

Sir Roger Manwood's School



GCSE Options Booklet 2025-2027



Engage...Explore...Excel...



Introduction for parents

Your child is being asked to make some important decisions early in the Spring term concerning the subjects they will study next year. Some subjects are compulsory, but there is a certain degree of choice where the others are concerned. Details of the choices and a list of subjects is given further on in this document. We will give as much advice and guidance as possible. So far, your child has had/will have talks from various members of staff including myself and in addition there are two formal opportunities for you to ask questions.

- **Options Evening.** On Tuesday 14th January at 6:00pm in the School Hall. Here I shall take you through the options process and there will be the opportunity at the end to ask individual questions. Your child does not need to attend this meeting as they will have heard it all before.
- **Parents' Evening.** This will be on Wednesday 22nd January in the School Hall, from 3.45pm to 7:00pm. Your child should attend this meeting as it will be the chance for you to ask teaching staff about the desirability of particular option choices.

An electronic link to an options form will be forwarded to you, via email, for completion. To help us find the best fit possible for your child, we ask that you rank the subjects in order of importance and give as much information as possible so that we know what to do if we cannot provide your child with all of their choices. We aim to run all of the choices listed but on the rare occasion that the number of students choosing a subject is too small to make it economically viable, then we shall have to ask the pupils choosing it to opt for another subject.

If as you go through this process, you have any additional questions, you can contact Mrs O'Sullivan (Lower School Administration Assistant: LowerSchoolAdmin@srms.kent.sch.uk) or Mrs Lesworth (Data Assistant: k.lesworth@srms.kent.sch.uk) at any time.

Please complete and submit the Google Options Form that you can access via the link in your email by Friday 31st January so that we can move on to the next stage in the process.

Thank you

Ms C A Kernick
November 2024





Introduction for pupils

In July, you will have completed Key Stage 3 of the National Curriculum and will be ready to embark on Key Stage 4. Soon you will be asked to make the choice of subjects you wish to study in Years 10 and 11. This document offers a brief overview of what is involved in the various subjects up to GCSE. It will also help you think about the process of making your decision. You will be given assistance and will need to consult your parents and give much thought to the topic before you choose.

One of our basic principles is to offer as free a choice as regulations permit, and then to devise a timetable which will allow as many of you as possible to study your chosen subjects. Hence the need for decisions at this stage. You might consider that you would prefer to delay your choice of subjects until after this summer's examinations. We believe that this is an incorrect approach - you know your strengths and weaknesses without the judgement provided by a single examination. Our experience shows that, from the first provisional list of choices to the final selection, few pupils change their mind radically. However, we have to construct a timetable before the final choices are required. In other words, the final choices are made from blocks of subjects, which have been put together to fit as many pupils' choices as possible.

The Head of School, the Assistant Head Teacher and I supervise the process and vet the choices. We re-advise anyone whose selections go against any evidence that we may have. We also need to keep an eye on numbers selecting subjects – if there are insufficient numbers, we may have to withdraw a subject from the list, and if too many, we may have to consider an individual's aptitude for that particular subject.

Once the timetable line-up is settled, it will not be changed, but it may be possible for you to change your choices within the framework.

Key Stage Four Curriculum

In the course of each fortnight, pupils will have:

Core Subjects	Hours	GCSE	Option Subjects	Hours	GCSE
English (Language and Literature)	7	2	MFL Option	5	1
Mathematics	7	1	Option 2	5	1
Science (Biology/Chemistry/Physics) Combined Science	12	3 2	Option 3	5	1
Physical Education	2	0	Option 4	5	1
Religious Education	1	0			
PSHCE/E ³	1	0			

Thus, unless it is deemed Combined Science is more suitable, our pupils will take **ten** GCSEs at the end of Year 11. The Combined Science course covers Biology, Chemistry and Physics subject matter but in less depth, in the same amount of curriculum time. Pupil progress across **Y9** will inform the decisions made with respect to the most appropriate route for each pupil. Pupils who follow the Combined Science course will still be able to follow a Science A-Level course providing they meet the stated entry requirements (of 7-7).





Options

Everyone will study four of these, each one leading to a GCSE. They must be chosen from the following list:

Art	Business	Computer Science	Drama
French	Geography	History	Music
Physical Education	Religious Studies	Spanish	Design and Technology

What criteria should you consider when you are making your choices?

Although the core subjects provide a fundamental balance to the course, it is important that you think through the choices carefully. Ask yourself a series of questions:

a. **Which subjects do I enjoy most?**

You will be most likely to succeed in subjects which give you a degree of satisfaction.

b. **What does the subject involve?**

The GCSE syllabus may involve different work from that undertaken in Years 7-9. You should know what the course involves before you start it.

c. **What are my chances of success?**

If you enjoy a subject, you are likely to succeed in it. However, you should also think carefully about how good you are at that subject.

d. **How do my choices fit together?**

You should consider whether your choices give you sufficient variety. Also try to play to your strengths.

e. **What do teachers and parents think of my choice?**

They have known you for a long time: it is worth listening to them - if in doubt ask!

Your choices ideally, should be made in the light of future intentions, which may include prospective career requirements or a Sixth Form course. However, remember that your ideas, likes and dislikes, and career intentions may well change, so a most important piece of advice is: **beware of limiting your future choices: keep your options open.**

We are not only keen for you to do well in your GCSE courses, but we also feel strongly that your educational development should be appropriately broad. Consequently, we require you to:

- continue with a Modern Foreign Language
- continue with Religious Education
- continue with PE





- undertake a week's Work Experience at the end of Year 12

Individual teachers will advise on their own subjects. The notes on subjects which follow give you information about GCSE courses; ask subject teachers if you would like to know more. Remember you cannot make informed choices without sensible thought and consultation.





What action should I take now?

STUDY this booklet carefully (you can find it online on our website under Curriculum – KS4)

THINK about the questions mentioned earlier.

DISCUSS the choices with your parents/carers.

CONSULT or **TALK** as appropriate to:

- your subject teachers;
- your form tutor;
- the Head of School (Mr Vere);
- the Assistant Head teacher (Ms Pujadas-Telmon)
- the Deputy Head (Ms Kernick)
- people who are taking, or have taken, courses you are interested in;
- people who have experience in the kinds of job which interest you.
- the Careers Service – email Careers@srms.kent.sch.uk to book a career advisor appointment

DECIDE for yourself!

You will have to make your provisional choices shortly after the Year 9 Parents' Evening.

Mr M Vere
Head of Lower school

Miss J Deveson
Deputy Head of Lower School

Mrs A O'Sullivan
Lower School Administration Assistant

Ms A Pujadas-Telmon
Assistant Head Teacher

Ms C A Kernick
Deputy Head Teacher





Compulsory Subjects

English Language.....	Page 7
English Literature.....	Page 8
Mathematics.....	Page 9
Triple Science	
Biology	Page 10
Chemistry	Page 11
Physics	Page 12
Or	
Combined Science	Page 13





Subject: English Language

Examination Board and Specification Number: AQA English Language

Course Content

Component 1: Explorations in Creative Reading and Writing

Looking at how writers use narrative and descriptive techniques to engage the interest of readers.

Component 2: Writers' Viewpoints and Perspectives

Looking at how different writers present a similar topic over time.

Assessment:

Component 1: Explorations in Creative reading and Writing

Written exam: 1 hour 45 minutes - 80 marks (50% of GCSE)

- Section A: Reading - one literature fiction text (40 marks) (25%)
- Section B: Writing - descriptive or narrative writing (40 marks) (25%)

Component 2: Writers' Viewpoints and Perspectives

Written exam: 1 hour 45 minutes - 80 marks (50% of GCSE)

- Section A: Reading - one non-fiction text and one literary non-fiction text (40 marks) (25%)
- Section B: Writing - writing to present a viewpoint (40 marks) (25%)

Skills Developed and Possible Future Careers

The ability to write well and read analytically are skills that are vital in very many workplaces. The course develops your skills of written communication and equips you to understand the ways writers use language for a wide range of effects. For students considering Arts and Humanities courses at University, it is essential to have a good grounding in English Language.





Subject: English Literature

Examination Board and Specification Number: AQA English Literature

Course Content

Component 1: Paper 1: Shakespeare and the 19th-century novel

- Study a Shakespeare play such as *Macbeth*;
- Study a 19th Century novel such as *The Strange Case of Dr Jekyll and Mr Hyde*;
- Develop skills to analyse the effect of language, structure, form and context.

Component two: Modern texts and poetry

- Study a Post 1914 text such as *An Inspector Calls*;
- Study a collection of poetry on a theme such as *Power and Conflict*
- Develop skills to analyse the effect of language, structure, form and context;
- Develop comparison skills;
- Develop a critical style of writing.

Assessment:

Component 1: Paper 1: Shakespeare and the 19th-century novel

Closed book exam. 1 hour 45 minutes – 64 marks (40%)

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Component 2: Modern texts and poetry

Closed book exam. 2 hours - 96 marks (60%)

Section A Modern texts: students will answer one essay question from a choice of two on their chosen text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Skills Developed and Possible Future Careers

Good analytical skills are vital in many workplaces, and in English Literature you develop these analytical skills through the study of a range of literary texts. These will help with your study of any Arts and Humanities subjects at A level. You will be encouraged to develop a life-long appreciation and love of literature.





Subject: Mathematics

Examination Board and Specification Number: Edexcel 1MA1 2015

Course Content

Aims and objectives are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The main sections of study are:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Assessment:

There will be three equally weighted examination papers of 90 minutes each. The first of these will be non-calculator. Syllabus content can be assessed on any of the three papers.

The marks will be allocated as follows:

- Use and apply standard techniques 40%
- Reason, interpret and communicate mathematically 30%
- Solve problems within mathematics and in other contexts 30%

Skills Developed and Possible Future Careers

Mathematics is an essential life skill with applications from DIY to personal finance. The course develops not only the tools for everyday life, but also prepares students for further study in Mathematics. The focus on problem solving, reasoning and communication in addition to learning standard methods widens this range of applications and supports many subjects such as Sciences, Geography, Design Technology, Business Studies and Computing. Reasoning, accuracy, persistence and logic are all additional skills developed through Mathematics and are widely valued in many careers.





Subject: Biology

(Student progress throughout Y9 will be used by teachers to determine whether they should follow the Combined or Triple Science GCSE course)

Examination Board and Specification Number: OCR J263

Course Content

The assessment papers are either Foundation or Higher tier and are based on six topics.

- Topic B1: Cell level systems
- Topic B2: Scaling up
- Topic B3: Organism level systems
- Topic B4: Community level systems
- Topic B5: Genes, inheritance and selection
- Topic B6: Global challenges

Assessment:

Higher tier (Grades 4 to 9)	Paper 3: 90 marks – 1h 45min.	50% of whole GCSE
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Topics B1, B2, B3 assessed

Higher tier (Grades 4 to 9)	Paper 4: 90 marks – 1h 45min.	50% of whole GCSE
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Topics B4, B5, B6 assessed (*And assumed knowledge from Topics B1- B3*)

Skills Developed and Possible Future Careers

GCSE Biology encourages learners to develop their curiosity about the living world and provide insight into and experience of how science works. Students acquire many skills from problem solving through to manual dexterity, therefore supporting future study in most curriculum areas. When combined with other sciences the doors are opened to a vast range of future careers, from medicine through to law.





Subject: Chemistry

(Student progress throughout Y9 will be used by teachers to determine whether they should follow the Combined or Triple Science GCSE course)

Examination Board and Specification Number: OCR J248

Course Content

The assessment papers are either Foundation or Higher tier and are based on six topics.

- Topic C1: Particles
- Topic C2: Elements, compounds and mixtures
- Topic C3: Chemical Reactions
- Topic C4: Predicting and identifying reactions and products
- Topic C5: Monitoring and controlling chemical reactions
- Topic C6: Global challenges

Assessment:

Higher tier (Grades 4 to 9) Topics C1-C3 assessed	Paper 3: 90 marks – 1h 45min.	50% of whole GCSE
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Higher tier (Grades 4 to 9) Topics C4-C6 assessed (<i>and assumed knowledge from Topics C1 – C3</i>)	Paper 4: 90 marks – 1h 45min.	50% of whole GCSE
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Skills Developed and Possible Future Careers

GCSE Chemistry develops students' numerical, observational, practical, enquiry-based and problem-solving skills. It also develops their abilities to evaluate claims based on science through critical analysis of evidence, both quantitatively and qualitatively.

A qualification in chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied chemistry at any level; great career opportunities exist both inside and outside the lab. Nobody knows what the jobs of the future will look like, but many of them will be created in chemistry to solve global challenges such as human health, energy and the environment.





Subject: Physics

(Student progress throughout Y9 will be used by teachers to determine whether they should follow the Combined or Triple Science GCSE course)

Examination Board and Specification Number: OCR J265

Course Content

The assessment papers are either Foundation or Higher tier and are based on eight topics:

- Topic P1: Matter
- Topic P2: Forces
- Topic P3: Electricity
- Topic P4: Magnetism and magnetic fields
- Topic P5: Waves in matter
- Topic P6: Radioactive decay – waves and particles
- Topic P7: Energy
- Topic P8: Global challenges

Assessment:

Higher tier (Grades 4 to 9) Paper 3: 90 marks – 1h 45min. 50% of whole GCSE

- Topics P1-P4 assessed

Higher tier (Grades 4 to 9) Paper 4: 90 marks – 1h 45min. 50% of whole GCSE

- Topics P5-P8 assessed (*and assumed knowledge from Topics P1- P4*)

Practical element.

Learners will undertake a wide variety of practical activities during the course. These will cover the eight Practical Activity Groups (PAGs) and will range from whole investigations to simple activities involving measuring quantities.

Skills Developed and Possible Future Careers

GCSE Physics develops students' numerical, observational, practical, enquiry-based and problem-solving skills. It also develops their abilities to evaluate claims based on science through critical analysis of evidence, both quantitatively and qualitatively.

Qualifications in Physics lead to careers in Theoretical Physics, Experimental Physics, Astronomy, Engineering, Medicine, Aeronautics, Environmental Science, Meteorology, as well as areas as diverse as Journalism, Law and Economics.





Subject: Gateway Science Combined Science A

Examination Board and Specification Number: OCR J250

Students will be selected for this course by their teachers if it is deemed a more suitable route for them than taking three Separate Science GCSEs (Triple course). It is not an option that a student can opt in or out of.

Course Content

The assessment papers are either Foundation or Higher tier and are based on 18 topics.

- Topic B1: Cell level systems
- Topic B2: Scaling up
- Topic B3: Organism level systems
- Topic B4: Community level systems
- Topic B5: Genes, inheritance and selection
- Topic B6: Global challenges

- Topic C1: Particles
- Topic C2: Elements, compounds and mixtures
- Topic C3: Chemical Reactions
- Topic C4: Predicting and identifying reactions and products
- Topic C5: Monitoring and controlling chemical reactions
- Topic C6: Global challenges

- Topic P1: Matter
- Topic P2: Forces
- Topic P3: Electricity and magnetism
- Topic P4: Waves and radioactivity
- Topic P5: Energy
- Topic P6: Global challenges

Assessment:

Students will sit a total of 6 papers, 2 for each Science. Each paper is worth 60 marks, 1 hour 10 minutes in length and contributes 16.7% of total GCSE.

Students will be awarded two grades at the end of the course.

Practical element: Learners will undertake a wide variety of practical activities during the course. These will cover the Practical Activity Groups (PAGs) and will range from whole investigations to simple activities involving measuring quantities.

Skills Developed and Possible Future Careers

GCSE Combined Science enables you to

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help you to answer scientific questions about the world around you





- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

A qualification in combined science opens doors to a wide range of careers as stated in Biology, Chemistry and Physics.





MFL Option Subjects

Students must choose at least one MFL option

French.....Page 16
Spanish.....Page 18

Other Options Subjects

Students must choose 3 of the following subjects. French or Spanish can also be chosen as an option subject if not already chosen as an MFL option.

Art and Design (Fine Art).....Page 20
Business.....Page 22
Computer Science.....Page 23
Drama.....Page 25
Geography.....Page 27
History.....Page 29
Music.....Page 30
Physical Education.....Page 32
Religious Studies.....Page 34
Design and Technology.....Page 35





Subject: French

Examination Board and Specification Number: AQA GCSE FRENCH 8652

From September 2024

Course Content

In the French department, we strongly believe in languages as a skill for life and something students should enjoy and find rewarding. With the proximity of France, and thinking further ahead to the post-Brexit area, we are convinced that the knowledge of the French language will become a paramount asset in the world's work market. Indeed, being proficient in French is an invaluable tool on a CV.

This is why we offer a comprehensive course in year 10 and 11 that students will enjoy and, at the same time, achieve very high grades in.

Following the new AQA course, we will study:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Assessment:

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Paper 1: Listening – 35 minutes (F) / 45 minutes (H) - Final exam – 25% (Tiered)

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

Paper 2: Speaking exam – 9 minutes + 15 minutes' supervised preparation time (F) / 12 minutes + 15 minutes' supervised preparation time (H) – 25% (Tiered)

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

Paper 3: Reading – 45 minutes (F) / 1 hour (H) - Final exam – 25% (Tiered)

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

Paper 4: Written final exam- 1 hour 10 (F) / 1 hour 15 (H) – 25% (Tiered)

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli





- Translating from English into French.

Skills Developed and Possible Future Careers

GCSE French is a highly regarded qualification for most university courses, and for any profession which requires clear communication and precision. It can prove helpful for careers in medicine, science, engineering or business. Students will also have the opportunity to go on a five-day residential trip to Paris in year 10.





Subject: Spanish

Examination Board and Specification Number: AQA 8692

Course Content

The GCSE course aims to enable you to widen your horizons and enable you to communicate. The topics range from talking about yourself, your school and your family to social and environmental concerns. Even if you have no plans for foreign travel in the near future, a qualification in a language is useful for gaining access to a wide variety of careers and courses. Spanish is a language of great international importance – not just for holidays!

The themes covered by the AQA course are:

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

Assessment:

A student can take GCSE Spanish at Foundation tier (grades 1–5) or Higher tier (grades 4–9). Students must take all four question papers at the same tier. All exams are at the end of the course.

Paper 1: Listening – 35 minutes (F) / 45 minutes (H) - Final exam – 25% (Tiered)

- Understanding and responding to spoken extracts
- Dictation of short, spoken extracts

Paper 2: Speaking exam – 9 minutes + 15 minutes' supervised preparation time (F) / 12 minutes + 15 minutes' supervised preparation time (H) – 25% (Tiered)

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

Paper 3: Reading – 45 minutes (F) / 1 hour (H) - Final exam – 25% (Tiered)

- Understanding and responding to written texts
- Inferring plausible meanings of single words when they're embedded in written sentences
- Translating from Spanish into English

Paper 4: Written final exam- 1 hour 10 (F) / 1 hour 15 (H) – 25% (Tiered)

- Writing text in the language in an accurate way in response to simple and familiar stimuli

Skills Developed and Possible Future Careers

Students that study a language will be more successful with applications to a wide variety of careers and courses – not solely language courses. Spanish is the main language in over 20 different countries around the world. It is spoken by over 500 million people and the number is growing all the time!

You will, of course, have to work hard throughout the two years to build up your topic vocabulary and practise the skills needed to obtain high grades. However, if you have a sense of adventure, want to





learn more about other cultures and would like to expand your Spanish vocabulary beyond “paella” and “¡hasta la vista!” then this is the course for you!





Subject: Art and Design (Fine Art)

Examination Board and Specification Number: AQA

Course Content

Component 1: (Coursework Portfolio)

Coursework is built up throughout the two year course and consists of two projects, the themes of which are set internally. The *Natural Forms* project is studied in the Autumn and Winter terms of Year 10 (September-April) and the *Identity* project is studied through the Summer term of Year 10 and the Autumn term of Year 11 (May-January). The aims of these projects are to encourage students to explore a wide range of media, techniques and ideas in their work. As well as experimenting with traditional drawing and painting techniques, students will be encouraged to explore a range of printmaking skills (including lino-cutting, mono-printing and dry-point etching), mixed media, photography, digital media, sculpture and ceramics. An important part of this exploration will include the study of artists, designers and craftspeople to help students develop their own ideas and to give them a deeper understanding of the place of art, craft and design in history and within society. The building up of a lively sketchbook full of research, ideas and experimentation is a central part of the course. It is through these sketchbooks and some larger, mounted work that students should show a clear development from a starting point (the theme of the project) to a conclusion (the final piece/s).

Component 2: (Externally Set Assignment)

The Art exam is unique, as it requires no revision, but it lasts over 4 months (from January-May in Year 11). In January, students will be required to choose one starting point from a selection sent by the exam board as the theme of their exam project. Students will then research artists, designers and craftspeople and explore a range of techniques and ideas – much in the same way as they did for their coursework projects. The only difference between the externally set task and the coursework projects is the time limitations. Students have to complete their project in a much shorter period of time (4 months), and have to complete the final piece/s to their project in a 10-hour exam (spread over 2 school days).

Assessment:

Component 1: Coursework Portfolio (worth 60%)

This consists of 2 projects that are marked as one unit, and is assessed using the following 4 Assessment Objectives, each worth 24 marks (a total of 96 marks).

AO1 – Developing ideas through research of artists, designers, craftspeople, etc.

AO2 – Refining work through experimentation with a range of ideas, media, materials and techniques.

AO3 – Recording ideas through observational drawing, photography and explanations.

AO4 – Presenting a personal, informed and meaningful response (final outcome/s) to the theme.

Component 2: Externally Set Assignment (worth 40%)

This is assessed using the same 4 Assessment Objectives and marking criteria as above. Only the final piece is produced under exam conditions, which lasts 10 hours.





Skills Developed and Possible Future Careers

The Art & Design course will not only develop students' techniques and ability across a wide range of media, but also their understanding of different ways of working and ways of approaching themes. As the course develops, so too will the students' confidence as they begin to work more and more independently and creatively both in and out of lessons in the development towards their final outcomes.

If you intend to take A-Level Art & Design, or go on to study art or design-related courses at college, or even follow a creative pathway in the future then this course is important for you. For those thinking further ahead, university courses that past students have gone on to study include Fine Art, Illustration, Architecture, Graphic Design, Photography, and Art History/Journalism, to name just a few.

Furthermore, as GCSE Art & Design is now considered one of the most time-demanding courses on offer, more and more colleges and universities are recognising that gaining a high grade in GCSE Art & Design shows that you must be a very hard-working, creative, independent and dedicated student; attributes that almost all courses will admire in their applicants.





Subject: Business

Examination Board and Specification Number: Edexcel 1BS0

Course Content

Content includes the following topic areas:

Theme 1: Investigating small business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2: Building the Business

- Expanding a business
- Making Marketing decisions
- Making Operational decisions
- Making Financial decisions
- Making Human Resource decisions

Assessment:

Two examination papers at the end of the two-year course, one on each of the themes above, making up the full GCSE. Each paper is worth 50% of the marks.

Each paper will consist of calculations, multiple-choice, short-answer and extended writing questions.

Skills Developed and Possible Future Careers

A student would be expected to develop the following skills during the course: practical skills, presentational skills, personal skills, interpersonal skills, cognitive skills, analytical skills and evaluative skills. Possible futures careers include Business Management, Marketing, and Accounting and Finance. The course provides an understanding of the environment that all students will face when they leave education and embark on their careers.





Subject: Computer Science

Examination Board and Specification Number: OCR J277

Course Content

GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

The content of this GCSE in Computer Science is divided into three components:

Computer systems component (01) This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Algorithms and programming component (02) This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Computer systems component (01)

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Computational thinking, algorithms and programming component (02)

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments



**Assessment:**

Paper 1: Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks

Questions drawn from Computer Systems component (01) 1.1 to 1.6

This paper consists of multiple choice questions, short response questions and extended response questions.

Paper 2: 1 hours 30 minutes; 50% of the GCSE qualification

Questions drawn from Computational thinking, algorithms and programming component (02) Unit 5 to Unit 8.

Skills Developed and Possible Future Careers

The Computer Science course will develop your computational thinking skills which then you can apply to solve real world application problems. You will build a strong foundation in computer programming.

If you intend to take A-Level Computer Science, this course will provide you with the fundamental knowledge you require prior to taking A-Level Computer Science course. For those thinking further ahead, at university you can continue your computer science study and some of the specialisations that you can consider are; Computer and Network Security, Mobile and Web Computing, Human-Computer Interaction, Software Engineering, Bioinformatics, Information Management and Data Analytics, Artificial Intelligence.





Subject: Drama

Examination Board and Specification Number: WJEC Eduqas GCSE (9-1)

Course Content

Drama is all about understanding what it is like to put yourself in somebody else's shoes. Drama fosters your creativity; personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of your imagination. It promotes your involvement in, and enjoyment of; drama as performers, devisers, directors and designers. It provides opportunities for you to attend professional and community dramatic performances and to develop your skills as informed and thoughtful audience members. Through the study of this GCSE, you will be given opportunities to participate in and interpret your own and others' drama. You will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on your own and others' performances.

Component 1: Devising Theatre

- Non-examination assessment: internally assessed, externally moderated (40% of qualification)
- Learners will be assessed on either acting or design.
- Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to an annual stimulus set by the examination board

Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

- Non-examination assessment: externally assessed by a visiting examiner (20% of qualification)
- Learners will be assessed on either acting or design.
- Learners study two extracts from the same performance text.
- Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

- Written examination: 1 hour 30 minutes (40% of qualification)

Section A: Set Text

A series of questions on one set text from both a directorial and theatrical design perspective.

Section B: Live Theatre Review

One question; from a choice of two, requiring analysis and evaluation of a given aspect of a live/streamed theatre production seen during the course. Learners are expected to regularly see live theatre events as part of the course.



**Assessment:**

The course is 60% practical based consisting of two performance projects; one scripted and one devised plus a written portfolio of evidence; the drama journal, which you will maintain weekly throughout the course. There is a written examination, worth 40% at the end of the course which tests your knowledge and understanding of your practical study of a set text and everything else you have learnt along the way.

Skills Developed and Possible Future Careers

As well as acquiring the skills involved in creating and performing drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

There are many things you can do with a GCSE in Drama. You could go on to take an A Level in Drama & Theatre to progress further as an actor or designer. You might wish to go on into a job where it is useful to have had experience of drama or where you will need to use some of the skills developed during the course.





Subject: Geography

Examination Board and Specification Number: AQA GCSE Geography (8035)

Course Content

Physical Geography:

We study how the landscape is formed and how that influences human life. This includes topics on Natural Hazards such as volcanoes, earthquakes and tropical storms. We will also study how our local landscape is heavily influenced by the activity of rivers and the sea. We will go on a local fieldtrip to the beach at Sandwich Bay to calculate whether there is a risk of sea floods in our local area.

Human Geography:

We study some of the contemporary issues that shape our world. This includes the challenges of dealing with an ever-increasing urban population in the world's biggest cities and we will go on a fieldtrip to look at how the Olympic Park in London has helped bring life back to that part of East London. We study the challenge of how sources of energy will need to change to avoid the worst impacts of Climate Change. Finally, we study how Globalisation means that we are ever more interconnected with parts of the world that we're unlikely to ever visit on holiday.

The two compulsory fieldtrips cost approximately £30 in total and you will receive consent forms that will ask for voluntary contributions towards the cost of these. We are planning to run our Year 10 trip to Naples. The trip lasts four days at a cost of around £800 (2023 price) and in the past we have taken up to 40 students. The trip provides a great opportunity to see Mount Vesuvius and the city of Herculaneum that was buried in the AD79 eruption, as well as to think about the city's current emergency plans for future eruptions. We cover this in lessons in Year 11, so if your child doesn't get to go on the trip, it does not disadvantage them in the exams. If a pupil is eligible for Pupil Premium, then their parent or guardian should contact Ms Kernick who will consider requests for financial assistance.

Assessment:

Unit 1 (Physical Geography) – 1hr 30 minute exam that accounts for 35% of the overall marks.

Unit 2 (Human Geography) – 1 hr 30 minute exam that accounts for 35% of the overall marks.

Unit 3 (Applied Geography) – 1hr 30 minute exam that accounts for 30% of the overall marks. In this paper, students will apply their knowledge and skills to solve a geographical problem.





Skills Developed and Possible Future Careers

Geography is a broad subject which makes its students think widely and deeply. This makes them suited to a wider range of jobs and higher education courses than any other subject. Geographers are found in almost all professions from TV weather presenters to commanding officers in the Army and have one of the highest levels of employment of any subject. This is because a geographer develops a whole range of employability skills including numeracy, analytical skills, ICT and teamwork through regular field trips. Also, the subject gives you an up to date understanding of how the world is changing and a cultural sensitivity that helps geographers to stand out.

Students who go on to study Geography at University can specialise in areas of interest which range from degrees in Population Studies to Geology or can opt to study more general Geography courses.





Subject: History

Edexcel: History 9-1 The Modern World

Course Content

Paper 1: Warfare and Society from the Middle Ages until the Present

Students will look at the ways society has been influenced by warfare through a study of some of the most dramatic events in British history. The course is thematic and allows a focus on change and continuity across a wide period of history. A special study is made of London during the blitz.

Paper 2: Superpower Relations and the Cold War, 1941-1995

The unit looks at the growth on tension between east and west at the end of WW2 and then in the latter 1940s. The unit goes on to study tensions in Eastern Europe and the building of the Berlin Wall in 1961. Students will also look at the Cuban missile crisis and then attempts to build improved relations. The unit finishes with the consequences of the collapse of the USSR.

Henry VIII and his ministers

This unit focuses on one of the most dramatic periods of British History and looks at how England was ruled, particularly his relationship with his chief ministers, Cardinal Wolsey and Thomas Cromwell. Students explore how these relationships are strained by Henry's desire for military glory, his relationship with his wives, and religious division.

Paper 3: Modern Depth Study-Germany 1918-1939

We study the establishment of the Weimar Republic in Germany from the wreckage of WW1 and look at the problems facing the new regime. Germany's partial recovery in the 1920s was brought to an end by the crisis of the Wall St Crash of 1929 and the consequent World Depression. We look at these events and the rise of Hitler and the Nazi Party which was able to take over the Government in 1933. We then study the ways in which the Nazis ruled the country up to 1939 and consider what life was like for ordinary Germans.

Assessment:

Paper 1: Thematic Study-Warfare and Society and the historic environment-1 ¼ hours (30%)

Paper 2: Period Study and British Depth Study- 1 ¾ hours (40%)

Paper 3: Modern Depth Study- 1 1/3 hours (30%)

Skills Developed and Possible Future Careers

History is a widely recognised subject that can enable students to move into a wide variety of A levels and careers. It offers a way of understanding how the modern world has been shaped as well as giving background on current affairs.





Subject: Music

Examination Board and Specification Number: Eduqas/WJEC

Course Content:

Unit 1: Performing – Students need to prepare a minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Unit 2: Composing – Students will need to complete 2 compositions. One is to a brief set by Eduqas/WJEC and the other is a free composition set by the student. During the first year of the course, they will learn to use *Sibelius* and *Logic*. These are both music software packages, which enable the students to create multi-layered music with choice and control over sounds, tempo and mixing of their music. The software also generates the recordings and printed scores needed for assessment. Composition techniques are taught and explored practically during Year 10 preparing them to tackle this creative and enjoyable part of the course.

Unit 3: Appraising – Students will sit a listening-based examination June of Year 11. There will be 8 questions in total, 2 on each of the 4 areas of study. Two of the 8 questions in the listening exam will be based on specific set works that will be studied in depth.

The four areas of study covered by the course are:

- AOS1: Musical Forms and Devices
- AOS2: Music for Ensemble
- AOS3: Film Music
- AOS4: Popular Music

Assessment:

Unit 1: Performing is internally assessed and externally moderated and consists of a minimum of two pieces, one of which must be an ensemble performance – this unit forms 30% of the final mark.

Unit 2: Composition is also internally assessed and externally moderated. 2 compositions form 30% of the final mark.

Unit 3: The listening paper is a formal written exam externally assessed and is 40% of the final mark.

Skills Developed and Possible Future Careers

GCSE Music is an excellent start to studying the subject and develops students' creative skills in composition. Music, through technology, is playing a popular part in many young people's self-expression. A practical, creative entry in a CV always looks good whether on a higher education application or for employment, particularly as this evidence is so easily shared on mobiles and tablets. Musical performing skills also give young people a wonderful social opportunity with choirs and ensembles. How many people





say later in life 'I wish I'd learned a musical instrument'? GCSE Music is the obvious pathway to study music at advanced level.

Music students learn to work with others, to concentrate, to think creatively and logically, to express, present and evaluate their ideas, and to make critical judgments. These skills are highly valued by employers. Universities regard music as a good academic preparation for study of subjects such as Law and Philosophy, and music A level combined with other appropriate subjects, is acceptable for entry to Medical School.





Subject: Physical Education

Examination Board and Specification Number: AQA 8582

Course Content

Theory Unit 1: Physical Factors Affecting Performance – topics include:

- Anatomy and physiology
- The structure and function of the cardio-respiratory system
- Anaerobic and aerobic exercise
- Movement analysis
- Physical training

Theory Unit 2: Socio-cultural Issues and Well-Being in Sport – topics include:

- Sports psychology
- Socio-cultural influences
- Commercialism of physical Activity and sport
- Ethical issues
- Health and fitness

Students will also be required to interpret data within a range of these topics.

Practical Unit: Practical Performance and Analysing Performance

Practical performance is split into team activities and individual activities. One of your chosen sports must be an individual based and the other a team activity. The final sport can be chosen from either of these categories.

The list of sports that can be chosen:

Individual – amateur boxing, athletics, badminton, canoeing/kayaking, cycling, dance, diving, figure skating, golf, gymnastics (artistic), equestrian, rock climbing, sailing, sculling, ski-ing, snowboarding, squash, swimming, table tennis, tennis, trampolining and windsurfing.

Team – Acrobatic gymnastics, association football, badminton, basketball, camogie, cricket, dance, figure skating, futsal, Gaelic football, handball, hockey, hurling, ice hockey, inline roller hockey, lacrosse, netball, rowing, rugby league, rugby union, sailing, squash, table tennis, tennis, volleyball and water polo.

Assessment:

Paper 1: Written Exam (30%)

Paper 2: Written Exam (30%)

Practical: Assessment in 3 practical activities (30%) and in a Performance Analysis task (10%)





Skills Developed and Possible Future Careers

GCSE Physical Education provides opportunities for the development of Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning, Performance and Problem Solving skills.

The course provides an obvious link to A Level Physical Education and combines with a range of AS and A Level subjects including Business Studies, Psychology, History and Maths. Taken with sciences, particularly Biology, it supports applications for a wide range of university courses including Sports Sciences, Sports Therapies, Sport-specific Coaching, Recreation and Leisure Studies.

Students wishing to pursue employment after GCSEs may consider a wide variety of prospects in the leisure industry including coaching, lifeguarding, technical support and recreational management.





Subject: Religious Studies

Examination Board and Specification Number: AQA 8062 A

Course Content

The two religions studied at GCSE are Christianity and Islam. The course also involves a study of Ethics and the Philosophy of Religion.

Component 1: The study of Christianity and Islam: beliefs, teachings and practices.

Component 2: Thematic studies. Four religious, philosophical and ethical studies themes are studied:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: Existence and Revelation

Theme E: Religion, crime and punishment.

Assessment:

Component 1: Written exam: 1 hour 45 minutes.

Component 2: Written exam: 1 hour 45 minutes.

Skills Developed and Possible Future Careers

Following an RS GCSE course in Religion, Philosophy and Applied Ethics will enable students to study, explore and question what people believe about God, authority, worship, beliefs, values and truth. The study of religion, philosophy and ethics will also help students to make connections with a whole range of other important areas such as art, economics, geography, history, literature, music, politics, science and social issues.

Religious Studies GCSE is a highly regarded qualification by employers, colleges and universities. It complements all subjects including the humanities, languages and sciences. The philosophy and ethics studied particularly develop critical thinking skills and personal development, which will prove very useful for careers in business, law, medicine, science, teaching and many other areas of employment.





Subject: Design and Technology

Examination Board and Specification Number: AQA 8552

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This qualification is linear, which means the students will sit all their exams and submit their non-exam assessment at the end of the course.

Course Content

1. Core technical principles
2. Specialist technical principles for the following specialisms
 - **Timber based materials**
 - **Metal based materials**
 - **Polymers**
3. Designing and making principles

Assessment:

Paper 1 - Written Examination– 2 hours – 100 marks – 50% of the GCSE

The paper is divided into three key sections:

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions

Non-exam assessment (NEA)– Approximately 30-35hours –100 marks – 50% of GCSE

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles
- Students will respond to a chosen ‘Substantial design and make task’ set by the exam board.
- Assessment Criteria for the NEA will be focused on the following:
- Investigating
- Designing





- Making
- Analysing and Evaluating

In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner.

Contextual challenges to be released by AQA on 1st June in the year prior to the submissions of the NEA. Students will produce a working prototype and a portfolio of evidence (max 20 pages A3).

Skills Developed and Possible Future Careers

The skills developed in the course naturally lead onto the 'A' Level Design and Technology:

There are opportunities to embark on a diverse array of Post 16 studies and careers, these include, engineering, architecture, fashion, biomedical, video gaming platforms, product /industrial design, graphic design, illustration, advertising and interior design.



