

Year 9

GCSE Choices

Booklet

2026 - 2028



St Dunstan's School
GLASTONBURY



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Dear Parents and Families

Welcome to the Key Stage 4 Choices process 2026.

Over the next few weeks you will be making some important choices which will have an impact on the next two years of your education and perhaps beyond. It is important that you get these choices right and you are supported to make informed decisions.



Our goals for every student who attends St Dunstan's School are simple: every child should be educated and supported to become academically successful, make a positive contribution to the community and leave ready to make their mark on the world. The Key Stage 4 choices, pathways and courses on offer are designed to support every student to achieve this.

St Dunstan's School's Key Stage 4 offer is intended to provide every student with a broad and balanced curriculum, as well as an opportunity to specialise in specific areas. Our aim is to offer students a degree of choice, whilst ensuring that they study courses appropriate and matched to their aptitudes and abilities.

Our Key Stage 4 curriculum is a proven successful provision, delivered by experienced teachers who are experts in their courses. This was demonstrated by our GCSE outcomes in 2025 which were above the National and Somerset averages on several measures. Our curriculum is further strengthened by our collaboration with Trust Partners. We are constantly working together to improve and develop our teaching and curriculum so that our students receive the very best opportunities and support to be successful.

I urge you to read through this booklet carefully as well as make the most of the other opportunities available over the coming weeks. Good luck making your choices and please do not hesitate to come and ask for help and advice at any point in the process.

Yours sincerely

Mr P Balkwill

Headteacher



Dear Parents and Families

At St Dunstan's School, our aim is to support students in accessing opportunities and achieving their goals. Our curriculum is designed to allow students to study a full suite of subjects to ensure that they leave us as young people who seek truth, are resilient in the face of challenges, who are aware of their rights and responsibilities and who are kind to themselves, to others and to the planet. As we often say in assemblies, education is not just about exams - it is about having choices in life, about pursuing a career you will love rather than a job you need to do.



Year 9 is an exciting time for students as this is the point in their academic career where they are given the opportunity to reflect on their learning to date, to consider their aspirations for life after school and to decide on the subjects they will take through to GCSE. It is the first time when students genuinely have choices about which subjects they study. It is also possibly the first time that students start to consider their choices post 16. Whether they choose sixth form, college or an apprenticeship leading to further or higher education, the choices made in Year 9 are significant and should be given serious consideration. Year 9 is a crucial point in your child's education and we see collaboration between students, school, and parents/carers as crucial to the process.

Students follow a range of subjects; all study the core subjects of English, Maths, Science as GCSE qualifications as well as a Humanity (History or Geography) alongside their own choices. PSHE (Personal, Social, Health and Economic) and PB (Philosophy and Belief) continue to form the backbone of the curriculum provision in Key Stage 4, and whilst there are no exams in these subjects, they are vital in allowing students to develop their understanding of themselves and others. In addition to these, students are able to choose which other subjects they would like to continue with on to GCSE. This booklet serves to explain the process that students will go through when making their choices and offer support to students to ensure that they make choices that are right for them.

Yours sincerely

Mr T Armstrong

Assistant Headteacher

tvickersarmstrong@stdunstans.mnsp.org.uk



Important dates

Below is a list of important events during the choices process:

Thursday 5th February	Choices Taster Day
Thursday 5th February	Choices Fayre
Friday 6th February	Choices Form shared with students
Friday 13th February	Deadline for the completion of students' choices forms

During the Choices Taster Day students will not be following their regular timetabled lessons for a part of that day. Instead they will be trying GCSE style lessons, including lessons of Media Studies and Business Studies which students have not studied before. The purpose of the afternoon is to give the students a taste of the subject and also to ensure that they know what is required of them before they consider taking the course.

The Choices Fayre will take place after the Year 9 Parents' Evening on Thursday 5th February (18:45 - 19:30). Each subject will have a stall set up and parents and students can talk to subject teachers about each qualification. It is also important to discuss the personal attributes needed to be successful on each course, as well as how the qualification is assessed.



The day after the Choices Fayre a google form will be sent to each Year 9 student. Here students will indicate which subjects they would like to study next year. Please note, we do **not guarantee that students get their first choice subjects**, it is therefore essential that students take time when choosing their reserve subjects.

The deadline for students completing the form is **Friday 13th February 2026**. After this point in time Mr Armstrong will analyse how the subjects will be timetabled. We write to students to offer them their provisional GCSE subjects after the May half term.



Frequently Asked Questions (for students)

Why is my choice important?

- You are making a two-year commitment and it is vital that you enjoy what you are doing.
- Your choice now will make a big difference to which courses you can study at College or University. It may impact on the type of apprenticeship you can undertake.



How do I make my choice?

- Find out exactly what each course involves by reading the details in this booklet. Consider how well you can cope with the demands of the subject (ask your teachers for their advice).
- Consider the entrance requirements for any area of employment you are interested in, but remember these are minimum requirements and in today's employment situation the standard of entry may be much higher.
- Be careful not to close any doors at this stage because you may well change your mind about jobs later.

DON'T: simply follow your friends.

Which courses must I take?

60% of your curriculum is compulsory. You will continue to take English, Mathematics, Science, History or Geography, Core PE, and Philosophy and Belief. You can choose to study either History or Geography. However, if you like both, you may choose both.

What are the Pathways?

You will be on one of two pathways, the Ebacc Pathway or the Humanities Pathway. Mr Armstrong and Mrs Easterbrook will be working with you to ensure you are on the right pathway for you.



The EBacc Pathway

The English Baccalaureate (EBacc) represents a nationally recognised suite of GCSE subjects designed to ensure that students follow a broad and balanced curriculum. To achieve the EBacc, students must study a GCSE in a modern foreign language alongside at least one humanities subject. At St Dunstan's, students following this pathway study French.

We strongly recommend the EBacc pathway for several reasons. It promotes academic breadth by ensuring students study a range of core academic subjects alongside creative or technical options. Leading universities, including those within the Russell Group, value applicants who have studied both a language and a humanities subject. In addition, the EBacc pathway offers greater flexibility and a wider range of future study options.

Due to the academically rigorous nature of Separate Science and Computer Science, these subjects are only available to students following the EBacc pathway.

Humanities Choice	Creative/Technical Choice	Enhanced Open Choice
Geography or History	Art Computer Science Design & Technology Drama Hospitality & Catering Media Studies Music Separate Science	Business Studies Computer Science Geography Health & Fitness History Hospitality & Catering Media Studies Separate Science Statistics

Here you must choose one subject from each column. To give students extra flexibility we have situated several subjects in more than one block.

We cannot guarantee that you will always receive your first choice and therefore we will ask you to select a reserve choice in both the Creative/Technical column and the Open Choice column.



The Humanities Pathway

You are likely to feel that you have made strong progress in most subjects, although you may feel less confident in Modern Foreign Languages. French is not a compulsory subject within this pathway; however, students who wish to continue their study of French may select it within the Open Choice column.

Students on this pathway typically demonstrate a secure understanding across a range of subjects, although they may not yet be working consistently at a Mastering level in Science. As part of this pathway, students will study at least one humanities subject alongside a combination of GCSE and alternative qualifications.

This pathway is designed to provide a broad and balanced curriculum that combines academic subjects with alternative qualifications, while remaining well suited to students' individual strengths, abilities, and interests.

Humanities Choice	Creative/Technical Choice	Open Choice
Geography or History	Art Design & Technology Drama Hospitality & Catering Media Studies Music	Business Studies French Geography Health & Fitness Hospitality & Catering Media Studies Statistics

Here you must choose one subject from the first 2 columns, you may choose 2 subjects from the Open Choice column.

We cannot guarantee that you will always receive your first choices and therefore we will ask you to select a reserve choice in both the Creative/Technical column and the Open Choice column.



Who can help me choose?

- Subject Teachers can give you an idea about your ability in the subject, and more detailed information on their GCSE subject.
- Your parents/carers, who know you best of all, may help you to reflect on your strengths and weaknesses.
- Beth Church, our Careers Advisor, can provide you with information about entrance requirements to different areas of work. Her email address is: careersadvisor@stdunstansschool.com
- Your Tutor or Mrs Easterbrook (Head of Key Stage 3) can support you with your choices.
- Mr Armstrong (Assistant Headteacher) can talk to you about the options process.



Mrs Easterbrook
Head of KS3



Beth Church
Careers Advisor



Mr Armstrong
Assistant Headteacher



GCSE Subject Choices

Below are the GCSE subjects (not including the core subjects) that we are offering for our 2026-28 GCSE cohort.

GCSE Choices (2026 - 28)	
Art & Design (GCSE)	Health and Fitness (NCFE)
Business Studies (NCFE)	History (GCSE)
Computer Science (GCSE)	Hospitality and Catering (WJEC)
Design Technology (GCSE)	Media Studies (GCSE)
Drama (TBC)	Music/Performing Arts (GCSE)
French (GCSE)	Separate Science (GCSE) Biology, Chemistry & Physics
Geography (GCSE)	Statistics (GCSE)

Details for each of these subjects are available in this booklet from page 12 onwards. Please note that although we offer all of these courses, we cannot guarantee that they all run. We need to ensure that we get a minimum number of students opting for each subject to make the course viable.





Non Examination Assessment (NEA)

Controlled Assessment

Controlled assessments are done throughout the two-year course in some subjects. Each assessment counts towards the final qualification grade. These are extended pieces of work done in class under teacher supervision and have replaced coursework in many subjects.

Coursework

Many subjects still expect students to complete coursework. This coursework may vary between oral work, practical work and more extended project work for some subjects. Some courses have coursework and controlled assessments in Year 10. Further details of significant coursework will be found in the subject details of this booklet.

NCFE/WJEC

Business Studies and Health and Fitness are both NCFE qualifications. The Food and Nutrition course is a WJEC qualification. Both the NCFE/WJEC qualifications are level 2 qualifications, this is the same level as a GCSE. The NCFE/WJEC courses are more vocational than GCSEs and this means that a greater proportion of the grade is achieved through controlled assessment/coursework. The qualification is also graded differently. See the table below for details on grading.

Current GCSE Grades	NCFE/WJEC Grades	Old GCSE Grades
9	Level 2 Distinction*	A*
8		
7	Level 2 Distinction	A
6	Level 2 Merit	B
5		B/C
4	Level 2 pass	C
3	Level 1 Distinction	D
2	Level 1 Merit	E
1	Level 1 Pass	F/G



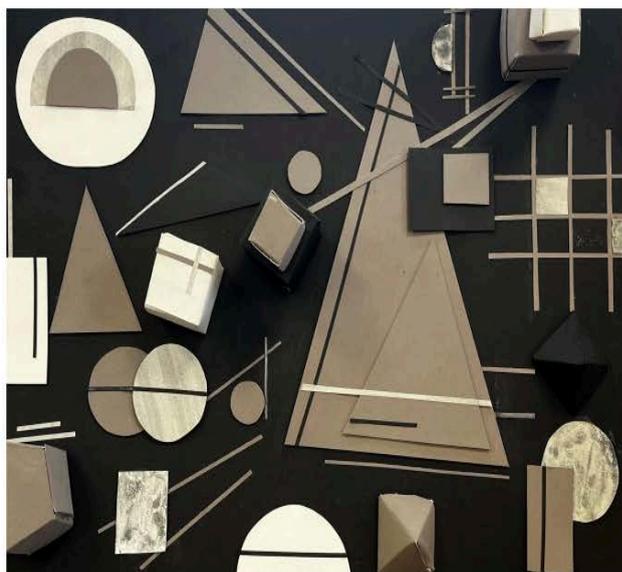
GCSE Art and Design (Fine Art)

Course Code: 8202

Awarding Body (AQA)

Content

In this course, you will explore a wide variety of media and techniques, including both traditional and new technologies. You will explore the work of other artists, crafts people and designers from the past and more recent times. You will explore a range of artists from different cultures, backgrounds and ideologies.



You will have the opportunity to develop your own ideas within a sequence of planned activities and project themes. The use of a sketchbook is central to the course and will be used to present research on the work of other artists, crafts people and designers, experiment with materials, techniques, and record ideas through drawing and photography. You will also write about your ideas and annotate your work as it progresses. Your sketchbook will support a personal response for each project theme.

Typically, three course work projects will be completed before preparing for the timed test.

Assessment

Examination: 40% - 10 hour timed piece plus supporting preparation work - at the end of Year 11

Coursework: 60% - Includes classwork, extended learning and sketchbook activity

Contribution: A list of equipment will be given out that will benefit the student's progression. A contribution of £4.50 is required for the sketchbook provided.

Keys to Success

Attributes: You need to be creative, well organised and capable of good time management. It is a portfolio-based qualification and steady, consistent work over two years is important. You will need to dedicate at least 2 hours of home study each week.

Interests: The arts, graphic design, visual culture, photography, textiles, 3D, clay and sculpture

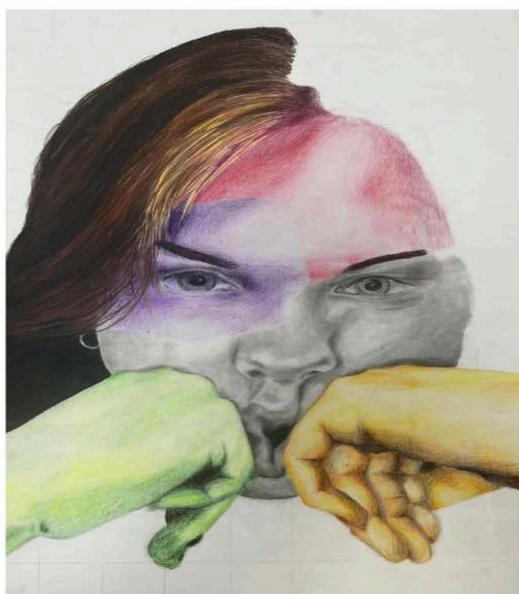


Progression

Academic: A Level Art & Design, A Level - Applied Art

Applied: BTEC, Creative & Media Diploma

Employment: Graphic Designer, Interior Designer, Illustrator, Fine Artist, Teacher, Artist, Photographer





NCFE Level 1/2 Technical Award

Business and Enterprise

Awarding body: NCFE

Subject Exam Code: 603/7004/X



Content

This course is engaging and inspiring and reflects the demands of a truly modern and evolving business environment. It is designed for learners who want an introduction to business and enterprise that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the business and enterprise sector or progress onto further study.

This qualification will promote the learners' understanding of:

- Entrepreneurial characteristics and business aims and objectives
- Business organisation, legal structures and stakeholder engagement
- Market research, market types, marketing mix and market orientation
- Human resource requirements for business and enterprise
- Operations management
- Business growth
- Sources of enterprise funding and business finance
- The impact of the external environment on business and enterprise

Assessment

40% Exam - The written examined assessment will assess the learners' knowledge and understanding of all content areas and target assessment objectives. It comprises a mixture of multiple-choice, short-answer and extended response questions. The exam is worth a maximum of 80 marks and lasts for 1 hour 30 minutes. This assessment takes place during the summer exam period of Year 11.

60% Internally Assessed Synoptic Assessment - This assessment takes place once the key content has been delivered and will assess the learners' ability to effectively draw their knowledge, understanding and skills from across the whole specification as they apply it to a business case study. This assessment is worth 120 marks and will be completed during lessons. This takes place in the first 2 terms of Year 11.



Keys to Success

Attributes: Analytical thinking skills; developing an evaluative approach to decision making; analysis of current data and trends to inform decision making; modelling and forecasting; teamwork and collaboration; researching; questioning

Interests: Almost every profession will rely on the valuable skills that you will learn in the business studies course including Entrepreneurship; Management; Tradesperson; Finance; Retail; Marketing; Business Ownership; and Hospitality

Progression

Academic: A Level Business Studies, BTEC Business Studies

Applied: Managing Businesses, working in Self Employment or in a Corporate Environment

Employment: Retail, Production or Self-Employment





Computer Science

Awarding body: OCR

Subject Exam Code: J277



Content

OCR Computer Science focuses on the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students will learn how to analyse and solve problems and the various stages of computational design.

J277/01: Computer systems

This component will assess:

- 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

J277/02: Computational thinking, algorithms and programming

This component will assess:

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

Please note: This is an academic course and it requires a high level of mathematical fluency. Students on an emerging flightpath for either computing or mathematics will not be considered for the course.

Assessment

Examination (100%): 50% Computer systems. 50% Computational thinking, algorithms and programming



Keys to Success

Attributes: Problem solving, logical thinking, programming, mathematical skills

Interests: Hardware and Software, Programming, Debugging, Computational thinking

Progression

Academic: Computing, Computer Science, ICT

Applied: BTEC ICT

Employment: Programmer, Network Manager, Cyber Security Analyst, Software Developer





Design and Technology GCSE

Awarding body: AQA

Subject Exam Code: 8552

Content

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 to apply technical and practical expertise. Our 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.



Assessment

Paper 1 - Content studied throughout Year 10

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

NEA - Classroom based assessment, starting term 6 of Year 10

- 30-35 hours approx
- 100 marks
- 50% of GCSE

Task(s) - Substantial design and make task

Assessment criteria

Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas

Developing design ideas

Realising design ideas

Analysing & evaluating



Keys to Success

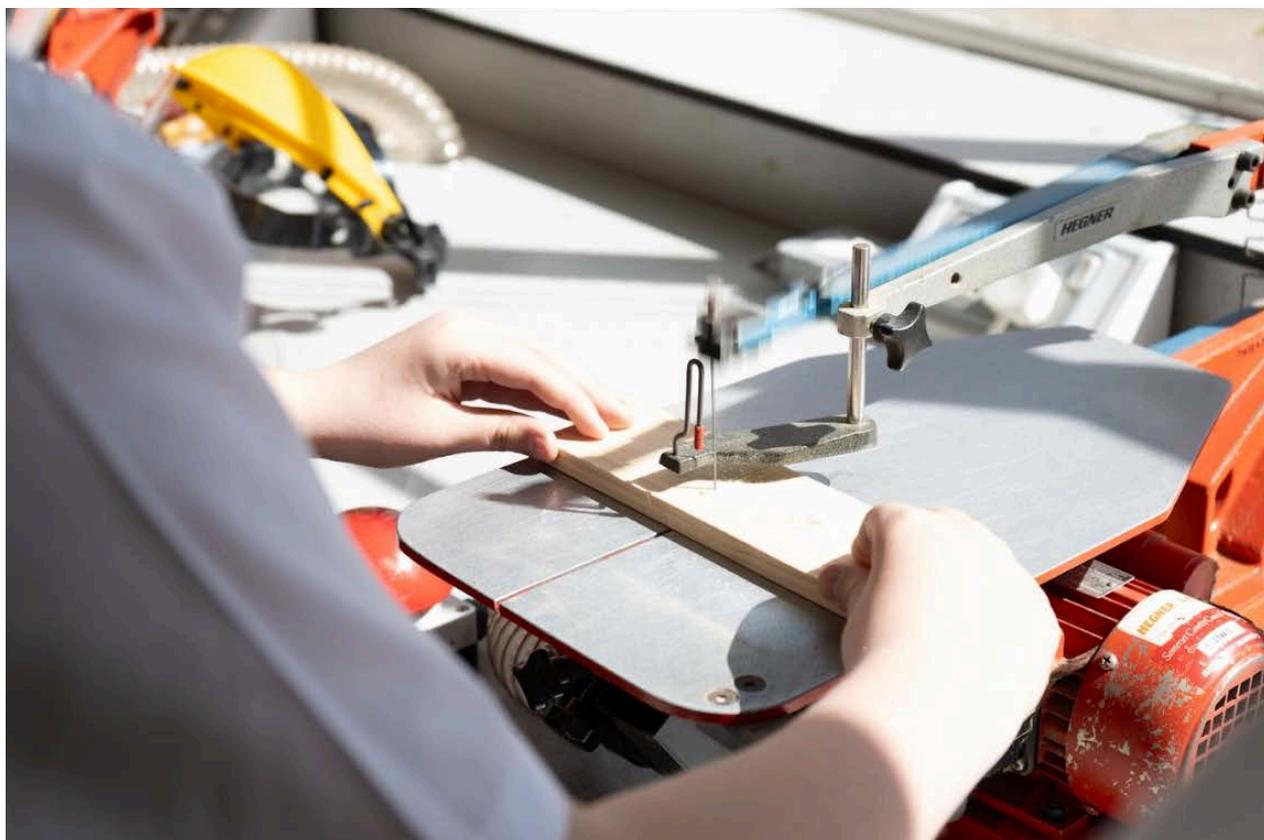
Attributes: Be creative, able to think outside the box, practically minded

Interests: Product design, architecture, making 3D products

Progression

Academic: Level 3 Applied General Certificate in Art and Design, A Level Design and Technology, A Level (3D) Product Design, Apprenticeships in creative and digital media, T Level in Digital Production and Design Development

Employment: Product designer, Architect, 3D designer, CAD/CAM, Graphic Designer, Product Developer





Drama GCSE

Awarding Body: To be confirmed - we are currently exploring both the BTEC Performing Arts for Drama and the NCFE Level 2 Certificate in Performance Skills.

Course Code: To be confirmed

We are in the process of exploring the below mentioned courses to then choose one to deliver in September.



Drama at St Dunstan's

School Production:

Students have the opportunity to be involved in our yearly school production as an: Actor; Assistant Director; Costume/Lighting; or Sound Designer, to enhance their enjoyment of the subject and to introduce you to performing in a theatre.

Theatre Visits:

Students are invited to attend a number of theatre trips or workshops related to the KS3 and KS4 curriculum.

Drama Club:

In the Spring Term students are able to attend a weekly Drama Club where they create a piece of Drama that can be taken into Primary Schools or presented to lower year groups in school. We also run Drama workshops at Milfield School with A level students who are studying Performance Arts there.

Keys to Success

Attributes: Hard work and determination, willingness to get involved (especially with out of lesson time rehearsals) and take responsibility. It is a demanding and challenging course and you must understand that you will get out of it what you put in.

Interests: An overall interest in other creative subjects such as Music and Art and Design can be useful and it links well to subjects such as History, Design Technology and English.



Progression

Academic: A Level, Drama and Theatre Studies

Applied: BTEC, Performing Arts Extended Diploma

Employment: Actor, Director, Theatre Designer, Community Arts Worker, Drama Therapist, Broadcaster





French GCSE

Awarding Body: AQA

Course Code: 8652

Content

The aim of French GCSE is to develop your ability to understand and communicate in the language and much of the specification develops and extends the content covered at Key Stage 3. The course is practical, teaching you not only the language but also an insight into the life and customs of French speaking countries. GCSEs in languages are highly valued and sought after by both universities and employers not only for the linguistic skills but also for the communication and problem-solving skills you will develop when studying a language at GCSE.



The topics covered are as follows:

Theme 1: People and lifestyle: Identity and relationships with others, Healthy living and lifestyle, Education and work

Theme 2: Popular culture: Free-time activities, Customs, Festivals and celebrations, Celebrity culture

Theme 3: Communication and the world around us: Travel and tourism, including places of interest, Media and technology, Environment and where people live

Assessment

Paper 1: Listening	25%	(Foundation 35 mins/Higher 45 mins)
Paper 2: Speaking	25%	(Foundation 7-9 mins/ Higher 10-12 mins)
Paper 3: Reading	25%	(Foundation 45 mins/ Higher 1 hour)
Paper 4: Writing	25%	(Foundation 1 hour 10 mins/ Higher 1 hour 15 mins)



Keys to Success

Attributes: Organised with notes and equipment, good at regular homework and prepared to 'have a go'

Progression

Academic: Part of EBacc, showing that students who do well at French or other language GCSE should go to university. A/AS Level, French, Additional Languages

Applied: BTEC Courses

Employment: Anything! Tourism, media, engineering, personnel, communications, teaching, business, foreign office, charities and more. Also, working abroad.

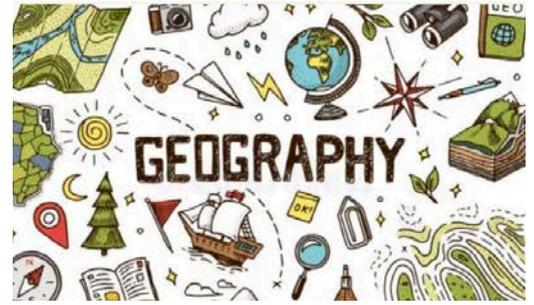




Geography GCSE

Awarding Body: AQA

Course Code: 8035



Content

Students will travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.



Unit 1: Living with the physical environment

- The challenge of natural hazards (earthquakes, volcanoes, weather hazards and climate change)
- The living world (ecosystems, tropical rainforests and cold environments)
- Physical landscapes in the UK (rivers and coasts)

Unit 2: Challenges in the human environment

- Urban issues and challenges (cities, shanty towns, sustainable settlements)
- The changing economic world (economic development, differences between countries)
- The challenge of resource management (resource management and energy supplies)

Unit 3: Geographical applications

- Issue evaluation - a resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources
- Fieldwork - students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise



Assessment

Exam: 100% - 3 x 90 minutes examinations

Keys to Success

Attributes: Enthusiasm for the subject, an ability to express ideas and concepts, a very good level of literacy

Interests: Learning about people, their societies, economies, cultures & the environment

Progression

Academic: A/AS Level Geography, Geology, Environmental Sciences or Economics

Applied: Countryside and Wildlife Management, Travel and Tourism, Science

Employment: Marketing, Architecture, Finance, Education, Law, Environmental Awareness, Civil Service, Travel, Journalism





Hospitality and Catering (WJEC)

Awarding Body: Educas

Course Code: 603/7022/1



Content

Ever wondered what it takes to work in the hotel or restaurant industry? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work in front of house? If so, it's time to uncover your potential.

Assessment

This qualification is made up of two units.

Unit 1: The Hospitality and Catering industry

Unit 1 will be assessed through a written exam in Year 11 which is worth 40% of the qualification.

You will:

- Learn about the hospitality and catering industry, the types of catering providers and about working in the industry
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health

Unit 2: Hospitality and Catering in action

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of the qualification and will take 12 hours.

You will:

- Learn about the importance of nutrition and how cooking methods can impact nutritional value
- Learn how to plan nutritious menus as well as factors which affect menu planning
- Learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively



Keys to Success

Attributes

You should be able to communicate effectively, work independently, be well organised, be able to problem solve and have good time management.

Progression

Applied:

- Level 3 Hospitality and Catering
- Level 3 Travel and Tourism
- Level 3 Business and Administration
- BTEC Hospitality and Catering
- Apprenticeships

Employment:

The hospitality industry offers a wide range of exciting opportunities which includes Chef de partie, Commis chef, Concierge, Executive chef, Restaurant/Bar manager, Front of house manager, Head waiter, Housekeeper, Maître d'Hôtel, Pastry chef, Sous chef.





Health and Fitness (NCFE)

Awarding Body: NCFE

Course Code: 603/7007/5

Content

This qualification aims to:

- Focus on the study of the health and fitness sector
- Offer breadth and depth of study, incorporating a key core of knowledge
- Provide opportunities to acquire a number of practical and technical skills



Content Areas

This qualification consists of 8 content areas.

- Structure and function of body systems
- Effects of health and fitness activities on the body
- Health and fitness and the components of fitness
- Principles of training
- Testing and developing components of fitness
- Impact of lifestyle on health and fitness
- Applying health and fitness analysis and setting goals
- Structure of a health and fitness programme and how to prepare safely

Assessment

- 1 x Mandatory EA (externally assessed) unit (written exam) - **40%** of overall grade
- 1 x Mandatory NEA (Non-examined assessment) unit - **60%** of overall grade

Keys to Success

Attributes: A proven track record of full participation in PE throughout Key Stage 3 in both curriculum and extracurricular activity. Resilience, organisation and a willingness to take responsibility for your learning. Developing responsibility for deadlines and determination for completing tasks. Preferably participating in sport outside of school.

Interests: Sport and Physical Activity, knowledge about keeping active and living a healthy lifestyle.



Progression

Academic: A/AS Level PE

Applied: BTEC National Diploma in Sport or Public Services

Employment: Teacher/Coach, Physiotherapist, Sports Development, Personal Trainer, Gym Instructor, Media/Advertising, Leisure Industry, Police, Fireman, Sports Management





History GCSE

Awarding Body: AQA

Course Code: AA/AB & BC



Content

This course provides you with the opportunity to study the dilemmas, choices and beliefs of people in the past. You will be encouraged to critically examine past events and make sense of our ancestors' decisions. You will also be given the opportunity to see how the past continues to affect our future and make links between our history and the world around us.

Paper One

Germany: 1890-1945

Democracy and Dictatorship

This topic looks at the different types of political systems and ideologies in Germany after World War One and why democracy ultimately failed. The social impact of extremism and everyday life under dictatorship is examined in Nazi Germany from 1933-1945.

Conflict and Tension between East and West: 1945-1972

This topic focuses on international relations between the East and West and the development and global impact of the Cold War, which is still impacting the world today.

Paper Two

Britain: Health and the people: C1000 to the present day

This topic looks at the long-term developments in medicine and public health, causes, scale, and consequences. We look at how factors such as individuals, government and science play major roles in the development of health as we know it today.

Elizabethan England, c1568-1603

This topic looks at the rule of Elizabeth I and the many challenges that she faced, both internal and external to England. We will look at the changes of English society at this time and ask if England really was in a 'Golden Age'.



Assessment

The course is 100% exam based with 2 exams in total.

Paper 1: Two hours	Paper 2: Two hours
<ul style="list-style-type: none"> Section A – six compulsory questions (40 marks) Section B – four compulsory questions (40 marks) Plus 4 marks for spelling, punctuation and grammar 	<ul style="list-style-type: none"> Section A – four compulsory questions (40 marks) Section B – four compulsory questions (40 marks) Plus 4 marks for spelling, punctuation and grammar

Keys to Success

Attributes: Able to research and think for yourself, not just find out the facts. Think about the causes and consequences of events. Able to use and interpret different sources of information. Enjoy debating and challenging your own and other people's ideas. A high level of literacy and confidence with extended writing. You will need to be comfortable with writing essays.

Interests: Current affairs, politics, the social background and culture of different people, finding out about why things happened and the results of what happened, human nature.

Progression

Academic: A/AS Level History, Archaeology, Politics, Sociology, Law.

Employment: Accountancy, law, banking, advertising, marketing, teaching, IT, business and finance, civil service, journalism.

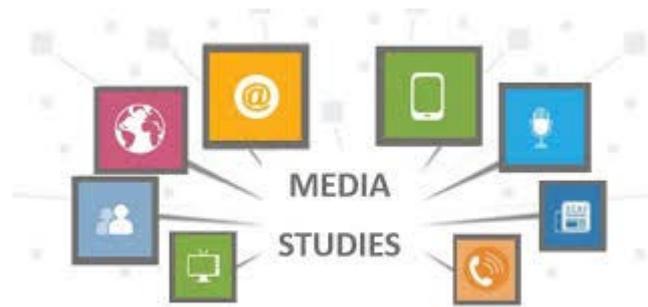




Media Studies GCSE

Awarding Body: Eduqas

Course Code: C680Q



Content

The Media – television, newspapers, radio and the internet – are a central element in our modern technology driven world. GCSE Media Studies offers you a framework in which to develop your knowledge of the media, to understand the opinions of other people and to engage in debate about all forms of media. Most of our information about the world comes from the media and they are a central feature in the way we entertain ourselves.

Media Studies will develop opportunities for you to find out about and analyse different media and explore through practical and production work the different ways in which they make meanings available to a variety of audiences. All of this depends on your own attitudes and beliefs. It is a demanding course and involves plenty of individual study as well as teamwork.

Current set texts include:

- Fortnite
- GQ Magazine / Vogue Magazine
- Quality Street advert
- NHS 111 advert
- No Time to Die / The Man with the Golden Gun film poster
- Desert Island Discs
- Music video (Lizzo, Justin Bieber, TLC)
- Crime Dramas: Trigger Point and The Sweeney

Sample Assessment Tasks

Examination: 70% exam topic specified by exam board - 2 x 90 minute exams

Non Examined Assessment: 30% - example tasks below:

Television: Create an opening sequence for a new television programme or a website to promote a new television programme for a teen audience

Advertising and Marketing: Create a music video or a website to promote a new artist/band. Print-based marketing material for a new film (DVD cover and film poster)

Magazines: Create the front cover and a double page spread for a new print or online magazine



Keys to Success

Attributes: An inquisitive mind and a desire to ask questions about the world and especially about how the modern media influences them, practical skills such as photography, filming, computer editing and journalism

Interests: Interest in current affairs and the media in general

Progression

Academic: A/AS Level - Media Studies, Communication Studies, Film Studies, Photography

Applied: First BTEC & National Diplomas in Media & Multi Media Production

Employment: The media, including television, radio and print industries





Music GCSE

Awarding Body: OCR

Course Code: J536



Content

Performance: A solo and group performance on instrument or voice. Students demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation.

Composition: You will produce two compositions using Logic Pro software. One is free choice and the other based on a set of criteria from the exam board. In the composition element of this component students demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

Areas of study:

- My music
- The concerto through time
- Rhythms of the world
- Film music
- Conventions of pop





Assessment overview

Component	Marks	Duration	Weighting	Assessment Type
INTEGRATED PORTFOLIO (01 OR 02)	60	-	30%	Non-exam assessment
PRACTICAL COMPONENT (03 OR 04)	60	-	30%	Non-exam assessment
LISTENING AND APPRAISING (05)	80	90 minutes	40%	Exam

Keys to Success

Attributes: Teamwork, independent enquirers, effective participators, reflective learners, self-managers, creative thinkers

Interests: This is a creative and expressive course. The practical work is pupil led. It will give you a sound knowledge of the music curriculum and is a good course for independent working.

Progression

Academic: A/AS Level - Music

Applied: BTEC Extended Diploma Level 3

Employment: Performer, musician, composer, sound engineer, teacher, music journalist



Separate Science GCSE

Awarding Body: AQA

Biology Course Code: 8461

Chemistry Course Code: 8462

Physics Course Code: 8463



Content

- Learning skills to investigate the material world and understand the applications to real life
- Use experimental skills and strategies to understand scientific theories and explanations to develop hypotheses
- Develop scientific thinking to understand how scientific methods and theories develop over time
- Analyse and evaluate data by presenting observations, translating data from one form to another and carrying out mathematical and statistical analysis
- Understand and explain every day and technological applications of science along with associated personal, social, economic and environmental applications
- Appreciate the power and limitations of science and consider ethical implications that may arise

Assessment

Examination: The qualification is assessed in the June Exam series of Year 11. Students sit two examination papers for each science discipline. Each paper is 105 minutes long.

Grade allocation: Grades are given for each individual science discipline and each examination contributes 50% of the grade.

Key to Success

Attributes: A good application of numeracy and literacy, a positive work ethic and ability to analyse and evaluate. Generally we expect Year 9 students to be at a mastering WTG (Working Towards Grade). Students working at a R+ will be considered in certain circumstances.

Interests: A strong affinity to all of the science disciplines and interest in discovering, identifying and developing new ideas.

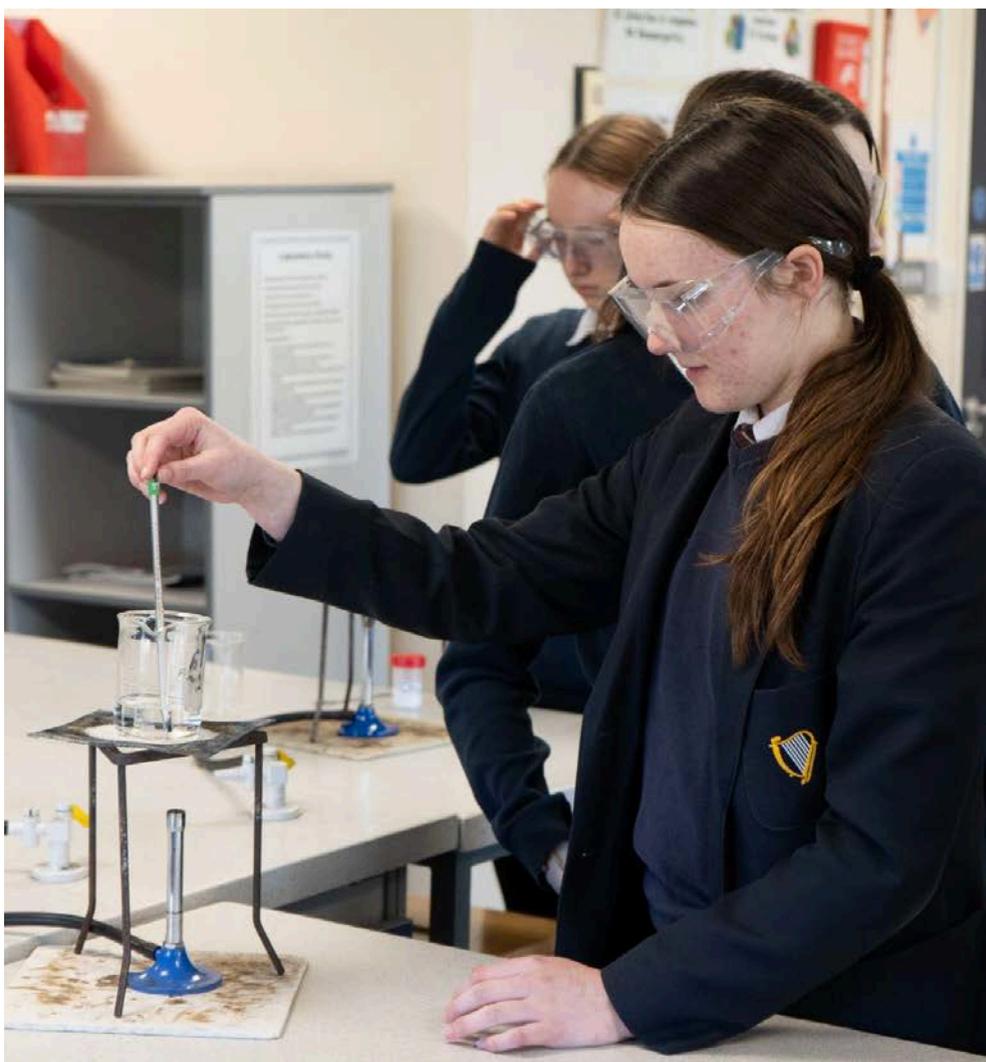


Progression

Academic: A Levels in Biology, Chemistry or Physics, A Levels in Environmental Science, A Levels and BTEC in associated science subjects including forensic science, sports studies, nursing and physiotherapy.

Applied: The study of science can develop the ability to analyse, understand and apply data that is used across a wide variety of courses.

Employment: Science is a foundation for all medical, biochemical, sporting and technological careers.





Statistics GCSE

Awarding Body: Edexcel

Course Code: 1ST0



Content

- The use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- Identifying trends through carrying out appropriate calculations and data visualisation techniques.
- The application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general.
- Critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life.
- Understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data.
- Understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing.
- Applying appropriate mathematical and statistical formulae, and building on prior knowledge.

Assessment

Examination: The qualification is assessed in the June Exam series of year 11. Students sit two examination papers. Both papers are 90 minutes long and each contributes 50% of the overall grade. Students may use a calculator in both papers.



Key to Success

Attributes: A strong grasp of numeracy and a positive work ethic.

Interests: A keen interest in exploring the collection, application and representation of data.

Progression

Academic: A Level Maths. A Level Further Maths. An A Level in science or social science. A Level Business Studies. A Level Economics. BTEC Business Studies.

Applied: Statistics can be applied in almost every field of work. Statistics is used to inform decisions in the sciences, social sciences, computing, geography, business and economics. At the basic level statistics is used by households managing their finances.

Employment: The primary function of analysts, data managers and many administrators is to work with data to generate valuable statistics. A strong grasp of statistics is required by senior leaders including managers and directors who need to evaluate the performance of the organisations they are leading.



Statistics

[stə-'ti-stiks]

A branch of applied mathematics that involves the collection, description, analysis, and inference of conclusions from quantitative data.

Disclaimer: This course will only run if demand is sufficient.



GCSE Core Subjects

Whilst it is key for students to get their Key Stage 4 choices right, it is also important to remember that 60% of the Key Stage 4 timetable is devoted to the core subjects. Core subjects are compulsory for all students to study and dropping these subjects is not permitted. You will achieve 5 GCSEs in your core subjects, including a GCSE for English Language, a GCSE for English Literature, a GCSE for Maths and 2 GCSEs for Science (for those not taking separate science).

All students will continue to take Physical Education, PSHE (Personal, Social, Health and Economic) and PB (Philosophy and Beliefs). These subjects continue to form the backbone of the curriculum provision in Key Stage 4; they are vital in allowing students to develop their understanding of themselves and others. Students will not receive any qualifications in these subjects.

The time students spend on all each subjects is shown below:

Subject	Year 10 (hours per fortnight)	Year 11 (hours per fortnight)
English	8	8
Maths	8	8
Science	9	9
PB/PSHE	1	1
PE	4	4
Each Choice Subject (4 subjects)	5	5
Total hours	50	50

Please note that during Year 11 we may be running intervention sessions at the same time as PE lessons. At times we may direct students to attend the intervention sessions instead of their timetabled PE lesson.

Please see information on the core subjects on pages 41 - 47 of this booklet.



teacher. They will be graded at Pass, Merit or Distinction. AQA requires all presentations to be recorded.

Keys to Success

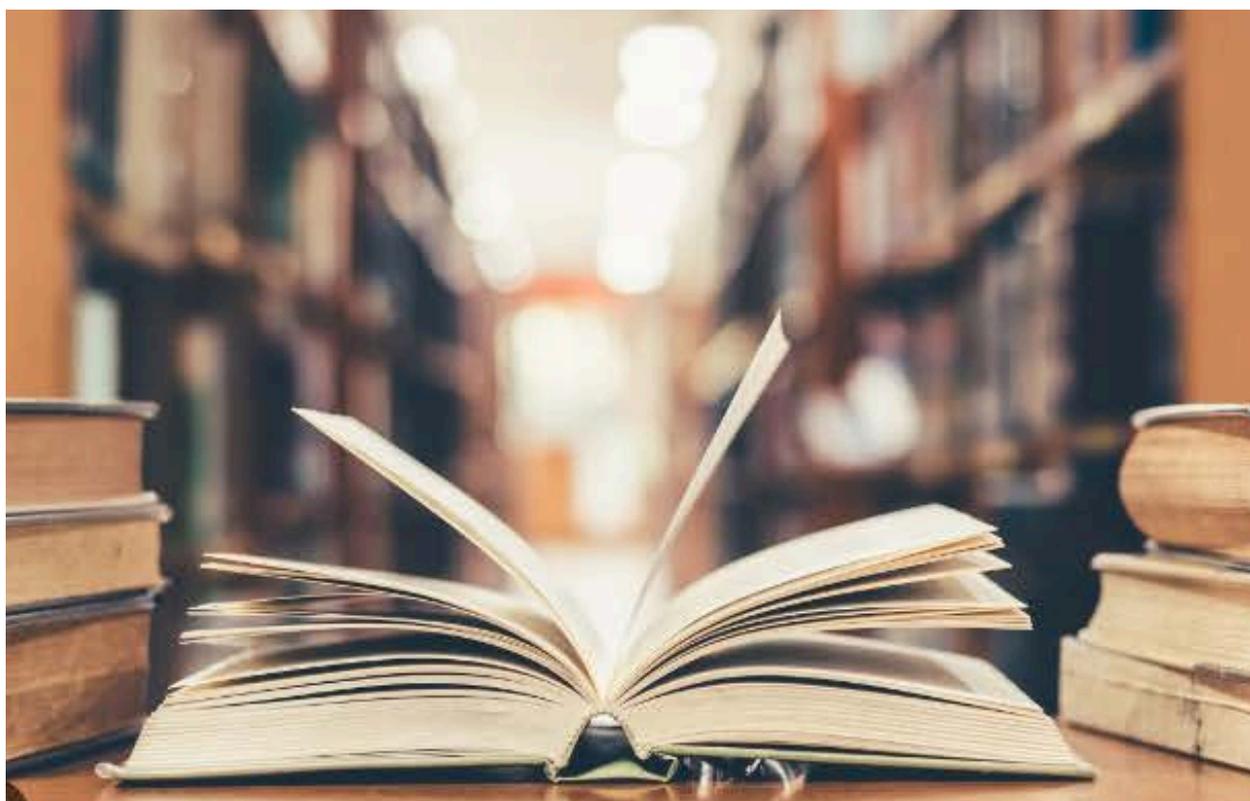
Attributes: Competence in reading, writing and speaking and listening are essential skills for this course. Reading a wide range of quality fiction will be good preparation for the course.

Progression

Academic: A Level Literature, A Level Language

Applied: Extended Project Qualification

Employment: Publishing, Law Journalist, Editor, Proof-reader, Copywriter, Speech Therapy, Researcher, Teacher, Advertising, Marketing, PR, Human Resources, Media

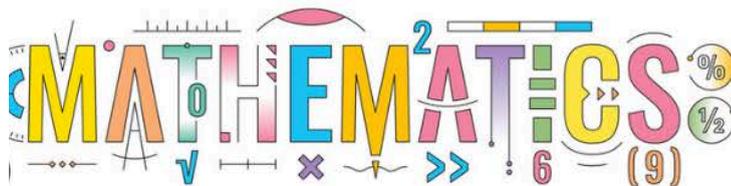




Mathematics GCSE

Awarding Body: Edexcel

Course Code: 1MA1



Content

The aims and objectives of the Pearson Edexcel GCSE (9 - 1) in Mathematics 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 list below outlines the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier.

Foundation

Number 25%

Algebra 20%

Ratio and Proportion 25%

Geometry and Measures 15%

Statistics and Probability 15%

Higher

Number 15%

Algebra 30%

Ratio and Proportion 20%

Geometry and Measures 20%

Statistics and Probability 15%

Assessment

The qualification consists of three equally weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment. On Paper 2 and Paper 3, students are permitted to use a calculator. Each paper is 90 minutes long. The course content outlined for each tier will be assessed across all three papers. Each paper has a range of question types, some questions will be set in both mathematical and non-mathematical contexts. New knowledge, skills and understanding will be tested at both tiers. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9.



Keys to Success

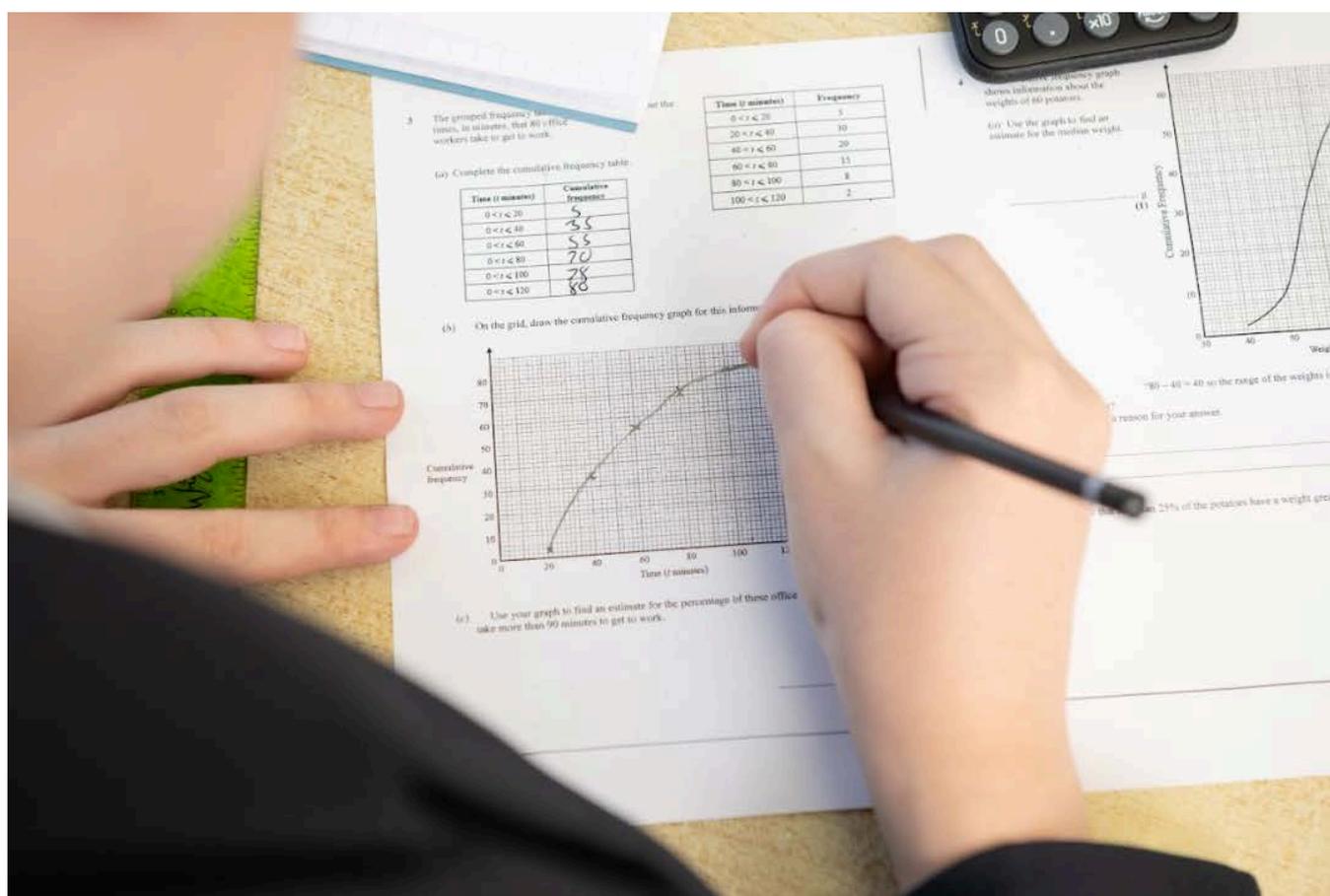
Attributes: Thinking for oneself and not just learning the facts, enjoy debating and challenging your own ideas.

Interests: An enquiring and analytical mind, ability to question and evaluate, a desire to put maths into context.

Progression

Academic: A Levels in Maths, Further Maths, Economics, Physics and Chemistry. Level 3 Core Maths.

Employment: A huge range of careers utilise mathematics, including: Engineering, Finance, Accountancy, Actuarial Science, Data Analysis, Computer Graphic Design, and many Science and Technology-based professions.





Philosophy and Beliefs / Personal, Social, Health and Economics

Awarding Body: Non examined

Course Code: NA

Content

The course will cover the following topics in Philosophy & Beliefs:

- Worldviews - Philosophical and Religious
- Ethics - the study of Right and Wrong
- Truth, Reality and Free Will
- Prejudice and Discrimination
- Genetic Engineering & Equality
- Artificial Intelligence, Life & Death and Meaning & Purpose

The course will cover the following topics in Personal, Social, Health & Economic Education:

- Health & Wellbeing
- Social Issues and the Justice System
- Relationships & Sex Education
- The Wider World

This course will encourage students to:

- Adopt an enquiring, critical and reflective approach to real world issues
- Reflect on and develop their own values, opinions and attitudes in light of their learning, in preparation for life in a global community
- Express their personal responses and informed insights on key questions and issues about identity, belonging, meaning, purpose, truth, values and commitments
- Enhance their spiritual, moral, social and cultural development, their understanding of different cultures nationally and in the wider world
- Develop their interest in and their enthusiasm for the study of worldviews, and relate it to the wider world
- Develop their knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism
- Explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning





- Construct well-informed and balanced arguments on matters concerned with ethics, religious beliefs and values
- Be well-informed citizens who understand the rights and responsibilities of living in a democracy
- Develop understanding of fundamental British Values
- Develop understanding of healthy lifestyles and the impact of the choices we make
- Explore careers education to enable students to be successful and fulfil their ambitions

This course meets the statutory requirements for the teaching of PSHE at KS4.

Assessment

This course is not examined. You will not receive a GCSE grade for this course.

Keys to Success

Attributes: Thinking for yourself and not just learning facts, enjoy debating and challenging ideas

Interests: Current affairs, travel, sociology, culture, history, psychology, philosophy, media or politics





Science (Combined Science) GCSE

Awarding Body: AQA Trilogy

Course Code: 8464



Content

Combined science is a qualification that will be studied by all students (except those taking separate science) during Key Stage 4. Students will achieve 2 GCSEs. The GCSE grades will be an average from all 6 examinations taken at the end of Year 11.

The course covers all three disciplines of science: Biology, Chemistry and Physics. Each of these subject areas is split into a number of topic areas, which will be taught in a specified order to allow students to harness the new skills and knowledge and develop their knowledge throughout Key Stage 4.

There will be no controlled assessment or coursework; instead, there will be a number of practicals completed during the course with questions relating to them included in the final examinations.

The exams are tiered. Students will be entered into either Foundation tier or Higher tier. Students who complete the Foundation tier can achieve a maximum grade of a 5. Grades for the Higher tier range from 4-9. It is not possible to have different tier entries for each science. For example, it is not possible to sit the Foundation papers for Biology and the Higher papers for Chemistry and Physics.

Assessment

Examination: 100%

- 6 terminal exams at the end of Year 11
- Each exam is 1h 15 mins and worth 70 marks
- Consists of 2 Biology, 2 Chemistry and 2 Physics exams
- Papers are a mixture of multiple choice, short and long answer questions

Progression

Academic: A Level Sciences/University courses in a STEM subject

Applied: BTEC Course

Employment: Many STEM career

