

PHOENIX COLLEGE

PHOENIX COLLEGE



CURRICULUM POLICY

Prepared by:	Eleanor Hatchett
Role:	Headteacher
Approved by:	The Full Governing Body
Date:	January 2018
Next review due by:	January 2019

CURRICULUM POLICY AND PROVISION 2017-18

Mission Statement

To provide a stable, caring environment in which each individual is given the dignity of access to a quality, balanced, relevant education through a curriculum, which promotes their academic and social development, allowing each individual to reach their potential and maximises their chances of living a happy and fulfilled life and contributing to society through work and leisure.

Phoenix College provides students with a broad and balanced curriculum which included the study of academic and vocational subjects.

Subject	Qualification	Subject	Qualification
English	GCSE Functional Skills	Art	GCSE
Mathematics	GCSE Functional Skills	Food	V Cert / ASDAN short course
Science	GCSE	ICT	OCR
Geography	GCSE	Business and Enterprise	V Cert
History	GCSE	PE	GCSE

Enhancement Activities : Wednesday and Friday afternoon

Students are given a choice of a range of enhancement activities both on and off site

On site provision

Craft	Cooking	Book and Film Club	Pool
Confectionary club	Gardening	Lego club	Table tennis

Offsite provision (Examples)

Winter sports	Basketball	Football	Fishing
Auto Skills	Horse riding	Diving	Swimming
Kayaking	Climbing	Ice skating	Work experience

Intervention / therapy and support

Educational Psychologist	Key worker	School Care Officer	CAMHS (Offsite)
EWO	Outreach Team	YOS /YOT	Speech and Language support

Break time and Lunch Structured activities

PHOENIX COLLEGE

Pool	Table tennis	Table Football	Football
Quiet room / games	X Box room	Toast room	Tuck room

Subject Curriculum Statement for Art – 2017 /18

Year 7 Art

Year 7 pupils have started developing skills in a variety of media including drawing, colour mixing, painting, three dimensional work and ceramics. They are starting to develop skills in understanding, making and evaluating. They have had an opportunity to work independently and collaboratively.

Year 8 Art

Year 8 pupils have been starting to develop skills in producing outcomes based on their own ideas, inspired by the work of artists. They are developing skills in ceramics, 3D work, digital media, drawing and painting. They have started to understand how the work of craftspeople and artists affect our everyday lives. The boys have had opportunities to work independently and collaboratively. In terms 5 and 6, they start to prepare for Entry level qualifications, which they continue to work on during year 9.

Year 9 Art

Year 9 pupils have been using their developed skills in producing outcomes based on their own ideas, inspired by the work of artists towards their Entry level. They are developing skills in ceramics, 3D work, digital media, drawing and printing. They have started to understand how the work of craftspeople and artists affect our everyday lives. The boys have had opportunities to work independently and collaboratively. In terms 5 and 6, they start to prepare for GCSE qualifications, which they continue to work on during year 10.

Year 10 Art

Year 10 have started to work on their portfolio project, which is 60% of the GCSE Art and Design course marks. They do the examination work, which is 40% of the course marks, in year 11. They are displaying their abilities in knowledge, skills and understanding of Art and Design. The portfolio project prepares them for the format of the examination in year 11.

Year 11 Art

Year 11 pupils are studying a GCSE qualification in Art and Design. The course is 60% portfolio and 40% examination, and each student is expected to create two projects showing their abilities in knowledge, skills and understanding. For the examination each pupil is expected to use the skills they have developed to guide them in a self-directed manner through a project.

PHOENIX COLLEGE

It is hoped that beyond year 11, the skills the pupils have learned, particularly self-evaluation, will assist them in their future endeavours.

Subject Curriculum Statement for English - 2017/18

Year 7 English

Year 7 are working on conveying information, personal writing, poetry, storytelling, drama, and author studies. Learners are studying fiction and non-fiction including The Way Home, an Introduction to Shakespeare, Ted Hughes' Iron Man and Iron Woman, and T S Eliot's Cats.

Year 8 English

Year 8 are working on personal writing, author studies, storytelling and drama, investigating and comparing poetry and media studies. Learners are studying a range of fiction and non-fiction including autobiographies and biographies, Lemony Snicket, Shakespeare's Twelfth Night, Poetry, Mark Twain's Huckleberry Finn and a range of newspapers, magazines and news websites.

Year 9 English

Year 9 are working on conveying information, writing to inform, reading for meaning, developing arguments, persuading, poetry, storytelling and author studies. Learners are studying fiction and non-fiction texts including Louis Sacher's Holes, Robert Swindells' Stone Cold and Shakespeare's Macbeth. In Year 9, learners begin linking their studies to the GCSE curriculum.

Year 10 English

Year 10 are developing their familiarity with the new Edexcel GCSE English Language 9-1 exam and Functional English at their appropriate level.

Learners will develop their use of transactional and imaginative writing, and reinforce their spelling, punctuation and grammar skills. Learners are studying a range of 19th Century and current unseen short fiction and non-fiction texts. Learners sit their Functional English exam this year if they are ready.

Year 11 English

Year 11 are reinforcing their knowledge of the new Edexcel GCSE English Language 9-1 exam and Functional English exam structures. Learners continue to develop their use of transactional and imaginative writing, while securing their underpinning spelling, punctuation and grammar skills.

Learners continue exploring a range of 19th Century and current unseen short fiction and non-fiction texts. Learners also develop their spoken language skills, as final assessments

PHOENIX COLLEGE

include a spoken language element for all qualifications.

Subject curriculum statement FOOD TECHNOLOGY 2017/18

Year 7 Food Technology

Year 7 will be undertaking the “Skills for Life” Modules introducing them to food technology, enhancing their knowledge of food properties, ways of preparing, cooking, presenting and evaluating and learning to cook and eat healthily.

They will be learning new skills and trying new ingredients to produce dishes such as Dutch Apple Cake, Thai Green Curry and many more. Within the modules students will learn a wide range of topics based on food issues.

Year 8 & 9 Food Technology

Years 8 & 9 will be undertaking the ASDAN Foodwise Short Course which is a 2 year course. Students will be able to develop and demonstrate a range of skills through activities and studies as well as developing an understanding of Foodwise issues.

Year 10 Food and Cookery

Year 10 are undertaking the NCFE V Cert Food and Cookery Level 1 / Level 2 Certificate. This qualification is designed for learners with an interest in food and cookery. It will provide students with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

Year 11 Food Technology

Year 11 are undertaking the 2nd Year of the ASDAN Foodwise Short course. Students will be able to develop and demonstrate a range of skills through activities and studies as well as developing an understanding of Foodwise issues.

Subject Curriculum Statement for Humanities- 2017/18

Year 7 History

Year 7 students are looking at an introduction to History through the feudal system, castles, medieval realms, Vikings and the Black Death. We will be aiming to develop:

- Student understandings of what sources can tell us about the past, content and how sources can be used as evidence.
 - Student understandings that events have consequences.
 - Verbal and written responses to describe impact and consequences.

Year 8 History

Year 8's are looking at crime and punishment, Black Death and medicine, Vikings and Charles 1st within the civil war. We will be aiming to develop:

- Student understanding in differences of interpretations, consequences and changes caused by events.
- Student responses through verbal and written Explanations, thoughts and theories.
 - Concept of analysis and deployment of sources and identifying key facts.
- Students to develop literacy through descriptions of implications and consequences.

Year 7 Geography

Year 7 students will be looking at an introduction to Geography through Physical, human and environmental. We will be aiming to develop:

- Students geographical base knowledge showing independent thinking.
- Confidence in verbal and written descriptions of geographical features using key words.
 - Written explanation to form links between all topics of geography.
- Student's confidence in using key words in descriptions of geographical features.

Year 8 Geography

Year 8's are also looking at Physical, human and environmental geography through case studies. We will be aiming to develop:

- Student's geographical knowledge and understanding used to explain geographical processes and to describe geographical features.
 - Clear written evidence on consequences in all geographical topics
- Geographical knowledge showing independent thinking through personalised tasks.
 - Very good description of geographical features using key words correctly.
 - explanation to form links between topics of geography.
 - Accurate recognition of processes and basic explanation.

Year 9 to Year 11 Geography:

Year 9 students have started their GCSE course a year early to give each student the opportunity to access the full curriculum to the best of their ability. They will focus on Geography following OCRB guidelines and will sit their GCSE's in Year 11 as the course will run over 3 years focussing on Physical, Human and Environmental Geography with a case study/ field work around Reading.

- To prepare pupils for their GCSE course over the course of 3 years
- To develop an enjoyment of Geography and develop confidence within technical

PHOENIX COLLEGE

terminology.

- Confidence development on sitting exams through consistent mock exams where appropriate.
- To establish appropriate support for each student to ensure full success

Subject Curriculum Statement for ICT and Business and Enterprise- 2017/18

Year 7 ICT

In year 7 students study a number of topics which will develop their IT capability and technical understanding. They will develop skills, knowledge and understanding in animation, the fundamentals of computers and a range of office applications including Excel and Paint.

They will be educated in the wider social aspects of the subject including how to use the Internet and Email safely. Within each unit, students will be able to further develop their skills in reflection and self-evaluation.

Year 8 ICT

Students develop skills and understanding on spreadsheets including using shortcuts and modelling.

Learners look at different network topologies, how they are set up and the hardware required. Students explore the advantages and disadvantages of each system and understand the risks of viruses, worms, and Trojan horses.

They are introduced to MS Access and learn about different types of databases around them and their uses. They learn the features of the application and create queries and searches to help solve problems. Students widen skills of programming by learning advanced commands to create images, graphics and patterns on MS LOGO.

Year 9 ICT

In year 9, students use their skills from Year 7 and 8 to build a portfolio for an Entry level qualification to demonstrate a range of knowledge, skills and understanding in ICT. The focus is on practical skills but within their coursework students still require to demonstrate their understanding of how to be safe, secure and sensible when using ICT.

Year 10 Business Studies

Students gain a broad understanding of business functions and processes in the modern world. Topics covered include; economic, environmental, ethical, governmental, legal, social and technological issues. Learners will have the opportunity to demonstrate and apply their knowledge, skills and understanding through a range of tasks to work towards completing an Entry Level qualification.

Year 11 Business and Enterprise

PHOENIX COLLEGE

Students in year 11 extend and demonstrate their understanding of the business world from year 10 by completing a number of modules in order to gain a Level 1 qualification in NCFE. Students are encouraged to work collaboratively in a group as well as independently and to use their own initiative throughout the course. After leaving Phoenix, students are able to progress to Level 2 at their FE College.

At Key Stage 4, students use discrete ICT lessons and work collaboratively with the outreach department to use technology to prepare for their post 16 pathways.

Subject Curriculum Statement for Mathematics – 2017/18

Year 7 Mathematics

All pupils follow a scheme of work which is in keeping with Key Stage 3 of the new national curriculum (2015).

Areas covered include Number and Algebra, Geometry and Measures, Data Handling. Great emphasis is placed on mental agility including the quick recall of multiplication tables and regular mental arithmetic sessions.

Pupils are encouraged to work at their own pace and explain methods and reasoning for their answers.

Learning is assessed through questions and answers, teacher observations, written work and a formal internal exam.

Aims:

- To prepare pupils for their GCSE course and Entry Level Certificate course
- To develop an enjoyment of mathematics and ward off the frustration of getting something wrong
- To develop a positive attitude towards mathematics by building independence, confidence and perseverance

Year 8 Mathematics

PHOENIX COLLEGE

All pupils follow a scheme of work which is in keeping with Key Stage 3 of the new national curriculum (2015).

Areas covered include Number and Algebra, Geometry and Measures, Data Handling. Great emphasis is placed on mental agility including the quick recall of multiplication tables and regular mental arithmetic sessions.

Pupils are encouraged to work at their own pace and explain methods and reasoning for their answers.

Learning is assessed through questions and answers, teacher observations, written work and a formal internal exam.

Aims:

- To consolidate work learnt in Year 7 and prepare pupils for Year 9
- To prepare pupils for their GCSE course and Entry Level Certificate course
- To develop an enjoyment of mathematics and ward off the frustration of getting something wrong
- To develop a positive attitude towards mathematics by building independence, confidence and perseverance

Year 9 Mathematics

All pupils follow a scheme of work which is in keeping with Key Stage 3 of the new national curriculum. This prepares them for their Entry Level Certificate and their GCSE course.

The Year 9 pupils begin their Entry Level Certificate in Mathematics which comprises Coursework and an Exam taken in March. Areas covered include Number and Algebra, Geometry and Measures, Data Handling. Pupils are encouraged to work at their own pace and level, to achieve these qualifications for when they leave school. Work is assessed by questions and answers, discussion and observation, written work and marking, practice tests and formal tests.

Aims:

- To prepare pupils for their GCSE course and Entry Level Certificate course
- To develop an enjoyment of mathematics and ward off the frustration of getting something wrong
- To develop a positive attitude towards mathematics by building independence, confidence and perseverance

Year 10 and 11 Mathematics

All pupils follow a scheme of work which is in keeping with Key Stage 4 of the new National curriculum. This prepares them for the Achievement Tests in the GCSE course as time and ability allows. The GCSE course is done through Edexcel.

Highlights of the new GCSE Mathematics curriculum (2015):

PHOENIX COLLEGE

- The volume of the subject content has increased
- A new grading structure has been introduced, from grade 9 to 1, to replace the familiar A* to G grading scale
- Pupils will now sit 3 (previously 2) exam papers of equal weighting with a duration of 1 hour and 30 minutes each at the end of the course
- In the assessments there is a greater emphasis on problem solving and mathematical reasoning
 - Fewer formulae will be provided in the examinations – pupils will be required to memorise formulae

The mathematics curriculum is designed to help students emerge from GCSE Maths with a level of confidence and fluency that will provide a genuine foundation for the rest of their learning and working lives. Areas covered include Number and Algebra, Geometry and measures, Data Handling. Work is assessed by questions and answers, discussion and observation, written work and Tests. Pupils are encouraged to work at their own pace and level, to achieve these qualifications for when they leave school.

Aims:

- To prepare pupils for their tests in Functional Skills, Entry Level Certificate and the GCSE Exam
- To develop an enjoyment of mathematics and ward off the frustration of getting something wrong
- To develop a positive attitude towards mathematics by building independence, confidence and perseverance

Subject Curriculum Statement for Physical Education - 2017/18

Year 7 PE

This year, students will be given the opportunity to develop their skills, knowledge and understanding across the following sports - Football, Netball, Badminton, Table-tennis, Gymnastics, Hockey, Tennis, Rounders, and Athletics. Looking at techniques, strategies, teamwork and personal achievements will be some of the focus points of these lessons.

Year 8 PE

This year, students will be given the opportunity to further develop last year's acquired skills, knowledge and understanding across the following sports - Football, Netball, Badminton, Table-tennis, Gymnastics, Hockey, Tennis, Rounders and Athletics. Some of the focal points of the lessons will be looking at improving on techniques, strategies, teamwork and personal achievements.

Year 9 PE

Throughout the course of the year, students in Y9 will gain the opportunity to develop various sports and activities to an intermediate level. This will be the case for Football, Badminton and Athletics. Furthermore, they will have development lessons in Kayaking (Level 1 Award), Table tennis, Hockey, Basketball, Tennis, and Cricket, focusing more on

PHOENIX COLLEGE

improving the basic techniques and their spatial awareness. Students will be assessed on their abilities to apply the skills and knowledge of these various sports as preparation for their GCSE assessments starting next year.

Year 10 PE

In preparation for their G.C.S.E. assessments, the students this year will focus on Football, Badminton, Basketball, Health-Related Fitness, Trampolining, Hockey, Cricket, Tennis, and Athletics. Fine-tuning their performances and understanding of each sport and their tactics, will be the main focus through-out the year

Year 11 PE

Fine-tuning their performances, knowledge and understanding in Football, Health-Related Fitness, Badminton, Basketball, Volleyball, Hockey, Tennis and Athletics, will be the main focus points for Y11 this year, in preparation for their G.C.S.E. assessments. Practical revision & Assessment will also be a major focal point.

Subject Curriculum Statement for PSHE - 2017/18

Year 7 PSHE

Term 1: Sex and Relationships Education: Who am I? Bullying
Economics Education; Spending and Saving; The functions and uses of money, the importance and practice of budgeting, and managing risk.

Term 2: Britain – a diverse society

What are my identities? What images do we have of Britain? What is a global citizen/Is there a global community? The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Term 3: Human Rights

What are my rights and responsibilities? What are human rights? What happens when human rights are denied? The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Term 4: Democracy

Government, elections and voting; Local democracy; Developing skills of democratic participation; The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch;; The

PHOENIX COLLEGE

operation of Parliament, including voting and elections, and the role of political parties

Term 5: Drug Education

Why do people use drugs? Drugs, alcohol, tobacco and the law – a local, national and global issue

Term 6: Crime and Safety

Types of crime and their victims; What are the factors leading to offenders committing certain crime; Treatment of young people in the criminal justice system; The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

Year 8 PSHCE

Term 1: Drug Education: Why do people use drugs? Drugs, alcohol, tobacco and the law – a local, national and global issue

Term 2: Human Rights

What are my rights and responsibilities? What are human rights? What happens when human rights are denied? What do I know about human rights? The precious liberties enjoyed by the citizens of the United Kingdom

Term 3: How the law protects animals

Investigate the power of local authorities when dealing with pet issues; Discuss animal welfare; Investigate the role of voluntary organisations and their literature

Term 4: Democracy

Government, elections and voting; Local democracy; Developing skills of democratic participation; The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch; The operation of Parliament, including voting and elections, and the role of political parties

Term 5: The significance of the media

What makes a news story? How is the media used to promote causes and campaigns? How do the media portray sport and its supporters? Should celebrities have the right to privacy?

Term 6: Sex and Relationship Education

Who am I? Bullying

Economics Education; Spending and Saving, The functions and uses of money, the importance and practice of budgeting, and managing risk.

Year 9 PSHCE

Term 1: Drug Education

Why do people use drugs? Drugs, alcohol, tobacco and the law – a local, national and global issue

Mental Health - What is mental Health? Underpinning different aspects of mental health and their effects on the individual, their family and the community; Eating disorders

Links between drug education and Mental Health

Term 2: Human Rights

What are my rights and responsibilities? What are human rights? What happens when human rights are denied? What do I know about human rights? The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to

PHOENIX COLLEGE

improve their communities, including opportunities to participate in school-based activities

Term 3: Leisure and sport in the local community

What leisure facilities can be found in the local community? Survey pupil's favourite activities; Why do leisure and sport need regulation? The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Term 4: Democracy

Government, elections and voting; Local democracy; Developing skills of democratic participation; The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
The operation of Parliament, including voting and elections, and the role of political parties

Term 5: Britain a diverse society

What are my identities? What is my local community like? What images do we have of Britain? What is a global citizen? Is there a global community? Taking responsible action

Term 6: Sex and Relationship Education

Healthy friendships and relationships

Spending and saving - Economics Education; The functions and uses of money, the importance and practice of budgeting, and managing risk.

Year 10 and 11 PSHCE

Term 1: Crime

How and why are laws made? Crime – young people and car crime
Economics Education - income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

Term 2: Media – Producing the news - Creating and recording a news broadcast;

Preparation, who makes the news? Going live; Making editorial decisions

Careers based activities to include:

Investigating career pathways; Jobs/college/apprenticeships; Competing C.Vs; Practicing interview techniques; Investigating suitable college courses and their requirements
Reflection of current progress and attainment and what needs to be done to meet careers goals; Planning and completing successful work experience/shadowing – Inc. job search, applications and interviews.

Term 3: Democracy

Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.

The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.

Term 4: Human Rights

What are human rights and what do we think about them? How did the human rights agreement come about? What is the European convention of human rights? What happens

PHOENIX COLLEGE

when human rights are denied? Why are human rights important in society today?

Human Rights – Challenging Racism and Discrimination

Where do we come from? What are our communities like? How do we challenge racism and discrimination? What is racism? How does the law protect people from discrimination and racism?

Term 5: Mental Health

What is mental Health? Underpinning different aspects of mental health and their effects on the individual, their family and the community; Eating disorders

Term 6: Sex and Relationship Education

Making healthy choices; Sexuality

Drug Education - Managing risks; Giving and receiving support; Links between drug Education, Mental Health and Sex Education.

Subject Curriculum Statement for RE - 2017/18

Year 7 RE

Term 1 and 2: Where do we look for God? How did our universe begin? Science versus Religion; Cause and effect; Investigate different forms of religious experience; Does religion give people a reason for WHY things happen? What makes you experience a sense of wonder? Is the world beautiful? Christmas story and activities

Term 3: Jesus and the foundation of Christianity

Introduction to Christianity worldwide; Significant events in the life of Jesus; The ministry of Jesus; Miracles of Jesus; Holy week and Lent

Term 4: Looking for meaning

Experiencing God; Whose life is it anyway? – Issues of freedom and responsibility (Suicide, Euthanasia, abortion and contraception); Religious teachings on death and the afterlife – death and beyond, funeral rites

Term 5 and 6-Buddhism

Buddhism around the world; The life of Siddhartha Gautama; Understanding the concept of Karma; The rules by which Buddhists live; The many forms of Buddhism; Sacred places; Buddhist symbols; Meditation and its place in Buddhism

Year 8 RE

Term 1 and 2: Rites of passage

Key stages in our lives and all religions - Birth ceremonies in all faiths; Growing up;

PHOENIX COLLEGE

Marriage; Death

Term 3 and 4: Islam

The importance of Allah and Muhammad; The Geography of Islam; The Lunar calendar and daily life; The 5 pillars of Islam, The Holy book; Prayer; Places of worship – Mosque & Mecca; Hajj

Term 5 and 6: Religion and the environment

Year 9 RE

Term 1: Believing in God

Main features of a Christian upbringing; Religious experiences; Cause and design and how this may /may not lead to belief in God; Scientific and religious explanations of the origins of the world; Evil and suffering; Media and Christianity

Term 2 Matters of life and death: Christian and non-religious beliefs in life after death and how this affects their lives; The nature of abortion, euthanasia etc. The cause of world poverty; How the media presents religious and non-religious attitudes to life after death;

Term 3: Marriage and the family: Changing attitudes to marriage, divorce, family life, sex outside of marriage and homosexuality in the UK and reasons for them. How Christian churches help with family life. How the media presents marriage and the family.

Term 4: Religion & community cohesion

Christian teachings on the roles of men and women. The growth of equal rights for women in the UK. Christian teachings on racial harmony, prejudice and discrimination.

Term 5 and 6: Judaism, Christianity and Islam: Independent project – students to choose to if the religions and develop a PowerPoint presentation comparing the 2 faiths.

Subject Curriculum Statement for Science - 2017/18

Year 7 Science

In Year 7 students are following the AQA syllabus for the following Sciences:

- Biology: Cells, Movement, Human reproduction, Variation, Interdependence, Plant reproduction.
- Chemistry: Particles, Separating mixtures, Metals and non-metals, Acids and alkalis, Earth structure, The Universe.
- Physics: Current, Resistance, Light, Sound, Speed, Gravity, Energy transfers and Energy costs.

Year 8 Science

In Year 8 students are following the AQA syllabus for the following Sciences:

- Biology: Digestion, Breathing, Inheritance, Evolution, Respiration, Photosynthesis.
- Chemistry: Climate, Earth resources, Periodic table, Elements, Chemical energy, Type of reactions.
- Physics: Heating and cooling, Waves effects, Waves properties, Contact forces, Pressure, Magnetism, Electromagnetism, Work.

KS4 Science

Year 9, 10 and 11

In preparation for their GCSE Year 11 students are following the AQA syllabus for the following Sciences:

Biology

- Paper 1 (100 marks, 50% of Biology GCSE) – Cell biology; Organisation; Infection and response and Bioenergetics.
- Paper 2 (100 marks, 50% of Biology GCSE) – Homeostasis and response; Inheritance, variation and evolution and Ecology.

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Physics

- Paper 1 (100 marks, 50% of Physics GCSE) – Energy; Electricity; Particle model of matter; Atomic structure.
- Paper 2 (100 marks, 50% of Physics GCSE) – Forces; Waves; Magnetism and electromagnetism; Space physics.

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>