



Key Stage 4  
Options Booklet  
Starting September 2025

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# Introduction

*In September 2025 current Year 9 students will begin their Key Stage 4 (KS4) courses.  
This is an important time for their future education and career paths.  
This book is designed to help you and your child make the best choices.*

## **The Process**

- 9<sup>th</sup> January 2025 – Options Information Evening for Parents of Year 9 students. Held in school between 5:30 and 6:30pm.
- 29<sup>th</sup> January 2025– Parents’ evening held online which will focus on the KS4 curriculum. We will issue option choice forms following this event.
- The deadline for the completion of the options choice form will be Friday 14<sup>th</sup> February 2025.
- Any student who does not meet this deadline may have a restricted choice.
- All students will then meet with a member of the Senior Leadership Team during March to discuss their choices.
- Students who have option combinations which cannot be accommodated will be informed during this meeting.
- A letter will be sent home to parents at the end of the spring term letting you know the final options.

## Year 10 Curriculum for 2025/26

The core curriculum studied by **all students** will be:

- English and English Literature
- Mathematics
- Science (either combined trilogy or triple science)
- PSHE
- Core PE – Non-examined
- Religious Philosophy

All students will **choose one language or one humanities subject** from the list below:

- French
- Spanish
- Geography
- History

And **then 2** from this list:

- Art and Design
- Business Studies
- Computer Science
- Design & Technology
- Drama
- French
- Food and Nutrition
- Geography
- History
- Media
- Music
- Physical Education
- Spanish

**This means most students will gain 9 or 10 GCSEs.**

# Important Information

*This is an important stage in a student's education.  
Our aim is that together we reach the best decisions.*

## The English Baccalaureate Qualification

The government has the aspiration that most students will take the subjects that make up the English Baccalaureate (EBacc), where they must gain good pass grades in the following subjects:

- English
- Mathematics
- Two Sciences (Combined or Triple Science)
- Geography or History
- Modern Foreign Language (Spanish or French)

The EBacc is not a separate qualification. Students achieve it automatically if they achieve passes in this combination of subjects.

The government says: "The EBacc is made up of the subjects which are considered essential to many degrees and open lots of doors. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths." <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

Some statistics the government give to encourage students to choose EBacc subjects are: in 2012 92% of those who entered an undergraduate course at Oxbridge had studied a language ... and 88% had studied a humanities subject. For Russell Group Universities 82% of those who entered an undergraduate course at a Russell Group University had studied a language and 82% had studied a humanities subject.

The government guide for parents can be found here <https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

A language will be an advantage for most careers in the future and the top universities value students who study one. This is one of the reasons why most students at King's School will take a Modern Foreign Language. We recommend all students take a language (French or Spanish) a Humanities subject (Geography or History) and one further choice. This is not compulsory, but we do expect almost all students to take at least one of the EBacc options subjects.

We do recognise that the English Baccalaureate model will not suit all our students and there are courses available for all ability ranges and talents. Senior staff will guide students (and their parents/carers) in making the right, fully informed decisions to ensure that the most suitable courses are chosen.

## Pre-16 Qualifications and University Entrance

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites for detailed requirements before applying.

- To study any degree at university students must have secured a 4 grade in both English and Maths.
- Applicants who wish to study Medicine are required to have very good GCSE results in Maths, Science and English.
- Increasing numbers of universities prefer applicants to have a GCSE in a modern or classical language at grade 4 or above.
- For a business degree, a grade 6 in GCSE Maths is required.
- A grade 6 in Maths and Science is often required for a degree in Psychology.

Please contact Mr Stevenson if you would like more information or to discuss how these points may affect the future choices for your son/daughter. An extract from the government guide is below:

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

– English language and English literature

– Maths

– Science

Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science

– History or Geography

– A language

Ancient or modern

## WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,  
August 2017

# Important Information

*This is an important stage in a student's education.  
Our aim is that together we reach the best decisions.*

## Will all students get their first choice?

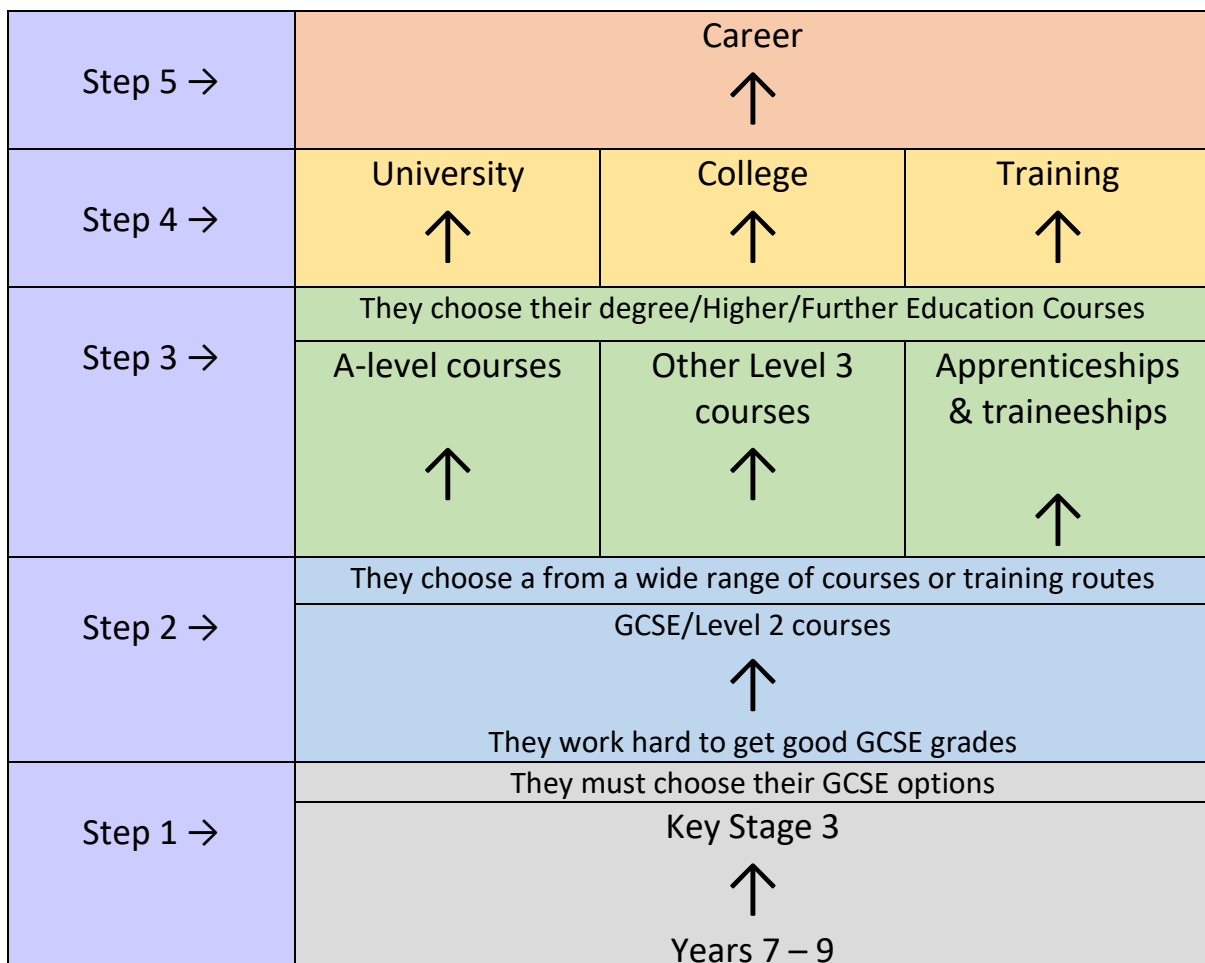
We will do our utmost to give everyone their first choices. However, we cannot guarantee that we will be able to meet the wishes of every single student. It may not be possible if:

- There are not enough people choosing that subject to continue to provide it on the timetable.
- The combination of subjects chosen by a student cannot be staffed or timetabled.
- Too many students choose the subject, leading to a lack of specialist rooms, equipment or staff.

Therefore, we will ask all students to choose a reserve subject to be taken in the event that they cannot be offered their first choice. Because of this, students should ensure they take the choice of a reserve subject seriously.

## Beyond Key Stage 3

*Students are at step 1 of a 5-step path that will lead to their chosen career.*



# Key Stage 4 to Key Stage 5

The choices that each student makes can affect what courses they can take at Key Stage 5.

Below is a table of how Key Stage 4 courses feed into Key Stage 5 courses.

| GCSE Subjects      | Essential for   | Desirable for   |
|--------------------|---|---|
| Art                | Art   | Photography   |
| Business Studies   |   | Business Studies, Travel, Economics, Accountancy                                      |
| Computing          |   | ICT, Computer Science   |
| Design Technology  | Design Technology   |   |
| Drama              |   | Drama   |
| English            | For most A level subjects   |   |
| French             | French  | Spanish, German   |
| Geography          |   | Geography, Travel & Tourism, Sociology, History                                       |
| History            |   | History, Sociology, Psychology, Drama, English Literature, Law, Government & Politics |
| Mathematics        | Mathematics, Science, Psychology, Design Technology, Food Science |   |
| Music              |   | Music   |
| Physical Education |   | PE, Biology, BTEC Public Services, BTEC Sport   |
| Triple Science     |   | Biology, Chemistry, Physics, Health & Social Care, PE                                 |
| Spanish            | Spanish   | French, German  |



|      |                  |                   |         |
|------|------------------|-------------------|---------|
| Core | English Language | Examination board | Edexcel |
|      |                  | Syllabus number   | 1ENO    |



*“Words have power.  
Words can light fires  
in the minds of men.  
Words can wring  
tears from the  
hardest hearts.”*  
Patrick Rothfuss



### Description

The English Language GCSE is taken alongside the English Literature GCSE. The course is 100% terminal examination; therefore students will study the texts and perfect exam skills throughout Years 10 and 11 and sit their examinations in the summer term of Year 11. The syllabus covers two components of study with two exams at the end of the course as outlined below:

#### Component 1: Fiction and Imaginative Writing

Students will study and analyse a wide range of prose fiction texts and will learn the skills necessary to analyse unseen 19<sup>th</sup> century texts. Study of the language will inform their own imaginative writing where they are assessed on engaging the reader and technical accuracy.

#### Component 2: Non-fiction and Transactional Writing

Students will study and analyse a selection of non-fiction texts (including literary non-fiction) learning to summarise, synthesise and compare extracts. Students will use non-fiction models to support the development of their own transactional writing skills, for example letters, articles and reports.

#### Spoken Language Endorsement

The spoken language component is not counted as part of the GCSE grade; however, it is a compulsory requirement of the course and will appear on all students’ certificates as a separately reported grade. The qualification requires students to demonstrate presentation skills in a formal setting, listen and respond appropriately to spoken language and use spoken Standard English effectively.

### Assessment

**Component 1** is an examination of 1hr 45 minutes and makes up 40% of the overall marks. Section A provides a 19<sup>th</sup> century fiction extract which will be approximately 650 words. Students will be required to respond to a mixture of short and extended questions based on the extract provided. Section B requires students to write an original, imaginative response linked to the themes of the reading extract with two images which the students can use to generate ideas.

**Component 2** is an examination of 2hrs and 5 minutes and makes up 60% of the overall marks. Section A provides two unseen non-fiction extracts, from 20<sup>th</sup> and 21<sup>st</sup> century texts – one of which will be literary non-fiction – accumulating to approximately 1000 words. Students are required to respond to a mixture of short and extended questions about the extracts with the final question asking students to compare the writers’ ideas. Section B requires students to write an original transactional response thematically linked to the extracts provided in Section A.

The aims of the English Language GCSE are to enable students to critically read a wide range of texts to inform and improve their own writing, to write effectively and coherently using Standard English with a wide vocabulary and to listen, understand and use spoken Standard English effectively.

#### **5 degree courses that require English**

1. English Language and Literature
2. Journalism
3. Politics
4. Psychology
5. Economics

#### **5 career choices that require English**

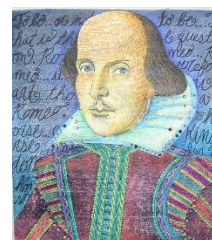
1. Novelist
2. Journalist
3. Curator
4. Advertising
5. Teaching

|      |                    |                   |         |
|------|--------------------|-------------------|---------|
| Core | English Literature | Examination board | Edexcel |
|      |                    | Syllabus number   | 1ETO    |



*“Words are, in my not-so-humble opinion, our most inexhaustible source of magic”*

J K Rowling



### Description

The English Literature GCSE is taken alongside the English Language GCSE. The course is 100% terminal examination; therefore students will study the texts and the exam skills throughout Years 10 and 11 and sit their examinations in the summer term of Year 11.

The syllabus covers two components of study with two examinations at the end of the course as outlined below:

#### Component 1 – Shakespeare and Post 1914 Play

Students will study a full Shakespearian play and a full post 1914 prose or play text. The choice of texts will be determined by the class teacher based on the students’ prior skills and learning.

#### Component 2 – 19<sup>th</sup> Century Novel and Poetry since 1789

Students will study a 19<sup>th</sup> century novel and a selection of poetry from the *Pearson Poetry Anthology*. The choice of novel and the theme of poetry will be chosen by the class teacher and based on the students’ prior skills and learning.

### Assessment

**Component 1** is an examination of 1hr and 45 minutes and makes up 50% of the overall marks. Section A is a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. Section B is ONE essay based on the Post 1914 Play or Prose that has been studied.

**Component 2** is an examination of 2hrs and 15 minutes and makes up 50% of the overall marks. Section A focuses on the 19<sup>th</sup> century novel. It is a two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text. Section B is in two parts, the first is ONE question comparing a named poem from the *Pearson Poetry Anthology* collection to another poem from that collection. Part 2 is an essay comparing two unseen contemporary poems.

The aims of the course are to give students the confidence that their literacy skills, knowledge and understanding are comparable to those of the highest performing students in the world, enriching their cultural awareness through the study of literary heritage as well as preparing them for further study and employment.

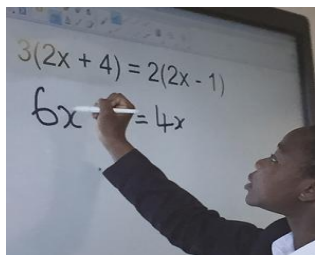
#### **5 degree courses that require English**

1. Law
2. Journalism
3. Engineering
4. Teaching
5. Medical

#### **5 career choices that require English**

1. Barrister
2. Publishing
3. Engineer
4. Teacher
5. Doctor

|             |                    |                   |         |
|-------------|--------------------|-------------------|---------|
| <b>Core</b> | <b>Mathematics</b> | Examination board | Edexcel |
|             |                    | Syllabus number   | 1MA1    |



*“The study of mathematics, like the Nile, begins in minuteness but ends in magnificence.”*  
Charles Caleb Colton



### **Description**

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for students when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. Mathematical thinking is important for all members of society for use in the workplace, business and finance, and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision making and for participation in the knowledge economy.

At Key Stage 4 students will build on the skills they have developed at King’s applying them to solve more complex problems.

### **Assessment**

In Mathematics GCSE there are three equally weighted examination papers taken at the end of Year 11. Two will be calculator papers and the third a non-calculator paper. Each paper will last for 1 hour 30 minutes and have 80 marks available. There are two tiers of entry: Higher in which students can obtain grades 4-9 or Foundation in which students can obtain grades 1-5.

GCSE Mathematics is divided into three assessment objectives:

**AO1:** Use and apply standard techniques (recall facts, carry out routine procedures)

– 50% of Foundation exam, 40% of Higher exam.

**AO2:** Reason, interpret and communicate mathematically (draw mathematical inferences and conclusions, present arguments and proofs)

– 25% of Foundation exam, 30% of Higher exam.

**AO3:** Solve problems within mathematics and other contexts

– 25% of Foundation exam, 30% of Higher exam.

#### **5 degree courses that require Mathematics**

1. Artificial Intelligence
2. Finance
3. Logic and Computation
4. Pure Mathematics
5. Statistics

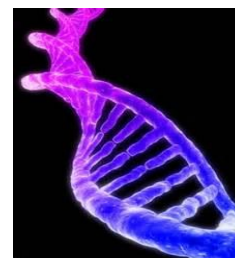
#### **5 career choices that require Mathematics**

1. Computer Games Designer
2. Engineer
3. Architect
4. Forensic Scientist
5. Animator

|      |         |                   |            |
|------|---------|-------------------|------------|
| Core | Science | Examination board | AQA        |
|      |         | Syllabus numbers  | 8461/2/3/4 |



*“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”*



Marie Curie

### Description

AQA GCSE Biology, Chemistry and Physics courses ensure students are inspired, motivated and challenged by following a broad, practical and satisfying course of study. They provide insight into and experience of how science works, stimulating student curiosity and encouraging them to engage with science in everyday life. These courses will guide them to make informed choices about their life beyond school, further study and career choices.

The GCSE Science course begins at the end of Year 9 and is continued throughout Years 10 and Year 11, studying modules in all three Sciences. All students will study a core scheme of work with some being given the choice to take a Foundation level rather than a Higher level paper at the end of the 3 years if this is more appropriate. Those who are completing the Higher paper will study some additional aspects of Science and preparation for each paper will be suitably adjusted in Year 11.

At the end of Year 10 a decision will be made by the science department about who will follow the combined science Trilogy and the separate science “Triple” course.

There are no classroom-based assessments for the new GCSE Science course, however, students will have to study a set series of core practical’s which will be assessed in written form in their exams.

### Assessment

#### Trilogy Science:

- 2 papers in Biology, Chemistry and Physics.
- Each lasts 1hr and 15 min and is worth 70 marks.
- They can be completed at a Foundation or Higher level.
- Each paper is worth 33.4% of a GCSE.

#### Triple Science

- 2 papers in Biology, Chemistry and Physics.
- Each paper lasts for 1hr and 45 min and is worth 100 marks.
- They can be completed at a Foundation or Higher level.
- Each paper is worth 50% of a GCSE.

**Biology Paper 1:** Cell Biology; Organisation; Infection and response; and Bioenergetics.

**Biology Paper 2:** Homeostasis and response; Inheritance, variation and evolution and Ecology.

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

**Chemistry Paper 2:** The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

**Physics Paper 1:** Energy; Electricity; Particle model of matter; Atomic structure.

**Physics Paper 2:** Forces; Waves; Magnetism and Electromagnetism.

#### Where could GCSE Science lead?

Science is a facilitating subject, which means it complements a range of other subjects. It draws on both numeracy and literacy skills giving pupils a chance to boost their overall attainment in all subjects. The study of science subjects at A-Level is very highly regarded by universities and employers. Below are some examples of the courses that you could follow beyond GCSE, although there are many more.

#### 5 degree courses that require Science

1. Medicine
2. Environmental Science
3. Astrophysics
4. Aeronautical Engineering
5. Biochemistry

#### 5 career choices that require Science

1. Engineer
2. Meteorologist
3. Pilot
4. Doctor
5. Forensic Scientist

|      |                   |                   |      |
|------|-------------------|-------------------|------|
| Core | Religious Studies | Examination board | AQA  |
|      |                   | Syllabus          | 8062 |



*“The purpose of all major religious traditions is not to construct big temples on the outside, but to create temples of goodness and compassion inside, in our hearts.”*

Tenzin Gyatso, 14th Dalai Lama



### Description

Religion is of vital importance to modern society as well as history. It helps us understand people and their actions; it shapes laws, cultures and the way people live their lives, and it affects us on a very personal level as well. Studying Religion and Philosophy at GCSE will greatly enhance student understanding of people, their motivations, their strengths and their weaknesses. A deep understanding of religion promotes tolerance and develops deep thinking skills needed to excel in any GCSE. Religious Studies is a part of the core curriculum that we consider to be of vital importance to King’s students.

At Key Stage 4 students will build on the skills they have developed at King’s especially those towards the end of Year 9. They will consider aspects of different religions and how these religions influence individuals and societies.

### Assessment

Students must take assessments in the following two components in the same series:

#### **Component 1: The study of religions: beliefs, teachings and practices of two from the following religions:**

Christianity, and Islam

Written exam: 1 hour 45 minutes

96 marks (plus 3 marks for Spelling, punctuation and grammar (SPaG))

50% of GCSE

#### **Component 2: Thematic studies**

Either four Religious, philosophical and ethical studies themes or two Religious, philosophical and ethical studies themes and two Textual studies themes.

*Religious, philosophical and ethical studies themes:* Theme A: Relationships and families, Theme D: Religion, peace and conflict, Theme E: Religion, crime and punishment, Theme F: Religion, human rights and social justice.

Written exam: 1 hour 45 minutes

96 marks (plus 3 marks for Spelling, punctuation and grammar (SPaG))

50% of GCSE

#### **5 degree courses that require Religious Studies**

1. Politics, Philosophy and Economics
2. Law
3. History
4. Theology
5. Philosophy and Law

#### **5 career choices that require Religious Studies**

1. Medicine
2. Law
3. Journalism
4. Teaching
5. Counselling

|                       |                |                   |      |
|-----------------------|----------------|-------------------|------|
| Option<br>Free choice | Art and Design | Examination board | AQA  |
|                       |                | Syllabus number   | 8202 |



### Description

Why choose GCSE Art and Design?

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Students will develop the following skills: creativity, imagination, research, investigation and experimentation, the progression of ideas from first-hand experience and, where appropriate, secondary source materials.

We follow the AQA specification, which provides students with the chance to create artwork in Years 10 and 11 that evidence research skills, written evaluations, experimental work with a wide variety of materials and techniques and final pieces that conclude their projects in a creative and thoughtful way.

This two-unit specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to find imaginative and intuitive ways of working and to develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. It is a strong foundation for further progression to Art and Design related courses such as A' Level Art and Design and enhanced vocational and career pathways.

### COURSE STRUCTURE:

**Unit 1: Portfolio of Work (Controlled Assessment) 60%: Consists of two projects: the first Natural Forms project begins with learning new skills such as linocut and dry point etching. Students then go on to develop ideas and work more independently. In the second PopArt project we begin by looking a small number of artists together and then students continue on independent pathways.**

**Unit 2: Externally Set Task 40% Unlimited preparation time and 10 hours of sustained focused study (creation of a final piece). Candidates respond to their chosen starting point which is set by the exam board. All work is marked by the Art and Design team at King's and moderated by AQA.**

|                               |                 |                   |         |
|-------------------------------|-----------------|-------------------|---------|
| <b>Option<br/>Free choice</b> | <b>Business</b> | Examination board | Edexcel |
|                               |                 | Syllabus number   | 1BS0    |



*“The secret of business is to know something that nobody else knows.”*  
Aristotle Onassis



### Description

Studying business immerses students in the world of entrepreneurs and management both of people and resources. The course is not just for those students who want to start their own business, but for those students who want to become an integral part of running a successful organisation. The Business course gives students the knowledge of business strategy so they may make informed choices when making decisions relating to the running of an organisation. It also teaches them that there is no wrong or right answer in doing this, just informed opinion.

GCSE Business will encourage students to:

- Engage in the study of Business to develop as effective and independent learners
- Appreciate the range of perspectives of different stakeholders in relation to business activities
- Consider the extent to which business and economic activity can be ethical and sustainable
- Recall, select and communicate their knowledge and understanding of concepts and issues
- Apply skills, knowledge and understanding in a variety of contexts
- Analyse and evaluate business case studies, make reasoned judgements, and present appropriate conclusions

Business at GCSE is split into 2 Themes which are each divided into 5 topics. The 10 main areas are:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Spotting a business opportunity</li> <li>• Putting a business idea into practice</li> <li>• Making the business effective</li> <li>• Understanding external influences on business</li> </ul> | <ul style="list-style-type: none"> <li>• Growing the business</li> <li>• Making marketing decisions</li> <li>• Making operational decisions</li> <li>• Making financial decisions</li> <li>• Making human resource decisions</li> </ul> |
|---|---|

### Assessment

To assess Business at GCSE there are two written papers. Both papers will be 1 hour and 30 minutes long and are equally weighted. There will be a combination of multiple-choice questions, short answer questions and extended writing questions.

There are two business case studies, within each paper, that students will have to answer questions based on the strategies that should be used. The two papers are based on the 2 themes mentioned earlier.

- **Paper 1** – Investigating small business
- **Paper 2** - Building a business

### 5 degree courses that lead on from studying Business

1. Business
2. Marketing
3. Accounting and Finance
4. International business
5. Economics

### 5 career choices that lead on from studying Business

1. Entrepreneur
2. Director of a company
3. City trader
4. Economist
5. Marketing consultant

|                       |                     |                   |      |
|-----------------------|---------------------|-------------------|------|
| Option<br>Free choice | Computer<br>Science | Examination board | OCR  |
|                       |                     | Syllabus number   | J277 |



*“Everybody in this country should learn to program a computer... because it teaches you how to think.”*



Steve Jobs

### Description

Computer Science builds on the pioneering qualification development in this field. Relevant to the modern, changing world of computer science, it is designed to boost computational skills essential for 21st century. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. The Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

### What will you learn in Years 10 and 11?

Students studying Computer Science at GCSE will gain an understanding of the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation. They will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They will think creatively, innovatively, analytically, logically and critically. They will gain an understanding of the components that make up digital systems, and how they communicate with one another and with other systems. They will gain an understanding of the impact of digital technology to the individual and to wider society.

### Assessment

#### **Component 1 – Computer Systems** (1.5-hour exam – 50% final GCSE)

This is an exam assesses students’ knowledge of the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

#### **Component 2 – Computational thinking, algorithms and programming** 1.5-hour exam – 50% final GCSE)

This component focuses on developing students’ skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### **Practical Programming**

Students are to be given the opportunity to undertake a programming task during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language.

#### **5 degree courses that lead on from studying Computer science**

1. Computer Games Programming
2. Computer Science
3. Engineering
4. Mathematics
5. Physics

#### **5 career choices that lead on from studying Computer science**

1. Computer Programmer
2. Financial Analyst
3. IT Project Manager
4. Software Designer
5. Software Engineer



|                       |       |                   |         |
|-----------------------|-------|-------------------|---------|
| Option<br>Free choice | Drama | Examination board | Edexcel |
|                       |       | Syllabus number   | 1DR0    |



*“Theatre is a mirror, a sharp reflection of society.”*  
Yasmin Reza



### Description

Drama is an exciting GCSE that will encourage you to work imaginatively and creatively in a collaborative context, creating, developing and communicating ideas.

Key features of the GCSE in Drama are:

- a clear, three-unit structure, with one unit assessed internally, one written exam and a scripted performance, assessed by an external examiner
- a study of two texts
- a theatre visit

You will develop a personal interest as to why drama matters and be inspired, moved and changed by studying a broad range of elements. You will be able to work creatively with others, generating, developing and communicating ideas. In the GCSE course you will:

- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- actively engage in the process of dramatic study, to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

### Assessment

**Unit 1 Devising** - internally assessed (40% of the GCSE) You develop a devised piece from a stimulus Internally assessed and externally moderated. There are two parts to the assessment: 1) a portfolio covering the development process, plus analysis and evaluation of this process worth 30% 2) a devised performance/design realisation worth 10%

**Unit 2 Performance from texts**– externally assessed (20% of the GCSE). Students will either perform in and/or design for two key extracts from a performance text. Centre choice of performance text.

**Unit 3 Theatre Makers in Practice- Written component** (40% of the GCSE)

Written examination: 1 hour 30 minutes 40% of the qualification – 60 marks. Exploration and study of one complete performance text (questions on text worth 30%) Live theatre evaluation – free choice of production (10%)

Drama develops many transferable skills essential to employment in the 21<sup>st</sup> century.

**It is important that students taking Drama appreciate the need to give up their time after school to rehearse – it is a collaborative subject that requires great commitment. There is a 70% written component to GCSE Drama. While the lessons are predominantly practical, students must be aware that much of the course is assessed through their writing.**

#### 5 degree courses that require Drama

1. Theatre Arts
2. Drama
3. Performing Arts
4. Arts Education
5. English and Theatre

#### 5 career choices that require Drama

1. Director/producer
2. Stage/studio production
3. Set designer
4. Actor on stage or screen
5. Dancer/Choreographer

|                 |        |                   |         |
|-----------------|--------|-------------------|---------|
| Option Language | French | Examination board | Edexcel |
|                 |        | Syllabus number   | 1FRO    |



*“Fais de ta vie un rêve,  
et d’un rêve, une  
réalité.”*

Antoine de Saint-Exupéry



### Description

This answer is endless and the sky really is the limit! We live in an increasingly globalised world, and the ability to speak two or more languages is fast becoming the norm. French is also spoken by over 200 million people worldwide and is the principal language of 68 states within the Francophonie (31 countries). Studying French open many doors to you when you come to making your post-16 choices. For example, many of the top universities will only take applications from students who have a language to at least GCSE level, because they see the important skills learners of languages gain.

Education aside, why limit yourself to a life in Britain? French is an important language within the international job market and will open doors with organisations from as far as Canada to the Caribbean and Australasia. Knowing French will also enhance your cultural understanding by allowing you to travel and converse with people from all over the world.

### What will you learn in Years 10 and 11?

Throughout the GCSE course you will study a range of topics which will allow you to start to deal with real-life situations and develop your independent use of the language through use of engaging and authentic materials. The GCSE course will rapidly build upon the knowledge and skills gained throughout Key Stage 3.

A wide range of topics, a set vocabulary list and grammar will be studied and will come under six themed areas:

- My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism

### Assessment

- Assessment; all skills are worth 25% each and the papers have been simplified and are more prescriptive than in previous years.

Paper 1 - speaking - read aloud task and follow-up questions, role play and picture description leading to a more general conversation

Paper 2 - listening - answer in English and a dictation to complete in the target language

Paper 3 - reading - answer in English and a translation into English

Paper 4 - writing - answer in the target language and a translation from English into the target language

#### 5 degree courses that require French

1. International Law
2. International Business
3. Geography and French
4. Politics and French
5. Any course with an ERASMUS element

#### 5 career choices that require French

1. International Business
2. Travel and Tourism
3. International Espionage
4. Journalism
5. Working for the UN or NATO

|                    |           |                   |      |
|--------------------|-----------|-------------------|------|
| Option<br>Humanity | Geography | Examination board | AQA  |
|                    |           | Syllabus number   | 8035 |



*“There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, mitigation, environmental degradation and social cohesion, Geography is one of the most relevant subjects you could choose to study. Geographers are also highly employable!”*

Dr Rita Gardner, Director of the RGS-IBG.



### Description

Want to travel the world from the classroom and explore the social, economic and environmental issues in the United Kingdom, newly emerging economies and lower income countries? Choose Geography GCSE!

### What will you learn?

Geography GCSE is divided into three units, with Geographical Skills being assessed across all three units.

#### Unit 1: Living with the Physical Environment

Students will explore themes of Natural Hazards including Tectonic Hazards, Tropical Storms, Extreme Weather in the UK and Climate Change; Physical Landscapes in the UK including, Coastal Landscapes in the UK and River Landscapes in the UK; the Living World including Ecosystems, Tropical Rainforests and Cold Environments.

#### Unit 2: Challenges in the Human Environment

Students will explore themes of Urban Issues and Challenges including Population, Urban Growth and Sustainability; the Changing Economic World including Development Gap and Newly Emerging Economies; the Challenge of Resource Management including Water.

#### Unit 3: Geographical Application

Students will develop a critical perspective on the above themes. This unit will require students to showcase their understanding of both the physical and human units of work. Students will be provided with a variety of unseen sources during their exam and will be asked to analyse a geographical issue at a range of scales, consider and select proposed solutions and justify their choices. ***Coupled with this, an aspect of the exam requires the student's attendance on compulsory fieldwork trips to investigate a human and physical environment. All will be questioned on their findings during the exam.***

### Assessment

Students will sit three separate exams in the summer of Year 11 but begin studying for these exams in September of Year 10. These exams will assess the knowledge, understanding and skills connected with the above units and themes: living with the physical environment, challenges in the human environment and geographical application.



- Living in the physical environment, 1hr 30 mins, 88 marks (+3 for SPaG), 35% of GCSE
- Challenges in the human environment, 1hr 30 mins, 88 marks (+3 for SPaG), 35% of GCSE
- Geographical application, 1 hr 15 mins, 76 marks (+6 for SPaG), 30% of GCSE

#### 5 degree courses that require Geography

1. Environmental Science.
2. International Relations/Business.
3. Marine Biology/Oceanography.
4. Engineering.
5. Sociology

#### 5 career choices that require Geography

1. International aid/development worker.
2. Logistics and distribution manager.
3. Town and Transport planner.
4. Conservationist.
5. Meteorologist.

| Option<br>Humanity  | History   | Examination board   | Edexcel |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
|---|---|---|---------|--|--|----------------|----------------------------------|-----------------------------------|----------------|-----------------------|------------------|------------------------|--------|--------------------------------|---------------|
|   |   | Syllabus number   | 1HIO    |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
|    | <p><i>“Study History, study History. In History lies all the secrets of Statecraft.”</i><br/>Winston Churchill</p> <p><i>“The more you know about the past, the better prepared you are for the future.”</i><br/>Theodore Roosevelt</p> |  |         |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
| <p><b>Description</b></p> <p>To truly value and recognise our place in the world, it is essential to look at where we have come from. Understanding the past is key if you are to take a role in shaping the future. Studying history enables us to understand other people and societies. It helps us appreciate different cultures and the changes occurring in society. Importantly, the knowledge gained, and skills developed, will help students understand the present and also provide them with the foundations for their future role as responsible citizens and enthused historians! King’s History team is committed to providing an engaging History curriculum and experience for our students which is built upon the foundations of students’ current and prior learning experiences.</p> <p><u>What will you learn in Years 10 and 11?</u></p> <p><b>Thematic Study, Crime and Punishment 1250-Present</b> – This study will enable learners to understand changes and continuities in crime and punishment in Britain from 1250 to the present. The study will reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history.</p> <p><b>British Depth Study, The Elizabethans 1580-1603</b> – This depth study should enable learners to understand the complexity of late-Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of late Elizabethan England and develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom and this female monarch.</p> <p><b>Period Study, Superpower Relations and the Cold War</b> – This period study follows the unfolding narrative of the end of the Second World War in which a power struggle over two super powers; Russia and the US in becoming supreme power internationally. Students chronologically study the start during the 3 main conferences up until the fall of the Berlin Wall and subsequent shattering of the Soviet sphere in Eastern Europe.</p> <p><b>World Depth Study, living under Nazi Rule 1933-45</b> – This world depth study should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work.</p> <p><b>Assessment</b></p> <p><b>Assessment 1</b> 30% Exam Crime and Punishment 1 hr 20 mins</p> <p><b>Assessment 2</b> 40% Exam Elizabethan England &amp; Superpower Relations and the Cold War 1hr 45 mins</p> <p><b>Assessment 3</b> 30% Exam Weimar and Nazi Germany 1918-1939 1hr 15 mins</p> <p><b>TRIPS</b></p> <p>Trips currently running are: Brighton Police Cells Museum, London Trip to see Witness for the Prosecution, Tower of London and Jack the Ripper Tour. Hampton Court and our overseas residential to Berlin. Other trips take place as the occasion arises</p> <p><u>Where could GCSE History lead?</u> <i>“History will be kind to me for I intend to write it.”</i> Winston Churchill Studying History opens more doors than it closes. Although traditionally academic and able to ‘standalone’, History is a subject that complements a wide range of other subjects. Consequently, studying it at GCSE and A-level is highly thought of by Russell Group Universities and employers alike.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b>5 degree courses that require History</b></td> <td style="text-align: center;"><b>5 career choices that require History</b></td> </tr> <tr> <td>1. Archaeology</td> <td>1. Armed &amp; Intelligence Services</td> </tr> <tr> <td>2. History and English Literature</td> <td>2. Archaeology</td> </tr> <tr> <td>3. History and French</td> <td>3. Civil Service</td> </tr> <tr> <td>4. LLB Law and History</td> <td>4. Law</td> </tr> <tr> <td>5. Modern History and Politics</td> <td>5. Journalism</td> </tr> </table> |   |   |         | <b>5 degree courses that require History</b> | <b>5 career choices that require History</b> | 1. Archaeology | 1. Armed & Intelligence Services | 2. History and English Literature | 2. Archaeology | 3. History and French | 3. Civil Service | 4. LLB Law and History | 4. Law | 5. Modern History and Politics | 5. Journalism |
| <b>5 degree courses that require History</b>  | <b>5 career choices that require History</b>  |   |         |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
| 1. Archaeology  | 1. Armed & Intelligence Services  |   |         |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
| 2. History and English Literature   | 2. Archaeology  |   |         |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
| 3. History and French   | 3. Civil Service  |   |         |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
| 4. LLB Law and History  | 4. Law  |   |         |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |
| 5. Modern History and Politics  | 5. Journalism   |   |         |  |  |                |                                  |                                   |                |                       |                  |                        |        |                                |               |

|                       |       |                   |        |
|-----------------------|-------|-------------------|--------|
| Option<br>Free choice | Music | Examination board | Eduqas |
|                       |       | Syllabus number   | 3660QS |



*“The true beauty of music is that it connects people. It carries a message, and we, the musicians, are the messengers.”*



Roy Ayers

### Description

Music is a broad and fascinating subject and one that is challenging as well as enjoyable. The GCSE curriculum covers Music from a wide range of genres and will test your aural and analytical skills. Students will learn how to compose a piece of Music and write a score. They will have the chance to use technology and a wide range of classroom instruments. Lessons provide plenty of opportunity for independent learning and group work. We follow the Eduqas specification which enables students to become a well-rounded analytical musician, developing aural, appraisal, historical understanding and notation skills.

### Component 1 Performance:

Students will be required to complete **two performances** on an instrument of their choice, this can also be a vocal performance. One performance is a solo and one an ensemble and these are to be recorded in Year 11. They may be able to perform something based on what they have learnt in KS3; however, instrumental or vocal lessons are strongly advised to enable a student to reach their full potential.

### Component 2 Composition:

Students are required to **compose two pieces**, at least three minutes in total, and these must be completed using one of the provided music programmes, either Logic Pro X or Muse Score.

### Component 3 Appraisal Examination:

Finally, students sit an **examination**, answering questions on two set works that will have been studied during the two years and a variety of unfamiliar pieces from different musical genres. These questions require students to have an in depth understanding of all musical elements and how they function within these pieces.

### Assessment

**Component 1:** Performing. Non-examined assessment: internally marked and externally moderated 30% of the qualification 72 marks

**Component 2:** Composing. Non-examined assessment: internally marked and externally moderated 30% of the qualification 72 marks



**Component 3:** Appraising. Written examination. Externally Marked. 1 hour and 15 minutes. 40% of the qualification 96 marks

#### 5 degree courses that require Music

1. Music
2. Arts
3. Music and Drama
4. Music/Production and Performance
5. Performance Diploma

#### 5 career choices that require Music

1. Sound Engineering
2. Music Teacher
3. Professional performer/Instrumentalist
4. Arts Administration
5. Arranger

| Option<br>Free choice  | Media Studies  | Examination board  | AQA  |
|--|--|--|------|
|  |  | Syllabus number  | 8572 |
|   | <p><i>“Whoever controls the media, controls the mind”</i><br/>Jim Morrison</p> |   |      |
| <p><b>Description:</b><br/>GCSE Media Studies covers both the practical and theory aspects of the media, exploring both print, digital and film media. The theory section develops students’ knowledge of the representations within the media, and how industries target audiences. Students will develop their practical skills in different media forms leading up to the creation of a product targeting a specific audience. They will also be assessed on a statement of intent which will incorporate the theory, terminology and contextual understanding from the examination section of the course.</p> <p><b>Why Choose GCSE Media Studies?</b><br/>GCSE media studies links to our English curriculum and allows students to continue to develop their analytical skills whilst also beginning to develop editorial skills. Media studies is also a cross-curricular subject, transferring and supporting subject knowledge from subjects such as business studies, maths, English and PSHE. For students considering arts related courses at further and higher education, GCSE media studies a great stepping stone for these courses.</p> <p><b>What will you learn in Year 10 &amp; 11?</b><br/>The content of this GCSE Media Studies specification is designed to enable students to enjoy and understand the ever growing world of media in which they live, to provide a route to further study in Further Education awards, such as A Levels, and to higher education in Media Studies as well as to related career opportunities. The theory side to GCSE Media Studies will be focusing on the intentions of the industries, how texts are received by the audiences, the impact of these texts and the long term effects this has on our society. In addition, students will be developing a range of practical skills, ranging from web-design to filming.</p> <p><b>Assessment</b><br/>GCSE Media Studies is divided into two areas:</p> <p><b>A: (Theory) – 60% (156 marks)</b><br/><b>Paper 1</b> = 35%. 84 marks 1h 30 minutes</p> <ul style="list-style-type: none"> <li>A. Media Language and Representations</li> <li>B. Media Industries and Media Audiences</li> </ul> <p><b>B: (Practical) – 30%</b></p> <ul style="list-style-type: none"> <li>1. a statement of intent</li> <li>2. a media product for an intended audience.</li> </ul> <p><b>Paper 2</b> = 35% 84 marks 1h 30 minutes</p> <ul style="list-style-type: none"> <li>A. Analysis of a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</li> <li>B. Analysis of either newspapers or online, social and participatory media and video games and can test any area of the framework.</li> </ul> |  |  |      |
| <p><b>5 degree courses that require Media</b></p> <ul style="list-style-type: none"> <li>1. Media and communications</li> <li>2. Television fiction writing</li> <li>3. Media, campaigning and social change</li> <li>4. Multimedia journalism</li> <li>5. International media and management</li> </ul>   |  | <p><b>5 career choices that require Media</b></p> <ul style="list-style-type: none"> <li>1. Advertising and marketing</li> <li>2. Broadcaster journalist</li> <li>3. Cinematographer</li> <li>4. Computer games tester</li> <li>5. Publishing</li> </ul> |      |

|                               |                               |                   |      |
|-------------------------------|-------------------------------|-------------------|------|
| <b>Option<br/>Free choice</b> | <b>Physical<br/>Education</b> | Examination board | AQA  |
|                               |                               | Syllabus number   | 8582 |



*“Lack of activity can destroy the condition of every human being, while movement and methodical physical exercise save it and preserve it.”*

Plato



**Description**

GCSE PE covers both the practical and theory aspects of sport and physical activity. The theory section develops students’ knowledge of healthy and active lifestyles, anatomy and physiology, psychology, socio-cultural influences on healthy living and data analysis techniques. Students will develop their practical performance in different sports leading up to being assessed in their 3 strongest sports. Students will also analyse and evaluate the performance of others and give feedback to improve their performance.

Why Choose GCSE PE?

GCSE PE follows on from our key stage 3 curriculum and allows students to continue enjoying sport and physical activity. PE is also a cross-curricular subject, transferring and supporting subject knowledge from subjects such as science and maths. For students thinking about studying a science or sport related course at further and higher education, GCSE PE is the foundation needed for these courses.

What will you learn in Year 10 & 11?

The content of this GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle, to provide a route to further study in Further Education awards, such as A Levels, and to higher education in PE as well as to related career opportunities. The theory side to GCSE PE will be focusing on anatomy and physiology, sports psychology, socio-cultural influences and interpreting data. In addition, students will be developing a range of practical skills, in both progressive drill and full context (competitive environments).

**Assessment**

GCSE PE is divided into two areas:

**A: (Theory) – 60% (156 marks)**

**Paper 1** = 30%. 78 marks 1h 15 minutes

1. A & P
2. Movement analysis
3. Physical training
4. Use of data

**Paper 2** = 30% 78 marks 1h 15 minutes

1. Use of data
2. Sports psychology
3. Socio-cultural influences
4. Health, fitness and well-being

**B: (Practical) – 40%**

Analysis and evaluation of performance to bring improvement in one activity. Practical performance in 3 sports.

3. Individual
4. Team
5. Individual or team

**5 degree courses that require Physical Education**

1. Sports and exercise science
2. Physiotherapy
3. Physical education
4. Strength and conditioning
5. Sports coaching

**5 career choices that require Physical Education**

1. Exercise physiologist
2. Physiotherapist
3. Outdoor education instructor
4. Strength & conditioning coach
5. Secondary school teacher

|                    |                              |                   |      |
|--------------------|------------------------------|-------------------|------|
| Option Free choice | Food Preparation & Nutrition | Examination Board | AQA  |
|                    |                              | Syllabus number   | 8585 |

### Description

This new GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. The course will be split into five key sections:



#### 1. Food, nutrition and health, 2. Food Science, 3. Food safety, 4. Food choice, 5. Food provenance

Within the course you will apply knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. This specification equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

The specification will encourage students to develop a broad range of knowledge, understanding and technical skills related to food preparation and nutrition. The emphasis is upon enabling Students to make connections between theory and practice and apply understanding of food and nutrition when preparing and cooking food. There is a large element of written and experimental work as well as practical and development work.

### Assessment

The course will be assessed over three units:

**The Written Paper:** External Exam (50% of GCSE) 1 hr 45 minutes exam. (Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.)

#### Non Examined Assessments:

**Task 1:** Food investigation (30 marks - 1,500–2,000 words)

Students' show understanding of the working characteristics,

functional and chemical properties of ingredients through an investigation task. **Practical investigations are a compulsory element of the NEA.** **Task 2:** Food preparation assessment (70 marks)



Students demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students are expected to prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### Why should I take Food Preparation and Nutrition

#### 3 courses that build on Food and Nutrition

1. Food Technologist
2. Hospitality & Catering
3. Food and Drink Engineer

#### Career choices that build on Food and Nutrition

1. Catering or Restaurant manager
2. Baker/Chef
3. Food scientist/Nutritionist



|                       |                        |                   |      |
|-----------------------|------------------------|-------------------|------|
| Option<br>Free choice | Design &<br>Technology | Examination board | AQA  |
|                       |                        | Syllabus number   | 8552 |



*“Design is not just what it looks like and feels like. Design is how it works”*  
Steve Jobs



### Description

Design and Technology is the inspiring, rigorous and practical subject which prepares all young people to live and work in the modern world. The new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. It is all about providing opportunities for students to develop their capability; combining students designing and making skills with knowledge and understanding to design and create quality products.

### Core technical principles

To make effective design choices students will need a breadth of core technical knowledge and understanding. Some of the topics studied include new and emerging technologies, developments in new materials and energy generation and storage.

### Specialist technical principles

In addition to the core technical principles, all students will develop an in-depth knowledge and understanding of specialist technical principles. Some of the topics studied include selection of materials or components, forces and stresses and ecological and social footprint.

### Design and making principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure.

They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to wide range of areas. Some of the topics studied include design strategies, communication of design ideas and prototype development.

### Assessments in GCSE Design & Technology

Written exam: 2 hours and is worth 100 marks and 50% of the GCSE.

Non-exam assessment (coursework): 100 marks worth 50% of the GCSE

### Where could GCSE D&T lead?

The skills students develop in Design & Technology can help students go on to a wide range of different courses and careers, ranging from Engineering to Design. Below are some of these courses and careers.

#### 5 degree courses that require Product Design

1. Engineering
2. Architecture
3. Product Design
4. Silversmith and Jewellery
5. 3D Design

#### 5 career choices that require Product Design

1. Engineer
2. Architect
3. Carpenter
4. Product Designer
5. Car Designer

|                 |         |                   |         |
|-----------------|---------|-------------------|---------|
| Option Language | Spanish | Examination board | Edexcel |
|                 |         | Syllabus number   | 1SPO    |



*“Vive simple.  
Suena grande,  
da gracias.  
Da amor”*

Anon



**Description**

Studying Spanish opens a huge array of opportunities for travel and work. You could study abroad in another field, do the Macchu Pichu trail or become the next Gareth Bale; none of these would be easy without the ability to communicate in Spanish. Studying GCSE Spanish will not just be a passport to holidays in the sun or on the piste; it is the native language of over 350 million people across five continents and is gaining in importance in the business world. The ability to speak Spanish will open doors to work in multinational companies and earn a higher salary, as well as afford opportunities to delve into other cultures around the world.

What will you learn in Years 10 and 11?

Throughout the GCSE course you will study a range of topics which will allow you to start to deal with real-life situations and develop your independent use of the language through use of engaging and authentic materials.

The GCSE course will rapidly build upon the knowledge and skills gained throughout Key Stage 3.

A wide range of topics, a set vocabulary list and grammar will be studied and will come under six themed areas:

- My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism

**Assessment:**

Assessment: all skills are worth 25% each and the papers have been simplified and are more prescriptive than in previous years.

Paper 1 - speaking - read aloud task and follow-up questions, role play and picture description leading to a more general conversation

Paper 2 - listening - answer in English and a dictation to complete in the target language

Paper 3 - reading - answer in English and a translation into English

Paper 4 - writing - answer in the target language and a translation from English into the target language

Where could GCSE Spanish lead?

A qualification in Spanish could obviously lead to further study of it or another language as it shows you have commitment and a knack for effective communication. In addition, it gives opportunities for study or work abroad placements and would benefit those wishing to work in science or medicine due to its Latin origins. More fulfilling travel experiences or the chance to work with the Spanish-speaking community in the UK are also possibilities.

**5 degree courses that require Spanish**

1. A language degree
2. International Business and Law
3. American Studies
4. Hispo-American Culture
5. Any degree with a placement abroad in Spain/South America.

**5 career choices that require Spanish**

1. Espionage
2. Central and local government
3. Travel and tourism
4. Sales and marketing
5. Law: UN, EU, NATO...

|                       |       |                   |     |
|-----------------------|-------|-------------------|-----|
| Option<br>Free choice | Dance | Examination board | TBC |
|                       |       | Syllabus number   | TBC |



*“The one thing that can solve most of our problems is dancing.”*  
*James Brown*



**\* (exact details to be confirmed)**

Dance is a powerful and empowering form of non-verbal communication, and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

This specification acknowledges the important role that dance plays in young people’s lives. Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

The practical component of the course enables students to study dance by ‘doing’ and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks.

The study of the anthology will facilitate the development of students’ skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

**Component 1: Performance and choreography**

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)
- Choreography
- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

**How it's assessed**

Performance - 30% of GCSE, 40 marks

Choreography - 30% of GCSE, 40 marks

Total component 60% non-exam assessment (NEA) marked by the centre and moderated by AQA.

**Component 2: Dance appreciation**

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

**How it's assessed**

40% of GCSE. Written exam: 1 hour 30 minutes

**5 degree courses that build on dance**

1. Musical Theatre
2. Performing Arts
3. Sport, Physical Education and Health
4. Dance
5. Dance and Choreography

**5 career choices that build on dance**

1. Performer
2. Choreographer
3. Teacher
4. Therapist
5. Company manager