CROSFIELDS
SCHOOL

GCSE

Information Booklet

2026

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Introduction to GCSEs

This booklet is designed to give you all the information you need about the courses followed in Years 10 and 11. Some of these courses are compulsory and are known as 'core' subjects. The ones which a pupil can choose to study are called 'option' subjects.

CORE SUBJECTS

- English Language
- English Literature
- Mathematics
- Science AQA (Combined)

In addition, pupils in Years 7 to 11 will have Games and PSHE lessons within their timetable. Pupils who do not select GCSE Physical Education will continue with Games only in Years 10 and 11.

OPTION SUBJECTS
(Studied over two years, Years 10 and 11)

After the Core Subjects, each pupil will make four option choices and a reserve choice. The current options are:

- Art, Craft & Design - AQA
- Additional Mathematics - OCR
- Business EDEXCEL - IGCSE
- Computer Science - EDEXCEL
- Design and Technology AQA - Three-dimensional Design
- Drama - EDEXCEL
- Economics EDEXCEL - IGCSE
- Geography - AQA
- History EDEXCEL – IGCSE
- Media Studies - EDUQAS
- Modern Foreign Language (MFL) (French or Spanish) - EDEXCEL
- Music - EDEXCEL
- Physical Education - AQA
- Psychology - AQA
- Religious Studies - WJEC EDUQAS
- Science - AQA (Separate)

GCSE Reforms

A numerical grading system of 9 – 1 has replaced the previous system of A* to G, with 9 as the highest achievable grade and 1 as the lowest.

Grade 4 is considered as a 'pass', with performance tables focusing on pupils achieving grades 9 – 4. This new grading system makes it harder for pupils to achieve a good pass or higher. The aim of the new grading system is to reveal differences between pupils at the top end of the spectrum, A* and A being replaced with three grades: 9, 8 and 7. Only approximately 3% of pupils are awarded a 9.

Selecting Options

Crosfields aims to provide pupils with a broad and balanced curriculum. They will also focus on developing a breadth of ICT skills to enhance their learning across the curriculum.

In the Autumn Term of Year 9, there will be an Options Week which is an opportunity to talk to subject teachers to understand the course requirements in further detail and ask any questions. This will be followed by a full school report to give a clear picture of each pupil's current progress and ability.

In the Spring Term of Year 9, we will hold a Parent and Pupil evening so that you may speak to staff before making a final decision by the end of that term.

Throughout Year 9, you will have a meeting with your child's tutor who will be able to offer more personalised advice based on advice and your child's academic profile. Mr. Dyson, Head of Tracking & Monitoring and Mr. Ebbage, Deputy Head Academic (Seniors) will be available for further discussions if needed.

Helpful hints for making a decision

Choosing the subjects to study at GCSE is an important decision that takes time and careful consideration. A good starting point is thinking about the subjects that your child enjoys and is good at, as well as thinking about any qualifications that are needed for any specific careers, they are interested in.

DOs and DON'Ts

- DO read all of this booklet with your child.
- DO talk to a range of people for advice.
- DO opt for a balanced choice of subjects that keeps their options open for further study and career.
- DO choose subjects they enjoy.
- DON'T choose a subject because your child likes the teacher.
- DON'T choose a subject because your child's friends are choosing it.

Core Subjects

ENGLISH LANGUAGE - AQA

Our English Language curriculum is designed to inspire and motivate pupils. We aim to challenge pupils appropriately while ensuring that the assessments and reading materials are accessible to all.

We will help pupils of all abilities develop key skills in reading, understanding, and analysing a variety of texts from the 19th, 20th, and 21st Centuries. Additionally, they will learn to write clearly and accurately, using a range of vocabulary, devices and sentence structures.

There are two main exams, both equally important and untiered, that connect reading and writing. The texts they read will serve as inspiration for their writing tasks, guiding them through the exams. Each paper has a unique focus to encourage engaging teaching and learning.

- **Paper 1:** Explorations in Creative Reading and Writing focuses on how writers use storytelling and descriptive techniques to captivate readers, including a creative writing task.
- **Paper 2:** Writers' Viewpoints and Perspectives examines how different authors approach similar topics across time periods and includes a non-fiction writing task.
- Finally, our spoken language component highlights the essential role of speaking and listening skills. Through engaging activities, pupils will practise these skills, which will culminate in a final assessment.

ASSESSMENT
Paper 1 - Explorations in Creative Reading and Writing
Written exam - 1 hour 45 minutes/50% of GCSE (80 marks)
Section A: 1 unseen fiction text with 4 reading questions (40 marks)
Section B: 1 piece of creative writing showcasing your descriptive writing skills (40 marks)

Paper 2 - Writers' Viewpoints and Perspectives
Written exam - 1 hour 45 minutes/50% of GCSE (80 marks)
Section A: 2 unseen non-fiction texts with 4 reading questions (40 marks)
Section B: 1 piece of non-fiction writing expressing your views on a given topic (40 marks)

ENRICHMENT ACTIVITIES
- Variety of competitions focusing on creative and formal writing skills
- Workshop opportunities
- Creative writing opportunities in the co-curricular programme

ENGLISH LITERATURE - AQA

We have carefully chosen our English Literature curriculum to captivate and challenge all pupils, no matter their ability. Our goal is to create lessons that are creative and engaging, helping every pupil reach their full potential. The range of texts we have selected includes both familiar classics and exciting new works that are sure to capture pupils' imaginations.

Pupils will be assessed in two exams, which are both closed-book and untiered. Questions take a variety of formats: some based on specific extracts; some without extracts but a choice of two tasks, and one section where they will be introduced to brand new content on which to practise their literature analysis and evaluation skills (as found in the unseen poetry section within paper 2).

Our curriculum is focused on helping pupils develop the key skills needed to study English literature, regardless of the genre. In addition to preparing pupils for future English Literature courses at AS and A-level, we hope that this subject offers a rich foundation in a wide variety of literature that will leave a lasting impact.

ASSESSMENT

Paper 1 - Shakespeare and the 19th Century novel
Written exam - 1 hour 45 minutes/40% of GCSE (64 marks)
Section A: Macbeth (30 marks, plus 4 SPaG marks)
Section B: A Christmas Carol by Charles Dickens/Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson (30 marks)

Paper 2 - Modern texts and poetry
Written exam - 2 hours 15 minutes/60% of GCSE (96 marks)
Section A: An Inspector Calls by J.B. Priestley (30 marks, plus 4 SPaG marks)
Section B: Poetry Anthology Comparative Question (30 marks)
Section C: Unseen Poetry (32 marks)

All English Literature examinations are closed text.

ENRICHMENT ACTIVITIES

- Variety of competitions focusing on academic writing skills
- Theatre and Workshop opportunities
- Book club opportunities in the co-curricular programme

MATHEMATICS - EDEXCEL

Mathematics is an exciting, creative and rigorous discipline that is at its most rewarding when it presents a challenge! As well as being a pursuit in its own right, mathematics underpins almost all areas of modern-day life. Pupils will be encouraged to appreciate the importance of sound mathematical understanding, whether that be as a gateway to further study in mathematics, engineering, the sciences or computing, or as the basis of good decision-making in their everyday lives.

The key aims and objectives of the Mathematics GCSE course are to enable pupils to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions, inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

BRIEF OVERVIEW OF SYLLABUS

All pupils will develop confidence and competence in the following areas:

Foundation Tier

- Number 25%
- Ratio, Proportion and Rates of Change 25%
- Algebra 20%
- Geometry & Measures 15%
- Statistics & Probability 15%

Higher Tier

- Number 15%
- Ratio, Proportion and Rates of Change 20%
- Algebra 30%
- Geometry & Measures 20%
- Statistics & Probability 15%

*% weightings are approximate

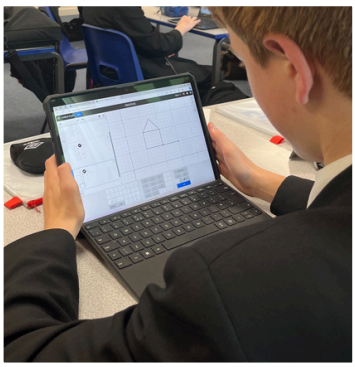
ASSESSMENT

The Higher tier will be graded from 4 to 9. The Foundation tier will be graded from 1 to 5. During Year 10 we will decide if each pupil will sit the Higher or Foundation tier. Those very able students will also have the opportunity to sit an Additional Mathematics qualification.

The course is assessed completely via exams: three equally weighted exam papers, each 1 hour and 30 minutes long (one non-calculator, two calculator) all sat in the Summer Term of Year 11.

ENRICHMENT ACTIVITIES

- In school Maths competition during Maths Week England and Pi Day celebrations
- Opportunities to take part in national competitions such as the UKMT Intermediate and Senior Maths Challenge
- Maths 'clinics' for supporting students
- Maths-themed hobbies



SCIENCE - AQA (COMBINED)

Science is a set of ideas about the material world. This course includes all the parts of good science whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the course will support pupils in building a deep understanding of science. This will involve talking, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models. GCSE science encourages the development of knowledge and understanding in science through opportunities for working scientifically.

BRIEF OVERVIEW OF SYLLABUS

Alongside the skills outlined in the course aims, all pupils will continue to nurture a curiosity of the world around them. Pupils will be encouraged to consider the power and limitations of science and the impact on our wider global community. Science will be taught in the 3 recognised areas of science Biology, Chemistry and Physics.

- **Biology** - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.
- **Chemistry** - Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.
- **Physics** - Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism.

Pupils begin their GCSE Science course at the start of Year 9 with all pupils following 2 topics from each sciences giving a good foundation for either GCSE science course. As part of the options process pupils may decide if they will sit a GCSE in each area of science or a combined Science course worth two GCSEs. This decision will be made with advice based our experience of the pupils' scientific ability.

ASSESSMENT

Combined (Trilogy) Science GCSE 6 x 1 hour 15-minute exams – 2 for each science. Resulting in 2 combined GCSE grades.

ENRICHMENT ACTIVITIES

- Trips to GCSE Science Live and The Williams F1 Experience
- Visiting speakers from Reading University and other organisations
- In our co-curricular programme there are options to look at astronomy and engineering

Option Subjects

ART, CRAFT & DESIGN - AQA

The GCSE specification covered at Crosfields allows students to develop their skills in a range of media, selecting areas of strength and developing these in preparation for entry onto a number of A Levels within the arts (fine art, photography, textiles etc). Pupils are able to specialise in fine art (drawing and painting), ceramics, textiles or printmaking. Alternatively they can continue to use a range of media, keeping their options open. All pupils must include an element of drawing.

The course is 'teacher led' to begin with, but as Year 10 goes on the pupils have more choice in their work, and the teacher assumes a more supporting role. By allowing the students the independence to make their own decisions, they are well prepared for A Level.

ASSESSMENT
The GCSE is assessed through the completion of two units:

Component 1 – 2 x Coursework projects. September Year 10—December Year 11. 60% of GCSE grade. Two projects, that can be made using a range of media (clay, painting, drawing etc). Each project should include drawings, photographs, artist studies, experiments and a final piece.

Component 2 – 1 x Exam project. January Year 11—May Year 11. 40% of GCSE grade. Pupils are given an exam paper in January with multiple questions (E.G. "Portraiture", "The Every day", "Dreams and nightmares", "Black and White"). Pupils pick one question and create a final project under this title—the final piece is completed in May over two days (10 hours).

ENRICHMENT ACTIVITIES

- Visits to local galleries.
- Visiting specialists.
- Open studio time at lunch, break time and after school every day.

ADDITIONAL MATHEMATICS - OCR

The OCR Level 3 Free Standing Mathematics qualification (FSMQ) in Additional Mathematics gives pupils an introduction to the mathematics studied in AS and A Level modules.

Taught alongside GCSE Mathematics in Years 10 and 11, it is designed as an enrichment programme for pupils who will be very high achieving at GCSE (9-1). This Level 3 course will give pupils an excellent grounding for any future mathematical studies.

BRIEF OVERVIEW OF SYLLABUS

The FSMQ builds on the skills, knowledge and understanding acquired during the GCSE (9–1) course. It consists of four main 'pure' mathematics topics, each of which contains an 'applied' dimension, and two numerical topics, all underpinned by an algebra section.

- Enumeration
- Coordinate Geometry
- Pythagoras and Trigonometry
- Calculus
- Numerical Methods
- Exponentials and Logarithms
- Algebra

ASSESSMENT

The examination consists of one 2-hour paper, taken alongside GCSE Mathematics in Year 11.

The assessment has a gradient of difficulty and consists of a mix of short and long answer questions, graded on the scale A, B, C, D, E where A is the highest.

BUSINESS EDEXCEL - IGCSE

Pupils will explore real business issues and investigate how businesses work. They will analyse the activities which happen behind the closed doors of businesses; managing money, advertising, and employment are all covered. The course gives pupils the opportunity to develop communication skills, numeracy in the real world, evaluative skills, organisation and teamwork. This is a great basis for those looking to work in the corporate world, or own their own business.

BRIEF OVERVIEW OF SYLLABUS

- Enterprise and entrepreneurship - business ownership, setting business aims and objectives, stakeholders, business planning
- Influences on businesses - ethical business practices, the economy, globalisation, legislation
- Human resources – recruitment practices, team motivation, organisational structure and training
- Marketing - including market research, understanding customers, the elements of the marketing mix

ASSESSMENT

The course has two exams at the end of Year 11, both 90 minutes in duration.

ENRICHMENT ACTIVITIES

- Curriculum trips to large national businesses.
- Visiting speakers to share their real-life experiences.
- Young Enterprise Club, which is a part of the co-curricular offering.

COMPUTER SCIENCE - EDEXCEL

The GCSE Computer Science courses has been designed to reflect the importance of computation in the modern world today and how it will do so in the future. Pupils will be able to understand and apply the fundamental principles and concepts of Computer Science and analyse problems in computational terms through practical experience such as designing, writing and debugging programs.

Pupils are encouraged to think creatively, innovatively, analytically, logically and critically to understand the impact of digital technology on the individual and wider society.

BRIEF OVERVIEW OF SYLLABUS

There are six topics within the curriculum:

1. **Problem solving** - Developing a set of computation thinking skills that enable students to understand how computer systems work, and to design, implement and analyse algorithms for solving problems.
2. **Programming**- Pupils should be competent at designing, reading, writing and debugging programs.
3. **Data** - Learning how different types of data are represented in a computer.
4. **Computers** - Pupils must be familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to distributed clouds.
5. **Communication and the internet**- Understanding the key principles behind the organisation of computer networks.
6. **The bigger picture**- Focusing on the influence computing technology has on their lives.

ASSESSMENT

The course is assessed via two exams which are taken in the summer term of Year 11:

Paper 1: Principles of Computer Science (theory) – Paper based – 1 ½ hours, 75 marks (50% of the qualification)

Paper 2: Application of Computational Thinking (programming) – On Screen exam– 2 hours, 75 marks (50% of the qualification)

ENRICHMENT ACTIVITIES

- A range of enrichment and co-curricular activities such as 3D Animation, Cyber Security, Coding extension and consolidation, and national coding competitions
- Open Computer Suite time for pupils to work on their programming in a supported environment
- Guest speakers

DESIGN AND TECHNOLOGY
AQA - THREE-DIMENSIONAL DESIGN

The GCSE Three-Dimensional Design course at Crosfields allows pupils to develop their intellectual, creative, and practical skills through the design, prototyping, and modelling of functional and aesthetic products, objects, and environments.

AREAS OF STUDY

Pupils will work in one or more areas of three-dimensional design throughout the course, including:

- Architectural design
- Sculpture
- Ceramics
- Product design
- Jewellery and body adornment
- Interior design
- Environmental, landscape, and garden design
- Exhibition design
- 3D digital design
- Designs for theatre, film, and television

Pupils may also explore overlapping areas and combine different specialisms.

KNOWLEDGE, UNDERSTANDING AND SKILLS

Pupils must develop and apply a broad range of creative and technical skills to realise their personal intentions within their selected area(s) of study.

Pupils will explore how sources of inspiration influence the development of ideas in three-dimensional design, considering:

- Historical, contemporary, cultural, social, environmental, and creative contexts.
- How ideas, feelings, and purposes can generate responses that address specific needs —whether personal, audience-driven, or based onMethods of visual communication**, including:
  - Figurative and non-figurative representation
  - Stylisation, simplification, and exaggeration
  - The relationship between form and surface embellishment
  - Constructional considerations and imaginative interpretation

Pupils will develop an understanding of visual and tactile elements, such as:

- Colour
- Line
- Form
- Tone
- Texture
- Space
- Proportion
- Decoration
- Scale
- Structure
- Shape
- Pattern

SKILLS DEVELOPMENT

Throughout the course, Pupils must demonstrate their ability to:

- Use three-dimensional techniques and processes relevant to their personal intentions, such as:
  - Model making
  - Constructing
  - Surface treatment
  - Assembling
  - Modelling

- Work with a variety of media and materials, including:
  - Drawing materials
  - Clay
  - Wood
  - Metal
  - Plaster
  - Plastic
  - Found materials

ASSESSMENT
The GCSE is assessed through two components:

Component 1 – Coursework (60%)

- Two coursework projects, completed from Year 10 to December of Year 11.
- Projects must include drawings, photographs, artist/design studies, material experiments, and final three-dimensional outcomes.

Component 2 – Exam Project (40%)

- Begins in January of Year 11, when students choose a theme from the exam paper (e.g., "Form and Function", "Natural Structures", "Innovative Spaces").
- Pupils create a final three-dimensional project based on their chosen theme.
- The final outcome is produced under **exam conditions over two days (10 hours)
  Course Structure and Progression
- The course is initially teacher-led, introducing key techniques, processes, and materials.
- As pupils gain confidence, they take greater independence in their projects, preparing them for A-Level Three-Dimensional Design, Product Design, Architecture, or related creative fields.

DRAMA - EDEXCEL

This qualification encourages creativity and has a focus on practical work. This allows pupils to develop an understanding and enjoyment of Drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience.

BRIEF OVERVIEW OF SYLLABUS

Drama is an exciting, creative and challenging subject: a practical based course and pupils are encouraged to pursue a fully integrated course that allows them to develop their performance skills within a theoretical framework. Practical work will develop both group and individual skills in relation to extracts from plays, other diverse stimuli, the theories of practitioners and dramatic work of the pupils' own devising. Pupils take an integrated approach to the creation and/ or staging drama and will consider not just the function of actors but also that of designers such as set, costume, lighting and sound.

ASSESSMENT

Component 1: Devising - Non-examination assessment | 40% of the qualification – 60 marks
Pupils will be expected to:

- Create, develop, and perform a devised piece or design realisation from a stimulus.
- Analyse and evaluate the devising process and performance via a portfolio.
- Performer or designer routes available.

Component 2: Performance from Text – Non-examination assessment | 20% of the qualification – 48 marks
Pupils will be expected to:

- Either perform in and/or design for two key extracts from a performance text of their choice.
- Performer or designer routes available.

Component 3: Theatre Makers in Practice - Written examination: 1 hour 45 minutes | 40% of the qualification – 60 marks
Pupils will be expected to:

- Practically explore and study one complete performance text.
- Live theatre evaluation of a performance they have seen.

ENRICHMENT ACTIVITIES

Trips related to plays studies as part of the course

- Participation in school productions
- LAMDA and Drama sessions
- Co-curricular and House events


VOTE PATTY
VOTE PATTY
VOTE PATTY

ECONOMICS EDEXCEL - IGCSE

Economics studies how people, businesses and governments make their choices in order to maximise welfare. It is a course that anyone can access and is especially useful for those who are looking at Maths and Economics as A Level choices. The course is split into Micro and Macro topic areas.

BRIEF OVERVIEW OF SYLLABUS

Microeconomics

- The economic problem
- Demand, supply and market equilibrium
- Business costs, revenues and profit
- Business competition

Macroeconomics

- Macroeconomic objectives
- Government policies
- International trade
- Exchange Rates

ENRICHMENT ACTIVITIES

- Online subscription to the Economist
- Lunchtime investment club

GEOGRAPHY - AQA

This exciting course is based on a balanced framework of physical and human geography. It allows pupils to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. Pupils who complete the course will have the skills and experience to progress onto A Level and beyond.

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

BRIEF OVERVIEW OF SYLLABUS

Living with the physical environment

Topics assessed are - the challenge of natural hazards, the living world, physical landscapes in the UK, geographical skills.

Section A - The challenge of natural hazards
Section B - The living world
Section C - Physical landscapes in the UK

Challenges in the human environment

Topics assessed are - urban issues and challenges, the changing economic world, the challenge of resource management, geographical skills.

Section A - Urban issues and challenges
Section B - The changing economic world
Section C - The challenge of resource management

Geographical applications

Topics assessed are - issue evaluation, fieldwork, geographical skills.

Section A - Issue evaluation
Section B – Fieldwork

ASSESSMENT

Paper 1 - Living with the physical environment

Written exam - 1 hour 30 minutes / 35% of GCSE (88 marks)

Question types - multiple-choice, short answer, levels of response, extended prose

Paper 2 - Challenges in the human environment

Written exam - 1 hour 30 minutes / 35% of GCSE (88 marks)

Question types - multiple-choice, short answer, levels of response, extended prose

Paper 3 - Geographical applications

Written exam - 1 hour 15 minutes / 30% of GCSE (76 marks). Pre-release resources booklet made available 12 weeks before Paper 3 exam

Question types - multiple-choice, short answer, levels of response, extended prose

ENRICHMENT ACTIVITIES

- Pupils will attend a field trip in the local area, we will also offer international and local field trips
- External presenters from organisations, for example, The Environmental Agency
- In our co-curricular programme, pupils can attend Model United Nations (MUN) and complete their Duke of Edinburgh award

HISTORY EDEXCEL – IGCSE

The poetry of history lies in the quasi-miraculous fact that once, on this earth, once, on this familiar spot of ground, walked other men and women, as actual as we are today.

Historian G M Trevelyan

BRIEF OVERVIEW OF SYLLABUS

Germany: development of dictatorship, 1918-45

- How were Hitler and the Nazis able to turn a democracy into an evil dictatorship?

A world divided: superpower relations, 1943–72

- Why did the USA and USSR nearly cause the end of the world?

Russia and the Soviet Union, 1905-24

- Why did Russia go into revolution?

Changes in medicine, c.1848–c. 1948

- Why did medicine make such rapid progress in this period having made no progress at all in the centuries before?

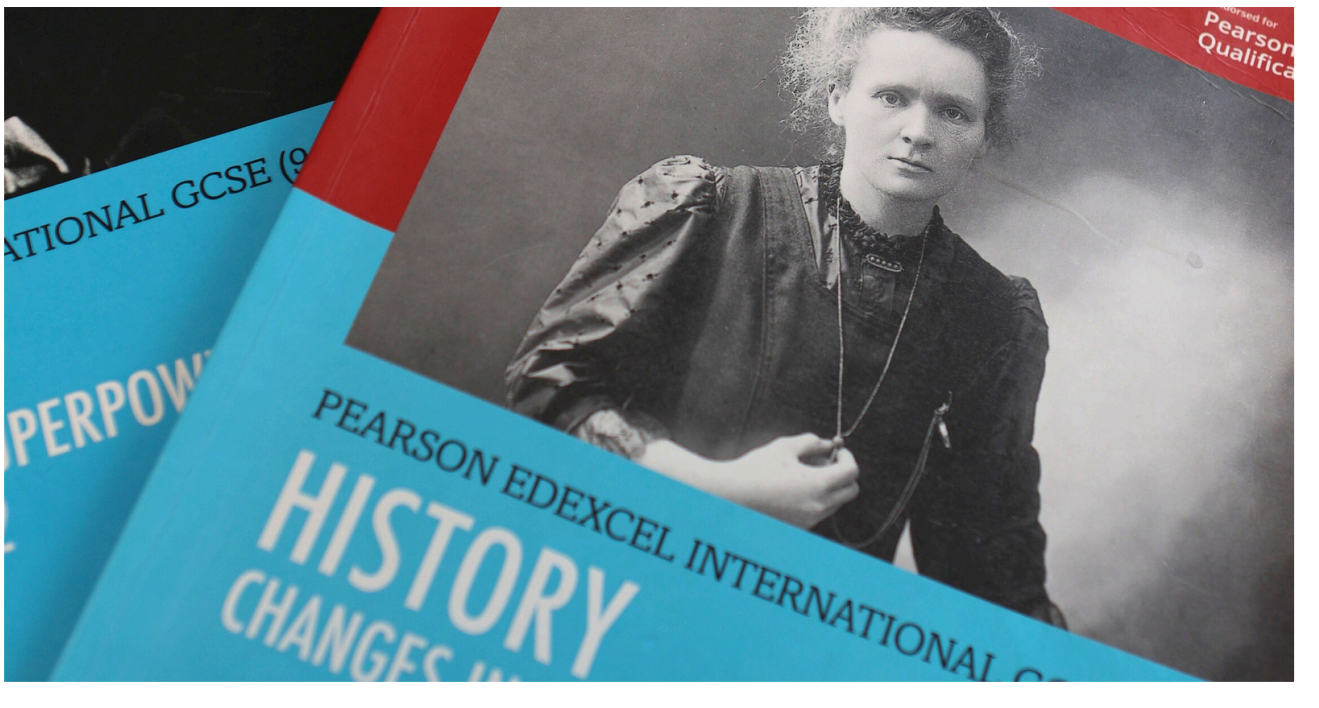
ASSESSMENT

Assessments are through two 90-minute exam papers.

ENRICHMENT ACTIVITIES

Your studies will be supported by the Year 10 cultural trip, the medical museum at the RBH as well as a film club and subject clinics.

GCSE History will help you understand how the world you live in was shaped, and make you consider today's society in a different way.



MEDIA STUDIES

Media Studies is a dynamic and exciting subject that explores the central role the media plays in contemporary society. You will learn to analyse media products (like films, music videos, magazines, and websites) using a specific theoretical framework, and you will also create your own media production. It's about understanding who makes media, why they make it, how they communicate their messages, and how audiences respond to it.

BRIEF OVERVIEW OF SYLLABUS
You will explore four key concepts across different media forms:

Media Language
How media communicates meaning through technical choices like camera angles, editing, sound, and mise-en-scène. You'll learn how different combinations of these elements shape messages for the audience.
Representation
How media portrays people, places, and events, such as gender, age, or ethnicity, and why. You'll examine how representations can reinforce or challenge stereotypes and how they influence audience understanding.
Media Industries
How media is produced and distributed by companies - from global conglomerates to independent creators. You'll study ownership, funding, regulation, and how technology shapes the industry and audience experience.
Audiences
How media targets, constructs, and influences specific groups. You'll explore the techniques used to attract audiences and how different people interpret the same media in different ways.

ASSESSMENT
Component 1: Written exam (90 mins) Exploring Media Language & Representations 40%
Component 2: Written exam (90 mins) Understanding Media Industries & Audiences 30%
Component 3: Non-Exam Assessment Creating Media Products 30%

Interdisciplinary Skills in Media Studies
GCSE Media Studies develops a powerful mix of analytical, creative, and technical skills useful across many subjects and careers:

- Critical Thinking: Breaking down and evaluating messages, identifying bias, and understanding the meanings behind media choices.
- Extended Writing: Producing structured, evidence-based essays using specialist terminology and theory.
- Digital Skills: Using industry-standard software for image editing, publishing, and video production.
- Project Management: Planning, creating, and evaluating a practical project to a set brief and deadline.
- Communication Skills: Understanding audience targeting, tone, and effective communication - valuable for subjects like MFL and Business.
- Cultural Awareness: Exploring how media reflects or challenges ideas about gender, race, class, and other social issues, supporting subjects such as Geography and Sociology.

MODERN FOREIGN LANGUAGE (FRENCH OR SPANISH) - EDEXCEL

The GCSE French and Spanish courses have been developed to help pupils of all abilities progress and develop a passion for languages, through culturally engaging content. This inspirational course will enable our pupils to manipulate and use the French or Spanish language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. Pupils are encouraged to choose a Modern Foreign Language.

BRIEF OVERVIEW OF SYLLABUS

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

The aims and objectives of this qualification are to enable pupils 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.

*Native speakers are able to enter a GCSE in their native tongue from the end of Year 10.

Contact Mrs Monsauret, Head of Modern Foreign Languages for more information.

ASSESSMENT

Assessments are divided between the four skills and each assessment is taken in the summer term in Year 11, with the speaking exam normally being the first to be taken.

Listening 25%: 45 minutes (Foundation) 60 minutes (Higher)

Speaking 25%: 7-9 minutes (Foundation) 10-12 minutes (Higher)

Reading 25%: 45 minutes (Foundation) 60 minutes (Higher)

Writing 25%: 1 hour 15 minutes (Foundation) 1 hour 20 minutes (Higher)

ENRICHMENT ACTIVITIES

- Co-curricular French and Spanish opportunities available throughout the year.
- Languages week celebrates culture and diversity in a variety of ways
- Spanish and French performances in the theatre

MUSIC - EDEXCEL

The EDEXCEL GCSE course has been designed to reflect the demands of a truly modern and evolving musical world. It aims to form personal and meaningful relationships with music whilst engaging critically and creatively with a wide range of music. It is designed to give equal weighting to performance and composition allowing development and progress in both these skills. They will have the opportunity to learn in depth appraising skills for both the set works and how to analyse unfamiliar but related music.

BRIEF OVERVIEW OF SYLLABUS

There are three components that form the music GCSE syllabus:

1. Performing – Two performances are required including a solo and ensemble piece totalling a minimum of four minutes. (30%)
2. Composing –Two compositions are required, one is set to a brief by the exam board and the second allows the student full creative choice. (30%)
3. Appraising – Four areas of study with two set works each; Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. (40%)

ASSESSMENT

Performance 30%: -recording submitted of solo and ensemble pieces

Composing 30% - score and recording submitted of two compositions

Appraising 40% - I hour 45 minutes written exam

ENRICHMENT ACTIVITIES

- A trip to the West End to see a musical, e.g. Wicked
- Workshops focusing on World Music
- Perform in GCSE Concerts as soloists or as part of an ensemble

PHYSICAL EDUCATION - AQA

GCSE PE covers a wide range of theory and practical work, covering all areas of sport, science and how to lead a healthy lifestyle.

During the two year course, we look closely at anatomy and physiology, psychology of a sportsperson, diet and nutrition, how we move, history of sport, current issues in sport and how this influences what we do, as well as completing a number of sporting assessments to use for the practical moderation.

We are excited to be using the latest technology in our practical sessions, videoing moderations and sharing this with students so they can analyse and feedback on their performance.

Here are the sports you can be assessed in and over the page is the breakdown of the course. Any questions, please see Mr Dyson.

Team activities			Individual activities		
Association Football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Hurling	Handball	Hockey	Diving	Golf	Gymnastics
Rowing	Lacrosse	Netball	Equestrian	Kayaking	Rock Climbing
Squash	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerball football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

ASSESSMENT
There are two written examinations, each 1 hour 15 minutes and each worth 30% of the GCSE.

Paper 1 - The human body and movement in physical activity and sport.
Paper 2 - Socio-cultural influences and well-being in physical activity and sport.

The non-exam assessment makes up 40% of the GCSE.

Practical performance in physical activity and sport
- Practical performance in three different physical activities in the role of player/performer
- Analysis and evaluation of performance to bring about improvement in one activity

ENRICHMENT ACTIVITIES
Our co-curricular programme allows for many opportunities to participate in a variety of sporting and fitness activities. A field trip in Year 10 to St Georges Park, the home of the FA, helps the pupils see and experience elite level coaching and facilities, supporting a number of areas of their course.

PSYCHOLOGY - AQA

Psychology is the scientific study of the mind and behaviour. It encompasses every aspect of human experience and how psychological findings impact our day-to-day lives. From exploring high performance (from learning to sport), governments trying to control the behaviour of nations, and a better understand our own thinking processes; a foundation of knowledge in psychology give pupils a real advantage in introspection and understanding the world.

We are offering this course to give pupils an insight to their own thinking and behaviours. There are several crossovers with other subjects such as biology, maths, PE, art, drama and business, not only within GCSE but beyond. As well as direct links, there are transferable skills such as evaluation, essay writing and data analysis and interpretation.

Psychology is one of the most popular A Levels and Degree subjects in the UK so a chance to study this subject at this stage give pupils an early chance to gain a strong foundation.

BRIEF OVERVIEW OF SYLLABUS

- Memory- models used, types of memory, and accuracy.
- Perception- senses, visual illusions, constructivist theories.
- Development- child development (neural, nature vs nurture)
- Social influence- conformity, obedience, prosocial behaviour, collective behaviour
- Language– language and thought, human and non-human communication, non-verbal communication and body language.
- The brain and neuropsychology- the nervous system, neurons, structure and function of the brain, neuropsychology
- Psychopathology- mental health and treatments.
- Research methods- designing research, correlations, ethics, data collection and interpretation.

ASSESSMENT

The course is assessed completely via exams. There are 2x 1hr45min exams both sat in the summer term of Year 11.

ENRICHMENT ACTIVITIES

- Pupils will have the chance to conduct and participate in research projects.
- Trips to places such as the Science Museum, Freud Museum.
- Brain Club which is part of our co-curricular offering.

RELIGIOUS STUDIES - WJEC EDUQAS

Religious Studies is a rigorous and demanding academic discipline. It encourages critical thinking, decision making, collaboration and independent working skills that will benefit all subjects. It provides opportunities to explore, make and respond to meanings of life experiences in relation to the beliefs and experiences of others. The WJEC EDUQAS syllabus covers a range of the major world religions and ethical themes. Pupils will be challenged with questions about beliefs, values, meaning, purpose and truth. This will enable them to develop their own attitudes and beliefs whilst gaining an understanding of how religion, philosophy and ethics form the basis of our culture. Pupils will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society.

BRIEF OVERVIEW OF SYLLABUS
Pupils will consider different beliefs and attitudes to religious and non-religious issues in contemporary British Society.

Component 1 – Religious, Philosophical and Ethical issues in the modern world
Two themes:
A) Issues of relationships (8 concepts: adultery, divorce, cohabitation, commitment, contraception, gender equality, responsibilities, roles)
B) Issues of life and death (8 concepts: afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life, soul)

Component 2 - Study of Christianity
Beliefs and teachings
- Beliefs in Great Britain ,The nature of God, Creation, Jesus Christ, Salvation, The afterlife.
- 8 Concepts: Omnipotent, Omnibenevolent, Trinity, Incarnation, Atonement, Resurrection, Salvation, Judgement

Component 3 - Study of Islam
Beliefs and teachings
- The nature of Allah, Prophethood (Risalah), Angels (Malaikah), Akhirah (afterlife), Foundations of Faith

8 Concepts:
- Tawhid, Prophethood, Allah, Immanence, Transcendence, Angels, Al Qadr, Akhirah

ASSESSMENT
Component 1 - Written exam 1 hour, 50% of final grade
Component 2 - Written exam 35 minutes, 25% of final grade
Component 3 - Written exam 35 minutes, 25% of final grade

ENRICHMENT ACTIVITIES
Trips to places of worship in the local area and visitors to the school.

SCIENCE - AQA (SEPARATE)

Science is a set of ideas about the material world. This course includes all the parts of good science whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the course will support pupils in building a deep understanding of science. This will involve talking, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models. GCSE science encourages the development of knowledge and understanding in science through opportunities for working scientifically.

BRIEF OVERVIEW OF SYLLABUS

Alongside the skills outlined in the course aims, all pupils will continue to nurture a curiosity of the world around them. Pupils will be encouraged to consider the power and limitations of science and the impact on our wider global community. Science will be taught in the 3 recognised areas of science Biology, Chemistry and Physics.

- **Biology** - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.
- **Chemistry** - Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.
- **Physics** - Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism, and Space Physics.

Pupils begin their GCSE Science course at the start of Year 9 with all pupils following 2 topics from each sciences giving a good foundation for either GCSE science course. As part of the options process pupils may decide if they will sit a GCSE in each area of science or a combined Science course worth two GCSEs. This decision will be made with advice based our experience of the pupils' scientific ability.

ASSESSMENT

Separate Science GCSE 6 x 1 hour 45-minute exams – two for each science. Resulting in a separate GCSE grade for each science.

ENRICHMENT ACTIVITIES

- Trips to GCSE Science Live In our co-curricular programme, there are options to discuss broader themes of the subject
- Take it Further tasks guide independent learning
- Weekly clinic devised to support learning

Curriculum Extension

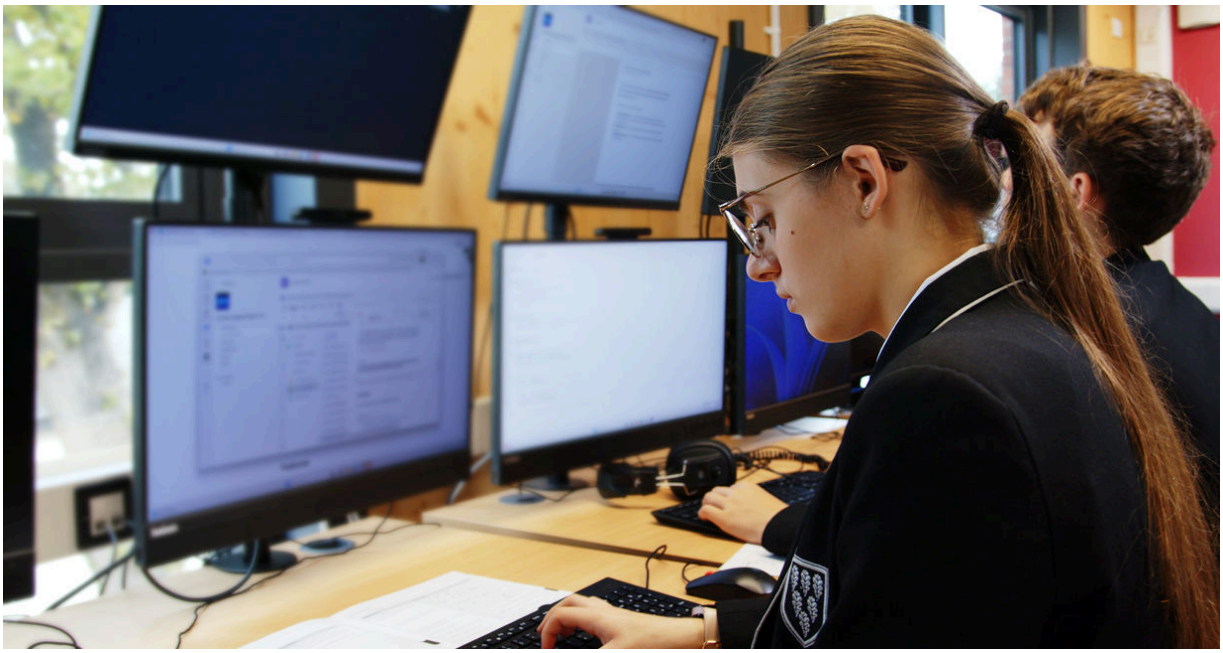
As well as the more ‘traditional’ GCSEs, we will be offering a number of ‘Curriculum Extension’ opportunities to our pupils. The aim of these is to widen pupils interests and skills which will help them across their other subjects while they are at Crosfields and beyond.

Higher Project Qualification (HPQ) - Pupils will start this qualification in Year 9 with the aim of submitting the outcome by the end of Year 10. This will give them important skills in following a specification and understanding assessment objectives before sitting public exams in Year 11.

The HPQ is a stand-alone research-based qualification. Pupils pick a topic area and then go about researching the area to produce a ‘product’ in the form of an extended piece of writing or something physically built or performed. The option really is the pupil’s choice and there are examples of pupils picking topics such as building a drone, essays on politics or economics or teaching sign language. If pupils are struggling to narrow down GCSE options, it is a chance for them to explore a topic they have a passion for or would otherwise not have the chance to study.

The HPQ fosters critical thinking, problem solving, decision making, synthesising information, critical research and reflection. This will be optional and occur outside of lesson time.

Many Sixth Forms now offer the Level 3 equivalent, the Extended Project Qualification (EPQ), for which universities often offer a reduced grades requirement to access degree courses for. As you can see, the HPQ really will assist Crosfields pupils through this stage of education and beyond.



Short Course GCSE in Religious Studies – Pupils can choose to take the Short-Course Religious Studies GCSE which equates to half a GCSE. The course starts at the beginning of Year 10, and the exam is taken at the end of Year 11. We cover the following topics:

- **Component 1:** Issues and Relationships, Life and Death (1 hour exam)
- **Component 2:** Christian Beliefs (35 minute exam)
- **Component 3:** Muslim Beliefs (35 minute exam)

The lessons will aim not just to equip pupils with the knowledge and skills to attain a high grade in their GCSE for Religious Studies, but also with the skills of independent study and research that are important for success in higher education.

Classes will be held during the Friday enrichment slot, and starting in the Spring term, there will be an extra hour after school. Pupils will also be given the opportunity to attend booster revision sessions nearer the exam. Pupils will take their exam in early May and receive their results on GCSE results day.

GCSE Astronomy - EDEXCEL - This course introduces students to our place in the Universe, exploring the movements of planets and stars, as well as the cycles that shape both the night and daytime sky. Students will discover how technology allows us to observe and interact with space, while tracing the remarkable history of astronomical study.

The GCSE Astronomy qualification is assessed through two written exams.

Paper 1: Naked-eye Astronomy (1 hour 45 minutes, 50%)
Focuses on topics observable without a telescope, including Planet Earth, the lunar disc, the Earth–Moon–Sun system, key time cycles, solar system and celestial observation, early models of the Solar System, and planetary motion and gravity.

Paper 2: Telescopic Astronomy (1 hour 45 minutes, 50%)
Covers deeper observational and theoretical content such as lunar exploration, solar astronomy, the wider Solar System, planetary system formation, starlight, stellar evolution, our Galaxy, and cosmology.

Both papers use a mix of question styles, including multiple-choice, short-answer, calculation, graphical and extended-response questions

Practicals:
Throughout the course, pupils complete a variety of practical observations, both naked-eye and telescopic, supported by access to our dedicated school telescope.

Games and Physical Activity - When Crosfields' pupils reach Year 10, they continue to experience opportunities to play weekly fixtures against other schools. In Year 10, external matches for the major games happen on Tuesday or Thursday afternoons. The major sports we play fixtures in are Football (boys and girls), Hockey (boys and girls), Rugby (boys), Netball (girls), and Cricket (boys and girls).

Parents are very welcome to come and watch these matches, both home and away games. Please ensure you look at SOCS for all the fixture details and the dates will also be on the school calendar. However, now pupils are getting older we do appreciate they have a firm idea of which sports they do and don't like. Therefore, we allow them the opportunity to opt out of a sport and do the multisport program instead, as we want pupils to have a love of physical exercise. However, they must participate in one of the four major sports as we still believe representing the school in competitive fixtures is important.

The multisport program will involve various activities such as basketball, badminton, swimming, and forest school. Pupils will be asked in September for their option during each 'sporting season'. Below is a table of the major sports and when they are played.

	Boys	Girls	Co-ed
September – November	Rugby	Hockey	Multisport
November – February	Football	Football	Multisport
February – April	Hockey	Netball	Multisport
Summer Term	Cricket	Cricket	Tennis

The aim, wherever possible, is to provide a fully inclusive match day program, in which all pupils participate. However, due to the number of teams available at other schools, this is not always possible, and when required, squad rotation does occur to enable participation. The higher-ability teams are chosen on merit and pupils earn selection for higher teams through progress, effort, and performance.

Swimming fixtures are also continued in Year 10 and occur on Monday afternoons with various swimming squads running before school. There are also limited external competitive opportunities in cross-country, basketball, badminton, tennis, and athletics.

Each week Year 10 pupils will have two 90-minute Games lessons.

Year 11

When Crosfields' pupils reach Year 11, they continue to experience opportunities to play weekly fixtures against other schools. In Year 11, external matches for the major games happen on Tuesday or Thursday afternoons. The major sports we play fixtures in are Football (boys and girls), Hockey (boys and girls), Rugby (boys), Netball (girls), and Cricket (boys and girls).

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Each week Year 11 pupils will have two 90-minute Games lessons.

Beyond the Classroom

Every school will offer one form of qualification or another. What sets Crosfields apart is what we offer alongside our formal qualifications. There will be a careers pathway which will help to guide pupils in exploring the opportunities available to them and assist them in making decision such as GCSE choices and Post-16 options. Pupils will also be explicitly taught about metacognition (defined as 'thinking about thinking') which will assist them in understanding how the learning process works and therefore how to make the most of their memory systems.

Careers

Year 7 & 8 - Skills, abilities and employment are explored through PSHE (Jigsaw) and XFP lessons (Year 7). This includes topics such as money, budgets, careers & personality types. As well as this, careers routes in different subject disciplines are also explored during lessons and beyond.

Year 9 - Pupils will be guided through the GCSE options process by tutors, subject teachers and senior staff. This will include the opportunity for careers/personality profiling before pupils make their GCSE options.

Year 10 - Pupils will be completing Unifrog Psychometric Testing during the Spring Term. They will then have a separate careers appointment with the Head of Careers to discuss the findings. In March, there will be a Careers Day, where outside speakers will be invited into school to talk about their professions. Furthermore, there will be a Post-16 options event, where local providers will come into Crosfields, from both the state and independent sector.

Year 11 - Pupils will discuss with their tutors their Post-16 plans. The Head of Careers will also be available to provide further guidance and information. After their GCSE examinations, pupils will attend a Bridge to Sixth Form event that will involve employability presentations as well as information about universities.

Metacognition

Thinking about thinking' (VESPA)
The academic side of the tutoring programme for Seniors will be based upon the VESPA (Vision, Effort, Systems, Practice, Attitude) model. This was developed by Steve Oakes & Martin Griffin and is described as: "VESPA draws together current thinking from psychology, business and sport to inspire, motivate and support students ensuring they achieve their full potential. It aims to cut through the noise surrounding character development to discover common behaviours and characteristics that all students need to be successful."

Alongside being guided through study skills such as the Cornell note taking method and revision techniques, Crosfields pupils will be provided with strong academic foundations. These topics will be covered in tutor times, collects, activities and embedded into lessons.

Learning Empowerment

Pupils who receive support from the Learning Empowerment Team will continue to do so. Those who require extra support to access their GCSE courses may choose Study Support as an option. This will give them three hours a week in The Hub with the Learning Empowerment Team, focusing on supporting the core subjects of English and mathematics, revision strategies and study skills education.

Access Arrangements

These allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an Access Arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access Arrangements are granted on the basis of teacher evidence and specialist assessments undertaken in Years 9 and 10. Any medical diagnoses and reports are also taken into consideration.

Reasonable Adjustments

The Equality Act 2010 requires the awarding body to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding body is required to take reasonable steps to overcome that disadvantage. A reasonable adjustment for a particular person may be unique to that individual.

Useful Contacts

Parents are welcome to contact Mr. Simon Dyson, Head of Tracking & Monitoring, with any questions. His details, along with other key contacts, are below.

Mr Simon Dyson
Head of Tracking & Monitoring
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Mr James Bown
Deputy Head Academic (Seniors)
jamesbown@crosfields.com

Mrs Ianthe King-Taylor
Head of Learning Empowerment & Inclusion and DofE Lead - Silver
ianthekingtaylor@crosfields.com

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