

INTO KEY STAGE 4 PATHWAY BOOKLET 2026



Sacred Heart High School

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Dear Year 9 student,

Year 10 Courses and Options 2026–2027 (Level 2 Qualifications)

You have studied a broad and enriching curriculum throughout Key Stage 3, and by now you will have developed a genuine sense of the subjects you most enjoy and wish to pursue at GCSE. Our five Goals of Sacred Heart Education underpin our KS4 core curriculum, which every student follows.

An active faith sits at the heart of our programme of study; therefore, all students continue to study for GCSE Religious Studies, exploring both their own faith and world religions. We value intellect, and in line with the National Curriculum, all students also study GCSE English Language, English Literature, Mathematics and Science. In addition, everyone takes part in non-examined core Physical Education and PSHE, where our goals of community and social awareness are deeply embedded.

Alongside these core subjects, you have the opportunity to select additional option subjects. Some of you may already have a clear sense of future aspirations, while many will still be discovering your strengths, interests and talents. Above all, we want you to enjoy your studies and keep your options as broad as possible, thinking carefully about what lies beyond KS4 when making your choices.

As a High Performance Learning school, we will continue to strengthen your higher-order thinking skills across the curriculum. You will be guided along one of our three pathways, based on your current performance, to ensure you are appropriately challenged while still able to manage the demands of your courses. Our ultimate aim is your personal growth so that you can achieve your full potential.

The core subjects listed above are compulsory for all students. We then offer three pathways:

Pathway 1 - Academic Breadth

Most students will follow this pathway. It requires you to include a language, a humanity (Geography or History), and one additional free-choice subject.

Pathway 2 - Balanced and Flexible

A small number of students may follow this pathway. You may choose either a language or a humanity, followed by one additional free-choice subject.

Pathway 3 - Inclusive and Nurturing

This pathway is available for students who would benefit from strengthened literacy and numeracy; it includes Health & Social Care BTEC and one free-choice subject.

This booklet provides full details of the options process, key dates, and subject-specific information. Our Options Evening will give you and your family the opportunity to ask questions about these pathways so that you can make confident and informed choices. Please discuss your ideas with your families and teachers as you explore the subjects that suit you best.

Please note that for a subject to run at KS4, there must be sufficient student interest. Likewise, if a subject is oversubscribed, alternative choices may need to be considered. While we will make every effort to accommodate your preferences, we may need to guide you towards the most appropriate programme in your best interests.

The deadline for submitting your final choices is **Friday 17th April 2026**, immediately after the Easter holidays.

It won't be long before it is summer 2028, when you will be collecting your GCSE results and, for many of you, preparing to continue your journey in the Sacred Heart Sixth Form with all the opportunities it offers.

Kind regards,

Ms F Vitija, Assistant Headteacher



HOW TO MAKE YOUR CHOICES

01

Get Informed

Read the whole of this book carefully. Discuss the pathways and content of the courses with your subject teachers.

02

Start to think about the future

While some of you may have an idea what sort of career you want to have, for most students it is still too early for that. What you can do however is to look through our guide on pages 8 & 9 to see which direction your choices will take you. Keep your options open and try not to choose a subject, just because your friend is doing it. Ultimately this needs to be about you, your strengths, abilities and the challenges you enjoy.

03

Involve your parents/carers

Discuss your choices with your parents and carers and talk through different alternative options in case you are guided in a particular direction.

04

Come to the Options Evening

Come with your parents and carers to our Options Evening **4.00 – 6.00pm Thursday 12 March 2026**. This includes a brief 30 minute talk and the opportunity to spend some time browsing the stalls held by each department to look at the courses in more detail and discuss your possible choices with teachers.

Forms H, E and A will attend the talk at **4.15- 4.45pm** with their parents/carers and then be free to speak to departments.

Forms R, T and S should please arrive at 4pm to speak with departments first before then attending the talk **4.45-5.15pm**. There will still be time after this to revisit departments of required. The evening finishes at 6pm.

Please attend your allocated time to ensure we have a seat for you in the chapel—see confirmation via Edulink

Remember we all have your best interests at heart.

05

Submit your Options Choice Form

It is important that you submit your options form on time. The deadline is **Friday 17 April 2026**. The form can be found on Edulink from 12 March 2026.



CORE SUBJECTS

All students study these core subjects in Years 10 & 11, and you can then pick some other subjects to study as well, see the final page of this document for your options.



GCSE
Religious
Studies



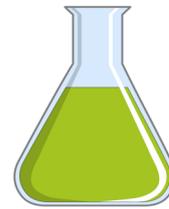
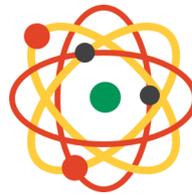
GCSE
English
Literature



GCSE
English
Language



GCSE
Mathematics



GCSE Biology, Physics & Chemistry

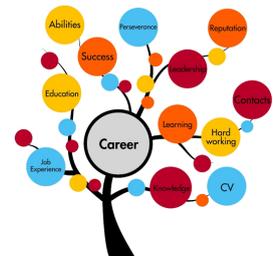
Students study combined science to the summer term of Year 10. Students will then be considered for Triple Science based on their progress and attainment results



Core
Physical
Education



Core
PSHE



Careers

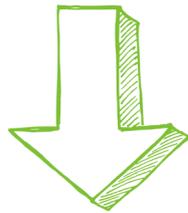
Important

It is valuable for students to study a broad a range of subjects such as:

- GCSE English Language or GCSE English Literature
- GCSE Mathematics
- GCSE Combined or Triple Science
- GCSE Foreign Language
- GCSE Geography or History



PATHWAYS



Pathway 1
Academic Breadth
 (Ebacc, 9-10 GCSEs)

CORE GCSE SUBJECTS

Religious Studies,
 English Language,
 English Literature, Maths,
 Combined or Triple Science



LANGUAGE SUBJECT

French or Spanish



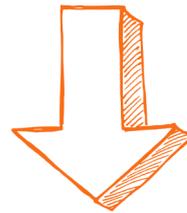
HUMANITIES SUBJECT

History or Geography



ONE OTHER SUBJECT

Art, French, History,
 Geography, Music, PE,
 Business Studies,
 Computer Science
 Design Technology, Drama
 or Spanish



Pathway 2
Balanced & Flexible
 (8-9 GCSEs)

CORE GCSE SUBJECTS

Religious Studies,
 English Language,
 English Literature, Maths,
 Combined or Triple Science



LANGUAGE SUBJECT

French or Spanish

or

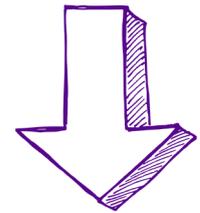
HUMANITIES SUBJECT

History or Geography



ONE OTHER SUBJECT

Art, French, History,
 Geography, Music, PE,
 Business Studies,
 Computer Science
 Design Technology, Drama
 or Spanish



Pathway 3
Inclusive & Nurturing
 (7-8 GCSEs + BTEC)

CORE GCSE SUBJECTS

Religious Studies,
 English Language,
 English Literature, Maths,
 Combined or Triple Science



Extra English and Maths

+, or

HEALTH & SOCIAL CARE BTEC



ONE OTHER SUBJECT

Art, French, History,
 Geography, Music, PE,
 Business Studies,
 Computer Science
 Design Technology, Drama
 or Spanish



MAKING CHOICES –CHECKLIST



1. Think carefully and consider all subjects
2. Be independent. You know your own interests, strengths and weaknesses.
3. Be honest. If you know you are not really interested in something, do not choose it.
4. Be realistic about where your strengths lie.
5. Ask your teacher's advice if you are unsure of your abilities in a particular subject.
6. Speak with your parents about your preferred choices.
7. Make good use of your careers guidance and interview to support your decisions.
8. Find out what is involved in each subject in terms of practical work; number of projects; and examinations
9. Find out whether or not the subject requires you to be very good at number work, graph work, essay writing or any other skill.
10. Take advantage of all the opportunities to find out about subjects offered in the options groups.
11. Listen to your teachers, parents and the advice of girls in Year 11.
12. Remember - Years 10 and 11 are points on your journey and not the end. Afterwards, there are a huge numbers of further education colleges and sixth forms who will have on offer a wide range of subjects and courses so that the decisions that you may or not make now, while important in their own right, do not mean that you are somehow 'locked' into any path in the future. See page 9 to find out where different subjects can take you in the future.



1. Choose a subject just because your friend has or you think you might get a particular teacher.
2. Be put off a subject, just because your friend has not chosen it.
3. Choose a subject because you may think it is an 'easy' option. All examination courses require hard work.
4. Let any ideas about a future career necessarily be your main influence. In the world of work that you will be entering in a few years, people may often change careers two or three times. 'Lifelong learning' will be an expectation of you in that your studies will not end when you leave college or university but will continue throughout your life.

How your Parents Can Help

1. They can help you to analyse your strengths and weaknesses in the different subjects.
2. They may have extensive experience of the workplace as well as GCSE qualifications and beyond.
3. They may have been through the same process with older brothers or sisters and they know you best.

Useful Websites

www.edexcel.org.uk www.aqa.org.uk www.ocr.org.uk www.ccea.org.uk
www.wjec.co.uk



IMPLICATIONS FOR THE FUTURE



At Sacred Heart, we recommend a broad and balanced pathway so that you keep your options open when it comes to Key Stage 5 and beyond. We have put together a table overleaf to show you a few examples of where different KS4 subjects could lead. You could also do further research into colleges and universities.

The range of degree courses on offer at university is very wide. Subjects chosen at A-Level affect university entry. Many degree courses have very specific subject and grade requirements.

For further information on degree courses, visit <http://www.ucas.com>.

For information on A-level subjects required by leading universities, visit <http://www.russellgroup.ac.uk/informed-choices.aspx>

The table overleaf shows you what KS5 subject you could take in relation to the GCSE subjects that you choose. It also shows you what Higher Education subjects could be available to you, depending on your KS5 subjects.



WHERE COULD YOUR CHOICES LEAD?

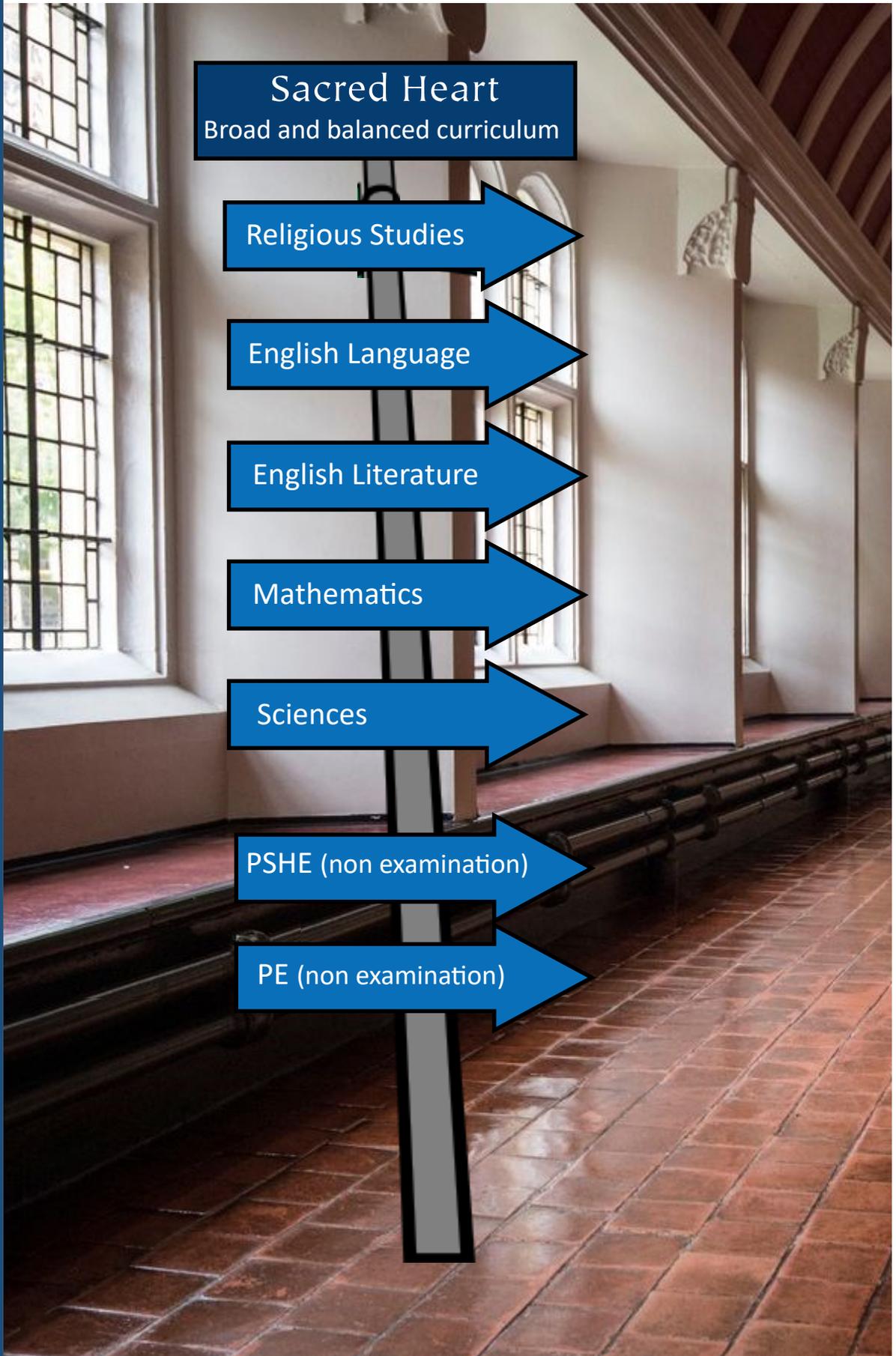
KS4 Subjects	KS5 Subjects	Examples of Subjects in Higher Education
English History RE Business Leisure & Tourism PSHE Geography	History, Classical Civilisation, Economics, English Literature or Language, Film Studies, Media Studies, Philosophy, Religious Studies/ Theology, Sociology, Critical Thinking, Government & Politics, Economics, Extended Project Qualification, Geography	Arts/Humanities, History, Politics, English Literature or Sociology, Anthropology, Archaeology, Philosophy, Theology Journalism, Economics, Education, Law, Business Management, Psychology, Social Sciences American Studies, European Studies History of Art, Media/Communication Studies, Environmental Studies, Geology/Earth Sciences
French Spanish Latin	French, Spanish, Latin etc.	Languages, Linguistics, Classical Studies Languages also complement many of the subjects in the rest of the table
Music & Music Technology	Music, Music Technology	Music, Performance Studies, Music Management, Music Education, Music Production, Music Journalism
Art & Design	Fine Art, History of Art Art and Design Textiles, Photography	Fine Art, Graphic Art, Game Art, Animation, Special Effects, Textiles, Set Design, Photography, History of Art, Photo Journalism
Drama	Drama & Theatre Studies	English, History, Psychology, Law, Drama, Theatre Studies, Theatre Design, Creative Art, Directing, Stage Management, Journalism, Media and cCom- munications, PR
Physical Education	Physical Education	Sport Studies, Sport Science, Sports Therapy, Physiotherapy, Sports Journalism, Sports Management, Sports Psychology, Sports Coaching.
DT Product design	DT	Engineering, Architecture, Art and Design, Surveying, Construction and the built environment, Product design, Industrial Design, Graphic Design, Fashion and Textiles, Theatre Design
Chemistry or Combined Science	Chemistry	Life sciences, Medicine, Dentistry. Veterinary Science, Pharmacy, Dietetics Biochemistry, Biomedical Science Materials Science, Sport Studies Anthropology, Nursing & Midwifery, Occupational Therapy, Physiotherapy Speech Therapy
Biology or Combined Science	Biology	
Computer Science	Computing Computer Science ICT	Computing and Computer Science, Information Technology, Electrical/Electronic Engineering Programming in the sciences, medicine Accountancy, banking, finance, business Software engineering, Game Design, Web Design, Multimedia Authoring, Engineering, Architecture, Physics
Maths	Maths /Further Maths Computing, Computer Science	Physical Sciences, Accountancy (also Banking/ Finance/Insurance), Engineering Architecture, Computing/Computer Science Engineering (mechanical, electrical and civil), Physics and Materials Science. Architecture, Environmental Science/Studies
Physics or Combined Science	Physics	





CORE SUBJECTS

The next few pages describe the core subjects that everyone must study. These are Religious Studies, English, Maths and Science. Non-examined core PE and PSHE are also studied (but you could choose PE GCSE as one of your additional subjects if you like).



Sacred Heart
Broad and balanced curriculum

Religious Studies

English Language

English Literature

Mathematics

Sciences

PSHE (non examination)

PE (non examination)



RELIGIOUS STUDIES

At a glance...	
Exam board	Eduqas
Specification	GCSE Religious Studies Full Course –Route B



RELIGIOUS STUDIES



All pupils will follow a full course leading to a GCSE in Religious Studies. Studying Religious Studies at GCSE offers the opportunity to continue your studies in Theology, Philosophy and Ethics in greater depth and to a higher academic level.

The aim of the course is to encourage an enquiring and critical approach and to consider Christian living in the modern world.

The course you will be offered comprises three 3 units:-

- **Component 1 - Foundational Catholic Theology:** Theme 1 - origins and meaning, Theme 2 - Good and Evil (37.5%). Written examination - 1 hour 30 minutes
- **Component 2 - Applied Catholic Theology:** Theme 1 - Life and Death, Theme 2 - Sin and Forgiveness (37.5%). Written examination - 1 hour 30 minutes
- **Component 3 - Study of a world faith: Judaism** (25%). Written examination - 1 hour

The RE GCSE course is 100% exam based.

There is NO controlled assessment or coursework.

These courses are examined at the end of Year 11.



Why Study GCSE RE? Progression Post-16

Of course a natural progression from GCSE Religious Studies is to study A 'Level Theology or Philosophy & Ethics.

The knowledge and skills you acquire by studying GCSE Religious Studies are useful in many different careers. Here are a few examples:-

- **Medical professionals** need a firm understanding of medical ethics and many religious teachings have a direct influence on their job, for example Abortion, Euthanasia, Organ Transplants, Blood Transfusions, Genetic testing.
- **Lawyers & Judges** must study Religion & Law as part of their training. Religion has influenced most of the laws in the UK, and also in other countries. They must have a good knowledge of religious beliefs & teachings as this may affect how a person lives and acts; they should also have a good knowledge of moral issues and ethics. It is vital that a lawyer is free from prejudice as they must treat everyone equally.
- **Police Officers** need to have a good understanding of multi-faith and multi-cultural issues in order to do an effective job. They must show tolerance & understanding and be against prejudice & discrimination. Many UK laws are based on Christian laws & teachings!
- **Teachers** will usually encounter students and parents of all different races & religions and should be free from prejudice. Teachers should have a good understanding of religious beliefs & teachings as they should be able to encourage and empathise with students and their lives.
- **Social Workers** must have a good understanding of religious and cultural issues in order to understand and empathise with the people they are entrusted to help. Religion and culture affect all aspects of life, from birth to death, in the home and at work. All social workers must be free from prejudice and must treat everyone with respect and equally!

Religious Studies is a relevant qualification for ANY job which involves working with other people. The UK is a multi-faith society and an understanding of our differences will help us live and work together peacefully.

How much homework can I expect each week?

You are expected to do at least one and a half-hours per week.

The Department expects you to complete one long and one short homework each week. Homework is usually one of the following tasks: practice questions; essays; research; learning of facts, consolidation of learning.

Your teacher will guide you towards additional resources which will support your learning at home. This will include Revision Guides and online resources.

ENGLISH LITERATURE & ENGLISH LANGUAGE

At a glance...

Exam board	AQA Grades 1-9
Specification	English Literature (Specification Number 8702) English Language (Specification Number 8700)

English is a Core Subject. Everyone takes two GCSEs:

- **English Language GCSE** and
- **English Literature GCSE.**

GCSE English Language and GCSE English Literature are taught together, since they cover many of the same skills. Students sit four exams.

These courses will:

- Develop your ability to write interesting and accurate texts for a range of purposes
- Help you to have the confidence to develop your own interpretations and opinions about a range of challenging and interesting novels, plays and poems
- Help you to develop your skills as a speaker



English Literature GCSE

Paper 1 – Shakespeare and the 19th Century Novel

Method of Assessment – 1 hour and 45 minute exam

Value of Unit – 40%

You will answer two essay-style questions on the following texts.

- A play by Shakespeare - Macbeth
- Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol

You will not be allowed to take your copy of the text into the exam. You will be given a short extract from each text on the exam paper, which will be the focus of the first part your answer. You will also have to talk about the text as a whole.

Paper 2 – Modern Drama/Novel and Poetry

Method of Assessment – 2 hour and 15 minutes exam

Value of Unit – 60%

You will answer four essay-style questions on the following texts:

- Modern Drama or Novel – you will be given a choice of two questions
- Poetry – this is a comparison question based on a group of poems which you have studied in class. You will be given a copy of **one** of the poems, but not the other one.
- Unseen Poetry – you will be given two questions and must answer both. The first question focuses on one unseen poem. The second question focuses on a comparison between the first unseen poem and a second unseen poem.

You will not be allowed to take your texts into the exam with you.





English Language GCSE

Paper 1 - Explorations in Creative Reading and Writing - Fiction

Method of Assessment – 1 hour and 45 minute exam

Value of Unit – 50%

Section A – Reading : Literary Fiction

You will answer questions on an extract of a prose fiction text (either 20th or 21st century). This could be from a novel or short story.

Section B – Writing: Describing and Narrating

- You will be given a choice of two writing tasks with a written prompt or visual image



Paper 2 – Writer's Viewpoints and Perspectives - Non-Fiction

Method of Assessment – 1 hour and 45 minute exam

Value of Unit – 50%

Section A – Reading : Literary and Non-Literary Non-Fiction

You answer questions on one non-fiction text and one linked literary non-fiction text (one from 19th Century and the other from 20th or 21st Century)

Section B – Writing: Expressing a Viewpoint

- You will be given a task linked to the theme of the reading section.

How much homework can I expect each week?

You are expected to do at least two/three hours per week. This will involve reading, answering questions, essays, projects, creative responses, presentations, etc.

What other advice would you give?

- 100% Attendance
- Meet all deadlines - good organisation of your time is vital
- Keep your notebooks and your Anthology safe – you will need them to revise.
- Be aware that assessment starts from **day one**
- Read as widely as possible around topics

Progression Post-16

What can I go on to study with these qualifications?

Anything and everything. English Language is one of the fundamentally important subjects that you need to enter the vast majority of qualification and jobs after you leave Sacred Heart. English Literature is also held in high regard by colleges, schools and employers as a challenging subject which needs commitment, intellectual and critical creativity and self-motivation.

What general career area can I access?

Good communication skills, both in speaking and writing, are essential to all jobs, as is the ability to read and interpret the meaning of different types of text. The study and love of literature and language can lead to all sorts of amazing careers – but in a broader sense the appreciation of all art makes us into fully alive human beings - literature is just one road towards living a fulfilled life.





Expectations / Advice

- Amount of homework/additional time to be spent
 - Two home-works per week - expect to have to complete extended pieces of writing, write essays and read whole novels, plays and poems.
- Qualities the pupil should demonstrate
 - Independence, creativity, accuracy and care in written work, commitment, confidence, determination, ability to think outside of the box, attention to detail, ability to stick to deadlines.

Web resources I can use to help me

Seneca - <https://senecalarning.com/en-GB/>

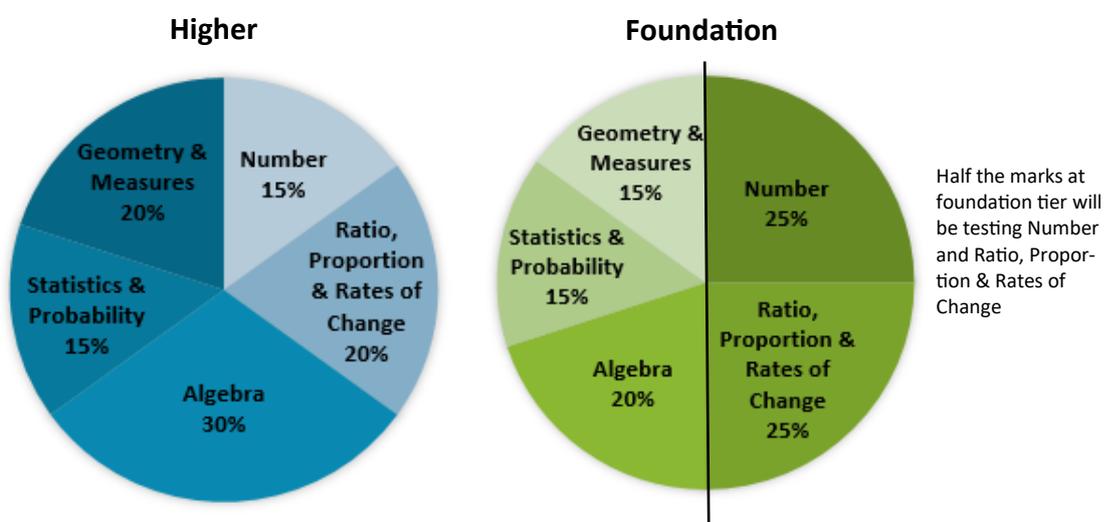
Massolit - https://www.massolit.io/users/sign_in

MATHEMATICS

At a glance...	
Exam board	Edexcel
Specification	Edexcel Level 1/Level 2 GCSE (9 - 1) Mathematics

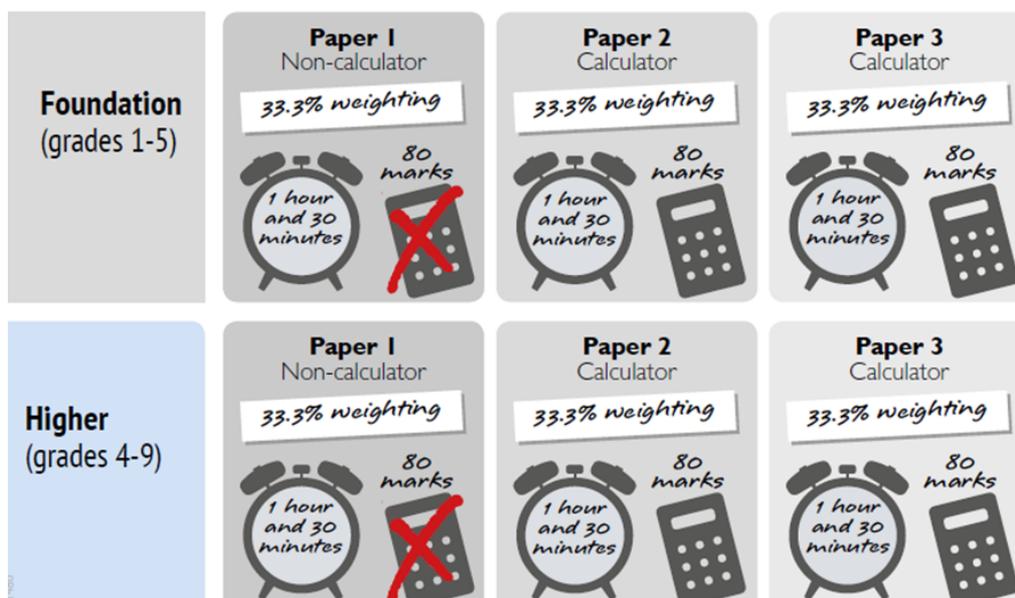
The format of GCSE Mathematics changed significantly in September 2015. The first examinations of this new specification were in summer 2017.

There are two separate routes, either a Higher or Foundation Tier exams. These cover the different 'content domains' in the proportions shown below. A student must sit all three exams at the same tier. A decision on which paper students take will be based on which tier is most appropriate for them and will be taken on an individual basis.



Assessment

All 'content domains' are assessed via **three** end of course external examinations, at the end of Year 11. There is no coursework element and so these exams make up 100% of the assessment.





Trips / Enrichment

Students will have opportunity to attend be involved with UKMT, STEM Experience, Maths Lectures, Maths Inspiration Theatre trips

Progression post-16

What can I go on to study with this qualification? AS and A-Level Maths. Physics, Chemistry, Biology, Geography, Business, Computing, Psychology, Economics, for example. Maths is useful in a vast array of careers - Accountancy and Business are two examples but there are many more.

Web resources I can use to help me

- www.sparxmaths.uk – Homework portal with independent practice and videos to help
- www.maths4everyone.com - GCSE Questions by Topic and worksheets very useful
- www.mathsgenie.co.uk – Past papers and questions by topic to support revision
- www.corbettmaths.com - 5 a day tasks at all levels and worksheets
- <https://classroom.thenational.academy/> - Oak National Academy contains lessons on all subjects including Maths
- <https://www.examq.co.uk/> - Search for past exam questions by topic with mark schemes easily accessible
- www.nrich.maths.org - Puzzles, problem solving activities

Books I can buy to help me

We roughly follow a textbook 'Higher GCSE Maths 4-9' by Michael White

ISBN: 978-1906622510

No expectation at all to buy the book.

How much homework can I expect each week?

About 1½ hours in total per week. This may vary according to the topic.

What other advice would you give?

- 100% ATTENDANCE
- Don't be afraid to ask for help.
- If absent, ensure you find out and understand the work that was covered, before your next lesson.
- Persevere with difficult problems and do not give up!
- Practise, practise, practise...
- Make sure that work is handed in at the given time.
- Know your basics – Add, Subtract, Multiply and Divide
- Enjoy it!

SCIENCE

The science department offer a flexible route to your daughter's final science qualification. All pupils will start their GCSE studies in Year 9. At the end of Year 10, decisions will be made on the science option, 'combined' or separate sciences, that would be most appropriate for your daughter to continue in Year 11.

In making this decision we will consider pupil attainment, teacher judgement and that any pupil following the separate science route will be taught in a reduced number of hours compared to other GCSE subjects.

COMBINED SCIENCE GCSE

At a glance	
Exam board:	AQA
Specification:	GCSE Combined Science

Description of the course

In Year 9 & 10 we aim to cover the majority of the content of the Combined Science course. In Year 11, pupils who continue Combined Science will benefit from spending more time reviewing the content we have taught in Year 9 and 10. This decision will be made at the end of Year 10.



Co-teachable

The subject content and practical's in Combined Science also appear in Biology, Chemistry and Physics GCSEs. This allows us the flexibility to move our pupils between 'Combined' and separate sciences during their studies.

Summary of Content

Biology	Chemistry	Physics
<ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Bioenergetics • Homeostasis and response • Inheritance, variation & evolution • Ecology 	<ul style="list-style-type: none"> • Atomic structure & the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources 	<ul style="list-style-type: none"> • Energy and energy resources • Forces and motion • Electricity • Particle model of matter • Radioactivity • Magnetism and electromagnetism • Waves

Exams

Six papers

Two biology, two chemistry and two physics. Each will assess different topics.

Question types

Multiple choice, structured, closed, short answer and open response.





Assessment

Combined Science will be awarded two grades from the new 9-1 system.

Trips / Enrichment

Pupils will have the opportunity to go on visits and participate in enrichment activities during the course and these will be announced when the opportunities arise. Recent examples include STEM careers day, Imperial college mentoring support, science lectures and visiting speakers.

Combined Science progression post-16

The course prepares students for progression onto A-Level Science courses.

The development of science in a modern society is essential for economic growth. It increasingly plays a part in our everyday lives and is highly valued by employers from all sectors.

The list of career opportunities is almost endless. They range from the medical profession, i.e. doctor, nurse, pharmacist, public health and dentistry, to construction engineering, chemical engineering and mechanical engineering.

Opportunities also occur in computing, electronics, telecommunications and electrical engineering. Scientists also form an important part of the aerospace industry, industrial chemical manufacturing, textiles and car industry.

Expectations / Advice

- Pupils are expected to complete 3/4 hours of homework/revision outside of class each week.
- 100% ATTENDANCE
- Meet all deadlines - good organisation of your time is vital
- Be aware that assessment starts from day one
- Take an interest in science stories in the media
- Don't be afraid to ask for help
- If absent, ensure you find out and understand the work that was covered

Books I can buy to help me

Pupils will have access to an online textbook or you may choose to purchase this book for your daughter.



Separate Sciences:

GCSE Physics, GCSE Chemistry, GCSE Biology

At glance	
Exam board	AQA
Specification	GCSE Physics, GCSE Chemistry, GCSE Biology

This option gives students the opportunity to study the subjects in greater depth than with combined science. Learning physics, chemistry and biology as separate subjects makes clear the separate identity of each (and focuses on specific learning skills). This is not compulsory; we have had combined science students in our sixth form who are now studying Engineering at Oxford. Pupils taking this route must be aware that each subject is delivered in four hours over two weeks and this is a reduced time compared to other GCSE subjects. The emphasis on pupils' independent learning skills is essential when following this route.

Co-teachable

The subject content from combined science and the practicals also appear in Biology, Chemistry and Physics GCSEs. This allows us the flexibility to move our pupils between combined and separate sciences during their studies.

Summary of content

Biology	Chemistry	Physics
1. Cell biology	1. Atomic structure and the periodic table	1. Energy and energy resources
2. Organisation	2. Bonding, structure & the properties of matter	2. Electricity
3. Infection & response	3. Quantitative chemistry	3. Particle model of matter
4. Bioenergetics	4. Chemical changes	4. Radioactivity
5. Homeostasis and response	5. Energy changes	5. Forces and motion
6. Inheritance, variation and evolution	6. The rate and extent of chemical change	6. Pressure
7. Ecology	7. Organic chemistry	7. Magnetism and electromagnetism
	8. Chemical analysis	8. Waves
	9. Chemistry of the atmosphere	9. Space physics
	10. Using resources	

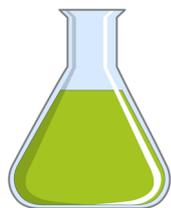
Exams



BIOLOGY

Paper 1: Topics 1–4: Cell biology; Organisation; Infection and response & Bioenergetics.

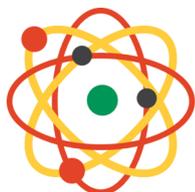
Paper 2: Topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology.



CHEMISTRY

Paper 1: Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2: Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere and Using resources.



PHYSICS

Paper 1: Energy and energy resources; Electricity; Particle model of matter and Radioactivity

Paper 2: Forces, motion and pressure; Waves; Magnetism and electromagnetism and space physics

Assessment

The A* to G grades will be replaced by 9 to 1 for Biology, Chemistry and Physics.

See the new grades explained at aqa.org.uk/science-changes

Trips / Enrichment

Pupils will have the opportunity to go on visits and participate in enrichment activities during the course and these will be announced when the opportunities arise. Recent examples include STEM careers day, Imperial college mentoring support, science lectures, visiting speakers and Cambridge University visit.

Progression post-16

The course prepares students for progression onto A-Level science courses.

The development of science in a modern society is essential for economic growth. It increasingly plays a part in our everyday lives and is highly valued by employers from all sectors.

The list of career opportunities is almost endless. They range from the medical profession, i.e. doctor, nurse, pharmacist, public health and dentistry, to construction engineering, chemical engineering and mechanical engineering.

Opportunities also occur in computing, electronics, telecommunications and electrical engineering. Scientists also form an important part of the aerospace industry, industrial chemical manufacturing, textiles and car industry.

Expectations / Advice

- Pupils are expected to complete 3 hours of homework/revision outside of class each week in each subject.
- 100% ATTENDANCE
- Meet all deadlines - good organisation of your time is vital
- Be aware that assessment starts from day one
- Take an interest in science stories in the media
- Don't be afraid to ask for help
- If absent, ensure you find out and understand the work that was covered.

Books I can buy to help me

Pupils will have access to an online textbook or you may choose to purchase this book for your daughter.

ADDITIONAL SUBJECTS

This section gives an outline description of the KS4 courses offered as additional subjects. You must **choose** which additional subjects to study at KS4. Each subject area also has a description of some of the course requirements i.e. controlled assessment, homework, etc.



Fine Art

At a glance...

Exam board:	Edexcel
Specification:	GCSE Fine Art 1FA0



GCSE Fine Art develops student's capacity for creative thought and technical skill in a variety of mediums through the processes of visual research, analysis, problem-solving, practice and experimentation. Students will gain a developed knowledge of a variety of artists and art styles, both historical and contemporary through research, discussion and the creation of studies and responses to these artists.

Why Take This Course?

The UK has the second largest art market in the world; over a quarter share of the global market and a fifty percent share of the European markets. Many students that study Art go on to have exciting careers such as fashion design, interior designer, product design, architecture, theatre design, graphic design, advertising, photography, fine artist and many more. However, no matter the area of study you choose to follow, all employers will be looking for someone that is creative. If you have enjoyed Art in Key Stage 3 and you would like to learn more, GCSE Art will develop your interest, ingenuity and independent study.

All students will begin the course by learning and honing their skills in a variety of mediums and styles. They will then use this knowledge to begin to work more independently, responding with a personal vision to a given theme. Students will explore a variety of mediums such as painting, drawing, print making and photography in a variety of styles and forms.



In this course, student's will:

- Select an individual theme with an overarching project title that they are passionate about
- Create work based around artist's that explore their chosen theme in different ways
- Take primary sources (photographs) related to their chosen theme
- Draw from direct observation, as well as from their photographs
- Create experimental work in a variety of mediums that develops their ideas
- Produce a large scale final outcome, which is a culmination of all the sketchbook development work that has gone before
- Go on trips to galleries to see Art first hand
- Have workshops lead by professional artists that explore different mediums and subject matter





The main keys to succeeding in GCSE Fine Art

- Passionate about Art and really enjoy the subject!
- Love of creating artwork (not just in lessons, but at home too)
- Creativity and imagination
- Organisation, independence and time-management skills to meet coursework deadlines
- Willingness to work-hard and practice skills to master them
- To use the advice and guidance given to you by your teacher on how to develop your work
- Always try your best with a positive attitude



How much homework can I expect each week?

All homework that students are given form a vital element of their coursework. They will be given artist studies, drawing studies, photographs to take, collection of visual resources; all depending on what you are doing in class and at what stage you have reached in your project. The GCSE Art course can not be done in lesson time alone, so students need to be independent, self-motivated and really love creating high-quality artwork. Students can expect an average of four hours of homework a week and we find that our students really love doing it! All work done in student's own time will go directly towards their final GCSE grade. Many pupils work in the studios after school or at lunchtime and enjoy the collaborative aspects of learning.

How is my work assessed?

From the beginning of Year 10 to January in Year 11, students will create two coursework projects. All classwork and homework at this time is used to create this coursework projects that account for 60% of the overall GCSE.

From January to May in Year 11, students will work on their 'Externally Set Assignment' project, which will culminate in a 2-day exam where students create a large-scale final piece that is the culmination of this project. This project accounts for 40% of the GCSE course.

Within each project, students will be marked with equal weighting on their development of ideas, experimentation with materials, observational work and technique and their final piece.

Business



At a glance...	
Exam board:	AQA
Specification:	AQA Business

Why should I study Business?

Business is a topical subject that is highly regarded by employers and higher education institutions alike. It will help you to understand the role of entrepreneurs, how businesses operate and the opportunities and constraints under which they work. It will be invaluable to you when embarking on any professional career.

What do I need to know or be able to do?

An enthusiastic and enquiring character.

A reasonably good grasp of mathematics (for the financial aspects of the course).

Overview: The structure of the GCSE in Business

Course title	Board	How will I be assessed?	What units will I study?
GCSE Business	AQA	Exam worth 100% Format is linear (Exams after two years)	Paper 1: Influences of operations and HRM on business activity (50%) Paper 2: Influences of marketing and finance of business activity (50%)

Year 10	Year 11
<p>Paper 1: Influences of operations and HRM on business activity.</p> <p>Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour</p> <p>This unit is compulsory and comprises of a 1 hour and 45-minute exam at the end of the Year 11.</p>	<p>Paper 2: Influences of marketing and finance of business activity</p> <p>Students will learn about purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.</p> <p>Students need to be aware of the impact business in the real world has on the different functional areas of business.</p> <p>This unit is compulsory and comprises of a 1 hour and 45-minute exam at the end of the Year 11.</p>





Potential Trips / Enrichment

It is important that all GCSE Business students gain the opportunity to visit an external business and take part in the enterprise enrichment activities throughout the duration of their course.



Scheduled trips/activities this year;

- Visit to local businesses
- Visit and workshop at Thorpe Park
- Visit and workshop at the Bank of England
- Talks from entrepreneurs such as Levi Roots
- Enterprise Club

Post-16 progression

GCSE Business is a solid foundation for success at A-Level or BTEC Business and A-Level Economics, all of which are offered at Sixth Form.

Computer Science

At a glance...	
Exam board	OCR
Specification	GCSE (9-1) Computer Science J277



What is GCSE Computer Science?

GCSE Computer Science is the study of how computers and computer systems work and how they are constructed and programmed. Its primary aspects of theory, systems and applications are drawn from the disciplines of Computer Science, Engineering, Mathematics, Physical Sciences, Social Sciences, Design Technology and Business, but it is also a subject in which you can be creative, intuitive and original.

Computing students learn logical reasoning, algorithmic thinking, design and structured problem solving, all concepts and skills that are valuable well beyond the computing classroom. These skills are applicable in many contexts, from science and engineering to the humanities and business, and have already led to deeper understanding in many areas.

Computing students gain sustained, practical experience of programming both individually and in groups. Although all the available GCSEs currently focus on the Python programming language, we also undertake projects in other languages such as JavaScript and sometimes C# in order to broaden students' experience and understanding.

PAPER 1 Computer systems	PAPER 2 Computational thinking, algorithms and programming
<p>This component will assess:</p> <ul style="list-style-type: none"> Systems architecture Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology 	<p>This component will assess:</p> <ul style="list-style-type: none"> 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments
<p><i>Written paper:</i></p> <p>1 hour and 30 minutes</p> <p>50% of total GCSE</p>	<p><i>Written paper:</i></p> <p>1 hour and 30 minutes</p> <p>50% of total GCSE</p>



What is the breakdown of the course?

Aims and learning outcomes

Throughout the course students will:

- develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts
- acquire and apply a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies
- acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- develop computer programs to solve problems, using a choice of programming languages
- develop the skills to work collaboratively
- evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society

Potential enrichment

- Trips to local museums which have in the past included Bletchley Park and the National Computing Museum
- Master classes given by University Graduates
- Trips to industry (e.g. Capgemini IT Consultancy)
- Speakers from Industry and Universities

Where can I get information & help for Computer Science GCSE?

You can view the course on the OCR website:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

There are a number of websites available such as BBC Bitesize, Craig n Dave and for stretch material, Isaac Computing.

Progression Post-16

Computer Science GCSE is a good preparation for many areas of business, government and industry. Many employers now need, and are actively looking for, people with programming experience and skill. We offer OCR A Level which is a very well-regarded course focusing on advanced programming. The most common A-Levels to study alongside Computing, are Mathematics, Further Math's, Economics, Business Studies, Physics or any other subject the students

Main Areas of the IT Industry	
<p>Computer Science / Computing</p> <ul style="list-style-type: none"> • Programming (for a range of disciplines including Physics and Maths) • Computer Games • Software development • Website design • Artificial intelligence • Robotics 	<p>Business technology and other fields</p> <ul style="list-style-type: none"> • Big data analytics • Medical research • E-commerce • Scientific and mathematical modelling such as in the life sciences, construction and research fields • University level research
<p>Networking/telecommunications/systems</p> <ul style="list-style-type: none"> • Cybersecurity professionals • Networking design and theory • Computer engineering 	



Design Technology

Product Design



At a glance...

Exam board:	AQA
Course Code:	8552

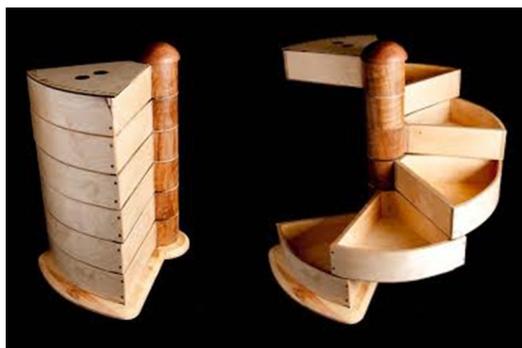
GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

A Subject for the Future!

Design and Technology is a STEM (Science, Technology, Engineering and Maths) subject and these subjects are integral to the UK's success. The UK is the world's sixth largest manufacturer and engineering turnover is around £800 billion per year!

It is crucial that all young people, regardless of their future career pathway, have the STEM knowledge and skills they need to be an informed citizen in an increasingly scientific and technological society.

Will I enjoy the course?



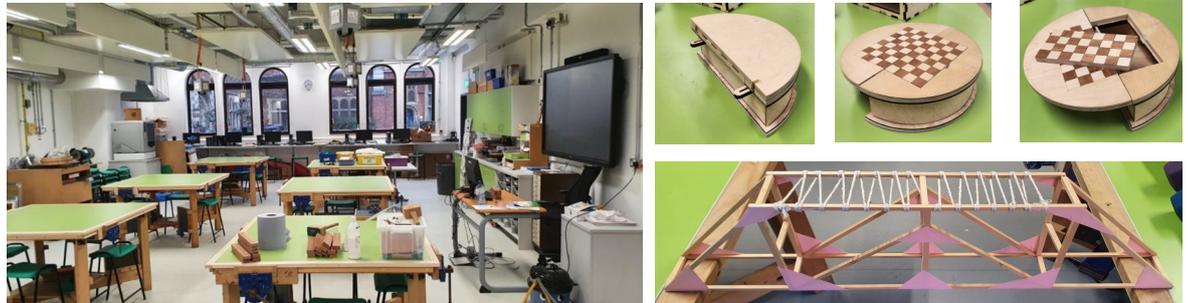
You will – if you want to study a subject that:

- Allows you to be creative
- Places an emphasis on the design and manufacture of quality products
- Allows a combination of independent and group work
- Develops your skills as an independent learner
- Challenges your problem-solving skills
- Allows you to explore a wide variety of traditional
- and modern manufacturing techniques
- Prepares you for an exciting career in the field of design

Trips & Enrichment

Design and technology pupils will visit the Design Museum and the V&A as part of their studies into classic and contemporary design movements. This plays an important role in Criterion 3: Designing and making principles. There will also be a number of in-school sessions where Design Professionals will visit and lead design workshops.

Course Description



In **Design and Technology** pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.



Pupils work in a range of materials including paper, card, plastics, textiles, timber-based materials, ferrous and non-ferrous metals, modern and smart materials.

Assessment

Unit Title	Unit 1 : Written Paper Exam	Unit 2: Non-exam assessment (NEA)
Weighting	50% of total marks	50% of total marks
Timing	2 hours	Approximately 35 hours
Marks available	100 marks	100 marks
Info.	<p>Candidates answer all questions in three sections.</p> <p>Section A Core technical principles</p> <p>Section B Specialist technical principles.</p> <p>Section C Designing and making principles.</p>	<p>The non-exam assessment (NEA) for this specification is made up of a single 'design and make' task.</p> <p>Students will produce a prototype and a portfolio of evidence based on a contextual challenge set by AQA.</p> <p>Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA</p>
Key Dates	The exam is sat in May/ June of Year 11	Full submission by Easter holiday of year 11 with interim deadlines by criterion.



Course Delivery

Students will learn the principles of Design and Technology through a series of practical projects

CONTENT & TIMING	
YEAR 10	Unit 1: Core technical principles
	Unit 1: Specialist technical principles
	Unit 1: Designing and making principles
	Unit 2: Identify, investigate & outline design possibilities
YEAR 11	Unit 2: Design and make a prototype which is fit for purpose
	Unit 2: Analyse & evaluate
	Unit 2: February half term deadline
	Unit 1: Revision and exam practice
	Unit 1: Written Paper

Progression Post-16

Design and Technology is a very well-regarded course which develops pupils understanding of the designed world and improves skills in areas such as time management, project planning, analysis, evaluating and of course, designing and making.

The Russell Group of universities have identified Design & Technology as 'a useful A-Level' for studying the following subjects at university:

- Architecture
- Electrical/Electronic Engineering
- Materials Science
- Biomedical Materials Science
- Engineering (General)
- Mechanical Engineering
- Aeronautical Engineering
- Art and Design
- Teacher Training (Primary and Secondary)

Many universities offer Product Design as a discrete degree subject including Russell Group universities such as Edinburgh, Leeds, Liverpool and Nottingham.

Career Prospects

Architect, civil engineer, fashion designer, industrial designer, product designer, textile and pattern design, design engineer, medical engineer, landscape architect, furniture designer, cabinet maker, stage and prop designer, special effects supervisor, environmentalist, materials scientist and many more...

Resources which you may find useful:

- www.teatumjones.com Website of fashion designer who is an ex-pupil of SHHS
- www.vam.ac.uk Website of the V&A Museum
- www.Designmuseum.org Website of the Design Museum
- www.data.org.uk Website of the Design and Technology Association

And the following Design and Technology information websites:

- www.technologystudent.com; www.design-technology.info ; www.dtonline.org

There is also a wide selection of reference books in the school library which cover every aspect of design from architecture to fashion design, from graphic design to environmental design.

Drama

At a glance...

Exam board	AQA
Specification	8261



GCSE Drama is a creative and academically rigorous subject that allows you to build your knowledge of creating, performing and writing about Drama and Theatre.

GCSE Drama allows you to develop skills that are not only transferable but you will carry for the rest of your life. These include confidence, articulation of ideas, creative problem solving and collaboration, analysis of meaning and imagination. As a subject that requires you to creatively produce performance work a sense of achievement and self-worth is also awakened. In a world that continues to value STEAM, learning in and through the Arts – especially Drama, will power the innovation and creativity needed for our changing world and the future.

Drama demands a high level of commitment, risk taking and time which will mean that you will reap the great rewards that performing gives you; and of course, the practical and embodied learning means it is tremendous fun!

Lessons involve both written work and practical work.

- **Practical lessons** involve learning by doing; embodied; kinaesthetic; on your feet. This makes Drama an excellent point of difference to conventional classroom learning and much research has shown the benefits for learning in all subjects when you have an opportunity during the school day to learn on your feet.
- **Written lessons** revolve around the examination questions on the set text *Noughts and Crosses* and the live theatre analysis.





Drama is defined by the Elements of Drama, styles and associated conventions of drama and production elements. These are the basic for learning in this subject.

The Elements of Drama are a series of building blocks used to make drama, perform drama and write about drama. They include character, tension, atmosphere, structure, rhythm, movement to name a few and they work together to communicate Dramatic Meaning. Examples of styles of Drama include Greek Tragedy, Heightened Realism, Brecht and Physical Theatre.

Component 1: Understanding Drama

Worth 40% of the GCSE 1hr 45 min exam

This component is a written exam in which you are assessed on your knowledge and understanding of how drama and theatre is developed and performed.

The paper is divided into three compulsory sections:

- **Section A:** Theatre roles and terminology (Multiple Choice worth 4 marks)
- **Section B:** Study of set text (4 questions on a given extract of a studied play worth 32 marks). The set text is Noughts and Crosses by Dominic Cooke.
- **Section C:** Live theatre production (1 question on a live theatre production worth 32 marks)

Total: 80 marks

Component 2: Devising Drama

Worth: 40% of the GCSE

This is a practical component in which you are assessed on your ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate your own work.

For this component you are required to complete the following two assessment tasks:

- produce an individual Devising logbook documenting the devising process, an analysis of your performance, followed by an evaluation of the performance.
- perform in a devised group political theatre performance

This part of the exam is marked by your teacher and moderated by the Exam Board

Component 3: Texts in Practice

Worth: 20% of the GCSE

This component is a practical component in which you are assessed on your ability to act by applying theatrical skill to realise artistic intentions in live performance.

For this component you must complete two assessment tasks:

- study and perform 2 key extracts (monologue, duologue or group performance) from a play

This part of the exam is marked by an external examiner from AQA.



Expectations of GCSE Drama Students

- Attendance is important to take GCSE drama as it is a group work orientated subject.
- Rehearsals prior to final GCSE devising and acting examinations in Year 11 sometimes happen on a Sunday. There are four Sundays when students are expected to come to school to prepare - and by then, the big blocks of rehearsal time will be welcomed!
- Attend theatre trips with the class at night or during school time with exceptional theatre etiquette and behaviour adhering to the Sacred Heart behaviour policy
- Work productively and respectfully as a member of a group to create performances

What makes a successful Drama Notebook?

Your written work should demonstrate the following:

- A high level of analytical thought and reflection.
- Research on theatrical styles and theatre companies
- Evaluation of your own and others' work
- An understanding of the Style, Genre, Performance Space and Time Period of the piece that is clearly conveyed to the audience.
- Clear and thorough expression of your ideas
- Sustained and sophisticated use of Drama vocabulary.



What other advice would you give?

- Be passionate about Drama! You should want to work hard in your workshops/rehearsals as you should love the subject. You should want to take part of any extra-curricular opportunity that you are given. You should want to try and develop a range of practical skills, both in performance and in the technical side of Theatre.
- You should want to see a wide range of practical work and be enthusiastic about discussing, evaluating and analysing it.
- You should not opt to do Drama if your attendance has been/could be an issue.
- Some practical assessments are of the work of a group of pupils. Every individual has a responsibility to herself and to the rest of the group to make a commitment to the planning, preparation and to meet deadlines.

French & Spanish

Our modern languages department offers French and Spanish GCSEs. You can choose to do one or both of these on Pathways 1 or 2.

At a glance...	
Exam board:	AQA
Specification:	French 8652, Spanish 8692

French

The understanding of spoken French, your capacity to speak the language, your understanding of the written language and your ability to write accurately in French. The aims of the course are to develop understanding of French in a variety of contexts, develop the ability to communicate effectively in French and to develop awareness and understanding of countries and communities where French is spoken.



AQA Examination

Students will sit all their exams at the end of the course. You will be assessed in the context of three themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Paper 1: Listening

What is assessed?

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

How is it assessed?

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

Paper 2: Speaking

What is assessed?

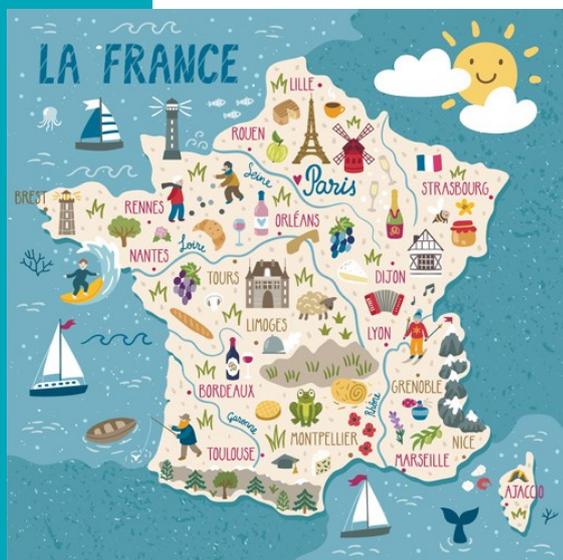
- Speaking using clear and comprehensible language to undertake a role-play
- Carry out a reading aloud task
- Talk about visual stimuli

Paper 2 continues overleaf



How is it assessed?

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



Paper 3: Reading

What is assessed?

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

How is it assessed?

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

Paper 4: Writing

What is assessed?

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

How is it assessed?

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

How much homework can I expect each week?

You are expected to do at least one piece of written work each week, as well as learning vocabulary and grammar. At least two hours per week.

What kind of preparation is required for these assignments?

1. Attendance at ALL lessons.
2. Have a well-organised book and resources and ensure that all vocabulary and work missed through absence are fully copied up.
3. Learn verbs and tenses thoroughly.
4. Use French websites to enhance your learning.

What can I do at home to improve my language skills?

It is important to have as much exposure as possible to the target language. At home, you can access online language sites, such as Linguascope.co.uk and Languagesonline.org.uk. Both of the sites contain a variety of vocabulary games and grammar exercises to help reinforce the work done in class.

If you're feeling more adventurous, why not try listening to some French music or radio and watching French TV and films? Many bookstores now also have a foreign language section where you can buy magazines or papers in the target language which will expand your subject knowledge and understanding of more colloquial expressions.

Why French?

A world language

- French is an important language in **international communication**.
- French is spoken in 44 countries.
- France is one of our closest neighbours.

An attractive language

- It is easy to find the chance to practise your French. Take a train from London and you will arrive in Paris in 3hrs.
- There are a variety of resources available including the Internet to improve your knowledge of French language and culture.
- It is a beautiful and romantic language, spoken in one of the most picturesque cities in the world.

A language for business

- In the business world there will never be any substitute for the ability to deal with clients in their own language
- France plays a major role in the EC and is one of Britain's **most important** trading





Spanish

The examination will test your understanding of spoken Spanish, your capacity to speak the language, your understanding of the written language and your ability to write accurately in Spanish. The aims of the course are to develop understanding of Spanish in a variety of contexts, to develop the ability to communicate effectively in Spanish and to develop awareness and understanding of countries and communities where Spanish is spoken.



AQA Examination

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- 25% of GCSE

Paper 2: Speaking

What is assessed?

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

How is it assessed?

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

Paper 3: Reading

What is assessed?

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

How is it assessed?

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



Paper 4: Writing

What is assessed?

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

How is it assessed?

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

How much homework can I expect each week?

You are expected to do at least one piece of written work each week, as well as learning vocabulary and grammar. At least two hours per week.

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1. Attendance at ALL lessons.
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Geography

At a glance...

Exam board	EDEXCEL
Specification	Specification A



Why Geography

Geography helps you to be more aware of everyday life and issues of the people who live around you, whether that is locally, regionally, nationally or globally.

When you see magazine or TV reports about new shopping centres and factories, unemployment, arguments about new roads, climate change or natural disasters in other countries, your Geography course will help you make sense of what is going on.

Geography also cares about how we use the world's natural resources. So you will also find out about recreation, tourism, the need for conservation and the fight against pollution.

The GCSE Course is divided into 3 components

The Physical Environment

- Changing landscapes of the UK – Coastal and river landscapes
- Weather hazards and climate change
- Ecosystems, biodiversity and management

The Human Environment

- Changing cities
- Global development
- Resource management - Water

Geographical Investigations: Fieldwork and UK challenges

- Geographical investigations – fieldwork (physical and human environments)
- Geographical investigations – UK challenges

How will my work be assessed?

- 100% is examination based. Students will complete THREE exam papers (1hr 30 minutes each) which will be sat at the end of Y11
- Exams will include multiple-choice, short open response and extended 8 and 12 mark questions
- Students will need to respond to new stimulus material in exams which could include completion or interpretation of graphs, maps, diagrams, sketches, photographs and tables of data
- Some questions will require candidates to make calculations, such as mean, median, mode, ratio, quartiles and percentages
- Extended writing questions will assess students' ability to develop extended written arguments and draw well evidenced and informed conclusions about geographical questions and issues





How much homework can I expect each week?

You are expected to do at least one and a half hours per week. The tasks set can include any/all of the following elements: skills based; recall of knowledge; application and understanding of knowledge; past questions; research based using the internet.

Fieldwork Requirements

To successfully complete the course, pupils are required to undertake fieldwork in two contrasting environments. This will include one in each of the specialisms, therefore one physical geography based and one human geography based fieldwork activity. Fieldwork will be assessed in the written exams at the end of the course.



What other advice would you give?

- **100% attendance**
- Meet all deadlines
- Keep your learning resources and books safe, clear and organised
- Take an interest in current affairs
- Be prepared to apply your mathematical skills
- You will need to write extended answers and essays as part of the course requirements
- Get out there and experience the world around you!

A Subject for your FUTURE

Your work in Key Stage 3 is the perfect foundation for your GCSE course.

- Geography helps you to understand the interactions between people and their environment
- It develops your key skills to make observations and interpret information you have collected or have been given. These include organisational, communication, problem solving, decision making teamwork, surveying and analytical skills. All of these skills will be invaluable at college and in the place of work
- A high proportion of the Geography GCSE pupils at Sacred Heart High School go on to study Geography at A-level at 6th Form and at degree level at University
- It gives you the opportunity to present information in a variety of ways, written word, spoken word, diagrams, ICT presentations, demonstrations, role-plays, graphs, photographs, and maps
- It helps you form your own opinions on major issues such as environmental pollution, migration, population, global problems, injustice, industrial development and natural disaster relief appeals
- The variety of topics and skills covered gives Geographers wide career opportunities, e.g. law, architecture, publishing, marketing, journalism, accountancy and many more

Useful Geography resources

Geography text books are available in the department and will be available in the LRC to borrow and for reference.

As the course is new from 2016, revision guides and any other resources to support your learning are still being designed. As soon as these are available, copies will be accessible in the department and details shared with students if they wish to purchase copies independently.

Useful Geography revision websites

www.qualifications.pearson.com for exam board and specification details

www.s-cool.co.uk both GCSE and A-Level pages

www.bbc.co.uk/schools/gcsebitesize/geography/

www.bbc.co.uk/learningzone/clips/ short clips

<https://timeforgeography.co.uk/> videos and GCSE model answers

<https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> interesting podcast series covering a range of physical and human geography topics

**YOU KNOW WHERE YOU ARE WITH GEOGRAPHY
GEOGRAPHY IS GOING PLACES!**



Health & Social Care BTEC

At a glance...	
Exam board:	Edexcel
Specification:	Level 1 / 2 Award



Why study the subject?

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Overview of what is covered over the course?

There are three components to the course.

Component 1: Human Lifespan Development

In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

Component 2: Health and Social Care Services and Values

People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector.



Component 3: Health and Wellbeing

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

How is the subject assessed?

Pearson BTEC Level 1/Level 2 Tech Award in Health & Social Care			
Components	GLH	Level	How assessed
1. Human Lifespan Development	36	1/2	Internal
2. Health & Social Care Services and Values	36	1/2	Internal
3. Health & Wellbeing	48	1/2	External Synoptic

Useful resources

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

Any other advice?

This subject offers you an opportunity to apply the knowledge and skills you have learned in a very practical way. This programme of study is modular which means not all of your learning is tested in one final exam.

History



At a glance...

Exam board	Edexcel
Specification	Units 1, 2a, 2b & 3

History is about the people, places and events which have shaped our world. Only by studying History can we understand the complicated world in which we live.

This new History GCSE course has been designed to extend knowledge and skills you have gained during Key Stage Three and to prepare you for A-Level and university through a challenging, yet exciting, programme of study.

You will gain a clear comprehension of History covering Medieval England, The Tudors, the 20th Century and the wider forces that impacted the making of the world in which you now inhabit. This will include the study of Henry VIII and his key advisors, Social Change through a thematic study of Crime and Punishment in England, and the development of the Cold War through to its conclusion. In addition to this there will be a depth study on The Civil Rights Movement and the Vietnam War and a case study on Whitechapel.

Edexcel History GCSE

- Unit 1 – **Thematic study and historic environment:** Crime and Punishment in Britain, c1000-present
- Unit 2a – **Period study:** Superpower relations and the Cold War, 1941-91
- Unit 2b – **British depth study:** Henry VIII and his ministers, 1509-40
- Unit 3 – **Modern depth study:** The USA, 1954-75: conflict at home and abroad

How can History help me in the future?

- You can discuss important issues and events in the modern world.
- You develop transferable skills from a highly respected subject.
- You develop the ability to organise information, analyse and construct a logical answer.
- You are able to develop independent thought through research.
- You are able to ascertain the validity of information all around us, e.g. the media.

What kind of preparation is required for assignments?

- Background reading
- Attendance at ALL lessons
- All notes to be up to date
- Meet the deadlines
- Analytical discussion



Are any written assessments done in school?

No, all assessment is through external examination, of which there are three.

How much homework can I expect each week?

You are expected to do at least one and a half hours per week. The tasks set can include any/all of the following elements: skills based; recall of knowledge; application and understanding of knowledge; past questions; research using the VLE and internet.

What other advice would you give?

- 100% ATTENDANCE
- Meet all deadlines
- Keep your note books SAFE
- Keep up to date with current affairs
- Read as widely as possible around topics
- Homework c. 1.5 hours per week

Year 10



Unit 2 – Period study Superpower relations and the Cold War, 1941-91

- Key Topic 1: *The origins of the Cold War* including the breakdown of the Grand Alliance • Ideological differences between the superpowers. • The impact on US-Soviet relations through the arms race • The Truman Doctrine and Marshall Plan • Berlin Crisis • Hungarian Uprising
- Key Topic 2: *Cold War crises* including The Berlin Wall • Cuban Missile Crisis • Consequences of the Cuban Missile Crisis • International reaction to Soviet measures in Czechoslovakia
- Topic 3: *The end of the Cold War* including Détente in the 1970s • changing attitudes of Reagan and Gorbachev • Invasion of Afghanistan • The fall of the Berlin Wall

Unit 2 – British depth study Henry VIII and his ministers, 1509-40

- Key Topic 1. *Henry VII and Wolsey, 1509-29*
- Key Topic 2. *Henry VIII and Cromwell, 1529-40*
- Key Topic 3. *The Reformation and its impact, 1529-40*

Unit 1 – Thematic study and historic environment:

Crime and Punishment in Britain, c1000-present

- Key Topic 1: *Crime and punishment in medieval England c1000-c1500 including the influence of the Church on crime and punishment in the early 13th Century • the significance of Sanctuary and Benefit of Clergy • the role of the authorities in Anglo-Saxon England.*
- Key Topic 2: *Crime and Punishment in early modern England c1500-c1700 including vagabondage and witchcraft in the 16th Century • the continued use of corporal and capital punishment • the Gunpowder plotters*
- Key Topic 3: *Crime and Punishment in 18th and 19th Century Britain including the development of police forces and the beginning of the CID • the use and ending of transportation and public execution • continuity and change in the nature of crimes*

Year 11



Unit 3- Modern depth study The USA, 1954-75: conflict at home and abroad

- **Key Topic 1:** *The development of the civil rights movement, 1954-60* including the position of Black Americans in the early 1950s • progress in education • the Montgomery Bus Boycott
- **Key Topic 2:** *Protest, progress and radicalism, 1960-75* including peaceful protests and their impact • Malcolm X and Black Power • Martin Luther King
- **Key Topic 3:** *US involvement in the Vietnam War* including reasons for involvement in the conflict • escalation of the conflict under Johnson • the nature of the conflict • changes under Nixon
- **Key Topic 4:** *Reactions to, and the end of, US involvement in the Vietnam War* including opposition to the war • support for the war • the peace process and end of the war • reasons for USA failure in Vietnam

Assessment

How is my work assessed?

- 100% of History GCSE is examination with three papers, all of which will be sat at the end of Y11.

Trips / Enrichment

World War One Battlefields in July in Year 10.

- Imperial War Museum
- Walking tour of Whitechapel
- Hampton Court

Progression post-16

History is useful in the workplace. There are obvious careers, such as archaeology and teaching; but the skills are applicable in many other areas, including law, politics, journalism, the media, accountancy, the police force, the civil service, design and restoration.

Web resources I can use to help me

- Active History;
- Learning Curve;
- Schools History



Give our past a future and opt for History!

Music



At a glance...

Exam board	Edexcel
Specification	1MU0

Why study Music?

GCSE Music is a fascinating course in its own right and can lead to further study at AS/A level and beyond. The course is divided into three main sections - *listening and appraising*, *composing*; and *performing* - all of which you will have experienced in Key Stage 3. In Years 10 and 11 Music GCSE builds upon the knowledge and skills already learnt and introduces new and more intricate musical concepts.

What will you study?

The course is based on 4 areas of study:

	STUDY UNITS	SET WORKS
Area of Study 1	Instrumental Music (1700-1820)	<ul style="list-style-type: none"> J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Area of Study 2	Vocal Music	<ul style="list-style-type: none"> H Purcell: Music for a While Queen: Killer Queen
Area of Study 3	Music for stage and Screen	<ul style="list-style-type: none"> S Schwartz: Defying Gravity (from Wicked) J Williams: Main title (from the soundtrack to Star Wars Episode IV: A New Hope)
Area of Study 4	Fusions	<ul style="list-style-type: none"> Afro Celt Sound System: Release Esperanza Spalding: Samba Em Preludio





How is my work assessed?

Assessment is based on 3 components: Performing 30%, Composing 30% and Appraising 40%.

Component 1	Performing (1MU0/01)	<ul style="list-style-type: none"> • Solo performance • Ensemble performance 	30% of the qualification	60 marks
	Both performance piece chosen by the student. (Each performance will be out of 30 marks).		Internally marked and externally moderated.	
Component 2	Composing (1MU0/02)	<ul style="list-style-type: none"> • Two compositions 	30% of the qualification	60 marks
	One composition to a set brief. One free composition set by the student. (Each composition will be out of 30 marks).		Internally marked and externally moderated.	
Component 3	Appraising (1MU0/03)	<ul style="list-style-type: none"> • Written examination: 1 hr & 45 mins 	40% of the qualification	80 marks
	The paper is made up of two sections: Section A – (68 marks) Section B – (12 marks)		Externally marked	



What is controlled assessment?

Controlled assessment is coursework in a supervised environment/ classroom. This has been introduced by QCA, to address some of the issues raised in coursework reviews, such as plagiarism.

Controlled assessment is worth 60% of your final exam.

If pupils are unable to play an instrument, they must be willing to sing or use music technology. Music software used include: Cubase SX; Sibelius and Finale notepad. All pupils will be given an opportunity to use these packages.

How much homework can I expect each week?

You are expected to do at least one hour per week. This will require you to do any/all of the following tasks: rehearsal of set pieces; composition; research or appraising.



How often will I be set coursework assignments for GCSE assessment?

You will be required to do six pieces of assessed work over the course. These are usually compositions and arrangements of different pieces. You will need two compositions for GCSE. You must be prepared to practise these pieces regularly.

What kind of preparation is required for these assignments?

1. Background research
2. Listening to examples of various pieces
3. Attendance at ALL lessons
4. Written work to be up to date
5. Regular practice

Is there practical assessment?

Yes. All assignments are based on composition, performance and arrangement. It is vital for you to be able to perform fluently and expertly on your own and within an ensemble.

What happens if I am absent for an assessment done in school time?

You **MUST** negotiate an alternative time to do the assessment - either at lunchtime or before school.

What makes a worthwhile piece of assessed work?

Each piece of work is assessed similarly. In the main they should all:

- a) Have a good clear structure and display creativity development and variety
- b) Be carefully planned
- c) Have a good evaluation/appraisal

What other advice would you give?

1. **100% ATTENDANCE**
2. Meet all deadlines
3. Be prepared to ask for help when needed
4. Dedicate as much time as possible to rehearsal and practise

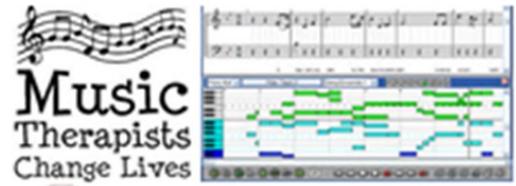
Most importantly!!!

Pupils **should** enjoy music-making; being creative; working in groups & individually.

Progression post-16

"Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music."

-President Gerald Ford



Physical Education

At a glance...	
Exam board	Edexcel
Specification	Edexcel Level 1/Level 2 GCSE (9–1)



Why choose GCSE Physical Education?

The GCSE course will appeal to you if you:

- have a keen interest in sport and recreation and always look forward to your PE lesson
- take part in sport/recreation outside of class time
- want to follow a course that develops knowledge and understanding through practical involvement
- want to know more about the benefits of sport and exercise
- want to improve your own performance in a range of sports roles
- want to study a course that is active
- are considering a sports related career or an A Level/higher education course.

The GCSE course

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities.

Students will also gain understanding of how physical activities benefit health, fitness and well-being.

What will I learn?

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

The course is divided into four main areas:

- **Component 1: Fitness and Body Systems**
- **Component 2: Health and Performance**
- **Component 3: Practical Performance**
- **Component 4: Personal Exercise Programme (PEP)**

How is my work assessed?

The course consists of

- two externally-examined papers and
- two non-examined assessment components.

Components 1 and 2 will be assessed in May/June in Year 11.

Components 3 and 4 may be assessed at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examinations.

Unit 1

Unit 1 is externally assessed through two written examination papers. This will contribute a maximum of 60% towards your total marks. The exam papers consist of multiple-choice, short-answer, and extended writing questions.

The theory is broken down into two sections:

Component 1: Fitness and Body Systems

- Written examination: 1 hour and 45 minutes
- 36% of the qualification
- 90 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance

- Written examination: 1 hour and 15 minutes
- 24% of the qualification
- 70 marks

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Unit 2

Unit 2 is assessed in two sections. This will contribute a maximum of 60% towards your total marks and includes:

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated

- 30% of the qualification
- 105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing **three** physical activities from a set list:

- One must be a **team** activity.
- One must be an **individual** activity.
- The final activity can be a **free** choice.

Students will be assessed against set assessment criteria

Component 4: Personal Exercise Programme (PEP)

- Non-examined assessment: internally marked and externally moderated
- 10% of the qualification
- 20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

These will be assessed by the teacher and moderated by Pearson.

How much homework can I expect each week?

You are expected to do at least one and a half hours per week. The tasks set can include any/all of the following elements: skills based; recall of knowledge; application and understanding of knowledge; past paper questions; research based using internet.

What other advice would you give for someone who wants to study GCSE PE?

- **100% ATTENDANCE**
- Meet all deadlines
- Keep your learning resources and books safe, clear and organised
- Always bring your PE kit!
- Take an interest in sporting activities and observe a wide range of sporting events outside of school.
- Keep fit and healthy and participate in sport and exercising outside of school in order to improve fitness levels.

A Subject for your FUTURE

Your work in Key Stage 3 is the perfect foundation for your GCSE course.

- As well as being the ideal preparation for the A Level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as B-TEC Firsts and Nationals in Sport or Sport and Exercise Science.
- The course develops the transferable skills and key skills that employers look for and can lead to a wide variety of employment opportunities
- Studying Physical Education can lead to further training in such areas as physiotherapy and sports science related roles, recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and the police, teaching and the Civil Service.

Useful Physical Education resources:

PE text books are available in the LRC to borrow and for reference. There are also other books there to support your learning:

- Edexcel's GCSE Physical Education
- GCSE Physical Education Edexcel Revision Guide
- GCSE Physical Education Complete Revision & Practice

You will be introduced to more resources as you study the course.

Useful Physical Education revision websites

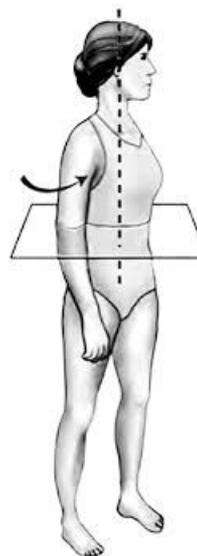
www.bbc.co.uk/bitesize/gcse/pe/

www.s-cool.co.uk/gcse/pe

www.slideshare.net/mytonpe/gcse-pe-revision-booklet

www.revisionworld.com/gcse-revision/pe-physical-education

www.teachpe.com/gcse.php



YOUR OPTION CHOICES

In addition to the core subjects of Religious Studies, English Language, English Literature, Maths and Science (Physics, Chemistry & Biology), you should also choose one subject from each of the blocks A, B and C.

CHOOSE ONE FROM EACH BLOCK

BLOCK A	BLOCK B	BLOCK C
Art	Business Studies	Art
Computer Science	French	Drama
Design & Technology	Geography	Music
French	Health & Social Care	Design Technology
Geography	History	Geography
History	Physical Education	History
Spanish	Spanish	French
Additional English and Maths <i>(if choosing Health & Social Care in Block B)</i>		Spanish

AND THEN CHOOSE ONE SUBJECT AS YOUR RESERVE CHOICE, NOT THE SAME AS A SUBJECT YOU HAVE ALREADY CHOSEN ABOVE.

RESERVE CHOICE
Art, Business Studies, Computer Studies, Design Technology, Drama, French, Geography, History, Music, Physical Education, Spanish

