

Kesteven and Sleaford High School

Key Stage 4 Curriculum and Options Information 2026



Welcome

Dear Parent/Carer & Students

The time has come to make some important choices about the GCSE subjects which will be studied in Years 10 and 11.

This booklet is designed to support and guide you in the Key Stage 4 curriculum and help you to make informed decisions about the options available.

National guidelines stipulate that certain subjects have to be studied but there are then four choices that can be made by the students. Within these four choices all students must ensure at least two of these are a Creative subject, a Humanities subject or a Language.

Please read this booklet carefully. It contains a lot of useful information about courses, the process of choosing options and where to find careers guidance.

A whole school assembly will be held on Teams. This is recorded and then uploaded to the school website so that parents and students can listen to the information provided again at home.

Subject Leaders have given as much information as practicable in the booklet but we are also offering the opportunity to have a meeting with Subject Leaders or myself on Wednesday 11 February where you can raise any remaining queries.

The options form will be completed on Microsoft Forms and needs to be filled out by Wednesday 25 March.

If you have any questions about the process please do not hesitate to contact me.

Yours faithfully

Mrs G White

Assistant Headteacher (Curriculum)



Help and Support Available



We hope that this booklet will provide the information required on the subjects offered in this school for GCSE so that the students, in consultation with their parents and teachers, can make individual and appropriate choices for their future courses.

It is important that the students choose their subjects wisely, so in addition to reading this booklet, they should seek guidance from their:

Form Tutors

Students can make use of tutor times to talk with their tutor group and share their thoughts.

Subject Teachers

Our teachers love their subjects and will speak passionately about why students should study their subject!

Subject Leaders

Perhaps a student doesn't yet study a subject or still wants to know more - they should not be afraid to talk to the Subject Leader. Our Subject Leaders will welcome the interest shown in their area of expertise.

Head of Year

The Head of Year has probably supported a lot of other students before in this process and they know their year group well. They can be an excellent source of support and information.

Assistant Headteacher - Curriculum

Mrs White keeps on top of the whole process and will work with students if they change their mind about what they want to study.

Other Students

Older students have been through this process and might be studying a subject students want to know more about. Our well-being ambassadors are available in the well-being hub most lunchtimes.

Broad and Balanced

All schools should deliver a broad, well-balanced curriculum to its students to help prepare them for the future.

To achieve this broad and balanced curriculum students at KSHS must select their option choices carefully. Students get 4 option choices; at least two of these choices must include subjects from two of these three categories: Humanities, Languages and/or Creative. The remaining option choices are totally free choice.

All student at KSHS are expected to study:



English Language and Literature



Core EP (non-examined)



Mathematics



Core PE (non-examined)



Science



PSHE



Broad and Balanced



Humanities

- Geography
 - History
 - Religious Studies
-

Languages

- French
 - German
-

Creative

- Fine Art
- Graphic Communication
- Drama
- Music
- Design and Technology

To support future life chances whilst offering students the opportunity to follow their interests and passions subjects have been grouped into categories.

All students must **select at least two subjects from two of the three categories** listed.

The remaining 2 option choices can then be selected from any of the subjects listed above or from the additional subjects we offer below:

Free Choice Subjects for 2026: Business, Computer Science, Electronics, Food, Physical Education

Please note subjects may be withdrawn if there is insufficient interest at any stage in the options process.

It isn't all about exams

Alongside the compulsory subjects and option choices students will also have lessons in PE, PSHE (Personal, Social & Health Education), Ethics & Philosophy and Personal Development.



PSHE

P.S.H.E. and Personal Development sessions are designed around three key themes: Living in the Wider World, Health and Well-Being and Relationships. Students have the opportunity to debate topics, learn the fundamental values of British Society and explore pertinent issues regarding growing up and staying safe. This work is delivered in tutor times, timetabled lessons and 'drop-down' days.

Ethics and Philosophy

Topics in P.S.H.E., Ethics & Philosophy and Personal Development aim to develop students into responsible, respectful and active citizens in the modern world.

Careers

Careers lessons in KS4 cover topics such as applying for jobs including CVs and cover letters, employment rights, exploring post-16 options and the labour market. We also arrange an employer experience day at the end of Year 10.

Clubs

Don't forget the great range of clubs on offer each lunchtime and after school.

N.E.A. (Non-Examined Assessment)

In some subjects NEA (Non-Examined Assessment) forms part of the final grade awarded. The type and length of assessments varies from subject to subject so students should read the subject descriptions carefully and consult their teachers if they want further information.

Students will always be informed about the controlled assessment and its contribution to the overall assessed grade.

Work is moderated internally to ensure marking is consistent and the mark schemes set by the examination boards are accurately applied. It is then externally moderated to ensure that the marks awarded are in line with the expectations of the exam board.

Students have the right to be informed of their centre assessed marks before they are submitted to the examination boards. This gives candidates a chance to request a review of the centre's marking if they think that mark schemes have not been accurately applied.

We strongly recommend that if a student wishes to request an appeal against an NEA mark it would be worth contacting the school immediately - time frames are always tight and students cannot appeal once marks have been submitted to the examination board.

If you require any further information about controlled assessments, please contact the relevant Subject Leader.



Using A.I. in school Work



AI and Assessments

A quick guide for students



What is AI?

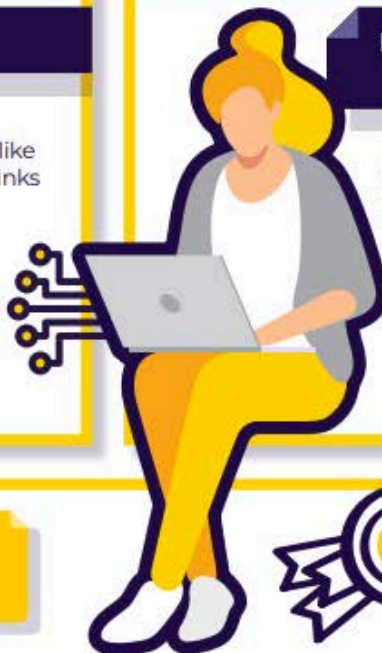
- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly

How much time is spent in each subject?

	Year 10	Year 11
English	6 hours	7 hours
Maths	7 hours	6 hours
Science	10 hours	12 hours
EP	2 hours	2 hours
PSHE	1 hour	N/A
Core PE	4 hours	3 hours
Option 1	5 hours	5 hours
Option 2	5 hours	5 hours
Option 3	5 hours	5 hours
Option 4	5 hours	5 hours
Total Hours	50 hours	50 hours

Remember - we have a two week timetable. Times shown here are split across the two weeks. In Year 11 PSHE is delivered using 'drop-down' days where often outside speakers and professionals visit the school to run workshops and bespoke lessons.

Deciding what to study



1. What should students consider when making their choices ?

- Which subjects do they enjoy?
- What are their learning strengths and skills and which subjects do these go well with?
- Which qualifications might they need for a career or courses in higher education that will interest them?
- Does the content and style of learning interest them?
- Does the balance between coursework and examinations suit them?

2. What should not be a factor when selecting options?

A subject should not be chosen because:

- a student likes the teacher - they may not be teaching the class next year.
- a student knows their friend is choosing it - they may end up in a different class to their friend.

3. Do some research

Speak to teachers in school, speak to students currently taking the course.

- Read about the subjects in this booklet.
- Discuss ideas with teachers, tutors, friends and family

Students can also experience some taster lessons in school for new subjects.

The Options Process



Research and ask questions

Step 1

Learn about the subjects available at GCSE level. Speak to teachers in school, speak to students currently taking the course. Attend the school options evening and read about the subjects in this booklet.



Complete the straw polls

Step 2

Straw polls are a quick survey of student interest to help us tailor the curriculum to this year group. It is completed on Microsoft Forms by the student.



Continue to work hard

Step 3

Students should keep working hard in all their subjects. Students regularly change their mind about their option choices in Year 9 and Year 10 so it is best to maintain a high level of work in all subjects throughout Year 9.



Complete the options form

Step 4

Parents complete the options form online. This confirms to the school that parents are happy with the choices made.

Meet the deadline – Wednesday 25 March.



What is the straw poll?

To timetable lessons options will be built into 'blocks'.

Option Blocks are designed each year to meet the preferences of the year group. To build the option blocks we ask students, very early on to complete a 'straw-poll'. This is a quick check of interest, it is not a commitment to subjects and students can change their mind later.

Students are not making a firm commitment to subjects at this stage but we need to check there is sufficient interest in a subject. We also need to try and build option blocks which meet the maximum number of students' subject combinations.

The 'Straw Poll' is completed using a Microsoft Forms questionnaire. A snapshot of the one completed last year by students is shown below...

Back

Year 9 Straw Poll 2025

This straw poll helps us to schedule the options that would suit the biggest number of students in the year group. It acts as a dummy run. You are not committing yourself to the options you choose on this form but it is helpful to us to know which subjects will be popular enough to run, which we need to put several groups on for and what might not be viable next year.

You can choose to study both languages and both humanities subjects. If you wish to study both languages select German in question 1 then French as either your first or second choice. If you wish to study Geography and History select Geography in question 2 then History as either your first or second choice.

If you change your mind after submitting this form don't worry -this often happens. We will do our best to accommodate your option choices but there are no guarantees that we will be able to find a combination that works for everyone.

Please be aware that the school may have to withdraw a subject from the options offer if it does not prove popular at this stage.

Hi, Gaynor. When you submit this form, the owner will see your name and email address.

* Required

1. Tutor Group *

9HB


9AH

9PA

9PJ

9APO

2. Choose one language from here (You can choose another one later if you want):*



Please remember...



Once courses have commenced we would urge students to talk quickly with their Head of Year if they remain uncertain about their option choices.

Option swaps may not always be possible and for some subjects it is only possible to swap before the first month of Year 10.

The final date for any option swaps to be considered will be Monday 19 October. This will then enable students to catch up with any work in their new subject during the half term break.

Important things you should know:

- ⚠ Choices are not allocated to people who submit their forms first so please take your time to consider the options available.
- ⚠ Please consider the choices carefully as often it is not possible to change courses at a later date as many courses will be full or may be in different option blocks from each other
- ⚠ Sometimes it is not possible to allocate first choices. This is usually because courses are timetabled at the same time or a class is full. Every effort will be made to give you your first choices; however, if this is not possible then Mrs White will have a meeting with you to discuss your options

Careers Support



As part of the Careers programme at KSHS, we subscribe to a Careers information website called UNIFROG that can be accessed either in school or at home which has a wealth of information for all age groups and can help with subject choices for GCSE. Your child will already have their personal Log-in.

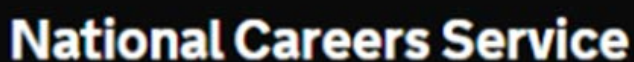
The websites below are also useful in answering these questions:

- Where can I find out more about different jobs and careers?
- Where can I find information about the qualifications and skills that I might need for the jobs and careers I am interested in?



Course advice for post 16 and University and career options

<https://wwwucas.com/further-education>



Explore careers Skills assessment

<https://nationalcareers.service.gov.uk/>



<https://amazingapprenticeships.com/>



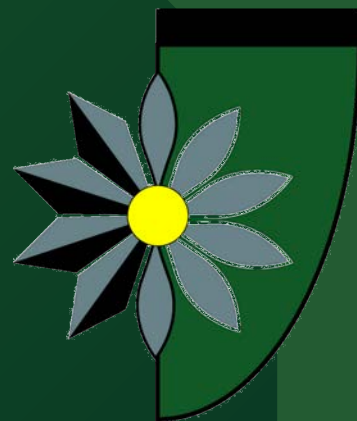
<https://www.careerpilot.org.uk/>



<https://icould.com/explore>
Buzz quiz and careers information

02

Subjects



English



This course develops your skills in reading complex texts, writing academic and creative responses and appreciating our literary heritage

COURSE CONTENT (AQA)

A good pass in English is required in virtually all areas of employment and to proceed to higher education. All students, in this school, work towards two GCSEs: AQA GCSE English Language and AQA GCSE English Literature.

The GCSE courses continue to enhance the skills that students are developing in the first three years of the English curriculum.

The aim of GCSE Language is for students to become highly competent in the three key skills of reading for understanding, writing for a variety of purposes and registers, and effective spoken communication.

The aim of GCSE Literature is for students to gain an appreciation of the aesthetic qualities of Literature through works from our cultural heritage. Students will develop a personal appreciation of these texts which will allow them to experience different worlds and human behaviours vicariously.

ASSESSMENT

English Language :

Paper 1: Explorations in Creative Reading and Writing:

1 hr 45 mins 80 marks 50%

Paper 2: Writers' Viewpoints and Perspectives:

1 hr 45 mins 80 marks 50%

Non - Examination Assessment: Spoken Language:
Teacher assessed in year 10.

English Literature:

Paper 1: Shakespeare and the 19th Century Novel:

1 hr 45 mins 64 marks 40%

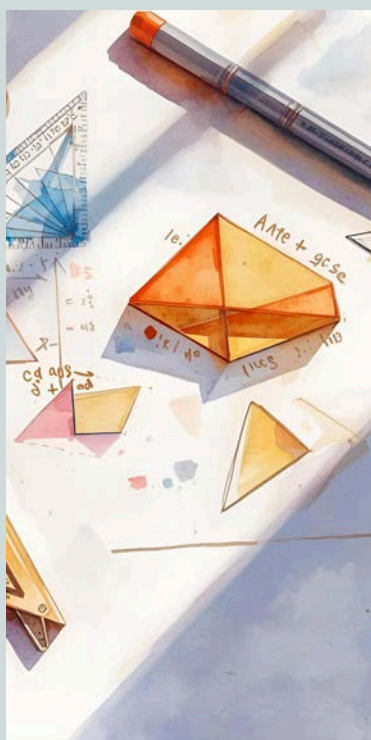
Paper 2: Modern Texts and Poetry and Unseen Poetry:

2 hrs 15 mins 96 marks 60%

Compulsory Subject



Mathematics



COURSE CONTENT (AQA)

Students have already met the main branches of mathematics in Key Stage 3 and their knowledge, skills and understanding of mathematical methods and concepts are developed further in:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Topics are usually studied via interactive whiteboard resources and whole class teaching. When a unit of work is completed an assessment is conducted with teachers providing comments to improve a student's understanding of the work. Formative assessments occur regularly and students are given a GCSE grade. After several topics have been studied a whole school test is conducted to assess learning over a range of questions, as well as embedding retrieval assessment to help determine next steps in teaching.

The course develops fluency with skills, teaches techniques for problem solving and improves confidence in discussing Mathematical concepts.

ASSESSMENT

The GCSE course followed by students in this school is the AQA GCSE Mathematics (8300) This course will be assessed by three equally-weighted written examination papers.

Paper 1	Non-Calculator	1hr 30mins	80 marks
Paper 2	Calculator	1hr 30mins	80 marks
Paper 3	Calculator	1hr 30mins	80 marks

Compulsory Subject



Science



COURSE CONTENT (AQA)

Science is part of the core curriculum which all students have to study. Students follow AQA Science which is designed to suit students of all abilities and all aspirations.

Students will have started the course in the September of Year 9 and will complete approximately 4 modules whilst they are in Year 9. In Year 10 and 11, they will be taught in sets and the path followed will depend on which set they are in. However, all students study the same modules up to Christmas of Year 10.

In January of Year 10 students will either study a course leading to the award of three separate GCSEs commonly called 'Triple Science' or a 'Combined Science' course with two GCSEs awarded at the end of Year 11. The 'Combined Science' course covers aspects of Biology, Chemistry and Physics.

These courses help students explain natural phenomena, develop their critical and analytical thinking and advance their practical skills.

ASSESSMENT

All Combined Award students complete 23 taught modules culminating in six external examinations of 1 hour 15 minutes each. All Triple Award students complete 24 taught modules, to a slightly greater depth, and take six external examinations of 1 hour 45 minutes each. Students following the Combined Award course will complete sixteen required practical lessons. Students following the Triple Award course will complete twenty-four required practical lessons.

There will be regular internal tests within each module to assess progress and feedback will be given to show students how to improve.

Compulsory Subject



Fine Art



COURSE CONTENT (AQA)

Students choosing Fine Art will have a genuine interest in exploring and creating visual work across a range of disciplines. This course encourages independence, creativity, and the confidence to take risks in developing original ideas. Students will experiment with diverse materials and processes while learning to meet deadlines and manage their own projects effectively.

The course focuses on:

- Working with a wide range of media, including paint, printmaking, drawing, collage, mixed media, and 3D materials.
- Building confidence in developing practical work through experimentation and exploration.
- Making independent, informed decisions to shape personal ideas and creative outcomes.
- Reviewing and refining work as it progresses towards a final piece.

Create, Experiment & Express ideas with independence and imagination.

ASSESSMENT

There are two parts of the course:

1. **The Personal Portfolio (60%)**

Students will produce a portfolio of work that showcases their creativity, technical ability, and personal direction. This includes sketchbooks, mixed-media studies, and large-scale final pieces developed from guided workshops and independent exploration. Meeting set deadlines throughout the course is essential, as these projects form the foundation of their final grade.

2. **The Externally Set Assignment (40%)**

In the final stage of the course, students will respond to an externally set theme, applying their accumulated skills and creative understanding. This includes a preparation period followed by a 10-hour practical examination under controlled conditions.

Creative Subject



Graphic Communication



COURSE CONTENT (AQA)

Students choosing Graphic Communication will have an enthusiasm for creative visual design and an interest in how ideas are communicated through images, typography, and multimedia. This course develops independent, confident designers who can manage their projects from concept to completion.

The course focuses on:

- Developing practical skills and creative thinking through drawing, design, painting, collage and digital media.
- Building confidence through experimentation, problem-solving, and taking risks in the creative process.
- Exploring how visual language influences communication and design, and forming personal, informed opinions about art, media, and culture.

Design it. Make it.
Communicate it.

ASSESSMENT

There are two main components to the course:

- **Personal Portfolio (60%)**

Students will create a portfolio of work that demonstrates creativity, skill, and design development. Projects include work such as posters, packaging, branding, and advertising. Students will receive guided workshops in techniques, software, and processes. Meeting deadlines and managing workflow effectively are vital to success, as this portfolio forms much of the final grade.

- **Externally Set Assignment (40%)**

In the final stage of the course, students respond to a theme set externally by the exam board. This allows them to apply their skills and creative independence in a controlled project. The preparatory period is followed by a 10-hour practical examination under controlled conditions.

Creative Subject



Business



COURSE CONTENT (AQA)

The study of Business is broken down into six main areas, all of which have an impact on the operation of business activity.

- Business in the real world
- Influences on business
- Human Resources
- Business operations
- Marketing
- Finance

GCSE Business explores how real businesses operate and make decisions. Through case studies and practical examples, students gain financial awareness, problem-solving skills, and a foundation for future study or careers.

ASSESSMENT

Paper 1 - Influences of Operations and HRM (Human Resource Management) on business activity (50%). This paper assesses learning on the topics of: Business in the real world; Influences on business; Operations and Human resource management

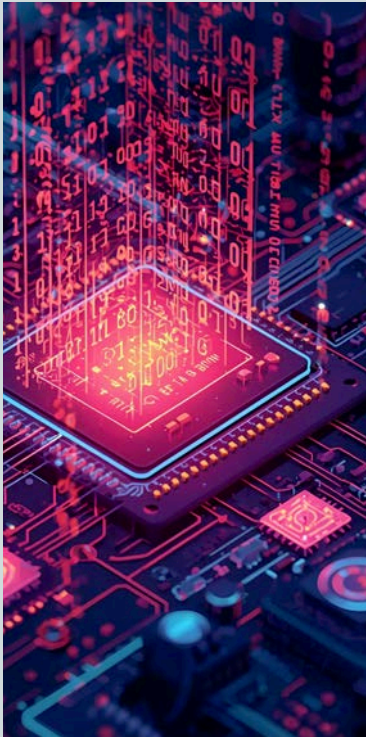
Paper 2 - Influences of Marketing and Finance on business activity (50%). This paper assesses knowledge and understanding of: Business in the real world; Influences on business; Marketing and Finance

The papers include multiple choice questions, short answer questions and case study/data response stimuli based questions

Free Choice Subject



Computer Science



The course will develop students' understanding of components, networking, security, and emerging technologies. It will also develop their awareness of the legal, moral, and ethical issues associated with the use of technology.

COURSE CONTENT (OCR)

Computer Science is the study of how computers work and how to program them, alongside the problem solving and logical thinking skills that are essential in many aspects of modern life. The course will develop students' understanding of components, networking, security, and emerging technologies. It will also develop their awareness of the legal, moral, and ethical issues associated with the use of technology.

The major topics covered are:

- How to program a computer using the Python language
- Computational thinking, problem solving and algorithms
- Wired and wireless networks and the Internet
- System security and cyber security
- Ethics and Legislation

ASSESSMENT

Unit 1 - Computer Systems (50%) is assessed by a 1.5 hour examination

Unit 2 - Computational Thinking, Algorithms and Programming (50%) is assessed by a 1.5 hour examination

Students must also complete a range of programming challenges including an independent programming project at the end of Year 10.

Free Choice Subject



Design & Technology: Product Design Textiles



This GCSE will prepare students to participate confidently and successfully in an increasingly technological world.

COURSE CONTENT (AQA)

The GCSE enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.

Students will use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The GCSE also provides opportunities for students to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities whilst making textiles products.

ASSESSMENT

Non-Exam Assessment (50%)-approximately 35 hours. Students are required to produce a substantial design and make task based on a design brief which they develop in response to a contextual challenge set by the examination board. The NEA is assessed on: Investigating; designing; making; analysing and evaluating.

Written examination (50%)

The written paper will assess a pupil's understanding of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Creative Subject



Drama



GCSE Drama lets students unleash their creativity, build confidence, and bring stories to life while developing real-world skills in communication, collaboration and performance.

COURSE CONTENT (AQA)

Component 1: Understanding Drama (Written Exam) Students will undertake a study of a set play chosen by their teacher, this will be Blood Brothers. They will gain an understanding of theatre roles, staging, conventions, and terminology. They must also evaluate a piece of live theatre performance.

Component 2: Devising Drama (Practical + Written Portfolio)

students must create their own original performance from a stimulus. This will involve working collaboratively to explore ideas, characters & style. They must keep a Devising Log that documents the process.

Component 3: Texts in Practice (Scripted Practical Performance)

Students will:

- Perform two extracts from a published play
- Perform for a visiting examiner.

ASSESSMENT

C1 Assessment: Written Exam: 1 hour 45 minutes (40%)

- Section A: Theatre roles & terminology (multiple-choice)
- Section B: Study of the set play (analysis and interpretation)
- Section C: Evaluation of live theatre (analysis and evaluation)

C2 Assessment: Devised Performance & Logbook (40%)

- Devised performance
- Written portfolio: up to 2,500 words

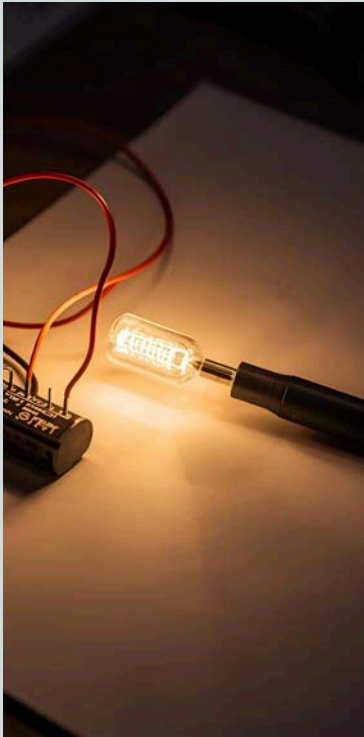
C3 Assessment: Scripted Performance (20%)

- Practical performance: Monologue and duologue or two monologues.

Creative Subject



Electronics



GCSE Electronics develops practical skills and enhances problem-solving and analytical thinking.

COURSE CONTENT (WJEC)

Students will study a course with 11 topic areas divided between two components. For each topic the theory is studied and then practical investigations put the theory into practice.

The topics studied in Component 1 are:

1. Electronic systems and sub-systems
2. Circuit concepts
3. Resistive components in circuits
4. Switching circuits
5. Applications of diodes
6. Combinational logic systems

The topics you will study in Component 2 are:

1. Operational amplifiers
2. Timing circuits
3. Sequential systems
4. Interfacing digital to analogue circuits
5. Control circuits

Component 3 is a non-exam assessment, assessed by an extended system design and realisation task. Students will design, analyse, and construct their own electronics system to meet a desired specification.

ASSESSMENT

Unit 1 Discovering electronics. (40%)

Written examination, 1 hour 30 mins.

Unit 2 Application of electronics. (40%)

Written examination, 1 hour 30 mins.

Unit 3 Extended system design and realisation task, (20%)

Non-exam assessment.

Free Choice Subject



French



COURSE CONTENT (AQA)

The GCSE course is intended to develop the four skills of reading, speaking, listening and writing French to a level which enables students to communicate within a French-speaking community. It builds on the skills developed and topics studied in Years 7, 8 and 9; familiar topics are studied in greater depth and new topics are introduced.

The three broad themes of the French GCSE are:

- People and Lifestyle
- Popular Culture
- Communication and the world around us.

French is the main language in 29 countries all around the world and is an important language for international business. By learning to speak French, you can communicate with around 80 million people.

ASSESSMENT

The skills of Listening, Speaking, Reading and Writing are equally weighted and are tested in four exams at the end of Year 11.

- Listening (45 minutes), including dictation
- Speaking (9-12 minutes) including role play, reading aloud, photo card description and conversation
- Reading (1 hour) including translation into English
- Writing (75 minutes) including translation into French.



Food



COURSE CONTENT (OCR)

The Syllabus consists of:

Nutrition and Health – an understanding of nutritional guidelines and the practical application of knowledge.

Food Provenance and food choice-developing knowledge and understanding of food from around the world; environmental and food security issues along with an understanding of food production processes.

Cooking and Food preparation – a key focus upon the senses, cooking methods, processes and preservation.

Students develop a range of practical skills: preparing and cooking dishes that meet a variety of dietary requirements

An exciting and creative course which focuses on practical cooking skills to develop an understanding of nutrition, food provenance and the working characteristics of food materials.

ASSESSMENT

This specification requires:

- Theory Examination (50%)
- Food Investigation Task (15%)
- Food Preparation Task – (35%)

Free Choice Subject



Geography



GCSE Geography explores the relationship between people and the environment. Through case study examples, students develop understanding of social, economic and environmental challenges and opportunities in the world today.

COURSE CONTENT (AQA)

Living with the physical environment

- The challenge of natural hazards (earthquakes and volcanoes), climatic hazards (tropical storms) and climate change
- Physical landscapes in the UK (coast and river landscapes)
- The living world including tropical rainforest and hot desert/cold polar environments

Challenges in the human environment

- Urban issues and challenges including case studies of Rio de Janeiro and Birmingham
- The changing economic world including a case study of Nigeria
- The challenge of resource management (food, water and energy)

Fieldwork

Fieldwork is an integral part of the course and students collect data on two occasions to answer contrasting enquiry questions. In recent years we have visited Hunstanton in Norfolk and Birmingham. Students present, analyse and evaluate the data they have collected.

ASSESSMENT

Paper 1: Living with the physical environment (35%).

Written exam: 1 hour 30 minutes.

Paper 2: Challenges in the human environment (35%).

Written exam: 1 hour 30 minutes.

Paper 3: Geographical applications (30%).

Written exam: 1 hour, 30 minutes.

The requirement for students on this paper is to answer questions about a relevant issue by applying skills of problem-solving and critical thinking. This paper also tests knowledge and understanding of familiar and unfamiliar fieldwork and skills.



German



German is the first language of more people in Europe than any other language and Germany is an important trading partner for us. An important language in business and engineering, German is a language in demand.

COURSE CONTENT (AQA)

The German GCSE course gives you the opportunity to build on the topics and grammar you have studied in Key Stage 3, adding more depth to familiar topics and introducing a few new ones. Knowledge and skills are developed through a variety of activities at GCSE, all of which will enable you to achieve a high grade at the end of Year 11 and be able to communicate ideas and needs within a German speaking community.

The three broad themes of the GCSE are:

- People and Lifestyle
- Popular Culture
- Communication and the world around us.

ASSESSMENT

The skills of Listening, Speaking, Reading and Writing are equally weighted and are tested in four exams at the end of Year 11.

- Listening (45 minutes), including dictation
- Speaking (9-12 minutes) including role play, reading aloud, photo card description and conversation
- Reading (1 hour) including translation into English
- Writing (75 minutes) including translation into German



History



History teaches multiple skills while allowing you to delve into the past to see how the world has developed into what it is today.

COURSE CONTENT (OCR)

In the **People's Health unit** we study how approaches to public health have changed over time and assess how effective authorities have been in their response.

The Elizabethans, 1580-1603 allows us to explore the personality of Elizabeth I as well as the Catholic Threats that dominated her reign and how exploration began to sweep across the Early Modern world.

The History Around Us content means we see History through a local lens by studying Lincoln Castle and how it developed from a site created by William the Conqueror to holding significance in the history of crime and punishment.

We also study **Living Under Nazi Rule** where we see how Hitler and the Nazis were able to come to power in a democratic nation and the deadly consequences their rule had for people living within Germany and across occupied Europe. Finally, we study **The Making of America** which follows the narrative of white migrants, African Americans and Native Americans during Westward Expansion.

ASSESSMENT

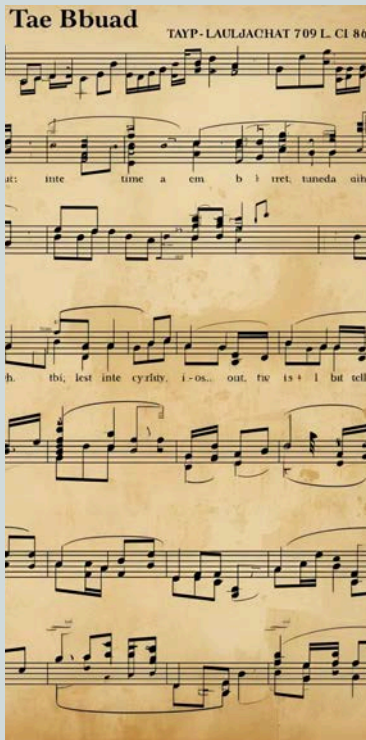
Paper 1 (40%) - 'The People's Health c.1250 to the present day' and 'The Elizabethans, 1580-1603'
1hr 45 mins

Paper 2 (20%) - 'History Around Us - Lincoln Castle'
1hr

Paper 3 (40%) - 'Living Under Nazi Rule, 1933-1945' and 'The Making of America, 1789-1900'
1hr 45mins



Music



COURSE CONTENT (EDUQAS)

Following a GCSE Music course will develop a broader understanding of Music. During the course students will learn how to compose music, and further develop skills in performing as a soloist and as part of an ensemble.

Music offers the opportunity to develop valuable transferrable life skills and to explore a variety of different music.

GCSE Music is an interesting and valuable course in its' own right or may lead to further study at A level and beyond.

We would recommend this course for musicians working at grade 4 or above in performance.

Music is all around us. It influences our moods and emotions and stimulates us in many ways.

ASSESSMENT

Performing music (30%) - For their performance coursework students will perform one solo and one ensemble piece or two ensemble pieces.

Composing music (30%) - During the course students will be taught how to compose and will submit two pieces, one piece to a brief set by the exam board and one piece to a brief set by students.

Appraising music (Examination) (40%)- 1 hr 15 mins

At the end of the course students will sit a listening examination based on the topics studied. This will test their knowledge and understanding of music and their ability to listen to and appraise music.

Creative Subject



Physical Education



This course enables students to explore the vast world of sport and gives an insight into one of the biggest sectors in industry today.

COURSE CONTENT (AQA)

The AQA course consists of Practical Performance and Theory content.

Paper 1: The human body and movement in physical activity and sport

Content includes; Applied anatomy and physiology; Movement analysis; Physical training and use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Content includes; Sports psychology; Socio-cultural influences; Health, fitness and well-being and use of data.

Practical Performance in physical activity and sport. Throughout the course the school provides students with the opportunity to develop their practical performance in a variety of sporting activities as part of a team or as an individual. Students are also permitted to include a sport they participate in outside curriculum time if they can meet the demands of the criteria set by the examination board.

ASSESSMENT

Paper 1 (30%) and Paper 2 (30%): Written examinations lasting 1 hour 15 minutes. The 2 written papers will be taken at the end of the course in Year 11.

NEA (40%): Internally assessed with external moderation; candidates select 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).

Alongside the practical performance a written analysis and evaluation of performance to bring about improvement in one activity will be included as part of the assessment.

Free Choice Subject



Religious Studies



COURSE CONTENT (AQA)

Component 1:

The study of religions: beliefs, teachings and practices from Christianity and Islam

Component 2: Thematic studies

Four Ethical, Philosophical and Religious themes:

The four themes are selected from:

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme C: The Existence of God and revelation
- Theme D: Religion, Conflict and Peace
- Theme E: Religion, Crime and Punishment
- Theme F: Human Rights and Social Justice

Religious Studies isn't about finding all the answers—it's about asking better questions and thinking deeply about different worldviews, whatever your beliefs.

ASSESSMENT

Component 1: The study of religions: beliefs, teachings and practices (50%)

- Written examination: 1 hour 45 minutes
- 96 marks (plus 6 marks for spelling, punctuation and grammar (SPaG))

Component 2: Thematic studies (50%)

Written examination: 1 hour 45 minutes
96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))

Humanities Subject



Your Notes

Your Notes



1 Progress Grades to parents
W/C 10 NOVEMBER

2 Year 9 Careers in PSHE
TERM 2

3 Academic Parents' Evening (online)
19 NOVEMBER

4 Introduction Assembly
JANUARY 2026

5 Options Booklet sent to parents
JANUARY 2026

6 Progress grades to parents
W/C 26 JANUARY

7 Options and Curriculum Evening
11 FEBRUARY 2026

8 Straw Polls to gauge interest
JANUARY & FEBRUARY 2026

9 Deadline for option choices
WEDNESDAY 25 MARCH

PROGRAMME OF EVENTS