket, Softball, Athletics

Enrichment

The core PE curriculum is mirrored by our extensive extracurricular programme. Students who want to refine their skills outside of timetabled lessons have a large menu of activities they can choose to take part in. There is always a good mix of traditional sports (e.g. football, netball etc.) alongside new and alternative activities (e.g. dodgeball, fitness training) that are suitable for students who want to enjoy taking part in exercise whilst also increasing their fitness.

The Options Subjects

Chapter 4



The Options Subjects



We believe that it is important for students to maintain a broad and balanced curriculum for as long as possible. All students must make one subject choice from the EBacc Option Block and a further two Option choices from the following list of subjects. These option decisions must be put in priority order. Students must then make a further three reserve option choices (one EBacc and two further preferences) that are different and put these in priority order as well. EBacc subjects are marked with an asterisk *

Art and Design
Child Development
Computer Science*
Creative Media Production
Design & Technology
Drama
Engineering (invitation only)
Food Preparation & Nutrition
French*
Geography*
German*
Graphic Design

Hair & Beauty
Health & Fitness
History*
Hospitality & Catering
Music
Photography
Physical Education – GCSE
Psychology (invitation only)
Religious Studies
Sociology
Spanish*

Wherever you see



you can click or
tap it to come back
to this page

*EBacc subjects

Art and Design

AQA GCSE Art and Design - 8201



Overview

This course is designed to encourage students to explore their creative and imaginative abilities and practical skills, to express ideas, feelings and meanings to gain knowledge and understanding of design in contemporary societies and in other times and cultures.

Students will have the opportunity to use a range of materials and explore a wide range of techniques including; drawing, painting, photography, sculpture, printmaking, fashion, silk painting and information communication technology such as Photoshop to manipulate scanned images. Students will be able to work in both 2D and 3D.

Mrs N Hayden

Head of Art

Enrichment and Equipment ££

Currently, students have opportunities to visit a variety of London attractions, museums and galleries in Year 10 and Year 11 to develop their contextual understanding of art and artists.

Students will be required to have their own set of art materials. We can supply an 'Art Pack' containing good quality art materials at trade price costing around £65.

Course Content Year 10

Students will complete two projects that will contribute to 60% of their final GCSE grade.

These projects are designed to develop students' confidence and ability across a range of techniques and materials including painting, printmaking and sculpture. Drawing from observation will form a starting point to all of this work. Students will also develop knowledge and understanding of the work of artists and crafts people in relation to their own work.

Course Content Year 11

During Year 11, students will be able to develop a more individual approach to their work by working on improving and refining their skills.

Students will produce a Controlled Assignment and Final Examination project, which contributes to 40% of their final GCSE grade.

Progression

Students can progress onto A Level, Foundation courses and a Degree. Students have gone on to study Architecture, Graphic Communications, Teaching, Media, Film, Illustration, Fashion Design, Interior Design, Set Design, Landscaping and Advertising.

Art and Design

AQA GCSE Art and Design – 8201



Component 1: Portfolio



Component 2: Externally-set assignment

What's assessed

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

How it's assessed

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

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

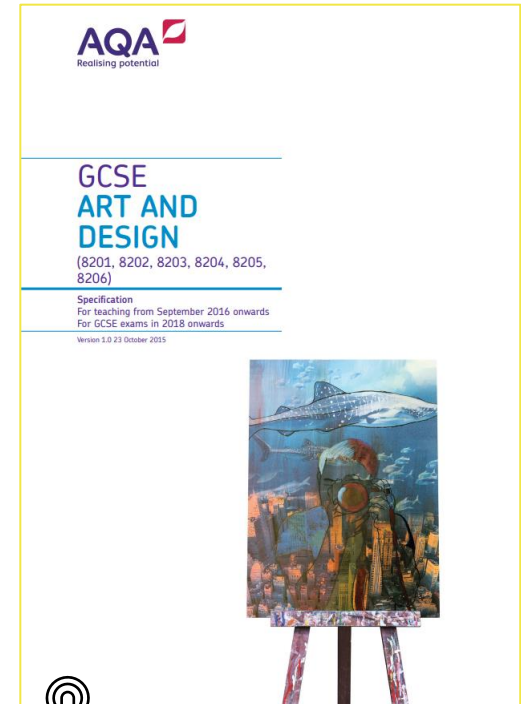
What's assessed

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

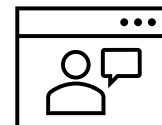
How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



Tap image to open
specification booklet



Hear what Mrs Hayden has to say

Child Development

Level 1/2 Cambridge National in Child Development



Overview

The Cambridge National in Child Development will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector. As part of the Cambridge National students will cover:

- Health and well-being for child development, creating conditions in which children can thrive
- Creating safe environments for children
- The nutritional needs of children from birth to 5 years plus investigating and choosing equipment
- The development of a child from one to 5 years using observation and research techniques

Mrs S Parker

Lead for Child Development

Progress

By developing applied knowledge and practical skills, this course will help students to go on to further opportunities such as A-Level, Technical Awards, other vocational qualifications or apprenticeships and university. Child Development could be the first step for a career as a nursery nurse, an early years teacher, family support worker, nursery manager, children's social worker and more.

Course Content

In Year 10, students begin with learning about the importance of being healthy before and during pregnancy, in creating conditions in which a child can thrive. They will also learn how to prevent and manage childhood illnesses, and how to create a safe environment.

Students then move onto learning about children's physical, intellectual and social development. They also consider how children play and how it supports children. They will then learn about how to carry out observations of children's development. Students will also complete one piece of Non-examined Assessment (NEA coursework).

In Year 11, students then continue to build on their knowledge of working with children. They start to consider the importance of creating a safe environment for children in a childcare setting. This includes how to choose appropriate equipment for the setting, which is quite different to providing equipment for a child within the home setting. They will also consider the nutritional needs of children from birth to 5 years.

During Year 11, the second Non-examined Assessment (NEA coursework) will also be completed as well as the final written exam.

Child Development

Level 1/2 Cambridge National in Child Development



Unit R057: Health and well-being for Child Development

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

Unit R059: Understand the development of a child from one to five years

How it's assessed:

- Written exam: 1 hour 15 minutes
- 70 marks
- Set and marked by OCR
- NEA – externally set and internally marked
- 60 marks
- NEA – externally set and internally marked
- 60 marks

How it's graded:

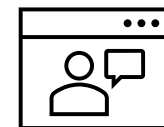
- Level 1 Pass to level 2 Distinction

How the grading compares:

	Cambridge Nationals		GCSE (9-1)		GCSE (A*-G)
Level 2	Distinction*	→	9	→	A*
	Distinction	→	8	→	A
	Merit	→	7	→	B
	Pass	→	6	→	C
Level 1	Distinction	→	5	→	D
	Merit	→	4	→	E
	Pass	→	3	→	F
		→	2	→	G
		→	1	→	G



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Hear what Mrs Parker has to say

Computer Science

AQA GCSE Computer Science – 8525



Overview

21st Century students live in a rapidly changing world dominated by computer systems. Computer Science is a subject that reflects the dynamic and technical environment we inhabit. GCSE Computer Science aims to get students working with real world-programming concepts and provides a good understanding of the fundamentals and principles of computing.

Mr R Frampton
Head of Computing

Course Content

GCSE Computer Science covers subjects and skills including computational thinking, problem-solving, code tracing and applied computing; as well as theoretical knowledge of computer science in areas such as:

- 3.1: Fundamentals of Algorithms
- 3.2: Programming
- 3.3: Fundamentals of Data Representation
- 3.4: Computer Systems
- 3.5: Fundamentals of Computer Networks
- 3.6: Cyber Security
- 3.7: Relational Databases and structured query language (SQL)
- 3.8: Ethical, Legal and Environmental impacts of digital technology on wider society, including issues of privacy

Progression

Computer Science is an academically challenging subject with a high degree of mathematics and syntax involved; this will suit students who enjoy the challenge of Mathematics and Physics. Students completing the course will be equipped with the logical and computational skills necessary to succeed at A Level. There is a wide scope of progression within Computer Science in terms of career prospects with the likes of analytical skills being put to test, along with problem solving which can be applied to a broad skill base of careers.

Computer Science

AQA GCSE Computer Science – 8525



Paper 1: Computational thinking and programming skills



Paper 2: Computing concepts

What's assessed

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

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

How it's assessed

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

Questions

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

What's assessed

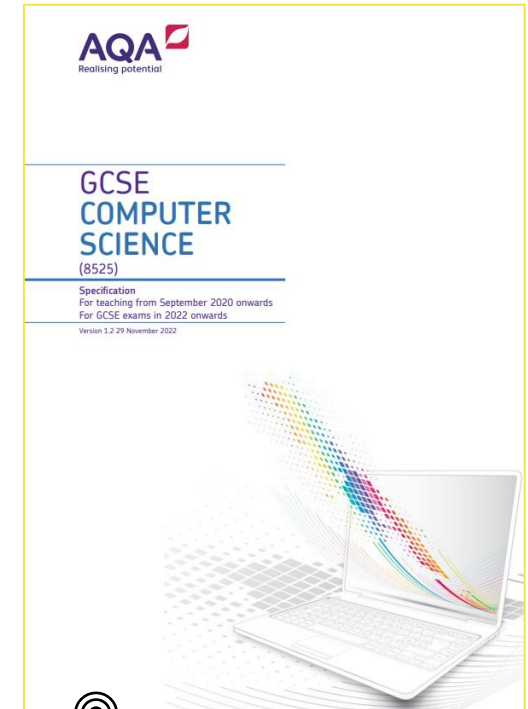
The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

How it's assessed

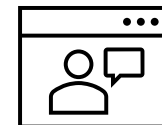
- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Questions

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



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Hear what Mr Frampton has to say

Creative Media Production

Pearson BTEC Level 1/2 Tech Award in Creative Media Production



Overview

This course is for learners who want to acquire technical knowledge and skills of media sectors and products through vocational contexts. They will apply learned knowledge and processes related to investigating, exploring and creating media products from the moving image sector (Film and TV).

The course reflects both the practical and theoretical nature of media and is examined through both internal and external coursework components. These coursework components prepare students for the skills and knowledge required both at Sixth Form level and in the workplace.

Mrs L Ingleby
Creative Media Teacher

Course Content

Course Structure in Year 10

Students will study the key knowledge and skills for investigating and developing ideas through pre-production, production and post-production of media products in the moving image sector. They will produce coursework for the two internally assessed components. The exam board will release two set briefs for students to then produce work linked to a specific theme. This could include writing reports, presenting ideas, planning and producing a moving image short film or trailer and evaluating their skills and understanding.

Course Structure in Year 11

Students will use their knowledge and skills from Year 10 to understand the process of responding to a set brief. Students will plan and produce a product in a vocational context, and this will be examined externally.

Progression

The BTEC in Creative Media Production will allow students to progress to further vocational or academic study in media.

This could include

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

The course provides real-life working contexts so students get a full understanding of the industry and the roles and responsibilities within it.

Creative Media Production

Pearson BTEC Level 1/2 Tech Award in Creative Media Production



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	Guided Learning Hours	Weighting	Marks Available	Type of assessment
Component 1	36	30%	60	Internal assessment (PSA). External Moderation
Component 2	36	30%	60	Internal assessment (PSA). External Moderation
Component 3	36	40%	60	External assessment. Externally marked.

Enrichment

Students will have the opportunity to attend a one-off workshop and trip to the Warner Brothers Harry Potter studio tour where students will be able to see the production of a moving image. Throughout the year, students will be undertaking teacher-led workshops in the use of technical equipment and editing software. This includes a visit to Farnborough Sixth Form College to experience media at Sixth Form level.

Equipment and Other Information

All equipment is provided by the school. This will be used to store any footage and audio recorded throughout the coursework elements.

Due to the practical nature of the course, students will be expected to use their own time to gather additional footage to ensure their coursework is to the best of their ability.

Design & Technology

AQA GCSE Design & Technology – 8552



Overview

AQA Design & Technology has been developed to best meet the needs of both young people and the country, in terms of employment and ability to function and contribute to an increasingly technological world. It provides students with the opportunity to design and make products in a broad range of materials using creativity and originality. The course requires students to develop core knowledge in all material areas, and then go on to specialise in a particular material specialism of their choice. In addition to this, students will have the opportunity to develop an understanding of electronics, mechanisms and the application of mathematics in design. Students will have use of new technologies such as CAD/CAM and Smart materials. They will be encouraged to consider and solve sustainability and moral problems through the design and development of products and prototypes.

Mr I Brotherton
Head of Technology

Course Content

Year 10

In Year 10, students undertake a number of designs and make mini projects using a variety of materials, which aims to build on the knowledge and skills learnt at KS3 in all material areas. Students will be given opportunities to further develop knowledge in their chosen material specialism. These projects provide all students with the platform for more independent work which is carried out in Year 11. Coupled with this, theory-based lessons will support the practical work carried out in the workshops.

Year 11

The majority of Year 11 is dedicated to the GCSE Controlled Assessment work. Students are required to undertake a major design and make a project in their chosen specialism. These specialisms include Timbers (wood), Polymers (plastics), Metals, Textiles and Electronics. This design task or problem is provided by the examining board and contributes to 50% of the final GCSE grade. The project includes a 20-25 sheet design folder and a practical outcome in the form of a product or prototype.

Key Principles

- Investigating the design context
- Development of design proposals (including modelling)
- Making
- Testing and evaluation

Design & Technology

AQA GCSE Design & Technology – 8552



Paper 1	Non-exam assessment (NEA)
<p>What's assessed</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 	<p>What's assessed</p> <p>Practical application of:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours • 100 marks • 50% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment (NEA): 30-35 hours approx • 100 marks • 50% of GCSE
<p>Questions</p> <p>Section A – Core technical principles (20 marks)</p> <p>A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding</p> <p>Section B – Specialist technical principles (30 marks)</p> <p>Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p>Section C – Designing and making principles</p> <p>A mixture of short answer and extended response questions.</p>	<p>Task(s)</p> <ul style="list-style-type: none"> • Substantial design and make task • Assessment criteria: <ul style="list-style-type: none"> - Identifying and navigating design possibilities - Producing a design brief and specification - Generating design ideas - Developing design ideas - Realising design ideas - Analysing and evaluating • In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner • Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA • Students will produce a prototype and a portfolio of evidence • Work will be marked by teachers and moderated by AQA

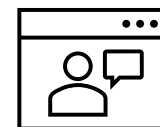
Progression

Students who study this course may go on to further study at A Level and degree, then move on to a wide range of related careers, such as, Product design, Engineering (mechanical, electrical and civil), 3D Design, Fashion and Textiles design.

Important Information

All students who select this as an option subject will be required to provide their own materials for their GCSE Controlled Assessment project in Year 11. The actual cost of these materials will depend largely on the scale of the product and the types of materials that the students wish to use within their design. Support in purchasing these materials will be provided for those students who qualify for free school meals.

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specification booklet



Hear what Mr Jones has to say

Drama

AQA GCSE Drama - 8261



Overview

Drama is an exciting, creative and challenging course that reflects the practical and analytical nature of the subject. GCSE Drama offers students the opportunity to advance their imagination, creative and social skills and further stimulate their interest and understanding of Drama as an art form.

Mrs R Frater
Head of Drama

Course Content

Throughout the course students will have the opportunity to practically explore improvisation techniques, script interpretation and devised theatre alongside the technical aspects of performance (lighting and sound).

Students will develop their knowledge and understanding of a wide range of different styles and genres in Drama, ways in which performers communicate meaning to an audience and a range of theatre conventions and Drama terminology. They will also explore how plays are constructed and realised, how to create, interpret and communicate a character in role and how social, historical and cultural contexts impact on a performance.

Progression

The course will provide a stepping stone to study Drama and the Performing Arts at A Level or equivalent courses. The AQA A Level in Theatre Studies will continue to build on the skills mastered at the GCSE level. Students have progressed onto degree courses in Drama at a variety of Universities around the country.

Furthermore, the transferable skills developed in this course such as communication, confidence, teamwork, self-reflection, and presentation skills will support students in any further education qualifications and career choices.

Enrichment

Throughout the course students will have the opportunity to attend various theatre trips and workshops. The theatre trips will aid in answering the Live Theatre section of the exam paper as well as broadening students' ideas for their own pieces of theatre. The workshops will support both the theoretical and practical skills they need to develop throughout the course.

Drama

AQA GCSE Drama – 8261



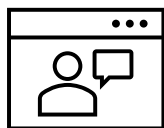
Component 1: Understanding drama	Component 2: Devising drama (practical)	Component 3: Texts in practice (practical)
<p>What's assessed</p> <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set play from a choice of six • Analysis and evaluation of the work of live theatre makers 	<p>What's assessed</p> <ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer or designer) • Analysis and evaluation of own work 	<p>What's assessed</p> <ul style="list-style-type: none"> • 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
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes • Open book • 80 marks • 40% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) • 80 marks in total • 40% of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Performance of Extract 1 (20marks) and Extract 2 (20 marks) • 40 marks in total • 20% of GCSE

Questions

- Section A: multiple choice (4 marks)
- Section B: four questions on a given extract from the set play chosen (44 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)

This component is marked by teachers and moderated by AQA.

This component is marked by AQA.



Hear what Mrs Frater has to say

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Other Information

Due to the practical and group work nature of the course there is an expectation that students will attend extracurricular rehearsals when preparing for their controlled assessments. Students will have the responsibility to organise and attend these rehearsals.

Engineering

AQA GCSE Engineering – 8852



Why choose GCSE Engineering?

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. The GCSE introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

If you study GCSE engineering you will learn about a variety of processes. These include how to create design briefs, how businesses convert design briefs to design specifications, and the application of technology to manufacturing.

The engineering industry is vast and varied and there are many different businesses you could potentially work for within it. Some of the main aims and objectives of this GCSE are to understand emerging technologies, learn about proper health and safety procedures, and be mindful of sustainable development. Specifically you will learn how to solve problems using a logical and systematic approach, using all kinds of charts and diagrams to do so.

You will also get familiar with various computer-based programmes to help solving problems, which can be fun to interact with.

You can find out about Engineering qualifications at aqa.org.uk/engineering

Mr I Brotherton – Head of Technology

Course Content

Year 10

In Year 10, students undertake a number of designs and make mini projects using a variety of materials and skills, which aims to build on the knowledge and skills learnt at KS3 in relevant material areas and skill sets. Students will be given opportunities to further develop knowledge in their chosen material specialism. These projects provide all students with the platform for more independent work which is carried out in Year 11. Coupled with this, theory-based lessons will support the practical work carried out in the workshops.

Year 11

The majority of Year 11 is dedicated to the GCSE Controlled Assessment work. Students are required to undertake a major design and make a project in their chosen specialism - both electrical/electronic and mechanical which accounts for 40% of the final GCSE grade. The project includes a 20-25 sheet design folder and a practical outcome in the form of an engineered product or prototype.

Core content (click links below for further information)

- [Engineering materials](#)
- [Engineering manufacturing processes](#)
- [Systems-testing and investigation](#)
- [The impact of modern technologies](#)
- [Practical engineering skills](#)

Engineering

AQA GCSE Engineering – 8852



Question paper: Externally assessed

What's assessed

Sections 1–6 from the subject content.

Though the 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.

How it's assessed

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

Questions

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge, including calculations.
- Multiple choice questions related to the application of practical engineering skills.
- Extended response questions drawing together elements of the specification.

Non-exam assessment: Practical engineering

What's assessed

- Application of skills, knowledge and understanding in a practical context.
- Analysis and evaluation of evidence.

How it's assessed

- A brief set by AQA released on 1 June in the first year of study.
- 80 marks
- 40% of GCSE

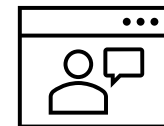
Questions

Students produce:

- engineering drawings or schematics to communicate a solution to the brief.
- an engineering product that solves a problem.



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specification booklet



Hear what Mr Jones has to say

Progression

Students who study this course may go on to further study at A Level and degree, then moving on to a wide range of related careers in Engineering such as:

- mechanical engineer
- manufacturing engineer
- materials engineer
- electrical engineer
- electronics engineer
- petroleum engineer
- chemical (process) engineer
- biomedical engineer

Important Information

All students who select this as an option subject will be required to provide their own materials for their GCSE Controlled Assessment project in Year 11. The actual cost of these materials will depend largely on the scale of the product and the types of materials that the students wish to use within their design. Support in purchasing these materials will be provided for those students who qualify for free school meals.

Food Preparation & Nutrition

AQA GCSE Food Preparation & Nutrition – 8585



Overview

AQA Food Preparation and Nutrition provides students with the opportunity to learn an array of culinary techniques, as well as develop knowledge of nutrition and food science, safety, choices and provenance. The science behind food is explored in great detail and students will conduct and design a range of experiments to show how the functions of ingredients are key to creating successful products.

Mr I Brotherton – Head of Technology

Course Content – Year 10

In Year 10, students will learn new skills and will cook almost every week; this aims to build on the practical skills learnt at KS3. Coupled with this, theory-based lessons will support the work completed in the practical lessons. This provides all students with the platform for more independent work, which is carried out in Year 11.

Course Content – Year 11

The majority of Year 11 is dedicated to non-examination assessment (NEA) work (Controlled Assessment). The NEA is divided into two tasks: Task 1: Food Investigation (10 hours of lesson time) which is completed in Sept–Nov. Task 2: Food Preparation Assessment (20 hours), which is completed in Nov–Feb. The remainder of the year is focused on preparing for the written exam.

Progression

This GCSE will provide a foundation to study at Level 3 in Food Science and Nutrition or equivalent. Students can also then progress onto degree courses, which focus on food and nutrition including Dietetics, Nutrition and Food Technology. There are also many transferable skills developed throughout the course such as time management, confidence, teamwork and presentation skills that will support students in a variety of different career pathways.

Further information

All students who select this as an option subject will be required to provide their own ingredients for all practical lessons throughout the two years, including the NEA tasks. The actual cost of these ingredients will depend largely on the student's choice of recipes.

Food Preparation & Nutrition

AQA GCSE Food Preparation & Nutrition – 8585



Paper 1

What's assessed

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

How it's assessed

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

Questions

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA)

What's assessed

Task 1: Food investigation (30 marks)

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

Practical investigations are a compulsory element of this NEA task.

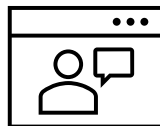
Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

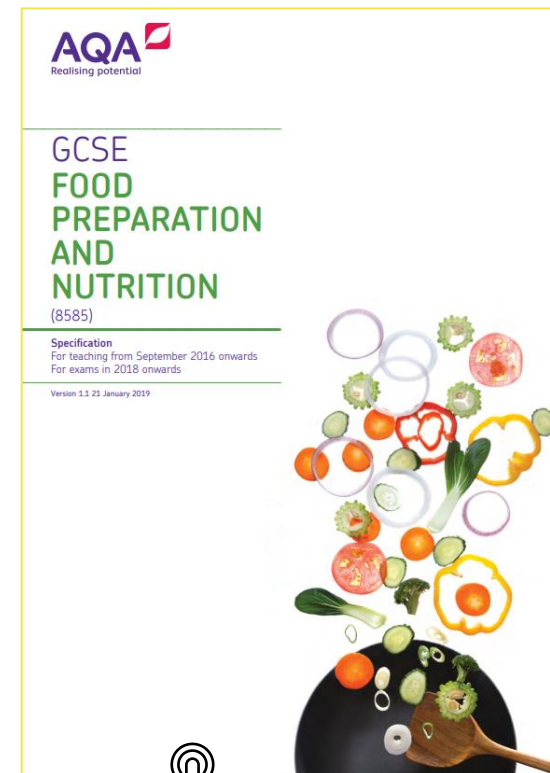
Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How it's assessed

- **Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
- **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.



Hear what Miss Ashman has to say



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French

AQA GCSE French – 8652



Overview

Internationalism and language learning are embraced wholeheartedly at Tomlinson and the students here are extremely fortunate in enjoying enhanced facilities in this area of the curriculum.

French is the student's first foreign language i.e. the one which has received more curriculum time since the beginning of Year 7.

Ms Merle

Head of French

Course Content

Theme 1: People and lifestyle

Theme 1 covers the following three topics

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

Theme 2 covers the following three topics

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

Theme 3 covers the following three topics

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

Career Prospects

In a landscape where language learning in schools is declining, a language qualification is a fantastic USP. British businesses have acknowledged that they are desperate for employees with at least a GCSE in a modern foreign language. By taking a language at GCSE our students will improve their job prospects and leave Tomlinson with a skill which will help them to stand out in a crowd.

French

AQA GCSE French – 8652



Paper 1: Listening

What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE
- Recording controlled by the invigilator with built-in repetitions and pauses.
- Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
 - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
 - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)



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Proceed to next page to see Papers 3 and 4

French

AQA GCSE French – 8652



Paper 3: Reading

What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

- Section A – reading comprehension questions in English, to be answered in English or nonverbally (40 marks)
- Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Geography

Edexcel GCSE Geography – Specification B



Overview

The new GCSE Geography course gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen the understanding of geographical processes, illuminate the impact of change and of complex people-environmental interactions, highlight the dynamic links and inter-relationships between places and environments at different scales. It will develop the students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Students are very well supported by a strong team of Geography teachers who work together to ensure the success of all students. The subject is taught with a great deal of enthusiasm and the concepts will be illustrated through the use of very current case studies often making use of current news stories to illustrate the Geographical theory.

Miss S Woodward – Head of Geography

Progression

Geography is a unique subject in that it is a combination of the Arts and the Sciences. It therefore combines extremely well with many other subjects.

Geography allows students to develop a wide range of skills such as decision making, data recording and presenting, communication, interpretation, analysis and problem solving. Along with these skills, having an understanding of the world and how it works makes Geography highly valued by employers.

Extracurricular Activities ££

An exciting aspect of making Geography real is the opportunity of fieldwork. Students will be required to participate in fieldwork as it is a component of the Paper 2 exam. Two contrasting fieldwork enquiries are a requirement and this is a compulsory part of the Geography course. These are carried out over two separate days in Years 10 and 11 at Juniper Hall (rivers fieldwork) and Guildford (Urban fieldwork). Within the Geography course there will be a small charge for the compulsory field trips. Geography also offers an optional three-day residential visit to Iceland.

Geography

Edexcel GCSE Geography – Specification B



Component 1: Global Geographical Issues (*Paper 1 code: 1GB0/01)

Written examination: 1 hour and 30 minutes
37.5% of the qualification
94 marks

Content overview

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Assessment overview

An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Section A: Hazardous Earth

Section B: Development dynamics

Section C: Challenges of an urbanising world

The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.

Component 3: People and Environment Issues – Making Geographical Decisions (*Paper 3 code: 1GB0/03)

Written examination: 1 hour and 30 minutes
25% of the qualification
64 marks

Content overview

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

Assessment overview

An externally-assessed written exam with four sections. Of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Section A: People and the biosphere

Section B: Forests under threat

Section C: Consuming energy resources

Section D: Making a geographical decision

The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of **one** from three decisions assessed through a 12-mark extended writing question.

Component 2: UK Geographical Issues (*Paper 2 code: 1GB0/02)

Written examination: 1 hour and 30 minutes
37.5% of the qualification
94 marks

Content overview

- Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.
- Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.
- Topic 6: Geographical investigations – including **one** physical fieldwork investigation and **one** human fieldwork investigation linked to Topics 4 and 5.

Assessment overview

An externally-assessed written exam with three sections. Of the 94 marks available up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Section A: The UK's evolving physical landscape

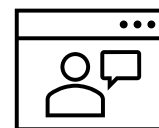
Section B: The UK's evolving human landscape

Section C: Geographical investigations

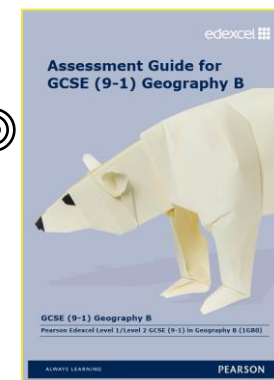
- C1: Students choose one from two optional questions (Coastal change and conflict or River processes and pressures)
- C2: Students choose one from two- optional questions (Dynamic urban areas or Changing rural areas).

The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

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specification booklet



Hear what Miss Woodward has to say



German

AQA GCSE German – 8662



Overview

Internationalism and language learning are embraced wholeheartedly at Tomlinson and the students here are extremely fortunate in enjoying enhanced facilities in this area of the curriculum.

German is studied by every student from Year 8.

Mrs R Savochkin
Head of German

Course Content

Theme 1: People and lifestyle

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

Theme 2: Popular culture

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

Theme 3: communication and the world around us

Topic 1: Travel and tourism

Topic 2: Media and technology

Topic 3: The environment and where people live

Extracurricular Activities and Career Prospects

The MFL Department has established links with the Realschule Calvarienberg in Ahrweiler. Our Year 8 students visit during international week and our Year 10 students visit again during the German exchange. There is strong evidence that participation in an exchange visit enhances students' final grades. German students benefit from our relationship with the Goethe Institut which provides students with additional opportunities including visits to Germany and workshops in the UK. In a landscape where language learning in schools is declining, a language qualification is a fantastic USP. British businesses have acknowledged that they are desperate for employees with at least a GCSE in a modern foreign language. By taking a language at GCSE our students will improve their job prospects and leave Tomlinson with a skill which will help them stand out in a crowd.

German

AQA GCSE German – 8662



Paper 1: Listening

What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

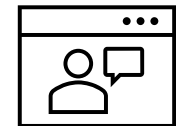
Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
 - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
 - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)



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Hear what Mrs Savochkin has to say

Proceed to next page to see Papers 3 and 4

German

AQA GCSE German – 8662



Paper 3: Reading

What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from German into English

How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

- Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)
- Section B – translation from German into English, minimum of 35 words at Foundation tier and 50 words at Higher tier

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into German

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into German, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into German, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Graphic Design

NCFE Level 1/2 Technical Award in Graphic Design 603/7011/7



Overview

This qualification is intended for students interested in using graphic based materials in a practical and imaginative way.

Through project work, students will develop an understanding of the key components and disciplines within graphic design and an awareness of careers within the industry.

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

Mr I Brotherton
Head of Technology

Course Content

Content area 1	Components of graphic design
Content area 2	Work of graphic designers
Content area 3	Requirements of a graphic design brief
Content area 4	Planning, development and experimentation
Content area 5	Graphic design production
Content area 6	Design, present and promote graphic design work

Graphic Design

NCFE Level 1/2 Tech Award in Graphic Design

603/7011/7



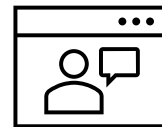
Assessment Breakdown

<ul style="list-style-type: none"> • 1 hour 30 minutes examined assessment • 17 hours 30 minutes non-exam assessment 		
Non-exam Assessment (NEA)	Weighting 60%	Externally set, internally marked and externally moderated <ul style="list-style-type: none"> • Synoptic project
Examined Assessment (EA)	Weighting 40%	Externally set and externally marked <ul style="list-style-type: none"> • Written exam
Total	100%	Overall qualification grades: L1P, L1M, L2P, L2M, L2D, L2D*

Progression

The skills and knowledge gained will allow students to progress onto a wide range of courses such as A Level or Level 3 Vocational qualifications, Art & Design Foundation courses and then onto degree level.

Equally, students may wish to enter the world of work undertaking an apprenticeship or junior level employment in a graphic design related area.



Hear what Mr Brotherton has to say



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Hair & Beauty

City & Guilds Level 2

Technical Award in the Study of Hair & Beauty



Overview

The qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

Mrs Buckland-Speller
Hair and Beauty Teacher

Course Content

The Award consists of three mandatory units:

- 201 - Exploring the world of hair and beauty
- 202 - Science of hair and beauty
- 203 - Design in the hair and beauty sector

Learners will explore design skills and techniques used within the hair and beauty sector to develop their skills in planning, carrying out research and presenting design brief ideas. They will also explore the business aspect of the hair and beauty sector and have the opportunity to investigate the principles of marketing and how entrepreneurship supports this sector, including how to select and design promotional activities and materials and carry out practical assessments on hair, makeup and nails.

Hair and Beauty

City & Guilds Level 2

Technical Award in the Study of Hair & Beauty



Qualification Structure

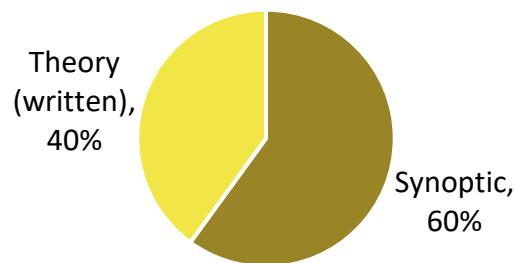
The overall qualification grade is calculated using a rigorous synoptic assessment method. This consists of an externally set and marked assessment by examination (external written exam) and an externally set, internally marked non-exam assessment (synoptic assignment). This will help to ensure the qualification offers a comparable level of challenge to academic qualifications.

Synoptic assessment is at the heart of this qualification. The assessment method will assist learners to make connections between the units, increase the level of learner engagement and provide centre staff with the opportunity to adopt a holistic approach to delivering the units.

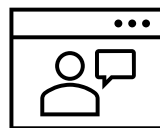
Learners will plan how to best meet the brief by

- making decisions on use of products depending on client specification
- understanding the target audience for image use
- demonstrating technical hair and beauty skills appropriate to the brief.

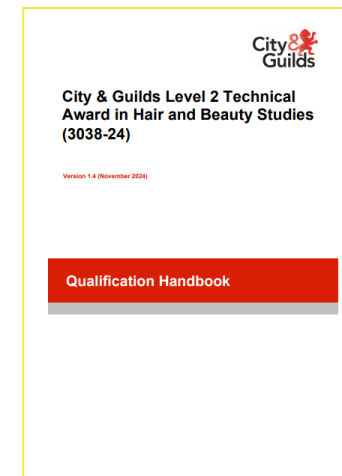
Learners will evaluate the suitability of their proposals against the brief.



Mandatory assessment requirements



Hear what Mrs Buckland-Speller has to say



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Progression

This qualification covers a wide range of subject areas and will complement related subjects including Maths, English, Science, Fashion, Travel and Tourism and Business Studies in further education. It will assist with apprenticeships within the Hair and Beauty Industry, or Further Vocational Education within a Technical College or T level.

Health & Fitness

603/7007/5 - NCFE Level 1/2 Tech Award in Health and Fitness



Overview

This qualification is designed for students with an interest in health and fitness. It will provide them with the opportunity to develop and experience their own fitness programme. This qualification aims to focus on an applied study of the health and fitness industry sector.

Mr O Cochrane
Head of Physical Education

Course Content

Unit 01 Introduction to body systems and principles of training in health and fitness

This unit provides students with the underpinning knowledge and understanding required for Health and Fitness. Students will develop their knowledge and understanding of the structure and function of key body systems. Students will know and understand the short and long-term effects that health and fitness activities can have on the body as well as the components of fitness and the principles of training.

Unit 02 Preparing and Planning for Health and Fitness

This unit provides students with the knowledge and understanding to be able to prepare and plan for health and fitness. Students will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Students will know and understand how to test and develop components of fitness and understand how to structure a health and fitness programme as well as preparing safely for health and fitness activities.

Progression

Students who achieve at Level 2 might consider progression to Level 3 qualifications post-16 such as:

Level 3 Applied Generals in sport studies, sport and physical activity or sport and exercise science. Students could also study Level 3 Technical Levels in sport and physical activity, personal training or fitness services. Studying A Level in Physical Education and Sport will support progression to higher education. Students could also progress into employment or onto an apprenticeship in the health and fitness sector.

Enrichment

A general interest in sport, health and fitness is highly recommended for students wanting to select this course. All Health and Fitness students are expected to attend extracurricular clubs in the sports they enjoy alongside the schools "Fitness Club".

Health & Fitness

NCFE Level 1/2 Tech Award in Health & Fitness

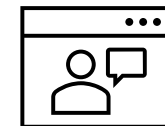


Assessment Breakdown

	Examined Assessment	Examined Assessment
Assessments	40% of technical award Written examination: <ul style="list-style-type: none"> • 80 marks • 1 hour 30 minutes • A mixture of multiple-choice, short-answer and extended response questions • Some questions include use of numeracy skills • Extended response questions require use of literacy skills and ability to write essay-style answers 	60% of the technical award Synoptic Project: <ul style="list-style-type: none"> • 88 marks • The completion time for the projects is 22 hours plus 2 hours preparation and research time
What's assessed	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Fitness Testing a Client • General Assessment of Clients Health • Setting Appropriate Goals • Development of Health and Fitness Training Programme • Development of a Diet Plan • Delivering a Health and Fitness Training Programme • Reviewing the Health and Fitness Training Programme



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Hear what Mr Cochrane has to say

Important Information

All students are expected to bring relevant Tomlinson PE kit to all practical lessons and, in addition, be prepared in the most appropriate way for all theory lessons.

History

AQA GCSE History – 8145



Overview

Are you willing to accept the challenge that History provides? In studying History, you will gain an understanding of why the world is as it is today.

Miss V Kennedy
Head of History

Course Content

Period Study – America 1920-1973: Opportunity and inequality
Boom and bust in post war America, racial segregation and the fight for equality in America.

Period Study – Conflict and tension, 1945-1972
The origins and development of the Cold War.

Thematic Study – Britain: Health and the people c1000 to the present day

The development of medicine and public health from ancient to modern times.

Depth Study – Elizabethan England c1568-1603

Elizabeth's court, parliament, religious problems and life in Elizabethan times.

Progression

History is relevant, interesting and exciting. It will enable you to gain transferable skills which are highly sought after in today's workplace. Some of these are analytical skills, decision making skills, problem-solving skills, empathy, interpretation of evidence and the ability to “read between the lines”. It helps students develop communication skills (both oral and written) and the presentation and justification of an argument.

Many employers value the skills above which you will develop through the study of History, these are just a few examples:

- Law
- Accountancy
- Teaching
- Media
- Journalism
- Marketing
- Research

History

AQA GCSE History – 8145



Paper 1 Understanding the Modern World

What's assessed

In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period.

In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2 Shaping the Nation

What's assessed

In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.

How it's assessed

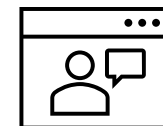
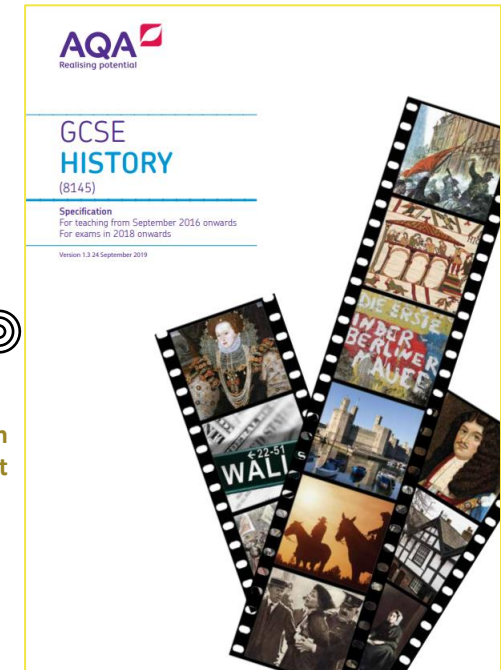
- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar



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specification booklet



Hear what Miss Kennedy has to say

Hospitality and Catering

WJEC Vocational Award Hospitality & Catering (Technical Award)



Overview

Hospitality & Catering is Britain's fourth largest industry and accounts for around 10% of the workforce (British Hospitality Association). This Level 1/2 award has been designed to support students who want to learn about this sector and the potential it can offer for possible careers and further study.

Students will develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. All students who select this as an option subject will be required to provide their own ingredients. The actual cost of these ingredients will depend largely on the student's choice of recipe.

Miss K Ashman
Head of Food and Textiles

Course Content - Year 10

In Year 10 students will learn new practical skills aimed at building on the skills learnt during Years 7-9 in Food Tech. Theory based lessons will focus on developing knowledge of the hospitality and catering industry. A range of practice assessments will be completed to prepare for internal and external assessments.

Course Content - Year 11

In Year 11, students will continue to develop practical and theoretical skills and knowledge, and will complete the Unit 1 written examination, and Unit 2 coursework. Both Unit 1 and Unit 2 will be graded and both units must be passed to receive the qualification.

Hospitality and Catering

WJEC Vocational Award Hospitality & Catering (Technical Award)



Summary of Assessment

Unit 1: The hospitality and catering industry
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.

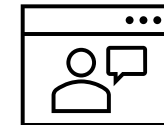
Unit 2: Hospitality and catering in action
Controlled assessment: approximately 12 hours
60% of qualification

120 marks

An assignment brief will be provided by WJEC Secure Website.



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Hear what Miss Ashman has to say

Progression

This qualification supports students to develop essential employability skills that are valued by employers and further and higher education.

Successful completion of this qualification together with GCSEs in English, Maths and Science can support entry to Level 3 qualifications relevant to the hospitality and catering sector.

There are a wide range of employment opportunities in hospitality and catering from catering assistants to chefs, hotel and bar managers to food technologists in food manufacturing.

Music

OCR GCSE Music – J536



Overview

This course will provide a contemporary, accessible and creative approach in Music with an integrated focus on the three main elements – performing, composing and appraising. The course will aim to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. Students will have the opportunity to explore instruments and Areas of Study depending on their personal preference and ability. There is no minimum instrumental grade needed, but students must already play an instrument/ be having instrumental lessons, as they cannot access the 'performance' element of the course, or its marks.

Mr L Frater
Head of Music

Course Content

Students will be able to continue to study for an A Level in Music.

Students will have laid the foundation for any number of music-related careers such as performing in bands, orchestras and choirs, conducting, composing and arranging, working for film, television and radio, sound engineering, education and music therapy.

Further information about careers with Music can be found here: <https://www.careersinmusic.com>

Course Content

Students will study five Areas of Study. Across these areas, students will study music from the past and present, from the western tradition and other world cultures. The Areas of Study also provide opportunities for students to further their understanding of musical styles of their own choosing. Students will compose two pieces of music: one of the pieces will be set to a brief by OCR; the other will be set to a brief by the student.

In addition, students will be required to perform regularly as a soloist and as part of a group. They will also be expected to prepare performances with their instrumental teacher, at home and in class time. However, final recordings must take place at school in the presence of the teacher.

Enrichment

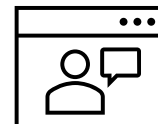
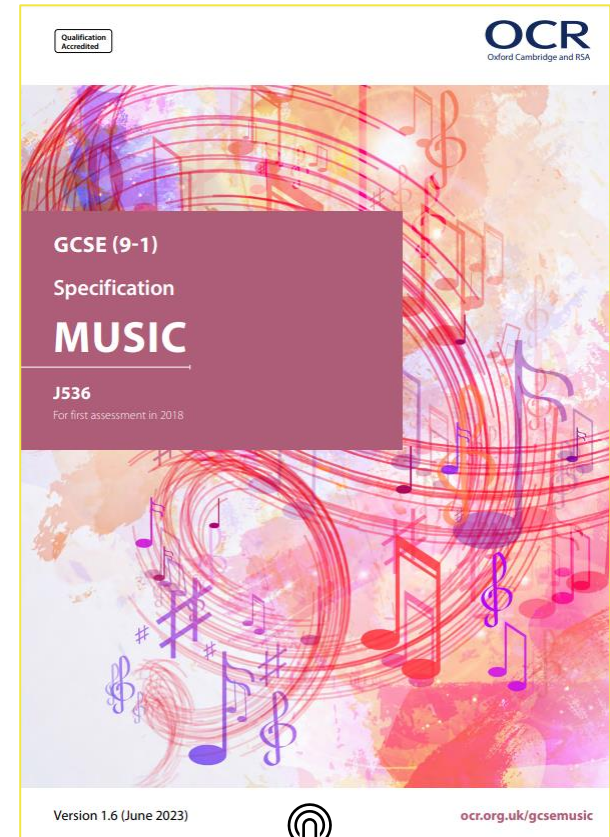
The study of Music encourages students to develop wide-ranging skills and personal attributes that are highly regarded by employers and further and higher education establishments (whether or not students aspire to a career in the Music industry). In addition to the specific musical skills of performing, composing and listening, students will develop their confidence, self-discipline, social skills, capacity for independent study, organisation and time-management.

Music

OCR GCSE Music – J536



Content overview	Assessment overview	
<p>Unit 1: Integrated Portfolio (Coursework)</p> <p>1 solo performance – perform any piece of music you wish (no grade requirements) on an instrument (including voice)</p> <p>1 free choice composition – compose a piece of music in any style/genre you wish</p>	<p>Unit 1: Marks</p> <p>Up to 30 marks</p> <p>Up to 30 marks</p>	<p>Unit 1: Percentage = 15%</p> <p>=15%</p> <p>30% of the overall GCSE</p>
<p>Unit 2: Practical Component (Coursework)</p> <p>1 ensemble performance – perform any piece of music you with at least 1 other person live</p> <p>1 set brief composition – compose a piece of music linked to Area of Study 2, 3, 4 or 5, and using a given stimuli</p>	<p>Unit 2: Marks</p> <p>Up to 30 marks</p> <p>Up to 30 marks</p>	<p>Unit 2: Percentage = 15%</p> <p>=15%</p> <p>30% of the overall GCSE</p>
<p>Unit 3: Listening & Appraising (Exam)</p> <p>A 90 minute written paper with a CD, testing Aural recognition and context from music within Areas of Study 2, 3, 4 and 5.</p>	<p>Unit 3: Marks</p> <p>Up to 80 marks</p>	<p>Unit 3: Percentage</p> <p>40% of the overall GCSE</p>



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Hear what Mr Frater has to say

Photography

OCR GCSE Photography - J173



Overview

During the two-year course, students will have the opportunity to explore a range of different photographic skills and techniques. Students will each have access to a digital SLR camera which they will learn to use in fully manual mode. They will each have access to a laptop with the full Adobe Master Suite and will learn a vast range of Photoshop techniques. The department has a photographic studio equipped with two backdrops and lights, a range of light boxes, tripods and different lenses for students to explore. Throughout the course, students will learn to develop their own creativity and individual style, working through different projects in Year 10, leading to projects of their choice in Year 11. The aim is for students to work outside of the classroom where possible, enabling them to take part in a range of photography shoots around the school site.

Mr Bevan
Head of Photography

Course Content - Year 10

There will be a number of different workshops and projects throughout the year, teaching students a range of different styles and techniques.

- How to use the digital cameras
- Post-production editing mainly through Photoshop
- Developing concept and meaning in your work
- Understanding the key elements of Photography (framing, composition, focus)

Course Content - Year 11

During Year 11, there will be two major projects that students will work on throughout the year. Using the skills and knowledge learnt throughout Year 10, they will now need to use their own creativity to produce creative and individual projects. There will be two practical exams at the end of each project, each lasting 10 hours (spread over two school days).

Photography

OCR GCSE Photography – J173

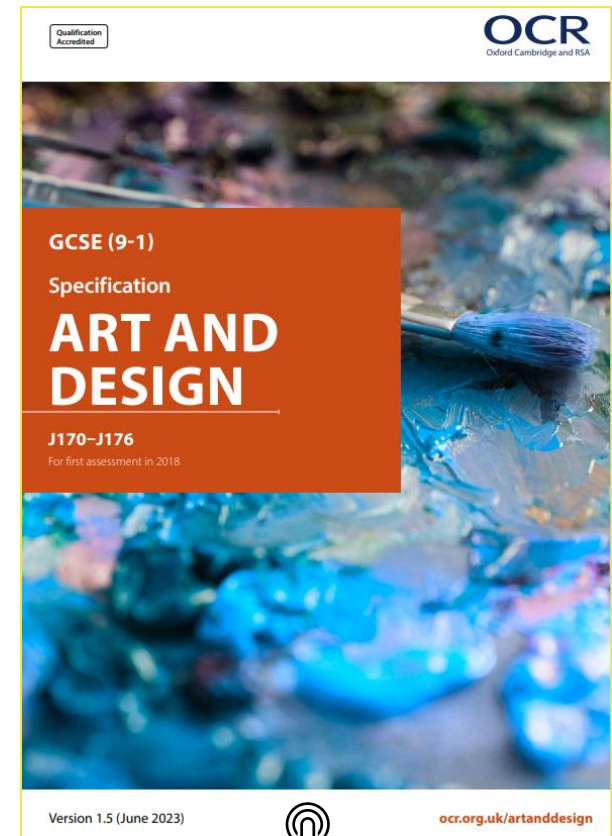


Important Information

Students will need to have access to a camera outside of school in order to complete the Home Learning tasks. This can either be a Bridge camera or an SLR. During school, students will use Canon DSLR cameras; the Canon 450Ds are mainly used but there are a range of newer versions including the 600D and 1300D.

Students will have the opportunity to take part in a range of different trips to enrich and help develop their skills. Trips that have previously taken place include Kew Gardens and the Tate Modern.

Component	Marks	Duration	Weighting
Portfolio (01) Non-exam assessment	120	–	60%
Externally set task (02) Non-exam assessment	80	10 hours	40%



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Physical Education

AQA GCSE Physical Education – 8582



Overview

The GCSE Physical Education course is suitable for students who want to study the disciplines associated with sport science and should be considered as a fully academic option.

Theoretical and practical elements of the Physical Education course are linked to enable you to gain knowledge and understanding of what is required to lead a healthy and active lifestyle. You will be required to have a good level of motor (practical) skills across a range of activity areas and show in depth understanding for analysing and evaluating performance, suggesting effective plans for improvement.

All students who select GCSE Physical Education as an option will have at least 50% of their lessons undertaking theoretical work, as the course is now only 30% practical. Students will study a broad range of activities however, their best three areas will be put forward to be externally assessed.

The following are key questions that **MUST** be considered before choosing GCSE PE:

- Do you have a genuine interest in the theory of sport and are you really enthusiastic about PE and sport in general?
- Do you represent a school team and/or participate in extracurricular clubs?
- Are you willing to commit to attending GCSE clinic after school? Most students need to attend GCSE clinic to develop their practical and theory grades.
- Are you competent in at least two sports? Not only as a performer but you also need a good knowledge of the rules and must have the ability to take the lead in activities and critically analyse performances.
- Do you see Science as a strength? There is a lot of Biology and Physics in the theory content.

Mr O Cochrane
Head of Physical Education

Course Content

Theory elements include seven areas of study which total 60% of the overall grade for the course:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

You will be formally assessed in 3 sports, are you currently competent in at least two sports?

The final 10% is a piece of coursework where students analyse their own performance.

Physical Education

AQA GCSE Physical Education – 8582



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

What's assessed

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

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

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

What's assessed

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

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

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

What's assessed

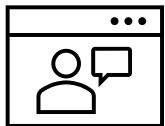
- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed

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

Questions

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.



Hear what Mr Cochrane has to say

Tap image to open specification booklet



Important Information

All students are expected to bring relevant Tomlinson PE kit to all practical lessons and in addition be prepared in the most appropriate way for all theoretical lessons. Students who take this option cannot take Level 2 Health & Fitness. **Students who select GCSE PE will need to participate in sports both in and outside of school to be successful. Where this is not the case students will be allocated the more appropriate qualification in Health and Fitness.**



Psychology

AQA GCSE Psychology - 8182



Overview

Psychology is the study of people: how they think, how they act, react and interact. Psychology is concerned with all aspects of behaviour and the thoughts, feelings and motivations underlying such behaviour.

For more information, please email Ms Roy (grov@tomlinscoteschool.com).

Ms G Roy
Head of Humanities

Course Content

Paper 1 - Cognition and Behaviour
Memory, perception, development, research methods and data handling.

Paper 2 - Social Context and Behaviour
Social influence, language, thought and communication, brain and neuropsychology and psychological problems.

Progression

Psychology is a varied and interesting subject because it develops understanding of key contemporary issues such as mental health, as well as improving your knowledge of areas such as methodology and scientific evaluation.

You will gain skills such as evaluation, analytical skills, application of knowledge, presenting and justifying an argument, research skills and methodological/research skills.

Psychology is an excellent subject to study because it ensures you have access to a wide and varied curriculum, leaving all options open for your academic future or employment.

The study of Psychology, and the skills it will enable you to develop, is seen as beneficial for all sorts of careers:

Medicine, Criminology, Health Industry, Therapy/counselling, Education and Business.

Psychology

AQA GCSE Psychology – 8182



Paper 1: Cognition and behaviour

What's assessed

- Memory
- Perception
- Development
- Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

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

Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)

Paper 2: Social context and behaviour

What's assessed

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

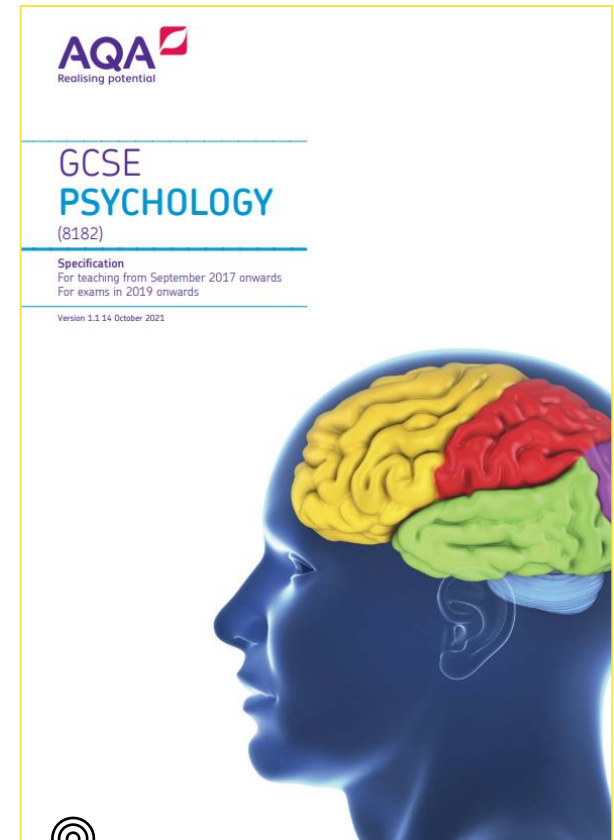
Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

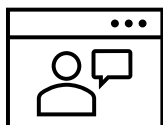
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)



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specification booklet



Hear what Ms Roy has to say

Religious Studies

AQA GCSE Religious Studies – 8062



Overview

In GCSE Religious Studies we learn about the beliefs and practices of Christianity and Islam. This forms Paper 1 of the GCSE. Students are expected to know how a person practices their faith, and the beliefs which underpin those practices. Paper 2 examines Themes in society, drawing on knowledge of Year 9 curriculum such as crime and justice, the sanctity of life, human rights and social justice, as well as other themes.

GCSE Religious Studies encourages students to reflect on their role as valuable members of society and to learn to discuss both religious, ethical and philosophical matters in a forum of tolerance and sensitivity. Students are welcome to raise and discuss current religious and existential questions and we find that RS provides the perfect platform for both philosophical and spiritual development. Students will be given one piece of Retrieval Home Learning per week to embed the week's learning through a variety of tasks.

Previous students have chosen RS because:

“It is interesting to explore other religions and how they practice it.”

“You can find out more about your own religion.”

“It's the best option to take at GCSE”

Miss K Allan

Head of Religious Studies and Sociology

Course Content

The RS GCSE which students will follow is the AQA Specification A. There is no coursework requirement. Students will sit two 1 hour 45-minute papers, one for each component at the end of Year 11. The two components that will be studied are:

- The study of religions: beliefs, teachings and practices
- Thematic studies
- Within Component 1 students will study:
 - Christianity
 - Islam
- Within Component 2 students will study:
 - Relationships and families
 - Religion and life
 - The existence of God and revelation
 - Religion, peace and conflict
 - Religion, crime and punishment
 - Religion, human rights and social justice

Religious Studies

AQA GCSE Religious Studies – 8062



Component 1: The study of religions: beliefs, teachings and practices

What's assessed

- Beliefs, teachings and practices of two from:
- Buddhism
- Christianity
- Catholic Christianity
- Hinduism
- Islam
- Judaism
- Sikhism

Christianity and Catholic Christianity is a prohibited combination

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each religion has a common structure of two five-part questions. 1 mark knowledge, 1 mark written knowledge, 4 mark, 6 mark and 12 mark questions. Each religion is marked out of 48.

Component 2: Thematic studies

What's assessed

Either four religious, philosophical and ethical studies themes or two religious, philosophical and ethical studies themes and two textual studies themes.

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Textual studies themes:

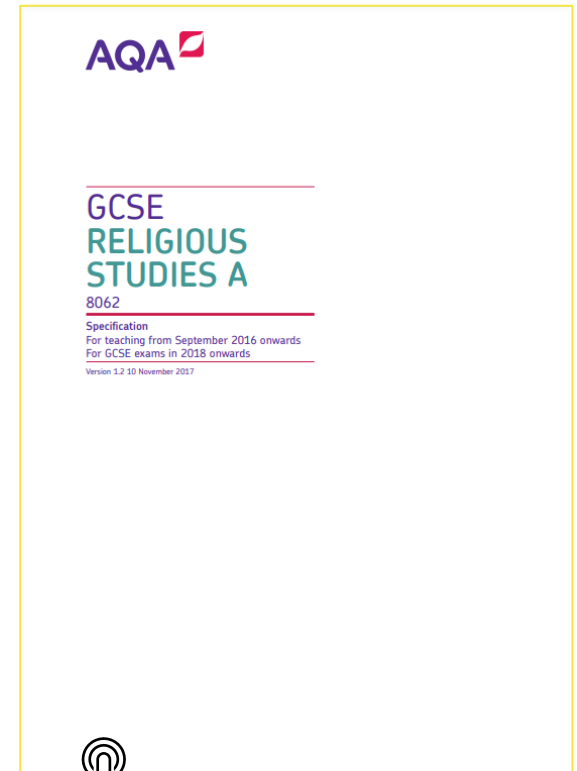
- Theme G: St Mark's Gospel – the life of Jesus.
- Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.

How it's assessed

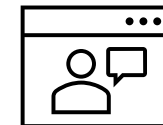
- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question, 1 mark knowledge, 1 mark written knowledge, 4 mark, 6 mark and 12 mark questions. Each theme is marked out of 24.



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Hear what Miss Allan has to say

Please contact Miss Allan if you have any queries or require more information about this subject (kallan@tomlinscoteschool.com)

Sociology

AQA GCSE Sociology – 8192



Overview

Sociology is the study of society, how it is organised and structured, and how it operates. Sociologists examine individual social experiences as well as investigating the larger patterns in society. Through the use of theoretical perspectives, Sociology explores how society might be based around conflict between groups of people, as well as the organic way different social institutions have developed over time.

Miss K Allan
Head of Religious Studies and Sociology

Course Content

Year 10

- Introduction to Sociology
- How is Society Researched?
- Families
- Education (1)

Year 11

- Education (2)
- Crime and Deviance
- Social Stratification

Key Questions Sociologists ask:

What are the reasons for inequality in society?

Who has power? Why?

Why do we have families and schools? What would happen if they didn't exist?

Are the inequalities deliberate or a product of natural social evolution?

Is society better today compared to 100 years ago?

How might society change in a further 100 years?

Is my experience in society the same/similar to yours?

Are there patterns in society that might help me understand why things are the way they are, or perhaps even to change things for the better?

If any of these questions are of interest to you, then Sociology is the subject for you!

Progression

If you enjoy studying the GCSE, you may like to continue studying the subject at A Level. Some students enjoy combining Sociology with other social sciences and may also like to consider studying Psychology, Economics, or perhaps Politics.

It is possible to study Sociology, or a variant of Sociology, up to undergraduate and even postgraduate level at university.

Sociology students learn the skill of academic and social research which opens up routes into other academic subjects, academic research, criminology and various forms of social work. Due to the eclectic nature of the subject, Sociology opens up a number of opportunities.

For further information about how Sociology can help your progression click the link below:

www.britsoc.co.uk/what-is-sociology/what-do-sociologists-do/

Sociology

AQA GCSE Sociology – 8192



Paper 1: The sociology of families and education

What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

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

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Paper 2: The sociology of crime and deviance and social stratification

What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

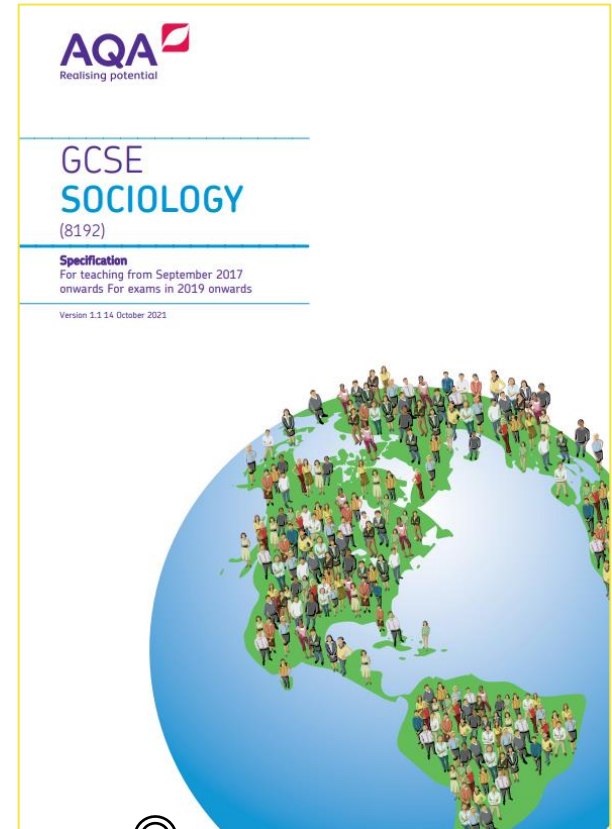
Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

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

Questions

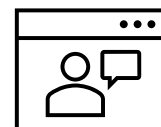
- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.



Tap image to open specification booklet



Please contact Miss Allan if you have any queries or require more information about this subject



Hear what Miss Allan has to say

Spanish

AQA GCSE Spanish – 8692



Overview

Internationalism and language learning are embraced wholeheartedly at Tomlinson and the students here are extremely fortunate in enjoying enhanced facilities in this area of the curriculum.

Further advice on the choice of language to be studied may be sought from the Head of Spanish, Mrs Metcalfe, or the Head of Modern Foreign Languages, Mrs Savochkin.

Mrs Metcalfe
Head of Spanish

Course Content

Theme 1: People and lifestyle

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

Theme 2: Popular culture

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

Theme 3: Communication and the world around us

Topic 1: Travel and tourism

Topic 2: Media and technology

Topic 3: The environment and where people live

Extracurricular Activities and Career Prospects

All students following GCSE Spanish are strongly recommended to undertake a visit to a country where the language is spoken during Year 10 or 11. The Modern Foreign Language Department has links with IES Alhamilla in Almeria.

Those students contemplating foreign language study in Higher Education or envisaging a career requiring a specialised knowledge of languages are strongly advised to continue the study of both their Key Stage 3 languages to full GCSE Level in Years 10 and 11.

In a landscape where language learning in schools is declining, a language qualification is a fantastic USP. British businesses have acknowledged that they are desperate for employees with at least a GCSE in a modern foreign language. By taking a language at GCSE our students will improve their job prospects and leave Tomlinson with a skill which will help them to stand out in a crowd.

Spanish

AQA GCSE Spanish – 8692



Paper 1: Listening

What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed

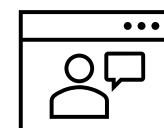
- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

- The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.
- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
 - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
 - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)



Proceed to next page
to see Papers 3 and 4



Hear what Mrs
Metcalf has to say

Spanish

AQA GCSE Spanish – 8692



Paper 3: Reading

What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from Spanish into English

How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

- Section A – reading comprehension questions in English, to be answered in English or nonverbally (40 marks)
- Section B – translation from Spanish into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into Spanish

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

Careers Information

Chapter 5





Careers

Starting Point

This is an important and exciting time for Year 9 students, as you now have the freedom to start making choices about what you would like to study in Years 10 and 11.

You may, or may not, have some clear career aspirations at this point and these may change between now and when you leave school. However, your strengths, interests and preferred learning styles are more likely to be similar. Consider the questions below; reflect on the answers and think about how this may influence your GCSE options as well as the kind of study, training and career options that are best suited to you.

Ask yourself:

- What are your favourite subjects and why? Are these subjects you would like to study beyond GCSE?
- Are there any topics that you would like to study in more detail?
- Do you enjoy classroom learning and theory or practical hands-on activities? Or a mixture of both?
- Do you prefer more project-based coursework or more ongoing theoretical learning?

Research

It is really important that you research the subjects you are considering taking at GCSE. First and foremost, talk to your teachers to find out about the course content and the skills required. Think about whether you are interested in the topics studied across the two years and also about how will you be assessed and whether these things suit your learning style.

Visit useful websites such as:

- icould.com provides lots of really useful video clips and quizzes to get you thinking about choosing your Options
<https://icould.com/stories/category/advice-and-guides/gcse-options/>
- The National Careers Service provides advice and guidance for young people at key transition points. In addition, students and parents are able to explore various careers by sector by clicking on the relevant tabs. Each career profile has Labour Market Information (LMI) related to it such as skills required, key roles performed, salary details and qualifications needed
<https://nationalcareers.service.gov.uk/careers-advice/helping-young-people-make-education-and-career-choices>
- Studential.com has in-depth information and advice for all students on GCSEs, A Levels, Apprenticeships, Enterprise and applying to University <https://www.studential.com/GCSEs/choosing-your-GCSE-subject-options>
- Careerpilot offers useful information for choices at age 14-18. This link will take you to the choices at age 14 sections, but you may explore the other age sections as well to help you forward plan.
<https://careerpilot.org.uk/information/your-choices-at-14>

Careers



In-school Research and Support

There are a number of things you can do in school to help with your research and planning. Make use of all the resources and people available to you who can help to support and guide your choices.

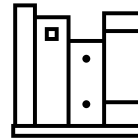
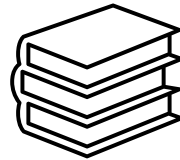


Check the “Careers and Post-16 Progression display board”:

Located on the “down” stairs stairwell on C1, it has a huge amount of careers information that is regularly updated including information on all routes after secondary school and what your future options are. It includes information on different types of qualifications, apprenticeships, open days and upcoming careers events.

Visit the Careers Corner in the LRC:

There are lots of useful resources there to help you with your career research and option choices. There are lots of publications about the varying employment sectors as well as university/college prospectuses.



Check the “Careers and Progression” Google Classroom:

You all have access to this Google Classroom and it has a wealth of resources related to careers and future pathways. Check the “classwork” tab and use the information in the topics, as well as all of the careers-related quizzes to help you understand your options and what you might be most suited to. It also has sign up sheets (set as assignments) which advertise all of the careers insight talks and other opportunities that you can sign up to.

Speak to Ms Crabtree

Ms Crabtree is Tomlinson’s nominated Careers Lead and oversees Careers and Post-16 Progression. You can go and speak to her directly (her classroom is up in English on the C3 corridor) or she could arrange a Careers Appointment for you with a qualified Independent Careers Advisor.

Remember that you have a work experience week in Year 10 and a one-to-one guidance interview with a Careers Advisor in either Year 10 or Year 11 to support your next steps.

Making Your Options Choices

Chapter 6



Making Your Options Choices



Look for balance

Try to choose a broad and balanced programme of subjects. This will help with future choices, whether this is A Level, BTEC, Apprenticeship or University choices.

Remember, we are all different

Make choices based on your interests and aspirations rather than choosing something just because your friends are or because you like a certain teacher. Listen carefully to all the advice given. Remember it is not possible to change your options after you have started the course.

Deadline

When you have decided on your Option choices, keep a record of your choices and ensure that you enter them online by **Friday 27th February 2026**. Any submissions after this date will mean that the student will only be added to classes if there is still space available.

Completing the Options Form

We have every intention of running all the courses on offer here, provided that a reasonable number of students choose them. However, if only a very small number of students opt for one subject, we may have to consider withdrawing that course. Furthermore, in certain subjects, the limited extent of our equipment or Health & Safety issues means there is a restriction on the numbers who can take the course. If we are unable to meet your choices, then Mr Daniel will speak to you.

Reminder: Students are unable to select the following combinations:

- Engineering and Design Technology
- Health & Fitness and Physical Education (students will be allocated the most appropriate course based on their participation in sports both in and outside of school)
- Art and Graphics
- Food Preparation & Nutrition and Hospitality & Catering

Engineering and Psychology are invitation-only subjects.

You should select your Options choices using the online Options system. This will be opened after the Progress Meetings on **Thursday 12th February 2026** and can be found at www.sims-options.co.uk You must choose three Option courses. You must choose one subject from the EBacc Block and then a further two Option choices from the list of subjects. Please put them in priority order. Then choose a further three reserve option choices (one EBacc and two further preferences). These must also be in priority order and be different to the first three that you choose.