

SOUTH WILTS GRAMMAR SCHOOL



KEY STAGE 4
OPTIONS BOOKLET
JANUARY 2026

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THE GCSE OPTIONS PROGRAMME

South Wilts Grammar School offers a curriculum that is challenging and ambitious for all students across all year groups. In particular, we have built a curriculum at Key Stage 4 that provides students with the best opportunities for their studies after GCSEs and prepares them for life after school.

On leaving South Wilts Grammar School, we aim to have given all students the opportunity to:

- gain a place at any university in the UK or overseas;
- obtain a place on a higher, advanced or degree apprenticeship;
- enter gainful, fulfilling employment.

Year 9 students are now approaching a stage in their life when there are choices to be made about their future. We hope to enable them to make these choices in an intelligent and informed way, and we recognise that, as parents/carers, you want to be part of this process.

These decisions are important and the school has careful procedures in place to ensure that each student has made the best choices.

Please read this booklet and discuss the options on offer together with your child.

KEY DATES

Monday 5 January – Friday 16 January 2026	Taster sessions take place to provide information for students during a timetabled lesson in each option subject
Tuesday 6 January 2026	Options assembly for Year 9 students
Wednesday 7 January 2026	Options information evening for students and parents/carers
Friday 9 January 2026 & Friday 16 January 2026	Students will be asked to complete a Microsoft (MS) Form to ask any questions they may have. These will be collated into a Q&A sheet
Week commencing Monday 12 January 2026	Each form group will be visited by either Mr Lean or Miss Hodgson to talk through the options Q&As and to answer any further questions
Week commencing Monday 19 January 2026	Lunch time drop-ins for students requiring additional support ahead of the deadline
Week commencing Monday 19 January 2026	Students make their choices and parents approve them via an MS Forms online form (<i>all taster sessions will have been completed</i>)
By 15:30 Thursday 29 January 2026	Year 9 options submission via MS Teams completed and approved by parents/carers.

KEY STAGE 4 CURRICULUM AT SOUTH WILTS GRAMMAR SCHOOL

The Key Stage 4 curriculum is designed to be an academically challenging and balanced programme of education. As a grammar school, our focus is on academic qualifications, which is why the school only offers a programme of GCSEs rather than any vocational qualifications.

All GCSE courses are concluded with a final examination. There are a few GCSE courses that have an element of internal assessment known as a Non-Examined Component (NEA). The weighting of these components varies across subjects.

Subject	Internal assessment (NEA)
English	Speaking assessment
Modern Foreign Languages	Listening & speaking assessments
*Art & Design - Fine Art	Personal investigation
*Design & Technology	Design and make task
*Drama	Practical – devising drama & texts in practice
*Food preparation and nutrition	Food investigation and food preparation
*Music	Performing and composing
*Physical Education	Performance in physical activity and sport

** Indicates a subject with a substantial non-examined assessment component – please see page 7.*

GCSE examinations are not based exclusively on candidates' ability to recall information. Of course, the acquisition of knowledge is still important, but it is only one of the components assessed at GCSE. GCSE examinations will test a range of skills, such as the ability to use evidence, to evaluate, to draw conclusions and to understand concepts. In several subjects, some of the skills tested are essentially practical. The nature of the examination makes it particularly important that candidates develop the ability to think independently and to work under their own initiative. Careful and methodical application throughout the course will be rewarded. GCSE examinations attempt to assess the ability to acquire, retain, examine and evaluate concepts. The candidates who achieve most at GCSE demonstrate a capacity for independent thought, thorough preparation and organisation.

GCSE examinations are intended to be a positive, rather than a negative, process. They are designed to test what a candidate does know rather than what they do not know. The purpose is to encourage, rather than to discourage and so within most examination papers, questions are structured. The easier questions will be accessible to all candidates while other ones will be more demanding and will be linked to higher grades; this added challenge will differentiate between candidates. The structured question design is accessible to all abilities and may be linked to a tiered entry in some subjects. However, it is important to remember that all GCSE courses are demanding and students who do not invest sufficient time and effort throughout the two years of Key Stage 4 will underachieve.

It is vitally important that candidates understand the significance of achieving a good set of GCSE grades. The majority of our students will apply to higher education or to apprenticeships and, as part of those applications, will be required to disclose their GCSE results. Obviously, students with strong GCSE records will increase their chances of getting offers on their preferred courses at university, or a competitive apprenticeship place.

THE ENGLISH BACCALAUREATE (EBACC)

The English Baccalaureate (EBacc) was introduced by the Government in 2010. It is not a qualification in itself but is a measure which recognises where students have secured a pass grade or better at GCSE across six rigorous academic subjects. The subjects chosen by the Government are designed to ensure that all students have the opportunity to study a broad range of core subjects so that doors are not closed to them in terms of future progression.

The English Baccalaureate subjects or subject groupings are:

- English language
- Mathematics
- Two sciences (separate or combined)
- One humanity (history or geography)
- One modern foreign language (e.g. French, German)

To date, we have had no indication from any university as to whether they place any value on the EBacc.

It is important that students are aware of this overarching measure, but subject choices should be based on good decision-making and what they hope to do in the future.

South Wilts Grammar School values all the subjects it offers at GCSE equally and would urge students to make choices that reflect what they want to study.

NON-EXAMINED ASSESSMENTS

During Years 10 and 11, students will be set homework on a regular basis. This gives them regular practice in organising their own work and in working independently. It provides opportunities for students to consolidate work started in class, to prepare for future tasks and to carry out research. It also helps staff to find out how well students understand what they are learning.

A number of courses involve some form of **Non-Examined Assessment** (see the table on page 5).

What is a Non-Examined Assessment?

Non-Examined Assessments, or NEAs, measure subject-specific knowledge and skills that cannot be tested by timed, written papers.

Do Non-Examined Assessments affect GCSE grades?

For a number of subjects, NEAs do contribute to the final GCSE grade. However, there are some subjects where NEAs must be completed and, although marks or grades are given, they do not count towards the final GCSE grade. Check the subject information later in the booklet to see which subjects this applies to.

What types and levels of control are applied to Non-Examined Assessments?

The level of control depends on the subject and type of task that students are being asked to complete. For NEA tasks internally assessed by the subject teacher, students do not need to be directly supervised at all times. For externally assessed NEA tasks, students are required to be supervised whilst completing the component.

Students are advised to only take ONE option subject with a substantial Non-Examined Assessment component (Art / DT / Drama / Food / Music / PE) but students can take a maximum of TWO if they have a clear career aim that supports them choosing more than one.

ADDITIONAL NOTES FOR DECISION-MAKING

We encourage each student to aim for a broad, balanced and challenging combination in all their subject choices. However, whilst every effort is made to meet all reasonable choices, not all combinations can be guaranteed due to the constraints of the timetable, for example, staffing and room availability.

Things to note:

- Details for all courses are given later in this booklet but staff will also speak to each teaching group about their own subject area during lessons. Additionally, more general information will be provided during assemblies.
- Interest in, or enthusiasm for, a particular subject might be an important factor in the choice, as it will provide a strong motivating force.
- Choices made now should leave a wide range of opportunities for post-16 study.

The following subjects are currently available to study in the Sixth Form at South Wilts Grammar School. For further details please refer to the school website, [here](#).

- | | |
|---|--|
| • Art: Fine Art | • Geography |
| • Biology | • German |
| • Business | • Government & Politics |
| • Chemistry | • History |
| • Classical Civilisation | • Mathematics |
| • Computer Science | • Mathematics with Further Mathematics |
| • <i>Core Mathematics</i> | • Music |
| • Drama & Theatre Studies | • PE |
| • Economics | • Philosophy and ethics (RS) |
| • English Language | • Physics |
| • English Literature | • Product Design |
| • Environmental Science | • Psychology |
| • <i>Extended Project Qualification</i> | • Sociology |
| • French | • Spanish |
| • <i>Level 3 Sports Leaders</i> | • <i>Gold Arts Award</i> |

Please note that those subjects in italics are not full A Levels and form part of our broader offer that students may wish to pursue.

It may seem like a long way off, but if you are considering applying to study at university, it is important that you consider all the aspects of the entrance specifications, including the GCSE requirements. These application details can be found by checking university websites of the courses you may apply for in the future. A couple of examples of GCSE requirements for certain degree courses are:

- Applicants to study medicine are usually required to have very good GCSE results in mathematics, science and English.
- A grade 6 in mathematics, and sometimes in science, is often required for a degree in psychology.

Which subjects at A Level give me the most options?

Many courses at university level build on knowledge you gain while at school. Where this is the case, universities need to make sure that all the students they admit have prepared themselves in the best way to cope with their chosen course. For this reason, some university courses may require students to have studied a specific subject to A-level prior to entry, others may not. However, there are some subjects offered at A-level at South Wilts Grammar School that are required more often than others. These are:

- English Literature
- Mathematics
- Further Mathematics
- Biology
- Chemistry
- Physics
- Geography
- History
- Modern Foreign Languages

These used to be referred to as the Facilitating Subjects and were promoted in particular by high-achieving universities such as those found in the Russell Group and include the universities of Oxford and Cambridge.

The Russell Group of universities has since published this website to assist you with your choices beyond GCSEs: <https://www.informedchoices.ac.uk>.

Additionally, University of Cambridge produced a helpful guide in “The Subject Matters”, found here: https://www.undergraduate.study.cam.ac.uk/files/publications/the_subject_matters.pdf.

MAKING THE RIGHT SUBJECT CHOICES

DO:

- choose courses you know you will enjoy;
- choose courses you are interested in;
- choose a range of different courses, so that you have a broad base from which to choose your post-16 courses;
- read the subject information on the next few pages very carefully;
- ask the advice of your subject teachers, your tutor and our careers adviser;
- discuss it with your parents/carers;
- **THINK VERY CAREFULLY** about the subjects you choose as it is very difficult to change course once you have started.

DON'T:

- choose a course simply because your friends have;
- allow your views of particular teachers to influence your choice;
- choose a course because you think it might be easy;
- make your decision hastily;
- drop a subject you may want to study after Year 11;
- drop a subject you may require for entry to a particular occupation or course of further study.

COURSES STUDIED BY ALL STUDENTS

The Key Stage 4 curriculum at South Wilts Grammar School can conveniently be divided into those courses which are **studied by all students** and those where there is **choice (3 options)**.

The courses studied by all students are:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Separate Science (Biology, Chemistry and Physics)
- GCSE Religious Studies
- Personal, Social & Health Education
- Core Physical Education

CURRICULUM TIME

Some subjects are 'Core' subjects. These are subjects that are statutory. Option subjects are subjects that are chosen to continue for GCSE. Detailed information about all core and option subjects are within this booklet but the table below provides a brief overview.

	Subject
Core	English
Core	Maths
Core	PE
Core	RS
Core	Sciences
Core	Personal, Social and Health Education (PSHE)
Option Block A	
Option Block B	
Option Block C	
Students choose three options from the following: Art and Design, Computer Science, Drama, French, German, Geography, History, Music, PE, Food Preparation and Nutrition, Design Technology, Spanish	

CORE SUBJECTS

Why study English Language and English Literature?

Neither subject is optional at South Wilts, with an expectation that all students carry both subjects through to entry in Year 11. But why might both subjects be compulsory? English certainly gives you the skills to interact with others, to articulate your thoughts and feelings, and to shape your experience of the world through the language you use to describe and explain it. Quite simply, to be good at English is an essential life skill without which you cannot transact with the world, or communicate and articulate your sense of selfhood. Literature takes some of this further, providing you with a subject that lets you engage with and enjoy the crafted written utterances of others, delighting at their expressiveness, admiring their eloquence – and perhaps being disturbed at times by some of the darker streaks that lurk within the human condition. Literature lets us relish the visions of others, and is likely to improve its users in incalculable ways.

Units and weighting for English Language

Unit 1: Explorations in creative reading and writing	50%
Unit 2: Writers' Viewpoints and Perspectives	50%
Unit 3: Spoken Language (formerly speaking and listening) Merit, Distinction)	Accredited separately (Pass,

Units and weighting for English Literature

Unit 1: Shakespeare and the 19th century novel	40%
Unit 2: Modern texts and poetry	60%

Year 10

In Year 10, students undertake a study of two of their four Literature set texts (*Animal Farm* and *Macbeth*) alongside developing the reading and writing skills and practices that prepare them for the English Language examinations.

Year 11

Students will study a further two texts for English Literature: a 19th century novel (*Dr Jekyll and Mr Hyde*) and a collection of "heritage" and contemporary poetry. There is a further focus on skills for and approaches to the English Language requirements, with the final months – not surprisingly – being about revision and exam preparedness. Also, during the year, students undertake a formal presentation and are assessed on their abilities to present ideas and information through talk.

Assessment

Students sit four external exams: two for English Language and two for English Literature. There is also a teacher assessment of students' abilities to present ideas and information within a formal context.

What else should I know?

Any student with a love of reading will be advantaged throughout the course, as will those who enjoy and relish the challenge of expressing themselves in writing. There are also several opportunities for students to participate in national organised speaking and debating competitions, as well as contribute to the school newspaper. Over the course of two years, there is usually opportunity for students to attend a production of one of their set texts, bringing to life the works they study in such detail.

Additional cost

Trip (as yet unconfirmed) £20

Revision guides (self-purchased) £20

English careers

Communication is one of the most important skills that we can develop. The ability to share knowledge and understanding with others is an essential skill that employers value. Studying English gives us greater skills to not only communicate with others, but to inspire others through the words we choose to use.

Careers with a specific link to English include:

- Creative arts – Writer, screenwriter, director, actor
- Writing – journalist, editor, publisher, author, copywriter
- Academia – Teacher, professor
- Law – clerk, lawyer, judge
- Mental health care – therapist, counsellor, social worker
- Politics – member of parliament, civil servant
- Marketing – advertising, social media manager, content manager

Why study Mathematics?

Mathematics is one of the most highly regarded academic subjects and a good GCSE grade is essential for progression into employment or higher education. It is also interesting and rewarding. The course encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. Mathematics prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

GCSE Mathematics requires students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including: Number, Algebra, Geometry, Measures, Probability, Data Handling
- Use their knowledge and understanding to make connections between mathematical concepts
- Apply the functional elements of mathematics in everyday and real-life situations

It also gives students the opportunity to develop their ability to:

- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Year 10 and Year 11

The course is taught holistically throughout the two years with inbuilt opportunities to revisit prior learning and extend knowledge and skills from a firm foundation. In each year, students will study topics from all strands and will apply their skills, knowledge and understanding in a variety of real-life contexts and in solving problems.

Assessment is via three terminal written papers - two with calculator, one non-calculator:

- each contributes one third of the final grade
- each one lasts 1 hour 30 minutes
- most of our students will sit the higher papers, but some will sit the foundation level
- each will assess students' ability to:
 - ✓ Recall and use their knowledge of the prescribed content (40%)
 - ✓ Reason, interpret and communicate mathematically (30%)
 - ✓ Solve problems within mathematics in other contexts (30%)

What else should I know?

Students who are in the top set for Years 10 & 11 will be offered the opportunity to also sit the AQA Level 2 Certificate in Further Mathematics.

Additional costs

Maths £5 for past papers in Year 11

L2 Further Maths (top set only) £5 for past papers in Yr 11

Option to buy revision guide/workbook £10

Mathematics careers

Mathematics is interwoven into many aspects of life and potential future careers. Skills like problem solving and the ability to interpret data are useful in many different job roles, particularly but not exclusively within STEM.

Careers specific to mathematics include:

- Accountant
- Actuary
- Statistician
- Data analyst
- Engineer
- Financial analyst
- Meteorologist
- Cryptographer
- Computer game designer

Why study Science?

All students will study all of these qualifications which are taught separately, and they will be entered for three separate science GCSEs, at the higher tier, receiving a 9-1 grade. The course starts immediately at the beginning of Year Nine so that the students have a full three years to cover the course.

The courses have been designed to:

- develop scientific knowledge and conceptual understanding of science
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Year 9

Biology	Chemistry	Physics
Cell level systems Scaling up	Particles Elements, compounds and mixtures	Matter Forces

Year 10

Biology	Chemistry	Physics
Organism level systems Community level systems	Chemical reactions Predicting and identifying reactions and products	Electricity Magnetism and magnetic fields Waves in matter

Year 11

Biology	Chemistry	Physics
Genes, inheritances and selection Global challenges	Monitoring and controlling chemical reactions Global challenges	Radioactive decay Energy Global challenges

Assessment

Written papers

Two papers, each 1hour 45 minutes, making up 50% of the GCSE each.

Section A contains multiple choice questions. This section of the paper is worth 15 marks.

Section B includes short answer question styles (practical, maths, structured questions) and an extended six-mark question. This section of the paper is worth 75 marks.

Mathematical skills

These are assessed within the written papers, at no higher than a foundation tier of GCSE level maths, in each of the sciences. In Biology mathematical skills will contribute 10% of the total mark, in Chemistry it will be 20% and 30% in Physics.

Practical skills

These will be developed throughout the course and assessed in the final written examination. Students will carry out many practical activities to support the development of their understanding in addition to the minimum eight required practicals directed by the exam board.

Additional costs

Revision guides purchased through school from CGP for a discounted price. Approximately £3.25 per subject. The students usually get these during Y9 so this is likely to have already been paid.

Science careers

Careers in a scientific field are incredibly broad and encompass the areas of healthcare, research and engineering amongst many others. Careers such as a research scientist, laboratory technician, teacher/lecturer can be found in all of the principal science disciplines. Careers in science could include the following:

Biology careers:

- Doctor/Dentist
- Veterinarian, Zoologist
- Marine Biologist, Ecologist
- Microbiologist, Biotechnologist
- Physiotherapist, Radiographer

Chemistry careers:

- Pharmacologist, Pharmacist
- GP, Anaesthetist
- Engineer - Chemical, Nuclear or Environmental

Physics careers:

- Geoscientist
- Meteorologist
- Astronomer
- Climate Change Analyst
- Radiologist or Nanotechnologist
- Engineer – Energy, Nuclear, Materials or Aerospace

CORE PHYSICAL EDUCATION

Why study Physical Education?

The Core Physical Education Programme in KS4 allows students greater freedom to opt for activities they wish to pursue in greater depth, plus the further introduction of new activities. The option programme aims to encourage enjoyment and confidence in physical activity and create a life-long love and interest in being active whilst developing knowledge and understanding about the importance of and how they can improve their physical, emotional and social well-being. It also aims to provide opportunities to explore strengths and weaknesses, take on different roles and make informed decisions about personal lifestyle choices and how to remain Fit 4 Life in relation to health and well-being beyond South Wilts Grammar School.

Units

The Core Option Programme may include activities such as:

- Athletics
- Dance
- Fitball
- Fitness
- Fitness Yoga
- Football
- Netball
- Outdoor Games
- Sports Leaders
- Striking & Fielding
- Tennis
- Volleyball
- X-Fit/H.I.T.T
- Lacrosse
- Handball
- Tchoukball
- This Student Can

Students are able to choose a sport per term and in Year 10 at least one option must be an individual activity to encourage breadth and balance across the year. In Year 11 students are able to choose a personalised programme.

Year 10

Through the option programme, Year 10 students are also able to opt for the 'Level 1 Sports Leader's Award', a recognised coaching qualification. The course enables students to develop confidence in leadership, learning effective communication, self-management, problem solving and team work skills by leading our younger year groups in different sports and activities.

Assessment

Students are continuously assessed on effort, commitment and organisation and this is reported within the school reporting system.

What else should I know?

Students are also encouraged to take an active part in the extra-curricular opportunities such as clubs and team representation.

Why study Religious Studies?

Religious Studies helps you to become more aware of issues of local, national and global concern and places them in spiritual and moral contexts. The course will enable you to see the connection between belief and action. It will get you to think about your views and encourage you to listen to the opinions of others giving you a strong awareness of religious and ethical diversity. You will develop your evaluation skills which will help you in other subjects too. Religious Studies is part of the Core Curriculum in Years 10 and 11.

Parts to the course

Part 1: The study of **TWO religions** (Christianity and Islam) with a focus on **TWO topics** from each religious perspective: Beliefs and Teachings, and Practices (Worth 50% of the qualification)
Part 2: The study of **FOUR themes** relating to ethical issues in the modern world (Worth 50% of the qualification)

Year 10

In Year 10 the main focus will be on Part 1 of the course: Christianity and Islam

Year 11

In Year 11 the focus will be on Part 2 of the course:

- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Religion, Human Rights and Social Justice
- Religion and Life

You will have the opportunity to discuss these contemporary issues using stimulus material such as case studies, factual material and documentary/film content where appropriate.

Assessment

You will have the opportunity to practice exam technique with an internal summer exam at the end of Year 10 and a mock exam in Year 11. You will also be completing exam questions at the end of each topic in order to check your understanding and to help you with exam technique.

What else should I know?

Religious Studies is your opportunity to explore what is happening in the world around you and how people of faith (and no faith) react to the situations they find themselves in. There are often interesting documentaries that directly relate to the issues we are studying, which can add much to your overall understanding, especially from a secular perspective. It's also a good idea to be aware of issues on the news that are relevant to the four themes studied in Year 11.

Additional Costs

Revision guide, approx. £5.00

Religious Studies careers

Studying RS provides learners with greater sensitivity to the beliefs and cultures of others, as well as an understanding of various global matters of ethical and social concern. Knowledge of other cultures provides an insight and understanding of the geopolitical landscape in which we operate and how this affects us globally.

Potential careers include:

- Teacher
- Charity director
- Journalist
- Archivist
- Museum curator
- Diplomat or civil servant
- Legal profession – Solicitor, Barrister or Crown Prosecutor
- Religious leader
- Support worker, social worker, therapist or medical professional
- Member of Parliament
- Funeral director

Why study PSHE?

PSHE in Years 10 and 11 covers a wide variety of topics to broaden your understanding of the modern world and to support students in developing skills to help them live and work in it successfully.

The course content comprises of statutory subjects such as Relationships and Sex Education (RSE) and Health Education. It will also focus on various areas of learning for life, which may change to respond to current events and issues of the day.

Topics covered in KS4 PSHE

Health and Wellbeing:

Influences on young people, both positive and negative. Wellbeing and mental health. Relationships and maintaining personal safety. Health choices and risks. Health choices and making a difference. Stress management and resilience.

Relationships:

Extremism and Radicalisation. Relationships and sex education including the influence of media and pornography. Diversity and equality. Personal values, families and responsibility. Long term relationships and what they look like.

Living in the Wider World:

Financial decision making and associated risks. Fraud and cybercrime. Criminal and civil law. UNICEF, trafficking and helping others. Sustainability and the environment. Personal study skill development. Learning skills. Career choices, CV writing and interview technique.

Year 10

Students will continue to explore the core themes studied during KS3 PSHE highlighted above. In addition, they will have opportunities to participate in debates and discussions which are based on topics relevant to SWGS students and today's society. This may include crime and criminality, county lines, the impact of media, mental health, and extremism. Towards the end of Year 10, students will begin to look at careers in more depth where they will improve their employability. Supported by events in Activities Week. Students will be able to produce a CV, cover letter and prepare for a mock interview.

Year 11

Students continue to prepare for their post-16 choices with a non-biased approach to the options available to them. Beyond this, there is an opportunity for students to focus on communication in relationships, which also provides an opportunity to revisit relationship and sex education content including contraception, STIs and STI testing. Students will also be taught about self-efficacy, stress management and future opportunities. Not only will students become more confident in looking after their own wellbeing, but they will also be provided with basic first aid skills to help others in times of need.

Assessment

Students are not given formal assessment in terms of homework and exams. They are given feedback on participation and class projects undertaken throughout the year. Students will have a booklet to help them reflect and keep track of key terms and new knowledge. PSHE teachers and the Head of PSHE will provide students with feedback on what they have documented in their PSHE booklets.

What else should I know?

Students have access to individual careers advice from the school's careers advisor, Mrs Morris. Students also provide feedback on the PSHE curriculum, which is used to inform future planning for younger students.

OPTION SUBJECTS

Why study Art?

Studying GCSE Art at South Wilts Grammar is a popular and exciting course. We encourage pupils to develop as artists by exploring a range of media and approaches whilst developing an individual style. Pupils create a portfolio of coursework throughout the duration of the course. This course will develop your interest in creative skills and aesthetic judgement by exploring your own personal practice.

All projects begin by drawing from direct observation and are developed through experimentation using varied media. You will research the work of relevant artists, analyse the artist's work and make connections to your own before creating a final piece of artwork such as painting, sculpture or print to complete each project.

Throughout the course you will experience using media and processes such as photography, Photoshop, acrylic painting, sculpture using varied media, printing techniques and explore new approaches to drawing. You will gain practical experience in the visual language of colour, tone, line, pattern, shape, texture, form and three-dimensional constructions.

An Art qualification will provide excellent training for visual and creative skills and the transferable skills needed for flexibility and adaption to future careers. The subject provides a strong basis for progression to future Art and Design related qualifications such as architecture, product design, animation, advertising, interior design, curation, graphic design, restoration & conservation, medical imaging, publishing, ceramic design, costume, fashion, textile design, film, television and theatre design, illustration, merchandising, print, web design, sculpture, games design, prosthetics, photojournalism, PR and events organisation, arts education and art therapy, amongst others.

Units and weighting

Unit 1: Coursework Portfolio (2 Projects + workshop evidence)	60%
Unit 2: Externally Set Assignment (Exam)	40%

Year 10

During the Fine Art GCSE course, students will complete a series of workshops exploring a wide range of materials and techniques which are connected to influential and professional artists. This work will be evidenced in a sketchbook/skills folder which will later form part of their Coursework Portfolio. Students will then carry out an independent coursework project exploring a chosen theme, where they are asked to record, experiment, develop and present their work. The majority of the course is independent with teachers guiding students through their individual and personal projects.

Year 11

During the last year of the course Year 11 students finalise their coursework project which make up their Coursework Portfolio, this needs to be completed by the end of term two, with a deadline just before Christmas. From January of Year 11 to Easter, students work on their Exam project in a similar manner to their coursework project, choosing a theme to explore from the exam paper. Their preparation work is carried out in this time, completed and taken in at the start of their two day (10 hour) exam where they create their final pieces for this project.

Assessment

Students are marked out of 24 for each objective: Record, Experiment, Develop and Present giving them a total out of 96. This is the same for their Coursework as well as the Exam.

There is continuous formal written assessment and one to one monitoring of pupils work throughout the two-year course. The Coursework Portfolio is marked in January and carries 60% of the GCSE marks. Students receive the examination paper for their Externally Set Assignment (Exam) in January and will sit their exam late April or the beginning of May. The 10 hour examination is conducted under exam conditions.

What else should I know?

To support their study students will need to take advantage of any opportunity to visit museums, galleries, sites and lectures, locally, and nationally in order to experience and be influenced by artworks first hand. They must have studied GCSE Fine Art in order to take A Level Art.

Additional costs:

An art pack that the students buy at the beginning of the course costing approx.£39

Trip to an art gallery (spring term) for guided tour and workshop activity approx. £15 per student.

We provide a canvas in Year 10 for first project, paints, drawing and modelling materials but students will need to buy additional materials/surfaces that are not stocked in the department, e.g. a canvas or piece of board for a final outcome, for following project.

Art careers

If you are creative or artistic your skills are much sought after. There are many growing industries that rely on creativity and artistic talent. We live in a digital world, where images can be a powerful tool to convey messages and creativity leads to innovation.

Artistic careers include:

- Artist, illustrator or animator
- Designer – Fashion, Interior, Jewellery or Ceramics
- TV, Film & Theatre - Theatre Design, Visual Effects, Film colourist
- Advertising & Marketing
- Architecture

Why study Computer Science?

Computer Science is an ideal course for those who want to develop their problem solving and logic skills. It will also appeal to students who are practical and like to create. Students who are curious about digital technology are also very well suited to this course.

1. Computer Science is part of everything we do!

Computer Science is part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century.

2. Expertise in Computer Science enables you to solve complex, challenging problems.

Computer Science is a discipline that offers rewarding and challenging possibilities for a wide range of people regardless of their range of interests. Computer Science requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

3. Computer Science enables you to make a positive difference in the world.

Computer Science drives innovation in the sciences (human genome project, AIDS vaccine research, environmental monitoring and protection just to mention a few), and also in engineering, business, entertainment and education. If you want to make a positive difference in the world, study Computer Science.

Units and weighting

Paper 1: Computational thinking and problem solving	50%	Written paper (1½ hrs)
Paper 2: Written assessment	50%	Written paper (1½ hrs)

Year 10

The course begins with learning how to code. The focus is on building everyone's coding confidence and equipping you with the fundamentals of Computer Science theory. We will then begin to cover theory content such as algorithms, programming and data representation.

Year 11

Year 11 will see the completion of the full GCSE. We will cover the remainder of the theory topics for the course, such as representing data, networks and cyber security and complete a thorough programme of revision. Students are required to complete a programming project, which is set by the exam board. Students have 20 hours of lesson time to work on this and the project will not contribute to their final grade.

Assessment

Assessment is through two written theory exams (each 1½ hours) containing short and medium-length answer questions which takes place in May/June of Year 11.

What else should I know?

We offer a number of enrichment opportunities in the form of trips for gifted and talented students, including visits led by leading technology companies. All students can also extend their experience of Computer Science by joining the extra-curricular clubs run by the department such as the Coding Club and Cyber Discovery competition.

Additional Costs

None – revision resources are provided by the department.

Computer Science careers

Studying computer science develops your skills in critical thinking and complex problem solving. It demonstrates analytical skills and attention to detail, which are valuable in many employment sectors. Careers in computer science are forward thinking and innovative.

Careers in computer science include:

- App developer
- Software development & design
- Robotics Engineer & AI
- Electronics engineer
- Computer game developer
- Web designer
- Animator or Visual Effects Artist
- Network Developer or Administrator
- IT trainer or Support technician

Why study Drama?

The course equips students with vital life skills, including communication, teamwork, problem solving, time management, organisation, evaluation, empathy, reflectiveness and collaboration. It encourages them to explore and actively engage in a wide range of creative and stimulating activities, supporting their development as effective and independent learners as well as critical and reflective thinkers with enquiring minds. Students develop and demonstrate competence across a range of practical, creative and performance skills, while working imaginatively and creatively in collaborative contexts to generate, develop and communicate ideas. The course also provides a strong and appropriate foundation for further progression to Drama courses, including A-level Drama and Theatre Studies, as well as enhanced vocational and career pathways.

Units and weighting

J316/02	Devising Drama	Practical and portfolio	30%
J316/03	Scripted Performance	Practical (visiting examiner)	30%
J316/04	Written Exam	Set text and live theatre reviewing	40%

Year 10

Students will be introduced to the 'World of Drama', including devising techniques and various genres, styles and practitioners of theatre such as Naturalism, Epic and Physical Theatre. You will develop your experience of devising and scripted work, leading to mock assessments in both. There will be opportunities to see live theatre and practise writing reviews on performances seen. You will also begin studying and practically exploring your examined set text.

Year 11

The year will commence with you devising a piece of Drama from a stimulus provided by the exam board and compiling a reflective portfolio to accompany this. You will also refine your written responses to live theatre and continue studying your set text for the written exam. In the final practical exam, you will be realising a scripted play practically in the role of technicians, designers and actors for an examined performance of two extracts.

Assessment

Over the course of the two years you will take practical assessments in both devised work and scripted. For the devising unit, your performance and portfolio will be marked by your teacher and moderated by the exam board. Your scripted piece, in Year 11, will be assessed by an external examiner.

The written exam will include questions based on a text studied during the course which is approached from a performance perspective – as an actor, designer and director – as well as a question based on live theatre seen. There will be plenty of opportunities to see live theatre through arranged Drama trips.

What else should I know?

Drama at GCSE is hard work, but huge amounts of fun. Lessons are primarily practical workshops where you will participate in a wide range of improvisation and scripted activities, as well as learning key drama techniques and skills. There are opportunities to take technical and design options too, such as set design, lighting, sound and costume, as well as acting.

Though you are assessed individually, Drama is all about team work and collaboration, so you will need to put a lot of effort into group projects and work well as part of a team.

Additional Costs:

Four theatre trips across the two year course, approx. cost £80, over the two years.

Drama careers

Within the Film/TV/Theatre industry there are many roles available where studying drama can be of benefit. Drama also has many transferrable skills for other careers, such as teamwork, communication, public-speaking, creativity and has the ability to boost your self-confidence.

Drama careers include:

- Actor, Presenter or Choreographer
- Director – for film, tv or theatre
- Producer – for film, tv or theatre
- Stage Manager, Floor Manager or Productions Management
- Casting or Talent agent
- Dramatherapist or Community arts worker
- Media manager or Researcher
- Costume, Set, Lighting, Sound designers – for stage and screen
- Scenic Constructor and Lighting or Sound Technicians
- Make-Up Artist – for stage and screen

Why study French?

The study of any language is valuable and rewarding. It is a strong academic discipline which, at the same time, opens our minds to other places, peoples and cultures. At GCSE we begin to really understand the multiple benefits that learning a language can bring. Learning French is important as France is our closest neighbour, a destination for many of us for holidays and one of our most important trading partners. It is so much easier to enjoy a country when you can get around using the language and it is much appreciated by the local population when we make an effort to speak their language. French is a commonly used language for many international organisations and there are many French speaking countries. A competence in French may open doors to a wider variety of career opportunities.

The French GCSE course builds on the work done in previous years. The main aim of the course is to use French as a means of practical communication. A competent, accurate use of grammar will also be important. Four main skills are developed; understanding the written and spoken language and developing written and spoken communication. During the lessons, students will be expected to participate as actively as possible. There will be plenty of practice in all skills. The topics studied are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Units and weighting

Unit 1: Listening	25%
Unit 2: Reading	25%
Unit 3: Speaking	25%
Unit 4: Writing	25%

Assessment

The qualification is linear, which means that students will sit exams at the end of the course.

What else should I know?

Students should have the opportunity to participate in a trip to France in Year 10.

Throughout the course, students have conversation practice in pairs and individually with Sixth Form prefects, other volunteers or the teacher.

We have a very effective prefect support system in place, to help any student who feels they would like an extra bit of input or guidance.

We value the benefit of Internet and media technologies in our language learning and try to keep the course as current as possible.

Additional Costs:

French immersion trip which costs approximately £500.

Revision guides which cost approximately £7.

Modern Foreign Language careers

The ability to speak a foreign language is a valuable skill for lots of different careers. It enables you to develop good listening and communication skills and is widely believed to enhance your memory and problem solving skills. This is just one of the reasons why the ability to speak a second language is valued by many employers.

Languages related careers:

- Foreign correspondent, journalist
- Diplomat, Civil Servant or Immigration adviser
- Translator, proof-reader
- Equalities officer, recruitment consultant
- Speech and Language therapist
- Researcher
- Lawyer
- Teacher, including English as a Second Language (ESL) teacher
- Languages are important for many different sectors of industry

Why study Geography?

"Geography is a subject which holds the key to our future"

"It's fun, interesting, varied and very relevant in today's ever-changing world!" - Michael Palin.

This course will inspire, motivate, and challenge you. Geography will develop you as an effective and independent learner and you will become a critical and reflective thinker with an ever-increasing mind.

Units & Weighting

Unit 1	Living with the Physical Environment	35%
Unit 2	Challenges in the Human Environment	35%
Unit 3	Geographical Applications	30%

PAPER 1 (35% of total GCSE)

Living with the Physical Environment (1-hour 30-minute written paper).

This unit includes the exciting and increasingly important topics of 'The Challenges of Natural Hazards' including tectonic and climatic hazards. 'The Living World' which focuses on ecosystems, tropical rainforests, and hot environments. Finally, 'Physical landscapes in the UK' which includes coastal and river landscapes.

PAPER 2 (35% of total GCSE)

Challenges in the Human Environment (1-hour 30-minute written paper).

This unit includes the topics 'Urban Issues and Challenges' including urbanisation and sustainable living. 'The Changing Economic World' which focuses on the development gap and economic changes in the UK and 'The Challenges of Resource Management' which includes supply and demand for resources and water resource insecurities.

PAPER 3 (30% of total GCSE)

Geographical Application (1-hour 15-minute written paper).

This unit will assess your ability to apply your geographical skills, make decisions about geographical issues and justify them. As part of this unit, you will undertake two fieldwork trips in contrasting locations.

Assessment

There are 3 examinations for GCSE Geography as outlined above all taken at the end of Year 11. Projects will be completed for each fieldwork trip to consolidate learning.

What else should I know?

Geography is one of the most current and relevant subjects to study now. Geography graduates from university are amongst the most employable. This course will provide students with the knowledge and skills that are applicable to almost any a Level/college subject you can study.

Students can use this qualification to pursue careers in a broad range of areas. A few examples include Travel/Leisure/Tourism Management, Climate Change Officers, Crime Intelligence Analyst, Lawyer, Countryside and Parks Management, Town and County Planning, Marketing and Financial Services, Local Government and Teaching.

Additional costs

Revision guide £5

Two required fieldtrips £30-40

Geography careers

Geography enables you to appreciate new concepts around our physical environment and the challenges we face in a modern world. It can improve your observation skills and critical thinking. With significant growth in climate based industries, the careers related to Geography are increasingly becoming broader and more diverse.

Geography careers include:

- Geographer or Geoscientist
- Conservationist or Ecologist
- Meteorologist
- Cartographer, Surveyor or Landscape Architect
- Town Planner
- Transport Planner

Why study German?

The study of any language is valuable and rewarding. It is a strong academic discipline which, at the same time, opens our minds to other places, peoples and cultures. At GCSE we begin to really understand the multiple benefits that learning a language can bring. Learning German is important as German is the second most commonly used scientific language. Germany is fourth in the world in 2022 in terms of investment into scientific research and development and offers research fellowships to scientists from abroad (by way of context, the UK is 8th, with Germany spending almost three times as much on research and development). Germany/Austria are holiday destinations with much to offer in terms of mountains, beaches, lively cities, cultural events and nature. It is so much easier to enjoy a country when you can get around using the language and it is much appreciated by the local population when we make an effort to speak their language. Germany is one of our most important trading partners and many international companies have their base in Germany. A competence in German may open doors to a wider variety of career opportunities.

The course content

The German GCSE course builds on the work done in previous years. The main aim of the course is to use German as a means of practical communication. A competent, accurate use of grammar will also be important. Four main skills are developed; understanding the written and spoken language and developing written and spoken communication. During the lessons, students will be expected to participate as actively as possible. There will be plenty of practice in all skills. The topics studied are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Units and weighting

Unit 1: Listening	25%
Unit 2: Reading	25%
Unit 3: Speaking	25%
Unit 4: Writing	25%

Assessment

The qualification is linear, which means that students will sit exams at the end of the course.

What else should I know?

Throughout the course, students have conversation practice in groups with Sixth Form prefects, other volunteers or the teacher.

We have an effective prefect support system in place, to help any student who feels they would like an extra bit of input or guidance.

We value the benefit of the Internet and media technologies in our language learning and try to keep the course as current as possible.

Additional Costs:

Revision guides which cost approximately £7.

Modern Foreign Language careers

The ability to speak a foreign language is a valuable skill for lots of different careers. It enables you to develop good listening and communication skills and is widely believed to enhance your memory and problem solving skills. This is just one of the reasons why the ability to speak a second language is valued by many employers.

Languages related careers:

- Foreign correspondent, journalist
- Diplomat, Civil Servant or Immigration adviser
- Translator, proof-reader
- Equalities officer, recruitment consultant
- Speech and Language therapist
- Researcher
- Lawyer
- Teacher, including English as a Second Language (ESL) teacher
- Languages are important for many different sectors of industry

Why study History?

History is a very highly regarded academic subject with universities and employers – it is also hugely engaging and fun! History helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions. History lets you learn how and why people such as Stalin, Florence Nightingale and President Kennedy behaved as they did. History makes you appreciate that people in the past were not just 'good' or 'bad', but motivated in complex and inconsistent ways, just like us.

Units and weighting

Paper 1: Medicine through time, 1250-present	30%
Paper 2: Period Study and British Depth Study	
British Depth Study: The reigns of King Richard I and King John 1189-1216	
Period Study: Super power relations and the Cold War 1941-1991	40%
Paper 3: Russia and the Soviet Union, 1917-41	30%

Year 10

Students will start the GCSE with a study of the changes to medicine and public health from 1250 to the present day, this will include an historic environment study of medical care on the Western Front 1914-18, specifically the impact of surgery. Students will then complete a medieval British depth study with an in-depth study of the reigns of King Richard I and King John 1189-1216. This will include discussion of Richard's role as a crusader King and the impact of that on England, and the role of John in the signing of the Magna Carta and its impact.

Year 11

Students start the year by completing an in-depth study of the impact of the Russian revolution and rise of Stalin's dictatorship. This will involve analysis of the impact of Stalin's purges, propaganda and economic policies. The final unit in Year 11 is an overview study of three periods within the Cold War. This involves analysis of the causes of the Cold War, three crises points in Berlin, Cuba and Hungary and reasons for the end of the conflict, including the Soviet-Afghan war.

Assessment

Students will sit three short exams at the end of Year 11, paper two will combine the units on the medieval Kings and the Cold War.

Additional Costs

WW1 Battlefields trip est. £300
Revision guides, set of four est. £12.50

What else should I know?

To support paper one, students in Year 10 have the opportunity to visit the First World War battlefield sites in Belgium and France. They will visit Allied and German war cemeteries, trench systems at Sanctuary Wood and Beaumont Hamel and tunnels on the Somme.

History careers

Studying history provides you with a deeper understanding of why our world operates the way it does. It develops your skills in critical thinking alongside providing an understanding of patterns in historic events that have shaped our modern world. Insights into the history and culture of different societies can lead to greater empathy and understanding of different perspectives.

History careers include:

- Historian
- Legal profession – Solicitor, Barrister or Crown Prosecutor
- Archivist
- Archaeologist
- Conservator
- Anthropologist
- Sociologist
- Museum or Gallery curator

Why study Music?

The Edexcel GCSE course has something for all types of musicians:

- Do you appreciate music from different genres and styles from all parts of the world? In this course you learn about Instrumental & Vocal music, Music for Stage & Screen and Fusions.
- Do you already play an instrument or sing? You will find that the work you do for GCSE will help you gain more enjoyment from your music-making.
- Do you want to learn how to compose your own music? This course teaches composition, in a variety of different styles, from scratch.

As well as being very interesting, GCSE Music is a good subject to have passed when applying for Higher Education in any subject as you will have demonstrated that you are creative, analytical and practical, as well having transferable skills such as the ability to work independently and with others. For those students thinking of going on to study A Level Music this course provides an essential foundation, particularly as it involves close analysis of scores and composition.

How will you study?

Students have lessons studying the listening aspects & set works of the course every week, as well as a lesson on composition. As well as directly learning the content, lessons also include focus on music theory, musical elements, exam technique and revision techniques. Students prepare for the performance part of the course with their instrumental/singing teachers. Students are also expected to study independently, practising for the performing unit and preparing work for the written elements.

Course Requirements

Students need to be able play an instrument or sing and they will need to be working towards Grade 4 by the time of the performance examination in Year 11. It is preferable for students to have studied some music theory, but this will be taught as part of the course.

What the course entails

Students taking GCSE Music will follow a course comprising three main areas:

- Performing – This will consist of both solo and ensemble performing.
- Composing - This will require students to write a piece to a set brief and also a free composition in a style of the student's own choice. Compositional techniques will also be studied.
- Listening and Appraising - Students will study an interesting variety of set works in detail and gain an understanding of analytical language and musical terminology. They will be expected to acquire an appreciation of the chronological context and stylistic features of the prescribed works. Students will also need to support their study by examining other relevant music and will be asked questions comparing their set works to unfamiliar music. The examination will include responding to extracts of music, aural dictation and essay answers.

Units and weighting

Unit 1: Performance	30%
Unit 2: Composition	30%
Unit 3: Listening and Appraising	40%

Year 10

Students start the course with a focus on the music theory and musical elements foundation required before starting to study the set works. They learn how to compose in Year 10 with a focus on Melody, Harmony, Tonality and Structure, before completing a series of compositions to a set brief. Students work on solo and ensemble performances with their instrumental teachers throughout the year in preparation for assessment in Year 11. They perform a solo piece at the end of Year 10 as the mock examination in this part of the course. They will also sit a listening exam at the end of the year on the parts of the course covered so far. Students are encouraged to take part in extra-curricular musical activities to enhance their musicianship as well as for their enjoyment.

Year 11

Students continue to analyse the set works within each area of study as well as to explore related musical extracts. They answer examination-type questions in preparation for the listening test. Students continue to work on their compositional skills before addressing the briefs set by the exam board. Their solo and ensemble performances are assessed around Easter time.

Assessment

Students' solo and ensemble performances are assessed in Year 11. The compositions are assessed on completion. Both the composition and performance coursework are internally assessed and moderated by an examiner. The listening examination is externally assessed.

What else should I know?

All students would benefit very much from having individual instrumental/singing lessons in or out of school. The recommended standard of performance at GCSE is Grade 4 on any instrument/voice by the end of Year 11.

Additional cost

Musical Theatre trip £15-£35 (depending on location and production)

Music Careers

Music has the ability to influence our mood or emotions and can convey a message or story. It can help people focus and relieve stress. Studying music develops transferable skills such as teamworking, listening, verbal competency, motor and auditory skills, reasoning abilities, memory and problem solving. This makes it a very choice of GCSE for any future career path.

Music careers include:

- Musician / Singer
- Conductor
- Songwriting
- Music management
- Music Composer / Arranger
- Teacher
- Music therapist
- Sound engineer
- Sound technician (TV and Film)
- Acoustic consultant
- Entertainment agent

Why study Physical Education?

GCSE Physical Education will help all students with an interest in sport, develop their understanding of factors that contribute to a successful performance; the physiological, psychological and socio-cultural factors that impact on a participant. Students will also get to spend quality time improving their own performance in a variety of activities by developing advanced skills and knowledge in a variety of sports.

Physical Factors Affecting Performance (01)	30%
Social-Cultural issues and Sports Psychology (02)	30%
Performance in Physical Education (03)	40%

Component 01 Physical factors affecting performance

In this component students will explore some of the physical factors which underpin participation and performance in physical activities and sports.

Students will learn about ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Students will develop their understanding of the principles of training, why we train in different ways and how training plans can optimise results.

It is hoped that by studying these areas students can develop their own practical performance. In many areas of the specification students will be asked to provide practical examples to show how theoretical concepts can be applied.

Component 02 Socio-cultural issues and Sports Psychology

In component 02 students will develop their knowledge of socio-cultural influences that impact on participation and performance. It will develop their understanding of how sport impacts on society, look at engagement patterns of different social groups and consider strategies to promote participation with practical examples.

Students will explore the commercialisation of physical activities and sports, including the influences of sponsorship and the media. They will develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.

Students will also develop their knowledge of sports psychology theories related to acquiring movement skills and optimising performance. They will reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance.

Students will develop their knowledge and understanding of the benefits of participating in sports and physical activities to health, fitness and well-being. The physical, emotional and social aspects will be understood as well as the consequences of a sedentary lifestyle. Students will also develop their understanding of energy use along with diet, nutrition and hydration.

Assessment

2 x 1 hour written exams including multiple choice and structured mark questions

3 x practical activities, 1 team, 1 individual plus 1 from either area – internally assessed and externally moderated. Students are assessed constantly throughout the course whenever the practical work is taught. Students can be assessed in activities they participate in outside of school if the activity is on the specification.

1 x written coursework task on Analysing and Evaluating Performance (worth 10%)

What else should I know?

To support the practical unit, students are encouraged to become involved with clubs and fixtures through the extra-curricular programme. A qualification in Physical Education will open a wide range of career paths and develop a number of personal and social skills that all employers look for.

Career paths that Physical Education can lead onto include exercise physiologist, physiotherapy, PE teacher, sports psychologist, sports nutritionist, sports coach, sports journalism, sports development officer, personal trainer and performance analyst.

Additional cost

University of Bath Trip £37

Physical Education

There is an increasing emphasis on both physical and mental well-being in our modern society and more people than ever are aware of the benefits of an active lifestyle. Careers within the sport and leisure industry are very varied, catering to a wide spectrum of activities. In 2023, (according to Google) the personal training market alone in the UK was worth £768 million.

Sport and Leisure careers include:

- Sport professional
- Coach/Official
- Fitness instructor/Personal trainer
- Outdoor activities instructor
- Sports development officer
- Sports Journalist
- Sports Nutritionist
- Sports Psychologist
- Sports Engineer
- Sports Analyst
- Sports Physiotherapist

FOOD PREPARATION AND NUTRITION - AQA

Why study Food?

Food Preparation and Nutrition is exactly what the title suggests; a detailed study of the nutrition provided by the food we eat and how our bodies' process those nutrients; linked together with an investigative approach to the food science associated with preparing and cooking food. Although Food Preparation and Nutrition retains an element of design, the emphasis is firmly on application of scientific knowledge using practical investigation in order to create dishes that meet both our dietary requirements and the social, moral, ethical and environmental concerns of modern society.

Units and weighting

Unit 1: Written Paper	50%
Unit 2: Controlled assessment	50%
a) An experimental food investigation -1,500 word report	
b) A Food preparation assessment – 3 hour practical and a 20 page report (A4)	

Year 10

An in-depth study of nutrition and food science and the effects of diet on the individual and society as a whole: delivered through practical experimentation and advanced skills sessions.

Year 11

All the controlled assessment will take place in year 11, but this will not take up the full year as the old coursework element did. The assessments will be set by the examination board but will be assessed by the teacher in school then externally moderated. There will be no external visiting examiner.

Assessment

The students' knowledge and practical abilities are assessed by 2 elements of controlled assessment:

- A) Food investigation (15%) - Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. The topic will be set by the examining board. Recommended time: 10 hours.
- B) Food preparation assessment (35%) - Students will plan, prepare, cook and present a three-course menu within 3 hours. The exam board will provide the task for this assessment. Students will produce a concise portfolio that:
 - demonstrates their application of technical skills and their practical outcomes
 - explains how they planned and carried out the preparation, cooking and presentation of their three final dishes.
 - includes an evaluation of cost, sensory properties and nutritional characteristics of each dish.

What else should I know?

The emphasis on nutrition and food science in Food Preparation and Nutrition means that this examination is an applied, practically based science. It supports understanding of both Biology and Chemistry. There will be a wide range of both practical and experimental tasks that together form the skill development part of the course. These tasks are varied and look beneath the surface of basic food provision by considering important aspects such as nutrition, healthy eating guidelines, special diets and the effects of food provision on the environment. The fact that these tasks will also be edible is an additional advantage.

Additional costs

GCSE Food students pay for their own ingredients for practical lessons. Pupil Premium students can be reimbursed.

There is a GCSE Food Trip costing £57 which will run in either Y10 or Y11.

Food Preparation & Nutrition

A qualification in Food preparation and nutrition can open up opportunities in the leisure and tourism industry, plus the health and wellbeing sectors, including public health. Understanding about both food nutrition and hygiene, the course is compatible with many different careers.

Food & Nutrition careers include:

- Chef/Caterer
- Nutritionist or Dietitian
- Toxicologist
- Food Health & Safety inspector
- Food Technologist
- Food production manager
- Food quality manager

Why study Design and Technology?

Design and technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.

As patron of Design and Technology Association, James Dyson, describes:

“Design and technology is a phenomenally important subject. Logical, creative and practical, it’s the only opportunity students have to apply what they learn in maths and science - directly preparing them for a career in engineering. Policy-makers must recognise design and technology’s significance for the UK economy and strive not just to preserve it – but to ensure it appeals to the brightest of young minds.”

Design Technology is a great course for creative students interested in exploring various techniques that can be used for making products. There are many transferrable skills applicable to any career path such as project management, problem solving, researching, analysis, evaluation and communication skills. GCSE Design Technology can be used as a stepping stone to a Product Design A Level as well as numerous university courses and career paths.

Units and weighting

Unit 1: Written Paper	50%
Unit 2: Designing & Making – NEA (Non-Examined assessment)	50%

Year 10

Year 10 will involve learning theory that is required not only for the exam, but also necessary to aid the Non-Examined Assessment. Theory includes studying various materials, manufacturing processes, design movements, product marketing and design issues such as sustainability. Alongside the theory, students also make a range of products, in order to learn skills and techniques that may be incorporated later in the course during Non-Examined Assessment.

Year 11

This year will focus on the Non-Examined Assessment, students will have a choice of contexts from the exam board to base their project on. Students will design and make a product/prototype of their choice and document the design process as a PowerPoint portfolio for assessment.

Assessment

The examination paper (50% of final mark) is taken in June of Year 11, it is a 2 hour exam. The paper examines subject knowledge and understanding of design issues. The use of mathematical skills is a key requirement and is tested in the examination (15% of the written paper).

The Non-Examination Assessment (50% of final mark) is completed in class time, from June in Year 10 through to March in Year 11.

What else should I know?

Design and Technology can lead on to an enormous range of design related university courses and careers. Current popular choices include Architecture, Various types of Engineering, Graphic Design, Textile Design, Advertising, Product Design, Interior Design, Landscape Design, Set Design, etc.

Additional cost

GCSE DT Students pay £30 towards the cost of the materials used, this includes the cost of all materials for the final product (All products are taken home). Pupil Premium students can be reimbursed.

There is an option of a revision booklet for DT that would cost them £7.

Design & Technology

Are you a budding designer or maker? Are you interested in developing new products, processes or materials? Perhaps you want to make a more sustainable world. Did you know that studying DT will help you to develop your problem-solving, research, evaluation and project management skills? All of which are useful in many different careers.

Design & Technology careers:

- Product Design
- Furniture designer and cabinet maker
- Fashion / Costume / Footwear designer
- Interior designer
- Set designer
- Web or graphic designer
- Materials development engineer
- Architect
- Project manager
- Mechanical/Electrical Engineering
- Civil Engineering
- Medical Engineering
- Teaching Design and Technology

Why study Spanish?

The study of any language is valuable and rewarding. It is a strong academic discipline which, at the same time, opens our minds to other places, peoples and cultures. At GCSE, we begin to understand more fully the wide-ranging benefits that learning a language can bring. Learning Spanish is particularly important as it is one of the most widely spoken languages in the world, with over 20 countries using it as an official language. Spanish is increasingly influential in global business, diplomacy, culture and international relations, and is one of the most commonly studied languages worldwide. Spain and many Spanish-speaking countries are popular holiday destinations, offering rich cultural traditions, diverse landscapes, vibrant cities and historical significance. Being able to communicate in the local language greatly enhances travel and is appreciated by native speakers. Spanish-speaking countries are also important trading partners for the UK, and many international organisations operate across Spanish-speaking regions. Competence in Spanish can therefore open doors to a broad range of academic pathways and career opportunities in an increasingly globalised world.

The course content

The Spanish GCSE course builds on the work completed in previous years. The main aim of the course is to use Spanish as a means of practical communication. A competent and accurate use of grammar is also essential. Four main skills are developed: understanding written and spoken Spanish, and developing effective written and spoken communication. During lessons, students are expected to participate as actively as possible, with regular opportunities to practise all four skills.

The topics studied are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Units and weighting

Unit 1: Listening	25%
Unit 2: Reading	25%
Unit 3: Speaking	25%
Unit 4: Writing	25%

Assessment

The qualification is linear, which means that students will sit exams at the end of the course.

What else should I know?

Throughout the course, students have conversation practice in groups with Sixth Form prefects, other volunteers or the teacher.

We have an effective prefect support system in place, to help any student who feels they would like an extra bit of input or guidance.

We value the benefit of the Internet and media technologies in our language learning and try to keep the course as current as possible.

Additional Costs:

Revision guides which cost approximately £7.

Modern Foreign Language careers

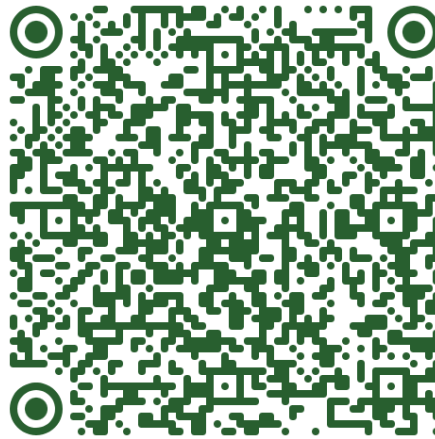
The ability to speak a foreign language is a valuable skill for lots of different careers. It enables you to develop good listening and communication skills and is widely believed to enhance your memory and problem solving skills. This is just one of the reasons why the ability to speak a second language is valued by many employers.

Languages related careers:

- Foreign correspondent, journalist
- Diplomat, Civil Servant or Immigration adviser
- Translator, proof-reader
- Equalities officer, recruitment consultant
- Speech and Language therapist
- Researcher
- Lawyer
- Teacher, including English as a Second Language (ESL) teacher
- Languages are important for many different sectors of industry

SUBMITTING OPTIONS CHOICES

Follow [this link](#) to an MS Form (or scan the QR code) to make your options choices.



This form requires students to select their choices for options 1-3 and then a reserve choice.

You should choose them in your order of preference (the option you most want for Option 1 etc.)

You select **one** option for each option choice:

4. Option 1 - please choose one *

Subject	
Art	☐
Computer Science	☐
Design Technology	☐
Drama	☐
Food Technology	☐
French	☐
Geography	☐
German	☐
History	☒
Music	☐
PE	☐

Please then tick at the bottom of the form to show that these choices have been discussed with your child and made with your agreement.

