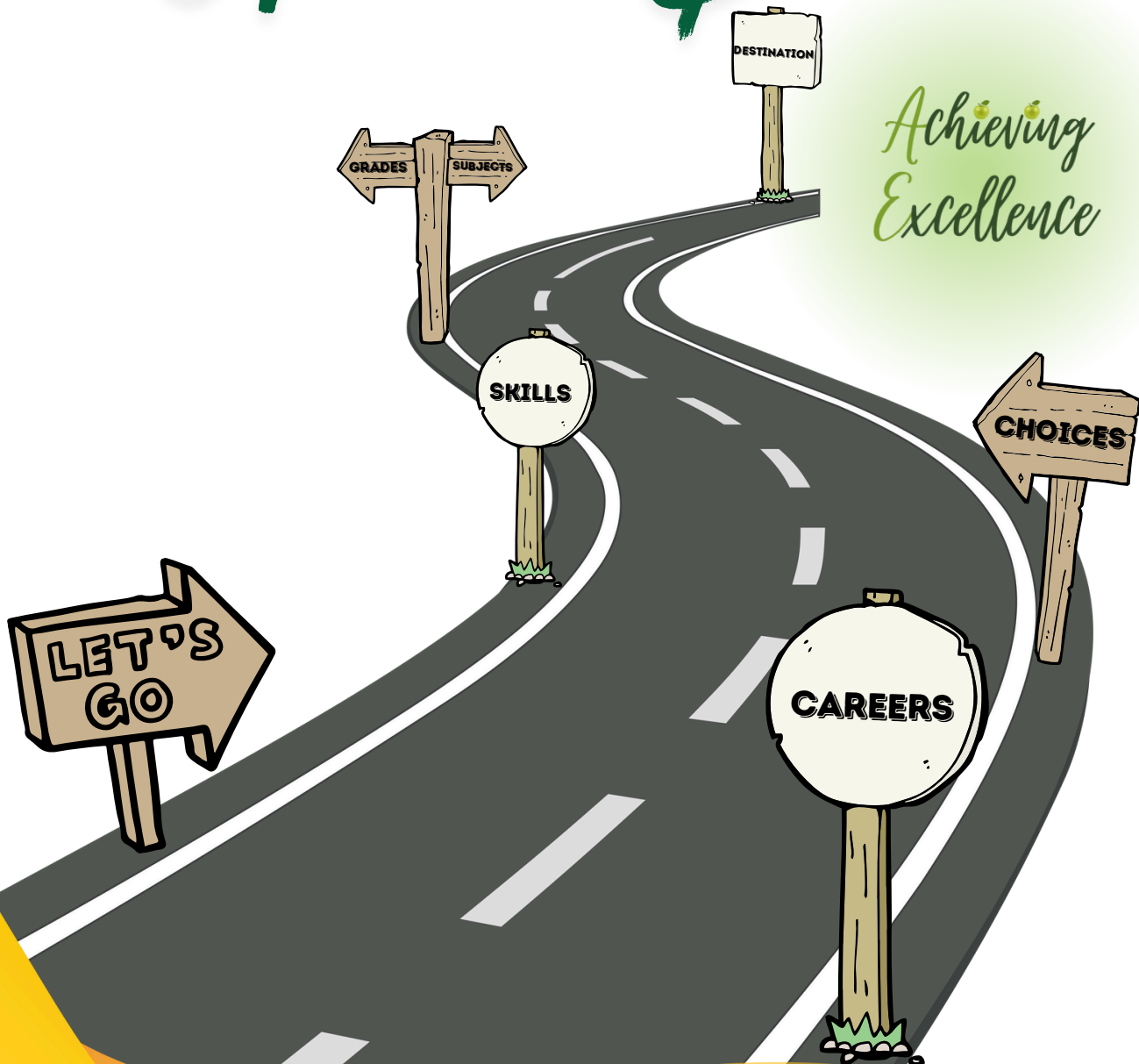




The
Appleton
School

Options Booklet

*Achieving
Excellence*



GUIDANCE FOR STUDENTS

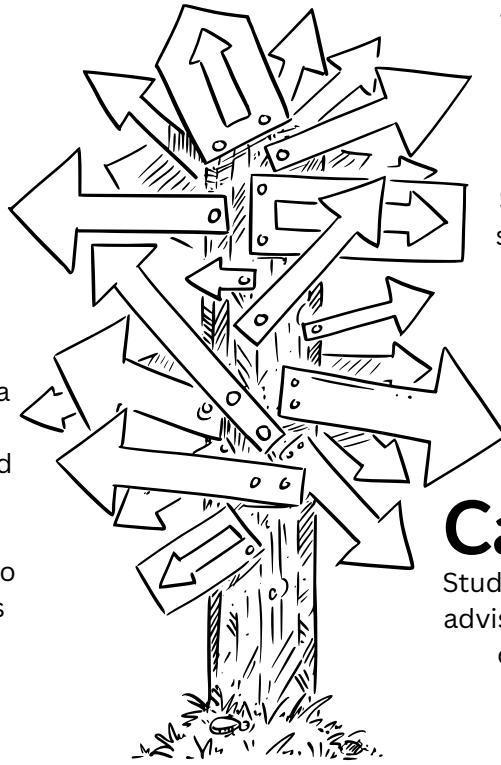
Below are some sources that students can access to help with the decision making process

School Website

The Key Stage Four Options section of our website includes audio PowerPoints for each course and careers resources.

Unifrog

<https://www.unifrog.org/> This is a careers website that The Appleton School subscribe to which provides a wealth of information and support, including a career library, Further and Higher Education information and Apprenticeship advice and live vacancies. All students have access to Unifrog, usernames are the students email address.



Friends/Family/Teachers

Please encourage your child to speak to their friends and family about their chosen subjects and to find out their personal experiences of courses they are or have studied.

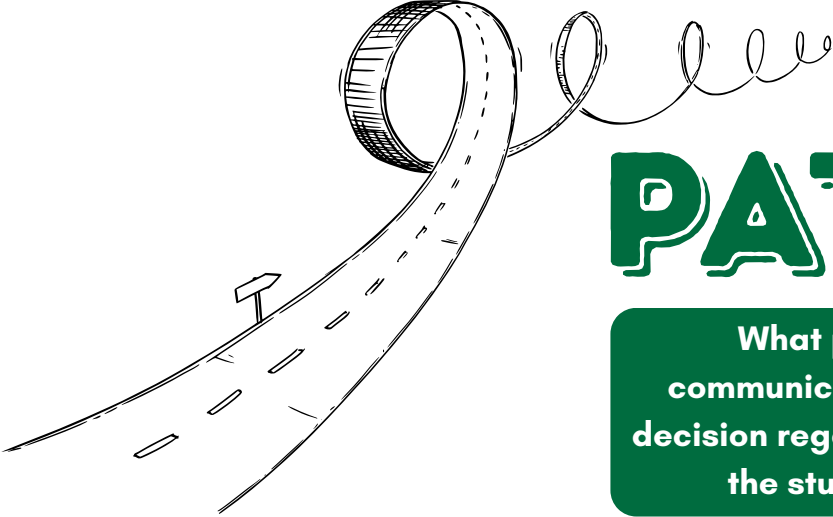
Students can speak directly with their subject teachers, form tutors and area advisors who will all be more than happy to answer any questions they might have.

Careers Advisor

Students can email Mrs Moyo our careers advisor, for further support and guidance careers@theappletonschool.org.

National Careers Website

This provides information for both students and parents www.nationalcareersservice.gov.uk and there is a helpline where you can speak to a qualified careers advisor 0800 100 900.



PATHWAYS

What pathway your child is on will be communicated following options evening. The decision regarding their pathway will be based on the student's best academic interests.

PATHWAY ONE

Core Subjects

**ENGLISH
LANGUAGE**

**ENGLISH
LITERATURE**

MATHS

**COMBINED
SCIENCE**

CORE PE

CAPE

**OPTION
CHOICE 1**

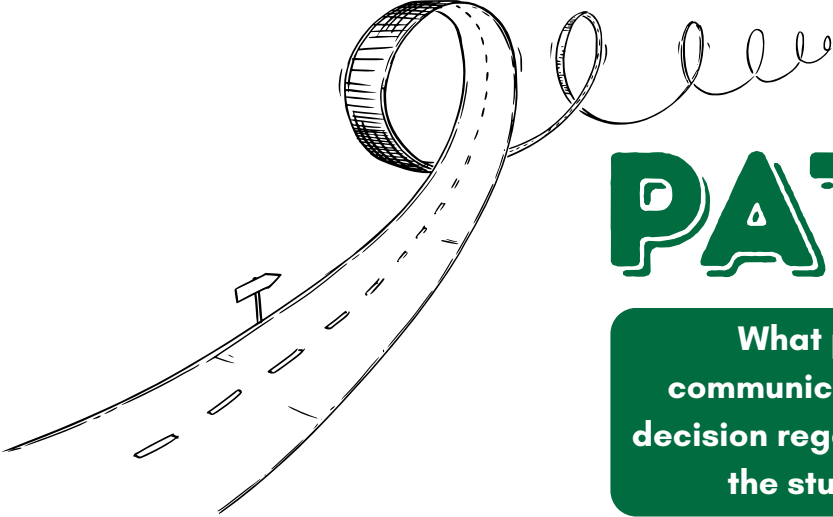
**FRENCH OR
GERMAN**

**OPTION
CHOICE 2**

**HISTORY OR
GEOGRAPHY**

**OPTION
CHOICE 3**

**OPTION
CHOICE 4**



PATHWAYS

What pathway your child is on will be communicated following options evening. The decision regarding their pathway will be based on the student's best academic interests.

PATHWAY TWO

Core Subjects

**ENGLISH
LANGUAGE**

**ENGLISH
LITERATURE**

MATHS

**COMBINED
SCIENCE**

CORE PE

CAPE

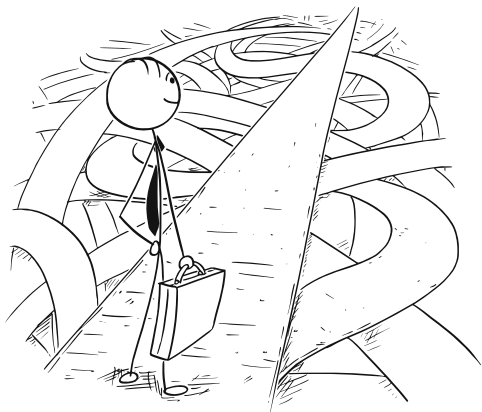
**OPTION
CHOICE 1
FRENCH,
GERMAN,
HISTORY,
GEOGRAPHY**

**OPTION
CHOICE 2**

**OPTION
CHOICE 3**

**OPTION
CHOICE 4**

OPTIONS TIMELINE



OPTIONS CHOICES DEADLINE - 16TH MARCH

**GCSE TASTER SESSIONS
2ND - 12TH FEBRUARY**

FINISH

**INFORMATION IN LESSONS
26TH JANUARY ONWARDS**

**CONSULTATIVE EVENING
5TH MARCH**

YEAR 9 EXAMS

**OPTIONS EVENING
29TH JANUARY**



OTHER KEY DATES



6th March
Options form goes live



23rd February
CAPE lessons focus on careers

WHAT OPTIONS?

Think carefully about how your subjects compliment each other, will they support each other when it comes to revision? Can you see yourself studying this subject for the next two years? Do you enjoy this subject? Remember **resilience** is a value of the school and by picking a subject you need to see it through to the end.

HOW DO I KNOW WHICH OPTIONS GO TOGETHER?



Jack is very sporty and is thinking about becoming a physiotherapist and possibly work for himself. Jack is picking **GCSE PE, Separate Sciences** and **Business Studies**

Jaime wants to help others and thinks she wants to become a lawyer but she isn't sure and wants to study subjects she loves. By selecting subjects that are linked to law she leaves her options open for a law degree or a later law conversion course. Jaime will study **History, Geography** and **French/German**



George is happiest when he has the opportunity to be creative, he doesn't know what career he wants to pursue a life dedicated to the arts and so is picking **Art, French** and **Performing Arts.**



HOW DO I KNOW WHICH OPTIONS GO TOGETHER?



Carly is determined to become an architect and design award-winning buildings, Carly knows she wants to go onto university, Carly will study **Separate Science, Art and 3D Design**

Kai has always been fascinated with the stars and space and one day wants to walk on the Moon! Kai is going to study **Separate Science, Computer Science and French**



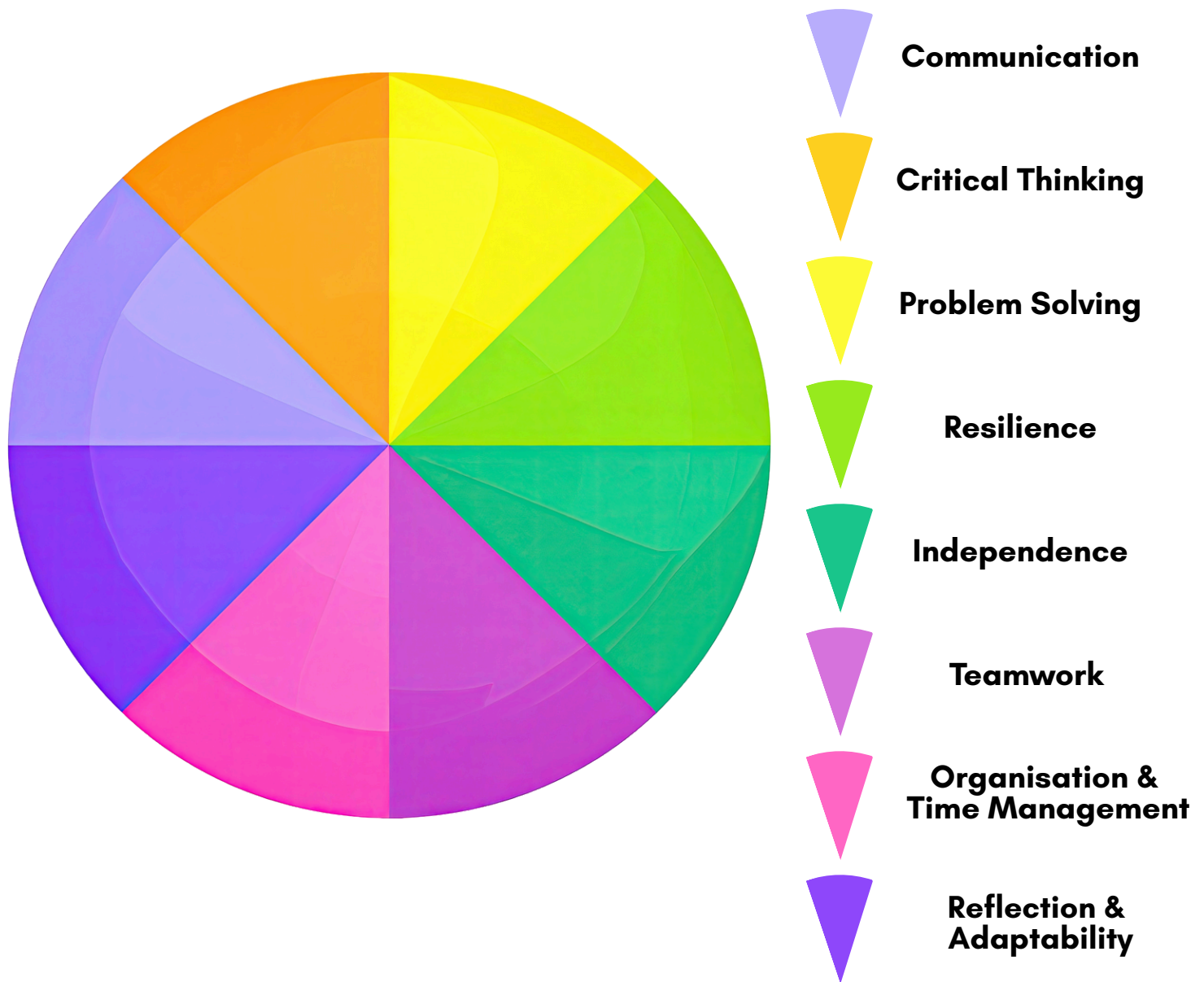
D'Yana is not sure what she wants to do next year, however she is really interested in science and thinks engineering might be a good route for her. D'Yana is picking **Computer Science, Separate Science and 3D Design**

Jenny wants to open her own restaurant one day either by being a chef or as an owner, she is not sure yet but loves to cook and thinks skills to help in business would be useful. Jenny is studying **Food and Nutrition, Enterprise and Marketing, and History**



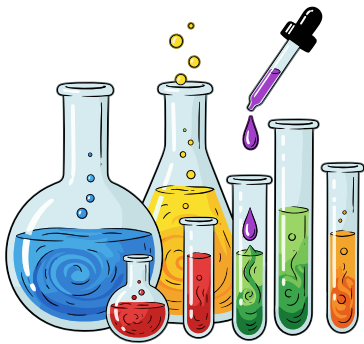
SKILLS DEVELOPMENT

Alongside the academic knowledge students will gain across their studies they will also develop skills. To help guide students who are unsure about their option choices, it is useful to select subjects that will give you a range of skills - try to fill your wheel across your subject choice.



DID YOU KNOW?

Those who study languages will earn up to 5% more over their lifetime



You can still study A Level sciences with Combined Sciences but Separate Sciences does help transition

Students that achieve one grade higher across nine subjects will earn around £207,000 more over their lifetime



Not completing all of your GCSEs can look negative on your CV, it could show a lack of commitment and resilience

OUR 7-YEAR PLAN

We want students to think of their time at Appleton as being a 7 year journey and join our Sixth Form

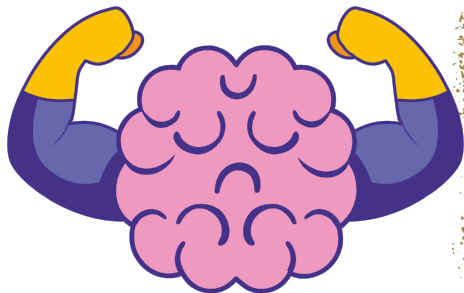


Achieving Excellence



Think about what subjects are offered at Sixth Form and what requirements are necessary for those subjects

Remember to be ambitious, our Sixth Form was the 3rd highest performing in Essex for similar sized Sixth Forms.



You will need 35 points for BTEC courses and 40 for A Level this works out at an average grade 4/5 across 9 subjects

FINAL ADVICE

**Pick subjects that you want to do,
not what your friends are doing**



**Do not pick a subject because of a
particular teacher, there is no
guarantee that you'll get them!**

You cannot pick certain combinations:

- **PE and BTEC Sport**
- **Business and Enterprise and Marketing**
- **Art and Design and 3-Dimensional Design**

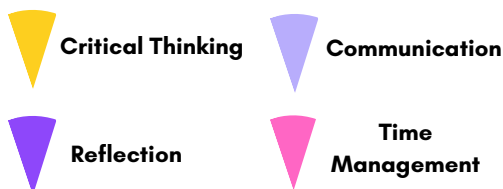
**Research your subjects carefully as once
you have made your commitment you have
to see it through to the end of Year 11**



ENTRY REQUIREMENTS FOR SUBJECT?

Subject required to be taken by all

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Archer - Head of Faculty
parcher@theappletonschool.org

Mrs Hickey - Deputy Head of Faculty
hickey@theappletonschool.org

MISCONCEPTIONS...

"You can revise English the night before."
Progress comes from practice over time: planning responses, analysing model answers, developing vocabulary, and improving writing through feedback – not last-minute revision.

SUBJECT INFORMATION

You will find here initial information about the courses in English Language and Literature for GCSE. Students will be studying the syllabus of the AQA examination board and will be awarded two GCSEs: one for English Language and one for English Literature.

English Language:

Component 1: Explorations in Creative Reading and Writing.

Section A - Learners read and respond to one 20th or 21st century fiction text.

Section B - Learners write one piece of creative writing thematically linked to the reading extract. Learners can select from one of two tasks.

There will be a 1 hour 45-minute written exam which is worth 80 marks and makes up 50% of their overall GCSE Language grade.

Component 2: Writer's Viewpoints and Perspectives.

Section A - Learners read and respond to two thematically linked unseen non-fiction texts. They will need to make comparisons between the two texts. One text will be from the 19th Century and one from the 20th or 21st Century.

Section B - Learners write one piece of transactional writing from a choice of two tasks.

There will be a 1 hour 45-minute written exam which is worth 80 marks and makes up 50% of their overall GCSE Language grade.

CORE SUBJECT

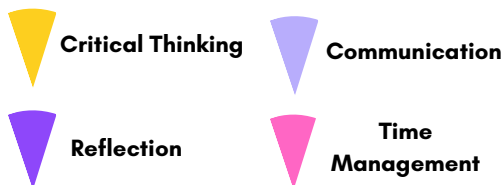
GCSE ENGLISH LITERATURE



ENTRY REQUIREMENTS FOR SUBJECT?

Subject required to be taken by all

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Archer - Head of Faculty
parcher@theappletonschool.org

Mrs Hickey - Deputy Head of Faculty
lhickey@theappletonschool.org

MISCONCEPTIONS...

"It's all about memorising quotes."
Knowing quotations matters, but marks come from how quotes are used – selecting relevant evidence, embedding it smoothly, and analysing language, structure, and form.

SUBJECT INFORMATION

Component 1: Shakespeare and the 19th-century novel

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.

This will be a 1 hour 45-minute written exam which is worth 64 marks and makes up 40% of their overall GCSE Literature grade.

Component 2: Modern texts and Poetry.

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.

This will be a 2-hour 15-minute written exam which is worth 96 marks and makes up 60% of their overall GCSE Literature grade. Literature exams will be CLOSED BOOKS meaning texts are not allowed in the examination. We would recommend that learners purchase copies of the relevant texts for study and revision purposes.

Reading is a fundamental element to achieving success in English. Students are encouraged to read as widely as possible outside of school. The presentation of writing (including spelling, grammar and punctuation) is the student's responsibility and they should check their writing as carefully as possible (with the aid of a dictionary) for errors.



GCSE MATHS

**CORE
SUBJECT**

SUBJECT INFORMATION

All students will continue to study Mathematics in Years 9 to 11. All students are entered for the General Certificate of Secondary Education examination. There is no coursework and all students will sit their GCSE exam at the end of Year 11.

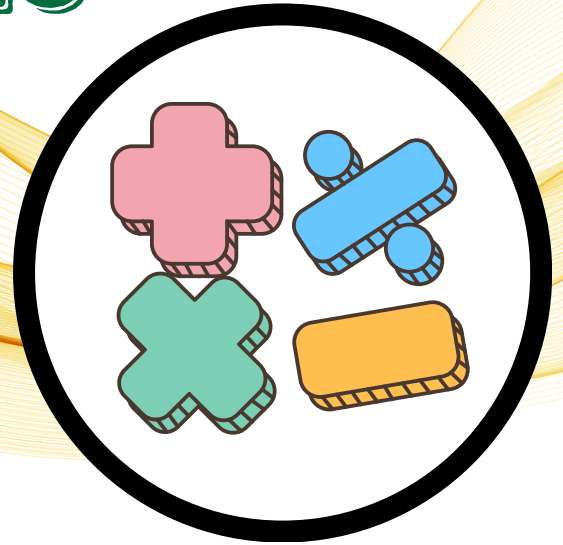
The course aims to develop mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment. The students should be able to apply mathematics to everyday situations and transfer their skills across the curriculum.

Tier	Grades
Higher	3-9
Foundation	1-5

The purpose of these tiered courses is to allow students to perform at an appropriate level with a realistic opportunity to achieve success as an individual.

In their mathematics lessons, pupils can expect to take part in a mixture of individual work and group activities, which will stretch and challenge them. As mathematics is a powerful tool with many applications, pupils will be expected to develop their understanding of fundamental concepts while refining problem-solving skills, which will be applicable beyond the scope of the curriculum.

All students should have a scientific calculator and geometry set for each lesson throughout the course.



ENTRY REQUIREMENTS FOR SUBJECT?

Subject required to be taken by all

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Problem Solving



Resilience



Critical Thinking



Independence

WHO TO CONTACT FOR MORE INFO?

Mrs A Pikula - Head of Faculty
apikula@theappletonschool.org

MISCONCEPTIONS...

Maths is too hard and we will not use most of it in later life. In fact, maths is a subject that can come up daily, from finances, shopping, decorating, driving, etc.



COMBINED SCIENCE

CORE SUBJECT

SUBJECT INFORMATION

Combined Science is a broad and engaging course that allows students to study Biology, Chemistry and Physics as part of a single GCSE programme. The course follows the AQA Combined Science: Trilogy specification and leads to two GCSE qualifications, awarded on a double grade (for example 5-5 or 6-6).

Students explore key scientific ideas such as cells and body systems, chemical reactions and materials, energy, electricity, forces and the Earth's resources. Alongside subject knowledge, there is a strong focus on practical science, data analysis, problem-solving and applying ideas to real-world contexts.

Exams and assessment

Assessed by six written exams at the end of Year 11

Biology: 2 papers
Chemistry: 2 papers
Physics: 2 papers

Each exam is 1 hour 15 minutes

Exams include a mix of multiple choice, structured questions and extended answers.

Required practicals are taught during the course and are examined through written questions (no coursework)

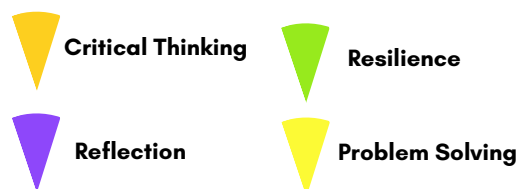
Combined Science provides a strong foundation for further study and supports progression into a wide range of A Level, vocational and apprenticeship pathways.



ENTRY REQUIREMENTS FOR SUBJECT?

Subject required to be taken by all

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mrs Bell - Acting Head of Faculty
cbelle@theappletonschool.org

MISCONCEPTIONS...

I don't need Science for my chosen career! Firstly, you never know what field you will end up in and secondly we live in a world of Science and it dominates our lives.



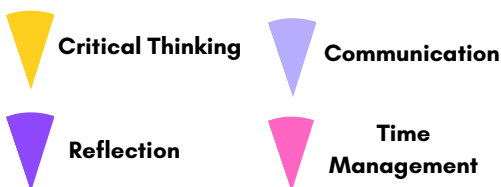
SUBJECT INFORMATION



ENTRY REQUIREMENTS FOR SUBJECT?

Subject required to be taken by all

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Ms Brown - Head of Faculty
cbrown@theappletonschool.org

MISCONCEPTIONS...

I never learn anything at school that is useful as an adult! A phrase we often see on Social Media and in the transitional media - CAPE will help prepare you for the world of adult finances and for getting a job, including writing a CV,

CAPE (Citizenship and Achieving Personal Excellence): Years 10 & 11 Overview

In Years 10 and 11, CAPE supports students in developing the knowledge, skills and confidence needed for life beyond school. The programme focuses on careers, wellbeing, relationships, citizenship and personal safety, ensuring students are well prepared for adulthood, further education and employment.

In Year 10, students build essential life skills, including:

- Careers education, GCSE option reflection, budgeting, finance and employability
- Health and wellbeing, body confidence, mental health and healthy lifestyles
- Relationships, Sex and Health Education (RSHE), including consent, the law, contraception and sexual health
- Citizenship, exploring rights and responsibilities, extremism, British values and democracy

Assessment includes practical outcomes such as CVs, applications and mock interview preparation, alongside end-of-unit assessments.

In Year 11, the focus shifts firmly towards next steps and independence. Students develop:

- Post-16 pathways knowledge, including college, sixth form and careers planning
- Strategies for exam stress, mental wellbeing and resilience
- A deeper understanding of adult health, personal safety, sexual health and online responsibility
- Broader citizenship themes such as human rights, global issues, law and democracy

By the end of Year 11, CAPE ensures students leave The Appleton School as informed, responsible and confident young adults, equipped with the personal and social skills needed to succeed in modern Britain and beyond.



CORE PE

CORE SUBJECT

SUBJECT INFORMATION

Core Physical Education remains a compulsory subject in Years 10 and 11, ensuring all students maintain an active, healthy lifestyle alongside their GCSE studies. The course is designed to support both physical wellbeing and mental resilience, providing balance during an academically demanding stage of school life.

In Year 10, students follow a broad and varied PE programme, rotating through a range of activities that may include:

- Team sports such as football, basketball, netball, cricket and rounders
- Individual and fitness-based activities, including health-related exercise, badminton, swimming, trampolining and athletics

This variety allows students to develop fitness, teamwork, leadership and resilience, while also discovering activities they may wish to pursue beyond school.

In Year 11, the programme continues to prioritise physical health, enjoyment and lifelong participation. Activities are adapted to support:

- Stress management and wellbeing during the GCSE exam period
- Continued development of fitness, coordination and confidence
- Positive habits that support a healthy lifestyle into adulthood

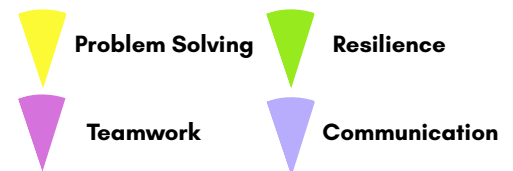
Across both years, Core PE encourages students to challenge themselves, work collaboratively, and understand the importance of physical activity for long-term health, wellbeing and academic success.



ENTRY REQUIREMENTS FOR SUBJECT?

Subject required to be taken by all

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Rowe - Head of Faculty
srowe@theappletonschool.org

MISCONCEPTIONS...

Physical fitness doesn't matter I would rather use this time for something else - research has shown that exercise is not only good for your physical health but also your mental health. PE also teaches students about healthy competition and resilience. All of these attributes are important for GCSEs and later life.



ART AND DESIGN

SUBJECT INFORMATION

The Art and Design option focuses on the ability to draw confidently with a range of media, and the ability to research, plan, and develop work independently. To be successful, students are required to produce quality work during lesson-time and at home to build up their portfolio of artwork. Written work is an assessed part of the course, students will be expected to analyse and evaluate their work using a specialist vocabulary. This course is for students who are seriously considering further study in Art & Design, possibly leading to a career related to the creative industries.

Students study the use of a variety of materials and techniques taught through a series of projects. The production of a sketchbook for each project, showing developmental work and research leading to a final outcome, is essential; the focus of the assessment and awarding of marks centres around the quality of the developmental work rather than the final piece.

GCSE Art & Design is made up of 2 parts which together give a student their GCSE grade. The Personal Portfolio is worth 60% of the overall mark, and the final examination project is worth 40%.

GCSE Art & Design has 4 assessment objectives:

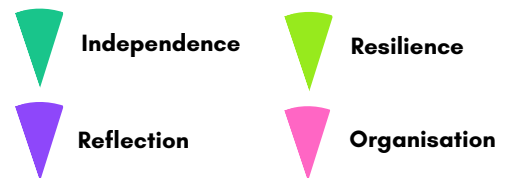
A01	Develop ideas through investigations, demonstrating critical understanding of sources.
A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
A03	Record ideas, observations and insights relevant to intentions as work progresses.
A04	Present a personal, informed and meaningful response that realizes intentions and demonstrates understanding of visual language.



ENTRY REQUIREMENTS FOR SUBJECT?

Good level of drawing ability before starting the course. It will involve a lot of drawing using different media. (not cartoons). It will involve work in both 2D and 3D materials. It will involve a lot of work produced outside of lesson time. It will require a high level of concentration and commitment to be able to work on projects and final pieces of artwork over a long period of time.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Miss Riley – Subject Lead
eriley@theappletonschool.org

MISCONCEPTIONS...

Art is just drawing. In GCSE Art and Design students will have to complete both written work alongside their art work, students must be ready to work hard on the theory side as well.

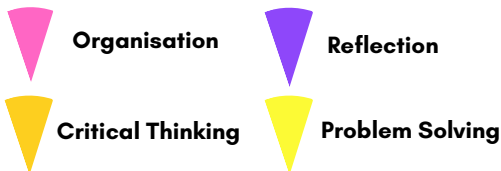
BUSINESS STUDIES



ENTRY REQUIREMENTS FOR SUBJECT?

To achieve a least step 5 in English and Maths at the end of Year 9.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Browne - Subject Lead
sbrowne@theappletonschool.org

MISCONCEPTIONS...

Business will just teach me how to run my own business one day. Not correct, the business course will give you a wider appreciation of how business and financial markets operate. Further to this the transferrable skills can help in any industry or sector.

SUBJECT INFORMATION

The aims and objectives of GCSE Business are to enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.

This course consists of two themes

Theme 1 - Investigating small business. (50% of the qualification)

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

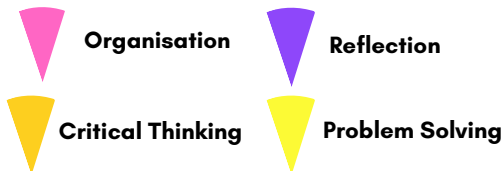
BUSINESS STUDIES



ENTRY REQUIREMENTS FOR SUBJECT?

To achieve a least step 5 in English and Maths at the end of Year 9.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Browne - Subject Lead
sbrowne@theappletonschool.org

MISCONCEPTIONS...

Business will just teach me how to run my own business one day. Not correct, the business course will give you a wider appreciation of how business and financial markets operate. Further to this the transferrable skills can help in any industry or sector.

SUBJECT INFORMATION CONTINUED

Theme 2- Building a business (50% of the qualification)

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.



COMPUTER SCIENCE

SUBJECT INFORMATION

The GCSE Computer Science course is your gateway to understanding how the digital world works while developing essential skills to thrive in the future. This course will empower you to:

- Master the fundamental principles and concepts of Computer Science.
- Tackle problems with computational thinking, breaking them down logically and creatively.
- Develop innovative, analytical and critical thinking skills.
- Uncover how digital systems work and communicate with each other.
- Explore the impacts of digital technology on our world and apply mathematical skills to solve real-world challenges.

This Single Award GCSE course is packed with exciting content and hands-on experiences, divided into two main components:

Component 01: Computer Systems

Dive into the nuts and bolts of how computers work! In this unit, you'll explore:

- The architecture of computer systems
- How memory, storage and networks operate and connect.
- The secrets of network security and system software.
- Ethical, legal, cultural and environmental issues shaping our digital age.

Component 02: Computational Thinking, Algorithms, and Programming

Unleash your inner problem-solver as you develop:

- Core computational thinking skills.
- A solid understanding of algorithms and programming fundamentals.
- Skills to create robust programs and work with Boolean logic.



ENTRY REQUIREMENTS FOR SUBJECT?

A strong mathematical interest and working through problems. Knowledge of Python programming language would be beneficial.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Resilience



Independence



Critical Thinking



Problem Solving

WHO TO CONTACT FOR MORE INFO?

Mr Gillooly - Lead Practitioner
jgillooly@theappletonschool.org

MISCONCEPTIONS...

"I need to be amazing at maths to do this"

FACT: Logical thinking is more important than being a maths whiz!

"It's only about coding"

FACT: It's about solving real world problems and being creative



COMPUTER SCIENCE

- Expertise in programming languages and Integrated Development Environments (IDEs). This unit brings your learning from Component 01 to life through hands-on

Practical Programming

Students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Assessment: **Component 01** is worth 50% of the final grade and is assessed through a 90 minute, externally set, written examination at the end of the course. The paper is a non-calculator paper consisting of short response questions and extended response questions.

Component 02 is worth 50% of the final grade and is assessed through a 90 minute, externally set, written examination at the end of the course. The paper is a non-calculator paper and has two sections: A and B. Both sections must be answered and within section B there will be questions assessing the students' ability to write or refine algorithms using either the OCR Exam Reference Language or a high-level programming language they are familiar with.

Why Choose Computer Science?

This course offers the perfect blend of theory and practical skills, preparing you for exciting careers in technology, gaming, cybersecurity, artificial intelligence and beyond. Whether you want to create the next big app, design innovative software, or explore the ethical impacts of technology, GCSE Computer Science is your starting point.



ENTRY REQUIREMENTS FOR SUBJECT?

A strong mathematical interest and working through problems. Knowledge of Python programming language would be beneficial.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Resilience



Independence



Critical Thinking



Problem Solving

WHO TO CONTACT FOR MORE INFO?

Mr Gillooly - Lead Practitioner
jgillooly@theappletonschoo.org

MISCONCEPTIONS...

"It's too hard."

FACT: We'll start small and build your confidence step by step

"It's only for boys"

FACT: That couldn't be further from the truth. Some of the most influential figures in tech are women.



ENTERPRISE AND MARKETING

SUBJECT INFORMATION

The OCR Cambridge National Level 2 in Enterprise and Marketing will encourage personal development of knowledge and skills relevant to the business world through participation in a range of vocational activities. Students can develop their people, communication, planning and team working skills which will be evidenced in portfolios of work that will be internally assessed.

Students will cover a variety of topics, including how to create a business proposal for a new business. They will explore the use of branding and methods of promotion used in businesses and develop and promote a brand for a new business startup. Students will also assess gaps that exist in the market; considering consumer trends and externalities that can affect the startup of a business. As well as preparing portfolios of work containing two units, students will sit an examination which will investigate costs involved in a business startup and financial plans businesses prepare to ensure success; this unit is externally assessed.

RO67 - Enterprise and marketing concepts

RO68 - Design a business proposal

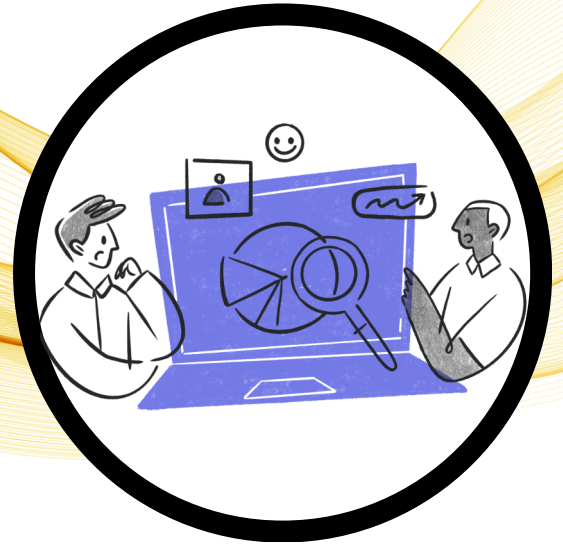
RO69 - Market and pitch a business proposal

For more in depth course information, have a look at the specification online:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

What is the difference between GCSE Business and OCR Cambridge National in Enterprise and Marketing?

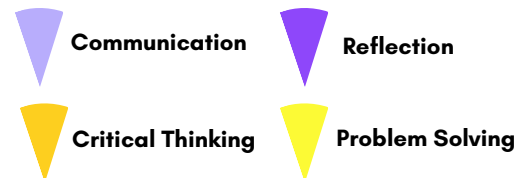
OCR Cambridge National in Enterprise and Marketing has one exam unit and two coursework units. GCSE Business is all exam based, no coursework. If your child is a conscientious student who does not always fulfil their potential in exams, they should select OCR Enterprise and Marketing. If your child does not like coursework, they should select GCSE Business.



ENTRY REQUIREMENTS FOR SUBJECT?

For students interested in business but do not meet the entry requirements for GCSE Business or those who prefer a coursework based subject.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mrs K Glyn - Lead Practitioner
kglyn@theappletonschool.org

MISCONCEPTIONS...

FOOD PREPARATION AND NUTRITION



ENTRY REQUIREMENTS FOR SUBJECT?

For those of you who are interested in taking Food Preparation and Nutrition as an option, we are asking students to complete a task which is representative of the work you will be carrying out throughout the course. This will give you an insight into what is expected and also help identify those students who are committed and passionate about the subject.

You need to complete the entry task to select Food Preparation and Nutrition as an option

WHO TO CONTACT FOR MORE INFO?

Mrs Santry - Subject Lead
ssantry@theappletonschool.org

MISCONCEPTIONS...

It's not just cooking! The subject involves coursework and a written exam.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Organisation



Reflection



Resilience



Problem Solving

SUBJECT INFORMATION

Examination board: AQA

The GCSE comprises 5 key modules: nutrition, safety, choice, provenance and science. Students will develop practical cooking skills alongside a thorough understanding of health and diet, food production processes and the environment, international cuisine, safety principles, as well as the chemical composition and function of ingredients and methods.

Students studying this qualification will be expected to develop the following knowledge and skills:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

FOOD PREPARATION AND NUTRITION



ENTRY REQUIREMENTS FOR SUBJECT?

For those of you who are interested in taking Food Preparation and Nutrition as an option, we are asking students to complete a task which is representative of the work you will be carrying out throughout the course. This will give you an insight into what is expected and also help identify those students who are committed and passionate about the subject.

You need to complete the entry task to select Food Preparation and Nutrition as an option

WHO TO CONTACT FOR MORE INFO?

Mrs Santry - Subject Lead
ssantry@theappletonschool.org

MISCONCEPTIONS...

In Year 11 the only practical work will be for your coursework.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Organisation



Reflection



Resilience



Problem Solving

SUBJECT INFORMATION CONTINUED

Previous learning and future prospects:

This course builds on knowledge, which is typically taught at Key Stage 3 and provides a suitable foundation for the study of courses such as WJEC Level 3 Food, Science and Nutrition at A level or food related courses at college. In addition, the course will provide a worthwhile experience for learners who do not progress to further study in the subject area.

This specification will enable learners to make informed decisions about the wide range of further learning opportunities and career pathways. There are many career opportunities that lead on from this course such as jobs in food design and development, nutrition or production.

Style of Assessment

1. Written exam: 1 hour 45 minutes; 100 marks; 50% of GCSE
2. Non-exam assessment: Combination of practical investigations and portfolio work = 50% of GCSE

Task 1: Food Investigation Assessment

Students show an understanding of the functional and chemical properties of ingredients = 15% of final grade.

Task 2: Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food = 35% of overall final grade.

FOOD PREPARATION AND NUTRITION



WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Organisation



Reflection



Resilience



Problem Solving

ENTRY TASK

For those of you who are interested in taking Food Preparation and Nutrition as an option, we are asking students to complete a task which is representative of the work you will be carrying out throughout the course. This will give you an insight into what is expected and also help identify those students who are committed and passionate about the subject.

You need to complete the entry task to select Food Preparation and Nutrition as an option. Please read the information below carefully and take care when completing the task.

“You have been asked to design a new menu for a local care home. You need to plan, prepare, cook and serve a range of nutritional dishes that would be suitable for their needs.”

This task will be split into research, planning, making and evaluating.

Section	To Do	Completed
Research (it is vital this work is written in your own words and not copied and pasted)	Research important nutrients and meal planning considerations for the elderly.	
	Research into existing care home menus to help you plan your menu.	
Planning	Create your own new menu (breakfast, lunch and dinner) and explain why these dishes would be suitable (relating to your research)	
Making <i>Please gain parental permission/supervision</i>	Prepare, cook and serve one of these dishes, ensuring it is suitable for an elderly person and can be made within 1 hour (You must include a picture of your final dish on your work)	
Evaluation	In detail, explain what you felt you did well when making the dish	
	What you felt could be improved (this could relate to suitability, organisation, presentation etc.)	

It should be a minimum of 2 pages long and must be handed in to Mrs Santry in C1 by Friday 7th March 2026. If you have any questions or want to find out more information, please pop down to the food rooms.



FRENCH

SUBJECT INFORMATION

Through studying a GCSE in French, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

The qualification should enable students to:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

The courses lead to a final exam in the 4 skills of Listening, Reading, Speaking and Writing.

There are 2 tiers of entry in each of the 4 skills Foundation (Grades 1-5) and Higher (Grades 4-9).



ENTRY REQUIREMENTS FOR SUBJECT?

Invite letter for the subject and/or a passion for languages

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Adaptability



Independence



Communication



Resilience

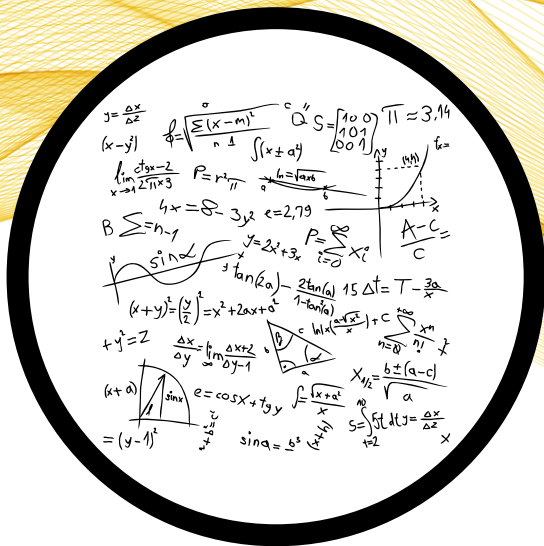
WHO TO CONTACT FOR MORE INFO?

Mme Sandu - Subject Lead
msandu@theappletonschoo.org

MISCONCEPTIONS...

I will never use French! Firstly, we never know where life will take us and secondly, studies show that students who have languages on their CV are more employable and earn more over their lifetime.

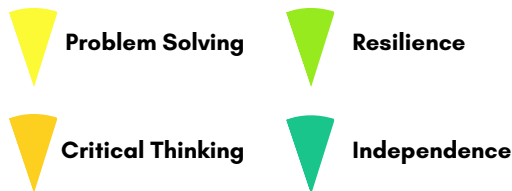
FURTHER MATHS



ENTRY REQUIREMENTS FOR SUBJECT?

A very strong mathematical ability and enjoys sticking with problems. Students will need to be at least a step 7 at the end of Year 9 to study the course.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Miss Anley - KS4 Maths Lead
eanley@theappletonschoool.org

Mrs Silvey - Head of Year
msilvey@theappletonschoool.org

MISCONCEPTIONS...

Further maths is not additional maths, it is extended maths

SUBJECT INFORMATION

GCSE Further Mathematics fills the gap for high achieving students by assessing their higher-order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3.

GCSE Further Mathematics offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. The content builds on knowledge and skills developed throughout the Key Stage 4 programme of study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth.

GCSE Further Mathematics places an emphasis on higher-order technical proficiency, rigorous argument and problem-solving skills. Students studying GCSE Further mathematics will also be introduced to calculus and matrices as well as developing further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is a qualification for learners who:

- Either already have, or are expected to achieve, grades 7, 8 and 9 in GCSE mathematics
- Are likely to progress to A-Level study in Mathematics and possibly Further Mathematics



GEOGRAPHY

SUBJECT INFORMATION

Geography investigates environments and how people live in them. It studies the location of places and people's activities in them. Geography encourages us to care for people and the places where they live and can help to make decisions on important issues.

We follow the AQA GCSE Geography Specification (8035). In which students will cover a selection of topics.

Living with the physical environment - Paper 1

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment - Paper 2

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).



ENTRY REQUIREMENTS FOR SUBJECT?

Interest in human and physical geography, while being able to interpret data and use maths effectively.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Critical Thinking



Reflection



Communication



Organisation

WHO TO CONTACT FOR MORE INFO?

Dr Hunt - Subject Lead
phunt@theappletonschool.org

Mrs Rush - Head of Faculty
krush@theappletonschool.org

MISCONCEPTIONS...

Geography is just about knowing country's flags and where places are. In fact geography looks at much more than this, including different geographical processes.



GEOGRAPHY

SUBJECT INFORMATION CONTINUED

Geographical applications - Paper 3

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study, developing the sense of "thinking like a geographer." It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Fieldwork - Paper 3

Students will undertake two geographical enquires by attending two field trips. For these enquiries data will be collected through 2 days of fieldwork away from the school site.

Previous studies have focused on the river processes and management on the River Stour and the redevelopment of the Olympic Park in Stratford. Fieldtrips will incur a cost to cover transport, staffing and equipment, and there is an expectation that students will attend.

Style of Assessment

Students will be assessed using short answers and many that require analytical essay-style written answers.

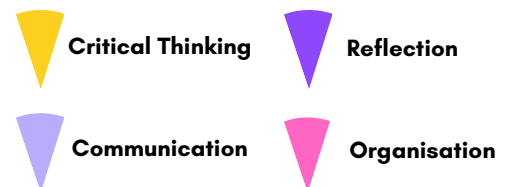
Paper 1 - Living with the physical environment	Paper 2 - Challenges in the human environment	Paper 3 - Geographical Applications
Written exam: 1 hour 30 minutes	Written exam: 1 hour 30 minutes	Written exam: 1 hour 30 minutes
35% of GCSE	35% of GCSE	30% of GCSE



ENTRY REQUIREMENTS FOR SUBJECT?

Interest in human and physical geography, while being able to interpret data and use maths effectively.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Dr Hunt - Subject Lead
phunt@theappletonschool.org

Mrs Rush - Head of Faculty
krush@theappletonschool.org

MISCONCEPTIONS...

Geography is not useful for future careers.
In fact geography has transferrable skills that employers look for.



SUBJECT INFORMATION

Through studying a GCSE in German, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

The qualification should enable students to:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated, standard speech at near normal speed
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

The courses lead to a final exam in the 4 skills of Listening, Reading, Speaking and Writing.

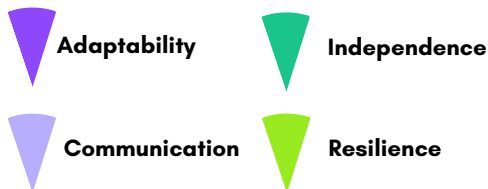
There are 2 tiers of entry in each of the 4 skills Foundation (Grades 1-5) and Higher (Grades 4-9).



ENTRY REQUIREMENTS FOR SUBJECT?

Invite letter for the subject and/or a passion for languages

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Frau Geisser-Holmes - Subject Lead
cgeisserholmes@theappletonschool.org

MISCONCEPTIONS...

I will never use German! Firstly, we never know where life will take us and secondly, studies show that students who have languages on their CV are more employable and earn more over their lifetime.



HISTORY

SUBJECT INFORMATION

The skills that you will need in order to study History at GCSE are:

- Using and interpreting source evidence
- Analysing and cross referencing evidence
- Evaluating different viewpoints and ideas about historical events
- Extended writing
- Knowledge and understanding of the past
- Critical thinking and decision making

It is imperative that students are dedicated and passionate about the subject. The course covers a wide variety of historical topics and students will need to be able to make comparisons between different periods. Students will study Edexcel GCSE History and sit three exams covering four main topics.

The course content is listed below:

Paper 1: Thematic study and historic environment (30%)

This paper looks at Crime and Punishment in Britain, c1000–the present day and Whitechapel, c1870–c1900: crime, policing and the inner city. The exam paper will be 1 hour and 15 minutes in length.

Paper 2: Period study and British depth study (40%)

This paper looks at early Elizabethan England, 1558–88 and the American West, c1835–c1895. The exam paper will be 1 hour and 45 minutes in length.

Paper 3: Modern depth study (30%)

This paper looks at Weimar and Nazi Germany, 1918–39. The exam paper will be 1 hour and 20 minutes in length.

Style of Assessment

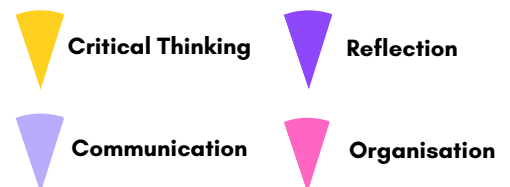
The exam is made of long essay-style questions with very few shorter questions. Students are also assessed on their literacy skills. The students will have the opportunity to study sources from a range of historical periods and will need to have strong reading and comprehension skills in order to provide a foundation for this.



ENTRY REQUIREMENTS FOR SUBJECT?

Strong literacy skills with a reading age either in-line or above their chronological reading age.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Wood - KS4 History Lead
gwood@theappletonschool.org

MISCONCEPTIONS...

"History is just about learning lots of dates"

There is much more to history, including the vital skill of being able to analyse.



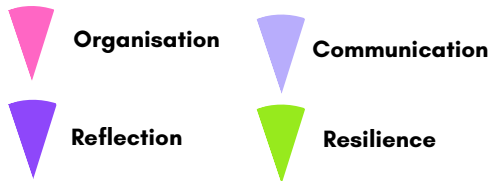
MUSIC



WHO TO CONTACT FOR MORE INFO?

Miss Gough - Subject Lead
agough@theappletonschool.org

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



ENTRY REQUIREMENTS FOR SUBJECT?

Students opting for GCSE Music need to be Grade 3 standard or above by the end of the GCSE course. You do not need to take graded examinations, just be performing pieces of that standard by Year 11.

- Knowledge of music theory is not essential but it is an advantage. We run booster sessions in the department to help support students who are interested.
- It is really important that you enjoy music in any way, shape, or form: listening to it, making it, or performing it as this will drive your creativity and thirst for learning.
- The performance aspect of the course must be supported by instrumental tuition, taken in or outside of school. Students should practice their instruments regularly.
- Students are also expected to become actively engaged in at least one musical activity outside lesson items in school and to perform at school events.
- By encouraging students to listen to a wide variety of music at home.

PLEASE NOTE: YOU SHOULD ONLY SELECT GCSE MUSIC IF YOU CAN READ AND WRITE MUSIC

SUBJECT INFORMATION

Why study GCSE Music?

Music is an exciting, creative, and versatile subject: one which universities and employers regard highly. Studying Music supports cognitive development and therefore drives academic achievement.

GCSE Music is 60% coursework and is divided into three components:

Component 1: Performing (30%) - Total duration: 4-6 minutes.

Internally assessed, externally moderated.

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing (30%) - Total duration: 3-6 minutes .

Internally assessed, externally moderated. Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition

Component 3: Appraising (40%) 1 hour 15 minutes

Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts set by WJEC.



SUBJECT INFORMATION CONTINUED

Why study GCSE Music?

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Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

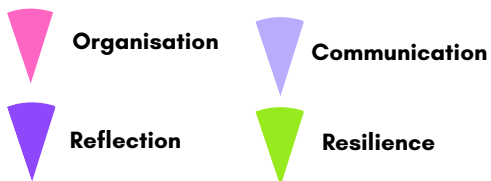
Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts set by WJEC.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Miss Gough - Subject Lead
agough@theappletonschool.org

MISCONCEPTIONS...

I like playing an instrument so I'll be fine.
Make sure that you review the entry requirements as the theory is equally important in Music



PERFORMING ARTS

SUBJECT INFORMATION

Overview

The BTEC in Performing Arts will provide you with a broad foundation in all aspects of performance. This course will provide students with an understanding of career prospects within Performing Arts, as a performer, producer or designer. Students will build a vast physical skill set relevant to success within further training, education or employment in the Performing Arts world.

Pathways explained

The BTEC in Performing Arts will provide two pathway choices this year, BTEC Performing arts with a **Dance pathway** and BTEC Performing arts with a **Musical Theatre Pathway**. BTEC Dance will require students to participate in a variety of style workshops and performances such as Contemporary, Jazz, Modern, Tap and Street dance. You will analyse key practitioners in the dance industry whilst exploring famous performances and repertoires. BTEC Musical Theatre will require students to explore more than one discipline, acting singing and/or dancing. To be successful on the Musical Theatre pathway students need to be willing to participate in workshops and performances in all three-discipline areas.

Component One - Exploring the Performing Arts - Internal Unit, 30%.

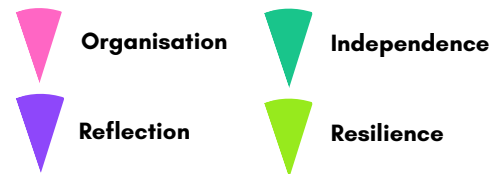
This is a coursework based unit, where students are expected to complete a detailed presentation of three practitioners in a chosen discipline of Dance, Acting or Musical Theatre. You explore famous works focusing on the stylistic qualities, intentions and rehearsal processes practitioners have to endure to secure a successful production. You will explore these works both practically and theoretically, however the examiner requires evidence to be all written based.



ENTRY REQUIREMENTS FOR SUBJECT?

Confidence (or willingness to build) and a love for Performing Arts is a must. Experience of one or more discipline outside of school/through extra-curricular

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mrs Edwards - head of Faculty
redwardsetheappletonschool.org

MISCONCEPTIONS...

There is no writing in performing arts - wrong! 50% of your course is written coursework.



PERFORMING ARTS

Component Two - Developing skills and techniques in the Performing Arts - Internal Unit, 30%

This is a coursework based unit, focusing much more on practical ability and technique than Component One. Students will be required to select and explore a famous repertoire piece which currently exists; this can be within a variety of different disciplines, Dance, Acting or Musical Theatre. Students will explore physical and interpretive skills relevant to their performance discipline, analysing their technical own development over time with the use of technique workshops, written reflective logs and skills audits.

Component Three - Performing to a brief - External Unit, 40%

This is an external unit and will therefore be submitted to an examiner in May term-time. BTEC will release a brief that students would have to create a Dance, Acting, Musical theatre or combined workshop performance for. Students will be given a scenario/a theme, encouraging them to create a group performance lasting 7-15 minutes based upon the released brief. The students final performance will be submitted to the examiner alongside written tasks completed under controlled assessment conditions. Performances and supervised hours will be under exam conditions. BTEC will release content to support written tasks, often reflective logs which require students to detail the processes, group decisions and skills/techniques required for the specific brief. **Written tasks will be submitted as 50%** of the external unit, to support final performance footage.

Style of Assessment

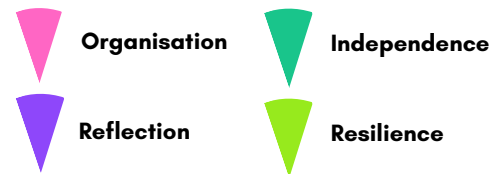
BTEC Performing Arts is assessed through a combination of coursework, practical performances and written controlled assessments. Students need to be aware of the balanced weighting between written and practical submissions within each coursework component. If your child is a conscientious student who enjoys music, dance or drama and is confident at performing in front of an audience, and does well in coursework, they should select this course.



ENTRY REQUIREMENTS FOR SUBJECT?

Confidence (or willingness to build) and a love for Performing Arts is a must. Experience of one or more discipline outside of school/through extra-curricular

WHAT SKILLS WILL THIS SUBJECT DEVELOP?

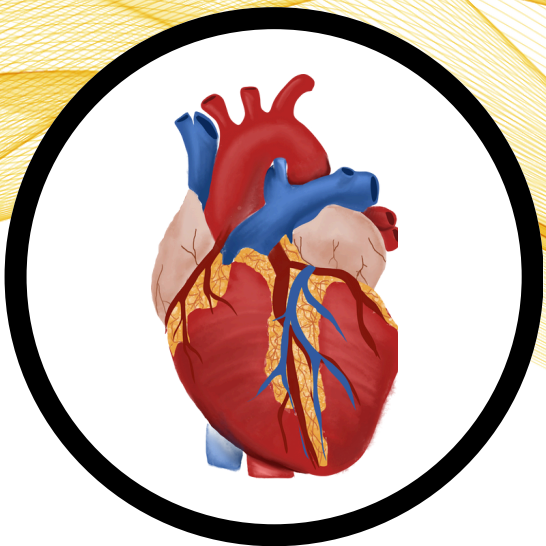


WHO TO CONTACT FOR MORE INFO?

Mrs Edwards - head of Faculty
redwardsetheappletonschoo.org

MISCONCEPTIONS...

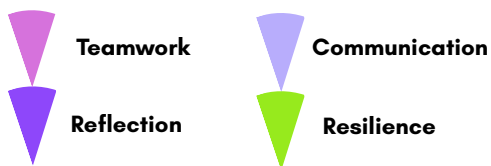
There is no writing in performing arts - wrong! 50% of your course is written coursework.



ENTRY REQUIREMENTS FOR SUBJECT?

It is highly recommended that applicants for this course are in set 1 or set 2 for Science and that they are fully engaged in the extra-curricular programme representing the school in at least two or three sports.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Dacosta - KS4 PE Lead
hdacosta@theappletonschool.org

MISCONCEPTIONS...

We just get to do PE every lesson - unfortunately not! PE has a vast amount of theory work behind the GCSE and is assessed with a written exam

SUBJECT INFORMATION

GCSE Physical Education (Full Course Award)

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Assessments

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

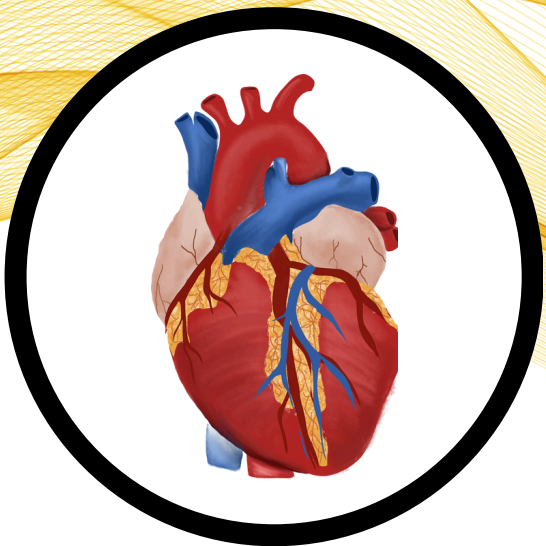
What's assessed: Applied anatomy and physiology; Movement analysis; Physical training; Use of data.

How it's assessed: Written exam: 1 hour 15 minutes: 78 marks: 30% of GCSE 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.

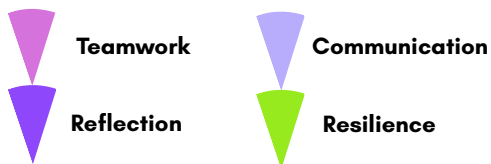
How it's assessed: Written exam: 1 hour 15 minutes; 78 marks; 30% of GCSE



ENTRY REQUIREMENTS FOR SUBJECT?

It is highly recommended that applicants for this course are in set 1 or set 2 for Science and that they are fully engaged in the extra-curricular programme representing the school in at least two or three sports.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mr Dacosta - KS4 PE Lead
hdacosta@theappletonschool.org

MISCONCEPTIONS...

We just get to do PE every lesson - unfortunately not! PE has a vast amount of theory work behind the GCSE and is assessed with a written exam

SUBJECT INFORMATION CONTINUED

Assessment Continued

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.

Style of Assessment

- 2 written examinations at the end of the course worth 60% of the final mark.
- One piece of coursework. This is completed at the end of the first year of the course. This is worth 10% of the final mark.
- Practical assessment. Students have to be assessed in one team sport, one individual sport and a third sport of their choice. Each sport is worth 10% of the final grade. Team Sports include: Football, Rugby, Netball, Hockey, Basketball, doubles in racket sports and cricket. Individual Sports include: Athletics, swimming, singles in racket sports, gymnastics, trampolining. Students must be of 'school team' standard and be representing the school on a consistent basis in a number of sports to be considered for GCSE PE.



RELIGIOUS STUDIES

SUBJECT INFORMATION

During Key Stage 4, all students will study how religion, philosophy and ethics form the basis of our culture. They will consider how people's beliefs and practices affect their lives and their attitudes to the major social and ethical issues of the 21st Century.

The course aims to develop an attitude of respect and openness towards different people in society. It also encourages critical thinking, the ability to consider the views of others, to test the evidence and to come a conclusion. All of these are skills which will be invaluable throughout life.

Students will study two units. There are two exams, one for each unit, which will both take place at the end of Year 11. There is no coursework; this course is 100% exam.

1. Beliefs, Teachings and Practices:

Students will do an in-depth study of two religions, Christianity & Buddhism.

2. Thematic studies:

Students will study, four religious, philosophical and ethical themes. These include:

- Relationships and families
- Religion and life
- Religion, crime and punishment.
- Religion, peace and conflict.

Skills Needed

You must be able to:

- Make your own reasoned decisions on religious and moral issues.
- Empathise with people whose views you disagree with.
- Communicate your own opinions
- Evaluate moral and religious statements.

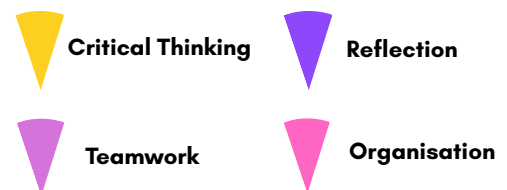
In lessons, you will be: Working on your own, working in a group to solve problems, reading various texts, writing notes on various discussions including written answers to questions, expected to meet deadlines, expected to take an active part in class discuss



ENTRY REQUIREMENTS FOR SUBJECT?

No entry requirements

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Mrs Knowlson - Subject Lead
rknowlson@theappletonschoool.org

MISCONCEPTIONS...

You just learn about religion. In RS you actually learn about the role religion has played in all aspects of life and the role it plays in ethics and morals.

SEPARATE SCIENCES



SUBJECT INFORMATION

Separate Sciences (often called Triple Science) is an academically ambitious pathway for students who are curious about how the world works and enjoy being challenged. Following the AQA Separate Sciences specification, students study Biology, Chemistry and Physics as three separate GCSEs, gaining a deeper and more detailed understanding of each subject.

Examinations

- Six exams at the end of Year 11
- Two papers per science (Biology, Chemistry and Physics), where each exam is 1 hour 45 minutes
- All papers are externally assessed written exams
- Questions include multiple choice, calculations, data analysis, practical-based questions and extended responses
- Required practicals are completed throughout the course and assessed within the written examinations

Why choose Separate Sciences?

Choosing Triple Science is about more than just exams—it's about opening doors. This course develops high-level problem solving, critical thinking, and practical skills that are valued far beyond the classroom. Students learn to think like scientists: questioning evidence, applying knowledge to unfamiliar situations, and explaining complex ideas clearly and confidently.

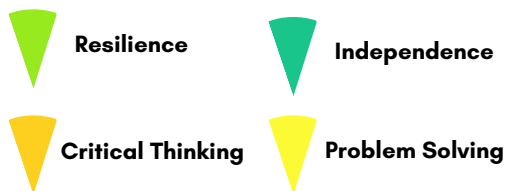
Triple Science provides excellent preparation for A-level study, particularly in Biology, Chemistry and Physics, and is strongly recommended for students considering future pathways in medicine, engineering, veterinary science, environmental science, computing, or any STEM-related career. It also builds resilience, independence, and academic confidence—qualities that support success across all subjects.

For students who are motivated, hardworking, and passionate about Science, Separate Sciences is a challenging but highly rewarding choice that lays the foundations for future academic and career success.

ENTRY REQUIREMENTS FOR SUBJECT?

Students need to have strong foundations in mathematics and science, achieving a step 5 by the end of Year 9 in both subjects

WHAT SKILLS WILL THIS SUBJECT DEVELOP?

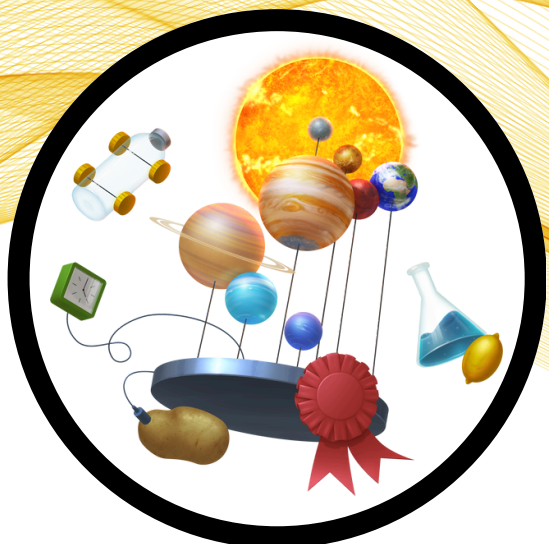


WHO TO CONTACT FOR MORE INFO?

Mrs Cannon - KS4 Science Lead
rcannon@theappletonschool.org

MISCONCEPTIONS...

You have to be really smart to do Separate Sciences. While having a good foundation in maths and science is important, the most important aspect is resilience and passion. A drive to want to investigate and find an answer is a must.





BTEC SPORT

SUBJECT INFORMATION

The Level 2 BTEC Sport gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology

The course is broken into 3 components:

Component 1 - Preparing Participants to Take Part in Sport and Physical Activity (Internally Assessed)

In this unit learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 - Taking Part and Improving Other Participants Sporting Performance (Internally Assessed)

In this unit learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (Externally Assessed)

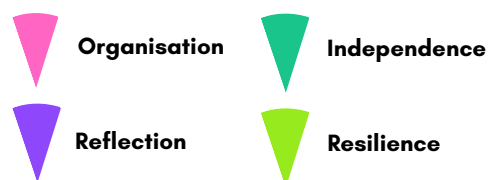
In this unit learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical



ENTRY REQUIREMENTS FOR SUBJECT?

For students interested in sports and PE but do not meet the entry requirements for GCSE PE

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



WHO TO CONTACT FOR MORE INFO?

Miss Pert - KS4 PE Lead
epert@theappletonschool.org

MISCONCEPTIONS...

We just get to do PE every lesson - unfortunately not! PE has a vast amount of theory work behind the GCSE and is assessed with a written exam

THREE DIMENSIONAL DESIGN



ENTRY REQUIREMENTS FOR SUBJECT?

No subject specific requirements except an interest in design and modeling.

WHAT SKILLS WILL THIS SUBJECT DEVELOP?



Reflection



Independence



Organisation



Problem Solving

WHO TO CONTACT FOR MORE INFO?

Mrs Bowles - Subject Lead
sbowles@theappletonschool.org

MISCONCEPTIONS...

A course without a written exam is easier. Not true at all, the component two is two intense days of practical work to test your skillset.

SUBJECT INFORMATION

This is an exciting course combining contextual research and problem solving, with practical modelling and making skills.

The students will work in the following areas of three-dimensional design.

- Architectural design
- Product design
- 3-D digital design.

Students will develop a range of ideas and learn how designers, design movements, social environment and creative contexts can influence design. Students will develop research, design and practical modelling skills to generate responses that meet the needs of their intended target market.

Students will learn how to use three-dimensional techniques and processes; model making, constructing, surface treatment and assembling using a variety of materials. Students will need to annotate their work throughout each project, explaining and evaluating their ideas.

Component One

A portfolio worth 60% of the overall GCSE grade. This is marked by the school and moderated by the AQA exam board. They would expect to see one sustained project plus a selection of further work produced during the two-year course.

Component Two

This is an externally set assignment worth 40%. This will be a formal ten-hour examination for the practical element of this set assignment, however there is a preparatory period to enable students to be ready, plan and able to complete this task in their ten-hour practical.

There is no written examination at the end of the course.