



King's Academy Binfield



Picking the pathway that's right for you

Year 9 Subject Preferences 2025

www.kgabinfoield.uk

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Contents

Read below, understand the 'How to follow a pathway' chart overleaf and study the subject information to ensure you make the right subject choices for you

Core Subjects – compulsory for all

- English Language and Literature
- Mathematics
- Sciences – combined or separate

English Baccalaureate

- French
- Spanish
- Geography
- History

Arts

- Art & Design: Fine Art
- Art & Design: Textiles
- Art & Design: Photography
- Dance
- Drama
- Music

Specialist

- Business Studies
- Media Studies
- Physical Education
- Religious Studies
- Statistics and Further Mathematics

Science

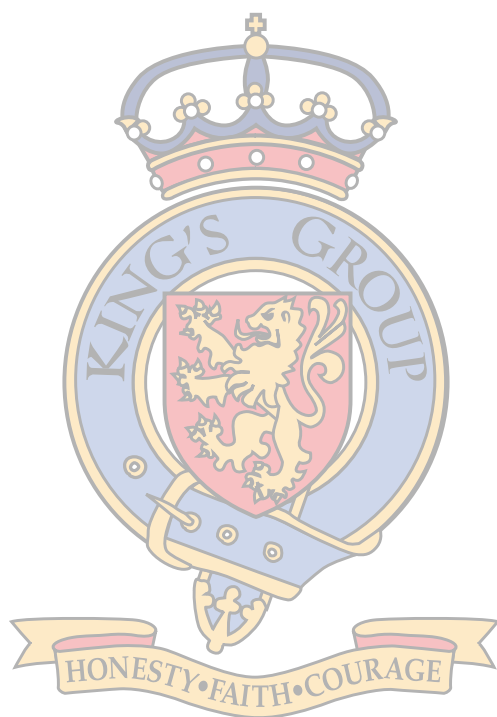
- Combined Science
- Biology
- Chemistry
- Physics

Technology

- Design & Technology
- Computer Science
- Food Preparation and Nutrition

Vocational

- IT
- Kings Trust Award
- Sport Studies
- Tech Award in Enterprise
- Tech Award in Health & Social Care
- Tech Award in Performing Arts



Your dedicated pathway

We want all students to be able to follow an ambitious curriculum that is both broad and balanced through a combination of academic, creative and practical subjects, that best meets their learning needs.

Each student has been allocated a pathway based upon the subjects they have completed across Key Stage 3.

How to follow a pathway

EVERYONE HAS TO DO THESE

All Core Subjects



GCSE English Language



GCSE Combined Science



GCSE English Literature

or

Separate Sciences



GCSE Mathematics



GCSE Biology



GCSE Chemistry



GCSE Physics

YOU FOLLOW A PATHWAY

Pathway One (EBacc Route)

Students who wish to follow a more academic path of A-Levels followed by university. The pathway maintain success to all career paths.

Students must pick **Geography or History, a language** and then have **two free choices**.

OR

Pathway Two (by agreement)

Students whose career path is supported by vocational options. At the end of key stage 4, they would consider a vocational course or work-related learning.

Students are guided by the YPL, SENCO, and SLT to choose either **History or Geography**, followed by **three free options**. Some students may be advised to select study skills in one option block.

We do not determine pathways by ability. The default pathway is Pathway One. Tutors and the YPL will help students who are unsure about the appropriate pathway.

EBACC SUBJECTS

Humanities



GCSE Geography



GCSE History

Languages



GCSE French



GCSE Spanish

PREFERENCE SUBJECTS

Art subjects

Art & Design – Fine Art
Art & Design – Textiles
Art & Design – Photography
Dance
Drama
Music

Technology subjects

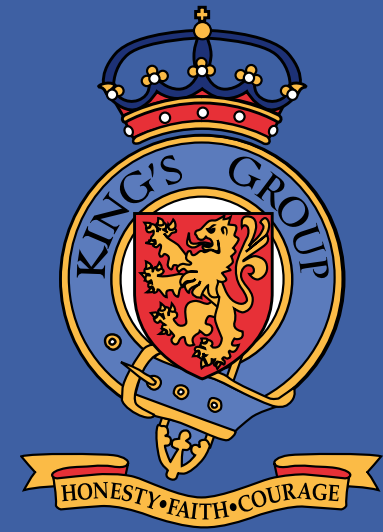
Design & Technology
Computer Science
Food Preparation & Nutrition

Specialist subjects

Business Studies
Media Studies
Physical Education
Religious Studies
Statistics and Further Mathematics

Vocational subjects

IT
Kings Trust Award
Sport Studies
Enterprise
Health & Social Care
Performing Arts



Core curriculum information

BE REMARKABLE



GCSE English Language

CORE SUBJECT COMPULSORY FOR ALL

What is the course about?

The course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. The course also aims for students to listen to and understand spoken language and use spoken Standard English effectively.

How is the course assessed?

Paper 1: Explorations in Creative Reading and Writing

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Reading (40 marks) (25%) – one single text

- 1 short form retrieval question (1 x 4 marks)
- 2 longer form questions (language and structure) (2 x 8 marks)
- 1 extended evaluate question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Section A: Reading

- one non-fiction text and one literary non-fiction text
- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non examination assessment: Spoken Language

- Presenting
- Response to questions and feedback
- Use of standard English
- Assessed by teacher (0% of GCSE)

Examination board

AQA



Successful study of English language can lead to...

Research shows companies value communication, collaboration, critical thinking, independence, adaptability. English teaches all of these.

Future careers include:

Academic librarian
Magazine journalist
Proof-reader
Creative marketing assistant
Administrative assistant
Writer
Public relations officer
Publishing assistant
Editor
Editorial assistant
Teacher
Solicitor



GCSE English Literature

CORE SUBJECT COMPULSORY FOR ALL

What is the course about?

During the two-year course, students will develop the skills to analyse how language, form, structure and context of texts can create meanings and effects.

How is the course assessed?

All assessments are **closed book**: any stimulus materials required will be provided as part of the assessment. All assessments are **compulsory**.

Paper 1 Shakespeare and 19th century Novel

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2 Modern Texts and Poetry

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

What will be studied?

Paper 1 (Macbeth, Dr Jekyll and Mr Hyde OR A Christmas Carol)

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

Paper 2 (An Inspector Calls, Conflict OR Love and Relationships)

- **Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.
- **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- **Section C Unseen Poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Examination board

AQA



Successful study of English language can lead to...

Research shows companies value communication, collaboration, critical thinking, independence, adaptability. English teaches all of these.

Future careers include:

Academic librarian
Magazine journalist
Proof-reader
Creative marketing assistant
Administrative assistant
Writer
Public relations officer
Publishing assistant
Editor
Editorial assistant
Teacher
Solicitor



GCSE Mathematics

CORE SUBJECT COMPULSORY FOR ALL

What is the course about?

The aim of the GCSE course is to enable students to:

- Develop fluency knowledge, skills and understanding or mathematical 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.

How is the course assessed?

The qualification consists of 3 written exams at either Foundation tier or Higher tier.

Paper 1: non-calculator

- written exam: 1 hour 30 minutes
- 80 marks
- non-calculator
- 33% of the GCSE Mathematics assessment

Paper 2: calculator

- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33% of the GCSE Mathematics assessment

Paper 3: calculator

- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33% of the GCSE Mathematics assessment

All exams will be a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Foundation – Grade 1–5 available

Higher – Grade 4–9 available

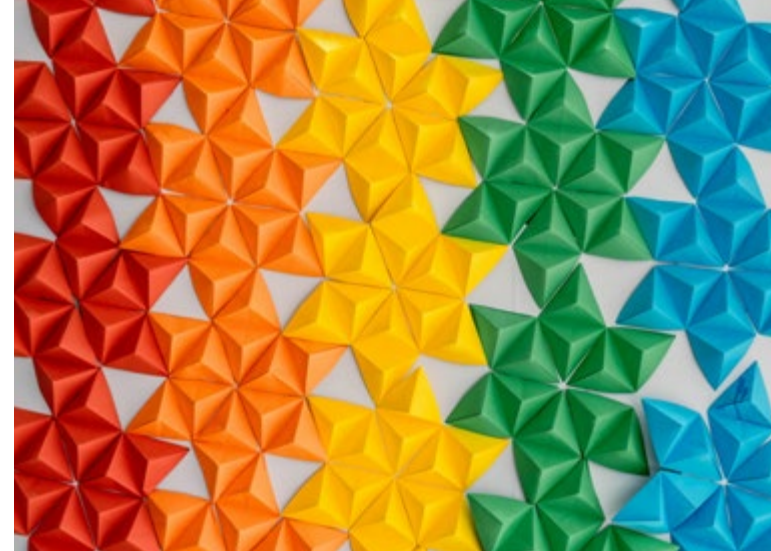
What will be studied?

Content from any part of the specification may be assessed covering the following strands:

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15

Examination board

AQA



Successful study of maths can lead to...

Maths is a compulsory and important subject for all students. Every student will require maths to continue in any field of higher study. Any student wishing to study A Level mathematics in Sixth Form, you will require at least a Grade 7 in this subject.

Students wishing to pursue future mathematical careers have a wide range to choose from. Many great mathematicians go into fields of accountancy, actuary and investment banking. Some take a more scientific root with Computing, Engineering Sciences, Statistical Research or Research Sciences. Mathematics is also essential for many design, building and architectural careers.

There are, of course, many other roles that require a high degree of mathematical competency but are not their main component. These include medicine, politics, teaching, management and running a business. The reality is, a good mathematics GCSE is certain to make a positive difference to any student's future study, career and employment options.



GCSE Science

CORE SUBJECT COMPULSORY FOR ALL

What is the course about?

The course studies the fundamental concepts of Biology, Chemistry and Physics; building upon what has been learned in KS3 to both increase the breadth and depth of knowledge and understanding in Science. Studying GCSE Science will help you to gain an understanding of the natural world (and beyond) as well as unlocking the links with technology, industry and our own bodies.

How is the course assessed?

Combined Science	Separate Science
6 papers in total. • 2 Chemistry • 2 Biology • 2 Physics	6 papers in total. • 2 Chemistry • 2 Biology • 2 Physics
Each paper is 70 marks and 1 hour 15 mins.	Each paper is 100 marks and 1 hour 45 mins.
Each paper is 16.7% of the total mark.	Each paper is 50% of the total mark for that particular Science GCSE
You will gain two grades in Science that are an average of all 6 papers.	You will gain 3 grades in Science, one each in Biology, Chemistry and Physics

What will be studied?

Please see the following pages which cover biology, chemistry and physics in more detail.

Examination board

AQA

Other information

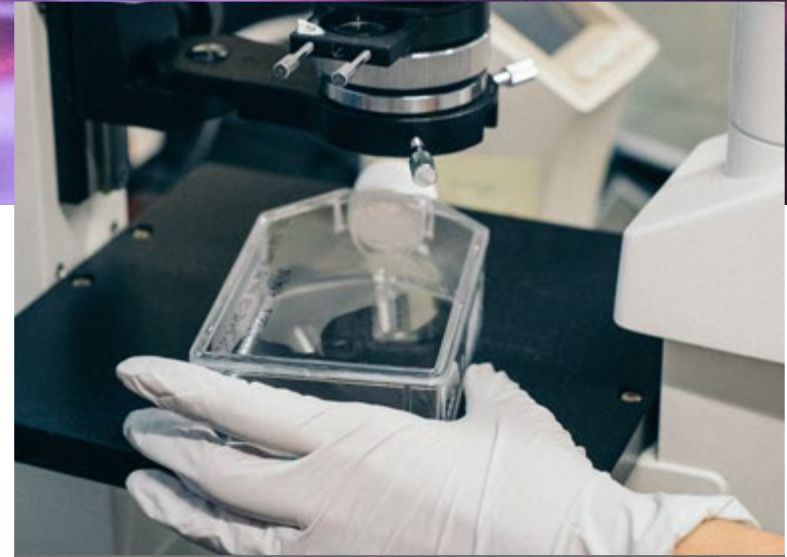
When you come to take your Science GCSE there are two routes available. Either "Combined" Science or "Separate" Science. Both options will mean that you study all three sciences (Biology, Chemistry and Physics) but how the course is structured is a little different.

No matter which route you end up taking, you will have the same number of lessons, for the same amount of time. This means that if you are studying the Separate Science route, lessons and topics are covered at a faster pace due to a greater volume of content, which is naturally more challenging. We do, of course, allow enough time to cover the course in full and in detail.

Combined Science covers all three sciences, and you will come out with 2 GCSE grades in "Science." There is less overall content to study compared to Separate Science, but it is not necessarily easier.

Separate Science studies all three sciences, and you will come out with 3 GCSE's 1 in Chemistry, 1 in Physics and 1 in Biology.

For both routes there is the option to take the higher tier (more challenge, can obtain a grade 9-4) or foundation tier papers (more support, can obtain a grade (5-1.)



Successful study of science can lead to...

Success in science can lead to a huge variety of options in further education and careers. Careers in science are genuinely some of the most exciting, interesting and significant out there.

We live in a time of huge scientific and technological advancement and there are huge issues that the entire world is facing that we turn to science (and scientists) for the answer to. If you want your job to make a difference to other people, the environment or the planet, then a career in Science is for you.

Thousands of specialisms exist, from astrophysics and marine biology to zoological sciences and pharmacology. So whether you think working in a lab using high tech equipment is for you, or if you see yourself working outdoors with animals, diving on coral reefs or digging up the bones of animals that lived millions of years ago; there is a career to suit you in science!



GCSE Biology

CORE SUBJECT COMPULSORY FOR ALL

What is the course about?

The course studies the fundamental concepts of Biology; building upon what has been learned in KS3 to both increase the breadth and depth of knowledge and understanding in Science. Studying GCSE Science will help you to gain an understanding of the natural world (and beyond) as well as unlocking the links with technology, industry and our own bodies.

How is the course assessed? Separate Science

Paper 1 – Topics 1-4: Cell biology; Organisation; Infection and Response; Bioenergetics

- Written exam: 1 hour 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of GCSE
- Questions: Multiple choice, structured, closed short answer and open response (max 6 marks)

Paper 2 – Topics 5-7: Homeostasis and Response; Inheritance; Variation and Evolution; Ecology

- Written exam: 1 hour 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of GCSE
- Questions: Multiple choice, structure, closed short answer and open response (max 6 marks)

How is the course assessed? Combined Science

Paper 1– Topics 8-12: atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; and energy changes

- Written exam: 1 hour 15 minutes
- Foundation and Higher tier
- 70 marks
- 16.7% of GCSE
- Questions: Multiple choice, structured, closed short answer, and open response

Paper 2 – Topics 13-17: the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources

- Written exam: 1 hour 15 minutes
- Foundation and Higher tier
- 70 marks
- 16.7% of GCSE
- Questions: Multiple choice, structured, closed short answer, and open response

What will be studied?

The Biology course can be broken down into 7 major areas: Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, variation and evolution and finally Ecology.

Each of these topics can then be broken down further, please see Science staff for more details.

Examination board

AQA





GCSE Chemistry

CORE SUBJECT COMPULSORY FOR ALL

What is the course about?

The course studies the fundamental concepts of Chemistry; building upon what has been learned in KS3 to both increase the breadth and depth of knowledge and understanding in Science. Studying GCSE Science will help you to gain an understanding of the natural world (and beyond) as well as unlocking the links with technology, industry and our own bodies.

How is the course assessed? Separate Science

Paper 1 – Topics 1-5: atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; and energy changes

- Written exam: 1 hour 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of GCSE
- Questions: Multiple choice, structured, closed short answer and open response (max 6 marks)

Paper 2 – Topics 6-10: the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources

- Written exam: 1 hour 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of GCSE
- Questions: Multiple choice, structure, closed short answer and open response (max 6 marks)

How is the course assessed? Combined Science

Paper 1 – Topics 8-12: atomic structure and the periodic table; bonding, structure, and the properties of matter; quantitative chemistry; chemical changes; and energy changes

- Written exam: 1 hour 15 minutes
- Foundation and Higher tier
- 70 marks
- 16.7% of GCSE
- Questions: Multiple choice, structured, closed short answer, and open response

Paper 2– Topics 13-17: the rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources

- Written exam: 1 hour 15 minutes
- Foundation and Higher tier
- 70 marks
- 16.7% of GCSE
- Questions: Multiple choice, structured, closed short answer, and open response

What will be studied?

The programme of study in Chemistry can be broken down into 10 major topic areas. These are 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 and Using resources.

Each of these topics can then be broken down further, please see Science staff for more details.

Examination board

AQA





What is the course about?

The course studies the fundamental concepts of Physics; building upon what has been learned in KS3 to both increase the breadth and depth of knowledge and understanding in Science. Studying GCSE Science will help you to gain an understanding of the natural world (and beyond) as well as unlocking the links with technology, industry and our own bodies.

How is the course assessed? Separate Science

Paper 1 – Topics 1-4: energy; electricity; particle model of matter; and atomic structure

- Written exam: 1 hour 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of GCSE
- Questions: Multiple choice, structured, closed short answer and open response (max 6 marks)

Paper 2 – Topics 5-8: forces; waves; magnetism and electromagnetism; and space physics

- Written exam: 1 hour 45 minutes
- Foundation and Higher tier
- 100 marks
- 50% of GCSE
- Questions: Multiple choice, structure, closed short answer and open response (max 6 marks)

How is the course assessed? Combined Science

Paper 1 – Topics 18-21: energy; electricity; particle model of matter; and atomic structure

- Written exam: 1 hour 15 minutes
- Foundation and Higher tier
- 70 marks
- 16.7% of GCSE
- Questions: Multiple choice, structured, closed short answer, and open response (max 6 marks)

Paper 2 – Topics 22-24: forces; waves; magnetism and electromagnetism; and space physics

- Written exam: 1 hour 15 minutes
- Foundation and Higher tier
- 70 marks
- 16.7% of GCSE
- Questions: Multiple choice, structured, closed short answer, and open response (max 6 marks)

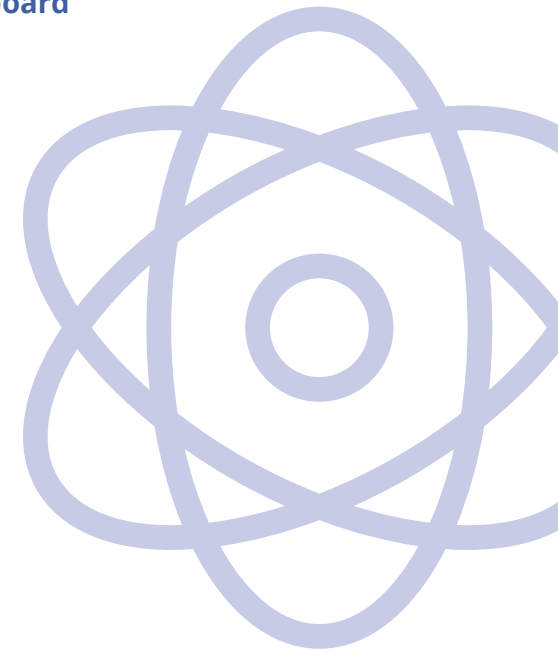
What will be studied?

The programme of study in Physics breaks the subject down into 8 topic areas; namely Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and Electromagnetism and Space physics.

Each of these topics can then be broken down further, please see Science staff for more details.

Examination board

AQA





Languages information

BE REMARKABLE



GCSE French

EBACC SUBJECT

What is the course about?

GCSE French helps you explore a wide range of topics, from celebrations and festivals, through getting by as a tourist in France to international campaigns and events. You will learn about French culture through a range of interesting topics which will add to your understanding of the language and country.

How is the course assessed?

You will take four separate exams worth 25% each. You can take the foundation or higher level. For higher, you can gain a grade between 9–4 and foundation a grade between 5–1.

- Paper 1 - Speaking in French (50 marks)
- Paper 2 – Listening & understanding in French (50 marks)
- Paper 3 – Reading & understanding in French (50 marks)
- Paper 4 – Writing in French (50 marks)

What will be studied?

There are six themes studied:

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

All themes and topics are studied in the context of both the UK and that of countries and communities where French is spoken.

Examination board

Pearson Edexcel

Other information

If you have studied French before or if you are a French native speaker, you are well prepared to do this GCSE course. If you have studied French before, you already know a lot of the vocabulary and grammar you will need for GCSE: you know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You will build on this knowledge during your GCSE course, and move on to new topics.

[French Specification](#)



Successful study of French can lead to...

Learning languages allows you to:

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- Discuss your interests, ideas and opinions with other people who speak the language
- Learn more about countries where the language is spoken, and the people who speak it.

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE French means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Be able to work or study in a French-speaking country in later life
- Be able to study AS and A level French courses to further your knowledge of the language and culture
- Find it easier to learn other languages later if you want to



GCSE Spanish

EBACC SUBJECT

What is the course about?

GCSE Spanish helps you explore a wide range of topics, from celebrations and festivals, through getting by as a tourist in Spain to international campaigns and events. You will learn about Spanish culture through a range of interesting topics which will add to your understanding of the language and country.

How is the course assessed?

You will take four separate exams worth 25% each.

You can take the foundation or higher level. For higher, you can gain a grade between 9–4 and foundation a grade between 5–1.

- Paper 1 – Speaking in Spanish (50 marks)
- Paper 2 – Listening & understanding in Spanish (50 marks)
- Paper 3 – Reading & understanding in Spanish (50 marks)
- Paper 4 – Writing in Spanish (50 marks)

What will be studied?

There are six themes studied:

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

All themes and topics are studied in the context of both the UK and that of countries and communities where Spanish is spoken.

Examination board

Pearson Edexcel

Other information

If you have studied Spanish before or if you are a native Spanish speaker, you are well prepared to do this GCSE course. If you have studied Spanish before, you already know a lot of the vocabulary and grammar you will need for GCSE: you know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You will build on this knowledge during your GCSE course, and move on to new topics.

[Spanish Specification](#)



Successful study of Spanish can lead to...

Learning languages allows you to:

- Meet people from different countries and find out more about them
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- Add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers want
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links
- Discuss your interests, ideas and opinions with other people who speak the language
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People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Spanish means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Be able to work or study in a Spanish-speaking country in later life
- Be able to study AS and A level Spanish courses to further your knowledge of the language and culture
- Find it easier to learn other languages later if you want to



Humanities information

BE REMARKABLE



GCSE Geography

EBACC SUBJECT

What is the course about?

GCSE Geography is about understanding the world around us and how it continues to adapt and change. The GCSE allows students to consider human and physical geography both in the UK and across the world, as well as engaging in vital debates around the issues of deforestation and climate change.

How is the course assessed?

3 examination papers at the end of the course.

- **Component 1: Global geographical issues.** 1 hour and 30 minutes. (37.5% of the qualification)
- **Component 2: UK geographical issues.** 1 hour and 30 minutes. (37.5% of the qualification)
- **Component 3: People and environment issues –making geographical decisions.** 1 hour and 30 minutes. (25% of the qualification)

What will be studied?

3 units will be studied:

- **Global Geographical Issues** (natural hazards, global inequality and megacities)
- **UK Geographical Issues** (coastal change, river processes & the UK's evolving population and cities)
- **People and Environment Issues** (Forests under threat, consuming energy resources)

The units cover a range of human and physical geography, with a focus on geographical issues and debates about the modern world.

As well as this, the UK paper includes elements of fieldwork.

Examination board

Pearson Edexcel (B)

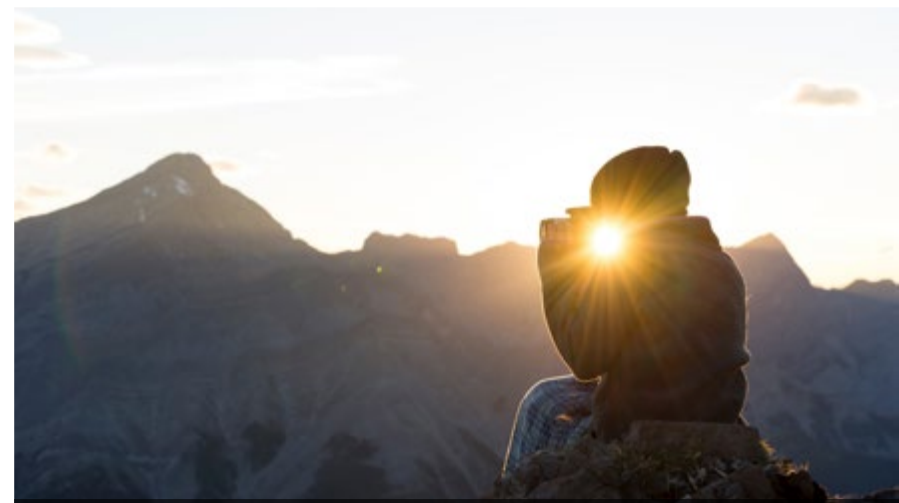
Other information

This course will involve compulsory fieldwork in the UK currently that involves us going to Reading for our urban fieldwork and Hengistbury Head for our physical fieldwork.

Is GCSE Geography right for me?

Students who take Geography will be:

- Interested in Geography and the world around them.
- Curious and someone who enjoys problem solving.
- Organised with course materials.
- Committed to regularly recap learning.
- Able to make decisions to solve problems that are posed.!



Successful study of Geography can lead to...

A range of further study and careers in areas such as:

- Town planning & architecture
- Environmental science
- Geology
- Tourism
- Sustainable living
- Decision and policy making

However the skills used in Geography are transferable and would work well with study of sciences, mathematics and other humanities subjects.



GCSE History

EBACC SUBJECT

What is the course about?

GCSE History explores a range of time periods and locations, through interesting historical debates and material. Students will encounter significant events, figures and time periods that continue to impact our society today. The course stretches students to analyse evidence and make judgements about the past.

How is the course assessed?

3 examination papers at the end of the course.

- **Paper 1: Thematic study and history environment.** 1 hour and 20 minutes (30% of the qualification)
- **Paper 2: Period study and British depth study.** 1 hour and 50 minutes. (40% of the qualification)
- **Paper 3: Modern depth study.** 1 hour and 30 minutes. (30% of the qualification)

What will be studied?

4 units covering a range of locations & time periods:

- **Migration through time 1000-present**
- **The Cold War 1943-1991**
- **Elizabethan England 1553-1588**
- **USA 1954-1975 (Civil Rights Movement & the Vietnam War)**

These courses give a broad range of themes; conflict, protest, politics, social changes, gender and economics. This means there is something for everyone!

Examination board

Pearson Edexcel

Other information

The Elizabeth unit will allow us to visit historical sites in the UK to further our study of the time period.

Is GCSE History right for me?

Students who take History will be:

- Interested in History and current affairs.
- Curious about societies and the world around them.
- Organised with course materials.
- Committed to regularly recap learning.
- Able to work with evidence to form opinions.
- Able to construct well-argued written opinions.



Successful study of History can lead to...

Anything! History is often known as a 'door-opening' subject because the skills are so transferable into different careers. Careers include:

- Lawyers
- Journalists
- Researchers
- Business advisors.

Others go on to work within History with careers in teaching, museums or television.



Preference subjects information

BE REMARKABLE



GCSE Art & Design: Fine Art

PREFERENCE SUBJECT: ARTS

What is the course about?

Students will be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They will be made aware of both traditional and new media.

Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.

Students will be working in sketchbooks as they currently do to show their visual development & journey.

Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the historical & contemporary artists using various mediums & techniques to give students a range of skills.

Students' responses to these examples will be shown through practical and critical pieces of work that demonstrate their understanding of different styles, genres and traditions.

How is the course assessed?

Students will be assessed on the four assessment objectives, ranging from research to the quality of outcomes. These are the four objectives that students have worked through and been assessed on in their art journey at King's so far

The coursework portfolio is worth 60% of their final grade and the end point will be their Year 11 Christmas mock exam. The externally set assignment is worth 40% of the final grade. Students will have directed time in lessons and in their own time to work on this. The final exam is a 10 hour practical exam. There is no written paper.

Students are assessed on the consistency of their work throughout the coursework and exam. Students are expected to show evidence of all four assessment objectives.

During the course, if any work is identified as needing improvement students are expected to work on this in their own time.

Annotation is required throughout the project to chart students decision making, successes & thought processes.

What will be studied?

Component 1 – Portfolio

We will be studying two projects. Students will have an introductory project, to help them understand the expectations and workings of the GCSE course. We will then start our sustained project which will continue through to Christmas Year 11. Students will get to choose their own artist amongst others we will be studying and will produce a response for the sustained project. This forms a summer holiday project and is to encourage research finding artists and creative styles they want to investigate further.

Component 2 – Externally set assignment

This is an externally based paper where students choose from a selection of themes and they will be produce a portfolio of work within that theme, showing a personal & developed response.

The final piece will be the 10 hour exam over a course of 2 days.

Work has to be of a consistent standard throughout the course, so it is expected that students work independently to revisit and rework pieces to maximise their potential.



Successful study of Art can lead to...

Fashion design, Graphic design, Theatre designer, Animator, Video game designer, illustrator, Museum curator, Photographer, Architecture, Product design, Textiles design, Ceramics, Advertising, Publishing, Interior design, Fashion and media journalism

Is GCSE Art right for me?

This subject allows you to invest in your creative skills. You will be challenged to look at a range of creative people and photographers allowing you to develop your approach, style and creative thinking.

Art is not an easy option, and it allows you to develop your perspective of the world. You may need to commit time after school to complete work and this should be a factor in your decision making.

It also encourages self-expression and creativity and can build confidence as well as a sense of individual identity within students which is a key skill for young people to have.

Examination board

AQA

Other information

Your own basic equipment is desirable, as this allows you to work at home.

Homework will be given. This will involve various tasks from research to completing work from lessons.



GCSE Art & Design: Photography

PREFERENCE SUBJECT: ARTS

What is the course about?

Students will be introduced to a variety of experiences that explore a range of photography, editing processes and techniques. They will be made aware of the basic functions of a DSLR camera enabling them to work independently in outside photoshoots.

Students will explore the use of photography and editing for different purposes, using a variety of methods and editing techniques based on a range of photographer scales. Students will be working in a computer based portfolio which will show their visual development and journey.

Students will explore relevant images and resources relating to a range of art and photographers, from the historical and contemporary context using various outcomes & editing techniques to give students a range of skills to allow them to have the core skills to study at higher levels.

Students' responses to these examples must be shown through practical and critical pieces of work that demonstrate their understanding of different styles, genres and traditions.

How is the course assessed?

Students will be assessed on the four assessment objectives, ranging from research to the quality of outcomes.

The coursework portfolio is worth 60% of their final grade and the end point will be their Year 11 Christmas mock exam. The externally set assignment is worth 40% of the final grade. Students will have directed time in lessons and in their own time to work on this. The final exam is a 10 hour practical exam. There is no written paper.

Students are assessed on the consistency of their work throughout the coursework and exam. Students are expected to show evidence of all four assessment objectives.

During the course, if any work is identified as needing improvement students are expected to work on this in their own time.

Annotation is required throughout the project to chart students decision making, successes & thought processes.

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We will be studying two projects. Students will have an introductory project to help them understand the expectations and workings of the GCSE course. We will start our sustained project which will continue through to Christmas Year 11. Students will get to choose their own artist amongst others we will be studying and will produce a response for the sustained project. This forms a summer holiday project. This is to encourage research finding artists and finding creative styles they want to investigate.

Component 2 – Externally set assignment

This is an externally based paper where students will choose from a selection of themes and they will be expected to produce a portfolio of work within that theme, showing a personal & developed response. The final piece will be the 10 hour exam over a course of 2 days.

Work has to be of a consistent standard throughout the course, so it is expected that students work independently to revisit and rework pieces to maximise their potential.



Successful study of Photography can lead to...

Advertising art director, Film/video editor, Graphic designer, Magazine features editor, Medical illustrator, Photographer, Press photographer, Television camera operator.

Is GCSE Photography right for me?

This subject allows you to invest in your creative skills. You will be challenged to look at a range of creative people & photographers allowing you to develop your approach, style and creative thinking.

Photography is not an easy option, and this subject allows you to develop your perspective of the world. You may need to commit time after school to complete work and this should be a factor in your decision making.

It also encourages self-expression and creativity and can build confidence as well as a sense of individual identity within students which is a key skill for young people to have.

Examination board

AQA

Other information

Own basic equipment is desirable as this allows you to work at home. We hope to have a loan system that students can book out school equipment to complete photoshoots out of school. If this goes ahead, parents/ carers will be expected to sign a disclaimer replacing any lost, damaged or stolen equipment so there is no impact to lessons.

Homework will be given. This will involve various tasks from research to completing work from lessons.



GCSE Art & Design: Textiles

PREFERENCE SUBJECT: ARTS

What is the course about?

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

How is the course assessed?

Students are assessed using 4 specific objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Component 1: Portfolio A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

- No time limit
- 96 marks
- 60% of GCSE

Component 2: Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

What will be studied?

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

They may explore overlapping areas and combinations of areas.

Within the context of textile design, students must demonstrate the ability to:

- use textile design techniques and processes, appropriate to students' personal intentions, for example:
 - weaving
 - felting
 - stitching
 - appliqué
 - construction methods
 - printing.



Successful study of Textiles can lead to...

Fashion design, Textile artist, Surface pattern designer, Tailor, Screen printer, Graphic artist, Interior designer, Teacher, Art critic, Curator...

- use media and materials, as appropriate to students' personal intentions, for example:
 - inks
 - yarns
 - threads
 - fibres
 - fabrics
 - textile materials
 - digital imagery.

Is GCSE Textiles right for me?

GCSE Textiles is right for me if I enjoy:

- Being creative
- Drawing & sketching
- Working independently
- Research: Artist analysis
- Practical making
- Evaluation and improving my own work
- Have an interest in sewing, pattern making, fabrics, fashion & soft furnishings

Examination board

AQA



GCSE Dance

PREFERENCE SUBJECT: ARTS

What is the course about?

GCSE Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. The combination of performance, choreography and critical appreciation develop students creativity, critical thinking and enhances their overall artistic appreciation.

How is the course assessed?

30% Performance: Practical coursework filmed & assessed by an external moderator

30% Choreography: Practical coursework filmed & assessed by an external moderator

40% Critical Appreciation of Dance: 1 hour and 30 minute written exam

What will be studied?

Performance 30% (40 marks)

Solo performance of 2 set phrases (1 minute duration)

Performance in a duet/ trio (3-5 minutes duration).

Phrases not selected for assessment must be developed into duet/ trio performances.

Students will learn 4 set phrases and will spend time developing physical, technical and expressive skills in isolation and performance. 2 phrases are chosen for assessment.

Choreography 30% (40 marks)

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Students will continually develop their ability to choreograph dance work. Students will work in groups and as individuals to develop their choreographic skillset and creativity throughout the course.

Critical Appreciation of Dance 40% (80 marks)

- 1 hour 30 minute written exam
- 6 anthology works are studied over 2 years.
 - Shadows – Christopher Bruce
 - A Linha Curva – Rambert
 - Infra – Wayne McGregor
 - Emancipation of Expressionism – Boy Blue Entertainment
 - Within Her Eyes – James Cousins
 - Artificial Things – StopGap Company

Students will also learn how to critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting

Is GCSE Dance right for me?

GCSE Dance requires students who are:

- Have a love of dance! Both theory and practical
- Enjoy the performing arts - there will be some cross over with drama and music.
- Hardworking
- Dedicated
- Prepared to give up their own time to independent rehearsal
- Organised
- Critical thinkers

It is also advisable that students attend extra curricular dance classes to improve their physical skills and technique.



Successful study of Dance can lead to...

A-Level dance & Level 3 performing arts courses & Creative & Humanities degree programmes,
Careers in the dance and creative industries: Performer, teacher/ fitness instructor, Creative outreach, Community arts engagement, Creative business owner, Creative content creator, Director, Costume/Lighting designer, Front of House...

Examination board

AQA

Other information

Employers and universities often like students who have studied GCSE Dance as it demonstrates a significant level of independence, motivation and commitment which are vital qualities for the wider world of work or education.



GCSE Drama

PREFERENCE SUBJECT: ARTS

What is the course about?

The course develops performance and dramatic skill and technique. The course focuses on working collaboratively, analysing and critically evaluating live theatre.

The course covers 3 components

Component 1: Devising

Component 2: Performance from text

Component 3: Theatre Makers in Practise

How is the course assessed?

Component 1: Devising 40% (60 marks)

Internally assessed & externally moderated.

Part 1) A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, 30 marks assessing AO1 and 15 marks assessing AO4). The portfolio submission recommendations are:

- can be handwritten/typed evidence between 1500–2000 words

or

- can be recorded/verbal evidence between 8–10 minutes

or

- can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)

Part 2) A devised performance/design realisation (15 marks, assessing AO2)

Component 2: Performance from Text 20% (48 marks)

Externally assessed by a visiting examiner.

Component 3: Theatre Makers in Practise 40% (60 marks)

1 hour 45 minute written examination

What will be studied?

Component 1

Create and develop a devised piece from a stimulus (free choice for centre).

Performance of this devised piece or design realisation for this performance.

Analyse and evaluate the devising process and performance.

Component 2

Students will either perform in and/or design for two key extracts from a performance text. Centre choice of performance text.

Component 3

Practical exploration and study of one complete performance text. Choice of eight performance texts. Live theatre evaluation – free choice of production.

Is GCSE Drama right for me?

GCSE Drama requires students who are:

- Hardworking
- Dedicated
- Prepared to give up their own time to independent rehearsal
- Organised
- Critical thinkers



Successful study of Drama can lead to...

A Level Drama and Performing Arts, Theatre, Performance and Creative Industries University Degrees.

A rewarding and exciting career in the performing arts industry including stage, TV and film or working as a teacher in performing arts institutions. There are many career options within the arts industry including: actors/ teachers/performers/ front of house/creative business owners/ marketing and creative content designer/ Creative outreach/ director/ producer/ tv and film crew.

- Open to self expression and respectful of others
- Passionate about drama, performance and the arts
- Passionate about set/costume design and wanting to pursue a career in production
- Willing and able to explore challenging scripts and character work.

Examination board

Edexcel

Other information

The study of drama can lead to great opportunities in careers beyond the arts industry as students will be prepared and fully equipped with teamwork and leadership skills, collaborative skills, performance and presentation skills and strong communication skills. These characteristics are favourable to all employees and can lead to success in many different fields of work.



GCSE Music

PREFERENCE SUBJECT: ARTS

What is the course about?

The Music GCSE course helps develop your confidence to perform, be creative and express yourself through composition and theory work and deepen your understanding of how music works through developing your knowledge of the musical elements. The specification has three components based on the three skills of performing, composing and appraising. You are assessed on all three of these elements.

How is the course assessed?

The assessment is split into three distinct sections:

Component 1 Performing: Students are required to perform on an instrument to a grade 3 standard or above. There is a solo performance and an ensemble performance and these need to total between 4-6 minutes. This is worth 30% of the overall mark.

Component 2 Composition: Students are required to compose two different pieces of music, totalling at least 3 minutes. One composition is of free choice and the other is to a brief set by the exam board at the start of Year 11. These are worth 30% of the overall mark.

Component 3 Appraising: This takes the form of a listening exam paper which is approximately 1hr 15mins long. It has 8 questions which cover all four of the areas of study and both set works. This is worth 40% of the overall mark.

What will be studied?

You will have lessons on composition technique, including music theory development and how to use music software to notate your compositions.

You will have support with your performing work but you will be expected to practice for this in your own time. You will not be taught how to play a musical instrument as part of the course.

This specification enables learners to develop knowledge and understanding of music through four interrelated areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

There are two set works within this which you will study in greater detail.

These are: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord and Africa by Toto. You will also listen to and explore a wide range of different types of musical styles and develop your knowledge through theory, performance, listening and composition work.

Is GCSE Drama right for me?

GCSE Music is ideal for you if you enjoy making, creating and composing music and expanding your horizons by exploring lots of different types of music. If you are currently having lessons on an instrument or are about to start then I'd urge you to strongly consider this subject.



Successful study of Drama can lead to...

A rewarding and exciting career in the performing arts industry or in fact any industry. Colleges, Universities and employers like to see music on your CV because it shows you are capable of commitment, that you are creative, confident and willing to work hard to achieve. You are also a good team player and these are all important skills which take you further in life. Careers following studying music can range from working in the arts industry to being a doctor, lawyer, teacher or anything you want. You would be surprised how many successful people have a music qualification on their CV!

But, GCSE Music is challenging. You have to feel comfortable performing in front of an audience. You have to be willing to learn key new concepts and develop your music theory knowledge and understanding as this is crucial to fully achieving the best results on this course and to take you on to A-Level if you wish. It is a really rewarding course and if you are creative then it could be the right one for you.

Examination board

Eduqas

Other information

It is very useful to be able to play an instrument for GCSE music. 30% of the final mark is based on your performing skills and the minimum standard expected is grade 3 on any instrument by the start of Year 11. You are expected to be able to perform on your instrument. We do not teach you how to play an instrument as part of the course.



GCSE Design & Technology

PREFERENCE SUBJECT: TECHNOLOGY

Successful study of Design & Technology can lead to...

Design skills and the ability to visualise new ideas can be useful in many job families such as marketing, sales and advertising, arts crafts and design, broadcast media and performing arts, journalism and publishing, construction, as well as engineering and manufacturing

A GCSE in Design & Technology can lead to further study of academic & vocational design courses at A-Level or Level 3.

What is the course about?

The course teaches students a range of design skills, techniques and principles. Students will learn how to use a range of tools, materials and equipment to bring their designs to life.

Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise..

How is the course assessed?

Students will sit a 2 hour written paper at the end of year 11.

The paper will assess:

- Core technical principles (20 marks)
- Specialist technical principles (30 marks)
- Designing and making principles (50 marks) In addition:
- At least 15% of the exam will assess maths
- At least 10% of the exam will assess science

Students will complete a substantial design and make task, throughout the project students will:

- Identify & investigate design possibilities
- Produce a design brief & specification
- Generate design ideas
- Develop design ideas
- Realise their design ideas
- Analyse & evaluate
- To support the process students will create a portfolio of evidence and prototype of their final product.

What will be studied?

Core Technical Principles

- New & Emerging technologies (Industry, enterprise, sustainability, people, culture, society, environment, production techniques & systems, how the critical evaluation of new emerging technologies informs design decisions)
- Energy generation & storage (Fossil fuels, nuclear power, renewable energy, energy storage systems including batteries)
- Developments in new materials (Modern materials, smart material, composite materials, technical textiles)
- Systems approach to designing
- Mechanical devices
- Materials and their working properties (Material categories - paper & boards, metals & alloys, polymers, textiles, Material properties)

Specialist Technical Principles

- Selection of material or components
- Forces & stresses (Materials and objects can be manipulated to resist and work with forces and stresses, Materials can be enhanced to resist & work with forces and stresses to improve functionality)
- Ecological & social footprint (Social issues in design & manufacture of products, The 6 R's)
- Sources & origins
- Using & working with materials (Properties of materials, The modification of properties for specific purposes, How to shape and form using cutting, abrasion & addition)
- Stock forms, types & sizes
- Scales of production

- Specialist techniques & processes (the use of production aids, tools, equipment & processes, how materials are cut shaped and formed to a tolerance, commercial processes, The application and use of quality control to include measurable and quantitative systems used during manufacture)
- Surface treatments & finishes

Designing & Making Principles

- Investigation, primary & secondary data, how to write a design brief and produce a design and manufacturing specification, carry out investigation in order to identify problems & needs)
- Environmental, social & economic challenge
- The work of others
- Design strategies (Generate imaginative and creative design ideas using a range of different design strategies, explore and develop your own ideas)
- Communication of design ideas
- Prototype development
- Selection of materials & components
- Tolerances
- Material management (Cut materials and minimise waste, use appropriate marking out methods, data points and coordinates)
- Specialist tools & equipment
- Specialist techniques & processes (Surface treatments & finishes)

Examination board

AQA



GCSE Computer Science

PREFERENCE SUBJECT: TECHNOLOGY

What is the course about?

GCSE Computer Science is about the fundamentals of computing systems, the theory of computing and digital technologies and basic programming.

How is the course assessed?

Paper 1: Computational thinking and programming skills (Unit 1 & Unit 2)

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

What's assessed

- Computational thinking, code tracing, problem-solving, programming concepts including design of effective algorithms and the designing, writing, testing and refining of code.
- Questions will be a mix of multiple choice, short answer and longer answer questions assessing programming practical problem-solving and computational thinking skills.

Paper 2: Computing concepts (Unit 3 - Unit 8)

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE
- Questions will be a mix of multiple choice, short answer, long answer and extended response questions assessing SQL programming and theoretical knowledge.

What will be studied?

- Unit 1: Fundamentals of algorithms
- Unit 2: Programming
- Unit 3: Fundamentals of data representation
- Unit 4: Computer systems
- Unit 5: Fundamentals of computer networks
- Unit 6: Cyber security
- Unit 7: Relational databases and structured query language (SQL)
- Unit 8: Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Is GCSE Computer Science right for me?

This is a great course if you are interested in pursuing a career in the IT industry via either further education or an apprenticeship.

If you enjoy your computing lessons and are interested in programming, then this might be the course for you!

As we know there is a strong relationship between Computer Science and Maths we do ask that students have demonstrated their strength in Maths and recommend a minimum KS3 grade of Secure.

Examination board

AQA

Successful study of Computer Science can lead to...

The advantage of learning computer science is that computers are used in every sector of the job market. It is nearly impossible to find a job where a computer is not used. As a result businesses will always need software, and will always need someone to write it and maintain it. It will give you the opportunity to progress on to a more specialised computing course. Further study could allow you to go on to specialist careers such as web designer, IT consultant, game developer, database administrator. It can also be useful in careers such as IT sales, network engineers, teaching and IT training.

Other information

It is advantageous to have access to a computer from home as students will be expected to practise their programming outside of lesson time. However all of the software tools that are used will be available on the school library computers.



GCSE Food Preparation and Nutrition

PREFERENCE SUBJECT: TECHNOLOGY

What is the course about?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Subject Content

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

How is the course assessed?

Written examination (50%) duration: 1 hour 45 minutes (100 marks)

- Multiple choice questions (20 marks)
- Five extended questions, each with a number of sub questions (80 marks)

Non-exam assessment (NEA) 50%

NEA 1: Food Investigation (30 marks)

Students need to demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients.

Will be carried out within the first term of Year 11 (choose one task from three set by AQA)

Written or electronic report of 1,500 - 2,000 words, including photographic evidence of the practical investigations (students will carry out and record 3 - 4 investigations against a hypothesis)

NEA 2: Food Preparation Assessment (70 marks)

One task to be chosen from three set by AQA.

Produce a concise portfolio of no more than 20 A4 sides (students will trial 4-6 dishes)

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

What will be studied?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong knowledge and understanding of the principles of food science, nutrition and healthy eating.

The majority of Year 10 is delivered through preparation and making activities. Students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation tasks.

Is GCSE Food Preparation and Nutrition right for me?

GCSE Food Preparation and Nutrition is challenging - there are exceedingly high expectations and students are encouraged to produce dishes that incorporate a wide range of higher level and complex technical making skills. Alongside the practical sessions, there are many written elements to each topic within GCSE Food Preparation and Nutrition so students should be prepared to demonstrate hard work, determination and resilience with theoretical work as well as practical.



Successful study of Food Preparation and Nutrition can lead to...

A passion for food can lead to a wide range of career opportunities, working in hotels, restaurants or tourist venues. There is a range of career paths - in food manufacturing and processing e.g. production manager & new product development technologist, nutrition and health, environment and sustainability, retail sales and customer service, as well as catering and hospitality, leisure and tourism.

There is a range of vocational qualifications (such as BTECs, NVQ/SVQs and Diplomas) linked to an interest in food technology including: hospitality and catering, and food science and technology.

Not only this, but the study of food & nutrition will equip you with valuable life skills that will enable you to plan, prepare an extensive range of dishes covering a breadth of technical skills. Through your studying of nutrition and health you will gain the knowledge and skills needed to plan and prepare foods that support and maintain a healthy lifestyle.

Although practical work underpins a lot of the theory topics covered within year 10, your practical skills are only formally assessed during the NEA2 project. NEA 1 and the written examination are all theory based.

Examination board AQA

Other information

In this course students will be expected to provide ingredients at least once a fortnight if not more for practical sessions. Students will need to purchase a copy of the Collins AQA GCSE Revision guide (this can be purchased through the school)



GCSE Business Studies

PREFERENCE SUBJECT: SPECIALIST

What is the course about?

This course explores real business issues and how businesses work. Students will consider business concepts and theories through the context of events in the business and economic world.

How is the course assessed?

Paper 1 Influences of operations and HRM on business activity

- Written exam: 1hr 45mins
- 90 marks
- 50% of GCSE

What is assessed?

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2 Influences of marketing and finance on business activity

- Written exam: 1hr 45mins
- 90 marks
- 50% of GCSE

What is assessed?

- Business in the real world
- Influences on business
- Marketing
- Finance

What will be studied?

The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business.

Students need to be aware of the impact business in the real world has on the four functional areas of business:

- business operations
- human resources
- marketing
- finance.

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.



Successful study of Business Studies can lead to...

Business Studies can lead to a range of careers in business e.g human resources, marketing, finance or operations, but is also a subject that develops skills that are applicable in a range of future careers.

Is GCSE Business Studies right for me?

This GCSE will prepare students for the study of GCSE at A Level, is a subject that complements a range of other subjects and provides a wider outlook on the commercial world we all inhabit.

Examination board

AQA

Other information

Please see the following specifications from AQA

<https://www.aqa.org.uk/subjects/business/gcse/business-8132/introduction>.



GCSE Media Studies

PREFERENCE SUBJECT: SPECIALIST

What is the course about?

Media Studies is based around four key concepts:

- **representation**
- **audiences**
- **institutions**
- **media language.**

This means you will be learning about how different groups or individuals are represented in the media; how and why audiences consume different media texts; the different organisations that make and control the media products we consume and the ways in which they are produced.

How is the course assessed?

The Media Studies GCSE is a combination of coursework NEA (30%) and two examinations:

- **Component 1: Exploring the Media** (40%)
Written examination: 1 hour 30 mins.
- **Component 2: Understanding Media Forms and Products** (30%)
- **Component 3: Creating Media Products** (30%)
Non exam assessment.

What will be studied?

You will take part in discussion and analysis of media texts, such as TV and radio programmes, films, adverts, news articles, magazines, video games, etc. You will also work independently on practical productions, including making either an audio-visual piece or a print piece for your GCSE coursework/NEA.

You will become informed about the four key media concepts and their relevance to a whole range of media topics, including print media, television and film, radio and digital media. You will be trained in how to use media-specific technology, including cameras, and image and video-editing software.

Examination board

Eduqas



Successful study of Media Studies can lead to...

Media Studies students will develop good analytical and critical skills that will be valued by a wide range of employers.

Through the study of Media, students will be able to demonstrate they are critical and creative thinkers which many post-16 college and university courses will consider to be important.

Studying the Media could be the first step to a career in journalism, the music industry, radio, film or television production. It could also lead you into the fields of advertising, marketing, promotions or publicity.

Other information

<https://www.eduqas.co.uk/media/hnbluezl/why-study-gcse-media-studies.pdf>



GCSE Physical Education

PREFERENCE SUBJECT: SPECIALIST

What is the course about?

The OCR GCSE PE course has been designed to develop theoretical knowledge and understanding of factors that underpin physical activity and sport including physiological and psychological responses. The course also looks at key socio-cultural influences which can affect people's involvement in physical activity and sport. As well as developing the ability to analyse and evaluate performance in physical activity and sport.

How is the course assessed?

The OCR GCSE PE Course is assessed in 4 different sections;

2 examinations which are worth a total of 60%

- 1 hour paper (60 marks): Physical factors affecting performance
- 1 hour paper (60 marks): Socio cultural issues and sports psychology

Practical Performance

These will be assessed throughout the course and at the end of the course on a moderation day. Practical performance is worth a total of 40% of the overall grade.

Practical performance are made up of 3 sports (60 marks)

- 1 team sport
- 1 individual sport
- 1 team or individual

These are selected from the OCR approved sporting list.

Coursework

The coursework is worth 10% of the overall grade.

- Analysis & Evaluation of performance (20 marks)

What will be studied?

Physical Factors Affecting Performance

Applied anatomy & physiology

- Basic structures and functions of body systems that are particularly important to physical activities and sports.
- Short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance
- Movement analysis

Physical training

- Components of fitness & principles of training
- Training methods
- Injury prevention

Socio cultural issues in Sports & Sports Psychology

- Socio- cultural, ethical & commercial influences on sport & physical activity
- Sports psychology
- Health, fitness & wellbeing

Practical Performance

Students MUST be competent performers across a range of team and individual sports.



Successful study of Physical Education can lead to...

Teaching/ Lecturing, Sports Coaching, Fitness instructing, Personal Training, Sports science, Sports Psychology, Physiotherapy / Occupational therapy, Sports journalism & broadcasting

Is GCSE Physical Education right for me?

A love of sport! Playing and participating in any capacity and a desire to know more about how our bodies facilitate sports, change through sport and the impact of sport on individuals and communities.

The majority of GCSE PE lessons will be theory and classroom based. Students should be prepared for written work; there are sections of the exam papers which are essay based and lessons will aim to develop students' ability to respond appropriately and apply their theoretical knowledge.

One unit of the theory work is heavily linked to biology. An enjoyment of science will be beneficial to the course.

Students will be required throughout the course to analyse data and work with graphs. Secure skills in maths and science are advantageous.

Students should, if possible, be playing sport at club level or participating in extracurricular sport outside of lesson time. Students should be prepared to train and compete in their own time to ensure their practical skills are constantly improving in both training and competitive situations.

A successful GCSE PE candidate should be enthusiastic, committed, hard working, resilient to challenges, problem solvers and open minded.

Examination board

OCR



GCSE Religious Studies

PREFERENCE SUBJECT: SPECIALIST

What is the course about?

GCSE religious studies is about exploring life's big questions and considering a range of religious and non-religious perspectives.

Students are encouraged to form their own opinions and will also learn about the key role that religion plays in British society.

This course explores theistic and secular beliefs about contemporary British issues including areas like: crime and punishment, relationships and moral issues.

How is the course assessed?

There are two written examination papers at the end of the course.

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

- Written exam – 1 hour and 45 minutes.
- 50% of the GCSE

Component 2: Thematic Studies

- Written exam – 1 hour and 45 minutes.
- 50% of the GCSE

What will be studied?

Students will study:

1. The beliefs and practices of 2 British religions in depth:

- Christianity
- Islam

2. A range of modern issues from the perspective of different religious and non-religious beliefs:

- Crime & Punishment
- Family and Relationships
- Religion & Life
- Existence of God and Revelation

Is GCSE Religious Studies right for me?

Students selecting this GCSE will be:

- An enquiring personality who loves asking big questions & doesn't always accept the first answer
- Able to look at different perspectives
- Organised with course materials
- Committed to regular recap of learning
- Enjoy debating both verbally and in a written format.

Examination board

AQA



Successful study of Religious Studies can lead to...

Further study in these areas, as well as other A Level and degree options such as Psychology, Sociology & Law.

The skills and knowledge gained will be useful in a range of careers such as:

- Business (especially international)
- Counselling & social work
- Education
- Law
- Journalism
- Marketing
- Events planning



GCSE Statistics and Certificate Level 2 Further Mathematics

PREFERENCE SUBJECT: SPECIALIST

What is the course about?

This course looks at statistical analysis from data collected and other data sources available in addition to additional areas of maths which start to bridge the gap between GCSE and A Level.

How is the course assessed?

GCSE Statistics

- 2 Papers
- Written exam
- 1 hour 45 minutes
- 80 marks – 50% of grade
- Questions – multiple choice, short answer and a statistical enquiry question

Level 2 Further Mathematics

- Paper 1: Non Calculator
- Paper 2: Calculator
- Written exam
- 1 hour 45 minutes
- 80 marks – 50% of grade
- Questions – A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

What will be studied?

GCSE Statistics

- A. Data collection and setting hypotheses
- B. Completing mathematical analysis of data collected.

- C. Generating data visualisations and the process to make these visualisations.
- D. Calculate statistical measures to compare data.
- E. Make inferences on the results and evaluate the validity and reliability of statistical findings.

Level 2 Further Maths

Number

- Product rule for counting
- Manipulation of Surds

Algebra

- Functions (including composite and inverse)
- Binomial Expansion
- Complex factorising
- Algebraic fractions
- Manipulating complex formulae
- Factor theorem
- Solving Algebraic expressions
- Proof
- Limits of sequences

Coordinate Geometry (2 dimensions only)

- Equation of a circle
- Tangent lines

Calculus

- Differentiation
- Second Derivatives
- Maxima and Minima of curves

Matrix Transformations

- Multiplication of matrices
- Transformations in the coordinate plane
- Combining transformations using matrix manipulation



Successful study of Statistics and Further Mathematics can lead to...

A future career in statistical analysis and managing data sources in addition to any career involving numerical reasoning.

Geometry

- Geometric Proof
- Sine and Cosine Rule
- Trigonometric Graphs
- 3D Pythagoras' Theorem
- Solve trigonometric equations (including quadratics)

Is GCSE Statistics and Further Mathematics right for me?

This GCSE is perfect for anyone who wants to take maths at A Level or is planning a future career which will require statistical analysis.

Examination board

AQA

Other information

Please see the following specifications from AQA

[GCSE Statistics Specification](#)

[Level 2 Further Maths Specification](#)



Cambridge National in IT

PREFERENCE SUBJECT: VOCATIONAL

What is the course about?

IT in the digital world: This is assessed by taking an exam. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE).

Data manipulation using spreadsheets: This is assessed by completing a set assignment.

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements. Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution.

Using Augmented Reality to present information: This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include:

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype

- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing.

How is the course assessed?

Learners are required to complete and achieve all three components of the qualification:

- **In the Digital World** (external assessment)
- **Data Manipulation Using Spreadsheets** (internal assessment)
- **Using Augmented Reality to Present Information** (internal assessment)

Examination board

OCR

Other information

<https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/qualification-at-a-glance/>



Successful study of Performing Arts can lead to...

The knowledge and skills developed will help you to progress onto a range of academic, technical and applied post-16 study including:

- A Level Computer Science
- Level 3 Technical and Applied General Qualifications, such as the Cambridge Technical in Information Technology, Cambridge Technical in Digital Media
- T Level in Digital Production, Design and Development, Digital Support Services, Digital Business Services
- Digital Apprenticeships, such as IT, Digital and Technology, Data Analyst
- other Level 2 qualifications, such as the Cambridge Technical in Information Technology, Cambridge Technical in Digital Media.



King's Trust Award

PREFERENCE SUBJECT: VOCATIONAL

What is the course about?

The Kings Trust (was called Princes Trust) programme is a flexible programme that given students the chance to try lots of new things such as:

- Delivering a community project and making a real difference in the local area
- Learn all sorts of new skills to help with meeting new people and building confidence
- Taking on a business challenge to put entrepreneurial skills to the test
- Improving knowledge and ability to look after yourself and live a healthy life
- Top tips to help you write the perfect CV and get ahead in your career.

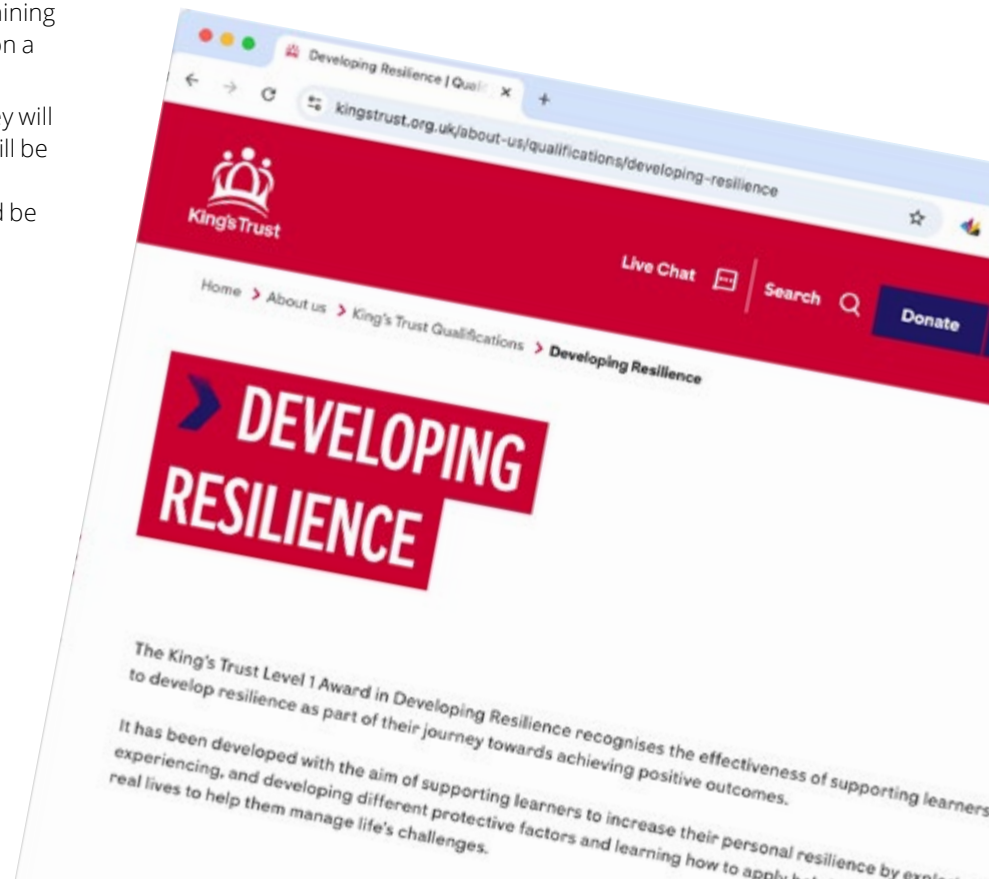
How is the course assessed?

The Princes trust course is a substantial and wide-ranging qualification. The purpose of which is to enable candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real-life contexts. This quantifies and formalises their preparedness to progress into further education, employment, or vocational training and apprenticeships. Students will be assessed on a portfolio of evidence.

Students work on developing life' skills, which they will evidence through an individual portfolio. Units will be selected depending on the individual needs and interests of students in the class. Examples could be 'Personal development' or 'managing money'.

Other information

<https://www.kingstrust.org.uk/about-us/qualifications/qualifications-england>





OCR Cambridge National in Sport Studies

PREFERENCE SUBJECT: VOCATIONAL

What is the course about?

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as contemporary issues in sport, performance and leadership in sports activities and sports and the media. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

How is the course assessed?

There are 3 units that you will study. 1 unit is Contemporary Issues in Sport, which has an exam that makes up 40% of the overall grade. The units Performance and Leadership in Sports Activities and Sport and the Media are set assignments worth 30% each of the overall grade.

What will be studied?

The course is made up of three units.

Unit R184: Contemporary Issues in Sport – 40%

Assessed by examination – 75 minutes

70 marks

Examined on:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

Unit R185: Performance and Leadership in Sports Activities – 30%

Assessed by a set assignment –

- Develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills.
- Work both independently and as part of a team
- Use initiative to solve problems and make decisions

Unit R186: Sport and the Media – 30%

- Understand the different sides of media sources
- Apply real life examples to show the nature of the relationship between media and sport
- Learn about technology in sport
- Develop interpretation and evaluation of how sport is represented in the media

Is Sport Studies right for me?

If you are enthusiastic, confident to lead and guide others, as well as reflective, then this course is for you! You do not have to be an outstanding sports player to do well in this OCR Cambridge National.

Examination board

OCR Cambridge National

Other information

Whilst there are practical elements to this course, you are not assessed physically on the sport. There is a focus on leading a session.



Successful study of Sport Studies can lead to...

The knowledge, understanding and skills learned in studying the OCR Cambridge National in Sport Studies will aid progression to further study and, in due course, prepare learners to enter the workplace. Cambridge Nationals are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context.

The qualifications are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing administrative tasks and processes.



BTEC Level 1/Level 2 Tech Award in Enterprise

PREFERENCE SUBJECT: VOCATIONAL

What is the course about?

Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge
- development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.

How is the course assessed?

Component 1 'Exploring Enterprises' and Component 2 'Planning & Presenting a Micro-Enterprise Idea' are internally assessed and are externally moderated (Non-exam)

Component 3 'Marketing and Finance for Enterprise' has external synoptic assessment (Exam)

What will be studied?

Students study enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements, and financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

Is Enterprise right for me?

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise is for learners who want to acquire sector-specific applied knowledge and practices through vocational contexts.



Successful study of Enterprise can lead to...

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Examination board

Pearson

Other information

The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area.



BTEC Level 1/Level 2 Tech Award in Health & Social Care

PREFERENCE SUBJECT: VOCATIONAL

What is the course about?

Technical qualifications in health and social care provide a broad, solid foundation for progression to Level 3 and employment in the health and social care sector.

What will be studied?

This gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach

- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

How is the course assessed?

Learners are required to complete and achieve all three components of the qualification:

- **Human Lifespan Development** (internal assessment)
- **Health and Social Care Services and Values** (internal assessment)
- **Health and Wellbeing** (external synoptic)

Examination board

Pearson

Other information

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>



Successful study of Health & Social Care can lead to...

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the health and social care sector
- study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment via apprenticeships or further study at Level 3.



BTEC Level 1/Level 2 Tech Award in Performing Arts

PREFERENCE SUBJECT: VOCATIONAL

What is the course about?

This is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment.

What will be studied?

This gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance

- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

How is the course assessed?

Learners are required to complete and achieve all three components of the qualification:

- **Exploring the Performing Arts**
(internal assessment)
- **Developing Skills and Techniques in the Performing Arts**
(internal assessment)
- **Responding to a Brief**
(external synoptic)

Examination board

Pearson

Other information

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>



Successful study of Performing Arts can lead to...

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3.



Careers Education

FOR YEAR 9

Careers education in KGA Binfield starts with reflection on your strengths and areas for development. We encourage all of you to take an active part in your personal development, initially looking at your natural preferences whilst giving you encouragement to develop your talents. We encourage you to hold a growth mindset to understand that skills and abilities are not fixed, that we all have the capacity to develop and learn.

Government research shows that if you have 5 GCSEs grade 4–9 including English and maths, you will earn over £80,000 more in your lifetime than someone who hasn't.

We hold many opportunities to meet professionals from a diverse range of industries to inspire and guide your decisions. We provide easy access to well researched resources and offer

Choosing your GCSE subjects / How do you decide?

It is a good idea to start thinking now about job areas that interest you, so that you can work out which subjects you will need to study.

Some of your GCSEs are compulsory – English, maths, science. This is because schools, employers and universities think these subjects are particularly important. GCSEs are a key part of your progression through education. If you wish to study for A-Levels, for example, you will need specific GCSEs as a foundation to build upon.

For different GCSE subjects, the skills that you will develop vary. For example, English language helps you communicate and express yourself in written and spoken forms; maths gives you important numeracy skills, but there are skills in other subjects you might not think of. GCSEs in technology, for example, involve long-term project work that helps with organisation and time management. History involves assessing and critically analysing different sources. Your GCSEs aren't just about learning a list of facts. Some

subjects, especially vocational subjects, might have a reliance on course work rather than exams.

It's important to take subjects that you enjoy, as you will find these more interesting and be motivated to work harder, so make use of the resources that explain the content of the subject you are going to study.

Bear in mind that universities and employers are going to be looking at your GCSE grades. Most people apply to university in year 13 before they have their A-Level results, and GCSE grades will be the only externally examined grades admissions tutors will have to go on. So, think about the subjects you're particularly good at now.

Do your research!

Talk to subject leaders.

Talk to your parents.

Talk to anyone you know who has a job you think you might like.

Talk to careers staff.

Follow the steps overleaf >>>



Careers Education

FOR YEAR 9

Do not worry about making the wrong choice – follow these steps:

1. Log into your unifrog account and explore what careers you might like to do and what subjects you need, or the other way around what subjects you might choose and what careers might this lead to.
2. Take part in some VWEX – the world is a global village – take the time to do some career-based learning.
3. Attend the information evening and ask questions! It is important to remember that you are also learning skills not just curriculum content.

Useful websites

For careers ideas

Use [unifrog](https://www.unifrog.com).



University

www.ucas.ac.uk

www.studentroom.co.uk

www.bestcourse4me.com

Apprenticeships/trainees

Remember these are now offered in many professional positions, where the company will pay for your degree and you receive a salary. Competition is fierce, so you need to ensure you are not only academic but have also taken part in extra-curricular activities such as work experience or voluntary work. Have a look at the requirements: www.apprenticeships.gov.uk.

For careers ideas

www.gov.uk/student-finance/overview

www.scholarshiphub.org.uk – also covers sponsored degrees.

