



**Kings Langley School**

Unlocking Potential for Life

# **Key Stage 4 Course Guide**

## **2025 - 2026**

**Option Choices and Guidance for Year 9 students**





## INTRODUCTION

The next two years will be vital ones for your education and you now have to make certain decisions about the course you will study in Years 10 & 11. This is called Key Stage 4 (KS4).

The KS4 curriculum is intended to

- Be flexible so that it can be built around student needs and aspirations
- Be sufficiently broad, balanced and in-depth enough to enable students to progress to further education and employment
- Enable students to master basic skills such as literacy and numeracy
- Develop knowledge and skills that will allow students to achieve their best outcomes in the GCSE examinations

Where there is choice it is important to make the right decision. This booklet contains course descriptions for the main options available to students in KS4. Read the booklet carefully, listen to the advice of your parents and your teachers, and think about your choices.

Over the course of the next half term, we will be asking for your decisions about the subjects you would like to take in KS4, so that we can plan how to make best use of our resources ready for September. Each student's application form will be individualised and contain a recommendation as to whether they should consider the EBACC. Your parents will be invited to find out more about KS4 and the EBACC or non-EBACC pathways when they come to the meeting on the evening of Thursday 16<sup>th</sup> January 2025. If your parents have any questions after this presentation, we would ask them to email [jenningsr@kls.hert.sch.uk](mailto:jenningsr@kls.hert.sch.uk) and we will publish a frequency asked questions document shortly after. We would also recommend you and your parents discuss the different subjects with your subject teachers at the parents evening on Thursday 23<sup>rd</sup> January 2025.

You now have to find out as much as you can about different subjects; you will be able to find some of the answers to your questions in this booklet. Please consider what avenues you may wish to follow for A level or at university, as your GCSE choices could impact your ability to do these. All of you have access to Unifrog which is extremely helpful and should be of great support to you when investigating these avenues. There will also be the opportunity for you and your parents to talk over any difficulties you may experience in making your choices at the virtual parents evening with Mrs Jennings. You should, of course, be discussing your choices with your teachers in school as part of the preparation for KS4.

Best wishes,

Mrs R Jennings  
Deputy Headteacher  
January 2025



## GCSE – WHAT IS IT?

At Kings Langley School, the General Certificate of Secondary Education (GCSE) is a Level 2 award given to people who study a clearly defined course in a particular subject and who pass the course assessments.

- It is the main national qualification for young people to work towards between the ages of 14 and 16.
- The teaching staff have detailed guides to the GCSE courses and will teach you the content and skills that you need to know.
- Most subjects are wholly terminal examinations, but there are some courses such as technology, art, drama which are still assessed by a combination of non-examined assessment (NEA) and an examination. Some of the assessment aspects will happen during lessons such as NEA, or speaking and listening or practical elements which will count towards your final examination grades. All courses have an examination in May/ June of the final year (Year 11).
- All subjects are awarded a number from 1 – 9, with 9 being the highest. A grade 4 is considered a “standard pass” and a grade 5 a “strong pass”.
- GCSE courses give young people every chance to show what they are capable of. Regular attendance to school is very important for achieving success, because research shows that every 5% drop in attendance equates to a drop in grade across all subjects. See more about this on our website <https://www.kls.herts.sch.uk/student-wellbeing/attendance/>
- The careers programme, including Unifrog, will give everyone the opportunity to find out about GCSE grades required for entry to different courses and careers at the end of Year 11. Please see our website for more details about the sixth form <https://www.kls.herts.sch.uk/sixth-form/> or our careers section <https://www.kls.herts.sch.uk/personal-development/careers-education-information-advice-and-guidance-ceiag/>
- Feedback from students who have completed their GCSEs shows that students find GCSE courses interesting and challenging, therefore they are, in the majority of cases, well-motivated and hard working.





**THE PROGRAMME OF STUDY**

	<b>Non- English Baccalaureate Pathway</b>	<b>English Baccalaureate Pathway</b>
<b>National curriculum core programme</b>	English Language and Literature Mathematics Double science	English Language and Literature Mathematics Double science
<b>Foundation programme</b>	Core PE PSHE RE	Core PE PSHE RE
<b>Option 1</b>	<b>Choose one:</b> Geography History	<b>Choose one:</b> Geography History
<b>Option 2</b>	<b>Choose one:</b> Food and nutrition Design and Technology Art and design Drama Physical Education	<b>Choose one:</b> Food and nutrition Design and Technology Art and design Drama Physical Education
<b>Option 3 &amp; 4</b>	<b>Choose two from the following:</b> Art and design Business Studies Computer science – <i>must be at least level 5 or above in CS, maths &amp; science by January</i> Drama Geography History Music Physical education Triple science – <i>must be at level 5 or above in science by January</i>	<b>Option 3: Choose one: *</b> French Spanish
		<b>Option 4: Choose one from the following:</b> Art and design Business Studies Computer science – <i>must be at least level 5 or above in CS, maths &amp; science by January</i> Drama Geography History Music Physical education Triple science – <i>must be at level 5 or above in science by January</i>

\* With language choices, you must continue with the language you have studied at KS3

## MAKING CHOICES – THE PROGRAMME OF EVENTS

### 1. JANUARY 2025

Discussion regarding subjects for Years 10 and 11 with subject teachers and form tutors. You and your parents receive this booklet.

### 2. THURSDAY 16<sup>th</sup> JANUARY 2025

Student Options Assembly- a chance to get an overview of the process and listen to teachers talk about the “new” subjects that are available at key stage 4.

The parent options evening event starting at 6.30pm for approximately 45 minutes. It will explain the process and choices that are available to your parents, and how this will affect your future choices.

### 3. THURSDAY 23<sup>rd</sup> JANUARY 2025

Year 9 Parents Evening. A chance to talk to your subject teachers virtually about the different options available to you.

### 4. FRIDAY 24<sup>th</sup> JANUARY – WEDNESDAY 12<sup>th</sup> FEBRUARY 2025

Mrs Jennings and Ms Shannon (Pastoral Leader) will be available by email to resolve any queries or indecisions over choices.

Mrs Jennings will also be offering students appointments to support their choices during the school day. These appointments will be available to sign up to outside Mrs Jennings office from Thursday 16<sup>th</sup> January.

Mrs Jennings [Jenningsr@kls.herts.sch.uk](mailto:Jenningsr@kls.herts.sch.uk)

Ms Shannon [ShannonD@kls.herts.sch.uk](mailto:ShannonD@kls.herts.sch.uk)

### 5. FRIDAY 14<sup>th</sup> FEBRUARY 2025

You must give your completed option sheet to your from tutor

#### Please note:

- **Places on courses cannot be guaranteed.** It is impossible to provide every conceivable combination of subjects.
- In a situation where demand outstrips resources **it may not be possible to meet every preference**, but every effort will be made to do so. Ultimately the combination of student’s options will impact on who ends up on which courses, and **we endeavour to ensure that students end up with a maximum of one reserve choice.**
- Where there are choices about which child gets a reserve choice and which gets their first choice, attitude to learning grades of the student will be taken into account. On the choices form you will be asked to put your choices in order of preference; this will also be a deciding factor in course allocation if there is over-subscription.
- The ability of the school to run courses is dependent upon staffing and making the best use of resources available. If there is **insufficient demand for a course it may not run.**
- After options have been issued in June, requested changes to options will be on a first come, first served basis by receipt of a written request to Mrs R Jennings, with the exception of specialised cases which are decided on by the school.



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**WHAT WILL YOU BE LEARNING?**

You will sit two GCSEs. These are English Language and English Literature, which build on KS3 skills in reading, writing, speaking and listening.

**HOW WILL YOUR WORK BE ASSESSED?**

Both GCSEs are assessed by 100% terminal exam at the end of Year 11, but you will build up to this by undertaking frequently assessed class tasks and tests.

English exam: Component 1 - reading and writing fiction; Component 2 - reading and writing non-fiction

Literature exam: Component 1 - Shakespeare and prepared poetry; Component 2 - A Christmas Carol, Blood Brothers and unseen poetry

An oral endorsement at a level of pass, merit or distinction is added for spoken language alongside the English grade.

**WHAT SORT OF WORK WILL YOU BE DOING?**

For both GCSEs the course consists of a mixture of reading and writing alongside the development of speaking skills. You will read a wide range of texts across all four genres: drama, media, poetry and prose and be expected to undertake different kinds of writing tasks, both fiction and non-fiction, aimed at different audiences.

**WHAT ARE THE REQUIREMENTS OUTSIDE LESSONS?**

As the content of the English exam is unseen, reading a range of fiction and non-fiction texts, consistently throughout the course is essential. Set texts for English Literature will need to be read and reviewed at home and you should purchase your own copies. Independent study of set texts is often undertaken and evidenced in a scrapbook or large sketch or notebook.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

All students will be provided with a bespoke exercise book and folder to use in class. However, all students should invest in a folder to keep at home where they will file and store all notes and worksheets not needed in class on a daily basis. Set texts should be bought so they can be read and annotated at home. Revision guides are readily available as free resources online or can be purchased. It may also be useful to have grammar and punctuation practice books or programmes as this makes up a large part of the assessed grade in English.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Career opportunities are wide and grade 6 and above in English and English Literature are required for further study at A Level.

**Mr L MCGUIGAN**

**Subject Leader - ENGLISH**

**WHAT WILL YOU BE LEARNING?**

Mathematics is the language of numbers and it runs through many areas of our everyday lives. It is important in business and industry as well in our personal finances at home and it essential that everyone continues to study this important subject at GCSE. In Year 10 you will follow a course appropriate for your ability in the subject.

**AIMS OF THE COURSE**

This qualification in mathematics 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. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

**WHAT SORT OF WORK WILL YOU BE DOING?**

Two different levels of courses are available. Foundation (F) and Higher (H) and you will follow the course appropriate to your ability in the subject. Generally, the same topics are studied by everyone but the standard to which they are developed depends on the course level. The topics studied include: Number; Ratio, Proportion and Rates of Change; Algebra; Geometry and Measures; Statistics; and Probability. You will also be taught how to use your knowledge and understanding to make connections between mathematical concepts and how to apply your mathematical knowledge in everyday situations.

**HOW WILL YOUR WORK BE ASSESSED?**

Your class and homework will be checked regularly to ensure that high standards of work and presentation are being maintained and you will have tests and more formal examinations at intervals throughout the two-year course. The course is assessed by final examinations only. There are 3 exam papers at the end of the course, one non-calculator and two calculator papers, each one and a half hours long.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

To become good at mathematics you have to do mathematics and to support students with this homework will be set on a regular basis. Regular completion of this homework to a good standard is essential in helping the student to make progress towards their target grade.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

Scientific calculators which can handle powers and trigonometric functions are essential for the course and are expected to be brought to each lesson. These calculators are readily available and the box will say that they are suitable for GCSE study.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Students who achieve a grade 7, 8 or 9 in GCSE mathematics have the option of studying A level mathematics or even A level Further mathematics (grades 8 & 9). In addition to this other A level subjects such as Geography, Physics, Chemistry, Business Studies, and Biology require students to have a good basic background in mathematics and may have their own entry requirements for these courses.

Most colleges require a grade 4 (a standard pass at the old grade C) though some require a grade 5 (a good pass equivalent to the old C/B grade). Students carrying on into the sixth form at Kings Langley will need to have a grade 4 or 5, but will be required to retake if they have a grade 4.

Success in mathematics will lead to many openings in many career areas such as: finance, accounting, banking, scientific research, environmental work, surveying, construction and engineering.

**MR B WILSHAW****Learning Area Leader - MATHEMATICS**

**WHAT WILL YOU BE LEARNING?**

All Students, except triple science students, will complete the Combined Science – Trilogy GCSE award during year 10 and 11.

The topics covered are as follows:

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"> <li>•Cell biology</li> <li>•Organisation</li> <li>•Infection and response</li> <li>•Bioenergetics</li> <li>•Homeostasis and response</li> <li>•Inheritance, variation and evolution</li> <li>•Ecology</li> </ul>	<ul style="list-style-type: none"> <li>•Atomic structure and the periodic table</li> <li>•Bonding, structure, and the properties of matter</li> <li>•Quantitative chemistry</li> <li>•Chemical changes</li> <li>•Energy changes</li> <li>•The rate and extent of chemical change</li> <li>•Organic chemistry</li> <li>•Chemical analysis</li> <li>•Chemistry of the atmosphere</li> <li>•Using resources</li> </ul>	<ul style="list-style-type: none"> <li>•Forces</li> <li>•Energy</li> <li>•Waves</li> <li>•Electricity</li> <li>•Magnetism and electromagnetism</li> <li>•Particle model of matter</li> <li>•Atomic structure</li> </ul>

**HOW WILL YOUR WORK BE ASSESSED?**

At the end year 11, students will sit six papers. Two in Biology, two in Chemistry and two in Physics. Each paper is 1hr 15mins.

**WHAT SORT OF WORK WILL YOU BE DOING?**

You will be doing practical work, discussions, and investigations, written and theoretical work.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

It is essential students are prepared to complete independent study outside of lessons. These could be in the form of background reading, researching new concepts and ideas. It is vital to keep up to date with the current advances science, by watching and reading the news regularly.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

Standard school equipment including a calculator should be brought by you to all lessons. The exam board, AQA requires that all assessment be completed in black ink.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Students who achieve two 6 or above grades in GCSE Science have the option of studying A level Science. In addition to this, a grade 6 is required in Mathematics.

**MR R MCKEOWN**

**Learning Area Leader - SCIENCE**

**PERSONAL SOCIAL and HEALTH EDUCATION (PSHE)**  
**Including RSE, careers education and guidance, work related learning and enterprise education**

All students at Kings Langley School follow a planned programme of study in PSHE which is supported by a range of visiting professionals.

The PSHE Programme of Study is based on following core themes:

1. Relationships and Sex Education (RSE)
2. Health Education
3. Careers
4. Social Awareness
5. Character and Learning
6. Economic Wellbeing

The PSHE programme of study is designed to make a significant contribution to students' personal and character development and offer many learning opportunities and experiences to help them become balanced and well-informed adults.

PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as responsible individuals, family members and members of society with the ability to make reasoned and sensible choices. The PSHE programme prepares students for the opportunities, responsibilities and experiences of later life.

**Areas that the students will cover in lessons include the following:**

- Positive Relationships
- Physical Health and Wellbeing
- Mental, Emotional Health and Wellbeing
- Financial Capability
- Careers Education and Guidance
- Work Related Learning and Work Experience (Learning For Work, About Work and Through Work)
- Enterprise Education (Learning about business and how to be 'enterprising')

Within this framework and programme of study, students will have access to the Careers Library, and to a Youth Connexions Personal Advisor. Here, they will get confidential and impartial help and advice for career planning, including identifying training and further education opportunities.

**MR M MOYO**

**Learning Area Leader - PSHE AND CHARACTER DEVELOPMENT.**

**WHAT WILL YOU BE LEARNING?**

The GCSE is made up of two papers:

Paper 1: Religious Beliefs, Teachings and Practices

- Christianity
- Islam or Judaism- selected at random.

Paper 2: Themes

- A: Religion, Relationships and Families
- B: Religion and Life Issues
- C: Existence of God and Revelation (Studied in Year 9)
- D: Religion, Peace and Conflict
- E: Religion, Crime and Punishment
- F: Human Rights and Social Justice (Studied in Year 9)

**HOW WILL YOUR WORK BE ASSESSED?**

The GCSE is externally assessed with two exam papers, both lasting one hour and 45 minutes.

Paper 1 is divided into two physical papers, one on Christianity, the other on Islam/Judaism.

Paper 2 is one paper with six 5-part questions, only four of which need to be answered, the students can select the topics that they are most confident on.

**WHAT SORT OF WORK WILL YOU BE DOING?**

You will be required to complete a variety of work including discussion, research, analysis of sacred texts and exam questions.

**WHAT ARE THE REQUIREMENTS OUTSIDE THE LESSON?**

Regular homework will be set to ensure full understanding of the specification content and for revision.

If you are student that follows or has close family that follow a specific religion, we can provide textbook resources for that student to complete their GCSE in that religion as the second study. However, unless it is Islam or Judaism, we will not be able to completely cover the course so work will have to undertaken with religious leaders/ community/ family outside of the lessons.

**WILL I NEED ANY SPECIAL EQUIPMENT?**

All equipment and materials are provided in lessons.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

The GCSE award will be a sound foundation for further study at Advanced level and beyond.

**MS A SELLECK**

**Subject Leader – PHILOSOPHY, RELIGION AND ETHICS**

### **WHAT WILL YOU BE LEARNING?**

To understand and develop the practical skills to use a visual language as a means of investigation, communicating ideas, conveying information, creativity and achievement. An introduction is also made to Art History and students are expected to investigate the work of other artists and designers relevant to their own interests. The course is broad based and provides a general qualification which is vital to enter an enormous range of art and design related courses at colleges, and universities. It is also particularly relevant to anybody considering a career which uses the visual sense, everything from hairdressing to advertising, publishing, photography and graphics.

### **HOW WILL YOUR WORK BE ASSESSED?**

60% Personal Portfolio of Artwork

This will be a project done during lessons. It should take about 120 hours. Your teacher will mark this project at the end of the course.

40% Externally Set Assignment

You will receive the title for this assignment in January of Yr11 to allow about 10 school weeks to prepare for the 10-hour exam in May. Both the preparation and exam work will be marked by your teacher. The teachers' marks will be checked and moderated by a visiting examiner in June

### **WHAT SORT OF WORK WILL YOU BE DOING?**

The majority of the work will be practical artwork done with a wide range of different materials and media. Some written notes will be required. Digital photography and other computer work will form an important part of your projects. You will be able to choose what sort of materials and art you produce. Each project will have a general theme to enable students to develop individual responses to the topic.

### **WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

Regular homework will be set to encourage development of high levels of practical skills, independent research skills and prepare ideas for work to be done in class.

### **WILL YOU NEED ANY SPECIAL EQUIPMENT?**

Students are expected to purchase specialist art equipment which will allow them to produce high quality artwork outside of lessons and for independent work at home. The school supplies a comprehensive art pack for GCSE students, which is available to purchase online via the payment system Scopay.

### **WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

This course is a GCSE in Art and Design. Students can go on to 'A' Level Art, and on to a range of courses at college and universities offering professional qualifications in a variety of areas such as fashion, textiles, graphics, animation, film, video, interior design, jewellery and metalwork design, theatre, photography etc. through to degree and post graduate level.

**MRS S ARNOLD**

**Subject Leader – ART**

**WHAT WILL YOU BE LEARNING?**

Students will gain an understanding of current business decisions and develop an insight into the choices small, medium and large businesses face in the changing external environment. Students will develop valuable analytical and evaluative writing skills, which are a necessity in further education.

**COURSE CONTENT:**

The first sections cover business objectives, the external environment and the different type of legal structures. There is some emphasis on mathematics in the finance topic of the course. Students will be required to complete a few financial equations, interpret the results and evaluate them in relation to a business decision. The operations topic outlines the difficulties in stock management, quality control and production, where students will be required to evaluate operational decisions based on numerical data and case study context. In human resources, students gain an understanding of the recruitment process and identify the most appropriate candidate for a required job role. Students will also discuss different motivational techniques, evaluating financial vs non-financial methods of motivation to improve labour productivity. Finally in the marketing section of the course, students will come across the 4 P's aka the marketing mix. Students will analyse, and apply, each 'P' individually, leading to conclusions as to whether one is more important than the other.

**HOW WILL YOUR WORK BE ASSESSED?**

There will be two written exams at the end of Year 11.

The length of both exams are: 1 hour 45 minutes

Each paper is out of 90 marks

Both exams are worth 50% of the overall GCSE

Paper 1 Includes the topics: Business in the real world Influences on business Business operations Human resources	Paper 2 Includes the topics: Business in the real world Influences on business Marketing Finance
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**WHAT SORT OF WORK WILL YOU BE DOING?**

Lessons will consist of learning theory through different educational activities. There will be group work, along with formal presentations being given to the rest of the class.

Students will also be completing sets of exams every month to fully prepare them for the exam.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

Students will be required to keep up to date with current affairs. They will need to continually look at news articles and be prepared to discuss these in lessons.

**WILL YOU NEED ANY SPECIAL EQUIPMENT? No**

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Achievement of this GCSE supports progression to A-Level Business and Economics. However, it is not a requirement of the department that students who wish to study Business at Advanced Level choose this course.

**MR A SHARP**

**Subject leader – BUSINESS STUDIES**

**WHAT WILL YOU BE LEARNING?**

- To apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- To analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs
- To understand the components that make up digital systems, and how they communicate with one another and with other systems
- About the impacts of digital technology to the individual and to wider society
- To apply mathematical skills relevant to Computer Science.

**HOW WILL YOUR WORK BE ASSESSED?**

Component 01 – Computer Systems.

- This is a compulsory component. It represents 50% of the total marks for the GCSE (9–1). The examination lasts 1 hour 30 minutes.
- The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning. Calculators are not permitted to in the examination.

Component 02 – Computational Thinking, Algorithms and Programming

- This is a compulsory component. It represents 50% of the total marks for the GCSE (9–1). The examination lasts 1 hour 30 minutes and is formed of two sections.
- Section A assesses students' knowledge and understanding of concepts of Computer Science using an algorithmic approach.
- Section B assesses students' Practical Programming skills and their ability to design, write, test and refine programs.
- Calculators are not permitted to in the examination.

**WHAT SORT OF WORK WILL YOU BE DOING?**

- How to write programs using Python
- You will have theory lessons each week to help with exam preparation
- You will have regular theory and practical lessons to understand how computers work, computer hardware and software, storage, and how data is presented.
- Research work including how computers are networked and how the internet works

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

To study this course, you must have a genuine interest in computing, be ready to work independently and in small groups. Students are also required to be working at grade 5 or above in Computing, Maths and Science. Students will also be expected to complete high-quality homework on a regular basis.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

You do not need any special equipment outside school, however easy access to a computer and the internet at home or outside class will be desirable. Access to a computer to learn and practice Python, and to write programs in scratch will be essential.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Students can progress from this qualification to study AS and A Level Computer Science or select from range of level 3 Diploma in computing courses at the local colleges.

**MR A EWEN**

**Subject Leader – COMPUTER SCIENCE**



**WHAT WILL YOU BE LEARNING?**

**GCSE 9-1 Design & Technology** is a creative subject area where you will be given the opportunity to learn and develop a range of skills in a number of different subject areas. During the course you will learn about:

- A range of material areas, processes and techniques
- Apply knowledge and understanding in developing design ideas
- Plan, develop, make and evaluate products

The course is split into two components.

- Part 1 – Examination covering all CORE content (which includes content from all material areas) and the choice of one special area (Resistant Materials (Timber, polymers) Graphics (paper and board) or Textiles.
- Part 2 - Non-examined assessment NEA. This is the Design and Make project the students have to complete during Year 11.

**HOW WILL YOUR WORK BE ASSESSED?**

<p>Part 1                  Written examination: 2 Hours                  50% of the qualification                  100 marks</p> <p>Content overview                  Section A – Core technical principles (20 marks)                  A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks)                  Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks)                  A mixture of short answer and extended response questions                  The exam will require students to answer questions on all three areas:</p> <ul style="list-style-type: none"> <li>• Graphics (Papers and boards)</li> <li>• Resistant Materials (Polymers &amp; Timbers)</li> <li>• Textiles</li> </ul>	<p>Part 2                  Non-examined assessment                  50% of the qualification                  100 marks</p> <p>Content overview</p> <ul style="list-style-type: none"> <li>• Substantial design and make task</li> <li>• Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA</li> <li>• Students will produce a prototype and a portfolio of evidence</li> <li>• Work will be marked by teachers and moderated by AQA</li> </ul> <p>Assessment overview</p> <ul style="list-style-type: none"> <li>• Students will undertake a project based on a contextual challenge released by the exam board</li> <li>• The project will test students’ skills in investigating, designing, making and evaluating a prototype of a product.</li> <li>• Task will be internally assessed and externally moderated.</li> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> <li>• Analysing &amp; evaluating</li> </ul>
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**WHAT SORT OF WORK WILL YOU BE DOING?**

Design & Technology covers a wide range of activities based on materials skill development through designing and making products that are manufactured from a range of materials. As well as using practical skills you will develop creative and analytical skills through appropriate focused activities.

Although we ask students to make a specialism choice on their option form, graphics, resistant materials and textiles are all the same Design and Technology GCSE, and students complete the same theory, and should have knowledge and skills in all three areas. We ask students to choose a practical specialism, but groups are often combined i.e. textiles and graphics; or resistant materials and graphics, as they need a practical working knowledge of more than one area of the technologies. These decisions are based on the number of students who choose each specialism to allow the best accommodation of choice.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

You will be required to complete homework on a regular basis, and learn CAD (Computer Aided Design) packages to help student's complete aspects of the course.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

We asked for a contribution to the cost of materials used in all areas for their products.

A text book and revision guide to support their knowledge and understanding.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

You can go on to study A level Design & Technology: Fashion & Textiles or A Level Design & Technology: Product Design for a further two years.

**MS C SCANLAN**

Learning Area Leader - DESIGN and TECHNOLOGY

**WHAT WILL YOU BE LEARNING?**

Students will learn how to explore themes, issues and ideas individually and as part of a group. They will learn to appreciate a variety of drama styles, genres and practitioners of different periods in their historical contexts.

**HOW WILL YOUR WORK BE ASSESSED?**

You will be assessed in a theoretical and practical context via written examination, coursework portfolio and practical performance exam.

All internally assessed performance work is moderated by AQA via video.

**WHAT SORT OF WORK WILL YOU BE DOING?**

There will be an integrated approach to lessons in which students will work both practically and theoretically in all tasks. Students will explore dramatic techniques, styles, genres and practitioners of different time periods commenting on their own work and the work of others.

Students will develop team work skills which will enable them to make considered decisions about devising their own performances in preparation for moderation whilst also considering new and imaginative methods of communicating through theatre.

Component: 1	Component: 2	Component: 3
<p>Theoretical Written exam 1 hour and 45 minutes</p> <p>What's assessed</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre</li> <li>• Study of one set play from a choice of six</li> <li>• Analysis and evaluation of the work of live theatre makers</li> </ul> <p>Questions A combination of Both Multiple choice and longer essay style questions. 80 marks 40% of GCSE</p>	<p>Devising Drama – Practical Performance and Portfolio This component is marked by teachers and moderated by AQA</p> <p>What's assessed</p> <ul style="list-style-type: none"> <li>• Process of creating devised drama</li> <li>• Performance of devised drama (students may contribute as performer or designer)</li> <li>• Analysis and evaluation of own work</li> </ul> <p>How it's assessed Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE</p>	<p>Texts in Practice – Practical performance This component is marked by AQA</p> <p>What's assessed</p> <ul style="list-style-type: none"> <li>• Performance of two extracts from one play (students may contribute as performer or designer)</li> </ul> <p>How it's assessed Performance of Extract 1 (25 marks) Extract 2 (25 marks) 50 marks in total 20% of GCSE</p>

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

You will be required to complete extra-curricular rehearsals outside of lessons to prepare for the assessed performances and therefore need to be a committed and motivated performer. You will need to attend professional theatre trips to observe and analyse both dance and drama and the inner workings of the production.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

Ring Binder and dividers

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Students can go on to study A' Level Drama and Theatre Studies

**MS L ABBOTT**

**Subject Leader – DRAMA**

### **WHAT WILL YOU BE LEARNING?**

This 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.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

### **HOW WILL YOUR WORK BE ASSESSED?**

The 2 year course is assessed by:

A final written examination (100 marks) 50% of final grade with

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

And two in-class controlled assessments NEA set by the examination board.

NEA Task 1 (15% of final grade):

Food investigation. Written assignment with practical investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

NEA Task 2 (35% of final grade):

Food preparation assessment. Written and practical element with a 3 hour practical examination

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

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.

### **WILL YOU NEED ANY SPECIAL EQUIPMENT?**

All the equipment that you will need for your practical work will be supplied by the subject area. You will need to bring your own ingredients for your practical work but the subject area will always supply some basic ingredients.

### **WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

**MS C SCANLAN**

**Learning area Leader – DESIGN and TECHNOLOGY**

**WHAT WILL YOU BE LEARNING?**

You will be able to develop:

- an understanding of French in a variety of ways
- transferable language learning skills contexts
- a knowledge of French vocabulary and structures
- the ability to communicate effectively in French
- awareness and understanding of countries and communities where French is spoken.

**HOW WILL YOUR WORK BE ASSESSED?**

Unit 1: Listening and understanding in French 25%  
Unit 2: Speaking in French 25%  
Unit 3: Reading and understanding in French 25%  
Unit 4: Writing in French 25%

**WHAT SORT OF WORK WILL YOU BE DOING?**

**3.1.1 Theme 1: People and Lifestyle**

Topic 1: Identity and relationships with others	Topic 2: Healthy Living and Lifestyle	Topic 3: Education and Work
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**3.1.2 Theme 2: Popular Culture**

Topic 1: Free Time Activities	Topic 2: Customs, Festivals and Celebrations	Topic 3: Celebrity Culture
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**3.1.3 Theme 3: Communication and The World Around Us**

Topic 1: Travel and Tourism Places of interest	Topic 2: Media and Technology	Topic 3: The Environment and Where People Live
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**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

It is essential that students are prepared to complete independent studies outside of lesson.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

A French verb dictionary and a dictionary.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Student obtaining a good GCSE grade will be able to study at AS level and beyond.

**MR P BURGIN**

**Subject Leader – MODERN LANGUAGES**

**WHAT WILL YOU BE LEARNING?**

There are three main areas of learning on this course: Our Natural World, People and Society, and Geographical Exploration.

We undertake an approach that integrates the physical and human geography across the two years of the course. Starting in Year 10 with Global Development, this module looks at global inequalities and the different ways that countries are influenced by global and local processes as they try to develop. We then study the role of development on the way that different countries handle the challenges of Natural Hazards with the Our Natural World – Weather Hazards including Changing Climate. Then we return to Paper 2 content with the Urban Populations unit, looking at trends and investigating changes in specific case studies of cities in the UK and abroad. This unit also prepares the students for their urban fieldwork later in the summer term. We complete Year 10 with the Dynamic Landscapes unit that prepares the students for their coastal fieldwork, as well as looking at the formation of river landscapes. The Dynamic Landscapes unit also includes plate tectonics and hazard mitigation.

We start Year 11 with the Sustaining Ecosystems unit with its focus on polar and tropical biomes. We continue our studies in Year 11 by looking at Resource Reliance, which brings a global perspective to the use of food, energy and water resources; examining the sustainability of the use of these resources. The third component of the course is entitled Geographical Exploration, for this exam you will bring together the topics studied for Our Natural World and People and Society and ask you to form a judgement in a synoptic decision-making exercise.

**HOW WILL YOUR WORK BE ASSESSED?**

At the end of the course you will be assessed as follows:-

Title, Duration, Timing, Weighting of assessment

Our Natural World, 75 minutes, Summer 2027, 35%

People and Society, 75 minutes, Summer 2027, 35%

Geographical Explorations, 90 minutes, Summer 2027, 30%

**WHAT SORT OF WORK WILL YOU BE DOING?**

We intend that you should learn in a range of different ways. Once you have a grasp of the basics of a new topic you will typically be investigating through case studies at a range of scales: [local, national and global]. Individual research will also be encouraged and rewarded especially when investigating topics that feature in the news.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

There will be a requirement to keep up to date with geographical issues that are in the news and you will be expected to offer informed comment on such matters. In addition you will be required to complete investigative work outside of class.

We have three tried and tested fieldwork experiences to offer. There is the residential field study for the coastal and urban case studies in Dorset, based in Weymouth, exploring the Jurassic Coast. For students who do not wish to participate in the residential field work then there will be a pair of day trips to investigate physical and human geography. The first of these is to Walton-on-the-Naze on the Essex coast, to investigate coastal management and the second is to the Olympic Park in Stratford East, to investigate urban regeneration. Both sets of opportunities will hopefully arise in the Summer Term of Year 10.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

You will not need any special equipment for this course. However, you will need good outdoor clothing and a clipboard when taking part in the residential fieldtrip. Additionally, access to a good atlas and dictionary is advised!

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Geography can be studied at A level here at Kings Langley School. At post-16 level Geography sits well with both arts and sciences and each year we have a range of students that are taking Geography to support their A' level courses as a facilitating subject for university. Alternatively, we have students who go to college and study land management or leisure and tourism courses.

**MS M CHABREL****Subject Leader - GEOGRAPHY**

**WHAT WILL YOU BE LEARNING?**

The course aims to immerse students in the study of History and arouse their curiosity about the past. The course covers a wide range of time periods and topics, enriching students with both historical knowledge and disciplinary skills.

In Year 10, students are taught the following units:

- Paper 1: Medicine in Britain, c1250 to present and The British sector of the Western Front: injuries, treatment and the trenches
- Paper 2P: Superpower Relations and the Cold War, 1941–91

Students will analyse how and why medical knowledge and practice developed from the Medieval period to the present day. As part of this thematic unit, students will also complete a depth study of medical advances made during the First World War along the Western Front.

Students then move on to study the Cold War, evaluating the rising tensions between the world's superpowers, the USSR and the USA, during the latter half of the twentieth century. This study provides students with the contextual knowledge required to make sense of international relations today, including the war in Ukraine.

In Year 11, students are taught the following units:

- Paper 3: Weimar and Nazi Germany, 1918–39
- Paper 2B: Early Elizabethan England, 1558–88

In Year 11, students explore the political, constitutional and economic crises of the Weimar Republic, and the role that these played in enabling the rise of extremism, notably that of the Nazi Party. Students then study Hitler's consolidation of power, establishing a dictatorship, and the impact that this had on ordinary German people. This study gives pupils an insight into the reasons why people turn to political extremism in times of hardship and crisis.

After this, students complete a study of Elizabeth I towards the end of Year 10, completing the majority of the unit in Year 11. In this depth study, students explore the political, economic and religious tensions during the reign of Elizabeth I, from her accession in 1558 to the defeat of the Spanish Armada in 1588.

**WHAT SORT OF WORK WILL YOU BE DOING?**

GCSE History lessons are similar to those at KS3, in terms of the academic rigour of the content, the tasks set and the essay-based style assessment questions. However, tasks are designed to scaffold students' learning to enable them to succeed in this challenging subject. Similarly to lessons at KS3, tasks will focus on learning and retrieving key words, comprehension tasks to acquire knowledge, frequent knowledge testing and practising historical writing using P-E-E. Such tasks allow students to gain knowledge and understanding progressively, enabling them to achieve the following assessment objectives tested in the final examinations:

- AO1: Demonstrate **knowledge** and understanding of the key features of the periods studied.
- AO2: **Explain** and analyse historical events and periods studied using second-order historical concepts (change, continuity, similarity, difference, causation, consequence, significance).
- AO3: Analyse, evaluate and make substantiated judgements about historical **sources**.
- AO4: Analyse, evaluate and make substantiated judgements about historical **interpretations**.



## HOW WILL YOUR WORK BE ASSESSED?

You will sit three exams at the end of Year 11, as outlined below. There is no NEA [coursework] in GCSE History.

	Paper 1 – British Thematic Study with Historic Environment	Paper 2 – Period Study and British Depth Study	Paper 3 – Modern Depth Study
<b>% of your GCSE</b>	30%	40%	30%
<b>Total marks</b>	52 marks (A:16 + B:36)	64 marks (P:32 + B:32)	52 marks
<b>Time</b>	1 hour 20 minutes	1 hour 50 minutes	1 hour 30 minutes
<b>Paper section and question types</b>	<b>Section A: Historic Environment (10%)</b>  <b>The British sector of the Western Front: injuries, treatment and the trenches</b>  Q1a Describe one feature of..... (2) Q1b Describe one feature of..... (2) Q2a How useful are Sources A and B for an enquiry into... (8) Q2b How could you follow up Source A to find out more about.... (4)	<b>Booklet P: Period Study (20%)</b>  <b>Superpower Relations and the Cold War, 1941–91</b>  Q1a Explain one consequence of... (4) Q1b Explain one consequence of... (4) Q2 Write a narrative account analysing ..... (8) Q3 Explain two of the following: The importance of X for Y (8 + 8 = 16)	<b>Modern Depth Study (30%):</b>  <b>Weimar and Nazi Germany, 1918–39</b>  Q1 Give two things you can infer from Source A about.... (4)  Q2a or b Explain why.... (12)  Q3a How useful are Sources B and C for an enquiry into... (8)  Q3b Interpretations 1 and 2 give different views on..... What is the main difference between the views? (4)  Q3c Suggest one reason why Interpretations 1 and 2 give different views about ..... (4)  Q3d How far do you agree with Interpretations 1 / 2 about ..... (16 + 4 SPaG)
	<b>Section B: Thematic Study (20%)</b>  <b>Medicine in Britain, c1250 to present</b>  Q3 Explain one way in which X was different / similar to Y (4) Q4 Explain why..... (12) Q5 or Q6 [choice] 'XXX was the turning point / most important reason why....' How far do you agree? (16 + 4 SPaG)	<b>Booklet B: British Depth Study (20%)</b>  <b>Early Elizabethan England, 1558–88</b>  Q1a Describe one feature of..... (2) Q1b Describe one feature of..... (2) Q2 Explain why..... (12) Q3 or Q4 [choice] 'The main reason why.... / XXX was the most important reason why.... / XXX was the most serious threat.....' How far do you agree? (16)	
<b>Skills assessed</b>	AO1, AO2 and AO3	AO1 and AO2	AO1, AO2, AO3 and AO4

## WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?

As with all subjects at GCSE, students will be required to complete homework every week. Homework should take approximately 30-45 minutes and will consist of tasks similar to those at KS3, such as revision cards for key terms, knowledge tests, examination questions and revision. It is essential that students complete homework on time, to ensure that they receive feedback. We also actively encourage students to engage in History beyond this minimum expectation, for example by reading more widely around a topic. Many of our current GCSE students are also members of History Club and/or attend the Year 11 weekly revision sessions. For more information, please visit our subject page at [www.kls.herts.sch.uk](http://www.kls.herts.sch.uk) or [www.klshistory.co.uk/gcse-history](http://www.klshistory.co.uk/gcse-history)

## WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?

Students can progress from this qualification to study AS and A Level Computer Science or select from range of level 3 Diploma in computing courses at the local colleges.

**Mrs C HARDINGHAM**  
**Subject leader - HISTORY**

**WHAT WILL YOU BE LEARNING?**

Students studying GCSE music will develop skills in performing, appraising, and composing music.

**HOW WILL YOUR WORK BE ASSESSED?**

Performing – 30%	One ensemble performance One additional performance which can be a solo or a second ensemble.
Composing – 30%	One free composition in any style One composition to a set brief released in September of Year 11
Listening and appraising – 40%	Knowledge and study of set works in the Areas of Study. You will need to learn key words and talk about pieces of music using the elements of Music. There is also an essay question where you must compare two pieces of music and a dictation question. This is assessed in a written paper at the end of the course lasting 2 hours 15 minutes.

**WHAT SORT OF WORK WILL YOU BE DOING?**

Listening and Appraising

You will study a variety of pieces of music from 4 main areas of study:

- **Area of Study 1:** Forms and Devices
- **Area of Study 2:** Music for Ensemble
- **Area of Study 3:** Film Music
- **Area of Study 4:** Popular Music

Two set works are studied in addition to the above; *Badinerie* by J.S. Bach (under Area of Study 1) *Africa* by Toto (under Area of Study 4)

- A secure basis of music theory is taught to all students, as well as a history of music. By studying a wide range of music and two pieces in detail, students will gain knowledge about styles and contexts and will be able to answer analysis questions.

**Performing**

Students will continue their studies of at least one instrument with our peripatetic staff or with private teachers outside of school. They will prepare a minimum of two pieces – one of which must be an ensemble piece. These are worked on both in the class and in their individual lessons culminating in a practical performance exam in Y11 on their chosen instrument(s).

**Composing:**

Students will learn to compose their own music in a variety of styles, and will submit two compositions in Y11 as part of their coursework.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

Students are required to have instrumental or vocal tuition. This will be partly subsidised by the school when provided by our peripatetic staff. It is a requirement that students are prepared to engage in individual instrumental or vocal lessons. It is perfectly acceptable for students to continue lessons outside school, but the school will be unable to subsidise these. In this circumstance, students may wish to use the subsidy to further develop their skills on another instrument (piano recommended but other instruments available). It is expected that students practice their chosen instrument a several times per week. It is also expected that students take part in at least one extra-curricular music club, and may be given student leadership roles within the department.

Homework will be set on a weekly basis; this might be to practice something, to learn key words, complete music theory exercises and information, or to develop compositions.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

At GCSE, it is expected that students will have their own instrument to practice at home. Space can be made at school for students to rehearse on a booking basis.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

The Music GCSE leads well into A Level Music and A level Music Technology, as well as a wide spectrum of vocational courses. It is a subject which is an excellent complement to a number of other subjects. It is suitable for many candidates as it helps to develop confidence and presentation skills. Music theory also links well to those with existing strong skills in maths, or those wishing to develop their maths skills. Students who study music also develop vital skills such as team-work, co-operation, listening, communication, and leadership. GCSE music is a highly respected qualification because of the self-regulation and perseverance required to succeed.

**MRS E. WARREN****Subject leader – MUSIC**

**WHAT WILL YOU BE LEARNING?**

Students will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. They will understand how:

- the physiological and psychological state affects performance in physical activity and sport
- the contribution which physical activity and sport make to health, fitness and well-being
- key socio-cultural influences can affect people's involvement in physical activity and sport.

Students will also be required to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas, as well as develop their ability to analyse and evaluate to improve performance in physical activity and sport.

**HOW WILL YOUR WORK BE ASSESSED?**

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	<b>30%</b> of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	<b>30%</b> of total GCSE
Practical activity assessment Evaluating and Analysing Performance (EAP)	Performance in physical education (03). 80 marks non-exam assessment <ul style="list-style-type: none"> <li>• Physical activity assessments (60 marks)</li> <li>• Coursework (20 marks)</li> </ul>	<b>40%</b> of total GCSE

**WHAT SORT OF WORK WILL YOU BE DOING?**

Students will participate in theoretical and practical lessons. This course is heavily theory based and classroom lessons will make up all GCSE timetabled allocation. The content has been designed to allow learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject. Practical work and assessments will be done in core PE lessons and outside of lesson time. These sessions are compulsory.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

All students are expected to attend a minimum of two clubs in the OCR approved activities and attend training regularly, either inside or outside of school. There is also the expectation that GCSE PE students represent the school in their chosen physical activities as competitive evidence is essential for assessment in the course. Students are also required to maintain a good level of fitness in their own time. If you are not participating in sport outside of school, as well as inside, then we would strongly advise that this is not the course for you.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

Participation in practical lessons must be done in your full KLS PE Kit and there is an option to buy a GCSE PE t-shirt for these lessons.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. This PE course will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

**MR J ANNETT****Learning Area Leader – PHYSICAL EDUCATION**

**WHAT WILL YOU BE LEARNING?**

You will be able to develop:

- an understanding of Spanish in a variety of ways
- transferable language learning skills contexts
- a knowledge of Spanish vocabulary and structures
- the ability to communicate effectively in Spanish
- awareness and understanding of countries and communities where Spanish is spoken.

**HOW WILL YOUR WORK BE ASSESSED?**

Unit 1: Listening and understanding in Spanish 25%  
Unit 2: Speaking in Spanish 25%  
Unit 3: Reading and understanding in Spanish 25%  
Unit 4: Writing in Spanish 25%

**WHAT SORT OF WORK WILL YOU BE DOING?**

**3.1.1 Theme 1: People and Lifestyle**

Topic 1: Identity and relationships with others	Topic 2: Healthy Living and Lifestyle	Topic 3: Education and Work
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**3.1.2 Theme 2: Popular Culture**

Topic 1: Free Time Activities	Topic 2: Customs, Festivals and Celebrations	Topic 3: Celebrity Culture
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**3.1.3 Theme 3: Communication and The World Around Us**

Topic 1: Travel and Tourism Places of interest	Topic 2: Media and Technology	Topic 3: The Environment and Where People Live
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**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

It is essential that students are prepared to complete independent studies outside of lesson.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

A Spanish verb dictionary and a dictionary.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

Student obtaining a good GCSE grade will be able to study at AS level and beyond.

**MR P BURGIN**

**Subject Leader – MODERN LANGUAGES**

**SEPARATE SCIENCES (Triple Science): GCSE Biology, GCSE Chemistry, GCSE Physics**  
**EXAM BOARD: AQA**

**WHAT WILL YOU BE LEARNING?**

Students will study the same topics as the GCSE Combined Science, but to a greater depth to complete their three full GCSE courses. The topics covered in these units are as follows: -

<p><b>Biology:</b>            Cell biology            Organisation            Infection and response            Bioenergetics            Homeostasis and response            Inheritance, variation and evolution            Ecology</p>	<p><b>Chemistry:</b>            Atomic structure and the periodic table            Bonding, structure, and the properties of matter            Quantitative chemistry            Chemical changes            Energy changes            The rate and extent of chemical change            Organic chemistry            Chemical analysis            Chemistry of the atmosphere            Using resources</p>	<p><b>Physics:</b>            Forces            Energy            Waves            Electricity            Magnetism and electromagnetism            Particle model of matter            Atomic structure            Space physics</p>
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**HOW WILL YOUR WORK BE ASSESSED?**

At the end year 11, students will sit six papers. Two in Biology, two in Chemistry and two in Physics. Each paper is 1hr 45mins.

**WHAT SORT OF WORK WILL YOU BE DOING?**

GCSE Science provides the knowledge and skills which everyone needs in making everyday choices and decisions, and in forming a personal viewpoint. Future scientists need this too. During the course, students

- Learn some key science explanations
- Gain an insight into how science works
- Do practical work
- Have an opportunity to discuss, analyse and develop arguments.

The Further Science modules have been developed on the same principle as the other courses: they have their own distinct purpose and flavour and are not simply 'more of the same'. Each subject uses contemporary contexts to explore new concepts, and to encourage students to draw together some of the ideas they have already developed.

**WHAT ARE THE REQUIREMENTS OUTSIDE OF LESSONS?**

It is essential students are prepared to complete independent studies outside of lesson. This could be in the form of background reading, researching new concepts and ideas. It is vital to keep up to date with the current advances in science, by watching and reading the news regularly.

**WILL YOU NEED ANY SPECIAL EQUIPMENT?**

Standard school equipment including a calculator should be brought by you to all lessons. The exam board, AQA requires that all assessment be completed in black ink.

**WHAT FURTHER QUALIFICATIONS ARE POSSIBLE?**

After studying the separate sciences, students are in an excellent position to study the three sciences at A Level. Students who achieve two 6 or above grades in GCSE Science have the option of studying A level Science. In addition to this, a grade 6 is required in Mathematics.

**Please note you need to be at least a grade 5 in science on your January school report to be able to opt for this subject.**

**MR R MCKEOWN**  
**Learning Area Leader – SCIENCE**

