THE CRYPT SCHOOL GCSE INFORMATION BOOKLET 2025-27

The Crypt Curriculum Vision

At the centre of the curriculum stands a strong focus on the acquisition of a received body of knowledge, which enables all students to develop a broad and increasingly in-depth understanding of their world and their place within it.

Within that context, the curriculum places emphasis on the importance of learning for its own sake, and through this approach aims to develop each child's full potential as well as their cultural capital. Our broad and balanced curriculum provides opportunities for all students to discover new skills, to develop the confidence that prepares them for university, the world of work and life in general and to flourish in all that they do.

Whilst the curriculum will serve to progressively deepen each student's knowledge of a broad range of subjects, it is equally important that our curriculum enables students to value and develop their skills of enquiry and of evaluation; enables them to become critical thinkers, who are open minded and reflective in their learning and who are resilient enough to embrace new challenges. The curriculum ensures there are opportunities for students to develop their reading, oracy and literacy skills, to be creative, to act as leaders as well as active participants and to develop an understanding of key issues such as citizenship, and careers.

The well-being and personal development of our students is of paramount importance: time is therefore allocated to physical education and games; to wellbeing; to the spiritual, moral, social and cultural development of all students; and time is given for students to play at break and lunchtime, to socialise with each other, to go on trips and to have fun! We want our students to feel that they are part of a community and so we encourage students to take part in every aspect of school life, providing opportunities that are rich, varied, and reflective of a holistic school experience in which we promote and embed an ethos that promotes our shared British values and shows respect for people of all faiths, different cultures and lifestyles.

The acquisition of knowledge and the ability to critically apply this knowledge is the foundation of our curriculum and which enables every individual to flourish in their learning.

November 2024

Dear Parents/Carers and Year 9 student,

The Crypt GCSE Curriculum

The School and its Governors wish to maintain a broad and balanced curriculum offer, whilst ensuring that all students are as well prepared as they can be for the more demanding examination courses that they will face between 2025 and 2027. We are continuously working very hard to ensure that our curriculum enables everyone to flourish in their learning and develop the knowledge and skills needed to progress with confidence. The School must also construct a curriculum that meets the demands of the external accountability framework and is affordable, within the current budgetary constraints that we face.

All students who are currently in Year 9 will study 9 or 10 examination courses, to enable them to focus on achieving as highly as they can.

All students have to study the following subjects in Year 10 (the core curriculum):
English Literature
English Language
Mathematics (Level 2 Further Mathematics will also be available for the top sets Maths)
Triple Science (Biology, Chemistry & Physics) **OR** Combined Science (this is the equivalent of two GCSEs where all three sciences will still be studied, but in less depth).
Geography **OR** history

The school will be offering Year 9 students 2 distinct 'pathways' through GCSE. The exact details of these pathways are found in the document "Y9 Options Pathways".

We strongly encourage students studying either pathway to choose a modern foreign language, so that, alongside a humanities subject, they are studying the range of subjects that make up the 'English Baccalaureate'. These are called the 'enabling' subjects that help prepare students for study at the top universities.

Tonight at our curriculum evening, myself and the Headmaster, shall say more about the curriculum and answer any questions that may arise. You will also have the opportunity to discuss options with the relevant Heads of Department.

In the meantime, your child should start to think about the range of subjects they may wish to study in Years 10 and 11, bearing in mind their interests/ talents and any career aspirations they may have.

Yours sincerely



Rob Biggs - Deputy Head (Academic)

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CAREERS EDUCATION

All students will follow a structured programme of Careers Education in Years 10 and 11. This is designed to enable students to gain greater awareness of themselves and opportunities, strategies to manage change and develop decision-making skills. Structured lessons will continue as part of the Personal Development programme with an emphasis on information and discussion. The programme will complement access to individualised guidance with our Careers Adviser, Mrs Michaluk.

Students have access to resources that will help them make decisions and explore career and Higher Education pathways. The majority of our resources are web based, which include Unifrog, CareerPilot, UCAS and Not Going to Uni. All year groups and tutors have access to Unifrog, a comprehensive online tool to support careers education. This may be accessed also by parents at www.unifrog.org using the form code **CRPTfamily** to customise a log in.

There will be group work in Personal Education Development lessons delivered by a dedicated team of tutors, supported as appropriate by our Careers Advisor. Our annually held Careers and Higher Education Convention takes place in October and is well attended by Universities and Employers. Our students attended this and had the opportunity to explore potential careers and pathways moving forward.

At KS5 there is an emphasis on their university application to reflect majority interest but with due attention to alternatives such as higher and degree apprenticeships. Our Careers Adviser works closely with teaching staff to target specific information, advice and guidance at times most appropriate to learners and deadlines.

Students who are interested in Oxbridge and other competitive courses such as medicine and veterinary science, are identified early and supported to meet deadlines. All students receive ongoing assistance at every stage of their application and have access to Unifrog to support applications to higher education and/or apprenticeships.

There is also a planned programme of Insight Talks for interested students on a range of topics, including apprenticeships, and popular professions. Enrichment time in the sixth form in terms 5 and 6 are given over largely to post-18 preparation.

Links:

- Crypt School Website (for careers programme): https://www.cryptschool.org/personal-development/careers-advice-information-guidance
- Unifrog: https://www.unifrog.org/
- UCAS: https://www.ucas.com/
- Career Pilot:https://careerpilot.org.uk/
- Not going to uni: https://notgoingtouni.co.uk/

PERSONAL EDUCATION DEVELOPMENT

Personal Social Health and Careers Education explores key issues facing today's students: and the lessons at The Crypt School stress the importance of discussing values about topics such as physical and mental wellbeing, consent, relationships and sexual orientation. An equally important focus for our students is their academic life: how to use study skills and revision skills productively – whilst understanding how to deal with the pressures these can bring. The Crypt School also focuses on the students' pathways towards the working world; and this enables every student to reflect on potential careers, the skills required and the routes towards achieving their goals. Content ranges from opening the discussion about what 'careers' are in Year 10 to the application for degrees and apprenticeships at sixth form level.

As the PSHCE programme explores personal issues, relationships and aspirations, examines our students' positions as citizens in a societal context, including the local, national and global community. Students evaluate their relationship with the law and explore the role of the criminal justice system. A coherent understanding of political systems in the UK and the E.U. is generated; whilst global issues affecting the world today – such as human trafficking and the plight of refugees – are also discussed and considered. Our aim is to allow students to feel safe when asking difficult questions and to feel informed when considering their viewpoints.

ART

Examination Board: AQA

Introduction:

Ed Vaizey, the former Minister for Culture, said: "The creative industries are one of the UK's greatest success stories … Growing at almost twice the rate of the wider economy and worth a staggering £84 billion a year". For those who aspire to a world-class career in one of our creative, media and design industries, GCSE Art is a must option. These industries continue to be one of the most successful sectors in the UK, outperforming most others.

What will I study?

Component 1: Portfolio -This promotes a **variety** of experiences. Emphasis is on an **increased breadth** of approach. Students must explore at least **two titles under the Art, Craft & Design AQA endorsement such as:**

Fine art: e.g. drawing, painting, sculpture, installation, printmaking, mixed media.
Graphic communication: e.g. design for print, advertising and branding, illustration, package design, typography, signage graphics.
Textile design: e.g. art textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, textile design.
Three-dimensional design: e.g. sculpture, ceramics, body adornment.
Photography: e.g. portraiture, location photography, experimental imagery, documentary photography.

Component 2: Externally Set Assignment (ESA)

The areas of study selected for the Portfolio can be the same as, or different from, those selected for the ESA. AQA will provide the ESA. Students must select and respond to **one** starting point from their chosen title. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

Assessment:

Component 1: Portfolio 60%

Students must show evidence of working in areas of study drawn from **two or more** of the titles above, and must explore, the work of **contemporary** artists, craftspeople and appropriate to their own work to produce a **minimum of 1 sustained project** developed in response to a subject, theme, or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

Component 2: Externally Set Assignment 40%

ESAs will be available to students and teachers from January in Year 11. A preparation period which can begin on or after January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.

What skills will I develop?

It teaches students to be creative thinkers, problem solvers using non-recognized codes and symbols, able to time manage effectively to meet deadlines. Those very skills required at university level and in the world of work.

Career Paths:

A range of Art based careers including Architecture, Landscape Architecture, Illustration, and Design in its many forms to include Product/ Game/Textile Design and Advertising and Media.
Eclips article: https://www.eclips-online.co.uk/leaflet/E_01

BUSINESS STUDIES

Examination Board: Edexcel

Introduction:
Are you interested in answering these questions?
Enterprise – how to start and run a small business? What does it take to be an entrepreneur?
What is involved in running a small business – Human Resources (recruiting workers, motivating and training them); Finance (basic account calculation and interpretation) and Marketing (pricing products, market research and promotion)?
How do businesses develop from small to large firms?
How do businesses deal with external influences such as the economy, environment and ethics?
How do businesses manage financial issues such as : improving cash flow; raising funds for expansion?
Business Studies offers the chance to understand these real and relevant issues.

What will I study?
You will learn how to start a business by understanding the characteristics of successful entrepreneurs and identifying gaps in the market. You will look at case studies which demonstrate how current businesses have become successful. Development of decision making processes with respect to marketing, operations and finance takes place in year 11 as you begin to study how the business will grow further.

Assessment:
Theme 1 Investigating Small Business - written paper - 1 hour 45 minutes, 90 marks - 50% of qualification
Theme 2 Building a Business - written paper - 1 hour 45 minutes, 90 marks - 50% of qualification

There are a range of questions, including multiple choice, short and longer written answers.
Questions are based on real life businesses and industries – small and start up businesses in paper 1, and larger, expanding businesses in paper 2.

What skills will I develop?
A diverse range of skills will be developed including verbal and written communication, numeracy, ICT, working in a team, independent research and problem solving.

You will be expected to study, read and research outside of class time, with appropriate assistance, to plan your own time so that tasks are completed effectively and punctually.

Career Paths:
The course lays an appropriate foundation for further study of Business Studies, Management or related subjects in higher education. Any area of business including starting their own business – such as a small enterprise, a small shop owner, dentist, management, carpenter, architect, accountant, clothes designer, and the list is endless.
Eclips article: https://www.eclips-online.co.uk/leaflet/AA_01

COMPUTER SCIENCE

Examination Board: OCR

Introduction:
Computer science is the art of learning how to solve problems and how to come up with creative solutions to these. Moving away from the use of software applications and closer to the instruments that actually run these applications, Computer science is a study of how these remarkable machines work. What really makes them tick inside and how do we program them to do what we want them to do. From the individual components that make up the computer to the languages that program them, Computer Science covers all these areas and more.

What will I study?
Paper 1 - This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of computer science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with computer science.

Paper 2 - This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Assessment:
J277/01 Paper 1 – written paper – 1 hour 30 minutes, 80 marks (50% of qualification)
J277/02 Paper 2 – written paper – 1 hour 30 minutes, 80 marks (50% of qualification)

What skills will I develop?
OCR's GCSE (9–1) in Computer Science will encourage learners to:
Understand and apply the fundamental principles and concepts 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;
Understand the components that make up digital systems, and how they communicate with one another and with other systems;
Understand the impacts of digital technology to the individual and to wider society apply mathematical skills relevant to computer science.

Career Paths:
This qualification supports progression into appropriate further/higher education, employment or training. This specification has been designed to provide a suitable foundation for the study of Computing, Systems Analysis, Information Technology and Management for Business, Multimedia Computing, Games Technology, Web Design, Digital Media, Computer Security, Software Engineering to name but a few…. This course can help a student to gain employment in an ever-expanding computing related industry or valued in any other employment, especially in areas such as Software Engineering, Games Programming and Computing Forensics.
Eclips article https://www.eclips-online.co.uk/leaflet/D_01 .

DRAMA & THEATRE STUDIES

Examination Board: EDUQAS

Introduction:
The Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

What will I study?
The aims and objectives of the course are to:

- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created;
- Develop a range of theatrical skills and apply them to create performances;
- Work collaboratively to generate, develop and communicate ideas;
- Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance;
- Contribute as an individual to a theatrical performance;
- Reflect on and evaluate their own work and that of others;
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice;
- Adopt safe working practices.

Assessment and content covered:
Component 1: Devising Theatre – 60 marks (worth 40%)

- Devised piece of theatre (15 marks)
- Portfolio of supporting evidence (30 marks)
- Evaluation of performance (15 marks)

This is internally assessed.

Component 2: Performing from a text – 60 marks (worth 20%)

- Perform TWO extracts from the same performance text.

This is externally assessed.

Component 3: Interpreting Theatre – 60 marks (worth 40%)
Written examination (1hr 30 minutes)

- Section A – Questions based on DNA by Dennis Kelly (45 marks)
- Section B – Live theatre review. (15 marks)

This is externally assessed.

What skills will you develop?
You will develop skills as an Actor, Director, Designer and a Producer. Drama is an incredibly transferable subject; it enables you to: gain confidence, work as part of a team, make difficult decisions, places you in sometimes stressful situations, allows you to think on the spot, develop both vocal (diction) and movement skills and allows you to view life from a different perspective.

Career Paths:
Drama could arguably help you prepare for any career path you wish to choose. For example: actor, director, Designer, stage manager, lighting/set designer, scriptwriter, drama/speech therapist, radio/TV/Youtube presenter, costume design, makeup design, Vocal coach.
Eclips Article: https://www.eclips-online.co.uk/leaflet/Q_01

DESIGN AND TECHNOLOGY

Examination Board: Edexcel

Introduction:
The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.

What will I study?
Component 1:
The paper includes calculations, short and open-response questions as well as extended writing questions focused on:
Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others;
Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts;
Students will focus on one specialism in section B which is currently Timbers.

Component 2: Non-examined assessment
Three contextual challenges will be provided by the board on 1st June each year, from which students must choose one to respond to. Students will produce a project which consists of a portfolio and a prototype.
The portfolio will contain approximately 20 to 30 sides of A3 paper (or electronic equivalent).

Assessment:
Component 1: Written exam, externally assessed - 1 hour and 45 minutes (worth 50%)
Component 2: Non-examined assessment, internally assessed and externally moderated (worth 50%)
There are four parts to the assessment**:**
Part 1: Investigate
Part 2: Design
Part 3: Make
Part 4: Evaluate

What skills will I develop?
The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Career Paths:
Design and Technology is a subject that impacts upon every aspect of modern life and the commercial world in particular. Whilst the subject has an immediate relevance to those wishing to study design and engineering courses at university, by gaining this understanding, students will find opportunities to apply the knowledge gained throughout the rest of their lives, in whatever field they eventually choose.

This qualification supports progression into appropriate further/higher education, employment or training. This specification has been designed to provide a suitable foundation for the study of Architecture and all 2D and 3D design disciplines. It is also relevant to students progressing to Engineering based career paths.

Eclips article: https://www.eclips-online.co.uk/leaflet/E_03

ENGLISH LANGUAGE

Examination Board: AQA

Introduction:
All students in Years 10 and 11 study English. You will cover two GCSEs with your English teacher: English Language and English Literature.

In Key Stage 3, when you studied autobiography, articles and travel writing; when you wrote a folk tale, gothic and dystopian stories, any time you created and gave a presentation, you were doing **English Language**.

What will I study?
A wide variety of fiction and non-fiction texts, both modern and from the 19th century
Creative writing
Transactional writing

Assessment:
At GCSE, you will have two **exams** (100%) about hidden messages in fiction and non-fiction texts:
read three short texts in the exam room and answer questions about the reasons for the structure and language and what the writer is trying to make you think;
write one piece of fiction and two non-fiction: one to narrate and two to either argue or persuade, or review/report/advise.

What skills will I develop?
Technical accuracy
Listening
Communication
Persuasion and argument
Critical thinking
Reading comprehension and inference
Language and structural analysis
Time management
Creativity

Career Paths:
Achieving a Grade 5 or more in English Language is required for all 6th form study, most further training and many jobs. You get credibility on your CV by having a qualification that is traditional and well-understood by employers and universities. Journalism is an obvious career path. However, you get technical competence with language that opens doors to everything. If you can think of a job where you don't need to speak, listen, read or write well, then you have thought of a job that you wouldn't want anyway.

Eclips article: https://www.eclips-online.co.uk/leaflet/PB_01

ENGLISH LITERATURE

Examination Board: AQA

Introduction:
All students in Years 10 and 11 study English. You will cover two GCSEs with your English teacher: English Language and English Literature.

Throughout Key Stage 3 you have been studying a range of literature. You will have studied novels: *Ghost Boys*, *A Christmas Carol* and *In the Sea there are Crocodiles*, plays: *Macbeth* and *Twelfth Night* and various poems within key topics including love, culture and identity, and conflict.

What will I study?

Shakespeare's 'Romeo and Juliet'
J. B. Priestley's 'An Inspector Calls'
R. L. Stevenson's 'Dr Jekyll and Mr Hyde'
A collection of poems under the themes of 'Power and Conflict'
Unseen poetry

Assessment and content covered:
At GCSE, you will have two **exams** (100%) about what works of literature mean to you:
explore the themes or characters in a modern play (*An Inspector Calls*), a play by Shakespeare (*Romeo and Juliet*) and a nineteenth century novel (*The Strange Case of Dr Jekyll and Mr Hyde*);
compare the themes, language or structure in 2 poems out of 15 that you study from the AQA anthology;
read two poems in the exam room and explore what they mean.

What skills will I develop?
Language and structural analysis
Academic (essay) writing
Debate and argument
Evaluation
Critical thinking
Reading comprehension

Career Paths:
You get credibility on your CV by having a qualification that is traditional and well-understood by employers and universities. You get analytical skills that are valuable in any job that requires criticising the effectiveness of something, especially if this involves writing reports; i.e. any managerial role.

Eclips article: https://www.eclips-online.co.uk/leaflet/PB_01

FOOD PREPARATION AND NUTRITION

Examination Board: AQA

Introduction:
Food Preparation and Nutrition GCSE is a semi-practical subject. Students who choose this option will develop and demonstrate their food preparation and handling skills through practical activities, whilst applying relevant knowledge and understanding of the topic areas.

What will I study?
As well as food preparation and cooking, the GCSE course covers:

- Nutrition, diet and health throughout life;
- Food choice and meal planning;
- Food science;
- Food safety and hygiene; and
- Food provenance.

This GCSE course is designed to give candidates an opportunity to extend and apply their skills, knowledge and understanding of food and nutrition within a variety of contexts. It enables Students to extend their design and technological capability in order to meet human needs and opportunities which have direct implications on the lifestyle and environment of all people. This course also provides students with opportunities to develop interdisciplinary skills (including key skills) and their capability for imaginative, innovative thinking, creativity and independence relating to their own personal interests. It also helps to develop students' critical thinking and ability to manage a range of resources in order to develop food items which are suited to the needs of individuals, groups or families, and helps them to recognise the influence of current trends, the market economy and technological change.

Assessment and content covered:
Component 1
The assessment for the course comprises two non-examined assessments (NEAs), one of which is a food science investigation, and the other which leads to a 3-hour practical exam in Year 11 (both NEAs contribute up to 50% of the final GCSE grade).

Component 2
An externally-assessed (105 minutes) written exam paper (50% of the final grade awarded).

What skills will I develop?
Having developed a wide range of healthy practical food skills at KS3, students who follow this course at KS4 will develop higher-level practical skills such as: batters, breads, pastries (shortcrust, enriched, flaky, puff, choux, Danish), stocks, soups and sauces, cakes (whisked, Genovese, melted, fruit), meat, game and offal, and food presentation. Specific meals (i.e. breakfasts) will also be covered, and students will follow the content of the Basic Food Hygiene certificate (NVQ level 2) within the course too.

Career Paths:
A GCSE in Food and Nutrition can lead to careers in nutrition and dietetics, food science and technology, sports science and nutrition, consumer marketing and management, kitchen planning, home economics, and catering.

Eclips: https://www.eclips-online.co.uk/leaflet/TA%2002

GEOGRAPHY

Examination Board: OCR (specification B)

Introduction

GCSE Geography aims to further explore the local, national and global environment in which we live. Geography is an evolving subject which reflects current world issues, such as climate change, planning urban areas, threats to ecosystems and pressures on resources. This course will particularly appeal to students who wish to explore their immediate and wider world in greater detail. It is beneficial if students also have an interest in following the news and keeping up to date with current affairs.

What will I study?

Our Natural World:	People and Society
Weather Hazards and Changing Climate – UK weather; tropical storms and heatwaves; causes, impacts and responses to climate change. **Dynamic Landscapes** – Volcanoes and earthquakes; coasts and rivers **Sustaining Ecosystems** – Tropical Rainforests, Polar Environments	**Urban Populations** – Changing populations; Urban growth and the challenges and opportunities of living in cities around the world. **Global Development** – Reasons for differences in development and strategies to improve development levels; UK's global role. **Resource Reliance** – the global demand for resources, food security

Decision Making Exercise - Students investigate a geographical issue in greater depth. Students are able to develop their problem solving and geographical skills through the study of a resource booklet provided in the examination.

Fieldwork

GCSE students are required to complete two days of fieldwork during their course. These visits cover both human and physical geography and are assessed through a series of exam questions. It is currently planned that students will visit Gloucester City Centre and The Forest of Dean in the spring / summer of year 10.

Assessment:

Three papers are sat at the end of year 11 and spelling, punctuation and grammar are assessed in all papers.
Paper 1: Our Natural World: 1 hour 15 mins (35% of the total GCSE)
Paper 2: People and Society: 1 hour 15 mins (35% of the total GCSE)
Paper 3: Geographical Exploration: 1 hour 30 mins (30% of the total GCSE)

What skills will I develop?

GCSE Geography develops a range of both subject specific and generic skills. Students will extend their knowledge of mapwork and investigative skills through the fieldwork elements of the course. The analysis and interpretation of geographical issues and data requires students to write coherent extended answers (literacy), present data using appropriate graphs and maps as well as using suitable numerical and statistical techniques (numeracy).

Career Paths:

As an EBacc subject at GCSE and one of the harder 'facilitating' subjects at A Level, the study of Geography enables students to access a wide range of university courses. Geography graduates enjoy high levels of employment due to the development of generic, transferable skills. A variety of potential careers are open to geographers including Town planning/urban regeneration; Countryside Conservation; Flood and coastal management; Sustainable development; Civil Service / Public Sector; Tourism; Environmental consultancy; Transport sector and logistics; Finance, banking, accountancy; Geotechnical engineering; Meteorology; Armed Services / Police.
Eclips article: https://www.eclips-online.co.uk/leaflet/TB_01

HISTORY

Examination Board: AQA

Introduction:

GCSE History will give you an understanding of key events and developments in the world over the past 1000 years. It will provide an historical perspective on some of the main issues facing the world today, and an understanding of what causes major events to happen.

We study History in a variety of ways, using images and videos to bring the past to life, using primary sources to study voices from the past, and debate difficult questions on interesting subjects. We study a diverse number of topics from across a range of time periods, which means students will have an opportunity to look at their 'favourite' part of History and stay engaged with new previously unexplored subjects.

We ask difficult and interesting questions on what causes change, why are events considered significant, and how have people responded to extreme situations in our past. We believe an awareness of the past is crucial to being good citizens in our society today. The emphasis placed upon students is on skill development. Students will refine the ability to research independently & efficiently, to take a critical approach to historical sources and to present a coherent analysis based on processing a large amount of information. The course is very much about thinking about History rather than simply the study of dates!

What will I study?

There are 4 main topics in the History GCSE covering a few of the following questions:

Year 10	America 1920 – 1973: Opportunity and Inequality What was it like to live in the 'roaring twenties'? How did the USA deal with the Great Depression? Why was Martin Luther King so important?	Health and Medicine in Britain (1000 – today) What caused important medical events to happen? Why was surgery so dangerous for most of our history? How has war actually encouraged medical progress? What do plagues tell us about the societies that experienced them?
Year 11	Conflict and Tension 1918 – 1939 Why did the Treaty of Versailles make Germany so angry? What problems did the League of Nations face? What were the causes of the Second World War?	Restoration England (1660-1685) How did Charles II restore the power of the monarchy? How did the crises of 1666 (Great Plague & Fire of London) impact England? Why did the British Empire expand in India & the Caribbean?

Assessment:

Paper 1 - America 1920-73 AND Conflict and Tension - 2 hours written exam worth 50%
Paper 2 - Restoration England (1660 – 1685) AND Changes in Health and Medicine – 2 hours written exam worth 50%

What skills will I develop?

History students develop a range of 'transferable skills', which can then be applied to a variety of other subjects/career pathways. Students will be able to analyse a large amount of information and present their precise analysis in a clear and concise way; this ability to critically analyse is sought after by universities/employers.

Career Paths:

History in particular helps students progress in journalism, law, the civil service, media and broadcasting. The content covered can also prepare students in archaeology, international relations, heritage studies. It is also a subject that has a high credibility with many employers. Eclips article: https://www.eclips-online.co.uk/leaflet/K_01

MATHEMATICS

Examination Board: AQA (8300)

Introduction:
Mathematics is a compulsory subject at Key Stage 4 and is a three-year course which all the students started in year 9 leading to examination in the summer of Year 11. It is a subject considered a necessity by most Higher Education Institutions as well as Employers and this underlines its importance as a subject in its own right.

What will I study?
Students will be set in both years primarily by achievement in Year 9 and will follow a scheme of work involving study into:

Number
Algebra
Ratio, proportion and rate of change
Geometry and measures
Probability
Statistics

Assessment:
The qualification consists of three written papers (one non-calculator and two calculator each 90 minutes long) which will test mathematical fluency as well as problem solving skills.
Students will be entered for Higher Tier Mathematics and will follow the Higher Tier programme of learning. Possible grades for the Higher tier are 9 to 4 (with 9 being the highest). It should be noted that most Mathematics A-Level courses will require at least a Grade 7 for entry and for Further Mathematics A-Level courses will require a grade 8.

In addition to Mathematics, those who are achieving grades 8 or 9 by the end of year 10 will also be given the opportunity to undertake **Level 2 Further Mathematics** which is taught during the same time allocation as Mathematics. This qualification is an excellent introduction to some of the topics studied at AS Level. Again, there are two written papers; one calculator and one non-calculator both 1 hour and 45 minutes long. This qualification is **not** a prerequisite for A level Mathematics or Further Mathematics and is an enrichment qualification.

Mathematics is an important and sought-after subject at A-level and the school offers a wide range of options in the Sixth Form. The GCSE schemes of work are designed to provide a suitable background to study in the Sixth Form for those students wishing to pursue Mathematics at A-level.

What skills will I develop?
We will develop students' fluent knowledge, skills and understanding of mathematical methods and concepts. Students will be able to acquire, select and apply mathematical techniques to solve problems. To reason mathematically, make deductions and inferences and draw conclusions. In addition to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. We will develop students' understanding of real situations and that these models may be more or less effective depending on how the situation has been simplified and assumptions that have been made.

Career Paths:
Mathematics is required for those wishing to undertake careers in Economics, Business, Accounting, Engineering, Medicine, Architecture and many others. There are many careers where Mathematics is a significant support.
Eclips article: https://www.eclips-online.co.uk/leaflet/TC_0

MODERN FOREIGN LANGUAGES:

GERMAN, FRENCH & SPANISH

Examination Board: AQA

Introduction:

Language skills are a great asset for life, whether they are used for recreational purposes or as part of your future career. Languages offer you the opportunity to interact with people from other cultures, to increase your future earning power and to enhance your literacy and problem-solving skills.

The GCSE course is part of the valuable Ebacc suite of subjects and seeks to hone students' ability to understand and communicate in German, French or Spanish. Studying languages increases students' understanding and appreciation of other cultures; *with different languages come different ways to interpret the world*.

We focus on the key skills of speaking, listening, reading, writing and translation and provide the framework in which students can use language creatively, spontaneously and to enhance cross-curricular learning. Year 11 students at Crypt will also have invaluable access to our native speaker language assistants.

What will I study?

The topics studied across all languages will build on what you have studied in Key Stage 3 and encompass the following broad themes:

- Myself, family & friends.
- Mobile technology & social media.
- Free-time activities.
- Culture & festivals.
- Healthy living & social problems
- Environmental issues.
- Future careers, study & work experience
- Travel & tourism.

Assessment:

Listening Exam – 25 % - encompassing various comprehension tasks.
Speaking Exam – 25 % - encompassing a role play, description of a photo card & conversation.
Writing Exam – 25 % - encompassing two short written pieces & a translation into the target language.
Reading Exam – 25% - including comprehension tasks & a translation into English.

What skills will I develop?

Our aim is that all our GCSE language students become confident, resourceful and resilient learners who are comfortable thinking on their feet; soft skills that are hugely valued by higher education establishments and employers alike. It comes as no surprise, therefore, that an increasing number of universities (including UCL and Edinburgh) have made a GCSE in a modern language an entry requirement for many of their degree courses. We believe that, regardless of a student's intended A-Level options, the transferable skills they will develop through the study of a foreign language will support their learning across the board, as well as opening doors to a wider range of higher education options.

Career Paths:

All British universities offer courses in German, French and Spanish, either by themselves, combined with another foreign language, or as part of a composite course, such as with Political Science, International Relations, Economics, Business Management, History, Philosophy, Law and Engineering, amongst many others! Teaching, translating, and interpreting can all require specialist knowledge of a foreign language. However, it is well worth noting that employers across all sectors hugely value graduates who have either specialised in or studied a foreign language as part of their degree course because of the many transferable skills this equips them with, not least highly developed communication, analytical, and problem solving skills. Language specialists are also sought after by multinational companies where communication between different countries is a daily requirement. Please see the following article for further information. https://www.eclips-online.co.uk/leaflet/K_12

MUSIC

Examination Board: OCR

Introduction:

GCSE Music is a very exciting course for the keen musician. Students have the opportunity to work in areas of their strength. The elements of performing, composing, listening and appraising are incorporated through a wide variety of areas of study, giving musicians the opportunity to expand their knowledge by studying a wide range of musical styles, having the opportunity to prepare a performance of their choice on their instrument and developing the skills of composing to a high level, through vibrant, practical and interactive activities.

What will I study?

Area of Study 1: My Music

The music performed is to be decided by the Learner in any style. Learners will perform on an instrument of their choice. This can be any instrument, voice, DJing or sequencing. Learners will compose one piece to a brief they set for themselves. They can compose in any style that they wish, from Pop, Classical to Music Theatre and hip hop.

Area of Study 2: The Concerto Through Time

Learners will study the development of the Concerto, from the Baroque period through to the Romantic period.

Area of Study 3: Rhythms of the World

Learners will explore the traditional rhythmic roots from four geographical regions of the world: India and Punjab; Eastern Mediterranean and the Middle East; Africa and Central and South America.

Areas of Study 4: Film Music

Learners will study: music that has been written specifically for film; music from the Western Classical tradition that has been used within a film; music that has been written as a soundtrack for a video game.

Area of Study 5: Conventions of Pop

Learners will study a range of popular music from the 1950s to the present day. Learners will study and demonstrate an understanding of: Rock 'n' Roll of the 1950s and 1960s; Rock Anthems of the 1970s and 1980s; Pop Ballads of the 1970s, 1980s and 1990s and Solo Artists from the 1990s to the present day.

Assessment:

Component 1: Integrated portfolio – 30% weighting
One performance (15%) and one composition (15%)
Component 2: Practical portfolio
Ensemble performance (15%) and a composition – examination board set brief (15%)
Component 3: Listening & Appraising – 40% weighting. (AOS 2, 3, 4, and 5 are assessed via the listening paper).
Component 1 and 2 will be internally assessed by centers and externally moderated by OCR.

What skills will I develop?

Music GCSE enables students to learn a wide range of musical skills. These include performance, composition and listening skills. Students will also learn key theoretical skills. They learn to become confident and well rounded musicians whilst developing a high level of musical understanding.

Career Paths:

Music is very good as a subject for any student considering work in the Media, Theatre, Education, Music Therapy, Caring professions. Universities view it as a strong academic subject. Career options include: performer, composer, music therapist, DJ, producer, sound engineer, music theatre director, arts administrator, journalist, orchestral manager, events organiser and TV/film composer. Eclips article: https://www.eclips-online.co.uk/leaflet/Q_04

SPORTS SCIENCE

Examination Board: AQA

Introduction:

The GCSE in PE is designed to develop students' knowledge of key factors that affect performance and participation in physical activity; alongside developing an understanding of social and cultural elements of contemporary, modern day sport.

What will I study?

The theory aspect of GCSE PE is broken down into two paper assessments - **60% of the overall grade**

Paper / Assessment	Topics Covered	Description
Paper 1 - The human body and movement in physical activity	Musculoskeletal System Movement Analysis Cardio-Respiratory Effects of Exercise Physical Training	Science based paper, heavily linked with Biology. Applied science to sport, how does the body allow us to perform.
Paper 2 - Socio-Cultural influences and well-being in physical activity and sport	Sport Psychology Socio-cultural influences Commercialisation of sport Behaviour in Sport Health, Fitness and well-being	Socio-cultural issues in modern day sport. Application of a variety of issues and the barriers/behaviours of participation in sport.

Practical Assessment (NEA) - 40% of the overall grade

Students will be assessed practically throughout the duration of the course. Students will be assessed in 3 different sporting activities (2 team and 1 individual or 2 individual and 1 team). Students can use most sports for their practical assessment, however martial arts are not included in the AQA specification and cannot be used.

Students will be assessed on their ability to develop and apply the core skills/techniques for each sport/assessment in increasingly demanding and progressive drills in each of their three chosen activities. Students will also be assessed on their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their three chosen activities. This will also take into account how effective the student is within game situations.

If students choose an activity that is not carried out in school such as swimming or hockey etc. then it is students' responsibility to collate sufficient video evidence to act as their assessment. The final part of the practical assessment requires students to complete an analysis and evaluation of a performance to bring about improvement in one of their three chosen activities. This is a written controlled assessment, which students will complete towards the end of Year 10. One lesson per fortnight is a practical lesson, the others are classroom-based.

What skills will I develop?

GCSE PE students further develop the practical skills within their chosen sport alongside a number of theoretical and analytical skills. A number of 'transferable skills' (numeracy and literacy) are developed within the theoretical aspect of the course and are core skills, which can then be applied to a variety of other subjects/career pathways.

Career Paths:

Sports Science related degrees, physiotherapy, teaching, coaching, fitness instructor, Sports Media, Sport Law, Sports Performance and Analysis etc.
Eclips article: https://www.eclips-online.co.uk/leaflet/

PHILOSOPHY & ETHICS (RELIGIOUS STUDIES)

Examination Board: Eduqas (Route A), studying Christianity and Islam.

Introduction:
Students in year 10 and 11 will be able to realise their full potential in RS by completing a two year thematic study of Philosophy & Ethics with the Eduqas exam board. Most of the content from the AQA short course is relevant, but we add a great deal more. For those students who have enjoyed their AQA studies, this further option will not only allow them to achieve a Full Course qualification, but also challenge them to begin to reflect philosophically on life

What will I study?

- Issues of Life and Death: Creation Stories, the relationship between Religion and Science, Origins of the World, Evolution/Intelligent Design, Stewardship, Origins of Life, Abortion, Euthanasia, Soul and the Afterlife.
- Issues of Good and Evil: Punishment, Crime/Sin, Prison, the Death Penalty, Forgiveness, Origin of Good/Evil, Suffering, case study of the Holocaust and philosophical issues surrounding Free Will.
- Issues of Human Rights: Social Justice, example of Human Rights Campaigners (both religious and non-religious), Liberation Theology, Censorship, Religious Freedom of Expression, Extremism, Prejudice and Discrimination, Racism and Wealth and Poverty.
- Issues of Relationships: Divorce, Adultery, Gender Roles, Marriage, Cohabitation, Same Sex Relationships and Family roles.

- The study of Islam Beliefs and Teachings: Ummah, Nature of Allah (Tawhid), Prophethood, Prophet Mohammed's Life, Free Will and the Afterlife.
- The study of Islam Practices: The 5 Pillars, Jihad, Id-ul-Adha and Id-ul-Fitr, and differences between Sunni/Shi'a Muslims.
- The study of Christianity Beliefs and Teachings: The nature of God, Allowance of Evil and Suffering, Trinity, Crucifixion, Resurrection, Law, Grace and Judgement.
- The study of Christianity Practices: The effectiveness of Prayer, Evangelical Worship, Baptism, Eucharist, Christmas/Easter, Pilgrimages and Reconciliation in the 21st century.

Assessments:
The course is 100% exam based assessment and students will sit 4 hours' worth of exams for the course in total.
Paper 1: Philosophical and Ethical Issues – worth 50% of the course - 2 hour exam
Paper 2: Christianity – worth 25% - 1 hour exam
Paper 3L Islam – worth 25% - 1 hour exam

What skills will I develop?
This subject applies clear, logical thinking and communication skills to complex and profound ideas. Students practise analysing arguments and viewpoints, identifying strengths and weaknesses, and using these insights to defend evaluative judgements.

Career Paths:
GCSE Philosophy and Ethics, as well as the Philosophy A level that naturally follows on from it, develop your understanding of contemporary society and cultures. It shows employers that you understand how people think and make decisions, which is particularly important in HR, Politics, Public Services, Law, Advertising, Journalism, Medicine and Teaching. Being able to evaluate differing opinions will help you to develop transferable skills which will positively impact your other subjects.

As with all your subjects you should choose RS P&E because you enjoy it and find it interesting - not because your friends are taking it, or because your family want you to. Listen to advice from others, weigh it up, and then make your *own* choice. That's what the subject is all about!

For more info, see the 'eclips' article here: https://www.eclips-online.co.uk/leaflet/V_17

SCIENCE: BIOLOGY

Examination Board: AQA

Introduction:

The GCSE Biology course enables students to study living organisms in a variety of different ways including their morphology, physiology, anatomy, behaviour, origin, and distribution ranging from the smallest virus to the largest mammal. The course design provides a basis for progression to further study in AS-level and A-level biology.

What will I study?

Students have the opportunity to study a range of topics and apply these to real life and practical situations. For example, they will learn how antibiotics are used to treat bacterial infection, investigate the effect of antibiotics on bacterial growth and then research how doctors are trying to reduce the risk of antibiotic resistance in the real world. Students will also have the opportunity to develop their practical skills by completing the required practical activities, which ranges from investigating the rate of decomposition to sampling ecosystems on the school field. Over the two-year course, they develop their planning, investigative, analytical and evaluative skills.

Content Overview

Cell biology
Organisation
Infection and response
Bioenergetics
Homeostasis and response
Inheritance, variation and evolution
Ecology

Mathematical Requirements

Students are expected to demonstrate understanding and ability to work with:
Arithmetic and numerical computation
Handling data
Algebra
Graphs
Geometry and trigonometry

Assessment:

Paper 1 – assesses Topic 1 – 4. It is a written exam lasting 1 hour 45 minutes. It is worth 100 marks which is 50% of the biology GCSE.
Paper 2 – assess Topics 5 – 7. It is a written exam lasting 1 hour 45 minutes. It is worth 100 marks which is 50% of the biology GCSE.
In both papers, there are multiple choice, structured, closed short answer and open response questions.

What skills will I develop?

Studying biology develops a wide range of skills that are highly valued by higher education providers and employers alike. The subject is challenging and promotes development of skills such as communication and critical thinking, as well as those linked to practical work such as the ability to analyse and evaluate information and data. Students are also encouraged to develop other transferable skills such as those that promote independence and organisation.

Career Paths:

Biologists are found in a wide variety of scientific careers: medical, forensic, pharmaceutical; agriculture and food science; biotechnology; genetics research; Environmental protection and conservation. Eclips: https://www.eclips-online.co.uk/leaflet/TD_02

SCIENCE: CHEMISTRY

Examination Board: AQA

Introduction:
Chemistry is all around us and the GCSE course enables students to develop an understanding of the fundamentals of this fascinating subject from the simplest atom to the environmental issues affecting our society. Chemistry is a well-respected GCSE as it demonstrates your problem-solving ability, analytical, evaluative and practical skills.

What will I study?
Through the GCSE course, students cover a variety of topics which further develop the fundamental ideas that were introduced during Years 7 & 8, as well as many new concepts which will help them to understand, and question, the chemical world.

The content is split into the following modules:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

We place a strong emphasis on the development of scientific skills and practical work. We complete many more than the required 8 practical activities and also use practicals to help explain reactions and difficult concepts. We develop problem solving and analytical skills by completing investigative activities, both practically and written. These help to consolidate the overall understanding of the subject in a fun, hands-on way. It also helps students to successfully answer analytical or practical skills questions in the written papers.

Assessment:
The GCSE is linearly examined by two written exam papers at the end of Year 11, each worth 50% of the GCSE.
Paper 1 – assesses Modules 1 – 5. 1 hour 45 minutes - worth 100 marks.
Paper 2 – assesses Modules 6 – 10. 1 hour 45 minutes - worth 100 marks.

A variety of question styles are used; multiple choice, structured, closed short answer and open response questions. Both papers will also test mathematical skills (20% of questions) and practical skills.

It is recommended that those who feel they may wish to study Chemistry further at A-level elect to study the separate sciences at GCSE as more content is covered. However, both separate and combined science offer the opportunity to access the A-level course providing the appropriate academic entry criteria are met.

What skills will I develop?
Studying chemistry is respected by further education providers, apprenticeships and employers as it is a challenging and analytical subject. It develops many transferable skills such as problem solving, logical thinking and communication skills. Attention to detail, evaluation and numerical abilities and resilience are also developed.

Career Paths:
Studying chemistry further at A-level allows students to follow courses in Chemistry, Medicine, Biochemistry, one of the other sciences and related subjects, or many other competitive courses at University. A-level Chemistry is a required subject if you wish to study Medicine or Veterinary Medicine.
Careers are many and varied and do not only include working in a laboratory! Management and consultancy, geoscientists, forensic science, engineering, pharmacology, materials and nano-technology, nursing and IT are just a few of the career paths open to chemistry students.
Eclips: https://www.eclips-online.co.uk/leaflet/TD_03

SCIENCE: PHYSICS

Examination Board: AQA

Introduction

Physics is the study of the whole universe, from the largest galaxies to the smallest sub-atomic particles. Studying Physics will enable students to develop the knowledge and skills to understand the world around you, solve problems and to question how things work. Throughout the course, topics are linked with real-world applications and you will learn the part that Physics has to play in solving global problems like the energy crisis, public health and global warming.

What will I study?

Subject Content:

1. Energy
2. Electricity
3. Particle Model of Matter
4. Atomic Structure
5. Forces
6. Waves
7. Magnetism and Electromagnetism
8. Space Physics

We have a strong focus on practical work, using it to help us understand complex concepts and how we can use these in an engineering context.

Assessments:

The examination papers will be made up of multiple choice, short answer and extended response questions. This is examined by two written papers at the end of Year 11, each worth 50% of the GCSE.

Paper 1 – assesses Modules 1 – 4. 1 hour 45 minutes - worth 100 marks.
Paper 2 – assesses Modules 5 – 8. 1 hour 45 minutes - worth 100 marks.

Alongside the theoretical content, students will complete a selection of practical tasks, including the ten required practical activities in the specification. These do not contribute to the final grade on their own but the final examinations will contain a proportion of 15% of questions that test practical knowledge and ideas. The Physics course also has a large mathematical requirement and the weighting of mathematical questions in the final examinations will be 30%.

What skills will I develop?

Physics is a facilitating subject which enables you to develop the mathematical, analytical, communication and problem-solving skills needed to be successful in the modern world. Students will develop their practical and investigative skills and will learn to analyse and evaluate data. Challenging problems will promote resilience and determination.

Career Paths:

Physics is crucial for students who wish to pursue careers in Engineering (Civil, Mechanical, Aeronautical, Electrical, Nuclear), Medical Physics and Physics research. It is also desirable for careers in Finance, Computer Science/Cyber Security, Teaching/Lecturing, Architecture and Medicine. Many of our A Level Physics students go on to study Engineering, Physics or another Science subject at university, or take up Engineering apprenticeships with local and national companies.

Eclips: https://www.eclips-online.co.uk/leaflet/TD_0

COMBINED SCIENCE (TRILOGY)

Examination Board: AQA (8464)

Introduction:
Study of the GCSE combined science course will provide the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. Students will learn essential aspects of the knowledge, methods, processes and uses of science from across the three sciences. The Combined Science GCSE has been designed to be an interesting and inspiring modern specification.

What will I study?
This combined science (trilogy) course contains approximately two-thirds of the subject content of each of the AQA GCSE sciences (Biology, Chemistry and Physics), and combines them into a Combined Award worth two GCSE grades.

Full details of the difference in content between Combined science and the separate sciences can be found at www.aqa.org.uk. For example: in the physics content, the space topic is not studied and in all sciences, there are various parts of all modules that are not included in the Combined Science course.

Students will also gain practical skills throughout the course, completing the required practicals for the course and additional activities to aid understanding. Students will also be tested on their ability to interpret data and mathematical skills.

Assessments:
There are 6 examination papers in total, two for each science.
Each paper is 1hr 15 minutes long, worth 70 marks each. Each paper is worth 1/6th of the overall total mark.

All sciences are equally weighted in the Combined Science GCSE and the grades awarded will be one grade apart, so the students could achieve 9-9,9-8,8-8,8-7,7-7 etc in 'GCSE Combined Science'
(Please see the options science video for more details)

Students are required to complete practicals in each subject – there are 21 compulsory core practicals in total for the three sciences. Students will need to use their knowledge and understanding of these practical techniques and procedures within the written assessments.

What skills will I develop?
Please refer to the information on skills in the biology, chemistry and physics sections earlier.

Career Paths:
Please refer to the information on career paths in the biology, chemistry and physics sections earlier.

Dependent upon results achieved, students who study Combined Science will be able to progress to a single Science subject at A level, however, we strongly recommend taking the single sciences option if your child is considering an A-level in a science as this provides a more substantial foundation for the A Level content.