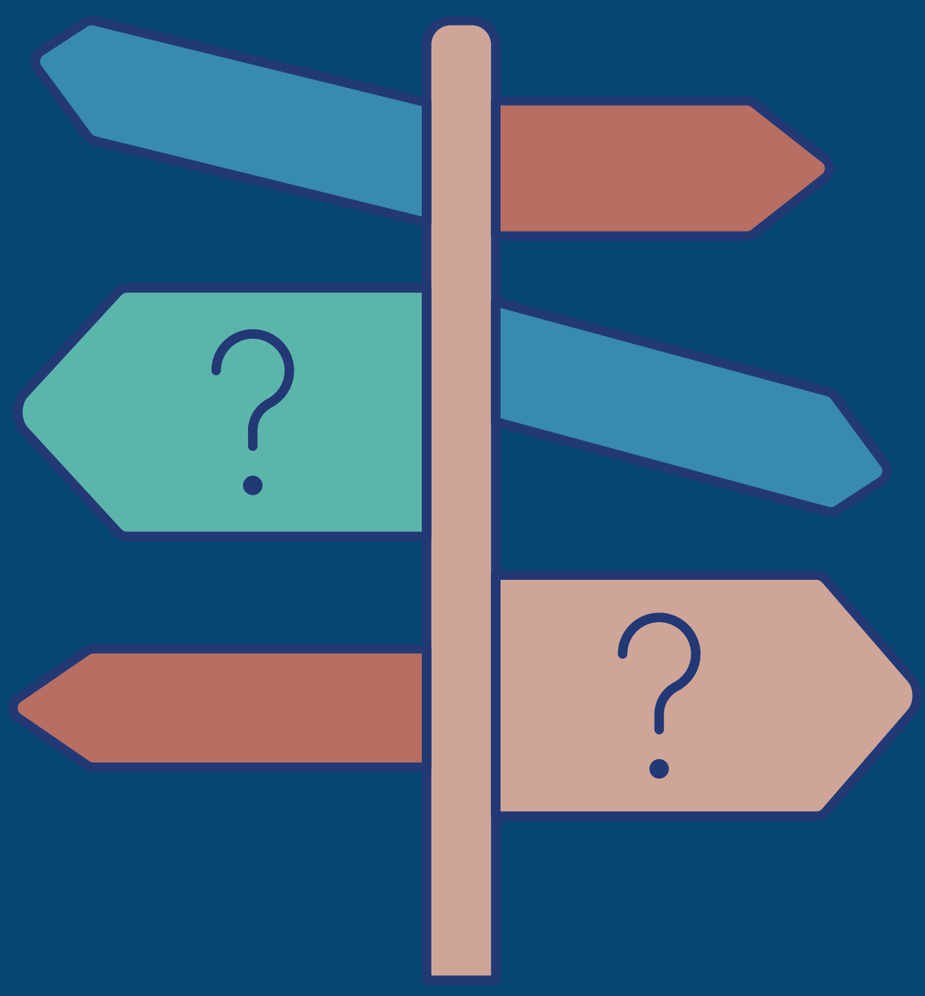
More House School



Curriculum

Overview Booklet

Contents

GCSE Core Subjects

English
Mathematics
Science

Core Subjects

GCSE English

Overview

GCSE English Language is a highly valuable and academically rigorous course that develops a wide range of essential communication skills. While students spend much of their time reading, writing, and analysing a variety of fiction and non-fiction texts, it is important for parents to be aware that the qualification also involves significant written examinations, which assess reading comprehension, analysis, writing accuracy, and creative/transactional writing.

Throughout the course, students are required to respond to unseen texts, evaluate how writers use language and structure, and produce their own well-crafted written pieces under timed conditions. They will also complete a Spoken Language Endorsement, in which they prepare and deliver a presentation. Although this does not contribute to the final GCSE grade, it is a compulsory component and helps students develop confidence, clarity, and formal speaking skills.

To support their learning, students may take part in enrichment activities such as writing workshops, or trips that broaden their understanding of language in real-world contexts. These are designed to enhance their analytical skills and deepen their engagement with the subject. While we aim to keep any associated costs to a minimum, families should be aware that some optional enrichment opportunities may involve additional expenses over the two-year course.

We encourage parents to consider these factors when supporting their son with the GCSE English Language course.

Information regarding English Literature can be found in the Options Subject section.

For any questions on GCSE English, please contact Miss Small directly: daisy.small@morehouseschool.co.uk

Core Subjects

GCSE English Language

Subject Specification

GCSE English Language — Edexcel

Why study English Language?

English Language helps students to explore communication, culture and creativity; to develop independent and critical thinking and to engage with the richness of our language and literary heritage. It is an essential part of our lives. As well as being spoken in a variety of countries worldwide, it is also the language most used within business, allowing us to communicate effectively, entertain, motivate and calm.

Course description:

Pupils will learn to:

- Read a wide range of texts fluently and with good understanding.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use spelling, punctuation and grammar accurately.
- Acquire and apply a wide vocabulary, alongside grammatical terminology and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use their own spoken Standard English effectively.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

Please see the next sheet for more detailed information on the examination assessment information.

Grading:

GCSE (9-1)

There are no tiers of entry, all students sit the same examination paper.

Next steps:

English is vital whatever students decide to do when they finish their GCSEs, equipping them with many transferrable reading and writing skills. Most colleges / employers expect Grade 4, so students will keep studying until they achieve this. It's good for any job involving communication such as marketing, journalism, law, business, teaching, media and design, and many more.

Core Subjects

Edexcel GCSE English Language (1EN0)
Specification Breakdown

1EN0/01	**Component 1: Fiction and Imaginative Writing**
Assessment Type	Externally Assessed
Overview of content	Study prose fiction; analyse 19thC fiction; imaginative writing; accurate SPaG
Overview of Assessment	Section A: unseen 19thC extract; Section B: 2 creative tasks
Marks/Duration/%	64 Marks / 1h 45m / 40%

1EN0/02	**Component 2: Non-fiction and Transactional Writing**
Assessment Type	Externally assessed
Overview of content	20th–21stC non-fiction; analyse, evaluate, compare; transactional writing; SPaG
Overview of Assessment	Section A: two unseen non-fiction extracts; Section B: 2 transactional tasks
Marks/Duration/%	96 marks / 2h05m / 60%

1EN0/03	**Spoken Language Endorsement**
Assessment Type	Internally assessed and externally moderated
Overview of content	Develop spoken language skills; formal presentation; Q&A
Overview of Assessment	Internally assessed; graded Pass/Merit/Distinction; no marks
Marks/Duration/%	N/A / 0%

ENGLISH LANGUAGE & LITERATURE
SUBJECT & CAREERS ROADMAP

University

Literature
Creative writing
Journalism
History
History of Art
Politics
Religious Studies

Careers

Journalism
Media
Marketing
Law
Business
Teaching
(Teacher Training)

English Literature
English Language
(A-Level)

Next Steps: Following GCSE English Literature / Language, pupils can go on to study A-Level English Literature which is recommended for a variety of University courses

Core Subjects

GCSE Mathematics

Overview

The Mathematics Department is led by Mrs Clarkson. There is a core group of ten staff who are based in and around Don Bosco, with several colleagues based in other departments who teach Mathematics to Years 7-11.

The GCSE syllabus is taught across three years starting in Year 9. There are two tiers, Higher and Foundation, and choices for tiers are delayed as long as possible to allow opportunities for development with class moves being made along the way. Most final decisions are made following Year 10 mocks based on many things along with the ability to cope with multi-stage worded problems seen on both tier of papers but more prevalent on Higher Tier.

For any questions on GCSE Maths, please contact Mrs Clarkson directly: jclarkson@morehouseschool.co.uk

Core Subjects

GCSE Mathematics

Subject Specification

GCSE Mathematics EDEXCEL 1MA1

Why study Mathematics?

Studying Mathematics helps us to find patterns and structure in our lives. Practically, it helps us to put a price on things, create graphics, build websites, or skyscrapers, and generally to understand how things work or predict how they might change over time and under different conditions. The EDEXCEL specification encourages pupils to develop confidence in, and a positive attitude towards Mathematics, and to recognise its importance in both their own lives and to society. It also provides a strong foundation for pupils who wish to study at a higher level, post-16.

Course description:

Pupils will learn 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 and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Examination assessment information:

A three-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

Students are entered for either Foundation tier (papers 1-3) or Higher tier (4-6):

- Paper 1 or 4 (33.3%) – Written paper (1h 30m), 80 marks. Calculator NOT permitted.
- Paper 2 or 5 (33.3%) – Written paper (1h 30m), 80 marks. Calculator permitted.
- Paper 3 or 6 (33.3%) – Written paper (1h 30m), 80 marks. Calculator permitted.

Grading:

GCSE (9-1)
Foundation tier (Grades 5-1). Higher tier (Grades 9-3).

Next steps:

Most universities and employers want at least Grade 4 in Mathematics at GCSE, so students must keep on studying until they achieve this. A good grade will also be needed to study at GCE A-level. Beyond that, career possibilities are endless. With a degree in Mathematics you can go into: accounting, medicine, engineering, forensic pathology, finance, business, teaching, IT, games development, scientific research, programming, design and construction to name but a few.

Alternative Mathematics Pathway

More House School prides itself on the diversity of its pupils and we recognise that they all make progress at different stages and ages throughout their education. For Mathematics, Year Nine is one of the important years as we start to decide whether a student should follow a higher tier, foundation tier or an alternative pathway. Teachers closely track and monitor progress to determine the best options as pupils move further into the senior school.

The Alternative Mathematics Pathway allows pupils to work at a more comfortable pace with itemised steppingstones that they achieve along the way. It involves the completion of different qualifications, which are outlined below:

1. Entry Level Certificates - Level 1, 2 and 3. Achievement at Level 3 would hopefully be completed by the end of Year 9.
2. Edexcel Award - Number and Measure qualification - Level 1 and Level 2. These would hopefully be completed by the end Year 10.

Success in these qualifications would mean pupils would then be able to access GCSE Mathematics which could be completed in either Year 11, 12 or 13.

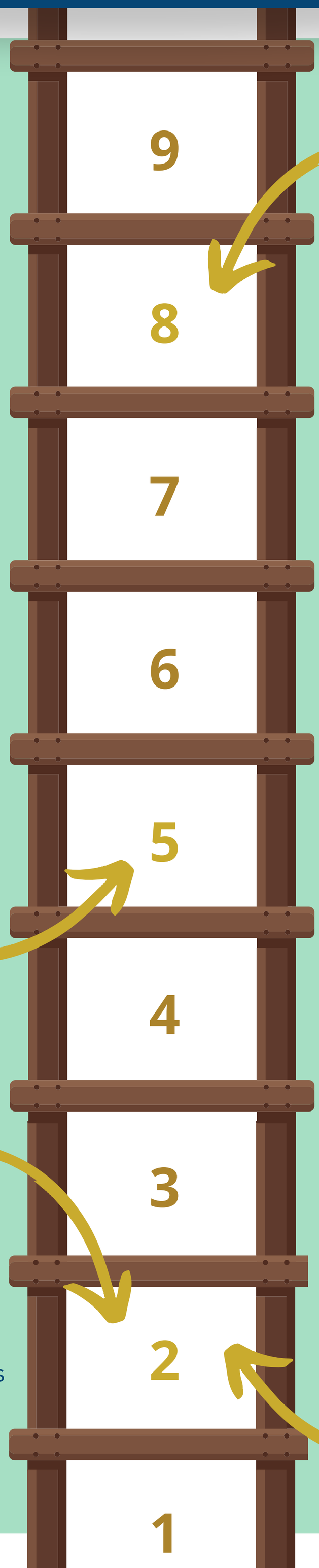
The purpose of the Alternative Mathematics Pathway is not to preclude pupils from accessing GCSE Mathematics but, instead, to offer them a route to success that keeps them motivated through the achievement of milestones along the way.

To read more detailed information about the qualifications, click below to view the KS4 Maths Learning Journeys published by Pearson Edexcel:

KS4 Maths learning journeys

Mathematics GCSE

Skills for Success



To achieve a Grade 5, candidates will be able to:

- Perform routine single-step and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.
- Interpret and communicate information effectively.
- Make dedications, inferences and draw conclusions.
- Construct chains of reasoning, including arguments.
- Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics.
- Interpret results in the context of the given problem.
- Evaluate methods and results.

To achieve a Grade 8, candidates will be able to:

- Perform procedures accurately.
- Interpret and communicate complex information accurately.
- Make deductions and inferences and draw conclusions.
- Construct substantial chains of reasoning, including convincing arguments and formal proofs.
- Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes.
- Make and use connections, which may not be immediately obvious, between different parts of mathematics.
- Interpret results in the context of the given problem.

To achieve a Grade 2, candidates will be able to:

- Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes.
- Provide basic evaluation of methods or results.
- Interpret results in the context of the given problem.

To achieve a Grade 2, candidates will be able to:

- Recall and use notation, terminology, facts and definitions: perform routine procedures, including some multi-step procedures.
- Interpret and communicate basic information: make deductions and use reasoning to obtain results.

MATHEMATICS SUBJECT AND CAREERS ROADMAP

University

Mathematics
(A-Level)

Mathematics
(A-Level)

Core Maths
(Level 3)

Next Steps: A-Level Mathematics, and most Universities / employers will require a Grade 4 or above at GCSE Mathematics

Careers involving Mathematics

Accounting
Medicine
Engineering
Forensic Pathology
Finance
Business
Teaching
Computing
Game Development
Design & Construction

Core Subjects

GCSE & BTEC Science

Overview

In Year Ten, there are three pathways available to pupils:

- Triple Science: all three sciences studied (x3 GCSEs awarded)
- Combined Science: all three sciences studies (x2 GCSEs awarded)
- BTEC Science: all three sciences studied (BTEC equivalent to x1 GCSE)

More information on each of the pathways is below.

For any questions on Science, please contact Mrs Pickett directly: spickett@morehouseschool.co.uk

Feature	BTEC Level 2 Applied Science	GCSE Combined Science (Trilogy)	GCSE Separate Sciences (Biology, Chemistry & Physics)
Qualification Awarded	Level 2 BTEC Award	2 GCSEs	3 GCSEs
Learning Style	Practical, applied, scenario-based	Balanced theory and practical	Academic, detailed theoretical study
Assessment Type	Coursework + external assessment	Six written exams	Six more advanced written exams
Course Structure	Ongoing assignments throughout the course	Mixed: theory, required practicals, revision	Mixed: theory, required practicals, greater content depth
Written Demand	Regular written assignments (reports, research)	High written demand, lots of exam practice needed	Highest written and mathematical demand
Best Suited For	Students who prefer continuous assessment and applied learning with little focus on examinations	Students wanting a broad science education	Students strong in science and maths who enjoy challenge
Progression Routes	No progression routes to further Science courses	A-Level Sciences (with strong grades), Level 3 pathways	A-Level Biology, Chemistry, Physics or STEM routes

Core Subjects

Single Sciences - Biology, Chemistry and Physics

GCSE Separate Sciences is a rigorous and academically challenging pathway that allows students to study **Biology, Chemistry and Physics as three individual GCSEs.** This option is well-suited to students who have a strong interest in science, enjoy detailed theoretical work, and are prepared to engage with a faster pace and greater depth of content compared to Combined Science.

While students take part in regular practical work across all three subjects, it is important for families to recognise that GCSE Separate Sciences includes **a significant amount of written and mathematical study**, along with formal examinations at the end of Year 11. Students will learn advanced scientific concepts, evaluate experimental evidence, and apply their knowledge to unfamiliar situations—skills that are essential for success at this level.

Each science is assessed through **two written examination papers which are each one hour and 45 minutes long,** totalling six exams across the three GCSEs. These papers assess not only subject knowledge but also scientific literacy, data analysis, and higher-tier mathematical skills. The pace of learning is demanding, and students are expected to revise frequently, complete independent study outside of lessons, and maintain high-quality notes throughout the course.

Practical investigations form an important part of the curriculum and help students understand scientific methods and experimental design. Although these practicals are assessed within the written examinations rather than through coursework, they are essential to students' scientific development.

Essential equipment for this course is a scientific calculator and a ruler. It is vital that students learn how to use their calculator from day one becoming familiar with the functions and positions of the buttons.

We encourage parents and students to consider carefully the level of commitment required for Separate Sciences. This pathway is ideal for students who are enthusiastic about science, confident with challenging material, and motivated to work independently. It provides an excellent foundation for A-Level Sciences and further study in STEM fields.

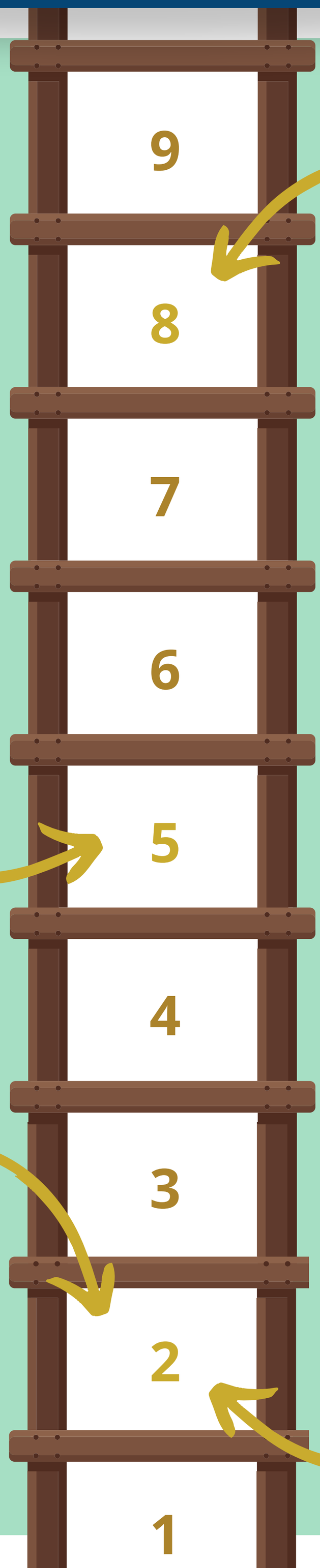
Core Subjects

Single Sciences - Biology, Chemistry and Physics

Advantages	Disadvantages
Greatest depth and detail	
Students study more advanced content in each science, building a deeper understanding than in Combined Science. Separate Sciences include more material across three GCSEs, so students must manage a larger volume of learning.	**Heavier overall content load**
Excellent preparation for A-Level Sciences	
Additional topics and higher mathematical demand make the transition to A-Level smoother. Increased maths content, particularly in Physics and Chemistry, can be demanding for some learners.	**Higher mathematical challenge**
Highly valued for STEM pathways	
Strong foundation for students interested in medicine, engineering, veterinary science, psychology, or technical scientific careers. Students need to revise regularly and maintain well-organised notes across three subjects.	**Greater independent study expectation**
Encourages high academic challenge	
Ideal for students who enjoy science and thrive on detailed theoretical work. Success relies on consistent effort over the course of three GCSEs.	**Requires strong study habits**
Three separate GCSE qualifications	
Provides an extra GCSE in comparison with Combined Science. Students who find scientific theory or exams challenging may feel the increased depth is demanding.	**May not suit all learners**
Develops excellent scientific literacy and analytical skills	
Supports problem-solving, critical thinking, and the ability to apply understanding to unfamiliar situations. The extended content requires commitment and perseverance.	**Higher level of academic resilience needed**

Science GCSE (single)

Skills for Success



To achieve a Grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology.
- Use appropriate mathematical skills to perform multi-step calculations.
- Analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence.
- Evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions.

To achieve a Grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology.
- Use a range of mathematical skills to perform complex scientific calculations.
- Critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions.
- Critically evaluate and refine methodologies, and judge the validity of scientific conclusions.

To achieve a Grade 2, candidates will be able to:

- Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology.
- Perform basic calculations.

To achieve a Grade 2, candidates will be able to:

- Draw simple conclusions from qualitative or quantitative data.
- Make basic comment relating to experimental methods.

Core Subjects

GCSE Combined Science: Trilogy

AQA Combined Science: Trilogy is a demanding and highly valuable GCSE course that provides students with a broad foundation in Biology, Chemistry, and Physics. Although students take part in practical scientific activities throughout the two-year course, it is important for families to understand that GCSE Science includes **significant theoretical and written elements**, as well as formal examinations at the end of Year 11.

Students are expected to develop a secure understanding of key scientific concepts, apply knowledge to new contexts, and interpret data from practical investigations. Alongside this, they will complete required practical work in lessons, which supports their understanding of scientific methods and is assessed within the written examinations rather than through coursework.

The GCSE is examined through **six written papers** which are **1 hour 15 minutes long** — two each for Biology, Chemistry and Physics. These papers assess not only subject knowledge but also mathematical skills, analytical thinking, and the ability to evaluate evidence. Students will need to revise regularly, keep organised notes, and practise exam-style questions throughout the course to ensure they are confident with both the content and the exam format.

Essential equipment for this course is a scientific calculator and a ruler. It is vital that students learn how to use their calculator from day one. Parents and students should be aware that the scientific content is extensive, and consistent commitment both in lessons and at home is crucial for success.

We encourage families to consider these factors when supporting their child's decision to study Combined Science at GCSE, ensuring they understand the academic expectations and the level of independent study required across the two years.

Core Subjects

GCSE Combined Science: Trilogy

Advantages	Disadvantages
Balanced, broad science education	
Covers Biology, Chemistry and Physics equally, giving a strong overall understanding of key scientific ideas. Students must revise and retain material from three sciences for six exams.	**Large volume of content**
Counts as two GCSEs	
Provides a double qualification without the full intensity of Seperate Sciences. Students wanting high-level scientific detail may find the content less challenging.	**Less depth than Separate Sciences**
Structures, clear exam pathway	
Six exam papers (two per science) with predictable formats and a well-established curriculum. Grades rely entirely on end-of-course written exams, which can be challenging for some learners.	**Exam-heavy assessment**
Good preperation for post-16 study	
Strong foundation for A-Levels, vocational science pathways, or science-related courses - especially with high grades. Around 20-30% of the marks required applied maths skills across all three sciences.	**Mathematical demand can be challenging**
Supports a wide-range of abilities	
Suitable for students who enjoy science but do not necessarily want the depth of three separate GCSEs. Success depends on regular study habits and long-term memory acorss all disciplines.	**Requires consistent revision**
Includes required practical work	
Hands-one experimenmts reinforce key concepts and support scientific skills tested in exams. Students must recall and explain practical methods rather than being assessed on coursework.	**Practical skills assessed only in exams**

Core Subjects

BTEC Level 2 Applied Science

BTEC Level 2 Applied Science is a practical, engaging, and industry-relevant course designed for students who enjoy hands-on learning and want to develop their scientific understanding through applied tasks rather than a fully exam-based route. The course provides a solid grounding in Biology, Chemistry and Physics while also helping students build key skills needed for further study or employment in science-related fields.

Although the BTEC is known for its practical approach, it is important for parents and students to be aware that the qualification includes **both internally assessed coursework and externally assessed written examinations.** Students will complete a series of assignments based on realistic scientific scenarios, as well as a formal external assessment that tests their ability to apply scientific knowledge and interpret data. There is one examination which is an hour long. Students take this examination in the Lent term of year eleven.

Families should consider the organisational demands of a vocational qualification: regular independent study, strong time-management skills, and sustained effort across the two years are essential. Students who enjoy structured, ongoing assessment and applied learning tend to thrive on the BTEC pathway.

We encourage families to support their child in considering the balance between practical learning and written assessment, ensuring they understand the expectations of a Level 2 vocational course and the commitment required to achieve their full potential. It should be noted that taking Btec Applied Science removes the ability to move onto Science courses at KS5 as its syllabus does not allow a pathway onto A level courses.

Core Subjects

BTEC Level 2 Applied Science

Advantages	Disadvantages
Practical and hands-on learning	
Ideal for students who enjoy applied tasks, and real-world scenarios. Students must meet regular deadlines and complete multiple assignments throughout the year.	**Heavy coursework load**
Continuous assessment	
Marks are built up over time, reducing pressure on high-stakes final exams. Success depends on consistent effort, time management, and keeping up with ongoing tasks.	**Requires strong organisation**
Real-world relevance	
Assignments mirror scientific work in industries such as health, research, and forensics. The course includes science content but does not explore topics as deeply as GCSE pathways.	**Less depth in theoretical science**
Develops practical skills	
Students gain confidence using scientific equipment and carrying out investigations. Students must sit an exam element, which still requires revision and exam technique.	**One external assessment still required**
No progression to A level courses	
Can be considered as equivalent to a GCSE grade 4 pass if the student is working at a Level 2 pass	**May limit some A-Level routes**
Structured, supportive pathway	
Regular teacher feedback helps students understand how to improve their work. Coursework is ongoing rather than concentrated at exam time.	**Workload can feel constant**

Science BTEC

Skills for Success

Level 2 Distinction

To achieve a Level 2 Distinction, candidates will be able to:

- Comprehensive
- Analyse application
- Evaluate
- Assess
- Prepare
- Deliver
- High level of knowledge

Level 2 Merit

To achieve a Level 2 Pass, candidates will be able to:

- Identity
- Recall
- Explain
- Describe
- Compare
- Basic Knowledge
- Limited application

Level 2 Pass

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

Level 1

SCIENCES SUBJECT AND CAREERS ROADMAPS

Next Steps: Achievement at GCSE Sciences provides a foundation for study at A-Level. The Sciences are key subjects for lots of University courses and careers, particularly in healthcare, environmental science and clinical research. They can also lead to careers such as teaching, finance / financial services, actuary and law.

Careers in Chemistry

- Healthcare (public / private)
- Environmental Science
- Clinical Research
- Toxicology / Metallurgy
- Pharmaceuticals / Cosmetics
- Energy / Renewable
- Climate Change / Sustainability
- Scientific Writing / Journalism

University

Chemistry
(A-Level)

Careers in Biology

- Healthcare (public / private)
- Clinical Research
- Pharmaceuticals / Biotechnology
- Environmental Science / Agriculture
- Scientific Writing / Journalism
- Psychology
- Zoology / Botany
- Sport / Exercise Science

University

Biology
(A-Level)

Careers in Physics

- Engineering
- Theory / Research
- Aerospace / Defence / Space Technology
- Meterology
- Energy / Renewable
- Scientific Writing / Journalism
- Statistician / Applied Maths
- Medical Physics

University

Physics
(A-Level)

BTEC and GCSE Options Subjects

Core Subjects

GCSE English Literature

Overview

English Literature is an optional GCSE and may not be the most suitable pathway for every pupil. English Literature content is delivered within the existing English Language curriculum, meaning pupils study for two GCSEs across ten lessons over a fortnight.

At the end of Year 9, pupils whom the Department believes have the potential to succeed in English Literature will sit an assessment. Following this, teachers will consider the assessment results, professional judgements, and the pupil's own views before deciding whether they should continue with English Literature at GCSE.

GCSE English Literature is a rich and intellectually stimulating course that invites students to explore some of the most significant works in the literary canon. The course aims to develop thoughtful, independent, and skilled readers who can analyse how writers craft meaning, how texts reflect their contexts, and how themes continue to resonate across time.

Students who choose English Literature will study a carefully selected range of texts that offer challenge, depth, and a variety of perspectives. These include Shakespeare's Macbeth, J. B. Priestley's An Inspector Calls, and a curated selection of poems from the Power and Conflict cluster. Through these texts, students learn to engage with complex ideas, analyse the impact of language and structure, and appreciate how writers use form to influence readers.

A significant focus of the course is developing students' ability to write high-quality analytical essays. Students learn how to construct well-organised, perceptive arguments supported with close textual references. They also practise comparing poems, exploring alternative interpretations, and evaluating how meaning is shaped by wider social and historical contexts. These skills not only support success at GCSE but also prepare students effectively for A-Level study and other academic pathways should this be a route they choose.

Students will study Macbeth in depth, examining Shakespeare's use of dramatic techniques, character development, and the play's rich thematic concerns, such as ambition, guilt, fate, and power. In An Inspector Calls, students engage with issues of responsibility, class, morality, and the play's socio-political messages, analysing how Priestley constructs characters and tension to present his ideas. The Power and Conflict poetry study develops students' comparative skills, encouraging them to analyse how poets express themes such as identity, war, power, memory, and human resilience.

Assessment for English Literature is entirely exam-based. Students are expected to demonstrate their knowledge of whole texts, respond to extract-based questions, and show independence of thought in extended analytical writing. Regular reading, discussion, and practice essays form an essential part of the course and build confidence over time.

This course is a rewarding choice for students who enjoy reading, thinking deeply about ideas, and shaping their own interpretations of texts. It is important to note that this content applies only to students who choose to take GCSE English Literature, which is a separate qualification from GCSE English Language.

For any questions on GCSE English Literature, please contact Miss Small directly:
daisy.small@morehouseschool.co.uk

Core Subjects

GCSE English Literature

Subject Specification

GCSE English Literature — EDEXCEL

Why study English Literature?

If you can take a text and find the themes, connecting it with other texts, theories and historical events, you show that you can handle complex ideas, search for patterns and interpret information in a wider context

Course description:

Pupils will learn to:

- Read a wide range of classic literature fluently.
- Read in depth, in order to discuss and explain understanding and ideas.
- Develop a habit of reading widely and often.
- Appreciate the depth and power of English literary heritage.
- Write accurately, effectively and analytically about your reading, using Standard English, developing accurate spelling, punctuation and grammar.
- Acquire and use a wide vocabulary, including grammatical terminology and other literary and linguistic terms needed to criticise and analyse what you read.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Michaelmas term of Year 11.

Paper 1 (1ET0/01): Shakespeare and Post-1914 Literature 50%
This paper includes one Shakespeare play and one Post-1914 modern text. Based on specification information: Shakespeare options include Macbeth, The Tempest, Romeo and Juliet, Much Ado About Nothing, Twelfth Night, or The Merchant of Venice. A Post-1914 text is also studied. These details were sourced from specification summaries.

Paper 2 (1ET0/02): 19th-Century Novel and Poetry since 1789 50%
This paper includes one 19th-century novel, a selection of anthology poetry since 1789, and an unseen poetry comparison section. Students will be focusing on the 'Power and Conflict' poems. .

Grading:

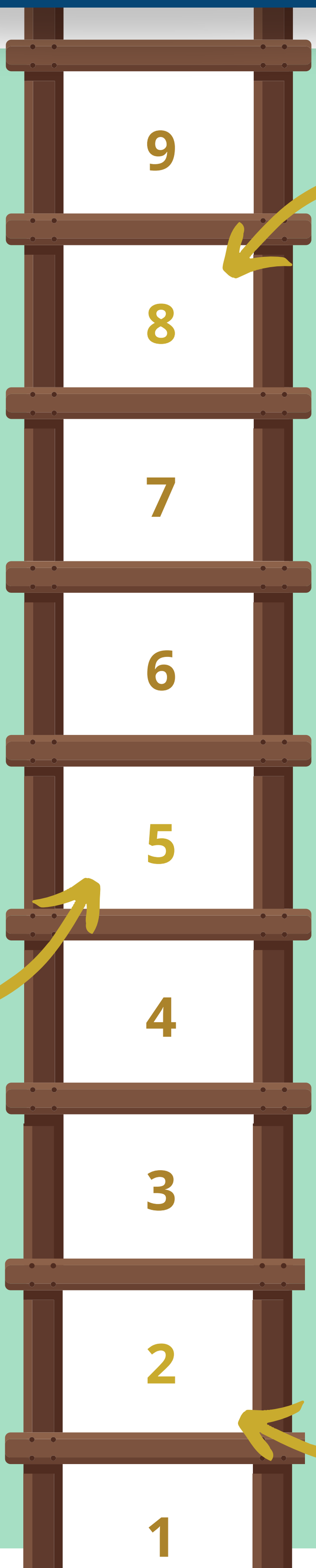
GCSE (9-1)
There are no tiers of entry, all students sit the same examination paper.

Next steps:

Students can progress to study GCE English Literature and other subjects. If you are considering university, then English Literature is recommended for Teacher Training, History, History of Art, Politics and Religious Studies

English Literature GCSE

Skills for Success



To achieve a Grade 8, candidates will be able to:

- Sustain a convincing, informed personal response to explicit and implicit meanings of texts.
- Sustain a perceptive critical analysis of the ways in which writers use language, form and structure.
- Use judicious and well-integrated textual references to develop personal responses.
- Show perceptive understanding of how contexts shape texts and responses to texts.
- Make illuminating comparisons between texts.

To achieve a Grade 5, candidates will be able to:

- Develop a generally coherent and engaged response to explicit and implicit meaning of texts.
- Develop a clear understanding of the ways in which writers use language, form and structure.
- Use apt textual references to support responses.
- Use understanding of contexts to inform responses to texts.
- Make credible comparisons between texts.

To achieve a Grade 2, candidates will be able to:

- Make straightforward comments about explicit meaning of texts.
- Describe straightforward aspects of language, form or structure.
- Make general references to obvious details of texts.
- Show awareness that texts are related to contexts.
- Make basic links between texts.

Non-Core Subjects

BTEC Enterprise

Overview

The BTEC Tech Award in Enterprise offers students an exciting opportunity to delve into the dynamic world of small businesses. Through this course, pupils gain a solid understanding of how enterprises are planned, launched and successfully managed. Designed to encourage creativity, initiative and resilience, the qualification helps students build essential employability skills that will support them in further education and future careers.

At More House School, Enterprise is led and taught exclusively by Mrs Williams, whose passion for Business education extends well beyond the theory. Her lessons are designed to be engaging, practical and firmly rooted in real-world application. Mrs Williams takes great pride in seeing pupils grow in confidence as they develop vital skills such as problem-solving, communication, teamwork and enterprise thinking throughout the curriculum.

If you have any questions about the BTEC Tech Award in Enterprise, please contact Mrs Williams directly at: hmwilliams@morehouseschool.co.uk

Non-Core Subjects

BTEC Enterprise

Subject Specification

L1/2 Tech Award **Pearson Edexcel** **603/7063/4**

Why study Enterprise?

The BTEC Tech Award provides learners with the opportunity to acquire sector-specific applied knowledge and practices through vocational contexts by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance. Learners develop their transferable skills such as, researching, planning, making decisions and judgements, and financial literacy. The course is designed to provide an engaging and stimulating introduction to enterprise, enabling both progression to further study and leading to a route into employment in areas such as marketing, finance, customer service and human resources.

Course description:

Pupils will:

- Explore different enterprises to develop their knowledge and understanding of characteristics of enterprises and the skills needed by entrepreneurs to be successful;
- Explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises;
- Generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget;
- Individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements;
- Explore how marketing is used by enterprises and he factors that influence how enterprises identify and target their market;
- Complete financial documents and statements, exploring how to monitor and improve performance.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:
Component 1: Exploring Enterprises – Internally Assessed
Component 2: Planning and Presenting a Micro-Enterprise Idea – Internally Assessed
Component 3: Marketing and Finance for Enterprise – Externally Assessed

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 in Business or Apprenticeships.

Possible careers in Business:

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. Possible career paths in business are very varied and exciting from accounting, marketing, finance to management positions in any business.

Enterprise

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge in familiar situations.
- Interpret information to select and apply knowledge of the business and their work.
- Define and communicate key aspects of the business.
- Relate knowledge of the business and how the services work in vocational and realistic situations, making some decisions about valid applications and impact.
- Select appropriate actions that the business would take in simple and familiar contexts.

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise learning to make connections between principles, such as concepts of accountability.
- Apply understanding of sometimes complex contexts.
- Make effective judgements, based on analysis of given information, to recommend solutions, assess consequences and suggest actions.
- Compare methods and approaches used by different business sector organisations, and they are able to evaluate alternatives against defined criteria.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

Non-Core Subjects
Digital Information Technology

Overview

Digital Information Technology is a BTEC course which is split into three distinct components, each show casing different skills. Due to the nature of the tech award, a great deal of independence is needed to complete the coursework elements as these are complete in class under strict conditions, no help is allowed other than the standard access arrangements. Before each component that will be theory to learn about the content needed and then practical experience with practice tasks and examples to build the skills needed for the real Pearson Set Assignment.

Component 1 is all about the user interface, how it gets designed with specific people in mind and then developing a plan and prototype to a brief. An evaluation is then completed of the prototype which also goes towards the tasks. There are both written and practical aspects of the test and appropriate class notes can be used throughout.

Component 2 is about data and how it can be used to find trends and patterns through manipulations such as formulas and function as well as using Pivot tables and graphs to present the data in a more readable way. Again, there are written elements and practical skills needed for this component. One key skill within Component 2 is being able to identify which formula is needed and being able to accurately write that formula from a written phrase and inference skills are needed.

The final component is an external exam, completed at the end of the course. The topics for this are taught throughout both Year 10 and Year 11 and cover a wide range from how computers get used by businesses and individuals, cyber security, the laws and environmental affects and finally the different diagrams that can be used with computers. Inference skills are needed to be able to identify what questions are asking in more detail such as with the diagram questions as well as good explanation skills for the higher mark questions where a description, explanation, or discussion is needed.

For any questions on DIT, please contact Mrs Honeymeadow directly:
choneymeadow@morehouseschool.co.uk

Non-Core Subjects

BTEC Digital Information Technology (DIT)

Subject Specification

BTEC L1/2 DIT Pearson Edexcel BHGV5

Why study DIT?

A two-year course designed to provide an engaging and stimulating introduction to studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection. It will give a broad understanding and knowledge of the Information Technology sector and some aspects of creative industries.

Course description:

Pupils will learn to:

- Develop key skills that prove aptitude in digital information technology - project planning, designing and creating user interfaces, creating dashboards to present/interpret data.
- Understand processes that underpin effective ways of working in DIT - project planning, the iterative design process, cyber security, virtual teams, legal/ethical codes of conduct.
- Develop attitudes considered most important in DIT, including personal management and communication.
- Understand the knowledge that underpins effective use of skills, process and attitudes in the sector - how different user interfaces meet user needs, how organisations collect/ use data to make decisions, virtual workplaces, cyber security and legal/ethical issues.

Examination assessment information:

A two-year course completed at the end of Year 11. As unit assessment takes place throughout the course, this BTEC qualification is not included in the Y10 and Y11 assessment programme. Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Exploring User Interface Design Principles and Project Planning Techniques	**36**	**1/2**	Internal
2	Collecting, Presenting and Interpreting Data	**36**	**1/2**	Internal
3	Effective Digital Working Practices	**48**	**1/2**	External Synoptic

Grading:

Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 in Computing.

Digital Information Technology

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge of information technology and creative technology.
- Demonstrate sound knowledge of key terms, processes, computer hardware and computer software.
- Apply knowledge and understanding appropriately.
- Define and communicate key aspects of technical knowledge, selecting appropriate actions in more simple and familiar contexts.
- Relate knowledge and understanding of vocational contexts, making some decisions on valid application and impact.

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise knowledge of information technology and creative technology, bringing together understanding of their uses and limitations and applying them to sometimes complex contexts in defined vocational scenarios.
- Show depth of knowledge of the technical components of computing systems and relevant process.
- Understand how and when to use their knowledge in different situations, being able to make effective judgements based on analysis of given information.
- Analyse information and data, selecting the most relevant concepts and making valid decisions about the selection and application of systems and software.
- Judge the consequences of effective and ineffective uses of computer systems and software, and make recommendations on solutions and future actions.
- Compare methods and approaches used to construct, use and apply computer systems, and evaluate alternatives against defined criteria.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

Non-Core Subjects
Computer Science

Overview

GCSE Computer Science is a very logical and theory heavy subject. Throughout the course the 8 different topics are studied, most being done so in Year 10 and the rest completed in Year 11 where extensive revision then takes place. The course concludes with 2 written exam papers where the questioning styles varies from multiple choice, short sentences, all the way to long discussion essay style questions.

The first paper is heavily based around algorithms and programming. As such a large part of the course includes reading , understanding and writing python programming and Pseudocode which is accredited to being a large portion of the first paper and as such logic skills to be able to write programming solutions by hand, follow algorithms, and solve problems.

Paper 2 covers all the other topcis within the syllabus and a good understanding of Mathematics is needed as there are conversions between numbers and calculating file sizes without the use of a calculator. Inference skills are also needed for the longer answer questions which surround the laws and ethics with computers. Other topics that are covered within this paper are the hardware and software needed in computers, how they work together, and the architecture involved, Boolean logic, cyber security, networks, and database including being able to read and write SQL queries.

For any questions on DIT, please contact Mrs Honeymeadow directly:
choneymeadow@morehouseschool.co.uk

Non-Core Subjects

GCSE Computer Science

Subject Specification

GCSE Computer Science	AQA	8525

Why study Computer Science?

GCSE Computer Science aims to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. The course also assesses computational thinking.

Course description:

Pupils will learn to:

- Understand and apply fundamental principles of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically and apply mathematical skills relevant to computer science.
- Understand components that make up digital systems, and how they communicate with one another and with other systems.
- Understand impacts of digital technology to the individual and to wider society.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Written Exam - Paper 1 (2h): Computational thinking & programming skills (50%): A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Written Exam - Paper 2 (1h 45m): Written assessment (50%): A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Students who complete this GCSE Computer Science course will be equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

GCSE Computer Science

Skills for Success

To achieve grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems.
- Develop and refine a complete solution that meets the requirements of a substantial problem.

To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems.
- Produce a working solution that meets most requirements of a substantial problem.

To achieve grade 2, candidates will be able to:

- Demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with limited accuracy.
- Produce a partially working solution that meets some requirements of a substantial problem.

Non-Core Subjects

Engineering

Overview

BTEC Engineering is a level 1 or 2 vocational course designed for learners to hain hands-on skills and technical knowledge for careers in engineering. Students learn about key engineering processes across a range of materials; however practical work is mainly focused on the metals this involves students learning how to use the metal lathe and braising hath. Over the course of year 10 and 11 students complete several coursework units and one externally moderated online assessment. Coursework projects typically ask students to complete their own research and present their findings in the form of written assignments. Successful engineering students are able to complete this work independently, applying the knowledge developed from their research and are capable of presenting their findings clearly.

This course has clear links to industry and future study, with the course acting as a foundation for the Level 3 BTEC nationals. Students who study BTEC engineering may go onto apprenticeships within the sector or continue with further study at university.

For any questions on Engineering, please contact Mr O'Brien directly:
Robrien@morehouseschool.co.uk

Non-Core Subjects
BTEC Engineering

Subject Overview

BTEC Engineering	Pearson Edexcel	XGE94

Why study Engineering?

A broad-based introduction to engineering, reinforcing knowledge and practical skills that reflect the needs of employers and higher/further education professionals, presenting knowledge, skills and understanding in a meaningful work-related context, and to enable the understanding of theory and its application.

Course description:

Pupils will learn to:

- Develop a broad understanding and knowledge of the engineering sector.
- Offer an understanding of engineering through the selection of optional specialist units.
- Develop a range of personal skills and techniques, through the selection of optional units that are essential for successful performance in working life.

Examination assessment information:

A two-year course completed at the end of Year 11.
As unit assessment takes place throughout the course, this BTEC qualification is not included in the Y10 and Y11 assessment programme.

Core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. Additional unit is a double unit.

- 25% is externally assessed, based on a unit – The Engineered World, where the exam board sets and marks the assessment.
- The remainder is internally assessed, allowing feedback on progress throughout the course based on assignment and project work case studies, workplace assessment, role play and presentations.

Grading:

Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified. Broadly equivalent to one GCSE.

Next steps:

BTEC Level 1/Level 2 First Award in Engineering provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.

Engineering

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge in familiar situations including everyday use of engineering products.
- Demonstrate a sound understanding of key terms, processes, equipment and technologies.
- Interpret information in order to select and apply knowledge of engineering products, processes, materials and technologies.
- Define and communicate key aspects of engineering processes, selecting appropriate actions in more simple and familiar contexts.
- Relate knowledge of engineering and the way in which engineering relates to sustainability in vocational and realistic situations making some decisions on valid applications and impact.
- Relate the use of engineering processes and modern products to users and purposes.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise knowledge of engineered products, the materials used to make them and engineering processes, bringing together understanding of technologies.
- Apply understanding of engineering processes to sometimes complex contexts such as modern manufacturing techniques.
- Show depth of knowledge and development of understanding of engineering processes and technologies in different situations, being able to make effective judgements based on analysis of given information.
- Analyse engineering products, selecting appropriate materials and making recommendations about applications of processes and their environmental impact.
- Make judgements about the efficiency of manufacturing systems and potential impacts on product quality and the environment, and make recommendations on solutions, controls and future planning.
- Compare techniques, processes, products and materials to evaluate alternatives against defined criteria.

Non-Core Subjects
Design and Technology

Overview

GCSE Design & Technology is a practical and creative course that develops students' ability to design, problem-solve, and understand the impact of technology in the modern world. The subject is highly hands-on, giving students regular opportunities to work with materials, tools, and manufacturing techniques. Students explore how products are developed, how they meet user needs, and how designers solve real-world problems.

Although there is a written exam at the end of the course, the learning is broken down into clear, manageable steps, and students are supported throughout with visual resources, modelling, demonstrations, and structured guidance. The other half of the GCSE is a practical design project (NEA), where students choose a design challenge, research ideas, create sketches and models, and make a final prototype. This project allows students to work at their own pace, show their strengths, and develop confidence in practical skills.

Students will learn about different materials, different processes, sustainability, and how products are improved for users. The course is well-suited to learners who enjoy making, problem-solving, and working with their hands. Families should consider the balance of practical work and supported theory when helping their son decide if Design & Technology is the right choice.

In a typical lesson, students will be working in the workshop making a product or doing a practical activity. When not doing this, students will have theory lessons to understand the key concepts behind DT.

For any questions on Design Technology, please contact Miss Smith directly:
victoria.smith@morehouseschool.co.uk

Non-Core Subjects

GCSE Design & Technology

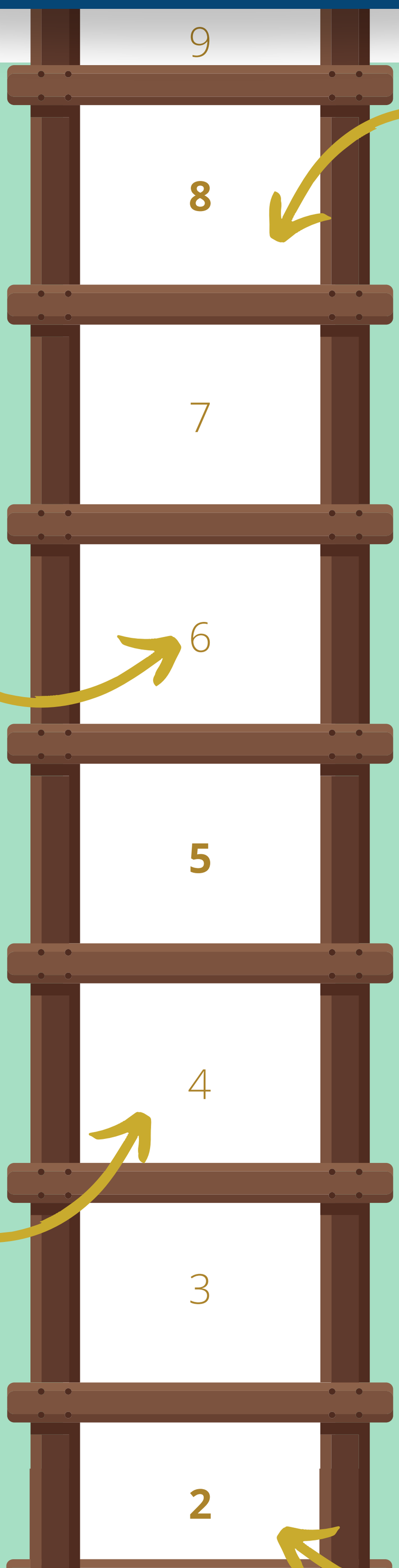
Subject Overview

GCSE D&T	WJEC EDUQAS	C600QS

Why study Design & Technology?	Design and Technology prepares students to participate in an increasingly technological world; and be aware of wider influences on design and technology, including historical, social/cultural, environmental and economic factors, enabling them to work creatively when designing and making and apply technical and practical expertise.
Course description:	*Pupils will learn to:* • Demonstrate understanding that all activity takes place within contexts that influence the outcomes of design practice and develop realistic design proposals as a result of the exploration of opportunities and users' needs, wants and values. • Use imagination, experimentation and combine ideas when designing and develop skills to critique and refine ideas. • Communicate ideas and decisions using different media and techniques. • Develop decision-making skills, including planning and organisation of time and resources. • Develop knowledge of materials, components and technologies and practical skills to develop imaginative and functional prototypes. • Consider costs, commercial viability and marketing of products and to demonstrate safe working practices.
Examination assessment information:	A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.* Component 1: Design & Technology in the 21sat Century – written exam – 2hours (50%). Assessing candidates' knowledge and understanding of technical, designing and making principles and ability to analyse and evaluate design decisions and wider issues in design and technology. Component 2: Design and make task – non exam assessment task – approx. 35 hours (50%). Design and make task, based on a challenge set by the exam board, assessing ability to identify, investigate and outline design possibilities; design and make prototypes; analyse and evaluate design decisions and wider issues in design and technology.
Grading:	9-1 – there are no tiers of entry. All students sit the same examination papers.
Next steps:	GCSE in Design & Technology enables progression to GCE Product Design and GCE Engineering. It provides an understanding of the manufactured world and is valuable in all aspects of engineering, construction and architecture.

GCSE Design & Technology

Skills for Success



To achieve grade 9, candidates will be able to:

- Demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.
- Experiment and innovate to develop and refine fully functioning prototypes safely and effectively, applying relevant technical skills with precision.
- Effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams, and mathematical modelling.
- Critically analyse and evaluate design decisions and outcomes to draw well-evidenced conclusions.
- Use a range of mathematical skills and scientific knowledge, to make accurate calculations and inform choices.

To achieve grade 8, candidates will be able to:

- Demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and some unfamiliar situations.
- Develop functioning prototypes safely and effectively applying appropriate technical skills.
- Use appropriate technical language and methods of communication, such as formal drawings and annotated sketches.
- Analyse and evaluate design decisions and outcomes to draw plausible conclusions supported by some evidence.
- Use some mathematical skills and scientific knowledge to make accurate calculations and inform choices.

To achieve grade 6, candidates will be able to:

- Demonstrate and apply some accurate knowledge and understanding of:
  - Work safety
  - Applying technical skills in the production of a prototype
  - Use appropriate technical language to communicate ideas, turning simple drawings or sketches annotations and written work.

To achieve grade 4, candidates will be able to:

- Evaluate their own and others work.
- Use mathematical skills to perform simple calculations and apply scientific knowledge.

Non-Core Subjects

TQUK Design, Engineer, Construct!

Overview

Level 2 Design Engineer Construct (DEC) is a creative and inspiring course for anyone interested in the architectural and construction industry. Students spend the two years producing an extended coursework project investigating, designing and developing building for the school. Students produce a portfolio documenting their decisions and the design process which develops key skills such as research, report writing and application of knowledge. Students also have multiple opportunities to present their ideas, preparing presentations given to their peers, staff and industry professionals. Students will get input from our Industry link partner who provide technical, professional insight to their projects.

Successful DEC students are independent workers, creative and curious about the built environment around them. A typical lesson will take place in the CAD room, where students will work to complete a page of their portfolio. This may mean using the internet to research property boundaries, using CAD software like Revit to design or test their building or writing about sustainability features in their building. Students need to be able to write and record their ideas to a reasonable standard.

Students will also need to complete an exam which can be taken in January and May of Year 11 in which students answer questions about a real-world scenario. Students must be confident explaining their thought processes and decision making when advising a design and build team on what they should do.

For any questions on DEC, please contact Miss Martin directly:
zoe.martin@morehouseschool.co.uk

Non-Core Subjects

TQUK Design, Engineer, Construct!

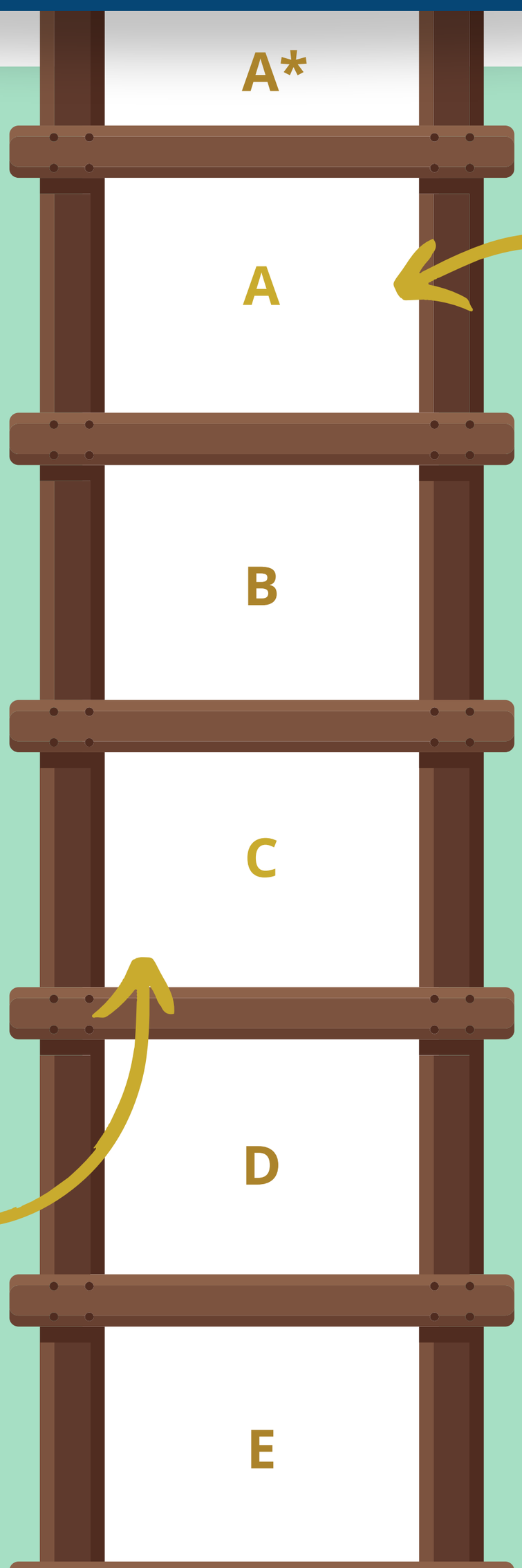
Subject Overview

Design Engineer Construct! TQUK 603/1992/6

Why study DEC!?	Design, Engineer, Construct! (DEC!) – The Digital Built Environment - is a learning programme which has been developed to create and inspire the next generation of Built Environment professionals. It is associated with using Computer Aided Design (CAD) to learn about the planning process for sustainable building construction. The course is endorsed and supported by a growing number of respected industry leaders and associations, and works with education partners to provide a well-recognised progression route into work experience, apprenticeships, further and higher education. DEC! applies academic subjects to the latest construction industry practice resulting in young people with real-world practical experience and employability skills.
Course description:	DEC! at Level 2 is a project-based qualification aimed at increasing knowledge of professional practice in the digital Built Environment. Pupils develop, design, deliver and evaluate a fit for purpose, functional building - highly sustainable and inclusive for use in the local community. The idea is that pupils take ownership of their project, focusing on a justifiable need for a community.
Examination assessment information:	A two-year course completed at the end of Year 11 comprising of four units on: Defining/ Developing/Delivering/Evaluating a sustainable construction project. The qualification is assessed by a combination of an: • Internally assessed and externally moderated portfolio (50%) • Externally set and externally marked examination (50%) *The externally set and marked exams will take place on a date published in advance by TQUK.*
Grading:	Qualification graded at A*, A, B C, Fail. Broadly equivalent to one GCSE.
Next steps:	DEC! at Level 2 will provide opportunity for progression to DEC! at Level 3, which is equivalent to A-Level, and can lead to higher education and possible degrees in Architecture, for example, or entry to a wide range of career pathways in the Digital Built Environment, including Architecture and Architectural Technology, Geospatial and Property Surveying, Quantity Surveying and Cost Management, Civil, Structural and Building Services Engineering and Construction Project Management

Design, Engineer, Construct!

Skills for Success



To consistantly meet C minimum expectations of the markscheme producing a portfolio for a construction project that:

- Understand the client's needs.
- Produces a brief.
- Identifies the key constraints linked to the project.
- Develops a feasible proposal that is developed using feedback.
- Identifies and understands sustainability and inclusivity.
- Responds positivley to challenges.
- Can evaluate their design against their origional criteria.

To achieve a grade A candidates will consistantly meet top expectations of the markscheme producing a portfolio for a construction project that:

- Fully explores the clients needs and wants.
- Produces a detailed brief.
- Identifies a range of key contraints linked to the project and identifies solutions for them.
- Develops a feasible proposal that is developed using feedback.
- Identifies, understands and explains design decisions to promote sustainability and inclusivity.
- Evaluates their design against their origional criteria and transfers this knowledge to new projects.

Non-Core Subjects

Visual Arts

Overview

Welcome to the Visual Arts Faculty – a creative hub where ideas, imagination and individuality come to life. At More House, students can explore three exciting artistic pathways: Art, Media, and Photography. Each subject develops the same core visual skills while offering its own unique approach to creativity, expression and storytelling. Together, they equip students with the confidence, technical ability and cultural understanding needed for success in today's creative world.

Across all pathways, students learn through hands-on practical work, independent project-making, and exposure to real creative industries. They experiment with materials, explore digital tools, study inspiring artists and media makers, and build professional-style portfolios that showcase their best ideas. Our curriculum is deliberately designed to nurture creativity in all learners, including those who thrive through visual and practical ways of working.

Students benefit from outstanding facilities, including specialist art studios, a fully equipped photography suite, PC editing stations, and access to creative technologies such as Audio & Video recording equipment and industry-standard software. These spaces allow students to explore everything from painting and sculpture to filmmaking, podcasting, digital illustration and contemporary photography.

Learning in Visual Arts isn't confined to the classroom. Students take part in gallery visits, creative workshops, whole-school competitions and inspiring trips that build cultural capital and spark new ideas. Many go on to study at top art and media colleges, supported by the strong technical, creative and analytical foundations built throughout their time with us.

Above all, the Visual Arts Faculty is a place where creativity feels exciting, ambitious and achievable. If you enjoy making, exploring, experimenting or expressing yourself visually, this is where you'll thrive.

Non-Core Subjects

BTEC Creative Media Production

Subject Overview

L1/2 Tech Award Pearson Edexcel 603/7053/1

Why study Media?

Creative Media is an exciting and highly practical course designed for students who enjoy analysing films, television and digital media, and who want to develop the technical and creative skills needed to produce their own media work. Although much of the course is hands-on and project-based, it is important for families to note that students are also required to complete detailed written assignments across all components, including media analysis, research tasks and reflective evaluations.)

Over the two-year programme, students will explore how media products are created, who they are made for and how meaning is communicated. **They will learn camera techniques, editing skills, pre-production planning, and the full workflow of media production.** Students produce a range of practical work — including video pieces — alongside written analysis of film, TV and other media texts. **The course is structured into three components, two of which are internally assessed, with the final component externally assessed through an industry-style brief.**

As part of their learning, students regularly study professional examples of media and may take part in collaborative production activities that require planning time outside lessons. While there are no formal written exams, the extended written assignments and deadlines require students to stay organised, motivated and prepared to work independently.

We encourage parents and students to consider these expectations carefully when choosing Creative Media. For those who are enthusiastic about film, digital production and creative storytelling, this course offers a highly rewarding pathway that builds valuable skills for further study and careers in the fast-growing media and digital industries.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:
Component 1: Exploring Media Products – Internally Assessed
Component 2: Developing Digital Media Production Skills – Internally Assessed
Component 3: Create a Media Product in Response to a Brief – Externally Assessed

The three components focus on the assessment of applied knowledge, skills and practices. These are all essentialto developing a basis for progression and therefore learnersneed to achieve all components in order to achieve the qualification.

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as A-Level Media or Film studies which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector

Possible careers in Media:

The skills developed through an education in creative media are integral to many roles within the creative sector which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing

Creative Media Production

Skills for Success

Level 2 Distinction

Have a great passion for all types of Media

Frequently practice video techniques at home

Have an advanced level of creative skill

High levels of critical analysis

Level 2 Merit

High level of creativity

Be an effective & original storyteller

Confident film-making out of school.

Research a topic thoroughly

Level 2 Pass

Be effective at using equipment & software

Be able to give clear opinions with valid reasons

Plan their time carefully

Writing is well researched and informative

Hand in a media product that has a clear audience

Level 1 Distinction

Be able to record basic video

Broadly understand a media audience

Have a some knowledge of media products

Describe a media in general terms

Have some basic creative skill

Level 1 Pass / Merit

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

Non-Core Subjects

GCSE Art & Design

Subject Specification

GCSE Art & Design (Fine Art) Pearson 1FA0

Why study Art & Design?

GCSE Art & Design is a vibrant, imaginative and highly expressive subject that invites students to discover their creative voice. It is a course for those who enjoy exploring ideas, experimenting with materials, and seeing their skills develop through hands-on making. Many students find the Art studio to be a space where they feel inspired, confident and motivated — a place where creativity is encouraged, individuality is valued, and every piece of work tells a story.
GCSE Art & Design is an inspiring and ambitious course that allows students to explore a wide range of creative methods while developing their confidence, imagination and visual communication skills. Although the subject is practical and highly enjoyable, families should be aware that the GCSE also includes essential written and analytical work. Students are expected to research artists, annotate sketchbook ideas, analyse techniques, and evaluate the development of their own work throughout the course.

Over the two-year programme, students take part in Exploration of Techniques, learning a broad variety of artistic methods including painting, drawing, sculpture, printmaking and digital design. They apply these skills through Creative Project Work, producing personal responses to themes and experimenting with different materials, styles and processes. This gradual, iterative approach enables students to develop independence and creative resilience while building a strong artistic identity.
A major part of the course is Portfolio Development, where students create a substantial body of work that demonstrates idea development, research, experimentation and refined final outcomes. This portfolio forms 60% of the final grade and is assessed internally. Students also engage in Art Theory & Analysis, studying artists, art movements and contextual sources to inspire and influence their practical work. The remaining 40% of the qualification is assessed through an externally set task, in which students prepare over a number of weeks before completing a practical exam.

We encourage families to consider these expectations carefully. GCSE Art & Design requires dedication beyond lesson time — but for students who enjoy making art, exploring ideas and developing creative skill, it offers a deeply rewarding and highly valuable pathway for further study and future creative careers.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

Personal Portfolio - 60%. Based on a task devised by the schoolshowing knowledge and understanding through practical application. (Internally set and marked.)

Externally Set Assignment - 40%. Set by the exam board in January of Year 11 with 20 hours preparation and a 10-hourpractical exam in April. (Externally set and moderated.)

GCSE Grades 9-1 are achievable – there are no tiers of entry – all students sit the same externally set assignment.

Next steps:

Achievement at GCSE provides a foundation for study at GCE/BTEC in preparation for higher education and degree level studies at Art Schools such as the University of the Creative Arts Farnham. Students progress onto courses that include costume making, fine art, illustration and ceramics.

Careers:

The skills developed through an education in Art are integral to many roles within the creative arts & design sectors, such as graphic design, architecture, book illustration and working with galleries, historians and art collectors.

GCSE Art & Design

Skills for Success

At each level, students will...

Grade 7-9

Always demonstrate a great passion for Art

Ideas are challenging and highly though provoking

Constantly reviewing your artwork

Thorough understanding of artistic movements

Written analysis is detailed and highly personal

Grade 5-6

Able to review and develop your artwork over time

Work shows originality and flair

Understand and follow the creative process

Can work effectively to fill a sketchbook in your own time

Can use a wide range of different materials

Grade 4

Effective when using art equipment

Plan your time carefully

Enjoy being creative

Able to write about artists clearly and effectively

Show skill in your practical work

Practice art at home

Grade 1-3

Describe Art in simple terms

Basic skills in drawing

Able to list the obvious styles of an artist.

Use a range of different materials

Basic creative skill

Non-Core Subjects

GCSE Photography

Subject Specification

GCSE Photography	Pearson Edexcel	1YPO

Why study Photography?

GCSE Photography is an exciting and expressive creative pathway that encourages students to look more closely at the world around them. It is a subject for those who enjoy capturing moments, experimenting with digital tools, and communicating ideas visually. Many students find the photography studio a motivating and inspiring space — a place where creativity grows, confidence builds and every image becomes an opportunity to explore imagination, identity and storytelling.

GCSE Photography offers a rich and ambitious programme designed to develop technical confidence, creative independence and strong visual communication skills. Although the subject is highly practical, families should be aware that it also requires thoughtful written work. Students analyse photographers, annotate contact sheets and development pages, and evaluate their ideas as they progress through each project.

Across the two-year course, students engage in Exploration of Techniques, learning essential photographic methods including camera functions, depth of field, shutter speed, composition, lighting, editing and digital manipulation. They apply these skills through Creative Project Work, completing long-form projects based on themes, investigating ideas through photoshoots, and experimenting with a variety of styles, genres and digital processes. This iterative cycle helps students develop independence, resilience and a personal visual style.

A key element of the course is Portfolio Development, where students build a substantial body of practical and written work across multiple project units. This portfolio forms 60% of the final grade. Students also study Photography Theory & Analysis, exploring the work of influential photographers, movements and contemporary practices to inspire their own creative decisions. The remaining 40% of the qualification is assessed through an externally set task, which includes several weeks of preparation followed by a practical exam where students produce a final outcome.

We encourage parents and students to consider these expectations carefully. GCSE Photography requires commitment beyond lesson time, including regular photoshoots carried out independently. However, for students who enjoy taking photographs, experimenting with digital media and developing creative ideas, it is a deeply rewarding course that builds valuable skills for further study and future careers in the visual and digital arts.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

Personal Portfolio - 60%. Based on a task devised by the schoolshowing knowledge and understanding through practical application. (Internally set and marked.)

Externally Set Assignment - 40%. Set by the exam board in January of Year 11 with 20 hours preparation and a 10-hourpractical exam in April. (Externally set and moderated.)

GCSE Grades 9-1 are achievable – there are no tiers of entry – all students sit the same externally set assignment.

Next steps:

Achievement at GCSE provides a foundation for study at GCE in preparation for higher education and degree level studies at Art Schools such as the University of the Creative Arts Farnham. Students progress onto courses that include photo-journalism, film directing, publishing and graphic design.

Careers:

The skills developed through an education in Photography are integral to many roles within the communication, media & creative arts sectors, such as fashion, journalism and working with organisations, charities and publishers.

Photography

Skills for Success

Grade 7-9

Demonstrate great passion for Photography

Ideas are challenging and highly thought-provoking

Constantly reviewing your images

Thorough understanding of artistic movements

Written analysis is detailed and highly personal

Grade 5-6

Understand and follow the creative process

Work shows originality and flair

Can review and develop your images pver time

Use a wide range of different materials

Work effectively to fill a sketchbook in your own time

Grade 4

Effective when using camera equipment

Plan your time carefully

Enjoy being creative

Show some originality & flair

Be able to review & develop their own work effectively

Grade 1-3

Describe images in simple terms

Have basic skills with a camera

List the obvious styles of an artist

Use a limited range of different techniques

Have some basic creative skill

Non-Core Subjects

GCSE Drama

Overview

GCSE Drama is a rewarding and challenging course that combines high-level practical work with a significant amount of written study. While students spend much of their time developing performance, communication, and collaborative skills through practical exploration, it is important for parents to be aware that the GCSE also includes substantial written elements, including a formal written examination at the end of the course. Students are required to analyse live theatre, evaluate their own work, and write about set texts in depth.

As part of the course, students will also attend several theatre trips to support their understanding of live performance, which is assessed in the written exam and is essential to their progress. We aim to keep costs as reasonable as possible; however, parents should be mindful that these trips do carry additional expenses over the two-year course.

We encourage families to consider these factors carefully when supporting their child's decision to take Drama at GCSE.

For any questions on Drama, please contact Mr Aldred directly: david.aldred@morehouseschool.co.uk

Non-Core Subjects

GCSE Drama

Subject Overview

GCSE Drama	OCR	J316

Why study Drama?

GCSE Drama is an exciting creative subject, ideal for those who enjoy the theatre, either as a performer or as a designer (through lighting, sound, set, costume), or a combination of both roles. A great opportunity to celebrate theatre in society. A huge number of creative professionals can trace their inspiration for the theatre back to experiences at school through, perhaps, the encouragement of a teacher or acting or singing in a play. Maybe it will be you... Drama requires long hours of hard work and dedication. You will have to be brave in exposing your abilities and accept criticism. You will also need to pay great attention to detail, to perfect and redo. Putting on a production takes strong organisational skills and you will need to be prepared to spend extra hours at school.

Course description:

Pupils will have the opportunity to:

- Examine drama and the work of others as a practical art form.
- Investigate and apply knowledge and understanding to the process of creating and developing drama and to their own performance work.
- Consider a production option for the designer role.
- Develop skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Lent term of Year 11.*

Non-exam assessment: Devising Drama (30%) – Exploring a stimulus and working together to create their own devised drama; Presenting & Performing Texts (30%) – Developing and applying skills in acting/design by showcasing two extracts from a performance text.

Written exam: Drama: Performance & Response (40%). Demonstrate knowledge and understanding of drama through analysis and evaluation of live theatre performance.

Grading:

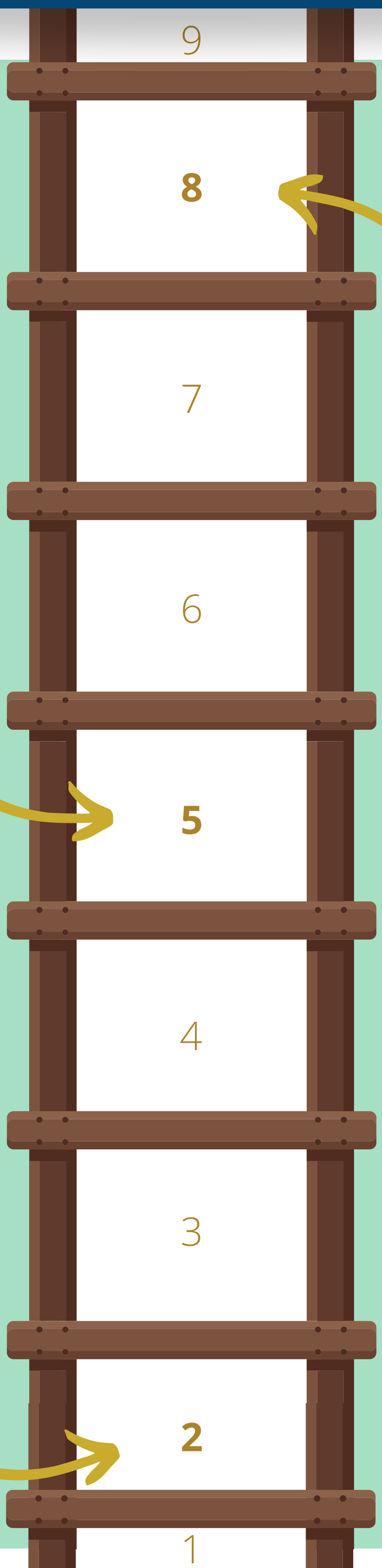
9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Achievement at GCSE provides a foundation for study at GCE/BTEC in preparation for higher education and possible careers in the performing arts industry whether as a performer, technician, or stage manager.

Drama

Skills for Success



To achieve grade 5, candidates will be able to:

- Develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively.
- Apply theatrical skills competently and coherently to realise artistic intentions.
- Demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately.
- Produce detailed and coherent analysis and evaluation of drama seen and made.

To achieve grade 8, candidates will be able to:

- Develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact.
- Apply theatrical skills skilfully and effectively to realise artistic intentions.
- Demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively.
- Produce perceptive and well-informed critical analysis and evaluation of drama seen and made.

To achieve grade 2, candidates will be able to:

- Develop some ideas for performance outcomes that communicate straightforward meaning(s).
- Apply theatrical skills with limited effect to realise some of the artistic intentions.
- Demonstrate a basic awareness of developing and performing dram with inconsistent use of specialist terminology.
- Describe and comment simply on drama and seen and made.

Non-Core Subjects

GCSE Music

Overview

GCSE Music is a stimulating and wide-ranging course that allows students to develop their practical musicianship alongside analytical and creative skills. The Eduqas GCSE is built around three key strands: two coursework elements which will be completed by Easter of Year Eleven, Performing (30%) and Composing (30%). The third is the Listening & Appraising paper (40%), which is a written exam in June.

Alongside their ongoing progression on an instrument, which would hopefully be at around Grade 3 standard by the end of the course, Composing is equally central. Each student will produce two contrasting pieces of music over the course—one responding to an Eduqas brief (Year Eleven) and one of their own choice (Year Ten). This will take place at computers using music notation software.

The Listening & Appraising element involves exploring a wide variety of musical styles. Students learn to analyse set works, understand key musical concepts, and apply specialist vocabulary to unfamiliar music. While GCSE Music is an excellent choice for students who enjoy performing and creating music, it is important for families to be aware of the significant written and analytical components of the course. Regular practice on a chosen instrument or voice is essential, alongside study of their theory book which will often be the set homework.

For any questions on Music please contact Mrs Davenport directly: nicki.davenport@morehouseschool.co.uk

Non-Core Subjects

GCSE Music

Subject Overview

GCSE Music	WJEC EDUQAS	C660QS

Why study Music?

An integrated approach to the three disciplines of performing, composing and appraising through four interrelated areas designed to develop knowledge and understanding of music through the study of a variety of genres and styles. The Western Classical Tradition forms the basis of Musical Forms and Devices. Music for Ensemble allows learners to look more closely at texture and sonority. Film Music and Popular Music provide an chance to look at contrasting styles and genres of music.

Course description:

Pupils will have the opportunity to:

- Develop performing skills individually and in groups and composing skills to organise musical ideas.
- Recognise links between performing, composing and appraising and how this informs the development of music.
- Broaden musical experience and interests, develop imagination and foster creativity.
- Develop knowledge, understanding and skills to communicate effectively as musicians.
- Develop awareness of a variety of instruments, styles and approaches to performing and composing as well as music technologies and their use in creation and presentation.
- Recognise contrasting genres, styles and traditions, and develop awareness of musical chronology.
- Appreciate the diverse heritage of music, to promote personal, social, intellectual and cultural development.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Component 1: Performing (4-6mins) – non-exam assessment (30%) – Two performances – Solo/Sequenced and Ensemble.
Component 2: Composing (3-6mins) – non-exam assessment (30%) – Two compositions - one set to a brief and other a free composition.
Component 3: Appraising – written examination of 1h15m (40%) – A listening examination.

Grading:

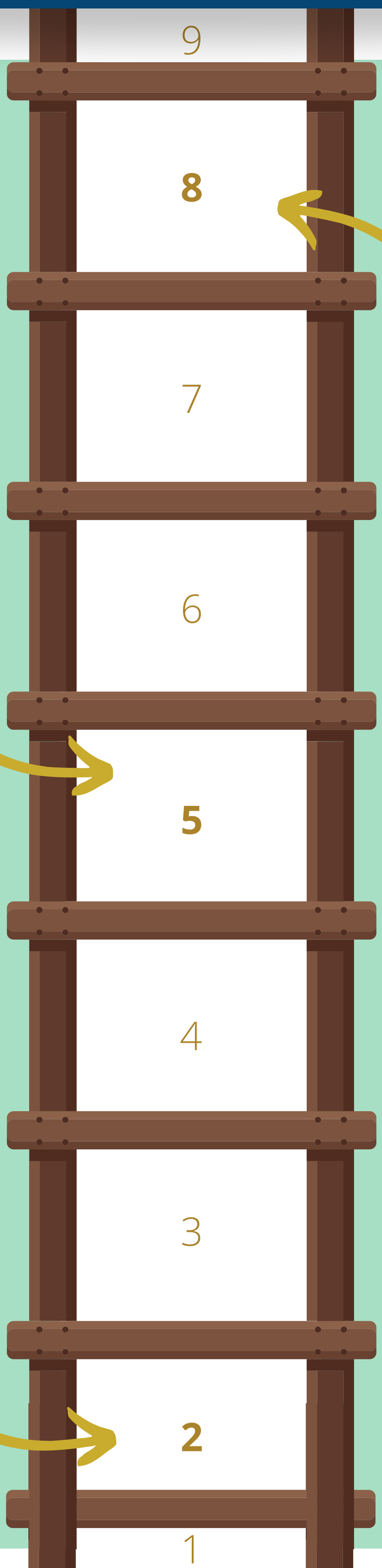
9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Students can progress to GCE Music or Music Technology as well as a BTEC Level National Extended Certificate in Music. Music is useful for careers in performing arts, such as working in an orchestra, composing/arranging music and peripatetic teaching. It could lead to a career in the recording studio, working in radio production and sound production in theatre

Music

Skills for Success



To achieve grade 5, candidates will be able to:

- Perform with some technical challenges broadly fluently with some sensitivity
- Compose using and range of musical ideas and developing interest with some success
- Demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language
- Evaluate music to make clear judgments using musical terminology appropriately

To achieve grade 8, candidates will be able to:

- Perform challenging music with a high degree of fluency and sensitivity
- Compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development
- Demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language
- Evaluate music to make convincing judgements using musical terminology accurately and effectively

To achieve grade 2, candidates will be able to:

- Perform simple pieces with limited fluency and sensitivity
- Compose using a wide range of musical elements, creating musical ideas with some appeal and limited development
- Demonstrate, through aural identification, some knowledge of musical elements, context and language
- Evaluate music to produce simple reflections with inconsistent use of musical terminology

Non-Core Subjects

BTEC Sport

Overview

BTEC Sports Tech Award is a comprehensive qualification designed for students interested in pursuing a career in sports and physical activity. It offers a range of components that cover various aspects of the sport sector, including fitness, leadership, and performance improvement. The
award is structured to provide students with the necessary skills and knowledge to succeed in their chosen field. Students will have the opportunity to develop practice sports leadership skills alongside the theory elements of the course.

It is popular with boys who have a genuine interest in sport and sports coaching and want to learn more about opportunities within the sector. It is assessed through coursework, exams and practical leadership skills.

If you have any questions regarding Sport at More House, please contact nick.procter@morehouseschool.co.uk

Non-Core Subjects

BTEC Sport

Subject Overview

L1/2 Tech Award	Pearson Edexcel	603/7053/1

Why study Sport?

The BTEC Tech Award provides learners with the opportunity to acquire knowledge and technical skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. Pupils will explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will develop their sector-specific skills, such as sport analysis and sports leadership, realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Course description:

Pupils will have the opportunity to develop and apply knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport;
- Taking part and improving other participants sporting performance - this includes the components of fitness and how they are used in different types of sport;
- Developing Fitness to improve other participants performance in sport and physical activity - this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity – Internally Assessed
Component 2: Taking Part and Improving Other Participants Sporting Performance – Internally Assessed
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity – Externally Assessed

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 National in Sport which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

Possible careers in Sport:

Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well documented research of these benefits including improvements in physical and mental wellbeing, economic development, individual development and social and community development (2020). These contribute significantly to the qualify of a person's life and, as such, there is a need to ensure there are sufficient people working in the industry to meet this demand and encourage regular participation in sport and physical activity.

Sport

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge in familiar situations, including constructed training sessions, to demonstrate basic principles of training.
- demonstrate a sound understanding of key terms, processes, equipment and technologies related to sport, training and physical and skill-related fitness.
- interpret information about fitness, sports performance and training regimes in order to select and apply knowledge of the principles using sports training.
- Define and communicate key aspects of health, fitness, training and sports performance, selecting appropriate actions in more simple and familiar contexts.
- Relate knowledge to vocationally realistic situations, making some decisions on valid applications and impact.
- Relate use of terminology and concepts to a specific audience and purpose.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

Level 2 Distinction

Level 2 Merit

Level 2 Pass

Level 1

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise knowledge of sport, training and physical and skill-related fitness, bringing together understanding of training methods, techniques and concepts and applying them to contexts.
- Apply advances training techniques to achieve specific fitness outcomes.
- Show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about fitness, techniques, their uses and impact on health and fitness targets.
- analyse data and information on sporting techniques, practices, fitness tests and select appropriate concepts and make recommendations.
- Make judgements about the consequences of effective and ineffective application of techniques, and make recommendations on solutions, controls, plans and future actions.
- Compare training methods and approaches, such as the application of principles of training to different regimes and given exercise settings and evaluate alternatives against defined criteria.

Non-Core Subjects

Humanities

Department Overview

The Humanities offer students a rich and varied learning experience through four distinct but complementary subjects: History, Geography, Religious Studies, and the BTEC Tech Award in Travel and Tourism. Each course develops essential academic and personal skills while encouraging students to understand the world around them from multiple perspectives.

Across the Humanities, students engage in a blend of content learning, analytical thinking, and extended writing. Subjects such as History, Geography, and Religious Studies are assessed primarily through written examinations at the end of the two-year course. These subjects focus on building strong reading and writing skills, teaching students to interpret information, evaluate viewpoints, construct well-reasoned arguments, and communicate their ideas effectively under exam conditions. Geography also includes compulsory fieldwork, with two field trips enabling students to collect and analyse real-world data.

In contrast, the Travel and Tourism Tech Award offers a more practical, coursework-based pathway. Students complete extended assignments through Microsoft Teams, developing independence, organisation, and the ability to reflect on feedback and refine their work. This route is well suited to students who thrive with structured project work rather than traditional examinations.

Across all four subjects, students gain highly valuable transferable skills:
critical thinking, independent learning, data interpretation, research, extended writing, evaluation, digital organisation, and effective communication. These skills support success both within the Humanities and across the wider curriculum.

The Humanities encourage curiosity, empathy, and informed judgment, helping students make sense of past and present events, global issues, cultural diversity, and the ways different societies function. Families should be aware that these subjects require steady engagement, regular written work, and a commitment to developing strong analytical and reflective skills over the two years.

For any questions regarding Humanities, please contact Mrs Easdown directly: eeasdown@morehouseschool.co.uk

Non-Core Subjects

History

Overview

AQA GCSE History is an engaging and demanding two-year course that requires strong reading, writing, and analytical skills. Students study four key topics; Norman England, Health and the People, Tsardom to Communism, and Conflict and Tension 1918–1939, assessed through two exam papers at the end of Year 11.

Lessons combine factual content with explicit skills teaching, including source analysis, evaluating interpretations, and structured essay writing. Students regularly complete practice exam questions with scaffolding and feedback, and homework mainly focuses on developing exam technique and extended writing.

Throughout the course, students develop valuable skills such as critical thinking, argumentation, independent research, and clear written communication.

Families should be aware that GCSE History is a reading- and writing-intensive subject, requiring steady commitment across both years. It is well suited to students who enjoy researching, discussion, and expressing their ideas in writing.

Non-Core Subjects

GCSE History

Subject Overview

GCSE History	AQA	8145

Why study History?

GCSE History teaches the origins of some modern political and social problems and helps begin to understand why people behaved as they did. It is only through studying history that we can really understand the present day. Modern conflicts can be explained by looking back in history, and firmly-held attitudes and ideas are often rooted in the past.

Course description:

Pupils will learn to:

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

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11. There is no coursework.*

Paper 1 (50%) – Understanding the modern world. Section A - choice of 4 period studies focusing on 2 key developments in a country's history over a 50-year period. Section B – choice of 5 wider world depth studies focusing on international conflict and tension.

Paper 2 (50%) – Shaping the nation. Section A – a choice of 3 thematic studies looking at key developments in Britain over a long period. Section B – a choice of 4 British depth studies incorporating the study of a specific historic environment.

Grading:

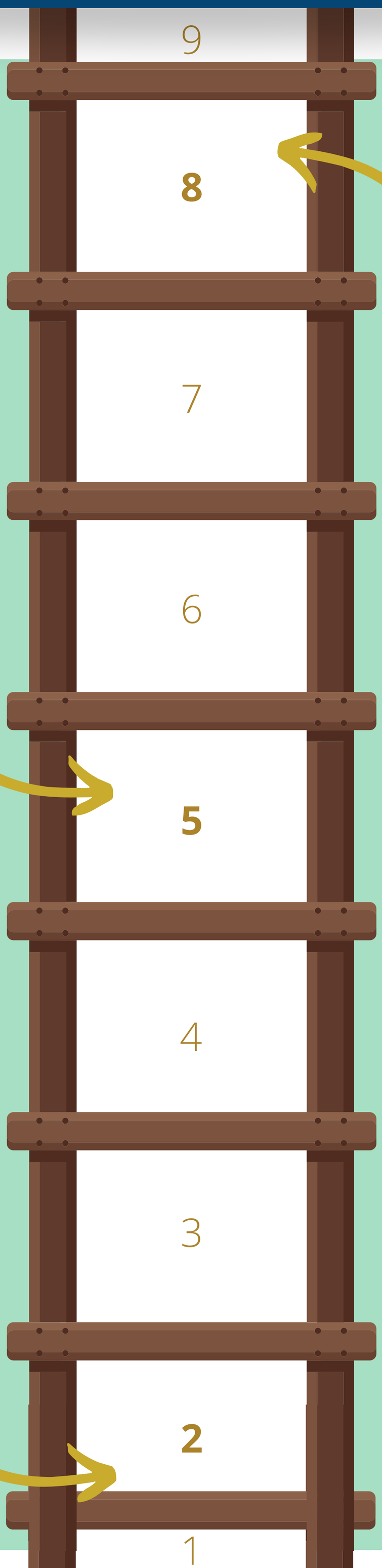
9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Achievement at GCSE provides a foundation for study at GCE in preparation for higher education and possible careers in law, politics, public sector, business, marketing, journalism, economics, teaching, social research, archaeology and curation (museums, galleries, archives and libraries).

History

Skills for Success



To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics.
- Construct a coherent line of reasoning using second order concepts.
- Analyse and provide some evaluation, to reach reasoned judgements of:
  - A range of sources, in context, to investigate historical issues.
  - Interpretations and why they may differ.

To achieve grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics.
- Construct a convincing line of reasoning using second order concepts.
- Critically analyse and evaluate, to reach reasoned, substantial judgements'.
  - A range of sources, in context to investigate historical issues
  - Interpretations and why they may differ.

To achieve grade 2, candidates will be able to:

- Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics.
- Construct a basic line of reasoning with some reference to second order concepts.
- Comprehend, to draw simple conclusions:
  - Sources to provide some investigation of historical issues.
  - Interpretations to identify similarities and differences.

Non-Core Subjects

Geography

Overview

AQA GCSE Geography is a content-heavy and demanding course, which is why we begin teaching the material in the summer term of Year 9. This early start allows students the time needed to cover the full specification in depth.

Students who decide to take Geography in Year 10, even if they did not study it in Year 9, will be given all previously taught content to review over the summer so they can begin the course confidently.

Across the two years, students study a range of physical and human geography topics and complete two written exam papers plus a third exam on geographical skills and issue evaluation. The issue evaluation includes unseen material released by the exam board in the Lent term, which students prepare for in detail through guided lessons and practice questions. As part of the course, students must also complete compulsory fieldwork, which involves collecting primary data during two Geography field trips. These trips are essential for preparing students for the fieldwork section of Paper 3.

Lessons combine content delivery with explicit skills teaching, including data interpretation, map skills, analysis of unfamiliar resources, decision-making, and extended writing. Homework typically focuses on consolidating knowledge and practising exam-style questions, using an AQA activity booklet.

Throughout the course, students develop key transferable skills such as problem-solving, critical thinking, data analysis, and clear written communication.

Families should note that GCSE Geography has a large volume of content and requires consistent effort across the full two years. It is well suited to students who enjoy learning about the world around them and who are willing to engage with both reading and analytical tasks.

Non-Core Subjects
GCSE Geography

Subject Overview

GCSE Geography	AQA	8035

Why study Geography?

If you're interested in how the world works, then GCSE Geography could be for you. It looks at the physical and social structure of the planet in the past, present and future. Physical Geography studies things like climate, soil, how the earth was formed and how it is changing over time. Human Geography studies things like population growth, migration, how urban and rural settlements develop, how we work with animals and even how our economies are effected by the environment we live in. Residential field trips are an integral part of the course and sensible outdoor clothing will be required.

Course description:

Pupils will learn to:

- Develop knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- Gain understanding of interactions between people/environments, change in places/processes and inter-relationship between geographical phenomena.
- Develop competence in fieldwork, using maps and GIS and researching secondary evidence; and develop investigative approaches.
- Apply geographical skills to real world contexts, including fieldwork, and to contemporary situations and issues; and develop arguments drawing on geographical knowledge and the significance of historical events.

Examination assessment information:

A two-year course with three examination papers examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Paper 1 (35%) - 1h30m. Study of Natural Hazards, Ecosystems, Coasts & Rivers.
Paper 2 (35%) - 1h30m. Study of urban areas, the changing economic world & challenges of resource management.
Paper 3 (30%) - 1h15m. Geographical applications. Question types are multiple choice, short answer and extended prose

Grading:

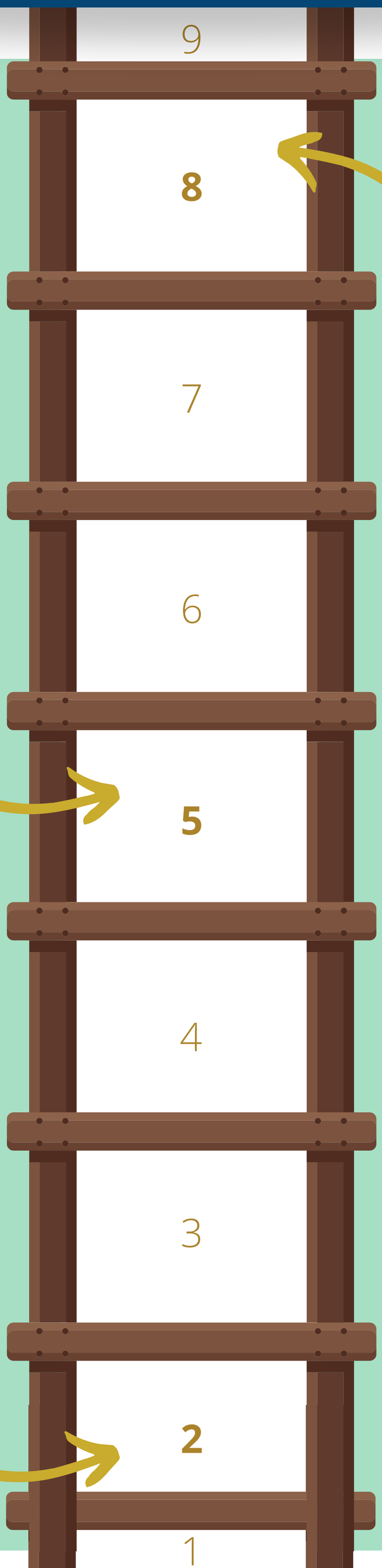
9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Successful students will have skills to progress onto A-level and beyond. Geography is great for any career involving the environment, planning, or collecting and interpreting data including surveying, conservation, sustainability, waste/water management, environmental planning, tourism, and weather forecasting.

Geography

Skills for Success



To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.
- Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.
- Construct coherent arguments to draw conclusions supported by evidence.
- Use a range of geographical skills and techniques accurately, showing understanding of their purpose.

To achieve grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge, understanding the application of geographical information and issues.
- Demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena.
- Construct sustained and convincing arguments to draw well-evidenced conclusions.
- Use and evaluate a wide range of geographical skills and techniques effectively.

To achieve grade 2, candidates will be able to:

- Demonstrate limited knowledge, understanding and application of geographical information and issues.
- Demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena.
- Make straightforward comments with some reference to evidence.
- Use some basic geographical skills and techniques with limited accuracy.

Non-Core Subjects

Religious Studies

Overview

GCSE Religious Studies is an engaging two-year course that develops students' understanding of major world religions, ethical issues, and philosophical questions. The course is assessed entirely through written examinations at the end of Year 11.

Students learn through a balance of content teaching, discussion, and structured skills lessons. They practise explaining beliefs, analysing differing viewpoints, and writing clear, well-reasoned arguments. Homework is set weekly and usually focuses on consolidating knowledge, practising exam-style questions, and developing extended writing skills.

Throughout the course, students cultivate valuable skills such as critical thinking, evaluation, empathy, and effective written communication. These skills support success not only in Religious Studies but across the wider curriculum.

Families should be aware that this is a reading- and writing-intensive subject requiring consistent engagement over the two years.

Non-Core Subjects

GCSE Religious Studies

Subject Overview

GCSE Religious Studies	Pearson Edexcel	1RBO

Why study Religious Studies?

GCSE Religious Studies enables students to focus on key areas such as ethics, philosophy and peace and conflict, including topics such as marriage and the family, crime and punishment and matters of life and death. Looking in particular at Christianity and Islam, students will develop skills enabling them to articulate their own and others' beliefs, values and commitments

Course description:

Pupils will learn to:

- Develop understanding of religions and non-religious beliefs.
- Develop knowledge of religious beliefs, teachings and sources of wisdom and authority, including scripture and/or sacred texts.
- Develop the ability to construct balanced and structured arguments.
- Develop their own values, beliefs and attitudes in preparation for adult life by engaging with questions of belief, value, meaning, purpose and truth, and their influence on human life.
- Understand influence of religion on individuals, communities and societies and common and divergent views between religions and beliefs

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Paper 1: Religion & Ethics – Christianity - 1h 45m written exam (50%). Study of beliefs, marriage and the family, living the religious life and matters of life and death.
Paper 2: Religion, Peace & Conflict - Islam- 1h 45m written exam (50%). Study of beliefs, crime and punishment, living the religious life, and peace and conflict.

Each paper has four questions – short, open response, and extended writing – and assess spelling, punctuation and grammar and specialist terminology (5% of marks).

Grading:

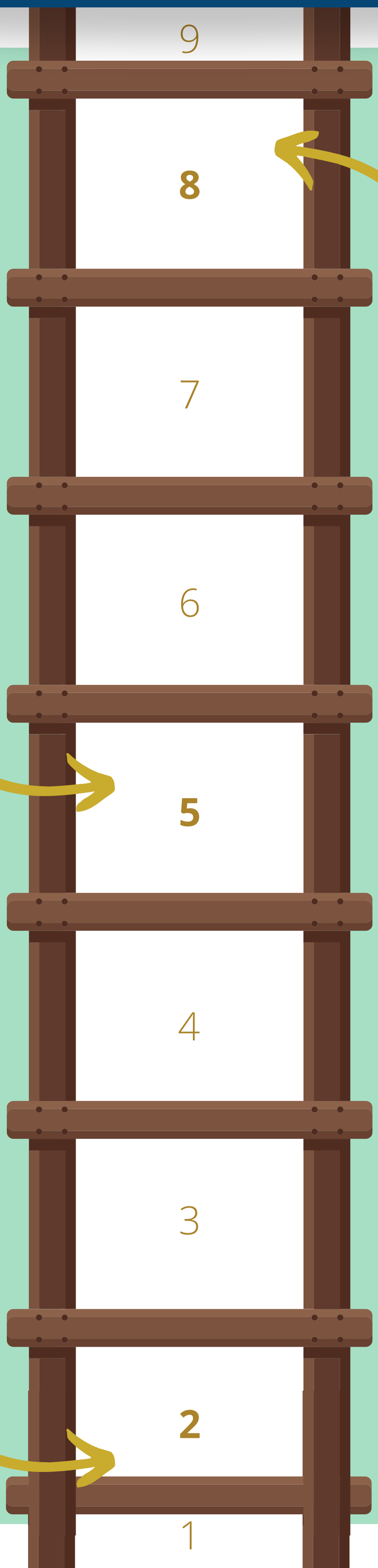
9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Students can progress from this qualification to GCE in Religious Studies and other subjects such as History, English Literature, Law and BTEC qualifications.

Religious Studies

Skills for Success



To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority
- Demonstrate some understanding of common and divergent views and practices within and between religions and beliefs
- Construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology

To achieve grade 8, candidates will be able to:

- Demonstrate relevant, comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wsdom and authority
- Demonstrate detailed understanding of common and divergent views and practices within and between religions and beliefs
- Construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives, and using accurate specialist terminology

To achieve grade 2, candidates will be able to:

- Demonstrate some relevant knowledge and understanding of some belief and practices with limited references to sources of wisdom and authority
- Demonstrate some understanding of different views and practices between religion or beliefs
- Express an opinion on matters of religion or belief using everyday language, recognising that others might have different views

Non-Core Subjects

Travel and Tourism

Overview

The Pearson BTEC Tech Award in Travel and Tourism is a practical, applied course that gives students a strong insight into the global travel and tourism industry. The qualification is predominantly assignment-based, with students completing a series of extended projects rather than multiple written exams. All work is set, submitted, and organised through Microsoft Teams, helping students develop strong digital and organisational skills.

Students explore how the industry operates, key destinations, customer needs, and the factors that influence travel. Assessment is a blend of internally assessed coursework and one externally assessed component completed over the two years.

A vital part of the course is the development of independent working skills. Students are expected to manage their workload, undertake research, meet deadlines, and, crucially, respond to teacher feedback and revise their assignments to improve quality and accuracy. This reflective process is essential to success in the BTEC pathway.

Homework typically involves continuing project work, refining written assignments, and carrying out independent research. As this is a coursework-heavy subject, steady and consistent effort across two years is key.

Throughout the course, students build valuable transferable skills including research, report writing, project management, data interpretation, communication, and the ability to reflect and improve their work. Families should note that this practical, portfolio-based route suits students who thrive when completing structured tasks over time rather than preparing for traditional exams.

Non-Core Subjects
BTEC Travel & Tourism

Subject Overview

L1/2 Tech Award Pearson Edexcel 603/7048/8

Why study Travel & Tourism?

The BTEC Tech Award provides learners with the opportunity to acquire knowledge and technical skills through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism.

Course description:

Pupils will have the opportunity to develop and apply knowledge and understanding in the following areas:

- The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes;
- How organisations use market research to identify travel and tourism trends, and customer needs and references, and selection of products and services and planning a holiday to meet customer needs and preferences;
- Factors that may influence global travel and tourism and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:

Component 1: Travel and Tourism Organisations and Destinations – Internally Assessed
Component 2: Customer Needs in Travel and Tourism – Internally Assessed
Component 3: Influences on Global Travel and Tourism – Externally Assessed (examination)

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 National in Travel and Tourism which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

Possible careers in Travel & Tourism:

The travel and tourism sector is the UK's third largest employer, accounting for 9.5% of total employment. Tourism is one of the fastest growing sectors in the UK in employment terms, creating many exciting employment opportunities.

Travel & Tourism

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge of the type of tourism and purpose of travel. They will have a sound understanding of the economic contribution of travel and tourism, the industries involved and organisational interrelationships.
- Interpret information related to travel and tourism case studies in order to select and apply knowledge of these topics.
- Define terms and communicate the purpose and function of the travel and tourism sector, selecting and using appropriate information in simpler and more familiar contexts.
- Relate knowledge of the sector and industries within it to realistic work-related situations, and make some comment on valid applications and their impacts.
- Relate the role of technology in travel and tourism themes to the factors that affect them, with some appreciation of positive and negative impacts.

Level 2 Distinction

Level 2 Merit

Level 2 Pass

Level 1

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise knowledge of the types of tourism and purpose of travel, and how these interrelate.
- Assess information related to travel and tourism cast studies and show depth of understanding in relevant terms communicating how travel and tourism industries work in different situations.
- Draw on understanding of the factors that impact development, and be able to make effective judgements of positive and negative impact based on analysis of given information.
- Explore and evaluate the potential effects of the role of technology and relevant travel and tourism working, drawing on appropriate concepts.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

Non-Core Subjects

Sociology

Overview

GCSE Sociology offers pupils a stimulating opportunity to develop a deeper understanding of the social world and their place within it. The course encourages pupils to explore, question, and debate a wide range of contemporary social issues that shape everyday life.

Throughout the two-year programme, pupils will learn to think critically, analyse information, and use evidence to construct well-reasoned arguments. They will also gain insight into how sociologists investigate society, developing an understanding of key research methods and the strengths and limitations of different methodological approaches.

Assessment takes place at the end of Year 11 and includes a significant written component. Pupils will be expected to produce extended essays that demonstrate their ability to explain, interpret, and evaluate sociological theories, concepts, and perspectives.

GCSE Sociology equips pupils with valuable analytical and communication skills, fostering curiosity, independence of thought, and a greater awareness of the complexities of modern society.

For any questions on Social Sciences, please contact Mrs Saunders directly: asaunders@morehouseschool.co.uk

Non-Core Subjects

GCSE Sociology

Subject Overview

GCSE Sociology	WJEC EDUQAS	C200QS

Why study Sociology?

Designed to foster an understanding and critical awareness of the social world focussing on the importance of social structure in explaining social issues. Pupils will be encouraged to explore and debate contemporary social issues, challenge assumptions and question everyday understanding of social phenomena, developing awareness through active engagement with the contemporary social world and their ability to think sociologically in relation to their experience of the social world, so that they can to play a positive, active and informed role in society.

Course description:

Pupils will learn to:

- Apply sociological knowledge, understanding and skills to develop understanding of relationships and tension between social structures and individual agency within a UK and global context.
- Critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions.
- Use and apply knowledge and understanding of how social structures and processes influence social control, power and inequality.
- Use sociological theories to understand social issues, debates, social changes and continuities over time.
- Understand and evaluate sociological methodology and a range of research methods.
- Use sociological terminology appropriately and make connections between the key areas of subject content.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

GCSE Sociology consists of two written exams of 1h45m. There is no coursework.

Grading:

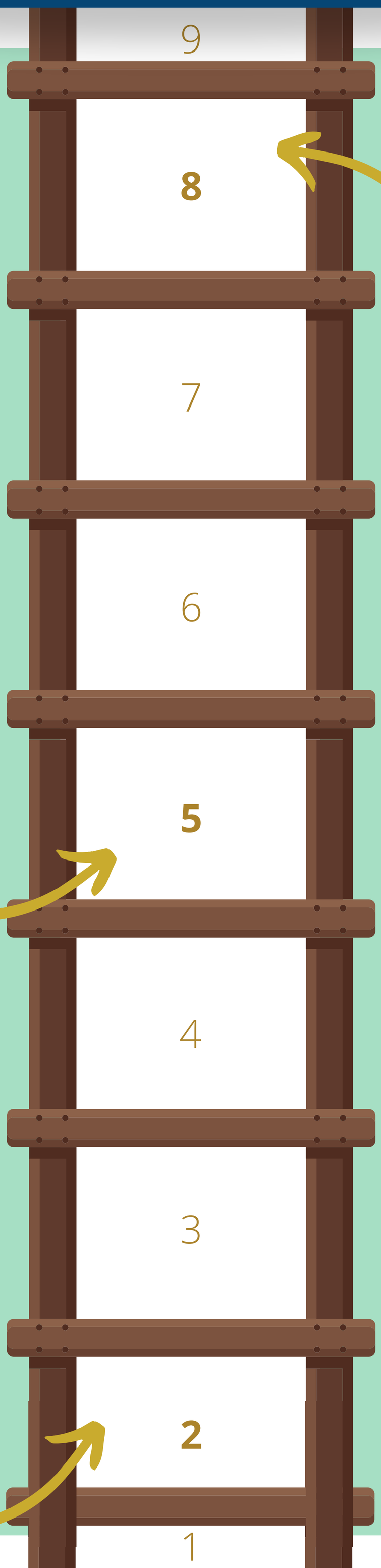
9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

GCSE Sociology develops skills which are important for both the workplace and further education. This GCSE provides an excellent basis for continuing study to GCE A level.

Sociology

Skills for Success



To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and methods
- Apply mostly appropriate sociological theories, concepts, evidence and methods to UK contexts and some global contexts using some appropriate subject-specific language
- Analyse and carry out some evaluation of information and evidence, constructing an appropriate line of reasoning that leads to plausible arguments, judgments and conclusions, which are supported by some evidence, about contemporary social life

To achieve grade 8, candidates will be able to:

- Demonstrate relevant, comprehensive knowledge and understanding of a wide range of sociological theories and concepts, different sociological perspectives, evidence and methods
- Apply relevant sociological theories, concepts, evidence and methods accurately to UK some some global contexts, using a wide range of subject-specific terminology
- Critically analyse and evaluate a range of information and evidence, constructing a sustained line of reasoning that leads to informed arguments, substantiated judgements and well-evidenced conclusions about contemporary social life

To achieve grade 2, candidates will be able to:

- Demonstrate basic knowledge and understanding of some sociological theories and concepts, different sociological perspectives, evidence and methods
- Apply, in a limited way, basic sociological theories and concepts, evidence and methods to familiar UK contexts using everyday language
- Describe information and make generalised arguments and simple judgements about contemporary social life

Non-Core Subjects

Psychology

Overview

GCSE Psychology introduces pupils to the scientific study of human behaviour, with a strong emphasis on understanding moral, social, cultural and contemporary issues. The course is organised around key areas of psychology, giving pupils the opportunity to explore major theories, core concepts and their real-world applications.

Pupils will develop knowledge and understanding across several fascinating branches of psychology, including **Brain Structure and Function, Crime, Development, Memory, Social Influence, Sleep and Dreaming, and Research Methods.**

A key part of the course focuses on **psychological research methods**. Pupils learn how psychological studies are designed, conducted and analysed, and will be expected to apply appropriate mathematical and statistical skills when interpreting data. They will also explore important debates within the field, such as whether certain research methods can be justified in the pursuit of scientific understanding.

Through this combination of topics and skills, pupils gain meaningful insight into how psychological theories help us make sense of everyday behaviour.

GCSE Psychology involves substantial written work and concludes with a formal written examination at the end of Year 11. Pupils will need to demonstrate both their theoretical knowledge and their ability to apply psychological concepts to a variety of scenario.

For any questions on Social Sciences, please contact Mrs Saunders directly: asaunders@morehouseschool.co.uk

Non-Core Subjects

GCSE Psychology

Subject Overview

GCSE Psychology	OCR	J203

Why study Psychology?

If you are interested in human and animal behaviour and wonder why people act the way they do then GCSE Psychology is for you. You will consider moral, social, cultural and contemporary issues through a wide range of topic areas and research. You will learn about social, biological and developmental psychology through which you will explore: Brain Structure and Function, Crime, Development, Memory, Social Influence, Sleep and Dreaming and Psychological Problems. You will learn why research is important and how to ethically conduct your own research. You will be presented with a number of opportunities to explore psychology outside of the classroom, delve into topics that interest you and debate whether unethical research is necessary to better understand humans behaviour.

Course description:

Pupils will learn to:

- Engage in the process of psychological enquiry by developing as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop an awareness of why psychology matters, how it works and its essential role in society.
- Understand the relationship between psychology and social, cultural, scientific and contemporary issues and its impact on everyday life.
- Develop an understanding of ethical issues in psychology and the contribution of psychology to individual, social and cultural diversity.
- Develop a critical approach to scientific evidence and methods.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Written Paper 1h 30m. Unit 1: Criminal Psychology, Development, Psychological Problems, Research Methods

Written Paper 1h 30m. Unit 2: Social Influence, Memory , Sleep and Dreaming, Research Methods

There is no coursework.

Grading:

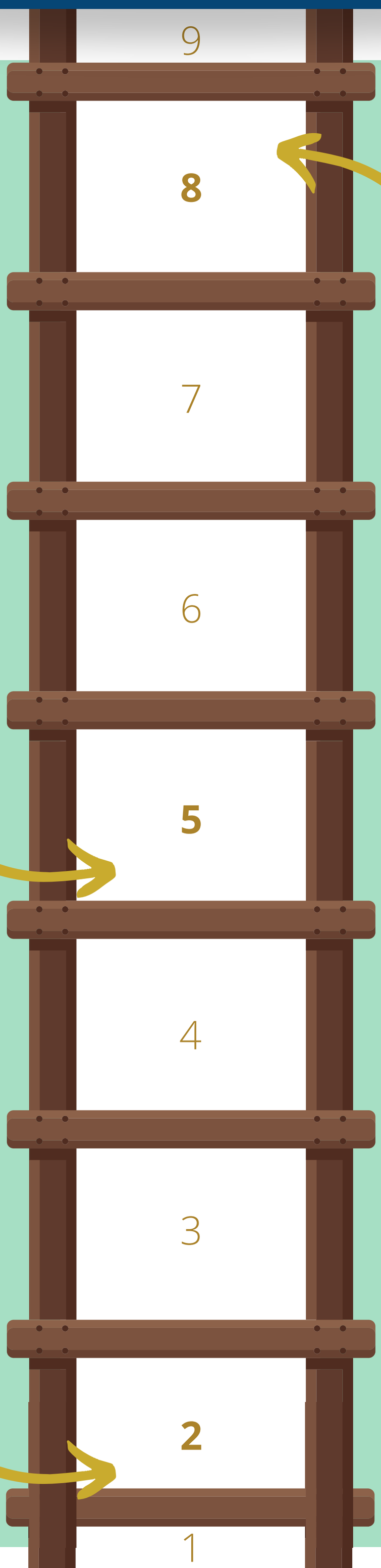
9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

GCSE Psychology develops skills which are important for both the workplace and further education. This GCSE provides an excellent basis for continuing study to GCE A- level.

Psychology

Skills for Success



To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology
- Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgements supported by some evidence
- Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints.

To achieve grade 8, candidates will be able to:

- Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts using accurate psychological terminology
- Use a range of mathematical skills relevant to research methods in psychology
- Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements
- Critically evaluate psychological ideas and research methodology, developing well-evidences cons=clusions form competing viewpoints

To achieve grade 2, candidates will be able to:

- Demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology
- Use some simple mathematical skills
- Make simple judgements with some reference to evidence
- Make basic comments that demonstrate some awareness of competing viewpoints

Non-Core Subjects

Spanish

Overview

Mrs Lilly King is a passionate native Spanish speaker from Venezuela, graduated in Psychology and has more than 30 years working in the education sector.

Mrs King has developed the Spanish curriculum in mainstream and independent schools. She has experience teaching the 9-1 GCSE Spanish course since it was implemented. Mrs King has attended the latest courses available to succeed in the Spanish exams and is currently developing the support for neurodiverse pupils in the Spanish department.

For any questions on Spanish, please contact Mrs King directly: lking@morehouseschool.co.uk

Non-Core Subjects

GCSE Spanish

Subject Overview

GCSE Spanish	AQA	8698

Why study Spanish?

GCSE Spanish encourages students to develop their ability to communicate with native speakers, from Spain and Latin America, in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Course description:

Pupils will learn to:

- Develop the ability to communicate confidently with native speakers with increasing accuracy.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated speech.
- Deepen knowledge about how language works and enrich vocabulary.
- Develop awareness and understanding of the culture of the countries and communities where Spanish is spoken.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

- Listening Paper – multiple choice and closed short answers in English and Spanish.
- Speaking Assessment – role play, description of a photocard and general conversation.
- Reading Paper - multiple choice and closed short answers. Translation into English
- Writing Paper – writing essays and translation into Spanish.
- Each of the above elements carries 25% of the marks.

Grading:

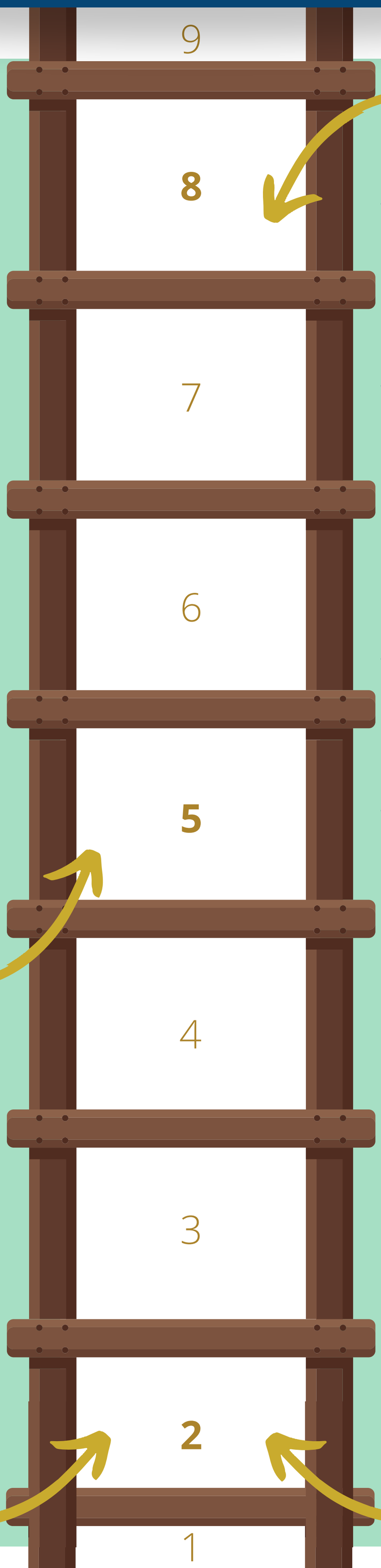
9-1 – there are 2 tiers: Foundation (1 to 5) and Higher (4 to 9).

Next steps:

Achievement at GCSE provides a foundation for study at GCE (A Level). Spanish is a seriously useful subject for many careers and employers in service industries such as tourism and hospitality favour candidates with language qualifications. The same applies to businesses that deal with overseas clients and partners on a regular basis, as well as job roles that require overseas travel.

Spanish

Skills for Success



To achieve grade 5, candidates will be able to:

Listening
- Respond appropriately to spoken language including some more extended passages, identifying overall messages, key points, details and opinions.

Speaking
- Develop conversations manipulating language with reasonable accuracy, expressing opinions and responding appropriately to unpredictable questions.
- Use generally accurate pronunciation and intonation.

Reading
- Respond appropriately to written language including some more extended texts, identifying overall messages, key points, details and opinions.

Writing
- Write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable accuracy.

To achieve grade 8, candidates will be able to:

Listening
- Respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions.

Speaking
- Initiate and sustain detailed conversations manipulating language mostly accurately, expressing opinions and responding appropriately to unpredictable questions.
- Use mostly accurate pronunciation and intonation.

Reading
- Respond effectively to written language including some more extended texts, identifying opinions and inferring meaning.

Writing
- Write effectively for different purposes, explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately.

To achieve grade 2, candidates will be able to:

Listening
- Respond to basic and familiar spoken language, identifying key points and some detail.

Speaking
- Participate in conversations expressing simple opinions and using a limited range or language with some accuracy.
- Use mostly understandable pronunciation and intonation.

To achieve grade 2, candidates will be able to:

Reading
- Respond to familiar language in straightforward texts, identifying key points and some detail.

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LAST UPDATED: APRIL 2025