



# Wimbledon College

KS4 Curriculum Guide  
2026

## INTRODUCTION TO PUPILS

Over the past 3 years you have studied a broad and balanced range of subjects as a part of the National Curriculum. In Grammar (Y10) you will have the opportunity to choose subjects that best reflect your abilities and interests. This booklet and the Lower Grammar Options Meeting are to help you make your option choices.

### Choosing the right subjects

Among the things you should think about are:

- What are your strengths and weaknesses?
- What are the subjects about which you are enthusiastic?
- What type of assessment / skills are required? Do they match your skills?
- Research: Look at the spec codes (refer to hyperlinks)

What else you can do to help you decide

- Talk about your options with your teachers, your tutor, your parents and your friends (especially boys who are already doing GCSE courses).
- Look through the different GCSE courses – this booklet contains course descriptions and hyperlinks to the exam board website for each subject. Spend time looking carefully through the specification which explains **WHAT** you will study and **HOW** you will be assessed.

Get as much information and advice as you can and keep your mind open until you are ready to make a final decision.

### Sixth Form

Keep in mind what qualifications or subjects you think are required to apply to courses in Sixth Form and subsequently at university. Most of the **A Level** courses in Sixth Form require you to achieve at least a **Grade 6** in order to be accepted, so you do need to think about which subjects you are likely to get the highest grades in. **Level 3 BTEC** courses have different entry requirements, entry requirements for all A level and BTEC courses can be found in the Sixth Form section of the website:

The Higher Line Curriculum is divided up as follows:

## CORE CURRICULUM

English (Language GCSE and Literature GCSE)	5 periods
Mathematics (1 GCSE)	5 periods
Science (2 or 3 GCSEs)	6 periods
Religious Studies (GCSE)	3 periods
Games	2 periods

## OPTION SUBJECTS

Option Subject 1 (GCSE)	3 periods
Option Subject 2 (GCSE)	3 periods
Option Subject 3 (GCSE)	3 periods

**TOTAL** **30 periods**

You will need to choose one subject for **each** option

We expect all pupils to choose either Geography **or** History

Pupils in Set A and Set 1 for languages should choose the language they are studying\*

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Option 1	Geography	History	BTEC Sport
Option 2	French	Spanish	Design Technology
			Geography
Option 3	Art	Business	Computer Science
	Drama	Music	Physical Education

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*\*Native Speakers can choose a different subject if they intend to sit a GCSE in their language*

# Core Curriculum

## ENGLISH LANGUAGE (GCSE)

[Exam Specification Link: AQA 8700](#)

The study of English Language and English Literature GCSEs (two separate GCSEs which all boys study at the College) develop your interest in stories, communication, culture, literature, ideas and so much more. You will be reading new books, developing your writing in a wide variety of genres and styles and engaging in speaking and listening activities to develop your communication skills (highly prized by all employers). The structure of the two courses will become clearer as you are guided through assessments and exam preparation, but some information is also provided below.

**Exam:** There will be two 1h45 min papers which will explore a range of texts. The examinations will be the same for all levels of student (no higher and lower paper) and will offer a range of lower tariff and more extended responses. The course is linear, with final exams being sat in the summer of Year 11. There is also a speaking and listening task to be completed.

### **Paper 1: Explorations in Creative Reading and Writing**

The aim of this paper is to engage students in a creative text and inspire them to write creatively.

**Section A:** Reading an extract from a literature fiction text to consider how writers use narrative and descriptive techniques to capture the interest of readers. These four questions are worth 50% of the marks.

**Section B:** Writing your own creative text, inspired by the topic in Section A to demonstrate your narration and description. This one question is an extended response, worth 50% of the marks. The source for the reading questions will be a literature prose fiction text, drawn from either the 20th or 21st century. It might include extracts from novels and short stories and focuses on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

### **Paper 2: Writers' Viewpoints and Perspectives**

The aim of this paper is to develop insights into how writers present particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

**Section A:** You will read two linked non-fiction sources drawn from the 19th century, and either the 20th or 21st century, in order to consider how each presents a perspective or viewpoint to influence the reader. The choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. These four questions are worth 50% of the marks.

**Section B:** You will need to produce a written text to a specified audience, purpose and form in which you give your own perspective on the theme that has been introduced in section A. This one question is an extended response, worth 50% of the marks.

### **Non-exam assessment (Speaking and Listening)**

The aim of the assessment is to allow you to demonstrate your speaking and listening skills by giving a presentation in a formal context and then responding appropriately to questions and to

feedback. The talk will be awarded a Distinction, Merit or Pass. This task is compulsory, but will not affect your overall English grade.

## ENGLISH LITERATURE (GCSE)

[Exam Specification Link: AQA 8702](#)

**Exam:** Students are expected to explore modern and literary heritage as well as Shakespeare and poetry texts. There will be two examinations (1hr45m and 2hr15m) which will assess your skills of analysis and comparison, using a wide range of modern and more traditional texts. Students will focus primarily on three key skills: inferring meaning through the use of quotation and comparison; analysing the effects of methods on the reader or audience; and synthesising knowledge of historical, social and political contexts. Again, the course is linear.

### **Paper 1: Shakespeare and 19<sup>th</sup> Century Novel (1hr45mins)**

#### **Section A: Shakespeare**

There will be one essay question on a Shakespearean play. You will be required to write in detail about an extract from the play and then to write about the play as a whole.

#### **Section B The 19<sup>th</sup>-Century Novel**

You will answer one essay question on a 19<sup>th</sup> century novel. Similar to Section A, you will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### **Paper 2: Modern Texts and Poetry (2hr15mins)**

#### **Section A Modern Texts**

This section consists of one essay question from a modern prose or drama text.

#### **Section B: Poetry**

You will answer one comparative question on one named poem (printed on the exam paper) and one other poem (which you will need to recall) from your anthology.

#### **Section C: Unseen Poetry**

You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**While the course allows for flexibility in the texts that are studied, the following is likely:**

Shakespeare □ 'Macbeth'

19<sup>th</sup> Century □ 'The Strange Case of Dr. Jekyll and Mr. Hyde' by Robert Louis Stevenson

Modern Text □ 'An Inspector Calls' by J.B. Priestley

Poetry □ AQA Anthology: Power and Conflict (This is issued to each student from AQA.)

## MATHEMATICS (GCSE)

[Exam Specification Link: Edexcel 1MA1](#)

Maths in Year 10 will develop the concepts used at KS3.

The main focus at the start of the course in Year 10 will be higher level number work which will include indices and surds. The course will then develop algebraic manipulation and trigonometry during the first term.

### Year 10 topics:

Autumn term: Number, Trigonometry, Algebra

Spring Term: Angles, Ratio and proportion, Statistics

Summer Term: Graphs, Area, Accuracy, Constructions, Transformations.

More detail is given on the GCSE Maths pages of the College Maths Website:

<https://sites.google.com/gs.wimbledoncollege.org.uk/maths>

Over the course of the two years, boys will cover five main areas of mathematics; number, ratio and proportion, algebra, geometry, and statistics. All groups will start the higher linear course (covering grades 4-9) but as time progresses some classes may find the Foundation tier (covering grades 1-5) more suitable. Grades 4 and 5 overlap both tiers (These grades are equivalent to a C/low B in the old course).

There will be a rigorous programme of assessments throughout the year in order to assess student progress and determine any necessary set changes.

## SCIENCES (GCSE)

### Exam Specification Links:

[Combined Science: Edexcel 1SC0](#)

[Biology: Edexcel 1BI0](#)

[Chemistry: Edexcel 1CH0](#)

[Physics: Edexcel 1PH0](#)

GCSE Sciences encourages students to develop their curiosity about the living world (Biology), the material world (Chemistry) and the physical world (Physics); and provides insight into and experience of how science works. It enables students to engage with biology, chemistry and physics in their everyday lives and to make informed choices about further study in science and related disciplines, and career choices.

Students continue with their studies in Combined Science for the first term of Year 10 building on their work lower down the school.

60 students will be selected for Separate Sciences with the rest taking the Combined Science course:

- Separate Science - Biology, Chemistry, Physics (two 1 hour 45-minute examinations for each science, making a total of six examinations.)
- Combined Science (two 1 hour 10-minute examinations for each science, making a total of six examinations.)

## RELIGIOUS STUDIES (GCSE)

[Exam Specification Link: EDUQAS C120PB](#)

All boys at Wimbledon College study for the GCSE in Religious Studies.

The exam is split into 3 components (listed below). Each component is assessed by written examination with the following weightings:

- Component 1: 1½ hour written paper (37.5% of qualification)
- Component 2: 1½ hour written paper (37.5% of qualification)
- Component 3: 1 hour written paper (25% of qualification)

Pupils will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. Pupils will also need to demonstrate an understanding of different perspectives. These may derive from either different religions or different views/denominations within a particular religion.

### Component 1: Foundational Catholic Theology

Theme 1: Origins and Meaning & Theme 2: Good and Evil

From the study of the areas above, learners will gain an understanding of the following concepts:

Conscience	Goodness	Privation
Evil	Incarnation	Suffering
Free-will	Natural law	

### Component 2: Applied Catholic Theology

Theme 3: Life and Death & Theme 4: Sin and Forgiveness

From the study of the areas above, learners will gain an understanding of the following concepts:

Death	Hell	Resurrection
Eternal life	Judgement	Soul
Heaven	Magisterium	

### Component 3: Study of a World Faith: Judaism

Judaism is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain. Pupils will gain an understanding of the following concepts:

Synagogue	Kosher	Messiah
Shekinah	Torah	Covenant
Shabbat	Mitzvot	

# Option Subjects

## ART (GCSE)

### [Exam Specification Link: Edexcel 1AD0](#)

GCSE Art provides you with a wide range of creative and stimulating opportunities to explore your interests in new and exciting ways. You will learn how to look at the things that inspire you, collect and present research, explore the work of artists and designers and develop your own ideas with a variety of materials and techniques including drawing, painting, collage, printing, sculpture and IT. As you progress through GCSE Art you will develop skills that will allow you to work more independently and make judgements and decisions about your work and the way it progresses. Skills that will be invaluable in the world of higher and further education and future employment in such diverse careers as graphic design, product design, fashion design, transport design, architecture, advertising, illustration, photography, textile design and theatre and set design.

If you enjoy developing your visual skills, being creative, enthusiastic and imaginative, visits to galleries and experimenting and taking risks with your work then GCSE Art is the ideal subject for you.

The course consists of 2 units:

#### Unit 1 – Personal Portfolio (60%)

- Up Close Project- A structured, skills-based project introducing the variety of materials and techniques used in GCSE. You will explore the work of a range of artists including Georgia O’Keeffe, Yayoi Kusama and Henri Matisse then create an original final piece developed from research collected on a trip to Kew Gardens.
- Identity Project- A more independent project providing you with the opportunity to explore the work of artists of your choosing then developing an original self-portrait.
- Urban Life Project- In this project you will use the skills you have gained during the Up Close and Identity projects, and research collected on a trip to London, to develop an original piece of art on the theme of urban life.

#### Unit 2 – Externally Set Assignment (40%)

- Exam Project- Using the skills you have gained completing your Personal Portfolio, you will use research of artists of your choosing and collect personal research to develop an original piece of art on a theme set by the exam board.

# BUSINESS (GCSE)

## [Exam Specification Link: Edexcel 1BS0](#)

The world of business has changed and today, globalization is the new normal. Sushi-burritos are a thing, apps can bring you hundreds of languages at the touch of your fingertips, and cryptocurrency is giving money a run for its money. Whether you are planning to enter fashion or finance, or something in-between, studying business can open a world of possibilities for you.

The biggest myth and in turn misconceived view about choosing Business as a GCSE is “I don’t want to set up my own business so there is no point in me choosing Business as a GCSE”. The truth is if you are planning to get a job and be employed then Business will help prepare you for the field of employment and gear you by teaching you with some invaluable knowledge and life skills.

This course will encourage learners to actively engage in the study of business and economics to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. It will allow students to use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements and develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

Over the duration of the course the students learn about key aspects of the world of business and consider their role within this arena. Students study such areas as the business environment, enterprise, business activity, human resource management, finance, marketing and economics (interest rates, GDP, inflation, recessions, consumer spending and exchange rates).

Studying and pursuing Business could lead to jobs in Financial Accounting, Marketing and Advertising, Management or Recruitment Consultancy or even towards becoming a self-employed Businessman!

So why study business? To be relevantly connected. To be part of the global generation. Most of all, to set yourself up for any future imaginable.

The course consists of 2 Papers with each paper divided into three sections (A, B & C). The exam will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

### **Theme 1: Investigating small business (\*Paper code: 1BS0/01)**

Written examination: 1 hour and 45 minutes (50% of the qualification)

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

### **Theme 2: Building a business (Paper code: 1BS0/02)**

Written examination: 1 hour and 45 minutes (50% of the qualification)

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

# COMPUTER SCIENCE (GCSE)

[Exam Specification Link: OCR J277](#)

Why Study Computer Science?

We live in a world governed by complex systems. From the infrastructure of global finance to the precision of modern engineering and medical diagnostics, the ability to understand and manipulate the logic behind technology is a powerful advantage. This course is designed for students who want to move beyond being digital users and instead become the innovators who design, build, and secure the systems of the future.

Computer Science is a demanding academic discipline that fosters computational thinking, algorithmic logic, and rigorous analytical skills. These competencies are highly transferable and provide an excellent foundation for any field that requires high-level problem-solving, including structural engineering, data forensics, software architecture, and scientific research.

As a subject that rewards precision and structured thought, it is regarded with the same academic standing as Mathematics and Physics, qualifying as a Science GCSE within the EBacc. It provides the technical literacy necessary to navigate and lead in an increasingly automated world.

Recommended Entry Requirements: A strong aptitude for logical reasoning and a high standard of attainment in Mathematics (Set 1 or equivalent).

The course consists of two Components

Component 1 - 50%\* Theory Paper

Students will be learning Computer Science theory within a range of realistic contexts based around the major themes in the specification including:

- System, Architecture and Memory and Storage
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Component 2 - 50%\* Theory Paper

Students will build on the introduction to programming concepts from Year 8 and 9 and will be develop more advanced programming techniques, including the concepts of decomposition and problem solving.

Students will also learn advanced Computer Science theory topics including:

- Fundamentals of algorithms
- Fundamentals of data representation
- Computer systems Students will also begin to learn and understand the fundamentals of computer programming which will prepare them for their non-exam assessment.

Resources

Programming: Python and Scratch skills are very useful - All of these programs are freely available to download on the web. <http://www.learnpython.org/>

Text book: OCR GCSE (9-1) Computer Science: ISBN-13 : 978-1910523230

# DESIGN TECHNOLOGY (GCSE)

[Exam Specification Link: EDUQAS C600QS](#)

In Design and Technology, you will learn how to develop practical solutions to design problems using a variety of materials and equipment in the workshop environment. You will look at established designers' work to see how they have designed solutions to similar problems and will then use a variety of methods to develop interesting and original practical work of your own.

As a part of the course, you will learn about design technology and our world. You will experiment with a range of materials, smart materials, electronic systems, mechanical components, tools and techniques and understand how to research and develop your own ideas. You will also learn how to present your ideas and practical work in an informative way using technical drawing skills including Isometric and orthographic drawing, and by using CAD software such as 2D Design. You will also gain experience of 3D software to design work which you will then create using 3D printers.

This course will prepare you for further study in related practical subjects and will give you skills that are relevant to the field of carpentry, product design, architecture and structural engineering.

The course consists of three units:

## Unit 1- Personal Portfolio

- Film trophies/awards project- Revising and extending skills in working with wood joints and finishes, plastics, metals, and IT design software, with a particular focus on cams and mechanisms, to create a trophy/award for a film of your choice.
- Mobile phone stand project- Extending skills and knowledge of plastics, including shaping and moulding, smart materials and Computer Aided Design and Manufacture.
- Tourist key ring project- Extending skills and knowledge of metals and metalwork including pewter casting, cutting and finishing, pupils create a keyring.
- Clock project – Preparing students for their Non-Examined Assessment (NEA) encompassing all skills and knowledge taught across the year, including the introduction of 3D Computer Aided Design. With a trip to a gallery/museum to enhance students research and wider knowledge.

## Unit 2- Non-Examined Assessment (NEA) (50%)

- A sustained design and make task, based on a contextual challenge set by EDUQAS, assessing candidates' ability to:
  - identify, investigate and outline design possibilities.
  - design and make prototypes.
  - analyse and evaluate design decisions and wider issues in design and technology.

## Unit 3- Externally set written paper (50%)

- A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:
  - technical principles.
  - designing and making principles.
- along with their ability to:
  - analyse and evaluate design decisions and wider issues in design and technology.

## DRAMA (GCSE)

[Exam Specification Link: EDUQAS 3690](#)

Drama GCSE is a very practical and productive subject with many options that include acting, lighting, set and sound design, directing, devising and also the fun of being an audience and going on trips to the theatre.

Drama GCSE complements your other option choices well, and sets you up for life with skills ranging from the ability to work with others, the confidence to perform and present in front of an audience, a knowledge of how to research and look for meaning in texts, and a deep enjoyment of performance and production. These are all incredibly useful whatever you go on to do in life, and if you have any ambitions for working in entertainment, media or any creative area then this **or** the Performing Arts Btec course is for you.

In Year 10, you build your skills in all aspects of drama, learning better acting skills, fight choreography, lighting and sound, scriptwriting, visiting the theatre and taking part in workshops with theatre companies. These are in the form of 6 projects over the year.

In Year 11, you take 3 units for assessment:

- Component 1: (40%) You and your group are given a starting point like a picture or piece of music and you make up a play, imagine your own character and try out different drama styles to perform in, or alternatively you can work with a group who is making up a play and you can design the lighting, the set or the sound and operate it while they perform. You make notes on what you are doing to create and improve your drama and then you write an evaluation of your performance.
- Component 2: (20%) You are given a small portion of a play and you can either act a character in a performance of the play or you can do the lighting or set design for it. There would be an examiner who would watch and mark you.
- Component 3: (40%) Written exam on the study of a set text.

## GEOGRAPHY (GCSE)

[Exam Specification Link: AQA 8035](#)

### Why study Geography?

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and sustainability, geography is one of the most relevant courses you could choose to study. The most fascinating aspect of geography is the fact that what happens in the news in the morning may well determine what you will be learning about in class that very afternoon.

Geography is a very popular subject at the College and one that boys do very well in, it is also highly employable. Employers often look for candidates with a range of transferable skills that Geography equips them with: critical thinking, advanced analytical skills, an ability to interpret complex data, time management and having advanced technology skills. These are the skills you will leave with after studying GCSE geography. It is a subject that combines the Arts with Sciences and therefore enhances your learning of many of your other subjects.

### What will you learn and how will you be assessed?

Unit 1 – worth 35% (1-hour 30-minute exam)

- **Physical Geography:**
  - Natural Hazards (Tectonics, weather hazards in the UK and globally, climate change).
  - The Living World (ecosystems, biomes, tropical rainforests and hot deserts).
  - Physical Landscapes of the UK (geology of our island, coasts and rivers).

Unit 2 – worth 35% (1-hour 30-minute exam)

- **Human Geography:**
  - Urban Issues and Challenges (with a focus on Rio de Janeiro and London).
  - Changing Economic World (international development, a study of Nigeria and changing patterns of economics in the UK).
  - Resource Management (water, food and energy in the UK, the challenges of global food supply).

Unit 3 – worth 30% (1-hour 30-minute exam)

**Geographical applications –**

- Issue Evaluation - Students will be given a pre-release booklet two months before their exam. This will be based around a geographical issue. They will then answer questions on this in the exam and be asked to evaluate the issue and theme.

Fieldwork – students are provided with opportunities for fieldwork in a physical and human setting. We visit Tankerton Beach near Whitstable to measure the impact of coastal management on longshore drift and erosion. They will also carry out fieldwork locally on the uses of Wimbledon Common and urban greening.

## HISTORY (GCSE)

[Exam Specification Link: EDEXCEL 1HI0](#)

‘What happened then matters now.’ History is not just ‘digging up the past’ it tells us so much about where we are today. If you take this option, you will experience a wealth of exciting opportunities to increase your knowledge, learn how to construct clearly reasoned arguments and evaluate a wide variety of historical sources including cartoons and video material. Key skills include historical source evaluation and essay writing.

As a GCSE History student, you will also be building a set of skills that will take you towards a range of future job opportunities including: journalism, the law, media, the Civil Service, management, politics, business and even teaching!

The course consists of 3 Papers:

Paper 1 – (30% of the qualification) Thematic study and historic environment:

Option 12 – Warfare and British Society, c1250-present *and* London and the Second World War, 1939-45. Written exam: 1 hour and 20 minutes.

Paper 2 – (40% of the qualification) British depth study and Period study:

Option B3: Henry VIII and his ministers, 1509-40.

Option 26/27: Superpower relations and the Cold War, 1941-91.

Written exam: 1 hour and 50 minutes.

Paper 3 – (30% of the qualification) Modern depth study:

Option 31: Weimar and Nazi Germany, 1918-39.

Written Exam: 1 hour and 30 minutes.

## LANGUAGES (GCSE)

[Exam Specification Link: Pearson \(FRENCH & SPANISH\)](#)

A language is a unique subject!

- You get to explore and understand different cultures around the world.
- The UK needs a multilingual population in order to succeed in a globalised world.
- It sets you apart from other candidates for universities and jobs.
- It's one of the options that counts towards the English Baccalaureate.
- You learn about yourself and your own country.
- It improves your communication skills and gives you more confidence.
- It's fun and great for travelling!

Students will study French or Spanish across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture through relevant contemporary and cultural themes:

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

The Edexcel GCSE in French or Spanish assess the 4 skills with an equal weight: Listening 25%, reading 25%, speaking 25% and writing 25%. All papers are final exams. Foundation and Higher tiers are available.

### **Listening:**

Students are assessed on their understanding of the language in a variety of ways including multiple choice, short answers and dictation.

### **Reading:**

Students are assessed on their understanding of written French/Spanish across a range of a variety of texts (advertisements, emails, letters, articles and literary texts). One of the sections includes a translation from French/Spanish into English.

### **Speaking:**

Students are assessed on their ability to communicate and interact effectively in the language they have chosen. The recordings are marked externally. There are three tasks:

- Task 1 – read aloud and 2 short unprepared questions.
- Task 2 – role play in a transactional setting.
- Task 3 – picture description, 2 short unprepared questions and follow-on conversations.

### Writing:

Students are assessed on their ability to communicate effectively through writing in the chosen language. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French/Spanish. It also includes a translation into French/Spanish.

## MUSIC (GCSE)

Exam Specification Link: [EDUQAS GCSE MUSIC](#)

Do you have an interest in exploring different styles of music? Are you interested in improving your playing or singing ability? Do you want to learn how to write music in a variety of styles?

### Component 1: Performing Music (30%)

You will be assessed on recordings of:

- One solo performance or piece of music production
- One ensemble performance

You will be expected to perform throughout the course either in class or in school concerts

### Component 2: Composing (30%)

You will be assessed on and produce a recording a score for:

- One composition a style of your choice
- One composition that responds to a brief provided by the exam board

You will be taught a variety of composing techniques.

### Component 3: Appraising (40%). Exam, 1 hr 15 mins

Your assessment will consist of one listening and appraising exam (taken in June of Year 11).

The exam will include questions on familiar and unfamiliar music but relating to styles that you have studied in depth.

- AOS1: Musical Forms and Devices including set work: *Badinerie* by J.S. Bach
  - This area covers key forms from the Baroque, Classical and Romantic eras
- AOS2: Music for Ensemble
  - This area covers Chamber Music, Musical Theatre, Jazz and Blues
- AOS3: Film Music
- AOS4: Popular Music including set work: *Africa* by Toto
  - This area covers Pop, Rock, Bhangra and other fusion styles

Studying music will enhance your creative and practical skills as well as developing your critical thinking, communication, teamwork, and independent learning. In addition, studying music has been shown to boost all-round academic performance and improve mental health.

## PHYSICAL EDUCATION (GCSE)

Exam Specification Link: [AQA 8582](#)

Do you have a genuine interest in sport and enjoy taking part in a variety of physical activities?

Theory work (60%) consists of **two** written examinations; the exams are divided as follows;

- 1) **Paper 1:** The human body and Movement in Physical Activity and Sport.
- 2) **Paper 2:** Socio-Cultural Influences and Well-Being in Physical Activity and Sport.

Practical work (40% marks)

- Practical performance in **three** different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

Success in his course can be followed with further study at sixth-form level and then provides opportunities for various university courses leading to a wide variety of career pathways. For example, you may be interested in coaching, physiotherapy, sports rehabilitation or teaching. You must discuss your suitability for this challenging course with Mr Simon or your PE teacher.

## **SPORT (BTEC Tech Award)**

[Exam Specification Link: PEARSON](#)

The course is made up of three components: two that are internally assessed and one that's externally assessed. This three-block structure will allow students to build on and embed their knowledge, grow in confidence and then put into practice what they have learned.

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

## **KING'S TRUST: PERSONAL DEVELOPMENT & EMPLOYABILITY**

[Specification Link](#)

The Prince's Trust Achieve is a flexible programme offered to those students who may struggle to access the full complement of GCSEs. Over two years boys will work towards achieving a

Personal Development and Employability Skills (PDE) qualification. They will engage in activities that enrich the normal curriculum.

The programme is based around six modules: Skills for Schools, Personal and Social Development, Life Skills, Active Citizenship, Enterprise Projects and Preparation for Work. Individual units are selected within each module. The approach is flexible and units are chosen to suit the boys' interests.

Popular units with the boys include Managing Money, Preparing for a Healthy Lifestyle, Digital Skills (including online Safety), Presentation Skills, Work Experience and Career Planning (including CVs and Interviews).

Each unit is designed to develop confidence as well as the key transferable skills the boys need for the future. STEM, literacy and numeracy opportunities are embedded throughout.

The PDE qualification is achievable at three different sizes and three different levels. Boys are able to work at a pace and intensity that is right for them.

#### Qualification Sizes

- Award 2+ units (6 credits)
- Certificate: 7+ units (21 credits)
- Diploma: 13+ units (39 credits)

#### Qualification levels

- Entry Level 3
- Level 1 (equivalent of GCSE grades 1-3)
- Level 2 (equivalent of GCSE grade 4+)

Assessment is through portfolios of evidence. There are no examinations within this option subject.

*This course is not available on the OPTIONS form – application is done by contacting the SENDCO (Mrs Denton)*