



Sancton Wood
School



Sancton Wood School

Nurturing academic
excellence for bright futures

GCSE

Our aim is to develop young people who are knowledgeable, caring and successful with bright, enquiring minds. We want our students to have a positive approach to life, to broaden their horizons and to value the chance to think and study independently.

We are proud of the success we have in securing Sancton Wood students the best grades possible and the opportunity to make exceptional progress. We also take great pride in the success our students have in securing the post-16 routes of their choice.

We want to ensure that every student continues to enjoy their education and has a clear sense of purpose as they begin the next stage of their academic life. Viewing GCSE study years as a step towards achieving future goals helps students remain motivated and determined to achieve their best.

Our curriculum is designed to ensure that throughout the Senior School years, subjects offer a well-defined programme of study that encourages our students to build upon their skills and look to their future.

Next steps

The core subject GCSEs prepare students for life beyond Sancton Wood. They develop and secure fundamental skills essential for future work and study. The range of option subjects allows students to develop their own interests, taking the first step in shaping their own education.

The wider curriculum

We encourage all students to participate in physical activity. We provide an essential Core Physical Education programme and take advantage of our excellent local sports facilities.

To ensure students gain an understanding of the wider world, they continue to study PSHE (Personal, Social, Health and Citizenship Education). It covers a wide range age-relevant topics and allows for discussion and debate around key issues.

Beyond the classroom

In order to grow as inquisitive, resilient, caring and responsible individuals we encourage all of our young people to embrace the opportunities available to them both at school and in their own local communities.

Taking part in teamwork, creative productions, volunteering and sporting opportunities, the Duke of Edinburgh programme, work experience and exploring wider interests is highly valued by colleges, universities and employers.

We encourage students to build time into their routine for such activities. Taking full advantage of the range of opportunities through our enrichment programme will enhance any future applications. The range has been designed to develop interests and skills in addition to building a long-lasting confidence.



GCSE Course Options

All students are **required** to take GCSEs in the following core subjects: **English, Mathematics and Science**

When selecting GCSE options, we recommend a **balance of subjects**, ideally with a language and a humanities subject as well as something creative.

Ask yourself the following questions to help with the decision:

- What do I enjoy?
- What am I good at?
- What do I need to get me to the next stage?

Another consideration is the reduction in coursework content for many subjects. Most, though not all, subjects are now examined at the end of Y11. The exceptions to this are the creative subjects such as Art, Music, Drama and Computer Science which retain a coursework element.

Students choose up to **four options** to study alongside their **six core subjects**.

The following are GCSE options:

- | | |
|--------------------------|---|
| • Art & Design | • Geography |
| • Business | • History |
| • Classical Civilisation | • Latin |
| • Computer Science | • Mandarin |
| • Design and Technology | • Music |
| • Drama | • Physical Education and Cambridge National Sport Studies |
| • French | • Psychology |
| | • Sociology |
| | • Spanish |

Some students may be invited to take Further Maths during their enrichment period.

Although we endeavour to offer a high range of subjects, some may only run if the timetable and class sizes allow. Latin and Mandarin are offered as an enrichment opportunity which may be taken to GCSE.

All students will continue to have weekly timetabled P.E. lessons from specialist teachers and PSHE lessons delivered by their Form Tutor.





English Language

In this two-year AQA course, students study a wide range of fiction and non-fiction texts, learning how writers craft effective descriptions, narratives and persuasive viewpoints. They use these insights to develop their own writing, producing descriptive, argumentative, persuasive and narrative pieces for different audiences and purposes. Accuracy in spelling, punctuation and grammar remains a consistent focus.



Specification details:
[GCSE English \(8700\).](#)

Assessment

Students sit **two written exams** at the end of Year 11, assessing both reading and writing skills. They analyse a variety of texts and produce their own written responses under timed conditions.

Students also complete a compulsory **Speaking and Listening** assessment, which is reported separately and does not contribute to the final GCSE grade.

We encourage all pupils to read widely throughout the course – strong readers invariably become strong writers.

English Literature

Over this two-year AQA course, students strengthen their analytical and essay-writing skills through the study of a range of set texts, including a Shakespeare play, a nineteenth-century novel, a modern text and a poetry collection. They learn how writers use language, structure and form to shape meaning, and how to respond thoughtfully and critically to literature.

Assessment

Students sit **two exam papers** at the end of Year 11:

- **Paper 1:** Shakespeare and a nineteenth-century novel. Students **write essay responses** using provided extracts, demonstrating secure understanding of the whole text.
- **Paper 2:** Modern prose or drama, poetry and unseen poetry. Students respond to full texts without extracts and analyse two unseen poems.

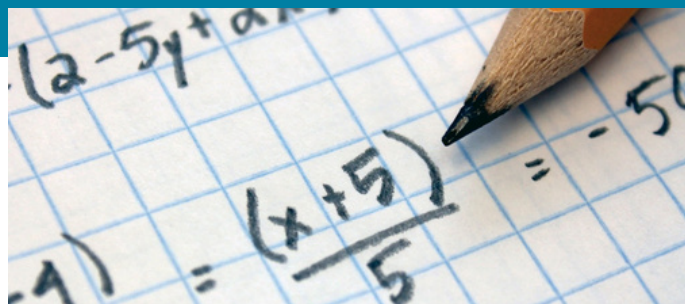
To help bring the course to life, we arrange visits to theatre productions, poetry readings and film screenings connected to the texts they study.

Specification details:
[GCSE English Literature \(8702\).](#)



English

Maths



Mathematics

We follow the AQA GCSE in Mathematics. The majority of students follow a three-year course beginning in Year 9. It builds on the calculator and non-calculator skills students have developed throughout their schooling and supports further study in subjects such as Science and Business.

We also offer a two-year course for top students who take the exam in Year 10. The course includes all the elements needed for science or business GCSE.

There is no coursework; all assessment takes place at the end of the course.

Assessment

Students sit **three papers**, each 1h 30m long:

- **Paper 1:** Non-calculator
- **Papers 2 & 3:** Calculator

All three papers contribute equally and assess the full range of content: **Number, Algebra, Geometry, Shape and Data Handling**. Students are entered for either the **Foundation Tier** (grades 1–5) or the **Higher Tier** (grades 1–9). All papers must be taken at the same tier.



Specification details:
[AQA GCSE Mathematics \(8300\)](#).

Further Maths (Level 2)

Students following the two-year GCSE course have the option to take the AQA Level 2 Further Maths GCSE qualification in Year 11. This introduces more advanced topics such as differentiation, matrices, binomial expansion and polynomials.

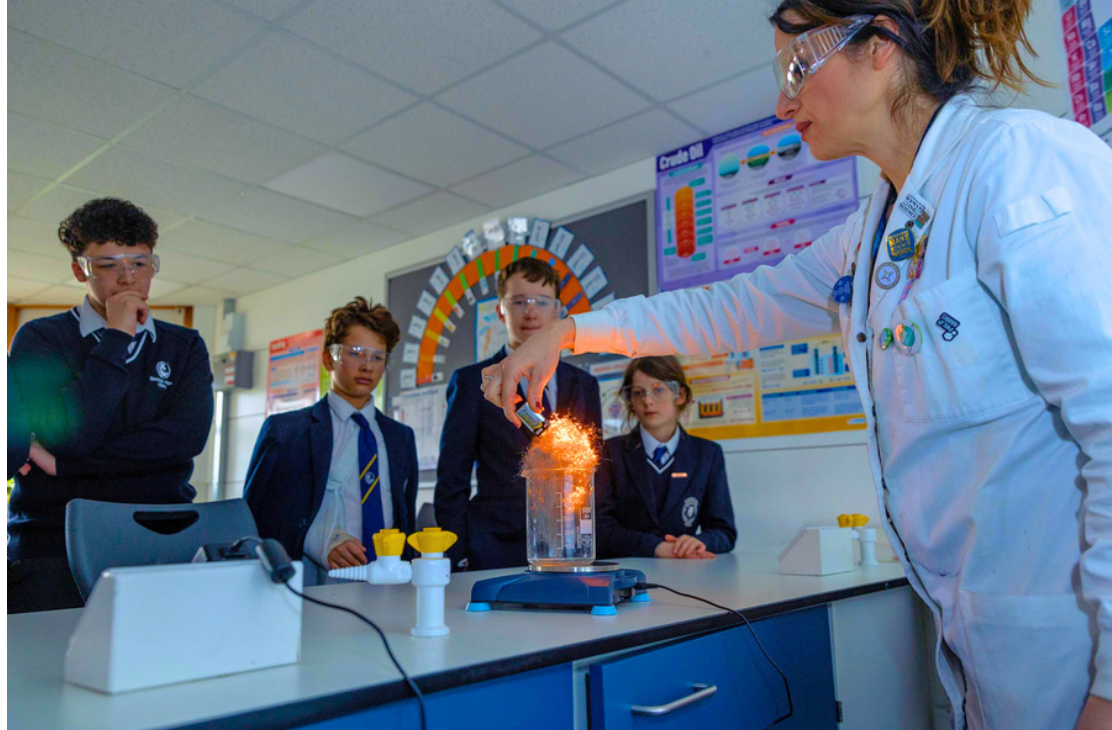
This two-year course is assessed by **two written papers** — one non-calculator and one calculator — each lasting **1h 45m** and worth **80 marks**. Your child's Maths teacher can advise whether this pathway is suitable.



Specification details:
[AQA Level 2 Further Mathematics \(8365\)](#).



Science



Science

Our three-year Science programme follows the AQA specification, beginning in Year 9. It lays a strong foundation for understanding how scientific ideas shape everyday life and our shared future.

Across Biology, Chemistry and Physics, students explore key concepts, scientific methods and real-world applications. They learn to make sense of complex natural phenomena through a set of powerful, interconnected scientific principles.

We encourage all students to start with **three separate sciences**, with the option to move to **Combined Science** later if appropriate. Most pupils sit **higher-tier** papers, reflecting the strong results typically achieved at Sancton Wood.

There is **no coursework**, but students complete **8–10 required practical activities** to develop hands-on scientific skills.

Assessment:

- **Separate Sciences:** Two paper per subject, each **1h 45m**, worth **100 marks**.
- **Combined Science (Trilogy):** Two shorter papers per science, each **1h 15m**, worth **70 marks**.



SCIENCE TOPICS

Biology

Cell biology, transport systems, health, disease and the development of medicines, coordination and control, photosynthesis, ecosystems, inheritance, variation and evolution.

Chemistry

Atomic structure and the periodic table, structure, bonding and properties of matter, chemical calculations, chemical changes, electrolysis, energy changes, rates and equilibrium, crude oil and fuels, organic reactions and polymers, chemical analysis, chemical and allied industries, earth and atmospheric science.

Physics

Energy, forces, forces and motion, waves in matter, light and electromagnetic waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure.

Specification details:



[GCSE Biology](#)
(8461)

[GCSE Chemistry](#)
(8462)



[GCSE Physics](#)
(8463)

[GCSE Combined Science](#) (8464)



Our **Art & Design GCSE** allows students to explore their creativity while developing strong practical and analytical skills. Projects are student-led, helping young artists work independently, think critically and produce personal, meaningful outcomes.

Throughout the course, students experience a range of specialisms – including drawing, painting, printmaking, photography and ceramics – before choosing an area to develop more deeply.



Art and Design

We follow the OCR GCSE (9–1) specification, which has two components:

Component 1: Portfolio (60%)

Students build a body of work that develops ideas, experiments with materials and techniques, and records their creative journey. This is an extended project completed over several terms, with opportunities to work in traditional and digital media.

Component 2: Externally Set Task (40%) - Released at the start of Lent Term in Year 11, this paper offers a choice of starting points. Students prepare from January to April before completing a 10-hour practical exam, producing a final outcome such as a painting, film piece, series of photographs or 3D work.

Across both components, students must demonstrate that they can:

- **Develop ideas through research** into artists and craftspeople
- **Refine ideas through experimentation**
- **Record ideas visually** and through annotation
- **Present** a personal, meaningful final response

Recently, our students submitted work for the following endorsements: *Fine Art*, *Photography* and *Three-Dimensional Art*.



Specification details:
[Art & Design \(J170–J176\)](#)

& Design



Art

Business

The Business GCSE gives students a clear, practical understanding of how organisations operate — from customers and markets to finance, strategy and communication. Throughout the course, pupils develop valuable transferable skills such as problem-solving, analysis and decision-making, all of which support a wide range of future A-levels and post-16 pathways.



Students also explore business structures, learn how new companies are created and write their own business plan, including where and how funding can be secured.

We follow the **AQA Business specification**, beginning with Business in the Real World — an accessible introduction ideal for students with little or no prior knowledge of business. There is **no coursework**, but pupils work with **real case studies** and conduct **independent research** to deepen their understanding of the modern business landscape.

Assessment

The qualification is assessed through **two exams** at the end of Year 11:

- **Paper 1:** Business Operations and Human Resource Management
- **Paper 2:** Marketing and Finance

Each paper is worth **50%** of the final grade and includes multiple-choice questions, short answers and two case-study tasks.

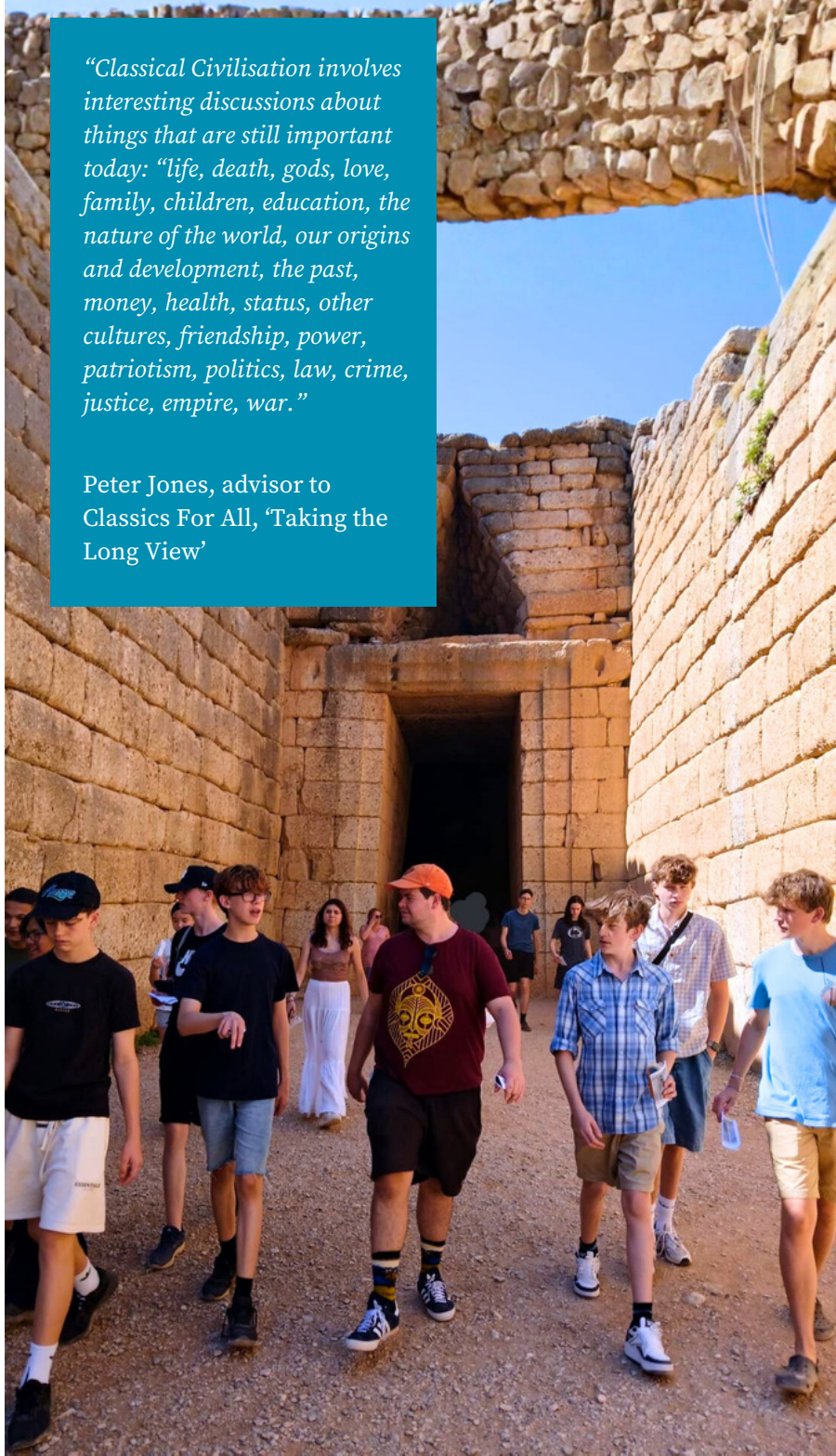


Specification details:
[AQA GCSE Business \(8132\)](#)

Classics

“Classical Civilisation involves interesting discussions about things that are still important today: ‘life, death, gods, love, family, children, education, the nature of the world, our origins and development, the past, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, empire, war.’”

Peter Jones, advisor to Classics For All, ‘Taking the Long View’



Classical Civilisation

Why take OCR GCSE Classical Civilisation?

- It's fun, different and interesting
- No prior knowledge needed
- It pairs well with many subjects – Latin, Humanities, Language, Art and more

Classical Civilisation explores the worlds of **Ancient Greece and Rome**, through literature, art, artefacts, archaeological sites and their historical context. It encourages rich discussion about timeless themes: *life, death, love, family, education, justice, power, culture and identity.*



Course Structure

Students study **two modules**, each worth **50%** and assessed by a **1h 30m exam**.

Module 1: Myth & Religion (Greece and Rome)

A broad introduction to ancient belief systems, rituals and stories. Topics include:

- Gods & Temples
- Universal Hero: Hercules/Heraclēs
- Foundation Stories
- Festivals
- Symbols of Power
- Death & the Underworld

This module compares Greek and Roman culture through visual and written sources, supported by additional materials selected to engage and inspire students.

Module 2: Homeric World

Students investigate life in Mycenaean times through archaeological sites, burial practices and decorative arts.

The literature component focuses on Homer's *Odyssey*, offering insight into epic storytelling, heroism and ancient values.



Specification details:
[Classical Civilisation](#)
[\(J199\)](#)

Computer Science

The GCSE Computer Science course builds a strong understanding of how modern technology works — from the components on a motherboard to how data is stored, processed and communicated. Students explore why computers use binary, how character sets like ASCII and Unicode work, and how computational thinking (algorithm design, abstraction, decomposition) underpins everything they use in daily life.

As digital natives, students are supported to connect classroom learning with real-world technology, strengthening both confidence and curiosity.

Computer Science

We follow the **OCR GCSE Computer Science (J277)** specification, which is split into three components:

Component 1: Computer Systems

Written exam — 1h 30m — 50%

Students cover key computer science theories, including:

- System architecture
- Memory and storage
- Networks and network security
- Systems software
- Legal, ethical and cultural impacts of computing

Component 2: Computational Thinking, Algorithms & Programming

Written exam — 1h 30m — 50%

This component develops students' problem-solving and programming skills, including:

- Algorithms (flowcharts, pseudocode, logic)
- Fundamentals such as linear search, bubble sort and binary search
- Boolean logic
- High-level programming languages

Component 3: Practical Programming Project

Non-exam assessment

Students complete a programming task that allows them to apply the skills gained in Components 01 and 02. Their programming ability is assessed within the Component 02 exam.



Specification details:
[Computer Science \(J277\)](#)



Design and Technology: Textiles

Design & Technology: Textiles

Our Textiles endorsed Design & Technology course, delivered through the Edexcel GCSE Art & Design curriculum, offers a creative and accessible alternative to the full D&T GCSE, while still providing strong technical and artistic foundations.

Textiles is a broad and hands-on discipline, covering fashion, fabric design, pattern cutting, dyeing, printing, and both hand and machine stitching. Students explore the qualities of materials, experiment widely, and develop the perseverance needed for longer practical processes.

The GCSE includes **two components**, both centred on practical exploration and creative development:

Component 1: Portfolio (60%)

Students learn core technical and design skills before developing a personal project. This includes creating a **corset inspired by a natural or man-made structure**, allowing for creativity while keeping the final outcome manageable.

Work may include drawing, experimentation, iterative design and assembly. The project is extensive and typically completed over two terms.

Component 2: Externally Set Task (40%)

Released at the start of Lent Term in Year 11, this component offers a choice of starting points. Students prepare from January–April before completing a **10-hour practical exam**, producing a final piece such as costume elements, surface pattern work, or an abstract textile hanging.

Assessment Objectives

Across both components, students must demonstrate that they have:

1. **Developed ideas** through research into relevant artists and designers.
2. **Refined concepts** through experimentation with materials and techniques.
3. **Recorded ideas visually** and through annotations that explain intentions.
4. **Produced** a personal and meaningful final response.



Specification details:
[Pearson Edexcel GCSE
Art and Design](#)

Drama

Drama

Drama is an excellent choice for students who enjoy expressing themselves creatively and working collaboratively. The course combines practical performance with written reflection, helping students develop confidence, communication skills, and an imaginative approach to problem-solving.

Across the two years, students complete an original **group-devised piece** with portfolio and **perform two extracts from a published play**.

Contact:

anna.robinson@sanctonwood.co.uk
for questions or to discuss suitability.



Specification details:
[Pearson Edexcel](#)
[GCSE Drama](#)

Year 10: Students workshop a range of techniques and theatrical styles, followed by a practical study of *An Inspector Calls*. They complete their **devised performance** and **portfolio** and attend a live theatre production.

Year 11: Students prepare and **perform two key extracts** for an external examiner, experience a second live theatre production, and revisit *An Inspector Calls* with a focus on the **written exam**.

Throughout the course, students **develop essential performance skills**—voice, movement, characterisation, interpretation—and learn to work effectively in groups. Commitment to rehearsals and independent learning is vital.

Assessment

- **Devising (40%)**

Students create and perform an original devised piece and produce a written or multimedia portfolio. Internally assessed and externally moderated.

- **Performance from Text (20%)**

Performance of **two extracts** from a published play. Externally assessed.

- **Written Exam (40%) 1h 45m**

Covers the practical exploration of *An Inspector Calls* and an evaluation of a live theatre performance.



Geography



Geography

Geography is an excellent choice for students curious about the world and how it works. Bridging the sciences and humanities, it appeals to those interested in global issues, current affairs, political decision-making and the natural environment. It helps students understand diverse places, people, resources and the key physical and human processes shaping our planet.

We follow the **AQA syllabus**, a dynamic and topical course that takes students on a global journey through real-world case studies from the UK, high-income countries, newly emerging economies and lower-income nations. Topics include climate change, globalisation, poverty, economic development and sustainability.

Students develop essential geographical skills – fieldwork, data collection, presentation and analysis – and consider different viewpoints and values, helping them understand their place in an interconnected world. The course offers a strong foundation for A-Level Geography and related subjects.

Fieldwork Requirement: A compulsory **three-day residential trip to Suffolk** in Year 10 (approx. £400).

Assessment

Paper 1: Living with the Physical Environment (35%) – 1h 30m

Natural hazards, the living world, UK physical landscapes, geographical skills.

Paper 2: Challenges in the Human Environment (35%) – 1h 30m

Urban issues, economic change, resource management, geographical skills.

Paper 3: Geographical Applications (30%) – 1h 15m

Issue evaluation, fieldwork, geographical skills.



Specification details:
[AQA GCSE
Geography \(7036\)](#)



History



We follow the **Edexcel GCSE History** specification, which covers **five major areas**:

Paper 1: Thematic Study & Historic Environment (30%)

Crime and Punishment in Britain, c1000–present:

- How definitions of crime changed
- Law enforcement and punishment
- Key case studies

Whitechapel c1870–c1900:

A focused study of policing, crime and inner-city life. This usually includes a visit to the Tower of London, London Dungeons and the Jack the Ripper tour.

Paper 2: Period Study & British Depth Study (40%)

Early Elizabethan England, 1558–88

- Government, religion, succession
- Threats at home and abroad
- Society and exploration

Superpower Relations and the Cold War, 1941–91

- Origins of the Cold War
- Major crises
- The fall of the USSR

Paper 3: Modern Depth Study (30%)

The USA, 1954–76: Conflict at Home and Abroad

- Civil Rights Movement
- Protest and radicalism
- US involvement in Vietnam
- Public reaction and withdrawal



Specification details:
[Pearson Edexcel GCSE History](#)

History

History is an ideal subject for curious, questioning students. It explores everything from politics and religion to psychology, sociology and global affairs — helping pupils understand why events happened and how they shaped the world we live in. It also develops critical thinking, a valuable skill for A-Level and beyond.

Students tackle big questions:

- *Why were Martin Luther King and Malcolm X assassinated?*
- *Why did the Spanish launch the Armada?*
- *How did the Cold War last over 40 years?*
- *What can Jack the Ripper's case tell us about policing?*

Through these investigations, pupils learn to analyse evidence, evaluate interpretations and form well-reasoned judgments.



Latin



Latin

OCR GCSE Latin gives students a rare opportunity to understand the ancient world through the eyes of the Romans. It pairs well with many subjects and provides an excellent foundation for further Classical study. Pupils who have enjoyed Latin in Years 8 and 9 are strongly encouraged to continue.

The course is divided into three components.



Language (50%) – 1h 30m exam

Using *Latin to GCSE* by John Taylor and supporting resources, students learn all required grammar and vocabulary. A prescribed vocabulary list (with an accompanying Memrise course) is studied across the two years, supported by a comprehensive reference bookmark. This prepares pupils to read the original Latin used in the Verse Literature module.

Literature & Culture (25%) – 1h exam

Students explore the Roman world through translated texts, inscriptions, images, and artefacts. They study two of three themes:

- **Myths & Beliefs** – gods, worship, the Underworld
- **Roman Britain** – army, villas, baths
- **Entertainment** – gladiators, theatre, public baths

OCR provides all sources, supplemented with materials from the Cambridge Latin Course.

Verse Literature (25%) – 1h exam

Students read and translate selections from **Virgil's Aeneid** in the original Latin, following Aeneas' journey from the fall of Troy. This module deepens understanding of Roman identity, heroism, and storytelling.



Specification details:
[GCSE Latin \(J282\)](#)

Languages

Modern Foreign Languages: French, Mandarin & Spanish

Studying a modern language at GCSE opens doors. Students gain real-world communication skills while strengthening creativity, memory, problem-solving and confidence. The AQA course focuses on practical use of language, helping pupils express themselves clearly in everyday situations with native speakers.

Students may choose **French, Mandarin or Spanish** — or take two languages. Because the specifications share similar structures, studying a pair can make exam preparation especially efficient.

Across all MFL subjects, students develop their **Listening, Speaking, Reading and Writing** skills through engaging, relevant topics.

Themes of Study

French & Spanish

- People and lifestyle
- Popular culture
- Communication and the world around us

Mandarin

- Identity, culture, sport and entertainment
- Local, national and global issues
- Education, current and future study, and employment

Assessment Structure (25% each skill)

Speaking (*assessed externally; completed in school in Apr/May of Y11*)

- Role-play
- Reading aloud (French & Spanish)
- Photo-based task
- Unprepared conversation (Mandarin conversation is prepared during the course; role-play and photo tasks prepared in the exam)

Listening

- Includes a dictation exercise in French and Spanish.

Reading & Writing

- Each includes short translation task.
- All written exams are sat at the end of the course.

Students may enter **Foundation Tier (Grades 1–5)** or **Higher Tier (Grades 4–9)**, and all four papers must be taken at the same tier and in the same exam series.

Specification details:



[GCSE French \(8652\)](#)



[GCSE Spoken Mandarin \(8673\)](#)



[GCSE Spanish \(8698\)](#)

Beyond the Classroom

We offer a wide range of opportunities to bring language learning to life:

- Sessions with native speakers
- Language assistant support
- Penpal exchanges
- Skills-focused visits, cultural events and competitions
- Targeted revision courses

These experiences help students build confidence, spontaneity and authentic communication — skills central to exam success and future global opportunities.

Music

Students will be following the OCR GCSE specification for Music. Those who already learn an instrument would find the course a natural accompaniment to their studies, but it is also suitable to those who would like to either start learning, or to pick up an old instrument again.

Assessment:

Performance (30%)

Students perform **one solo** and **one ensemble** piece. Performances are assessed by the teacher and moderated by OCR.

Composition (30%)

Students create two compositions:

- One in any style of their choice
- One set to an OCR brief

Both are teacher-assessed and externally moderated.

Listening & Appraising (40%)

1h 30m written exam

At the end of the course, students listen to unfamiliar music from the Areas of Study and answer questions using the knowledge built throughout the course.



Specification details:
[GCSE Music \(J536\)](#)

Areas of Study

The course encourages musicians to broaden their horizons through four diverse musical worlds:

- **The Concerto Through Time**
Baroque, Classical and Romantic orchestral traditions.
- **Rhythms of the World**
Traditional music from India, the Middle East, Mediterranean, Africa, Central and South America.
- **Film Music**
Music for film and video games.
- **Conventions of Pop**
From 1950s Rock 'n' Roll to contemporary solo artists.

This variety ensures every student finds something that sparks their curiosity while building strong analytical and creative skills.



Music

Physical Education (P.E.)

Students can follow GCSE Physical Education or the Cambridge National in Sport Studies (CNAT). Both are GCSE-equivalent qualifications and support progression to college or sixth form. The PE department will recommend the pathway that best suits each cohort and supports students in achieving their strongest outcomes.

GCSE Physical Education (OCR)

This course develops understanding of how the body responds to exercise, how training improves performance, and how physical activity supports long-term health and wellbeing. Students also explore sport psychology, media influences, and participation in sport.

Assessment Overview

1) Written Exams (60%)

Two exam papers taken at the end of Year 11 (each **1hr**, worth **60 marks**):

- **Paper 1:** Physical factors affecting performance — applied anatomy, physiology and training
- **Paper 2:** Sociocultural issues, sports psychology, health, fitness and wellbeing

Questions include multiple choice, short answer, extended responses.

Contacts for any questions:

liam.kennedy@sanctonwood.co.uk
jennifer.moore@sanctonwood.co.uk

2) Non-Exam Assessment (40%)

Students are assessed in three sports:

- one individual sport
- one team sport
- one further activity from either category

Assessment is supported by video evidence and externally moderated.

3) Performance Analysis (10%)

A written evaluation (20 marks) analysing and improving either their own performance or a peer's.

To secure the strongest grades, students are expected to participate regularly in sport outside school.



Specification details:
[GCSE Physical Education \(J587\)](#)



Physical Education



Alternative Qualification: Cambridge National (CNAT) in Sport Studies – Level 1/2

For some cohorts, a coursework-led pathway may be more appropriate. Where this offers the best opportunity for success, students may follow the Cambridge National in Sport Studies.

Assessment Structure

- **Sport in the Media** – Coursework (40 marks)
- **Performance & Leadership in Sport** – Coursework + practical (80 marks)
- **Contemporary Issues in Sport** – Written exam 1h 15m (70 marks)

Students explore participation in sport, values, major events, and the role of National Governing Bodies. They also plan and lead a sports session with younger pupils.



Specification details:
[OCR Level 1/2 Cambridge National in Sport Studies \(J829\)](#)

Psychology

Psychology

Why do people think, feel and behave the way they do? Psychology is the scientific study of the mind and behaviour, and an ideal choice for curious students who enjoy asking “why”, discussing ideas and making sense of real-life situations. The course is engaging, thought-provoking and helps students better understand both themselves and the world around them.

What Will You Study?

Paper 1: Cognition and Behaviour

Students explore the foundations of psychology through topics including:

- **Memory** – how memory works, why we forget, and the reliability of eyewitness testimony
- **Perception** – how we interpret the world and why our senses can be deceived
- **Development** – how thinking and behaviour change as we grow, and how learning theories explain this process

Paper 2: Social Context and Behaviour

This paper focuses on psychology in everyday life, including:

- **Social Influence** – obedience, conformity and group behaviour
- **Language, Thought and Communication** – how language shapes thinking and interaction
- **Brain and Neuropsychology** – how different areas of the brain control behaviour and emotion
- **Psychological Problems** – mental health conditions such as depression and addiction, and how they are explained and treated

Across both papers, students also study **Research Methods**, learning how psychologists design studies, collect data and test ideas scientifically.

Assessment Structure

Assessment is through **two written examinations** at the end of Year 11:

- **Paper 1:** Cognition and Behaviour (50%)
- **Paper 2:** Social Context and Behaviour (50%)

Each paper includes multiple-choice questions, short answers, scenario-based application and extended responses.

Skills You Will Gain

Psychology develops highly transferable skills, including:

- Analytical and critical thinking
- Evaluating evidence and forming reasoned conclusions
- Problem-solving and research skills
- A deeper understanding of human behaviour

Students become confident, reflective learners, well prepared for further study and a wide range of future pathways.



[Specification details:](#)
[AQA GCSE Psychology \(8182\)](#)



Sociology



Sociology

Sociology encourages students to think critically about the world around them. It explores how society works, how groups and institutions shape our lives, and how sociologists investigate social issues. It's an engaging and relevant subject for students who enjoy asking questions and looking at life from different perspectives.

Course Overview

Students develop a strong understanding of social structures, processes and debates, while learning to question evidence and evaluate different viewpoints. It's an excellent foundation for further study in Sociology, Criminology, or other social sciences.

The GCSE is fully examined — **no coursework.**

Assessment

Students sit **two written exams**, each **1h 45m**, combining multiple-choice, short-answer and extended responses:

- **Paper 1:** Family and Education
- **Paper 2:** Crime & Deviance and Social Stratification



Specification details:
[GCSE Sociology \(8192\)](#)

We look forward to supporting your child along the next steps in their educational journey.

This booklet is designed to be the beginning of a dialogue between school and home about your child's KS4 curriculum choices.

Our team is always happy to discuss individual pathways and answer any questions along the way.

Please feel free to reach out to our staff who can offer advice and reassurance:

office.seniors@sanctonwood.co.uk.



Sancton Wood School is proud to be part of Dukes Education.

Dukes Education is the largest premium education group in the UK and one of the fastest-growing families of schools in Europe. Dukes Education was founded by Aatif Hassan in 2015 to give young people an outstanding start in life.



The Group now has 65 education brands and over 80 settings, across 11 countries, supporting more than 23,500 pupils and 5,000 staff. Dukes also operates a number of leading summer short courses, university and medical school consultancies, immersive career experience providers, and one-to-one student support offerings, creating a cradle-to-career suite of services.

Every one of the Dukes schools and colleges is carefully chosen for their academic excellence – but also their individual character and ethos.



We look forward to helping your child along
the next step of their educational journey.

For support please contact:

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Sancton Wood School

Nurturing academic excellence
for bright futures

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