



Enfield Grammar School

# GCSE INFORMATION BOOKLET 2026

KS4 Options - Year 9  
*Your Choice*



*Tant Que Je Puis*



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## Dear Year 9 Student

You are about to make the most important decision in your school career so far. At the start of Year 10 you will begin to study the courses that will result in you gaining your first set of examined qualifications.

These qualifications will then help you move onto your next step towards achieving your future aspirations. We want you to complete Year 11 with the best set of qualifications and to realise your potential.

As a school, we will give you advice and guidance along the way. The first step in this process is to make your option choices. It is important you get these key decisions right and it is why we believe that we should make these decisions together.

At Enfield Grammar School, we strive to provide a broad and balanced curriculum that offers a range of opportunities for all. We aim to maximise your engagement, progress and achievement.

Our Key Stage 4 curriculum seeks to develop the talents of all and to build on the knowledge and skills you have already acquired at Key Stage 3. We want you to be in the position at the end of Year 11 to progress to Post 16 education and beyond.

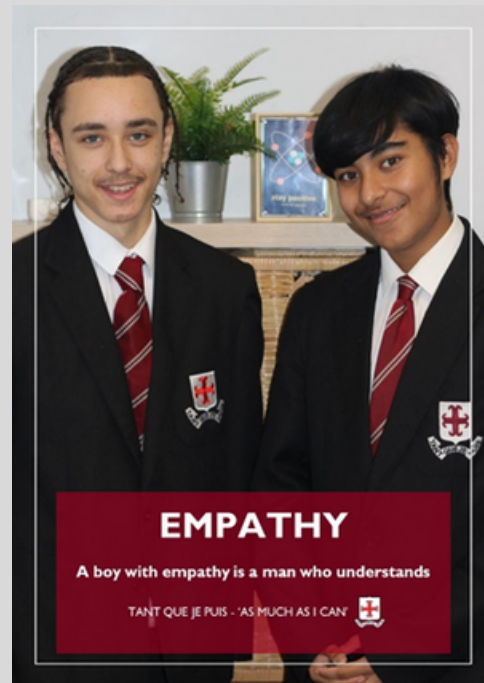
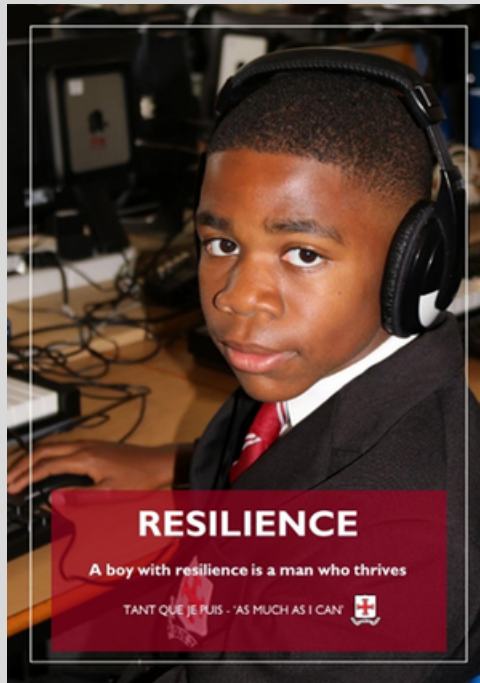
At Key Stage 4 everyone will study the compulsory Core subjects (English, Maths and Science), but you have choices to make about the options subjects you wish to study. Our aim is to help you gain the best qualifications you can.

To decide what you should aim at, look at your various test results, Benchmark Grades and the progress you have made since Year 7. Your progress report will guide you and us.

The information contained in this booklet is central to the process that will lead you to make the best possible option choices.

I hope this booklet is useful in helping you make these important choices.

Please do read this booklet carefully and where you feel you need more information, do ask your teachers.



**Passion: Pursuing Our Interests with Enthusiasm and Love**

**Resilience: Overcoming Challenges and Bouncing Back Stronger**

**Integrity: Acting with Honesty and Strong Moral Principles**

**Determination: Committing to Goals Despite Obstacles**

**Empathy: Understanding and Sharing the Feelings of Others**



## Frequently Asked Questions

### Will I Get the Subjects I Choose?

We will always endeavour to give you all your KS4 option choices, but this may not always be possible.

This is why we ask you to select reserve choices from the list of options. Reasons for not getting first choices are:

- There may be more students wanting to take the subject than we can accommodate. If so, we will have to select those we think will benefit most from the course.
- A course may have too few students to make it viable.
- Your chosen combination cannot be fitted into the option blocks and timetable.

### Who Can Help Me Make My Choice?

- Your form tutor
- Your subject teachers at parents' evening
- Your Parent/Carer
- Careers adviser
- Ms J. McCall - Deputy Headteacher
- Mr M Turner - Assistant Headteacher
- Mr A. Harcourt – Head of Year 9
- The Heads of Department

### What Mistakes Should I Avoid in Choosing My Route?

- Do not choose a subject just because you like the teacher you have this year
- Do not take the easy option
- Do not choose a subject just because all of your friends are choosing it

### Making the Right Choice

- Future aspirations
- Try to choose a range of subjects
- Aim high
- Find out what subject will help you with any career choices you have in mind
- Choose subject that you enjoy and you feel you can be successful in

### Timeline - What Next?

Following on from our Parents Information Evening and Options Assembly, what's next?

- Ongoing - Careers Interviews
- Ongoing - Guidance interviews with tutors / members of staff
- Friday 7 February 2026 - Options Fair for students in the Main Hall
- Friday 13 February 2026 - Progress reports sent home
- Friday 13 February 2026 - Online options form opens
- June/July - Individual re-selection meetings as required
- July 2026 - Option choices confirmed

### Thinking Ahead to Key Stage Five

All of the courses offered by Enfield Grammar School provide excellent progression to Key Stage 5. Choosing the right and most appropriate subjects is essential if you are to achieve your full potential however choices made at this point will not define your future career path.

**The Russell Group** produce an excellent guide called Informed Choices, which can be found on their [website](#).

## The Process – Completing the Online Form

Once you have evaluated the range of different courses on offer, you will need to make your choices using the KS4 Options Choices Google Form, about which parents and students will receive an email.

For information about how to complete the form, please [www.enfieldgrammar.org](http://www.enfieldgrammar.org) Click on the 'Learning & Support' tab on the horizontal menu bar. Then click on 'Key Stage 4 Options (2026)'. Here you will find an electronic version of this booklet and the PowerPoint from the options evening which has instructions should you need them.

**The online form will go live on Friday 13 February 2026 and must be completed by Friday 7 March.**

The online form will be similar to this:

The screenshot shows the 'Student Choices' web application. At the top, there are navigation buttons for 'Save', 'Cancel', 'Show Instructions', and 'Hide Instructions', along with a 'Sign Out/Options Bank' link. The main content area is divided into several sections:

- Introduction:** A message stating 'This page lets you make your GCSE choices. Some subjects are compulsory at GCSE level. These are: English, Maths, Sciences. Lots of information can be found on the school website, click here.'
- Humanities:** A section where users pick one subject. It shows 'You have chosen 1 of 1 courses from this list'. Two options are visible: 'Geography GCSE Full Course' and 'History GCSE Full Course', both with a 'Choice' button and a note 'This course is also available in Open choice'.
- Languages:** A section where users pick one language. It shows 'You have chosen 1 of 1 courses from this list'. Two options are visible: 'French GCSE Full Course' and 'German GCSE Full Course', both with a 'Choice' button and a note 'This course is also available in Open choice'.
- Open choice:** A section where users pick three other subjects and one reserve. It shows 'You have chosen 3 of 3 courses and 1 of 1 reserves from this list'. A grid of options is shown, each with a 'Choice' or 'Reserve' button. The 'Choice' buttons are for 'Accounting', 'human', 'Business Studies', 'CDT:Des & Real', and 'Electronics'. The 'Reserve' buttons are for 'Art', 'human', 'CDT:Des & Com', 'Drama', and 'Electronics'.
- My Choices in Order of Preference:** A list of 5 chosen courses in order of preference: 1. Economics, 2. Geography, 3. German, 4. Accounting, 5. Electronics. Each entry shows the course name and whether it is a 'GCSE Full Course' or an 'Open choice'.
- My Reserves in Order of Preference:** A list of 1 reserve course in order of preference: 1. Music.

The Curriculum – over the two week timetable:

- All students will have 8 periods of English and Maths and 9 of Science
- All students will have 3 periods of PE (although this is under review)
- All students will have 1 period of PSHCE
- All students will have 5 periods of their option choice subjects
- All students will have form time as normal

The following subjects are offered as part of the optional curriculum. Please choose subjects in order of preference (first choice, second choice and reserves). We aim to accommodate your top choices as far as possible.

### Option Subjects:

Art, Craft & Design, Business Studies, Citizenship, Computer Science, Information Technologies, Design & Technology, Food Preparation and Nutrition, French, Geography, History, iMedia, Media Studies, Music GCSE, Music BTEC, Physical Education, Religious Studies, Triple Science.



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# CORE EXAMINED SUBJECTS



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# ENGLISH LANGUAGE (AQA)

**English Language** (AQA 8700) is taken by all boys in Years 10 and 11.

It is vital that students achieve a 'pass' grade in English Language. In 2017 (the first year of the new 100% exam GCSE) a grade 4 was referred to as a 'pass' and a grade 5 a 'strong pass'. For entrance to A Level subjects a grade 5 would be considered a requirement and a minimum for essay writing subjects.

A lot of lesson time is devoted to English and other support is available from the English Department and online. Students should try to make the most of their ability and the support and guidance that is available to them. They can also help their own progress as readers and writers by reading widely across fiction and non-fiction.

**English Language** requires students to do very different things – from improvising for Spoken Language activities to rigorous study of exam technique. There will be time in Year 10 to develop boys' reading – especially their analytical responses to a wide range of fiction and non-fiction – and their writing in terms of style and accuracy.



**Assessment** for English Language is by final exam:

Paper 1: Explorations in Creative Reading and Writing  
(1 hr 45 mins)

Section A – Reading: one literature fiction text

Section B – Writing: descriptive or narrative writing

Paper 2: Writers' Viewpoint and Perspectives  
(1 hr 45 mins)

Section A – Reading: one non-fiction text and one literary non-fiction text

Section B – Writing: writing to present a viewpoint

Spoken Language – teacher assessed (0% weighting of GCSE)

**Useful websites/further reading:**

[AQA website \(aqa.org.uk/8700\)](http://aqa.org.uk/8700)

[GCSEPod](#)

[English Department page on school website](#)

# ENGLISH LITERATURE (AQA)

**English Literature** GCSE (AQA 8702) is taken by all students in Years 10 and 11

The skills which are developed during the course – skills like analysis, judgement, explanation and evaluation – will support your work in other areas of the school curriculum.

**English Literature** aims to give students a rich and wide ranging experience of the exam texts but also try to equip them for the rigor of the final exams. English Literature is not timetabled separately from English Language but your work will be done in a separate book and it is vital that this is available at the end of the course for revision. The majority of the work on the English Literature exam texts will be done in Year 11.

**Assessment** for English Language is by final exam:

Paper 1: Shakespeare and 19<sup>th</sup> century novel (40% weighting) - 1 hour 45 minutes

Students to write in detail about a given extract from the play/novel and then to explore their ideas in

relation to the whole text.

Paper 2: Modern texts and poetry (60% weighting) - 2 hours 15 minutes

Section A students answer one essay question on the modern prose or drama text they have studied.

Section B they answer one comparative question on two poems from Power and Conflict (AQA anthology).

Section C requires boys to answer on unseen poetry.

**Useful websites/further reading:**

[AQA website \(aqa.org.uk/8702\)](http://aqa.org.uk/8702)

[GCSEPod](#)

[English Department page on school website](#)



# MATHEMATICS (EDEXCEL)

**Mathematics** GCSE (9-1) is compulsory for all students.

Mathematics is a powerful form of communication and understanding, essential in almost all forms of employment. The department's first objective is for pupils to acquire mathematical skills which they allow them to relate these to other studies and to the world outside school. While pursuing this objective, priority is also given to encouraging pupils to appreciate and enjoy mathematics as a study in its own right.

A good grade in GCSE Mathematics will help students wishing to either go into employment or continuing their studies with subjects such as Physics, Chemistry, Economics, Geography and Psychology.

Any pupils who have not achieved a pass grade at GCSE will be expected to retake GCSE Mathematics.

Students will be able 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

## How will I be assessed?

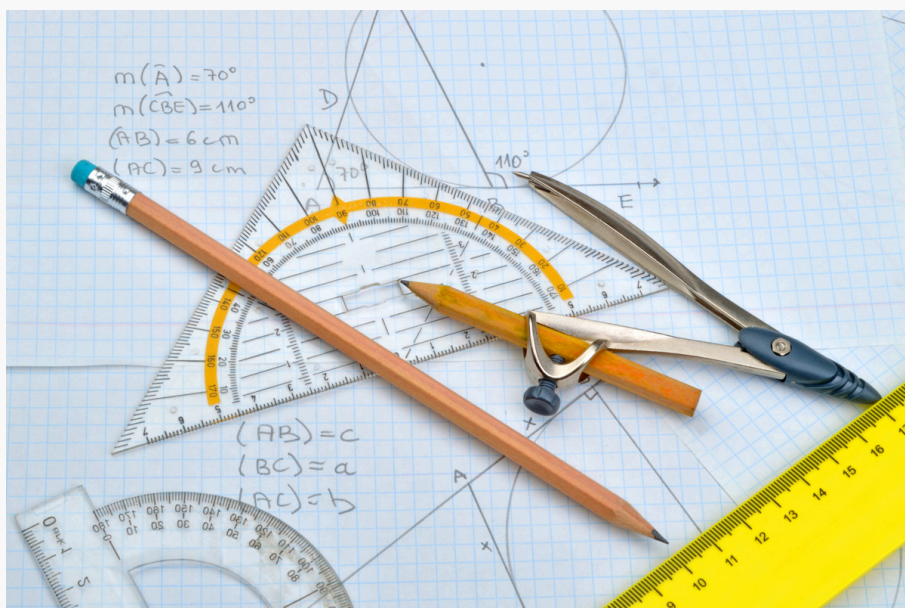
At the end of the two year course, you will sit three 1.5 hour written exams.

All three papers will cover a mixture of topics:

Paper 1: Non-calculator

Papers 2 and 3: With a calculator

At the higher level, pupils can gain grades 9 to 4 and at the foundation level, they can gain grades 5 to 1.



**Useful websites/further reading:**

[www.qualifications.pearson.com/en/edexcel-gcses/mathematics-2015/](http://www.qualifications.pearson.com/en/edexcel-gcses/mathematics-2015/)

Google Classroom Code: m8h4joo

# COMBINED SCIENCE: TRILOGY (AQA)

This is a double GCSE award. The **Science** GCSE topics start in Year 9 and follow the AQA specification.

This double GCSE has a 17-pointscale: 1–1 to 9–9, where 9–9 is the best result, equivalent to the old double A\* grade.

Successful completion of this course allows pupils to take A levels in Biology, Chemistry or Physics or a vocational A level in Science. Currently a minimum of 6–6 in Science, English and Mathematics is needed to qualify for a science A level at this School.

Science is a facilitating subject and many jobs and careers start with a GCSE Science qualification, including medicine, dentistry, pharmacy, environmental studies, teaching, engineering and computing.

The course covers a range of topics, covering biology, chemistry and physics aspects of Science.

## How will I be assessed?

Exams taken at the end of year 11. There will be 6 papers, 2 for each science. Each paper has a weighting of 70 marks and all are 1 hour 15 mins long. Each exam is worth 16.7 % of the GCSE.

**Paper 1 Biology** topics 1–4: Cell Biology; Organisation; Infection and response; Bioenergetics

**Paper 2 Biology** topics 5–7: Homeostasis and response; Inheritance, variation and evolution; Ecology

**Paper 1 Chemistry** topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes

**Paper 2 Chemistry** topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources

**Paper 1 Physics** topics 18–21: Energy; Electricity; Particle model of matter; Atomic structure

**Paper 2 Physics** topics 22–24: Forces; Waves; Magnetism and electromagnetism



## Useful websites/further reading:

[More information of the course can be found at AQA website. The link to the specification is.](http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464)  
<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>



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# Optional Subjects



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# ART, CRAFT & DESIGN (EDEXCEL)

We encourage students who have shown a genuine interest in **Art** at Key Stage 3 to opt for GCSE **Art, Craft and Design**. Students must be dedicated and passionate about the subject and be eager to visit galleries and museums in their own time.

Students will be expected to apply excellent effort in all work completed in class and at home, ensuring that they meet deadlines on time. They should be keen to experiment with artistic media and enjoy studying the work of other artists. Students should be fully equipped for lessons and are expected to purchase their own supply of basic art materials for use in class and at home.

GCSE Art, Craft and Design can lead students onto many different career pathways. Students who have an aptitude and dedication to the subject will be encouraged to continue their studies towards A-Level Art & Design or a vocational qualification in a related subject. This might lead to a career in a field such as advertising, architecture, design, fashion, marketing, mass media and publishing, to name a few. The study of art develops transferable skills that can be taken into any career or creative occupation.

During the GCSE Art, Craft and Design course, students will learn to improve their observational drawings using a wide variety of materials and processes. They will explore and experiment using a broad range of 2D and 3D techniques including: drawing, painting, printmaking, ceramics, sculpture and digital photography. Students will develop their work using the inspiration of other artists, designers and craftspeople. They will become more able to adapt and refine their ideas and annotating the journey from concept to outcome. This will culminate in students being able to produce a personal response to a given theme using appropriate media and making connections to the work of other artists.

## How will I be assessed?

Students follow the EDEXCEL Examination Board and use the unendorsed specification 1AD0. The unendorsed specification enables students to work in at least two disciplines from the endorsed titles, which means that students have the opportunity to work in wider range of art and design media and techniques.

The course is structured as follows:

Students have one unit of coursework which accounts for 60% of their total GCSE marks.

The second unit of work is an externally set assignment which will account for 40% of the total GCSE marks.

Both units of work are internally marked by the art department and externally moderated by a representative of the exam board. Students have their art displayed to aid moderation. This then becomes the annual exhibition at the school where students and parents are invited to appreciate the creativity and hard work undertaken. We celebrate their efforts and success.



## Useful websites/further reading:

[www.qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html](http://www.qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html)

[www.studentartguide.com/](http://www.studentartguide.com/)

[www.tate.org.uk/](http://www.tate.org.uk/)

[www.pinterest.co.uk/CNCFineArt/example-sketchbook-pages/?](http://www.pinterest.co.uk/CNCFineArt/example-sketchbook-pages/?lp=true)

[lp=true](http://www.pinterest.co.uk/CNCFineArt/example-sketchbook-pages/?lp=true)

# BUSINESS (EDEXCEL)

The GCSE **Business** course is the right subject for you if you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands

## What is the course about?

You'll start by exploring the world of small businesses through the lens of an entrepreneur.

How and why do business ideas come about?

What makes a successful business?

You'll learn how to develop an idea, spot an opportunity and turn it into a successful business.

You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth.

How does a business develop beyond the start-up phase?

You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business.

You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

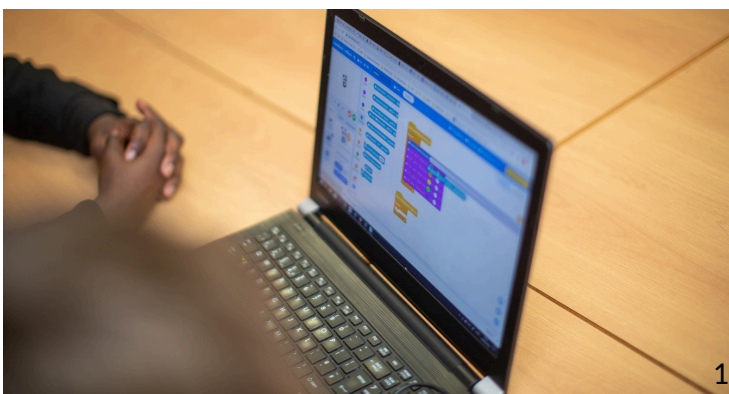
## How will I be assessed?

At the end of the two year course, you will sit two 90 minute written exams – each exam will be worth 50% of the total GCSE. Each exam will contain a mixture of multiple choice, calculation, short-answer and extended-writing questions

After this qualification you'll understand the world of business and have developed skills in: making decisions and developing persuasive arguments; creative and practical problem solving; understanding data and finance and communication.

It's also a great step preparing you for further and higher education such as A-Levels and BTEC courses.

A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.



**Useful websites/further reading:**

[www.qualifications.pearson.com](http://www.qualifications.pearson.com)

[www.tutor2u.com](http://www.tutor2u.com)

# CITIZENSHIP (AQA)

For anyone looking to gain an excellent understanding of how the UK works with regards to politics, the law and its involvement in international issues.

This GCSE provides good preparation for a range of careers and A levels as many require the skills which are developed when studying Citizenship. These include advocacy, debating, analysis, explanation and evaluation. It is particularly useful for those interested in law, politics and the media.

The analytical and evaluation skills that you will develop will include active campaigning methods, source analysis, debate and advocacy skills, organising events and campaigning as well as writing skills.

## **What is the course about?**

The course is about the UK's role in the modern world. It discusses politics, law, the media and how to make a difference through active citizenship. The course will always reflect the changing political landscape. It means that you will have an opportunity to discuss current affairs and their impact on politics, media and the law.

## **How will I be assessed?**

At the end of the two year course, you will sit two 1hr 45 written exams – each exam will be worth 50% of the GCSE.

Paper one: politics and participation, how people try to bring about change and an active citizenship campaign.

Paper two: life in modern Britain, international organisations such as the UN, the EU and NATO, the law, the police, rights and responsibilities.

At the same time you will learn about different political parties, how other countries govern themselves, how laws are made, how the UK intervenes in conflicts, how Non-Governmental Organisations play a role, the role of the media, human rights and how to take citizenship action.



**Useful websites/further reading:**  
[AQA Citizenship 8100](#)

# COMPUTER SCIENCE (OCR)

## What is the course about?

Alongside key **Computer Science** concepts and terminology, you will learn how to program through the programming language Python and others, including Python SQL, HTML, JavaScript, PHP and CSS. Computer components, networking, cryptography and binary mathematics also feature in this newly created course, which will provide you with a firm grounding in a subject and skills, which are transferable to all aspects of life and work.

## Who is this course for?

Are you curious?

Are you wanting to have the skills employers are looking for?

Are you keen about using a computer?

If you answered “Yes” to any question, then Computer Science is right for you.

For anyone looking to gain an excellent understanding of how computers work and their relevance in the world today, this is the subject to do.

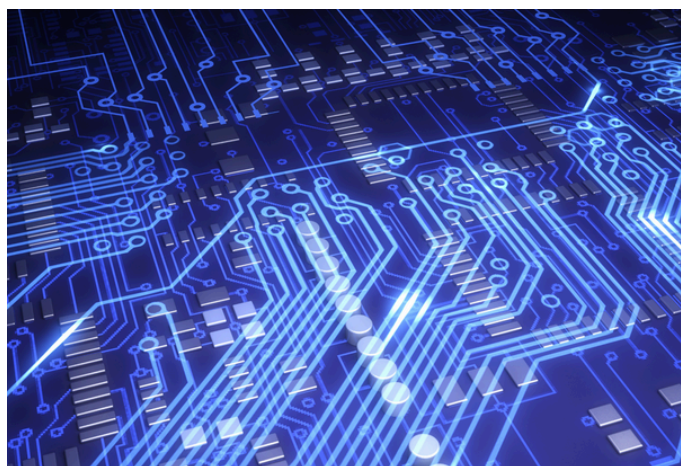
This GCSE provides good preparation for Computer Science/ICT further study at A-Level and/or employment including entry level jobs in programming and debugging. Employers and Universities have been pushing for this course to be run and as such is in demand nationally.

## How will I be assessed?

At the end of the two year course, you will sit two 2-hour written exams – each exam will be worth 50% of the final mark. All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study.

Paper one - Computer Systems: will cover systems architecture, memory and storage, computer networks, connections, network security, systems software and ethical, legal, cultural and environmental impacts of digital technology

Paper two - Computational thinking, algorithms and programming: will cover algorithms, how to write an algorithm using flowcharts and pseudocode, how to trace an algorithm, programming fundamentals, producing robust programs, Boolean logic, programming languages and Integrated Development Environments.



## Useful websites/further reading:

<https://gcsecomputing.org.uk/>

[OCR GCSE computer science\(J277\) webpage](#)

[www.teach-ict.com](http://www.teach-ict.com)

[GCSE Bitesize OCR GCSE ComputerScience](#)

[Seneca Learning](#)

# CREATIVE iMEDIA (OCR)

## What is the course about?

You will develop a range of skills, including how to carry out relevant research, analysis and evaluation, production planning and working to a client brief. In addition, you will learn the skills needed to use the following computer software packages: Adobe Photoshop, Adobe animate, Adobe Illustrator, Premiere pro, Adobe Lightroom to create an array of different projects.

## Who is this course for?

Are you curious?

Are you wanting to have the skills employers are looking for?

Are you keen about using computer for a creative product?

If you answered "Yes" to any question, then Creative iMedia is the course for you.

Many of the skills developed in Creative iMedia are transferable to a wide range of career paths. They include the ability to analyse, explain, evaluate, plan and communicate in visual, verbal or written form with others.

Creative iMedia will enable students to explore the digital media world and could lead on to any number of specialist courses, degrees or careers. These include Photography, Graphic Design, Video or Audio Technology, and Character Design and Animation

## How will I be assessed?

This is an e-portfolio diploma course with 5 individual units, which are assessed online after the completion of each unit. Grades are awarded at Level 1 and 2 in the form of a Pass, Merit, Distinction or Distinction\*, depending on the marks achieved in each unit.

You will learn a variety of Creative iMedia skills through the studying of 5 individual units of study. The exam and digital graphics - coursework is compulsory, then you pick coursework from one of the 3 options. These include:

2 Mandatory Units:

R093 - Pre production skills (exam)

R094 - Creating digital graphics

3 Optional Units:

R095 - Characters and comics characters

R096 - Animation with audio

R098 - Digital video sequence & photography



Useful websites/further reading:  
<https://www.creative-media-skills.com/>

OCR Creative I-media

# INFORMATION TECHNOLOGIES (OCR)

This qualification is for learners who want to progress onto qualifications in **IT** and wish to develop applied knowledge and practical skills in using IT.

It is for anyone looking to gain an excellent understanding of how to learn about what different technologies could be used, why you should use them and how to make best use of them, to gather, store, manipulate and present data.

This course provides good preparation for project management, such as, initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

The analytical and evaluation skills that you will develop through this course are very relevant to both work and further study. You can progress to A-Levels in Business, Geography, and Cambridge Technicals in IT. It can also support your progression into employment through Apprenticeships.

## What is the course about?

This qualification is for students who wish to develop applied knowledge and practical skills in the creative use of information technologies; you will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances. You will need to apply understanding and skills to use technologies to select data, manipulate, store, analyse and present it as information, following a project life cycle to structure how it's done.

## How will I be assessed?

At the end of the two year course, you will sit a written exam to assess your knowledge and understanding of different technologies (hardware and software applications), and tools and techniques used to select, store, manipulate and present data and information.

This examination will also assess your knowledge of project life cycle and the interaction between the phases.

The second assessment will focus on project initiation, planning and review. You will be expected to develop a technological solution that processes data and communicates information following the project life cycle.

The third assessment is developing technology solutions. This is a 20-hour practical task released by the exam board but internally assessed. You will be expected to initiate and plan solution to identify the need of a user. Focus is on how to import data that is provided and manipulate it and gain knowledge necessary for using spreadsheet and database software and efficiently link data to other documents such as word processor.



# DESIGN & TECHNOLOGY (AQA)

The **Design & Technology** GCSE is for students who enjoy all aspects of the designing and making process. Students should be highly motivated and dedicated to the subject and have the desire to help shape the future of the increasingly technological world around them.

The course will enable students to become confident, successful learners. They gain the transferrable skills of logical thinking, researching, planning, ICT, problem solving and teamwork as well as the specialist technical skills which will enable students to be successful in a wide range of careers and occupations.

Students will be expected to apply excellent effort in all work completed in class and at home, ensuring that they meet deadlines on time.

Students can continue the Design & Technology pathway by completing the A-Level D&T Product Design course. Design & Technology can set students up for a career in a myriad of industries such as architecture, engineering, information technology, creative and media industries, product design, advertising and marketing.

During the course, students will gain awareness and learn from the wider influences on Design & Technology including historical, social, cultural, environmental and economic factors. Students will have the opportunity to work creatively when designing and making using papers, boards, timber, metal-based materials and polymers and apply technical and practical expertise. They will learn how to use the machinery and equipment safely to protect themselves and others from harm. Students will also learn mathematical and scientific knowledge and understanding in relation to Design and Technology.

## How will I be assessed?

Students follow the AQA Examination Boardcourse 8552. They will learn technical skills through a series of short projects and focused tasks in response to a design brief. Students complete research tasks to explore the core technical principles, specialist technical principles as well as designing and making principles. They will look at both historical and contemporary design to inform their ideas. Students have the opportunity to learn through engaging in a variety of practical tasks.

The course is structured as follows:

Students will complete a 2 hour written exam which accounts for 50% of the GCSE. The exam assesses students' knowledge of the core technical principles, specialist technical principles and design and making principles of Design & Technology. Maths and Science knowledge also contributes 15%.

The other 50% which contributes to the Design & Technology GCSE is the NEA (Non-Exam Assessment). This consists of one practical activity wherein students develop a brief in response to a contextual challenge set by the exam board which is released on June 1<sup>st</sup> in the year before the submission. Students will produce a prototype and portfolio of evidence which will be internally marked and externally moderated by a representative from the exam board.



## Useful websites/further reading:

[www.bbc.co.uk/bitesize/examspecs/zby2bdcn.sanity.io/files/p28bar15/green/891fb53aae15618103e4bd0367ab381c89ad025f.pdf](http://www.bbc.co.uk/bitesize/examspecs/zby2bdcn.sanity.io/files/p28bar15/green/891fb53aae15618103e4bd0367ab381c89ad025f.pdf)

# FOOD PREPARATION & NUTRITION (AQA)

Having studied **Cooking & Nutrition** throughout Year 9, students will further develop and embed their knowledge, understanding and skills of how to cook and apply the principles of food science, nutrition and healthy eating. They will be taught skills in culinary technique, time management, organisation, costing and meal planning. Students will learn about the functional properties of food, such as gelatinisation and coagulation and will gain a sound knowledge of the relationship between diet, nutrition and health. Social, economic, ethical, cultural and environmental influences on food will be also covered as well as culinary traditions (both traditional British and International) to inspire new ideas for food dishes.

## Who is this course for?

This GCSE is for anyone who enjoys cooking, likes a challenge and would like to extend their understanding of how food works. You must be interested in cooking and keen to develop your skills and technique. A good understanding of Science is essential for this subject.

Although you may not wish to pursue a career in Hospitality & Catering there are many opportunities within this sector. There are local Higher Education colleges offering a variety of courses.

Students could develop new food products and be a Food Technologist, a dietician or work within a specialist field like a Sports Nutritionist. The sky's the limit!

You will develop analytical and evaluation skills from this valuable, interesting GCSE and will carry out research, investigations and practical work to support this.

## How will I be assessed?

50% written exam (1 hour 45 minutes) with multiple choice questions and extended answer questions.

50% NEA (Non-Exam Assessment). This consists of two tasks which are carried out in Year 11:

1. A Food Investigation (1,500 – 2,000 word report) worth 15%. This involves scientific investigations.
2. Food Preparation Assessment worth 35%. Students plan, prepare, cook and present three showcase dishes linked to a menu, with supporting written work.

The course will involve practical activities (cooking and food preparation) that develop twelve Skill Areas e.g. 'Use of Equipment' or 'Cooking Methods' but also theory lessons. Students will develop their knowledge and understanding of each topic (e.g. Food Choice, Food Science, Food Safety). Students will mainly work independently but there is also the opportunity to work in pairs or in small groups, for example during investigative work.



## Useful websites/further reading:

[www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/keydocuments](http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/keydocuments) [www.nutrition.org.uk](http://www.nutrition.org.uk)

CGP GCSE Food Preparation & Nutrition for Eduqas (The Revision Guide)

AQA GCSE Food Preparation & Nutrition by Anita Tull & Garry

# GEOGRAPHY (AQA)

## What is the course about?

Students will explore physical and human case studies across the UK and the wider worlds. Topics of study include climate change, natural hazards, the challenges of an urban world, global poverty, shifts in economic power, a study of biomes such as tropical rainforests and the challenges of sustainable resource use.

## Who is this course for?

This course is for students who have a curiosity in the natural and man-made elements of the world around them. It is delivered in a balanced framework of physical and human themes and investigates the link between them.

The wide-ranging content is assessed using a variety of skills. From analysing resources, to independent research and map skills. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

## How will I be assessed?

At the end of the two year course, you will sit three written exams:

Paper 1 – Living with the physical environment: The challenge of natural hazards; The living world; Physical landscapes in the UK; Geographical skills (1 hr 30 mins. 35% of GCSE)

Paper 2 – Challenges in the human environment: Urban issues and challenges; The changing economic world; The challenge of resource management; Geographical skills (1 hr 30 mins. 35% of GCSE)

Paper 3– Geographical applications - Issue evaluation; Fieldwork; Geographical skills (1 hr 30 mins. 30% of GCSE)



## Useful websites/further reading:

[www.bbcbitese.co.uk](http://www.bbcbitese.co.uk)

Royal Geographical Society [www.rgs.org](http://www.rgs.org)

AQA geography textbooks

# HISTORY (AQA)

## What is the course about?

The course offers a broad sweep of **History** – focusing on how groups get and keep control of countries; what motivates people; how relations develop and evaluating change and continuity via a study of migration through time.

## Who is this course for?

This GCSE provides good preparation for those wishing to study History, Economics, Politics or Psychology at A level and for anyone who wants to develop a good understanding of humans and what we are like. Many careers require the skills developed when studying History: analysis, judgement, explanation and evaluation.

Universities call it a ‘facilitating subject’, meaning that it is one of the subjects which provides the most opportunities and flexibility. It is also life-enriching; enabling an appreciation and understanding of the world we live in today.

The analytical and evaluation skills that you will develop include the ability to make critical use of sources and interpretations to reach supported judgements. In effect how to evaluate evidence and present an argument. Skills vital to many professions and life in general - from deciding what to do to success in an interview.

## How will I be assessed?

At the end of the two year course, you will sit three written exams:

Paper 1: Migration through time, c800- present

Written examination: 1 hr 20 mins- 30%\* of the qualification

Paper 2: Anglo-Saxon and Norman England, c1060 - 88 Superpower relations and the Cold War, 1941 - 91

Written examination: 1 hr 50 mins- 40%\* of the qualification

Paper 3: Weimar and Nazi Germany 1918-39

Written examination: 1 hr 30 mins- 30%\* of the qualification



Useful websites/further reading:

[BBC Bitesize](#)

# MEDIA STUDIES (EDUQAS)

## What is the course about?

This WJEC Eduqas Media Studies specification provides a detailed approach to studying the media. The set texts that need to be understood and analysed include film posters, music videos, print adverts, video games, newspapers, sitcoms, magazines, radio and social media influencers.

Students will also study the respective industries, for example the production, distribution and marketing of video games. The course explores applicable contexts, for instance the representation of gender in the media over time.

The application of theorists develops higher order thinking skills and the Controlled Assessment component encourages creativity and technical expertise in media production tasks.

## Who is this course for?

This course is for any student who enjoys creative tasks, critical thinking and debating. The course focuses on the impact that the media can have, and the social, cultural, political and historical contexts in which media texts are produced.

## What could it lead to?

The course could lead to any relevant careers or higher qualifications in the media, such as advertising, marketing and public relations. It could also lead to careers in the relevant industries, such as television, film, magazines, gaming, online or social media.

It is an appropriate course for enhancing wider knowledge of the world and gaining higher order skills that are necessary for A Level.

## How will I be assessed?

Component 1: Exploring the Media – Exploring Media Language, Representation, Industries and Audiences

Written examination: 1 hr 30 mins - 40% of qualification

Component 2: Understanding Media Forms and Products

Written examination: 1 hr 30 mins - 30% of qualification

Component 3: Creating Media Products – an individual production in response to a choice of briefs

Non-exam assessment 30% of qualification



## Useful websites/further reading:

[creativeskillset.org](http://creativeskillset.org) – resource for finding careers in the creative industries

[eduqas.co.uk](http://eduqas.co.uk)

# FRENCH (AQA)

## MODERN FOREIGN LANGUAGES

### Who is this course for?

For anyone looking to gain an excellent understanding of how to communicate more confidently and accurately with native speakers and learn more about the lifestyle and culture of the countries where the chosen language is spoken as nowadays, in fast moving world, English is not enough.

This GCSE provides good preparation to form a sound base of the skills, language and attitude required for further study, work and leisure. The analytical and evaluation skills that you will develop are the following ones:

- the ability to understand and use the MFL effectively for purposes of practical communication
- the ability to use and understand the language both imaginatively and creatively
- an understanding of the grammar, insights into the culture and civilisation of the countries and communities where the language is spoken

### What is the course about?

The GCSE course covers three distinct themes, which apply to all four question papers.

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, tourism and places of interest / Media and technology / The environment and where people live)

### How will I be assessed?

At the end of the two years course, you will sit 4 exam papers. All papers are available at either foundation or higher tier. However, candidates will not be able to mix tiers on different papers.

Each exam paper will be worth 25%.

Paper one (Listening): Understanding and responding to different types of the spoken language.

Paper two (Speaking): Communicating and interacting effectively in speech for a variety of purposes.

Paper three (Reading): Understanding and responding to different types of written language including translation.

Paper four: Writing Communicating effectively in writing for a variety of purposes including translation

You will investigate various cultural aspects and how the language works.

At the same time, you will learn about a wide range of topics, structures and vocabulary to make you able to understand and communicate confidently in the language.



Useful websites/further reading:

[www.aqa.org.uk/subjects/languages/gcse](http://www.aqa.org.uk/subjects/languages/gcse)

# MUSIC (AQA)

## What is the course about?

The course is about developing your knowledge and practice of music through the study of suggested listening pieces. You will then use your new skills to compose and perform your own music. You will listen to a range of different styles of music and be able to communicate the use of musical elements in written form.

The benefits of studying music is well evidenced in scientific research but employers and universities like to see candidates that can demonstrate; teamwork, practice, discipline and perseverance. These are skills necessary in the work place and vital to a musician.

This course will develop and extend your passion for listening to, composing and performing music. Ideally you will already be playing in ensembles/bands or performing already, but if not, don't worry – you can join one of the many bands we offer in the music department.

This course blends the practical and theoretical musical skills needed to be a musician. We will study music from a wide range of cultures and traditions from traditional classical music to fusion and pop music.

The coursework is 60% coursework so you must be able to work to a deadline, practice your instrument regularly and be able to work well with others.

## How will I be assessed?

You will be assessed over three components:

### Component 1: Understanding Music

This is an exam paper with listening exercises and written questions using excerpts of music.

### Component 2: Performing Music

You will perform a minimum of two pieces of music (one solo, one performance). This will be a minimum of four minutes in total of which one minute must be the ensemble performance.

### Component 3: Composing music

You will produce two compositions during the course one will be to a pre-set brief, the other is a free composition totaling a combined minimum of three minutes.



### Useful websites/further reading:

[www.aqa.org.uk/subjects/music/gcse/music-8271](http://www.aqa.org.uk/subjects/music/gcse/music-8271)

[www.bbc.co.uk/education/subjects/zpf3cdm](http://www.bbc.co.uk/education/subjects/zpf3cdm)

# PHYSICAL EDUCATION (AQA)

## What is the course about?

To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.

To develop their ability to analyse and evaluate to improve performance in physical activity and sport

## Who is this course for?

This course is ideal for those students who have a passion for sport and want to develop their knowledge and understanding of the wide range of factors that influence engagement in physical activity and performance in elite sport.

This GCSE provides good preparation for students interested in pursuing A Level PE or BTEc Nationals in Sport. These qualifications can lead to a plethora of careers in the sports industry such as physiotherapy, nutrition, sports science, personal training and sports coaching.

The analytical and evaluation skills that you will develop include; data handling, analysis of performance and application of theoretical knowledge to real world sporting situations.

## How will I be assessed?

At the end of the two year course, you will sit two written exams:

Paper one (1 hour 30% of the qualification)

Topic 1: Applied anatomy and physiology

Topic 2: Physical training

Paper two (1 hour 30% of the qualification)

Topic 1: Socio-cultural influences

Topic 2: Sport psychology

Topic 3: Health, fitness and wellbeing

Component Three: Practical activity assessment and Analysing and Evaluating Performance (40%)



**Useful websites/further reading:**  
[www.ocr.org.uk/qualifications/gcse/physical-education-j587/](http://www.ocr.org.uk/qualifications/gcse/physical-education-j587/)

# SPORTS SCIENCE (OCR)

## What is the course about?

To apply core Sport Science principles and practical skills to real-world health and fitness contexts. Develop critical thinking and independence to solve complex industry challenges.

To manage safety and testing, including injury response and personalised training program design. Analyse physiological factors, like nutrition and technology, while building essential teamwork and research skills

## Who is this course for?

This course is for aspiring athletes who want to explore the "why" behind performance. It's perfect if you're interested in physiotherapy or coaching and enjoy applying biology to elite sport.

It suits learners who prefer vocational, project-based study over heavy exams. You'll gain hands-on experience designing training programs and nutrition plans, making it ideal for those who learn best through practical application.

You will study injury prevention, sports psychology, and body systems. This is for strategic thinkers ready to analyse how the mind and body interact, providing a foundation for a sports industry career.

## How will I be assessed ?

### External Examination (40%)

Reducing the risk of sports injuries and dealing with common medical conditions. 1 hr 15 mins written paper.

Focus: This is the only unit assessed by a formal exam, usually taken at the end of the course.

### Mandatory Coursework (40%)

Applying the principles of training: fitness and how it affects skill performance.

Format: A set assignment completed in class (approx. 16 hours of work).

Focus: You will conduct fitness tests, design a training program, and evaluate the results.

### Optional Coursework (20%)

You will complete one of the following units based on your school's choice:

The body's response to physical activity and how technology informs this or Nutrition and sports performance.

Format: A set assignment (approx. 8-10 hours of work).



**Useful websites/further reading:**  
[www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/](http://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/)  
[www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf](http://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf)

# RELIGIOUS STUDIES (AQA)

## What is the course about?

It is the study of different religions and philosophical and ethical issues in modern British society. This course also examines non-religious beliefs such as atheism and agnosticism (Humanism).

## Who is this course for?

Religious Studies is the right choice for those seeking a course which is academically rigorous and personally inspiring.

It helps to develop a range of skills, including a philosophical element which is highly regarded by employers and top universities across the country. There are strong links with Philosophy, Psychology, Sociology and Cultural Studies.

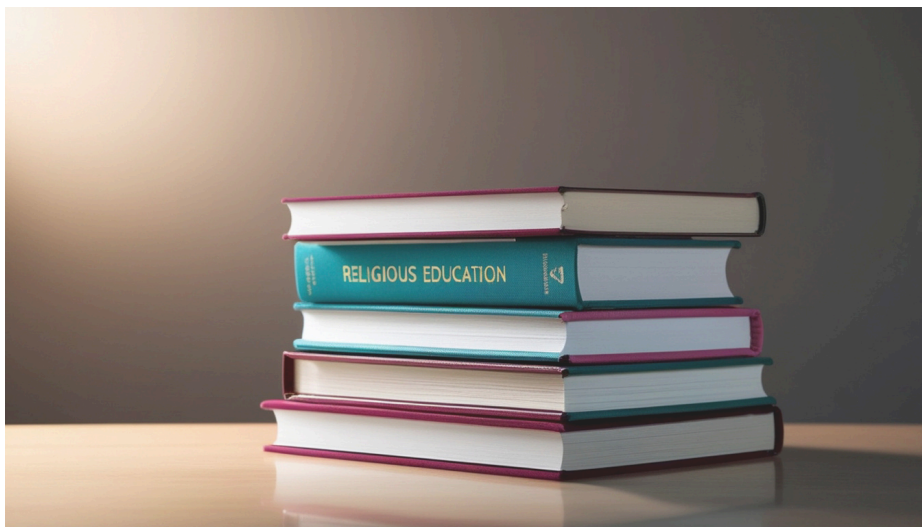
Throughout the course you will be encouraged to research, debate and evaluate religious texts and sources of information, engaging in discussions about contemporary issues which supports critical thinking.

## How will I be assessed ?

At the end of the two year course, you will sit two written exams. Each one 1 hour 45 minutes. Each paper is 50% of a GCSE.

Paper 1: The study of religions: beliefs, teachings and practices. You will study 2 religions.

Paper 2: Thematic studies: The study of philosophical and ethical themes linked to Religion and Life; The Existence of God and Revelation; Religion, Peace and Conflict and Religion, Human Rights and Social Justice.



### Useful websites/further reading:

[www.bbc.com/bitesize/examspecs/zy7spbk](http://www.bbc.com/bitesize/examspecs/zy7spbk)

[www.hoddereducation.co.uk/religious-education-philosophy](http://www.hoddereducation.co.uk/religious-education-philosophy)

[www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)

[www.gcsepod.com](http://www.gcsepod.com)

# TRIPLE SCIENCE (AQA)

## What is the course about?

**Biology:** Cell biology - Organisation - Infection and response - Bioenergetics - Homeostasis and response - Inheritance, variation and evolution - Ecology

**Chemistry:** Atomic structure and the periodic table - Bonding, structure, and the properties of matter - Quantitative chemistry - Chemical changes - Energy changes - The rate and extent of chemical change - Organic chemistry - Chemical analysis - Chemistry of the atmosphere - Using resources - Key ideas

**Physics:** Energy - Electricity - Particle model of matter - Atomic structure - Forces - Waves - Magnetism and electromagnetism - Space physics (physics only)

## Who is this course for?

Students who possess a genuine interest in developing their scientific knowledge. It represents a more demanding academic route and as such is suitable for higher attaining students. Students taking this route will need to recognise that the learning will be at a fast pace and will require continuous enthusiasm and determination.

Studying GCSE Triple Science introduces students to a wide range of new concepts across biology, chemistry, and physics. This course encourages critical thinking by exploring the fundamental principles that shape the world around us and examining how scientific advancements have led to groundbreaking innovations. Additionally, Triple Science offers numerous benefits, including a seamless progression to A-level Science, a deeper understanding of key scientific ideas, and the development of valuable transferable skills that can be applied across various fields.

## How will I be assessed?

There are six papers: two biology, two chemistry and two physics.

Each of the papers will assess knowledge and understanding from distinct topic areas.

At the end of the course, three GCSE grades will be awarded, one for each science.

Students can vary their tier of entry between the different sciences but not between papers for the same science.

Each paper comprises: written exam: 1 hour 45 minutes; Foundation or Higher Tier; 100 marks; 50% of GCSE



# YOUR NOTES

*Tant Que Je Puis*



# YOUR NOTES

*Tant Que Je Puis*

